

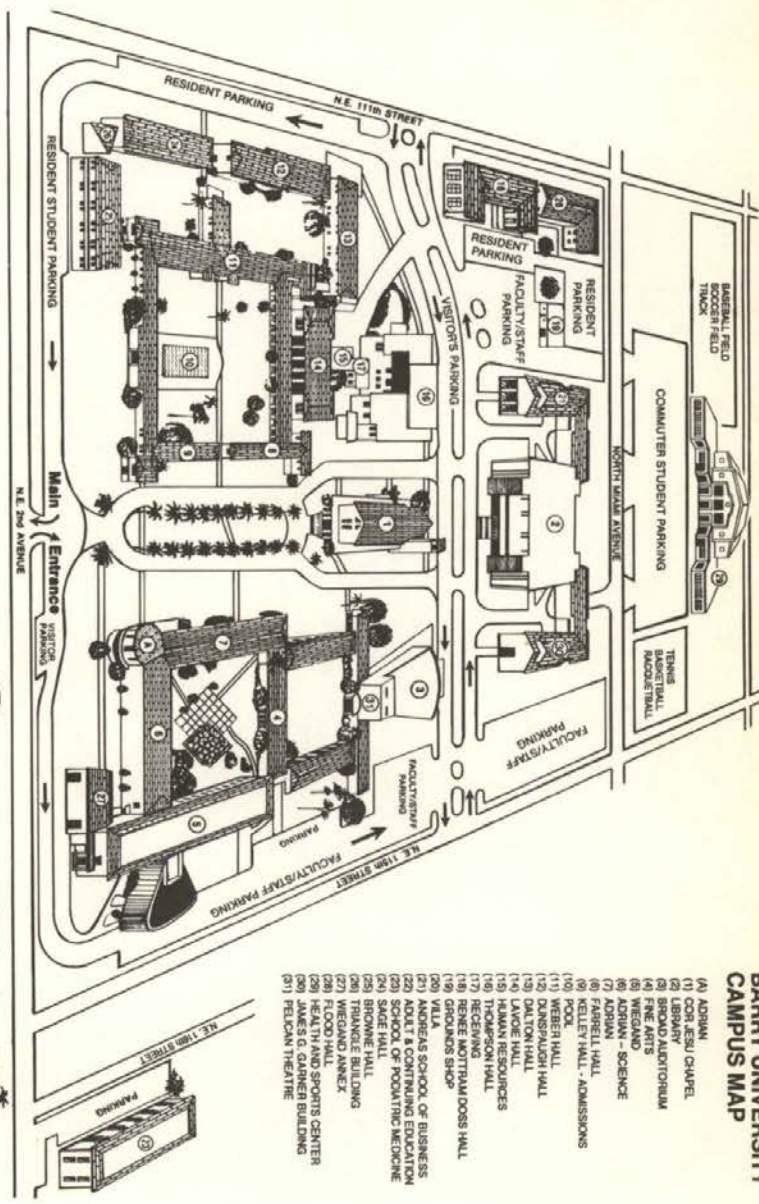
BARRY UNIVERSITY



1994-1995
Catalog

Florida's Oldest and Largest Catholic University

FACULTY/STAFF PARKING (F/S DECAL)
 RESIDENT STUDENT PARKING (R/S DECAL)
 COMMUTER STUDENT PARKING (C/S DECAL)
 → TRAFFIC FLOW



**BARRY UNIVERSITY
CAMPUS MAP**

- (A) ADMIN.
- (1) COR. JESU CHAPEL
- (2) LIBRARY
- (3) BRADY AUDITORIUM
- (4) ROTUNDA
- (5) WISGARD
- (6) ADMIN. - SCIENCE
- (7) ADMIN.
- (8) FARRELL HALL
- (9) FELLET HALL - ADMISSIONS
- (10) SPOK
- (11) WEBER HALL
- (12) DANSPALGH HALL
- (13) DALTON HALL
- (14) LAVOIE HALL
- (15) HUMAN RESOURCES
- (16) JOHNSON HALL
- (17) RECEIVING
- (18) RENEE NOTTMAN DOSS HALL
- (19) GROUNDWORKS SHOP
- (20) VILLA
- (21) MARIENS SCHOOL OF BUSINESS
- (22) JAMES GARDNER BUILDING
- (23) SCHOOL OF PODIATRIC MEDICINE
- (24) SAGE HALL
- (25) BRYNNE HALL
- (26) TRIANGLE BUILDING
- (27) TRIANGLE ANNEX
- (28) HEALTH AND SPORTS CENTER
- (29) JAMES G. GARDNER BUILDING
- (31) FELCAN THEATRE

BARRY UNIVERSITY



1994-1995 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 Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, specialist's and doctor's degrees. The School of Nursing is accredited by the National League for Nursing and is approved by the Florida Board of Nursing. The Adrian Dominican 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 Ellen Whiteside McDonnell School of Social Work's M.S.W. program is accredited by the Council on Social Work Education. The School of Podiatric Medicine is accredited by the Council on Podiatric Medical Education. The Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education. The Physical Therapy Program is accredited by the Commission for Accreditation in Physical Therapy Education (CAPTE). The Cardiovascular Perfusion program is accredited by the Committee on Allied Health Education and Accreditation. The Anesthesiology Program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs, a specialized accrediting body recognized by the Council on Postsecondary Accreditation and the U.S. Department of Education. The Andreas School of Business is a candidate for accreditation by the American Assembly of Collegiate Schools of Business; Candidacy status indicates that an institution has voluntarily committed to participate in a program of continuous improvement and is actively progressing toward accreditation status. Candidacy status is not accreditation and does not guarantee eventual accreditation. In addition, The University Council of Jamaica has registered the Executive Masters in Business Administration offered by Barry in Jamaica; registration is a pre-accreditation status.

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

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

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

Inquiries, applications and credentials should be addressed to:

Barry University
Division of Enrollment Services
11300 N.E. 2nd Avenue
Miami Shores, Florida 33161-6695

General Local University Number (305) 899-3000
In-State Toll Free General University Number (800) 756-6000

Division of Enrollment Services
Local Undergraduate (305) 899-3113
Local Graduate (305) 899-3119
Local International (305) 899-3124
Podiatric/Natural & Health Sciences (305) 899-3130
Transcript Evaluation/ACE (305) 899-3309
Financial Aid (305) 899-3673
International Student Center (305) 899-3484
Toll Free (800) 695-2279
Fax: (305) 899-3104

School of Adult and Continuing Education
Local (305) 899-3300 • In-State Toll Free (800) 945-2279

TABLE OF CONTENTS

Accreditation	2
Academic Calendar	8
Mission Statement	9
General Information	11
Admissions	22
Undergraduate	22
Graduate	27
International	30
Student Life, Division of Student Services	34
Tuition, Fees, and Financial Aid	42
Academic Information	65
Academic and Instructional Services	80
Cross Cultural Program	80
Disabled Students	81
Entry Program	81
Pre-Major (Undeclared)	82
Academic Computing Center	84
School of Adult and Continuing Education	87
School of Arts and Sciences	106
Corporate Communication Center	110
Learning Center	110
Department of Communication	111
Broadcast Communication, B.A.	112
Communication Arts, B.A.	113
Public Relations, B.A.	114
Non-Degree Program	
Speech	117
Communication, M.A.	118
Department of English and Foreign Languages	122
English, B.A.	122
English/Literature	122
English/Professional Writing	125
English/Education	128
French, B.A.	132
Spanish, B.A.	135
Certificate Program Translation/Interpretation	137
Non-Degree Program	
Chinese	139
Department of Fine Arts	140
Art, B.F.A.	140
Painting and Drawing, B.A.	141
Ceramics, B.A.	141
Photography, B.F.A., B.A.	144
Photography/Creative	146
Photography/Computer Imaging	146
Photo/Communication	146
Photography/Biomedical and Forensic	147
Photography Certificate	147

Music Minor	149
Theatre, B.A.	150
Theatre Management, B.A.	151
Department of History and Political Science	154
History, B.A.	154
Political Science, B.S.	157
Non-Degree Programs	
Geography	159
Department of Interdisciplinary Studies	160
International Studies, B.A.	160
Liberal Studies, B.A.	161
Pre-Law, B.A.	161
Non-Degree Programs	
Honors	162
Humanities	164
Peace Studies	166
Women's Studies	166
Department of Mathematics and Computer Science	169
Mathematical Sciences, B.S.	169
Computer Science, B.S.	175
Engineering, Dual Degree, B.S.	179
Non-Degree Program	
Pre-Engineering	179
Department of Physical Sciences	181
Chemistry, B.S.	181
Non-Degree Programs	
Pre-Pharmacy	183
Physics	184
Department of Psychology	185
Psychology, B.S.	185
Clinical Psychology, M.S.	187
Department of Sociology and Criminology	190
Sociology, B.S.	190
Criminology, B.S.	193
Non-Degree Programs	
Anthropology	195
Department of Theology and Philosophy	196
Theology, B.A.	196
Theology, M.A.	201
Certificate in Theological Studies	203
Health Care Ministry Specialization, M.A.	203
Pastoral Ministry for Hispanics, M.A.	208
Philosophy, B.A.	211
School of Business	216
Accounting, B.S.	218
Economics/Finance, B.S.	218
International Business, B.S.	218
Management, B.S.	219
Marketing, B.S.	219
Management Information Systems, B.S.	219

Minor in Business	219
Minor in Economics	220
Minor in Computer Science	220
Master of Business Administration, M.B.A.	227
Executive Master of Business Administration, E.M.B.A.	235
School of Education	238
Elementary and Early Childhood (Primary) Education, B.S.	238
Educational Computing and Technology, M.S.	247
Counseling, M.S.	249
Guidance and Counseling	250
Marriage and Family Counseling	250
Mental Health Counseling	251
Rehabilitation Counseling	251
Educational Leadership, M.S. or Certificate Tracks	252
Elementary Education, M.S.	254
Exceptional Student Education, M.S.	256
Human Resources Development and Administration, M.S.	259
HRDA—Leadership of Not-for-Profit/Religious Orgs., M.S. or Certificate Program	261
Montessori Education, M.S.	263
Primary Education, M.S.	264
Reading, M.S.	266
Educational Computing and Technology, Ed.S.	268
Counseling, Ed.S.	271
Exceptional Student Education, Ed.S.	273
Reading, Ed.S.	274
Leadership and Education, Ph.D.	275
School of Natural and Health Sciences	299
Allied Health Professions	299
Medical Technology, B.S.	300
Cytotechnology, B.S.	300
Diagnostic Medical Ultrasound Technology, B.S.	301
Nuclear Medicine Technology, B.S.	301
Biology, B.S.	
Major: Professional Track (Pre-Medical, Pre-Dental, Pre-Podiatry, Pre-Veterinary)	301
Marine Biology Track	302
Major: Non-Medical Track	302
Major for the Medical Laboratory Technician	303
Biology Minors	304
Physical Therapy Track	304
Occupational Therapy, B.S.	309
Cardiovascular Perfusion, B.S.	314
Anesthesiology, M.S.	316
Anesthesiology Completion Program, M.S.	319
Biology, M.S.	322
Biomedical Sciences, M.S.	325
Health Services Administration, M.S.	329
Physical Therapy, M.S.	332

School of Nursing	337
Basic Option, B.S.N.	342
Two-Year Option, B.S.N.	343
L.P.N. to B.S.N. Option	343
Accelerated Option, B.S.N.	344
R.N. to B.S.N. Option	344
R.N. to B.S.N./M.S.N. Option	346
Master of Science in Nursing	352
Nursing Administration, M.S.N.	355
Nursing Education, M.S.N.	355
Primary Care Nurse Practitioner, Adult & Family, M.S.N.	356
ARNP Certificate Program for MSN Prepared Nurses	359
Dual Program, M.S.N.-M.B.A.	360
School of Podiatric Medicine	364
Doctor of Podiatric Medicine, D.P.M.	364
School of Social Work	381
Master of Social Work, M.S.W.	383
Doctor of Philosophy in Social Work, Ph.D.	396
School of Human Performance and Leisure Sciences	400
Department of Intercollegiate Athletics	403
Department of Sport and Exercise Science	404
Exercise Science, B.S.	406
Minor in Exercise Science	408
Physical Education, B.S.	408
Endorsement in Adapted Physical Education (Non-Degree)	411
Endorsement in Coaching (Non-Degree)	412
Sport Management, B.S.	412
Diving Industry	414
Sport Management, M.S.	416
Dual Program, M.S./M.B.A.	418
Sports Medicine – Athletic Training, B.S.	419
Instructional Activities in Sport and Recreation	431
Trustees	433
Administrative Organization	434
Administration/Faculty	440

ACADEMIC CALENDAR 1994-95

Fall 1994

Assembly	Tuesday, August 23
Orientation/Testing	Monday, August 29
Night Classes Begin	Monday, August 29
Registration	Tuesday, August 30
Regular Classes Begin	Wednesday, August 31
Labor Day Holiday	Monday, September 5
Fall Holiday	Friday, October 21
Thanksgiving Holiday	Thursday-Sunday, November 24-27
Classes End	Friday, December 9
Final Exams	Monday-Friday, December 12-16
Commencement	Sunday, December 18

Spring 1995

Assembly	Friday, January 6
Registration	Thursday-Friday, January 12-13
Night Classes Begin	Monday, January 16
Regular Classes Begin	Tuesday, January 17
Martin Luther King Day	Monday, January 16
Spring Break	Monday-Saturday, March 11 - March 18
Easter Holiday	Thursday-Sunday, April 13-16
Classes End	Wednesday, May 3
Final Exams	Thursday-Friday, May 4-5 and Monday-Wednesday, May 8-10
Commencement	Friday, May 12

Summer Session I 1995

Monday, May 15-Friday, June 23

Summer Session II 1995

Monday, June 26-Friday, August 4

Weekend Occupational Therapy and Physical Therapy Programs

Fall Term 1994	August 27-December 18
Spring Term 1995	January 7-April 23
Summer Term 1995	May 6-August 13

School of Adult and Continuing Education

Fall Term 1994	October 10 - December 17
Winter Term 1995	January 09 - March 18
Spring Term 1995	April 10 - June 17
Summer Term 1995	July 10 - September 16
Fall Term 1995	October 09 - December 16

The Adrian Dominican School of Education and the D. Inez Andreas School of Business also offer some programs in varying cycles.

THE MISSION OF BARRY UNIVERSITY

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 traditions. Founded in 1940, the University is sponsored by the Dominican Sisters of Adrian, Michigan, and is governed by an independent, self-perpetuating Board of Trustees.

ENVIRONMENT

Barry University is a comprehensive university located in Miami Shores, with programs primarily serving South Florida. The University seeks to attract a diverse student body, including traditional and non-traditional students, from a variety of geographic, ethnic, religious, and socio-economic backgrounds. The University seeks to recruit and retain faculty members who are dedicated to teaching and advising, to searching for and disseminating truth through scholarship, research, and creative activities; and to serving both the University and the larger community. The University seeks to maintain a staff that supports institutional needs in order to enhance the quality of university life. It seeks to provide a learning environment which challenges students to accept intellectual, personal, ethical, spiritual, and social responsibilities.

PURPOSE

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

BARRY UNIVERSITY STRIVES

- to help its students to understand that God is experienced and encourage them to seek a fitting response to the presence of God in their lives.
- to afford the opportunity to examine the fundamental questions of human experience and the response to these questions proposed, in the liberal arts tradition, by theology, philosophy, the humanities, the natural sciences, and the social sciences.
- to provide programs in the liberal arts and professional studies, at the undergraduate and graduate levels, giving students a basis for continued personal and professional growth.

- to recognize the importance of experiential learning and on-and off-campus education of adult students.
- to contribute to international understanding, world peace, and community self-awareness by providing an international dimension to its student body and educational curricula.
- to demonstrate 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 the environment.
- to encourage its students to assume community leadership in religious, social, economic, and political affairs as a means of effecting needed social change.

GENERAL INFORMATION

HISTORY

Originally conceptualized by the Most Reverend Patrick Barry, Bishop of St. Augustine, and Reverend Mother Mary Gerald Barry, Prioress General of the Dominican Sisters of Adrian, Michigan, plans for Barry College received active support from Reverend William Barry, Pastor of St. Patrick's Church of Miami Beach, and John Thompson, Mayor of Miami Shores, Florida. In June 1940, a forty-acre tract of tropical vegetation located in residential Miami Shores, was transformed into the campus of Barry College. By action of the Board of Trustees, the college became Barry University on November 13, 1981. Today's University community is comprised of approximately 6,500 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 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, 1962-1963; 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 40 buildings, with indoor and outdoor athletic facilities, 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 the student body, the careful selection of faculty and staff, and the Judeo-Christian religious dimension combine to create a caring environment.

POLICIES AND PROCEDURES RELATING TO SEXUAL HARASSMENT

Barry University seeks to prevent harassment of its students, employees and those who seek to join the campus community in any capacity. The following describes various measures appropriate in dealing with the subject.

Sexual harassment includes such behavior as sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature directed toward an employee, student, or applicant, particularly when one or more of the following circumstances are present:

- Toleration of the conduct is an explicit or implicit term or condition of employment, admission or academic evaluation.
- Submission to or rejection of such conduct is used as a basis for a personal decision or academic evaluation affecting such individuals.
- The conduct has the purpose or effect of interfering with an individual's work performance, or creating an intimidating, hostile, or offensive working or learning environment.

The above definition is in line with the Equal Employment Opportunity Commission's regulations on sexual harassment.

Barry University, its officers and employees are responsible for maintaining a working and learning environment free from sexual harassment. Existing disciplinary and grievance procedures or informal procedures, as appropriate, shall serve as the framework for resolving allegations of sexual harassment. Responsibilities include making widely known the prohibitions against sexual harassment and ensuring the existence of appropriate procedures for dealing with allegations of sexual harassment.

SUBSTANCE ABUSE

Barry University acknowledges the problem of substance abuse in our society and perceives this problem as a serious threat to employees and students. It is the intent of the University to establish and maintain a drug-free workplace. It is the University's further intent to comply in every respect with the Drug-Free Schools and Communities Act Amendment of 1989 (Public Law 101-226) as presently constituted to be amended in the future.

Barry University condemns the possession, use or distribution of illicit drugs and the abuse of alcohol and drugs/substances, whether prescriptive or non-prescriptive. Any student or employee found to be in the possession of, using, selling, trading, or offering for sale illicit drugs or alcohol on the University's property or as part of the University's activities will be subject to disciplinary action as well as applicable local, state, and federal laws.

As a condition of employment, all employees and students must abide by the terms of this policy. Under federal law, an employee working under, or student receiving funds from a federal grant or contract, must report his/her criminal drug statute conviction for a violation occurring in the University to the Administration not later than five (5) days after such conviction. If said employee/student is receiving federal grant or contract funds, the University is required to give notice of the conviction to the contracting agency within ten (10) days after learning of it. Employees/students convicted must, under the terms of this policy, have sanctions imposed within thirty days of the date the University Administration learns of the conviction. (For complete policy, contact Office of Vice President for Student Services or the Human Resources Office on campus.)

POLICY ON MEDICAL LEAVE

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

When a student experiences serious medical or psychological problems while enrolled as a student in Barry University, he or she may request to take a voluntary medical leave-of-absence. If approved by the Vice President for Student Services, the student will leave campus, be granted grades of "W" in all enrolled courses (even if the normal deadline for withdrawal without academic penalty has passed), and the student will be obligated to adhere to the readmission requirements outlined below if he or she desires to return to Barry after the problem has been treated and resolved.

Similarly, the University may require a student to take a medical leave-of-absence if, in the judgment of the Vice President for Student Services or his/her designee, the student (a) poses a threat to the lives or safety of himself/herself or other members of the Barry community, or (b) has a medical or psychological problem which cannot be properly treated in the University setting, or (c) has evidenced a medical condition or behavior that seriously interferes with the student's ability to function and/or seriously interferes with the educational pursuits of other members of the Barry Community.

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

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

READMISSION REQUIREMENTS FOR MEDICAL LEAVES

If a student must leave Barry for medical reasons, he or she must take sufficient time away to adequately address the issues that necessitated the leave. During this absence, the University expects the student to undergo professional health-care treatment as the primary method of resolving the problems. Failure to seek ongoing treatment of a kind appropriate to the health problems will raise serious doubt as to the student's readiness to resume student status, and in such cases the University may withhold admission until such time that appropriate treatment has been received.

A student on medical leave, who wishes to return, must initiate a request for readmission by writing a letter to the Vice President for Student Services detailing what has been accomplished during the absence. The student's letter and a supporting letter from an appropriate health-care professional are the basis upon which the Vice President makes the judgment that the health circumstances causing the student to leave have been adequately addressed and that there is a reasonable assurance that the student will be able to resume his/her studies.

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

The information gathered is reviewed by the appropriate health-care professionals at Barry and by the Vice President for Student Services. The decision to readmit a student from a health leave-of-absence is a professional judgment which may be reversed if a student fails to be a responsible member of the Barry community. When a student is permitted to return, special conditions or requirements may be outlined at the time, and upon return, the student is expected to meet periodically with the Vice President or his/her designee. Similarly, it is advisable for the student, during the first term back, to establish a professional relationship with a member of the Health and/or Counseling Center. [Note: The Vice President for Student Services renders a decision for re-admission to the University, not re-admission to individual schools or divisions (majors). This is the prerogative of respective deans. Dialogue regarding re-admission to a particular school or division is the responsibility of the individual students.]

STUDENT RIGHT TO KNOW ACT

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

GENERAL GRADUATION RATE DATA

Currently, the overall projected graduation rate is 53% for full-time, first-time freshmen entering in the summer of fall term of 1991.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

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

PROCEDURE FOR APPEAL OF GRADES

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

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

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

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

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

- a. If the student's school or division has a grade appeal procedure, such procedure will be followed and all such remedies must be exhausted prior to filing a petition. In the event that the grievance is not settled at the school or division level, the student may file the Grade Appeal Form with the Chair of the Committee on Grades, whereupon the procedure set forth will apply. The student must file the form no later than five working days after the final decision of the student's school or division.

- b. If the student's school or division has no grade appeal procedure, the following will apply:
- (1) If the grade challenged is in a course, the student will first discuss the matter with the faculty member teaching the course in an effort to resolve the grievance informally. If the grievance is not settled, the student may then file the Grade Appeal Form with the chair of the department who will seek an informal reconciliation. The form must be filed no later than 120 calendar days after the date on which the grade was due in the Registrar's office.
 - (2) If the grade is received in a comprehensive examination or on a thesis, the student may file the Grade Appeal Form with the chair of the department who will seek an informal reconciliation. The form must be filed no later than five working days after the grade is received. If reconciliation is not achieved at the departmental level, the student may file the Grade Appeal Form with the dean of the school or division. The form must be filed no later than five working days after receiving the department chair's decision in the case. The dean will make an informal investigation, hearing both the student and the faculty member, and attempt an informal reconciliation. The dean will render a decision within thirty calendar days and inform the student and faculty member in writing.
- c. If the student wishes to appeal the decision of the dean, he or she may file the Grade Appeal Form with the Chair of the Committee on Grades. The form must be filed no later than five working days after the student is notified of the dean's decision. The Committee on Grades will make a formal investigation, hearing both the student and faculty member. The committee will reach a decision within thirty calendar days and notify the student, the faculty member, and the Vice President for Academic Affairs in writing. The decision will be either that the grade will stand, or that the faculty member will change the grade as recommended by the committee. If the faculty member disagrees with the recommended change, he or she will promptly inform the committee chair of that decision. The committee chair will then notify the Registrar, through the Vice President for Academic Affairs, that the grade will not affect the student's grade point average, cause the course to be repeated, or prevent continuation in the University.
- d. The student and/or the faculty member may appeal the decision of the Committee on Grades by sending the Grade Appeal Form to the Vice President for Academic Affairs no later than five working days after notification of the committee's decision. The decision of the Vice President is the final University appeal. The Vice President will make a decision within thirty calendar days and inform the student and faculty member in writing. In instances where the Vice President recommends a grade change and the faculty member does not follow the recommendation, the Vice President will inform the Registrar that the grade will not affect the student's grade point average, cause the course to be repeated, or prevent continuation in the University.

ACADEMIC DISHONESTY POLICY

(From the Barry University Faculty Handbook)

Cheating and Plagiarism: Definitions

Cheating is defined as the attempt, successful or not, to give or obtain aid and/or information by illicit means in meeting any academic requirements, including examinations. Cheating includes falsifying reports and documents.

Plagiarism is defined as the use, without proper acknowledgement, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker. Plagiarism includes the unauthorized copying of software and the violation of copyright laws.

An Incident of Cheating or Plagiarism

An incident upon which a faculty member may take action will be an event which the faculty member witnesses or has written evidence to support. A faculty member must observe this evidence directly and may not take action solely on the report of another party.

Procedures for Handling Cheating and Plagiarism

Any faculty member discovering a case of suspected cheating or plagiarism shall make a responsible effort to confront the student with the evidence within five working days.

If the student can explain the incident to the satisfaction of the faculty member, no further action is warranted.

If the student denies cheating and the faculty member continues to believe cheating has occurred, the faculty member will send an Academic Dishonesty Form to the faculty member's dean.

- a. The dean will hold a hearing in which the faculty member will present the evidence against the student. The dean will decide who, in addition to the above, may be present at the hearing.
- b. The dean will determine whether or not the evidence indicates that cheating/plagiarism has taken place.

If the student has admitted or has been found guilty of cheating or plagiarism, the following records will be kept:

- a. The faculty member will send an Academic Dishonesty Form to the student's dean and advisor. The dean will inform the student in writing that these forms have been sent.
- b. The faculty member's dean shall place on file the records of the incident to be kept in the office of the Vice President for Academic Affairs. This record shall be destroyed upon graduation or other forms of separation from the University if no further incidents of cheating or plagiarism occur.
- c. If the records in the office of the Vice President for Academic Affairs indicate that the student has committed two offenses, both incidents become part of the student's permanent academic record.

The faculty member shall decide how the student will be graded for the course in which cheating or plagiarism occurred. Typical penalties include:

- a. The student may be required to resubmit the assignment or take a new examination.
- b. The student may receive a failing grade on the assignment or examination in question.
- c. The student may receive a failing grade for the course.

For a second or subsequent offense, the student shall be subject to suspension or dismissal from the University by the Vice President for Academic Affairs.

The student may appeal any of the above decisions in writing to the Vice President for Academic Affairs within 30 working days.

Responsibilities of the Faculty

Faculty should, at the beginning of each course and on the syllabus, explain plagiarism and cheating, and the penalties for such behavior and refer students to University publications which state the policies.

Faculty should do everything within reason to prevent cheating and plagiarism.

Responsibilities of Students

Students are responsible for knowing the policies regarding cheating and plagiarism and the penalties for such behavior. Failure of an individual faculty member to remind the student as to what constitutes cheating and plagiarism does not relieve the student of this responsibility.

Students must take care not to provide opportunities for others to cheat.

Students must inform the faculty member if cheating or plagiarism is taking place.

BUILDINGS & FACILITIES

ACADEMIC COMPUTING RESOURCES — The Academic Computing Center is housed in the Garner Building on the main campus. It provides computer services to the campus via an Ethernet network that connects all academic buildings and offices on campus.

ADRIAN HALL — Constructed in 1940 and originally named Angelicus, Adrian Hall houses the Administrative Data Center, and the Offices of Controller, Student Financial Services, and Registrar, as well as science labs and the Offices of Physical Therapy and Cardiovascular Perfusion.

BROWNE HALL — Built in 1985 as East Hall, Browne is located on the southeast corner of the campus. It houses 90 students in double air-conditioned suites. Browne Hall was named after Sr. M. Dorothy Browne, Barry's third president.

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

DALTON-DUNSPAUGH HOUSE — Originally known respectively as Regina Caeli and Regina Mundi, Dalton-Dunspaugh 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.

FARRELL HOUSE — Dedicated to Margaret Brady Farrell in recognition of her generous contributions to Barry University, Farrell was built in 1940. Originally named Maris Stella, it houses faculty and administrative offices for the School of Arts and Sciences and the Division of Academic and Instructional Services.

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

FLOOD HALL — Built in 1987 as West Hall, Flood Hall is located on the southwest corner of the campus. It houses 96 students in double air-conditioned suites. Flood Hall was named after Sr. Trinita Flood, fourth president of Barry.

FRANK J. ROONEY SCHOOL OF ADULT AND CONTINUING EDUCATION — Acquired in 1983 and named in honor of a long-time friend of Barry University.

GARNER BUILDING — Funded through a grant from the Federal Aviation Administration, the Garner Building was opened in the Fall of 1989. Designed as a "high-tech" facility, this building houses the Academic Computing Center, the Department of Communication, and the Department of Mathematics and Computer Science.

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

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

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 600,000 items. This includes over 2,000 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 11.4 million items and to 30,000 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 in 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 classrooms and departmental offices.

NATURAL & HEALTH SCIENCES BUILDING — Barry's newest science facility expands the number of laboratory facilities for student instruction and research. Located in the quadrangle between Adrian Hall, Weigand Hall and Fine Arts, this facility includes classrooms, seminar rooms, and offices for several science programs.

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.

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

POWERS BUILDING —

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

RENEE MOTTRAM DOSS HALL — Barry's newest residence hall was built in 1990, and includes twelve undergraduate residences containing 48 bedrooms for a maximum of 96 students.

SAGE HALL — Built in 1984 as South Hall, on the south side of campus, this hall provides quad air-conditioned rooms with private baths. Named after Robert F. Sage, one of Barry's benefactors, Sage Hall houses 91 students.

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

THOMPSON HALL — Built in 1962, Thompson Hall presently houses Student Services and activity areas, including the Rathskellar, cafeteria, dining rooms, administrative offices, post office, campus store and a dance/fitness studio.

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 HALL — Named for former Barry University President, Mother Genevieve Weber, Weber Hall houses male students. The largest residence hall on campus, it contains single, double, triple and quad, 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, and an auditorium. The administrative offices for the School of Natural and Health Sciences, Department of Physical Sciences, and the School of Nursing are located here. In 1987, a four-classroom wing was added to Wiegand Center.

ADMISSIONS

UNDERGRADUATE

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

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

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

GUEST STUDENTS — Applicants who wish to secure credits to transfer to a college where they are already enrolled in a degree program.

READMISSION STUDENTS — Applicants who have previously been regularly enrolled at Barry, and who have been inactive for at least one calendar year.

INTERNATIONAL STUDENTS — Applicants who are not U.S. citizens or permanent residents. For purposes of admission and academic placement, applicants who have received their education outside the continental United States, Puerto Rico, U.S. Virgin Islands or Guam, will be included in this category.

All applicants are required to submit a complete application form and a nonrefundable application fee. The Office of Undergraduate Admissions reviews applications and notifies applicants of missing credentials, but the responsibility for obtaining all admission credentials rests with the applicant. Completed applications are submitted to the Admissions Committee for review as soon as all credentials are received. The Office of Undergraduate Admissions will notify the applicant of the Committee's decision, in writing, within ten days after a decision has been made. The University has a commitment to admit only qualified students. For details on admission, students should read the information below as it applies to their particular situation. Once credentials are submitted to the Office of Admissions, they become the property of Barry University and will not be surrendered. Photocopies of credentials will not be made from student file.

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 appropriate Office of Admissions. No action will be taken by

the Admissions Committee on any application until all application credentials have been received. 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 the clinical or professional programs, i.e., Nursing, Medical Technology, etc. 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 or photocopied.

Applicants to the School of Adult and Continuing Education should refer to that section of the Catalog for their admission requirements.

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). International students should refer to the International Students' Admissions section.
- positive recommendation from guidance counselor, principal, or teachers.
- written essay stating reasons for selecting Barry and professional or vocational plans on completion of college program.

The official high school academic record should show: (1) graduation, or satisfactory progress toward graduation if applying prior to completion of twelfth 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. If a GED (General Education Diploma) is submitted, the official test results with scores must be included.

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 20.

Students planning to major in biology or any Allied Health area must present 3 1/2 units of mathematics (including algebra, geometry, and some background in trigonometry), as well as 2 units of laboratory science (including biology and chemistry). Satisfactory completion of these requirements for admission and successful completion of 30 semester hours, including fresh-

man biology, chemistry and mathematics, will qualify the student to continue in the School of Natural and Health Sciences.

For students planning to major in Biology-Physical Therapy Track, a personal interview will be required before the first professional year.

The Cardiovascular Perfusion Program requires a personal interview before initial acceptance into the program.

Early Action

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. Specific recommendation for early admission from the high school counselor and three teachers, discussing student's maturity and ability to handle college level coursework.
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.) Transcripts in the applicant's possession, eg. issued to student, are not acceptable.

- Recommendation Form completed by the Dean of Students or Faculty Advisor at the last college attended.
- official copy of high school academic record if applicant is under 21 years of age.
- written essay stating reasons for selecting Barry, and professional or vocational plans on completion of college program.

Applicants must present a minimum cumulative grade point average of 2.00 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.

Applicants to the School of Adult and Continuing Education should refer to that section of the catalog for their admission requirements as transfer students.

Transfer Credit Policies

Undergraduate transfer credit evaluation of all postsecondary course work taken prior to admission to the University is prepared by Transcript Evaluators in the Division of Enrollment Services.

Evaluation of transfer credit is done shortly after an applicant's acceptance to the University's traditional undergraduate programs and at time of acceptance for students in the School of Adult and Continuing Education.

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 in transfer from regionally accredited community/junior colleges. Only six of these credits may transfer with upper-level status.

Credit will be awarded for CLEP and AP test scores in compliance with Barry's policy on these tests. A statement of this policy and an application may be obtained from the Office of Enrollment Services. A maximum of 30 credits will be accepted from test sources. The credits must be earned before a student has attained Junior status and are considered as part of the 64 maximum transfer credits accepted from community colleges.

A maximum of six graduate level credits will be accepted in transfer toward an undergraduate degree at Barry.

A maximum of 90 credits will be accepted in transfer to Barry University from all transfer sources. For graduation, the last 30 credits of the degree, as well as the majority of the major coursework, must be completed at Barry. Distribution as well as upper level requirements must also be met.

Transfer credit is awarded for grades of C or better. Credit is not allowed for developmental, preparatory or vocational coursework. Grades and grade point averages will not be transferred, nor will they appear on the Barry transcript.

Grades of "P," "CR," or "S" are eligible for transfer if the Office of Transcript Evaluation has a statement from the institution where credit was earned that such grades reflect work of at least "C" quality.

Students who have successfully completed the higher level International Baccalaureate (IB) examination with grades of 4 or better may be granted credit on a subject-by-subject basis.

Credit can be awarded, under certain conditions, for the Baccalaureat from France, the German Arbitur and the G.C.E. A-level examinations.

Credit will be accepted from military service schools, USAFI and DANES in accordance with the recommendations of the American Council on Education.

Credit for experiences such as Internship, Field Placement, Co-op Education Work Experience, and Practicum may be accepted in transfer, with permission of the dean, when the credits have been transcribed with a course number, title, number of credits, and a grade.

Credit for prior college-level learning attained outside a formal institution setting but assessed by the academic institution during the student's matriculation (such as Life Experience, Prior Learning Assessment, Experiential Learning Assessment, and Portfolio Assessment) are not normally acceptable in transfer. Exceptions may be made with permission of the Dean when such credits have been transcribed with a course number, title, number of credits, and a grade.

Acceptance of credits in one school at Barry University does not guarantee acceptance by another school should the student change degree programs.

The Dean of the School of the student's program and the Dean of the School offering the course(s) are responsible for course equivalents and distribution of credits to meet graduation requirements.

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.

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

Transfer students planning to enter the Education program or to be certified to teach must present an SAT score of 840 or an enhanced ACT score of 20.

To facilitate transfer of photography credits from other accredited colleges or universities, Barry University will accept all transfer photography credits of C or better as Barry University photography electives. During registration, the transfer students' portfolios will be reviewed by the faculty to determine which courses should be taken at Barry University. A minimum of 15 credits in Photography must be taken at Barry.

ARTICULATION AGREEMENT BETWEEN BARRY UNIVERSITY AND MIAMI-DADE COMMUNITY COLLEGE

In the summer of 1986 Barry University and Miami-Dade Community College entered into an agreement which 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.

NON-DEGREE STUDENTS/GUEST STUDENTS

The University recognizes that some applicants may wish to take non-degree 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. Enrollment as a non-degree student in no way implies admission to a degree program.

READMISSION AND CHANGE OF STATUS

The process of readmission must be completed by students who were once enrolled at Barry University, but whose schedules have been inactive for at least one calendar year. Authorization for readmission must be approved by the dean of the school of last enrollment, the dean of the school of desired enrollment, the Office of Student Services, and the Business Office.

The Request for Change of Status Form is to be completed by students who were enrolled as non-degree-seeking students or guest students and who now wish to enter an undergraduate degree program at Barry. These students must meet the requirements for undergraduate admission by submitting all necessary credentials for the approval of the Office of Undergraduate Admissions.

The Request for Change of Status Form must be completed by graduate students who were enrolled as non-degree-seeking students and who wish to be fully accepted into a graduate program.

Both the Request for Readmission and the Request for Change of Status forms must be completed by the student and returned to the Office of Admissions at least 30 days prior to the first day of registration for the semester of expected matriculation.

Students returning to the program after suspension or a leave of absence are bound by the regulations in place at the time of readmission.

The process of readmission and change of status is different for students in the School of Adult and Continuing Education (ACE). Students in this school must meet with an ACE academic advisor to complete a new application.

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 Graduate Admissions before they are permitted to register as graduate students. The usual criterion for acceptance is evidence of having received a bachelor's degree from a regionally accredited college or university or listed international institution. The minimum number of credits in any master's program is thirty (30). The maximum number of years to complete a graduate degree is usually seven (7). Previously earned credits accepted for transfer will be counted as having been

taken in year one. The usual minimum cumulative grade point average for graduation from a graduate program is 3.00. Degree programs differ in specific requirements for admission. Applicants should refer to the appropriate section of this Catalog for the program to which they are applying, and for additional requirements by a specific school.

Degree-Seeking Applicants

To be considered for admission to a degree program, a graduate applicant must:

1. submit a completed application form with a non-refundable application fee and an essay/statement of purpose (goals);
2. provide reference letters in support of graduate study;
3. provide two complete official transcripts from each college or university attended (transcripts in the applicant's possession are not acceptable as evidence of eligibility for admission, unless they have been issued to the student in a sealed official envelope);
4. supply current admission test scores if required by the individual school.
5. submit any additional information required by the Office of Graduate Admissions or the individual school.
6. submit a score of 550 or better on the TOEFL examination if his/her first language is not English and the degree received was not issued by a university where English is the primary language of instruction.

The responsibility for obtaining all admission credentials rests with the applicant. The Office of Graduate Admissions continually reviews applications in process and notifies applicants of missing credentials. Completed applications are forwarded to the admitting school for review as soon as all credentials are received. The Office of Graduate Admissions will notify the applicant of the school's decision, in writing, 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 admission process at Barry University.

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. Such applicants must submit an application form/fee and present evidence of a bachelor's degree from a regionally accredited institution and are limited to 6 graduate credits (9 in the School of Education) and 30 undergraduate credits. Guest students should refer to the section below. 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 submit an application form/fee and present evidence of a Master or Doctoral degree from a regionally accredited institution (or listed institution, if international). The transcript must reflect that courses required as prerequisites for the desired program of study have been completed with a minimum grade of B (3.0). These prerequisites must have been completed with the last number of years indicated:

School of Arts and Sciences	3 years
School of Business	5 years
School of Education	No Limit
School of Natural & Health Sciences	No Limit*
School of Nursing	5 years
School of Social Work	5 years

*The Graduate Admissions Committee reserves the right to request that, in certain cases, a student successfully complete a Post-Baccalaureate course to help the Committee evaluate the candidate's application.

Applicants must have admissions approval from the desired school.

Students pursuing post-graduate work on a non-degree basis for enrichment purposes **only** will be permitted to take an unlimited number of graduate or undergraduate credits within the school which granted admission.

Enrollment as a non-degree seeking student in no way implies admission to a degree program.

The student who wishes to change his/her status from non-degree to degree-seeking must meet all the requirements for degree-seeking applicants, including entrance requirements, of the School in which entrance is desired.

With the approval of the Dean, or a designated representative, all Schools will accept a maximum of six credits to be applied from non-degree to degree-seeking with the following exceptions:

- a) School of Education will accept a maximum of 9 credits;
- b) School of Social Work does not accept non-degree credits for the M.S.W. program.

All of the above criteria does not apply to licensure or certificate programs. Be advised that certificate programs differ from certification programs.

Guest Students

Guest students must submit an application form/fee and present a letter from the dean of the institution in which they are enrolled for a degree, stating that they are in good standing.

Change of Status

Students wishing to change their status to degree-seeking must inform the Office of Graduate Admissions *in writing*. All requirements for degree-seeking applicants must be met. Enrollment as a non-degree seeking student in no way implies admission to a degree program.

Readmission and Change of Graduate Program

Students whose schedules have been inactive for at least one calendar year and who wish to be readmitted, and students who wish to change their graduate program must inform the Office of Graduate Admissions *in writing*.

Transfer Students (Graduate)

The number of credits and types of courses acceptable for transfer into a graduate program is limited. The final determination is made within each

program. Only graduate courses for which an A or B was earned will be considered.

INTERNATIONAL STUDENTS

(Undergraduate and Graduate)

As an international university, Barry University has a long tradition of welcoming qualified international students. Currently there are more than 480 students representing over 68 countries from around the world.

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 secondary school and/or university level education outside of the United States and/or a student who requires a student visa. For immigration purposes, an international student is one whose country of birth, citizenship, and permanent residency are not the United States. The basic admission requirement for students from other countries is determined by the University and varies with the experience and background of the applicant. For a list of minimum academic admission requirements to Barry University from other countries, write: Office of International Admissions, Barry University, 11300 Northeast Second Avenue, Miami Shores, Florida 33161-6695, United States of America.

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 completion of all admission requirements and receipt of required financial statements.

The University does not award need-based 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 one academic year (two semesters).
2. A bank letter stating that the student or his/her sponsor has the funds available to pay the total cost associated with attending Barry University. The required amount is determined by the program, i.e. undergraduate, graduate, etc.

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.

- International students in F-1 visa status must fulfill the following conditions:
- Pursue a degree course of study as a full-time, degree-seeking student (at least 12 credit hours each semester for undergraduates; at least 9 credit hours each semester for graduates).
 - May not transfer schools or work off-campus without Immigration and Naturalization Service permission.
 - Keep a current passport and visa which are valid for at least four years 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 Center at the time of registration.

Medical Requirements — It is assumed that a student is in good health and able to maintain a serious program of study. Before coming to the University, accepted candidates are strongly recommended to submit a physician's report in English for approval by the Campus Health Center. Proof of adequate health insurance is required (with coverage of at least U.S. \$50,000.00). If proof is not available, a student will be billed accordingly and issued health insurance by the University.

Students must also demonstrate that they have had all vaccinations including: diphtheria and tetanus taken within the last ten years, measles, mumps and rubella (two doses). All students without U.S. permanent residency or citizenship are required to comply with University policy.

Note: A student may not register for classes without having met these medical requirements through Barry University's Health Center.

Admission Procedures For International Students

1. Application for International Admission must be filled out completely and accurately.
2. Non-refundable application fee of U.S. \$30.00 must accompany application. All monies must be paid in U.S. dollars.
3. Educational documents must be supplied as follows:
 - a. Undergraduate Students: Copies should be enclosed with the application. Students from countries following the British educational system must submit the originals along with photocopies. The student should either enclose 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. Graduate Students: Most international students applying for admission to graduate programs are required to submit scores of a standardized aptitude test such as the Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE). The specific test depends

on the program. The Office of International Admissions will notify students which examination is required at the time of application to the University. Students should refer to the appropriate school's admission requirements to determine the necessary examination.

- c. 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 may insist that such transcripts be sent directly to Barry University from the issuing institutions. Once credentials are submitted to the Office of International Admissions, they become the property of Barry University and will not be surrendered.
4. Evaluation Policy
 - a. Undergraduate Students: It is the policy of Barry University to evaluate foreign credentials only of deposited incoming transfer students.
 - b. Graduate Students: Graduate students are required to present an evaluation of course work from an official transcript evaluation service.
 - c. Information about professional evaluating services in the United States is available by contacting the Office of International Admissions at Barry University.
 5. English Translations: Documents in a language other than English must be accompanied by certified English translations. Translations supplement but do not replace original documents. Please remember to send both.
 6. Syllabus of University Study: This is a description of each course or subject studied. Grading scale must show the minimum passing mark, length of class periods and number of periods per week for each subject, and be accompanied by certified English translations.

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 undergraduate applicants whose TOEFL score is between 500 and 549 may be admitted to the Cross Cultural Program (for further information, see Cross Cultural Program section in this Catalog) and enroll concurrently for academic and English courses. Applicants with scores less than 500 will be required to improve their English proficiency. All graduate students must score at least 550 on the TOEFL examination. For TOEFL application write to: The TOEFL Program, Box 899, Princeton, N.J. 08540, U.S.A.

Intensive English instruction is offered at Barry University through the Language Institute For English (L.I.F.E.). Students who complete 12 levels at L.I.F.E. are not required to sit for the TOEFL examination. Students who wish to study in the L.I.F.E. program prior to applying for an undergraduate or

graduate academic program should write: Director, L.I.F.E., Barry University, 11300 N.E. 2nd Avenue, Miami Shores, Florida 33161-6695, United States of America.

Also accepted as satisfactory proof of English proficiency is the College-Level Academic Skills Test (CLAST) reflecting a passing score in the English portion.

The Scholastic Aptitude Test (SAT) or the American College Test (ACT) are not required of undergraduate international students, except for those planning to major in Education or to participate in intercollegiate athletics. However, undergraduate international students are advised to take the SAT or ACT, if possible, for it can often establish admissibility for an applicant when foreign records alone do not. It may also qualify the undergraduate applicant for one of the University's international merit scholarships.

Barry University does not offer scholarships for graduate students.

Financial Information

Barry University does not offer need-based financial assistance to international students (students without United States citizenship or permanent residency). A limited number of merit-based academic scholarships are available to qualified entering international undergraduate students. These scholarships are available to first year, as well as transfer students.

The following scholarships are available:

	Award	Required SAT
I. First Year Student Scholarships:	Full Tuition	1300/31
	Half Tuition	1200/29
	U.S. \$4,000.00	1100/27
	U.S. \$1,500.00	1000/24
II. Transfer Student Scholarships:	U.S. \$1,000.00- \$4,000.00	3.0

Scholarships are not available once students have matriculated at the University. In order to qualify, a student must submit a completed application for international undergraduate admissions as well as a completed application for international scholarship.

All international students entering Barry in F-1 visa status must have adequate funding to meet their expenses. (This includes personal, travel, vacation, as well as all University related expenses).

STUDENT LIFE

DIVISION OF STUDENT SERVICES

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

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

Members of the Student Services staff believe that the student's education is primarily his or her own responsibility. There will be times when individual students will need direction, counseling and encouragement; the staff stands ready to serve as a support system to help students embrace the mission of the University.

CAMPUS MINISTRY

Campus Ministry promotes the mission of Barry University as stated in the Charter; it is to offer quality education, to assure a religious dimension, and to provide community service within a more caring environment. Thus this ministry provides the University community—students, faculty, administration and staff—with opportunities to explore, deepen, expand and strengthen the spiritual and ethical dimensions of their being as they develop and apply knowledge and skill to their academic environment. This includes friendship and support, worship and prayer, study and reflection, and an active commitment to a more just and peaceful community.

It also recognizes and fulfills the basic aspects of Campus Ministry: forming a faith community through liturgy and instruction, appropriating the faith in actions and relationships, forming a Christian conscience for moral judgments and decisions, educating for justice in response to social and economic needs, facilitating personal development in consideration of one's values, and developing leaders for the future willing to share gifts and talents with others.

HOUSING

The purpose of the Residential Life program is to work with students, staff, and faculty in the creation of a caring and learning environment in which students can find opportunities to excel academically and interpersonally. To this end, the Department supports the process by providing ways in which students can better understand themselves and others in their community, and develop an

appreciation for the interdependence of the multicultural community. Freshman students not living at home with their parents are required to live on campus for their first year.

On-campus accommodations within the residence halls are available to full-time, degree-seeking, undergraduate students. Air-conditioned double rooms are available within the residence halls.

All students desiring to live on campus must request housing applications from the Office of Admissions or the Office of Residential Life. Acceptance by the University does not assure a student of on-campus housing. The student must complete an application for housing in order to receive consideration. Housing assignments are made on a first-come, first-served basis, in priority order of the date received.

Before applying for housing, each applicant 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 released. Students must contact the Office of Student Financial Services to receive a refund of any monies.

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

Housing applications must also be accompanied with proof of health insurance or students will automatically be billed for university insurance. Required Health Information Form must be completed and submitted to the Campus Health Center.

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

Graduate Students

Limited housing for graduate students is offered on campus. Since the room availability is limited, it is suggested early application be made. Application and information, as well as off-campus housing listings are available through the Office of Residential Life. This office can also help students interested in pursuing living accommodations in the community.

CAREER AND COUNSELING CENTER

The purpose of the Career and Counseling Center is to offer quality education through programs related to career education and personal development. In conjunction with the University's mission imperative of a caring environment, the Center provides career counseling to students, alumni, faculty and staff. Personal counseling is also available to students, faculty and staff in an atmosphere of respect and confidentiality. It is the policy of the Center to provide

services to employers whose mission is consistent with the mission of the University.

Community service is accomplished through daily functions of the Center as well as programs, projects and activities that take place both on and off campus.

Both career and personal counseling are conducted on an appointment basis. In order to serve our varied student population, evening and weekend appointments are available as requested. Twenty-four hour emergency services are available via a beeper system.

Personal Counseling Services

Students are encouraged to use the counseling services whenever those services would be helpful. When requested, or when appropriate, referrals are made to the University consulting psychiatrist, to physicians and/or community agencies through the Career and Counseling Center. Confidentiality is maintained.

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

Career Counseling

The goal of the Career Counseling Center is to encourage each student to take personal responsibility for making use of the Center services to develop his or her career planning skills from Freshman through Senior year and beyond.

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

- Individual career counseling
- Career interest testing
- Full-time and part-time job listing
- Credential file service
- Resume writing, interview skills assistance
- On-campus recruiting
- Connection with a national job bank
- Computer-assisted career information search
- Career library resources

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, current interest, and personality 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 and the Myers-Briggs Test.

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. There is a charge for this service.

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.

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. Purchases may be made using cash, personal checks and/or credit cards.

FOOD SERVICE

Food service is available in Thompson Hall, second floor, on a cash basis. Students on a meal plan will present appropriate ID cards. Meals are served cafeteria-style seven days per week and include, Monday — Friday, breakfast from 7:00 a.m. to 9:30 a.m., lunch from 11:30 a.m. - 1:15 p.m., and dinner from 4:45 - 6:45 p.m. On Saturday, breakfast is served from 8:30 a.m. - 10:00 a.m., and the Sunday brunch is served from 10:30 a.m. - 1:15 p.m.

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

UNIVERSITY HEALTH CENTER

Hours: Monday - Friday 9:00 a.m. to 5:00 p.m.

Evenings and weekends: Health advisors available by beeper system.

The purpose of the Student Health Center is to establish a caring environment while striving to enhance the educational process by modifying or removing health-related barriers to learning and by promoting an optimal level of wellness. The Health Center continues to explore options for the delivery of health care services to the university community while remaining sensitive to and supportive of individual circumstances, family, community, culture and religion. The Health Center provides a format to assess the needs of students by providing a bio-psycho-social-spiritual approach to health care. It also provides community service through community health presentations and programs.

Services provided include:

1. General health assessments and follow-up appointments
2. First aid and emergency assistance
3. Evaluation of episodic illnesses and administration of medications and treatments as necessary
4. Health resource information and anticipatory guidance in health education for individuals and groups
5. Referral to community health professionals and/or agencies as necessary. (The student, or parent or guardian of the student, is responsible for payment for services rendered by private physicians or agencies off campus.)

For emergencies during office hours, the Health Center staff can be contacted via beeper system by calling the school switchboard.

Student health advisors are available on weekends and evenings and can be contacted via the Residential Life Advisors (R.A.'s) or beeper system.

All students are requested to have a health history on file in the Health Center to assure that appropriate medical care can be given to the student should the need arise. All resident and international students are required to have:

1. Current health history with documentation of a tetanus diphtheria vaccination within the last 10 years and a 2nd MMR.
2. Signed medical authorization form
3. Insurance information form

Health insurance is recommended for all students. All resident and international students and student athletes are required to have proof of health insurance in the Health Center. Student health insurance information and claim forms may be obtained from the Health Center.

INTERNATIONAL STUDENT SERVICES

The International Student Center provides Barry students, faculty and staff with quality services that pertain to International Student issues. Services that are offered include immigration procedures, academic assistance, financial guidance and personal counseling.

To prepare students for a global community, the International Student Center seeks to provide all students with an understanding and knowledge of multicultural issues. An active and purpose driven International Student club is sponsored through the ISC. Their mission is to promote diversity through events and activities both on-campus and in the Greater Miami Community.

One of the primary functions of the International Student Center is to assist International Students with immigration procedures. At Barry, it is essential for students to maintain appropriate legal status while they are pursuing their studies. Every effort is made to promote awareness of the benefits available and limitations affecting International students under Federal (INS) regulations. Regulations include visa matters and employment eligibility.

Prior to registration for Fall and Spring semesters, a specialized orientation program for International students is provided. Students are given information and skills to confront problems and issues of cultural adjustment while studying in the United States. The International Student Center provides a caring and supportive environment for International Students and the global Barry community.

SPORTS ACTIVITIES

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

Intercollegiate Athletics—located within the School of Human Performance and Leisure Sciences

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 include: men's baseball, basketball, crew, golf, soccer and tennis; women's basketball, crew, soccer, softball, tennis, and volleyball.

All full-time undergraduate students are welcome to "try out" for any intercollegiate sport by contacting the appropriate head coach, listed under the Division of Sports and Leisure Sciences. Everyone is encouraged to **BACK THE BUC-CANEERS!**

Intramural Sports

The Intramural Sports Program is a specific application of the general purpose of Barry University as expressed in the Mission Statement.

The general purpose of the Intramural Sports Program at Barry is to provide students with opportunities to participate and compete in various sports and recreational activities and to explore new sport-related interests. A variety of co-educational sports are offered on a seasonal basis to both graduate and undergraduate students for social enjoyment and personal development.

Available team and individual sports and recreation activities will be primarily determined by student interest. On-campus facilities accommodate all intramural sports activities. Planned activities include: men's flag football, men's basketball, women's basketball, co-ed softball, tennis, billiards, ping pong and racquetball tournaments.

STUDENT ACTIVITIES

Student Activities is a specific application of the general purpose of Barry University as stated in the Mission Statement. Its purpose is to offer the University community opportunities for personal growth, leadership skills development, and social development as well as the opportunity to explore new areas and ideas in connection with clubs and university-sponsored events.

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.

CAMPUS ORGANIZATIONS

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

Accounting Association, Ambassadors, American Marketing Association, AA Club, Bahamian Club, Barry Education Association, Black Student Organization, Campus Activities Board, Circle-K International, Collegiate Entrepreneurs, Delta Phi Epsilon, Delta Sigma Pi, Economics Club, Golden Zonta, Honor Student Society, International Students Organization, Jamaican Association, Nursing Students Association, Phi Alpha Delta, Phi Kappa Tau, PRAXIS, Psychology Club, Resident Hall Association, Respect Life Association, Science Club, Student Government Association, Spanish Club, Trinidadian Club, Theatre Club, and WRBY.

FRATERNITY/SORORITY

The Phi Alpha Delta, Phi Kappa Tau and Delta Sigma Pi fraternities and the 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

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

Barry also holds memberships in the following national honor societies: Sigma Tau Delta (English); 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); Delta Mu Delta Epsilon (business administration); Gamma Sigma Epsilon (Chemistry); Lambda Pi Eta (Communication Studies); and Pi Gamma Mu (Social Sciences).

THEATRE

The University Department of Fine Arts produces a diversified program of dramatic presentations. Throughout the year, theatre majors produce plays. Students have the advantage of two performance areas, including the main auditorium and the Pelican Theatre. Barry's theatre companies are frequently called upon to perform for outside local organizations.

BARRY UNIVERSITY CHORALE

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 and Photography 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.

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 PRESIDENT'S REPORT; the BARRY BULLETIN; and BARRY U 33161, a biweekly calendar, all published by the Office of University Relations.

ALUMNI ASSOCIATION

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

The Alumni Office and Director of Alumni are located in LaVoie Hall. With the support of the Association, the Office conducts an annual Fund Drive, selects outstanding alumni and scholarship awards, and coordinates a variety of alumni programs such as dinner/theatre parties, reunions, picnics, and lectures.

TUITION, FEES AND FINANCIAL AID

At Barry University, the purpose of the Office of Student Account Services and the Office of Financial Aid is to act in partnership with students and their families to provide the necessary guidance in financial planning related to attendance. Students are encouraged to contact the Financial Aid Office, phone (305) 899- 3673, or the Office of Student Account Services, phone (305) 899-3585, for information and assistance.

The estimated costs per student for the current year are listed below. All students are assessed tuition and fees on a semester basis. All rates given are subject to change without notice.

1994-1995 TUITION AND FEE SCHEDULE

Effective July 1, 1994

TUITION: Undergraduate Full-time, 12-18 credits per semester..	\$ 5,645.00
Part-time, per credit	325.00
Credits in excess of 18, per credit	325.00
Cardiovascular Perfusion, per credit	325.00
BEC Undergraduate, per credit	25.00
Adult and Continuing Education Undergraduate, per credit	178.00*
Education Graduate programs, per credit	365.00
Ph.D., per credit	480.00
Social Work M.S.W., per credit	380.00
Ph.D., per credit	480.00
Podiatric Medicine Full-time, per year	18,000.00
Part-time, per credit	565.00
Executive Master of Business Administration Class of 1995, (inclusive of books) per year	9,300.00
Graduate, all other, per credit	365.00
* DISCOUNTED TUITION—no further discount applies	
Orientation fee	50.00
Application fee	30.00
Registration fee	10.00
Special Course fee	Variable
Graduation fee	50.00
Parking fee	10.00

Student Services fee	
All full-time students	100.00
Podiatric Medicine students	140.00
Part-time students, per credit	7.00
Portfolio evaluation fee	400.00
Deferred Payment Plan fee	35.00
Health Insurance (8/15/94-8/15/95)	
Student only	330.00
Spouse (up to age 35)	496.00
Each dependent child	248.00
International Health Insurance Fee (additional)	10.00
Room Damage Deposit	200.00
Room & Board, per semester	
(20 meal plan – 14 meal plan is \$25 less)	
Triple/Quad, air-conditioned	2,480.00
Double, air-conditioned	2,680.00
Private, air-conditioned	2,900.00
Drop/Add fee	10.00

TOTAL EXPENSES FOR EACH SEMESTER MUST BE PAID PRIOR TO COMPLETION OF REGISTRATION. STUDENTS SHOULD COME TO REGISTRATION PREPARED TO PAY THE DIFFERENCE BETWEEN ESTIMATED FINANCIAL AID, IF ANY, AND THE TOTAL CHARGES FOR THE SEMESTER.

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.

IF A STUDENT'S ACCOUNT SHALL BECOME DELINQUENT, THE ACCOUNT MAY BE REFERRED TO A COLLECTION AGENCY OR TO AN ATTORNEY OR BOTH. IN SUCH EVENT, THE STUDENT SHALL BE LIABLE FOR THE BALANCE DUE PLUS ANY FEES OF THE COLLECTION AGENCY, ATTORNEYS' FEES, COURT COSTS, AND ALL OTHER CHARGES ASSOCIATED WITH THE COLLECTION OF THE DEBT, TOGETHER WITH INTEREST AT THE MAXIMUM RATE ALLOWED BY LAW.

INSTITUTIONAL 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 credit 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 credit will be determined by this date.

Tuition, Room and Board Fees will be Credited on this basis: If the student leaves within the first two weeks of the semester, 80% of the full semester charge is credited; within the first three weeks, 60% is credited; within the first four weeks, 40% is credited; within the first five weeks, 20% is credited. After the fifth week there is no credit. Refundable credit must be claimed within one calendar year. For purposes of determining the percentage of credit, the first week of classes will be considered the start of the semester, upon which credits will be based.

Summer School Refunds

If the student leaves within the first week of the summer session, 60% of tuition, room and board is credited; within the second week, 20% is credited. After the second week, there is no credit. Refundable credit must be claimed within one calendar year. For purposes of determining the percentage of credit, the first week of classes will be considered the start of the Summer Session.

All fees, outside of tuition and room and board, are non-refundable.

Refund Policy for Title IV Funds:

If a student withdraws completely from the institution during any given enrollment period, calculations must be performed to determine what amount of the student Title IV federal financial aid is to be returned. Refunds of Title IV monies are calculated in accordance with Federal Regulations. If a student has attended Barry University before, a standard calculation based on the institutional refund policy will be used to determine the amount of Title IV funds to be returned. This calculation will be used through the established period of institutional refund. If this calculation indicates that monies should be returned, a specific order of refund has been established by the federal government. The order of distribution of refunds is specified as follows:

1. to outstanding balances on FFELP (Supplemental Loans for Students, Stafford Loans, PLUS Loans) loans;
2. to outstanding balances on Perkins Loans;
3. to the Federal Pell Grant;
4. to the Federal Supplemental Educational Opportunity Grant;
5. to other Title IV assistance;
6. to the student.

Calculation of refunds to Title IV funds for students attending Barry University for the first time must be determined using the pro rata formula based on the percentage of the enrollment period remaining after the student withdraws. For these students, calculations to determine refunds to Title IV funds will be made up to the 60% point in any given period of enrollment. The order of distribution of refunds is specified above.

For additional information on refunds to Title IV sources, please contact the Office of Financial Aid at (305) 899-3673 or 1-800-695-2279.

Refund Policy for State of Florida Funds

A refund will be due to the State of Florida when a student is not enrolled full-time at the end of the institution's established add/drop period. The State requires a full refund of monies.

TUITION PAYMENT PLAN

Barry University offers the services of Tuition Management Systems, Inc., providing an alternative method of paying for tuition and fees. They will assist students in budgeting monthly payments for tuition and fees and offer a wide range of financing alternatives. Since many of these plans require payments beginning in the summer preceding the student's first semester at Barry University, interested students and their families are urged to contact either the Financial Aid Office or the Office of Student Account Services for additional information.

WITHDRAWAL POLICY FOR INDIVIDUAL COURSES

Students who drop individual courses after the Period of Schedule Adjustment and who are still enrolled in the University are NOT ENTITLED to any refund or credit.

CHANGES MADE DURING THE PERIOD OF SCHEDULE ADJUSTMENT

Students dropping courses during the Period of Schedule Adjustment will receive total credit 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.

HEALTH INSURANCE

Health Insurance is required for all resident students, international students, and all student-athletes. It is strongly recommended that all students be covered by some type of health insurance. Students may enroll in the insurance policy offered through the University if they are taking 6 or more credit hours. The insurance fee will be charged to all resident students, international students, and student-athletes, if proof of other insurance coverage is not provided to the Campus Health Center within 30 days of the first day of each semester.

FINANCIAL AID

The purpose of the Office of Financial Aid at Barry University is to provide service to students who need financial assistance in order to enroll, or to continue at the University, in the form of financial aid and financial planning for their education. The commitment of Barry University to providing financial assistance to its students is generous, personal and on-going. The Office of Financial Aid fulfills this commitment by following established procedures and practices which ensure the equitable and consistent treatment of all financial aid applicants.

The programs are administered in accordance with nationally established philosophies of financial aid for post-secondary education. The basis of these philosophies is the belief that the family is the primary resource for meeting educational expenses and financial aid is available for bridging the gap between those resources and college costs. The total cost of attending college will include not only tuition and fees, room and board, books and supplies, but personal and travel expenses, as well.

The Free Application for Federal Student Aid (FAFSA), is the document used by Barry University to collect confidential information from parents and students for the purpose of determining a student's need for financial aid. This information is processed by the federally-approved Multiple Data Entry processors, and the results are sent to Barry at the request of the student.

DETERMINING ELIGIBILITY FOR FINANCIAL AID

A student is eligible for financial aid when he or she meets all of the following criteria:

- Enrollment, or acceptance for enrollment, in a degree-seeking program of study.
- U.S. citizenship, or qualification as an eligible non-citizen.
- Satisfactory academic progress.
- Completion of the necessary financial aid applications by the appropriate deadlines.

For federal financial aid purposes, "satisfactory academic progress" is defined as successfully completing 24 credit hours each academic year, and achieving a cumulative grade point average of 2.00 or above, if the student is registered as full time. Review for satisfactory academic progress is done annually at the end of the spring semester. If a student has not completed 24 credits by the start of the fall semester, or has not obtained a 2.0 cumulative GPA by the end of the spring semester, he/she will be placed on probation for no longer than one calendar year. If that same student has not obtained a 2.0 GPA by the end of the probationary period, and has not completed the required number of credits, he/she will be ineligible for financial aid for the next academic period.

In order to qualify as an eligible non-citizen, students must be permanent residents with an Alien Registration Card, Form I-551 or Form I-551C, with a currently valid expiration date. Passports stamped "Processed for I-551" with a valid expiration date are also acceptable. Students may also present a "Temporary Resident Card," Form I-688, with a valid expiration date to qualify as eligible non-citizens. Note that the I-688A and I-688B do not qualify the student as an eligible non-citizen. No federal or state financial aid is available to International Students.

APPLYING FOR FINANCIAL AID

After applying for admission, students submit the completed packet of financial aid forms, available through Barry's Financial Aid Office. This packet includes: the Free Application for Federal Student Aid (FAFSA), the Barry University Financial Aid Application Form, and the Florida Tuition Voucher

Application (full-time undergraduate Florida residents only). Individuals whose applications are selected for verification may have to submit additional documentation. Students will be notified if parent's or student's tax returns or verification forms are required to complete the verification process.

The Free Application for Federal Student Aid (FAFSA) should be forwarded to one of the federally approved Multiple Data Entry Processors (*ie.*, CSS, ACT, PHEAA). The remainder of the supporting applications and documentation should be sent directly to the Office of Financial Aid at Barry. The priority deadline for receipt of these forms for undergraduate students is February 15. Preference is given to the students who apply by February 15, but financial aid applications are accepted year round.

Incoming freshmen who apply for financial aid, and whose files are complete by February 15, can expect to receive notification of their financial aid awards in April. Returning students whose files are complete by February 15 will be notified of their financial aid awards in May. Students who apply for financial aid after the priority deadline will receive their notifications of aid in June or July.

FINANCIAL AID FOR UNDERGRADUATE STUDENTS

Barry University participates in all federal and state financial aid programs. In addition, Barry provides institutional funding to supplement federal and state funding. There are three types of financial aid. They are gift-aid, work-aid, and loan-aid. Gift-aid is comprised of scholarships and grants from a variety of sources. Work-aid, in the form of jobs on campus, is both federally and university funded. Loan-aid can come from federal, private and university sources.

Gift-Aid does not have to be repaid. There are two types of gift-aid: scholarships and grants. Scholarships are awarded to students based on academic promise, and grants are awarded on the basis of financial need. **Work-Aid** awards allow students to work on campus to help defray the cost of education, while at the same time gaining valuable work experience. **Loan-Aid**, unlike scholarships and grants, is money that must be repaid. Repayment of these student loans usually begins after the student leaves school.

FEDERAL PROGRAMS

FEDERAL PELL GRANT. The Federal Pell Grant serves as the foundation to which other sources of aid are added. The awards range, depending on the need of the student, from \$400 to \$2300. Once a student receives their Bachelor's Degree, they are no longer eligible for the Federal Pell Grant.

FEDERAL STAFFORD STUDENT LOAN (FORMERLY GUARANTEED STUDENT LOAN). Funds for this program are provided directly by banks, credit unions, and other lending institutions. The Federal Subsidized Stafford Loans are need based. Interest for Subsidized Stafford Loans is assumed by the Federal Government while the student is in school. Federal Unsubsidized

Stafford Loans are non-need based. The student must assume interest payments or allow the bank to capitalize the interest on an Unsubsidized Stafford while in school. Under current regulations, dependent freshmen can borrow up to \$2625 per year; sophomores can borrow up to \$3500; juniors and seniors can borrow up to \$5500. Independent students with first disbursement after July 1, 1994 can borrow up to an additional \$4,000 as freshmen and sophomores and up to an additional \$5,000 as juniors and seniors, under the Unsubsidized Stafford Program. (This provision will take the place of the Supplemental Loan for Students after July 1, 1994.) For loans, with first disbursements made after July 1, 1994, the interest rate is variable, tied to the 91-day T-Bill, plus 3.10% and is capped at 8.25%. There is a 3% origination fee on the Stafford with an insurance fee of up to 1%. Repayment begins 6 months after the student ceases to be enrolled at least at half-time status. Students have up to 10 years to repay.

FEDERAL SUPPLEMENTAL LOAN FOR STUDENTS (SLS). These loans, also provided directly by banks, credit unions, and other lending institutions are available to independent students. SLS loans are non-need based. Freshmen and sophomores can borrow up to \$4000 per year; juniors and seniors can borrow up to \$5000 per year for first disbursements made on or after July 1, 1993. The aggregate loan limit for first disbursements made after July 1, 1993, is \$23,000. The interest rate is variable, tied to the 52-week T-Bill plus 3.10%, capped at 11%. There is a 5% origination fee. Repayment begins the date of disbursement; however, the lender may defer the student's payments while the student is enrolled full-time. Students have up to 10 years to repay. **Federal Supplemental Loans for students will no longer be available as of July 1, 1994.** Independent students will be able to borrow additional funds under the Unsubsidized Stafford Program after July 1, 1994.

FEDERAL PARENT LOAN FOR UNDERGRADUATE STUDENTS (PLUS). Parents of dependent students may borrow the PLUS loan which is made available by various lending institutions. PLUS loans are available for the cost of education minus other financial aid. The interest rate is variable, tied to the 52-week T-Bill plus 3.10%, capped at 9% for loans with a first disbursement on or after July 1, 1994. There is an origination fee of 3% and an insurance fee of 1%. Repayment begins the date of disbursement. Parents have up to 10 years to repay. A credit check is involved in the issuance of this loan.

FEDERAL COLLEGE WORK-STUDY PROGRAM (FCWS). This federally funded, need based program enables students to work part-time to help defray educational expenses. In the 1994-95 academic year, 5% of college work study funds will be used in community service jobs, giving students an opportunity to work on behalf of individuals in our community needing assistance. Through the assistance of the FCWS Coordinator, students are assigned to available jobs based on their skills and abilities, and are paid on a monthly basis. Federal Work-Study gives the student a unique opportunity to earn money for college while at the same time gain invaluable work experience for the future.

FEDERAL PERKINS LOAN PROGRAM (FORMERLY NATIONAL DIRECT STUDENT LOAN). This low-interest (5%) loan, made by Barry University, but federally subsidized, is awarded to students based on financial need. A student must complete and sign a promissory note with the school. Repayment begins 9 months after leaving school. These loans generally range from \$750 to \$1,000.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG). Students with exceptional financial need may qualify for this federally subsidized grant. Barry generally awards SEOG in amounts from \$200 to \$2000 per academic year.

STATE OF FLORIDA PROGRAMS

FLORIDA RESIDENT ACCESS GRANT. This program provides tuition assistance to full-time undergraduate students from Florida attending private, independent colleges and universities located in the state. Students who have been residents of Florida for at least twelve consecutive months are eligible for the voucher. This program provides approximately \$1,000 per academic year, subject to state budget appropriations. Applications are available from the Financial Aid Office and must be submitted each academic year.

FLORIDA STUDENT ASSISTANCE GRANT (FSAG). This need-based grant provides approximately \$1000 per academic year, subject to state budget appropriations. Students must use the FAFSA to apply. We recommend that the application be received at the Multiple Data Entry Processor by April 15th, since the application must be processed by May 16th. The State of Florida makes no exceptions to this deadline, even for students who would have been eligible. A new application must be submitted each year.

Students from Barry University also participate in the Florida Undergraduate Scholar's Fund, Paul Douglas Teacher Scholarship Loan Program, Jose Marti Scholarship Challenge Grant Fund, The Vocational Gold Seal Program, "Chappie" James Most Promising Teacher Scholarship Loan Program, and the Critical Teacher Shortage Student Loan Forgiveness Program, as well as other state programs. Information on any of these programs may be obtained from high school guidance counselors or by contacting the Office of Student Financial Assistance, Florida Department of Education, Tallahassee, Florida, 32399-0400. Students may continue to receive funds from the state programs only if they participate in the College-Level Academic Skills Test (CLAST). The CLAST must be taken **prior to the end of the semester** in which 60 credit hours are earned.

STATE GRANT PROGRAMS OUTSIDE FLORIDA

Incoming students from Alaska, South Carolina, Delaware, the District of Columbia, Vermont, Rhode Island and Pennsylvania should know that their state grants are "portable." Students from these states who qualify, based on financial need, can use these grants to attend a college or university outside their state. These grants can, therefore, be applied towards a student's cost of education at Barry University. Students should contact their State Department of Education for further details, since there may be a deadline for application.

UNIVERSITY PROGRAMS

Academic Scholarships Provided by the University

PRESIDENTIAL AND ACADEMIC ACHIEVEMENT SCHOLARSHIPS.

Presidential and Academic Achievement Scholarships are awarded annually on a competitive basis to students with high scholastic achievement, demonstrated extracurricular activities, good character, and financial need. These scholarships are available to incoming freshmen students applying for full-time status. To be considered for a Presidential Scholarship, a student must have a GPA of 3.25 or better, a SAT of 1000 or ACT of 24. To be considered for an Academic Achievement Scholarship, a student must have a GPA of 3.0, a SAT of 1000 or ACT score of 24. Scholarships are renewable providing the recipient maintains a cumulative grade point average of 3.25 or above for the Presidential, and 3.0 or above for Academic Achievement Scholarships. Scholarships can be used for four consecutive years, up to 120 credits. Students must also be in good disciplinary standing. Qualified students should request a scholarship application from the Office of Admissions.

TRUSTEES SCHOLARSHIPS. Barry University's Trustees Scholarships recognize outstanding high school students with financial need. Only one student will be selected for receipt of this scholarship from each respective high school. 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 (SAT) or a minimum combined score of 27 on the American College Test (ACT) and a 3.5 or higher grade point average on a 4.0 scale, and rank in the upper ten percent of their graduating class. These are full tuition scholarships and are renewable providing the student maintains a 3.3 cumulative grade point average as a full-time student. Scholarships can be used for four consecutive years, up to 120 credits. Students must contact the Office of Admissions to apply.

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 with a cumulative grade point average of 3.5 or above. This scholarship is valued at the full tuition cost for one academic year, renewable annually if a 3.3 cumulative grade point average is maintained. The scholarship can be used for two consecutive years, up to 120 credits. The student should contact the Honors Program Coordinator at Broward Community College.

ROBERT McCABE SCHOLARSHIP. This scholarship, named in honor of the President of Miami-Dade Community College, is awarded to one Honors Program graduate of MDCC who has achieved a cumulative grade point average of 3.5 or above. This scholarship is valued at full tuition cost for one academic year, renewable annually if a 3.3 cumulative GPA is maintained. The scholarship can be used for two consecutive years, up to 120 credits. The student should contact the Honors Program Coordinator at Miami Dade Community College.

THE TRANSFER STUDENT SCHOLARSHIP PROGRAM. The Transfer Student Scholarship Program is specifically designed for academically talented transfer students. It rewards excellence in those quality students who have shown diligence by assisting them in meeting the cost of a private education. To be eligible, an applicant must have a 3.0 or above grade point average and a minimum of 24 credit hours. Not eligible for this program are: Second bachelor degree candidates; Adult and Continuing Education students; Physical Therapy, Adult Biology, and Occupational Therapy students; Accelerated Option Nursing Students; Treasure Coast students; ACCESS students; and students in the Miami Dade/Barry Education programs. Scholarships are renewed annually if full-time status and appropriate GPA are maintained. The scholarship can be used for two consecutive years, up to 120 credits. Contact the Office of Admissions.

ARCHDIOCESAN SCHOLARSHIPS. Each parish in the Dade and Broward county area may recommend a high school student from their parish for receipt of this \$2,000 scholarship. The recipient must have at least a minimum combined score of 1000 on the SAT or a composite score of 24 on the ACT, a 3.0 (4.0 scale) or higher grade point average in high school, and must demonstrate exemplary volunteer service in the parish to which they belong. Contact the Office of Admissions for additional information.

GOLDEN DRUM/RONALD A. HAMMOND SCHOLARSHIP. Golden Drum is the name chosen by the Achievers of Greater Miami to identify this program designed to reward outstanding Dade and Broward County high school seniors of African descent. It was named in honor of Ronald A. Hammond, a long-time Director of Financial Aid and Director of Minority Student Recruitment at the University of Miami. In addition to recognizing the talents, academic achievement, and community service contributions of students participating in the Golden Drum competition, the program includes full tuition scholarship awards to students attending participating universities and colleges like Barry University. Applications are distributed to public and private high schools in Dade and Broward counties annually during the month of September. Students interested in applying for the Golden Drum competition should contact the guidance counselor or the CAP (College Assistance Program) counselor in their respective schools. Eligible applicants must be high school seniors, citizens or permanent residents of the United States and meet admission requirements of the university to which they apply.

MARC SCHOLARSHIPS. Barry University provides Minority Access to Research Careers (MARC) through a long term renewable grant awarded to the University's School of Natural and Health Sciences by the United States Department of Health and Human Services. This scholarship is provided to increase the number of well-prepared minority students who can compete successfully for entry into graduate programs leading to a doctorate in a biomedical science. Students must be Biology, Chemistry, Mathematics or Psychology majors. For more information contact Sr. John Karen Frei, O.P., Ph.D., Dean, School of Natural and Health Sciences, Barry University.

THE MISSION SCHOLARSHIP. This \$1500 scholarship is awarded to individuals demonstrating academic promise and dedication to community service. The scholarships are renewable providing the recipient maintains a grade point average of 3.0 or above and continues in community service. Qualified students should contact the Office of Financial Aid.

THE ADRIAN/DOMINICAN SERVICE PROGRAM. This program is offered to sophomores, juniors and seniors. Students must be in good academic standing to receive this grant and must demonstrate financial need. Receipt of this grant involves a community service commitment. If the student cannot perform community service, the funds can be allocated as a loan, to be repaid after graduation. The program is offered to students meeting the University's priority deadline for application for financial aid.

Professional Scholarships Provided by the University

NURSES. Scholarships are available for students employed as full-time registered nurses, unless tuition is paid through some type of grant or subsidy. Scholarships are valued at 30% of tuition.

TEACHERS. Scholarships are available for students employed full-time as teachers in Florida, unless tuition is paid through another grant or subsidy. Scholarships are valued at 30% of tuition.

RELIGIOUS ORDERS. Scholarships are available for students who are members of a religious community. Scholarships are valued at 30% of tuition.

Grants Provided by the University

ATHLETIC GRANTS. Barry University offers athletic grants to students who show outstanding ability in most of the intercollegiate sports programs offered by the University. Interested students should contact the appropriate Head Coach or the Athletic Department.

BARRY GRANTS. Funds are provided by the University to assist students who demonstrate academic promise and exceptional financial need. Awards range from \$500 to \$5000 per year. These awards are made on a first-come, first-served basis.

PARISH GRANTS. Incoming freshmen may be eligible for a grant through their church, worth up to \$1000 per academic year. Students must contact their church for sponsorship. If the church is willing to support the student, Barry will match that contribution up to \$500 per year.

FAMILY TUITION REDUCTION PLAN. Families having more than one full-time undergraduate student enrolled at Barry University during the same time period pay full tuition for the first student, then receive a \$500 per year reduction for the second student, a \$1000 per year reduction for the third student, and a \$1500 per year reduction for the fourth student. Students eligible for this grant must file a written request for this grant with the Office of Financial Aid.

Work Programs Provided by the University

BARRY EMPLOYMENT PROGRAM (BEP). The purpose of this program is to promote part-time, on-campus employment of students who need employment earnings to help meet their cost of attendance. Students must be enrolled full time to be eligible. Payment for work performed is made monthly in the form of a credit to the student's account. Students may be considered for this program regardless of their financial need. Awards range from \$250 to \$1000 per semester. **International students may participate.**

Scholarships Subsidized by Friends of the University

Funding for the following scholarships may change from year to year. Contact the Office of Financial Aid unless otherwise noted.

WILLIAM ALEXANDER SCHOLARSHIP. This scholarship was established by the Hamilton Bank Foundation, Inc., to honor Mr. William Alexander. Mr. Alexander has been a guiding force in the International Business community in Miami. An award of up to \$5,000 per academic year will be made to students with at least a 3.0 cumulative GPA, and a record of community service. Preference will be given to students who are Miami residents and who have an interest in International Business.

MARIE BAIER FOUNDATION SCHOLARSHIP. This annual scholarship, provided by the Marie Baier Foundation, is directed to deserving graduate students in the Andreas School of Business. Factors to be considered may include scholastic achievement, financial need, and/or service to the community. Further information may be obtained from the Andreas School of Business.

MONSIGNOR WILLIAM BARRY SCHOLARSHIP. This scholarship, funded in loving memory of Monsignor William Barry by Mrs. Ucola Katzentine, is awarded to a student who demonstrates superior academic achievement, involvement in extra-curricular activities and is financially needy.

SISTER M. DOROTHY BROWNE, O.P., ALUMNI SCHOLARSHIP. This scholarship was established by the Alumni Association in honor of Sister M. Dorothy Browne, O.P., President of Barry College from 1963 to 1974. Awards are made to children of the alumni. This award is \$1000 and may be renewed annually if a 3.0 cumulative grade point average is maintained.

DR. LLOYD D. ELGART MEMORIAL SCHOLARSHIP. This endowed scholarship, donated by friends and colleagues of Dr. Elgart, faculty member, administrator and friend of the University, will be granted to an individual enrolled in the Andreas School of Business who has risen above personal challenges to achieve successes in academic studies, University community, and/or the broader community. Further information may be obtained through the Andreas School of Business.

MARIE A. FITZGERALD SCHOLARSHIP. This endowed scholarship fund, established by Marie A. Fitzgerald, a former teacher, is used to provide funds for students in the School of Human Performance and Leisure Sciences.

FORREST J. FLAMMANG SCHOLARSHIP. 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 to provide scholarships for needy students.

ADELAIDE FREY MEMORIAL. This scholarship, funded by the Frey family in loving memory of Adelaide Frey, is used to assist mature, part-time or full-time undergraduate women who have financial need.

MANSOLILLO FAMILY SCHOLARSHIP. Established by Mrs. Angelina Mansolillo to perpetually remember the Mansolillo Family, this scholarship contributes a total of \$8,400 annually. Students should be financially needy with at least a 2.5 GPA, and must already be enrolled at Barry University in a traditional graduate or undergraduate program.

MIAMI HEAT SCHOLARSHIP. Graduates of high schools in the Overtown area are eligible. Academic achievement and potential for community involvement are among the criteria for this award. Recipients are chosen by the Executive Vice President of the Miami Heat Organization.

PATRICIA, PAUL & MARY MINNAUGH THEATRE SCHOLARSHIP. This scholarship is available to students who are Theatre majors. Students must contact the Theatre Department for further information.

PATRICIA O'HEARNE SCHOLARSHIP. Established by David Buckley O'Hearne as a loving tribute to his wife on their 25th wedding anniversary. Preference is given to students from Long Island, New York, and Fairfield County, Connecticut. Student must maintain a 3.0 average and should be a liberal arts major.

PILOT INTERNATIONAL MIAMI SHORES CHAPTER SCHOLARSHIP. This scholarship is available to sophomore, junior and senior women majoring in business, education or nursing, who demonstrate financial need, strong leadership qualities, strong potential and academic accomplishments. The applicant must be a Florida resident and be enrolled as a full-time student. Applications, recommendations and financial statements should be submitted prior to November 1, to the Miami Shores Chapter Scholarship Committee.

SISTER ELAINE SCANLON SCHOLARSHIP. Established by the Barry Auxiliary in honor of Sister Elaine Scanlon, O.P., who served as Auxiliary President from 1986 to 1989, this scholarship was established to assist undergraduate students who need financial assistance in order to continue their studies. Recipients are chosen at the discretion of the Auxiliary.

GRACER. SOUTHMAYD SCHOLARSHIP. The recipient of this \$800 scholarship will serve an internship in the Alumni Office, providing service to Barry University and developing interest and commitment to the Alumni Association.

EVELYN AND PHIL SPITALNY SCHOLARSHIP. The purpose of this scholarship is to provide encouragement for Music students. Three Music scholarships will be awarded annually, with recipients chosen by the head of the Fine Arts Department and the Dean of Arts and Sciences.

AVERILL STEWART SCHOLARSHIP. James Stewart, a member of the Barry University Board of Trustees, established this scholarship in memory of his wife, Averill Stewart. It is valued at full tuition plus room and board. To

apply, a student must have a 3.5 high school average, and have been actively involved in extracurricular activities. The scholarship can be renewed annually if the recipient maintains a 3.25 cumulative grade point average, therefore, it may only be available once every four years.

MARY AGNES SUGAR SCHOLARSHIP. This scholarship was established by Patricia Wollowick to memorialize her mother, Mary Agnes Sugar. An annual scholarship/grant will be awarded in the amount of \$1,000. This award will be given to a Barry University student determined financially needy by the Director of Financial Aid.

EDWARD A. TOMESKI SCHOLARSHIP. A \$1000 scholarship is available each year in loving memory of Dr. Edward Tomeski, a former Professor of Management in the School of Business at Barry University. This scholarship was established through the generosity of the Tomeski family. The student recipient must be a Business major, in their sophomore, junior, or senior year of study, and must have financial need. The recipient will be chosen by the Dean of the School of Business.

Loan Programs Subsidized by Friends of the University

Funding for the following loan programs may change from year to year. Please contact the Office of Financial Aid for information and applications, unless otherwise noted.

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

MABEL SCOLLIN KELLEY LOAN. A loan fund of \$5000 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. Established in 1977, this program enables full-time students to receive short-term loans with no interest. The period of repayment cannot exceed 12 months from the date the promissory note is signed.

WYOLENE NEAL LOAN. This loan fund, with awards up to \$800, was founded in 1961 by the parents of Wyolene Neal, and is available to a commuting student from 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. Loans are awarded by the Bal Harbour Rotary Club to students who are Nursing majors. 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. This fund provides loans for tuition on a ninety-day repayment basis. The fund is restricted to graduate,

senior or junior students in teacher education programs. The student must have a grade point average of 3.0 or above and must have financial need. The Dean of the School of Education must approve recipients of this loan.

SCHOOL OF NURSING PROGRAMS

Students enrolled in the School of Nursing are eligible for many scholarships, loans and grants for both undergraduate and graduate study. Interested students may obtain further information on the following programs from the School of Nursing. Only Nursing majors are eligible for these programs.

Scholarships

BLACK NURSES ASSOCIATION, INC., MIAMI CHAPTER. Black students who are U.S. citizens, Florida residents, have a 2.5 GPA or higher and who have financial need are eligible to apply for this \$1000 scholarship.

NATIONAL STUDENT NURSES' ASSOCIATION, INC. This professional organization serves as a clearinghouse for numerous organizations offering scholarships to Nursing students. Qualifications include scholastic achievement and financial need. Award amounts vary. Students complete one application for all scholarships for which they are eligible.

FLORIDA NURSES ASSOCIATION, DISTRICT 32. Nursing students who have been residents of Broward county for at least one year, have at least a 2.0 GPA, and have financial need, may be eligible for this \$400 scholarship. Students may be part-time, but must carry at least 3 credit hours in Nursing.

BREVARD HEART FOUNDATION, INC. Brevard County residents are eligible for this scholarship. Awards range from \$500 to \$1000 and students in all the nursing program options are eligible to apply. Priority is given to students in their senior year.

BUSINESS/PROFESSIONAL WOMEN'S FOUNDATION. The Foundation serves as a clearinghouse for 3 scholarships. Undergraduate Nursing students who are U.S. citizens, women, 25 years of age or older, and who are in their junior or senior year may apply for these need-based scholarships of \$100 to \$1000. 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 to apply for this scholarship.

ASSOCIATION OF OPERATING ROOM NURSES, SOUTH FLORIDA. Senior Nursing students in their final semester who have a 3.0 GPA and who 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 and 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, be currently employed, and have worked one year of the last three in a critical care area.

LETTIE PATE WHITEHEAD FOUNDATION. Scholarship funds are available for Christian female nursing majors who have financial need and are residents of one of the following states: Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee or Virginia. Information may be obtained from the School of Nursing and the Office of Financial Aid.

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 \$2000 to \$5000.

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 for undergraduate study is \$1000, and \$2500 for graduate study.

NURSING TUITION REDUCTION. This tuition reduction plan, supported by the Florida Department of Education, allows some students in the Accelerated Nursing Option to enroll at the tuition rate of the State University System. To apply, the student must be a Florida resident and demonstrate financial need. Preference will be given to students with high academic standing.

Loan Programs

HANSEL FUND. This fund provides loans to students with financial need enrolled in the School of Nursing. Loans from this fund are repayable at 3% interest at the time of graduation or when the student ceases enrollment.

SATIN FUND. Nursing majors with financial need are eligible for loans which are deferred until graduation.

LOAN REPAYMENT PROGRAM. Graduates who have unpaid educational loans and who work 3 years in a qualified health facility may be eligible to have 85% of their loans forgiven. These facilities include federal, state, regional and county hospitals, and community health centers.

Service Payback

ARMY/AIR FORCE R.O.T.C. To qualify for an R.O.T.C. Scholarship, Nursing students must be U.S. citizens, under 25 years of age, have a 2.5 GPA or higher. They must also have at least 2 years of college left, and must be able to meet additional Army requirements. R.O.T.C. Scholarships cover tuition, books, fees and a subsistence allowance for 2 to 4 years in return for 4 years of active duty or 8 years of reserve duty as a nurse in the Army or National Guard.

NAVY. Junior nursing students with a 3.0 GPA may be eligible for 2 years of pay allowance as a seaman. In return, the graduate will serve 4 years with the Navy.

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

PARALYZED VETERANS ASSOCIATION OF FLORIDA, INC. This organization awards scholarship funds to Barry nursing students interested in working with individuals who have suffered a spinal cord injury. Recipients of these scholarships agree to work for a specified period of time at a V.A. Medical Center in a spinal cord injury unit.

In addition to the sources listed above, many hospitals offer programs which provide money for tuition in return for employment at that hospital, usually 1 year for every year of tuition support. Hospitals frequently provide support for their employees pursuing the BSN or MSN degree. Contact your hospital of employment for further information.

VETERANS AND ELIGIBLE DEPENDENTS EDUCATIONAL ASSISTANCE

The Federal Government has programs which provide financial assistance for veterans and eligible dependents of certain veterans. Information may be obtained from the local or regional Veterans Administration Offices or by calling the Office of Financial Aid. A student must be fully accepted into a degree-seeking program approved by the State Approving Agency for Veterans Training. Determination of eligibility for benefits will be made by the Veterans Administration.

STANDARDS OF PROGRESS POLICY FOR VETERANS. Satisfactory progress for a student receiving veterans educational benefits is indicated by a Satisfactory Progress Average (SPA), a variation of the Quality Point Average (QPA). An SPA of 2.0 or greater for an undergraduate student is satisfactory, less than 2.0 is not satisfactory. Any time a student's SPA is not satisfactory, s/he will be certified, in a probationary status, for only one additional semester. If, at the end of this additional semester, the student's SPA is still below the satisfactory level, the Veterans Administration (VA) will be notified of the unsatisfactory progress and the student's veterans educational benefits will be terminated. A student whose educational benefits have been terminated by the VA for unsatisfactory progress may petition the Registrar of the University for readmission. A University official will discuss the problems relating to the unsatisfactory progress with the student. If the cause of the unsatisfactory progress has been removed, and the student is readmitted, s/he will be recertified for veterans educational benefits.

CREDIT FOR PREVIOUS TRAINING. Students eligible to receive educational benefits from the U.S. Department of Veterans Affairs with previous post-secondary training/experience must request official transcript(s) be sent to Barry University. If the transcript(s) is not received by the end of the first semester, the student's educational benefits will be terminated until the transcript(s) is received. Should credits be accepted, the student's training time and total tuition costs* will be reduced proportionately. The VA and the student will receive a written notice of credits allowed.

*This reduction refers to total costs involved in obtaining the degree. Costs are reduced since credits at another institution are applied toward this degree. This does not imply a credit reduction allowance for veterans or eligible dependents.

OUTSIDE SOURCES OF SCHOLARSHIPS AND ASSISTANCE

Many organizations not affiliated with the University, such as local civic groups and fraternal organizations, offer grants and scholarships for which many students are eligible. Students are encouraged to inquire about these potential sources of assistance by visiting the Office of Financial Aid. Updated reference materials and a computer search data base are maintained.

FINANCIAL AID FOR GRADUATE STUDENTS

Professional Scholarships Provided by the University

The following scholarships are valued at 30% of tuition:

Nurses—Scholarships are available for students employed as full-time registered nurses, unless tuition is paid through some type of grant or subsidy. An employer's letter verifying full-time employment in the field of nursing must be presented at the time of registration.

Religious Orders—Scholarships are available for students who are members of a religious community.

Social Workers—Scholarships are available for Master's degree students enrolled in the part-time foundation year programs if they are employed as full-time social workers or human resource practitioners. For more information on this discount, reference the description under heading, "Social Work Grants and Scholarships."

Teachers—Scholarships are available to any full-time Florida teacher unless tuition is paid through another grant or subsidy. Proof of eligibility should be submitted to the Registrar's Office.

Loans

To receive the subsidized or unsubsidized Stafford Loan, students must submit a Free Application for Federal Student Aid to one of the Federally approved Multiple Data Entry Processors. The FASFA contains pertinent information regarding the student's income and assets. This information will be used to determine financial eligibility for the Stafford Loan. Please note that students must have U.S. citizenship or qualification as an eligible non-citizen in order to apply for these loans. International students are not eligible for federal financial aid.

The Federal Stafford Loan is a low interest loan made by a lender such as a bank, credit union, or savings and loan association. Federal Subsidized Stafford Loans are need based. The government assumes the interest for Subsidized Stafford Loans. For graduate and professional students, the annual limit is \$8,500. The maximum aggregate debt that can be accumulated is \$65,500, including the debt assumed for undergraduate study. The interest rate for all new borrowers with first disbursement on or after July 1, 1994, is variable, tied to the 91-day T-Bill, plus 3.10%, capped at 8.25%. There is a 3% origination fee and up to a 1% insurance fee on the Stafford loans. Repayment begins six

months after the student ceases to be enrolled at half-time status. Students have up to 10 years to pay.

The Federal Unsubsidized Stafford Loan provides additional funds for educational expenses. This is a non-need based loan. Students must meet the same citizenship criteria required of Stafford Loan applicants. For first disbursements made after July 1, 1994, graduate and professional students can borrow up to \$18,500 per year, with an aggregate loan limit of \$138,500 minus any funds received under the Subsidized Stafford Loan program. The interest rate is variable, tied to the 91-day T-Bill, capped at 8.25%. The origination fee is 3%, with an insurance fee of up to 1%. Repayment begins six months after the student ceases to be enrolled at half-time status. Students have up to 10 years to repay.

There are alternative loan programs for students who find the federal loans insufficient to meet their educational expenses. These loans are offered by private agencies and vary in interest rates and terms. While they are not need based, students must be credit worthy to borrow. Many of these loans are specifically tailored to graduate and professional students. The Financial Aid Office maintains applications for these loan programs.

School of Nursing

Scholarship Funds:

ONCOLOGY NURSING FOUNDATION

To be eligible, the student must be a Registered Nurse pursuing the MSN degree and have an interest in oncology nursing. The award ranges from \$1000 to \$2500 for graduate studies.

AMERICAN LEGION EDUCATION AND SCHOLARSHIP PROGRAM

Registered Nurses pursuing the MSN degree in Administration or Education are eligible for this \$2000 award. In return, the recipient agrees to employment full-time in the lung and respiratory health care area after graduation.

Nursing Loans:

HANSEL FUND

Provides monies for students in financial need who are enrolled in the School of Nursing. Loans from both the Hansel and Treadway funds are repayable at 3% interest at the time of graduation or when the student ceases enrollment.

LOAN REPAYMENT PROGRAM

Graduates who have unpaid educational loans and who work 3 years in a Qualified Health Facility may qualify to have 85% of their loans forgiven. Qualified Health Facilities include federal, state, regional or county hospitals and community health centers.

In addition to the above, there are smaller scholarships and loans available from various sources. Many hospitals, for example, offer programs which provide money for tuition in return for agreement to work at the hospital. Usually, one year of employment is requested for each year of tuition support. Hospitals often provide tuition support for employees pursuing the MSN degree.

School of Podiatric Medicine

Scholarship Funds:

DR. MARVIN STEINBERG PODIATRIC ALUMNI SCHOLARSHIP FUND

This fund, established by the family of Dr. Marvin Steinberg, noted podiatric educator, will provide an annual scholarship to an academically qualified Podiatry student. For further information, 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 information, call the School of Podiatric Medicine.

PODIATRIC MERIT SCHOLARSHIP

The Barry University School of Podiatric Medicine offers academic scholarships ranging from \$2500 to half-tuition for highly qualified students. Selection of scholarship recipients is at the discretion of the scholarship committee. No formal application is necessary for this award. For further information, contact the Office of Admissions.

Podiatry Loans:

H.E.A.L. PROGRAM

The Health Education Assistance Loan Program is a federally insured loan program for eligible students in the School of Podiatric Medicine. To be eligible, a student must demonstrate financial need, be a U.S. citizen or permanent resident and a full-time student in good academic standing.

Credit worthy students may borrow up to \$20,000 per academic year, if eligible. The interest rate on H.E.A.L. loans is variable and is determined by computing the average of the bond equivalent rates for the ninety-one day U.S. Treasury Bills, plus 3.0 percent. Repayment begins ten months after the student ceases full-time enrollment or ceases to be a participant in an accredited internship or residency program.

POLICY REGARDING DISBURSEMENT OF LOANS FOR STUDENTS ENROLLED IN THE SCHOOL OF PODIATRIC MEDICINE: It is the policy of the Office of Financial Aid to assist all students with financial planning as well as financial aid for their time enrolled at Barry. Loans for the podiatry program are multiply disbursed in accordance with Federal regulations and Barry University's school terms. A multiply disbursed loan affords the student a more prudent use of funds and lends itself to sensible borrowing practices.

First year podiatry students must successfully complete two semesters (fall and spring) in order to progress a grade level and to begin the next borrowing cycle. Upper division podiatry students must successfully complete three semesters (summer/fall/spring) in order to progress a grade level and to begin the next borrowing cycle.

School of Social Work

SOCIAL WORK GRANTS AND SCHOLARSHIPS

The School of Social Work has a separate application process for certain grants and scholarships. These grants and scholarships include the following:

- Social Work Discount
- Tuition Reduction for Florida Residents
- Scholarships for Concentration Year Social Work Students
- Scholarships Subsidized by Friends of the University
- Barry Scholarships

Applicants for grants and scholarships listed above, with the exception of Social Work Discounts, must request the Free Application for Federal Student Aid (FAFSA) Form and the School of Social Work's Financial Aid Supplemental Form from the School. These applications will assess the student's financial need for Federal loan programs and for some of the available scholarship programs.

It is important to note that these funds are extremely limited and there are always more applications than the School can accommodate with awards. Awards are made on the basis of need, minority status, academic ability, and potential for professional practice.

SOCIAL WORK DISCOUNT

Part-time students enrolled in the part-time Foundation Year Programs are entitled to a 30% discount on tuition if they are employed as full-time social workers or human service practitioners, having direct contact with clients individually or in groups. The nature of their employment must reflect basic *social work* tasks, objectives, and goals. This discount applies only to the first 21 credits of classroom study; it does not include field instruction nor Concentration Year requirements, and is not available to students having tuition paid through a grant or subsidy. Students who wish to take advantage of the *Social Work Discount* are required to submit a letter on company letterhead from their employer, verifying full-time employment, and must include Social Security or Barry University Student identification number. This letter should be sent to Ms. Helen Hancock, School of Social Work, Barry University. Once the letter is received, the University's Business Office will be notified. All letters requesting the 30% discount should be submitted *prior* to the beginning of each Fall Semester.

Tuition Reduction For Florida Residents

In an effort to increase opportunities for Florida residents to obtain graduate social work education in South Florida, the State of Florida entered into a contract on July 10, 1979 with Barry University's School of Social Work. This contract allows a limited number of Florida residents to enroll in the graduate social work program at tuition rates equal to those charged graduate students in the State University System. Tuition reduction is available only to residents of Florida. For the 1993-94 academic year, the tuition for students in this program was \$111.00 per semester credit.

Recipients of this tuition reduction will meet the same admission/graduation requirements and standards as other students enrolled in the Social Work Masters program. Applicants for this reduction should request the two forms (FAFSA and the School of Social Work's Financial Aid Supplemental Form) from Barry University's School of Social Work. The FAFSA should be submitted to the Multiple Data Processor in the envelope provided with the application. The School of Social Work's Financial Aid Supplement Form is returned to the School of Social Work. Students should keep copies for their records.

The Admissions and Scholarship Committee of the School of Social Work will select students for tuition reduction on the basis of financial need, minority status, potential for professional practice, and academic ability. Applicants will be notified by mail of the Committee's decisions prior to August 1, 1994.

Scholarships for Concentration Year

Scholarships are offered annually by the Florida Association of School Social Workers. Criteria, including application deadline and amount of scholarship, are developed during the month of May and the university notified. The Association is especially interested in encouraging minority students and part-time students who qualify. Application forms and criteria for eligibility can be obtained from Barry University's School of Social Work Office (Library, Room 120) or by calling (305) 899-3909.

Please note that no discount policy will apply to courses with already discounted tuition below the regular rates.

Scholarships Subsidized by Friends of the University

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.

SIMA ROSS SCHOLARSHIP

This annual scholarship provides funds for students in the School of Social Work. Since 1985, \$1,000 has been given annually. Criteria for the award is based on financial need. Funds are distributed on a yearly basis when available.

DR. NETA AND JOHN KOLASA SCHOLARSHIP

This scholarship was established for students of high scholastic standing seeking entry to Barry University's School of Social Work at the Masters and/or Doctoral level(s). The criteria for recipients of the scholarship are financial need, interest in services for women, and/or those intending to reenter the workforce after being absent.

DR. BEULAH ROTHMAN SCHOLARSHIP

This scholarship fund was established by Mr. Lester Rothman to honor the memory and work of Dr. Beulah Rothman, distinguished professor and nationally recognized leader in the professional education of social workers.

Scholarship awards range from \$1000 to \$2500 and are made to matriculated doctoral students in the School of Social Work. Criteria include an interest in social group work, level of academic performance and financial need.

BARRY SCHOLARSHIPS

These full tuition scholarships are available for students who demonstrate academic achievement, involvement in extra-curricular/community activities and financial need. The number of scholarships is very limited.

VETERANS AND ELIGIBLE DEPENDENTS

The Federal Government has programs which provide financial assistance for veterans and eligible dependents. Information may be obtained from the local or regional Veterans Administration Offices or by calling the Office of Financial Aid at Barry. A student must be fully accepted into a degree-seeking program approved by the State Approving Agency for Veterans Training. Determination of eligibility for benefits will be made by the Veterans Administration.

STANDARDS OF PROGRESS POLICY FOR VETERANS. Satisfactory progress for students receiving Veterans Educational Benefits 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; less than 3.0 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, the student's SPA is still below the satisfactory level, the Veterans Administration (VA) will be notified of the unsatisfactory progress and the student's Veterans Educational Benefits will be terminated. A student whose educational benefits have been terminated with the Veterans Administration (VA) for unsatisfactory progress may petition the Registrar of the University for readmission. A University official will discuss with the student the problems relating to the unsatisfactory progress of the student. If the cause of the unsatisfactory progress has been removed, and the student is readmitted, s/he will be recertified for Veterans Educational Benefits.

CREDIT FOR PREVIOUS TRAINING. Students eligible to receive educational benefits from the U.S. Department of Veterans Affairs with previous post-secondary training/experience must request official transcript(s) be sent to Barry University. If the transcript(s) is not received by the end of the first semester, the educational benefits will be terminated until the transcript(s) is received. Should credit(s) be accepted, the VA student's training time and total tuition costs* will be reduced proportionately. The VA and the student will receive a written notice of credits allowed.

*This reduction refers to total costs involved in obtaining the degree. Costs are reduced since credits earned at another institution are applied toward this degree. This does not imply a credit reduction allowance for veterans or eligible dependents.

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 catalog distributed by the Office of Admissions; the Student Handbook, distributed by the Office of Student Services; posted official notes; and official instructions given to students. While Barry University provides academic advising, the responsibility for planning individual programs rests with the students. Students are expected to become familiar with the requirements of the University, of the schools in which they are enrolled, and of their major disciplines.

Policy on Release of Information

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

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

Students have the right to access or have copies made of the information in their file (per the Buckley Privacy Act, 1974), with the following exceptions:

1. Transcripts: Students must request a copy of the transcript from the originating institution.
2. Health Records

3. Confidential Recommendations, if:
 - a. the student has waived the right to see the recommendations
 - b. the person making the recommendation has noted on the form that the student is not to see the comments.

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. School deans and department chairs 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 (6) credits each session. Requirements for admission to the summer sessions are the same as for the regular academic year. Students matriculated at another college must have written permission from their dean to take specific courses at Barry. No other academic credentials are needed for guest students.

The length of the summer sessions may vary within individual schools. For example, the Andreas School of Business offers only one summer session for their graduate programs, and the School of Education offers summer courses of varying lengths.

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 courses must do so officially by obtaining the course withdrawal form from either their advisor or the Office of the Registrar. The withdrawal form must be signed by the advisor and the dean, and then sent to the Office of the Registrar for final processing. An unauthorized withdrawal results in failure in course(s).

Class Adjustments

Changes to original schedules must be done during the period of schedule adjustment on a "Registration Adjustment" form. Adjustments must be authorized by the student's advisor.

Grade Reports

Grade reports are issued at the end of each term. Any error in designation, grade appeal or omission of course should be reported to the Registrar within two weeks of receipt. Students may not receive a transcript of credits or grade report until their financial accounts have been settled.

Placement Testing

Freshmen

ENGLISH: Transfer students who have not passed all English sections of the CLAST will be placed in appropriate English skills courses.

MATH: Freshmen students are placed in math courses according to their scores on the math placement test given during orientation week.

Transfers

ENGLISH: Transfer students who have not passed all English sections of the CLAST will be placed in appropriate English skills courses.

MATH: Acceptance of transfer credits as fulfilling specific distribution requirements in mathematics will be determined by the achievement of satisfactory scores on the math placement examination given during orientation week.

Exemptions

Specifically exempt from this policy are second bachelor's degree candidates, students admitted into the Nursing Transition Program (RN/BSN), Nursing Accelerated Option, Physical Therapy, Occupational Therapy, MLT, Cardiovascular Perfusion, and students admitted into the School of Adult and Continuing Education. Some majors will also require placement testing in chemistry and biology.

UNDERGRADUATE DISTRIBUTION REQUIREMENTS

Expected Educational Results

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.

Undergraduate Graduation Requirements

- (1) Satisfactory completion of at least 45 credits of distributed coursework, including 9 credits in each of the following curricular divisions with a minimum of 3 credits in each of the ten subdivisions:
- | | |
|------------------------------------|-------------|
| 1. Theology and Philosophy | — 9 credits |
| 2. Written and Oral Communication | — 9 credits |
| 3. Natural Science and Mathematics | — 9 credits |
| 4. Social and Behavioral Sciences | — 9 credits |
| 5. Humanities and the Arts | — 9 credits |

Total Distribution Requirements	45 credits
---------------------------------	------------

The above distributed coursework must be selected from an approved list of courses from the areas below:

- | | |
|------------------------|--|
| Philosophy: | Any Philosophy course |
| Theology: | Any Theology course |
| Written Communication: | ENG 111,112,207,312,329,361 |
| Oral Communication: | Any Speech course except 105 |
| Fine Arts: | Art, Music, Photography, Theatre |
| Humanities: | English, Literature, French, Humanities, Spanish |
| Mathematics: | Excluding MAT 090, 100, and 105 |
| Natural 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 (60-66 credits max) 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.

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

The University offers over 50 undergraduate majors:

- Accounting (B.S.)
- Art (B.F.A.)
 - Painting and Drawing
 - Ceramics
- Biology (B.S.)
 - Major: Professional Track
(pre-medical, pre-dental, pre-podiatry, pre-veterinary)
 - Major: Non-Medical Track
 - Marine Biology Track
 - Major for the Medical Laboratory Technician
 - *Physical Therapy Track
- Broadcast Communication (B.A.)
- Cardiovascular Perfusion (B.S.)
- Chemistry (B.S.)
 - Pre-Pharmacy
- Communication Arts (B.A.)
- Computer Science (B.S.)
- Criminology (B.S.)
- Cytotechnology (B.S.)
- Diagnostic Medical Ultrasound Technology (B.S.)
- Economics/Finance (B.S.)
- Elementary and Early Childhood (Primary) Education (B.S.)

Engineering, Dual Degree (B.S.)
Pre-Engineering
English (B.A.)
Literature
Professional Writing
Secondary Education
Exercise Science (B.S.)
French (B.A.)
History (B.A.)
International Business (B.S.)
International Studies (B.A.)
Liberal Studies (B.A.)
Management (B.S.)
Management Information Systems (B.S.)
Marketing (B.S.)
Mathematical Sciences (B.S.)
Medical Technology (B.S.)
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 Option
L.P.N. to B.S.N. Option
*Occupational Therapy (B.S.)
Philosophy (B.A.)
Photography (B.A.)
Creative
Biomedical/Forensic
Computer Imaging
Photo/Communication
Physical Education (B.S.)
Political Science (B.S.)
Pre-Law (B.A.)
Pre-Major (Undeclared)
Professional Studies (B.P.S.)
Psychology (B.S.)
Public Relations (B.A.)
Sociology (B.S.)
Spanish (B.A.)
Sport Management (B.S.)
Diving Industry Management
Sports Medicine-Athletic Training (B.S.)
Technology (B.S.T.)
Theatre (B.A.)
Theatre Management (B.A.)
Theology (B.A.)
*P.T.A./C.O.T.A. required

Change of Major and/or School

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

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

Undergraduate Minors

Minor concentrations are available in specific subject areas, as well as in the interdisciplinary areas of Peace Studies and Women's Studies.

Additional courses are offered in the following areas of study:

1. Anthropology
2. Geography
3. Humanities
4. Nutrition
5. Physics
6. Secondary Teacher Certification
7. Speech

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

Undergraduate 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

Declaration of Major

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

Class Load

The recommended undergraduate 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.

THE 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.

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.
Withdrawn	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 Instructional Activities in Sports and Recreation courses and certain developmental 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 and certain developmental courses, may be taken under the CR/NC option (CLEP and Proficiency Examinations excluded). Credits earned under this option are

applicable to the number of credits needed to fulfill degree requirements. Students must enroll for the Credit/No Credit option in all physical education courses; no letter grades are issued.

DEVELOPMENTAL COURSES

To fulfill its responsibility to educate students, Barry University offers a series of developmental courses for the benefit of those students who need to strengthen some of their skills. Each of these courses—English 103, Math 090, Math 100, and Math 105—can be taken for a maximum of three attempts. All developmental courses must be completed successfully by the end of 45 credit hours or the student may not be allowed to register for any additional courses at Barry University.

Exceptions to this policy require the approval of the Dean of the School of Arts and Sciences.

FRESHMAN COMPOSITION

The freshman composition sequence, English 111 and 112, must be completed successfully by the end of 60 credit hours or the student may not be allowed to register for any additional courses at Barry University.

Exceptions to this policy require the approval of the Dean of the School of Arts and Sciences.

GOOD STANDING — PROBATION — SUSPENSION

A student is in Good Academic Standing if the cumulative grade point average (GPA) is 2.00 or above.

Students who have not achieved a cumulative GPA of 2.00 at the completion of the Spring semester will be placed on probation. A student may not remain on probation for longer than one calendar year. A student remaining on probation for longer than one calendar year is subject to suspension.

Students who have not achieved a cumulative GPA of 1.00 at the completion of the Spring semester will be suspended.

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

A student suspended for any reason will be subject to those criteria and guidelines specified in the university catalog in effect at the time of readmission.

OFF-CAMPUS ENROLLMENT/ TRANSFER OF CREDITS

Request to Register at Another Institution

A Barry student is expected to fulfill all coursework at Barry University; therefore, permission to take courses elsewhere is granted only in exceptional cases for very extenuating circumstances which preclude the opportunity to enroll in these courses at Barry in subsequent terms.

Barry University students who wish to take courses at another institution for the purpose of transferring the credits back to Barry must obtain prior written approval from the dean of the School/Division that offers the course in the academic subject area to be transferred and from the dean of the Barry University School/Division where the student is enrolled.

Students who have attained junior status (60 cr. hrs.) may not transfer credits from a community college or junior college.

Unless a Barry University School/Division has a more restrictive policy, once a student is enrolled at Barry a maximum of 6 cr. hrs. 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.

It is the student's responsibility to assure that two copies of the official transcript are sent to the Registrar at Barry University following completion of this course.

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

No Barry University course may be attempted more than 3 times. Withdrawals are counted as attempts.

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

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

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 cumulative 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 cumulative 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, and books, and provide \$100.00 per month spending money.

Further information about the ROTC Program is available through the ROTC office at the University of Miami.

Air Force—(305) 284-2870

Army—(305) 284-4673.

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, history, humanities, mathematics, political science, and Spanish.

CROSS CULTURAL PROGRAM

Under the Division of Academic and Instructional Services, 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 PRE-MAJOR (UNDECLARED)

Information about the undeclared 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 School of Arts and Sciences offers the Master of Arts (M.A.) degree in Communication, Pastoral Ministry for Hispanics, and Theology*; the Master of Science (M.S.) degree is offered in Clinical Psychology.

The Andreas School of Business offers the Master of Business Administration (M.B.A.), and the Executive Master of Business Administration (E.M.B.A.) degrees.

The School of Education offers the Master of Science (M.S.) degree in Educational Computing and Technology, Educational Leadership, Elementary Education, Exceptional Student Education, Guidance and Counseling, Human Resources Development and Administration, Human Resources Development and Administration with a Specialization in Leadership of Not-for-Profit/Religious Organizations, Marriage and Family Counseling, Mental Health Counseling, Montessori Pre-Primary and Elementary Education, Primary Education, Reading, and Rehabilitation Counseling. The Specialist in Education Degree (Ed.S.) is granted in Reading, Educational Computing and Technology, Exceptional Student Education and in the Counseling Programs; the Ph.D. is offered in Leadership and Education, with specializations in Counseling, Leadership, or Educational Technology.

The School of Natural and Health Sciences offers the Master of Science (M.S.) degree in Anesthesiology, Biology, Biomedical Sciences, Health Services Administration and Physical Therapy.

The Doctor of Podiatric Medicine (D.P.M.) degree is offered through the School of Podiatric Medicine.

The School of Nursing offers the Master of Science in Nursing (M.S.N.) degree in Nursing Administration, Nursing Education, Primary Care Nurse Practitioner, M.S.N. Completion Program for ARNP's, 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.).

* A specialization program in health care ministry is also available.

The School of Human Performance and Leisure Sciences offers the Master of Science (M.S.) degree in Sport Management and a dual degree option with the Andreas School of Business, M.S.S.M./M.B.A.

GRADUATE REQUIREMENTS FOR GRADUATION

Students expecting to graduate at the end of any semester must:

- (1) Complete all degree requirements specified for the appropriate degree program.
- (2) File an "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.

GRADUATE GRADING SYSTEM

Graduate students are expected to maintain a (3.0) B average. Each school sets its own policy regarding a grade of F. Students should refer to the appropriate section of the catalog and/or contact his/her academic advisor.

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
IP	In Progress	
No Credit	NC	No credit
Incomplete	I	A grade not reported as completed within the time required by the school becomes an F.
Withdraw	W	Granted to students who officially withdraw before the last five (5) weeks of a regular semester or the last two (2) weeks of the summer sessions. If a student officially withdraws within the last five weeks prior to final examinations of regular semesters and within the last two weeks of the summer sessions, an F is earned, which is computed in the grade point average.

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

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 AND INSTRUCTIONAL SERVICES

M. Eileen McDonough, Ed.D., Dean

The Division of Academic and Instructional Services advises students who are **Pre-Majors (Undeclared)** as well as students in the **Cross Cultural Program**, and the **Entry Program**. This office is also responsible for the **Barry Early Credit (BEC) Program**, the **CLAST Test**, the **Study Abroad Program**, the **Summer Scholars Program**, **Disabled Student Services**, and the academic eligibility of student athletes.

CROSS CULTURAL PROGRAM

The courses are bi-cultural in content and include credits in English, phonetics, 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, grammar, 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. Courses will be taught in English, but they will introduce the student to the culture and values of the United States.

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 GPA of 2.00.

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

The courses are shown below:

ENG 103	Basic English: Composition
ENG 111	Freshman Composition and Literature
ENG 112	Techniques of Research
MATH	Mathematics (by placement score)
PHI 122/123	Thought of Spain and the Americas (I/II)
ORI 100	Freshman Seminar
ENG 105	American Phonetics

All courses will be taught in English.

DISABLED STUDENT SERVICES

Disabled Student Services assists disabled students in pursuing a quality education at Barry University. The Office of Disabled Student Services is located in Farrell, Room 109 (899-3480).

The Office of Disabled Student Services provides assistance within its resources to students having physical, visual, hearing, speech, learning, psychological, chronic, and temporary disabilities. Students must request services by meeting with a Disabled Student Services counselor, preferably before enrollment, in order to assess student needs and coordinate appropriate services and accommodations. All services are provided based on individual needs and available University resources.

The Disabled Student services programs have been designed to integrate disabled students into the University community. The University strives to provide a holistic educational experience which prepares the student to be united and equal with the non-disabled population.

Appeals

The student may appeal any decision related to a requested accommodation or auxiliary aid to the Director of Disabled Services. Such an appeal must be made in writing to the Director no later than 10 days following the decision as to a requested accommodation or aid. Any position paper, brief, medical documentation or other written material which the student desires to be reviewed by the Director shall be submitted together with the notice of appeal. The Director of Disabled Services shall investigate and respond to the notice of appeal in writing, stating his or her decision, together with the reasons for either affirming or reversing the previous decision as to an accommodation or auxiliary aid. A student may within 10 days of the Director of Disabled Services' written decision on a student appeal file a second appeal with the Vice President for Academic Affairs, together with all written material which the student desires to be reviewed by the Vice President for Academic Affairs. The decision of the Vice President for Academic Affairs shall be in writing either affirming or reversing the decision of the Director of Disabled Services. A student may within 10 days of the Vice President for Academic Affairs' written decision on a student appeal file a final appeal with the President of the University, together with all written material which the student desires to be reviewed by the President. The decision of the President shall be in writing and shall be final and binding upon the student and the University.

ORIENTATION—Freshman Seminar

Students frequently need assistance with transitional adjustments both at the beginning of their college experiences and as they prepare to assume responsibilities beyond undergraduate school.

Academic and Instructional Services offers two courses to encourage self direction and self improvement during periods that require careful management.

Course Descriptions — Orientation Prefix: ORI

100 Freshman Seminar (1)

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

300 Senior Transition (1)

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

STUDY ABROAD PROGRAMS

Barry University offers a Summer Program in Madrid and Greece.

Barry is also a member of the College Consortium for International Studies. Barry students can participate in over 50 programs offered by the member colleges and universities. Information about these programs – Summer, Semester or Year Long is available from Dr. McDonough.

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

PRE-MAJOR (UNDECLARED)

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

A liberal arts education provides a firm, broad foundation for any career choice. Its primary purpose is to assist in building and broadening certain fundamental skills.

Although students will be encouraged to take their time in making their decisions, they will be guided so that they can choose a major by the time they acquire 60 college credit hours.

Barry has developed an advising program designed especially for students who have little or no idea about what they will choose. It consists of faculty and peer advising staff especially trained to help students discover more fully their interests and abilities and to direct them into a specific academic program based on these discoveries. Every attempt is made to match student abilities and skills to an academic program that will lead to a satisfying career.

BARRY EARLY CREDIT PROGRAM

Barry Early Credit (BEC) Program allows motivated high school students, with proven exceptional academic abilities, to earn college level credits in designated courses taught in the students' secondary schools. While still enrolled in high school, BEC students are admitted to Barry University as part-time, non-degree-seeking students.

To be eligible to apply for the Program, a student must have a cumulative "B" average (3.00) and must complete an application form. A transcript and a recommendation form from the high school must be sent to Barry University.

BEC students are intellectually challenged during the final stage of high school by college-level material. By completing some college requirements, these students move into high level courses after they matriculate in college.

The Program presently offers courses in English, humanities, political science, mathematics, chemistry, biology, French, Spanish, music, history, theology, philosophy and computer science.

SUMMER SCHOLARS PROGRAM

The Summer Scholars Program brings high school scholars to the campus during the second summer term. Students participate in course-work designed to challenge and enrich their intellectual skills. Group activities are designed to have a direct impact on the learning enrichment of the participants.

LANGUAGE INSTITUTE FOR ENGLISH

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 twelve basic levels of instruction. Kathy Uhl is the Director of the LIFE Program.

ENTRY PROGRAM

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

ENG 103	Basic English: Composition
ENG 111	Freshman Composition and Literature
ENG 112	Techniques of Research
MATH	Mathematics (by placement score)
ORI 100	Freshman Seminar
PHI 120	Critical Thinking

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 GPA of 2.00.

ACADEMIC COMPUTING CENTER

John M. Beaubrun, M.B.A., Director

The Academic Computing Center is housed in the Garner Building and provides computer hardware and software services to the University community.

The Center has a series of DEC minicomputers running both ULTRIX and VMS. These computers are the primary servers for "BARRYNET", Academic Computing's campus-wide ethernet network. "BARRYNET" also provides access to other computers on campus, such as the Library and the administrative system. It is the mission and purpose of the Center to: provide the user community with the highest level of service and support; provide the University with a strong competitive edge in Academic Information Systems Technology; direct, develop, manage and support the computer and information systems needs of the academic units of the University.

HELPDESK

Academic Computing provides a 24 hour helpdesk for the support of University computing. The helpdesk is manned by a staff member during lab operating hours and is available after hours through the HELPDESK e-mail account. The helpdesk should be the one place Faculty and Staff contact when they have a question or problem. The helpdesk extension on campus is x3604.

OPEN LAB — GARNER ROOM 247

The main lab is available to all students, faculty, and staff of the University and provides access to more than 50 applications packages and 5 operating systems. Those students wishing to use the lab must have completed, be currently enrolled in, or have successfully tested out of CAT 110 or 180. The lab is equipped with eighty microcomputers and twenty terminals, all networked to the minicomputer. The microcomputers consist of a mix of Macintosh, IBM and Zenith 286, 386 and 486 machines. The Lab maintains dot matrix and laser printers. Normal Lab operating hours are as follows:

Monday – Thursday	8:00 am – 12:00 am
Friday	8:00 am – 10:00 pm
Saturday	9:00 am – 12:00 am
Sunday	1:00 pm – 12:00 am

Holiday hours, Summer hours, and other changes to the scheduled hours are posted in the lab.

Computer Lab Voice Number – (305) 899-3601

DIAL-UP SERVICES

The Center provides six dial-up lines 24 hours a day for students and faculty who wish to access minicomputer applications from home. This allows users access to applications for programming, statistics and electronic mail, just to name a few.

Computer Lab Modem Numbers

DADE	(305) 899-3636
BROWARD	(305) 359-0038

BUCWIS

Our newest online service BUCWIS (Barry University Campus-Wide Information System) provides a central and single source for all university information such as catalogs, newsletters, campus phone books, libraries, calendars, etc. Information can be distributed in a timely fashion while eliminating the need for paper. Through BUCWIS the Barry Community also gains access to a vast array of internet resources. BUCWIS is offered as a public service to the community and does not require the use of a personal account or password for access.

BITNET / INTERNET / ELECTRONIC MAIL

Barry is a member of BITNET, giving the University an electronic address "@BARRYU". Faculty members, students, and staff are provided with the ability to send and receive electronic mail, magazines, and files at thousands of sites worldwide.

Barry University is also on the Internet. Users have access to a number of regional, national, and international automated libraries and computers at other universities. The internet Domain is "Barry.EDU".

CLASSROOM LABS

For teaching, there are six networked classrooms with twenty-five computers and a networked printer in each room. These rooms are used exclusively by classes requiring hands-on computer access. The teacher's workstation is equipped with an overhead projection system connected to the computer.

FACULTY LAB

Academic Computing provides a state of the art computer lab strictly for the use of faculty. The faculty lab, Room 245, is located adjacent to the main computer lab on the second floor of the Garner Building. The lab is equipped with the following hardware: DOS and MS Windows based computers, various Macintosh computers, two laser printers, an inkjet color printer, two multimedia stations, an HP flat-bed scanner and a Scantron reader.

EDUCATIONAL DISCOUNTS FOR HARDWARE AND SOFTWARE

Academic Computing provides support in the purchase of computer hardware and software for faculty and students at deeply reduced educational prices. For purchasing information, contact the Supervisor of User Services.

COMPUTER APPLICATIONS TRAINING

Thomas Ayers, M.S., Instructor

Academic Computing provides software applications training to students, faculty and staff. These courses are electives and prerequisites to various courses throughout the University. CAT 110 or 180 is a requirement for any student who wishes to gain access to the computer lab. Acquired knowledge in a particular application can be demonstrated through examination. Repeating courses offered on different platforms or using different software packages will not count towards a student's degree. For example, a student who takes CAT 110 – WordPerfect 5.1 for DOS and CAT 110 – WordPerfect 6.0 for Windows, will still only have one credit of CAT 110 calculated to fulfill the requirements of a degree. The current software application courses offered are as follows:

Course Descriptions — Computing Prefix: CAT

110 Wordprocessing (1)

This course is designed to provide the student with a basic proficiency in the use of a wordprocessing software. The course will provide the necessary introductory level training for students who have never used microcomputers and/or wordprocessing software, it is a hands on lab course. No prerequisites.

115 Advanced Wordprocessing IBM/Mac (1)

This course is designed to provide the student with advanced features of wordprocessing. The course will provide the necessary level of training to prepare high quality documents; it is a hands on lab course. Prerequisite: CAT 110.

120 Electronic Spreadsheets (1)

This course is designed to provide the student with a basic proficiency in the use of electronic spreadsheet software. The course will provide the necessary introductory level training for students who have never used microcomputers and/or spreadsheet software; it is a hands on lab course. No prerequisites.

130 Database Applications (1)

This course is designed to provide the student with a basic proficiency in database applications software. The course will provide the necessary introductory level training for students who have never used microcomputers and/or database applications software; it is a hands on lab course. No prerequisites.

140 PageMaker IBM/Mac (1)

This course is designed to provide the student with a basic understanding of desktop publishing using PageMaker. The course will provide the necessary level of training to prepare high quality desktop publishing documents; it is a hands on lab course. No prerequisites.

160 Introduction to Computer Graphics (1-3)

This course is designed to provide the student with a basic understanding of Computer Graphics. The course will provide the necessary level of training to prepare graphic presentations; it is a hands-on lab course. Prerequisite: CAT 110.

180 Application Software Tools (3)

This course is designed to provide the student with a basic proficiency in the use of microcomputer based Wordprocessing, Electronic Spreadsheets, and Database Applications. The course will provide the necessary introductory level training for students who have never used microcomputers and/or applications software; it is a hands on lab course. No prerequisites.

199 Special Topics IBM/Mac (1-3)

Course content to be determined each semester by Academic Computing as requested by faculty, staff and/or students to fill specific training needs or interest.

FRANK J. ROONEY SCHOOL OF ADULT AND CONTINUING EDUCATION

Sister Loretta Mulry, IHM, Ed.D., Dean
Judith Hochman, Ed.D., Associate Dean
Patricia D. LaBahn, Ph.D., Associate Dean
Sharyn T. Richardson, Ph.D., Associate Dean

Faculty: Alexandrakis, Braunstein, Brock, Kozloski, McKay, Olson, Orman, Quinn, Russo, Scully, Swaner, Teitzman.

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

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

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

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

DEGREE 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.)

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 may 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 advisor/director
2. submit a completed application form with appropriate application fee;
3. provide one official transcript 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. and
4. achieve a 2.00 cumulative grade point average or better in all previous academic work.

One official transcript must be mailed directly from each issuing institution to Barry University's Office of Admissions.

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 (B.P.S.) degree program is designed for students who choose to pursue a business-oriented program of study.

The degree is flexible in its design and thereby responds to diverse student interests and needs. Students pursuing the Bachelor of Professional Studies degree must meet Barry University's distribution requirement and must select elective coursework in their chosen business field. The student may choose to aim for breadth of knowledge through an interdisciplinary business curriculum or to focus on an area of concentration. Students may select an area of concentration in one of the following: Accounting, Business, Management Information Systems, Human Resource Management, Personal Financial Planning or Public Administration.

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

The portfolio is comprised of four major components: a chronological resume, a learning assessment worksheet, an autobiographical work history and documentation.

Students must submit their near-completed portfolios to their directors/advisors in sufficient time to allow for revisions. Completed portfolios must be submitted to the Miami campus in accordance with published deadline dates in the Term schedules. Meeting these deadlines is the responsibility of the student.

All extensions of the due date must be requested through the student's director/advisors who will review them with the program director. Extensions will only be granted for exceptional circumstances such as documented personal illness. No extensions will be granted to students who have not presented their portfolios for review in a timely manner.

The portfolio administrative fee is due upon submission of the portfolio.

Students must show college-level competence in one or more of the following categories in order to receive credit for professional work experience or community service: supervision, management, research, communication, interpersonal relations, creativity, and critical thinking.

Students must attend a portfolio seminar during the first or second term of enrollment. It is advisable to have portfolios submitted within one year of seminar attendance. If more than one year elapses from attendance at the first seminar, students must attend a second seminar.

Students must meet all of the following criteria at the time of portfolio submission:

1. Students have been fully accepted (see criteria for full acceptance in this bulletin/catalog).
2. Students must have completed English 329 with a grade of at least C or have demonstrated proficiency on the English exam.
3. Students must be in good academic standing (cumulative grade point average of 2.0 in all Barry University coursework).

4. Students are able to document at least five years of full time professional work experience and/or community service.

If students do not meet the above criteria, the portfolio may not be submitted.

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 of the credits awarded.

One third of the credits awarded through the portfolio will be upper level. Please refer to the ACE Student Bulletin and Portfolio Preparation handbook for assessment procedures and appeal provisions.

Distribution Requirements 45 credits

Portfolio 30 credits

Electives Variable

(Students select courses in any business related area.)

Area of Concentration 21 credits

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

Business

Health Services Administration

Human Resource Management

Management Information Systems

Personal Financial Planning

Public Administration

Telecommunication

University policies regarding an area of concentration are as follows:

1. An area of concentration consists of no less than 21 credit hours of appropriate and approved course work.
2. 15 of the 21 credit hours must be taken through Barry University and bear Barry University course prefixes and numbers.
3. 15 of the 21 credit hours must be in upper division courses, namely, 300 and 400 level courses.
4. Only one Special Topic may be included in the 21 credit 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. Prerequisites must be honored.
7. Only elective courses may be applied toward an area of concentration.

BACHELOR OF LIBERAL STUDIES (B.L.S.)

The Bachelor of Liberal Studies degree program is designed for students who choose to pursue a liberal arts program of study.

The degree is flexible in its design and thereby responds to diverse student interests and needs. Students pursuing the Bachelor of Liberal Studies degree must meet Barry University's distribution requirement and must select elective coursework in their chosen liberal arts field. The student may choose to aim for breadth of knowledge through an interdisciplinary liberal arts curriculum or to focus on an area of concentration.

Students may select an area of concentration in one of the following: Behavioral Sciences, Humanities, Legal Studies, Social Sciences, or Social Welfare.

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

The portfolio is comprised of four major components: a chronological resume, a learning assessment worksheet, an autobiographical work history, and documentation.

Students must submit their near-completed portfolios to their directors/advisors in sufficient time to allow for revisions. Completed portfolios must be submitted to the Miami campus in accordance with published deadline dates in the Term schedules. Meeting these deadlines is the responsibility of the student.

All extensions of the due date must be requested through the student's director/advisors who will review them with the program director. Extensions will only be granted for exceptional circumstances such as documented personal illness. No extensions will be granted to students who have not presented their portfolios for review in a timely manner.

The portfolio administrative fee is due upon submission of the portfolio.

Students must show college-level competence in one or more of the following categories in order to receive credit for professional work experience or community service: supervision, management, research, communication, inter-personal relations, creativity, and critical thinking.

Students must attend a portfolio seminar during the first or second term of enrollment. It is advisable to have portfolios submitted within one year of seminar attendance. If more than one year elapses from attendance at the first seminar, students must attend a second seminar.

Students must meet all of the following criteria at the time of portfolio submission:

1. Students have been fully accepted (see criteria for full acceptance in this bulletin/catalog).
2. Students must have completed English 329, with a grade of at least C or have demonstrated proficiency on the English exam.
3. Students must be in good academic standing (cumulative grade point average of 2.0 in all Barry University coursework).
4. Students are able to document at least five years of full time professional work experience and/or community service.

If students do not meet the above criteria, the portfolio may not be submitted.

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 of the credits awarded.

One third of the credits awarded through the portfolio will be upper level. Please refer to the ACE Student Bulletin and the Portfolio Preparation Handbook for Assessment Procedures and Appeal Provisions.

Distribution Requirements	45 credits
Portfolio	30 credits
Electives	Variable

(Students select courses in any liberal arts area.)

Area of Concentration **at least 21 elective credits**
Students who choose to earn an area of concentration will select elective courses in the following areas:

- Humanities**
- Behavioral Sciences**
- Legal Studies**
- Social Sciences**
- Social Welfare**

University policies regarding an area of concentration are as follows:

1. An area of concentration consists of no less than 21 credit hours of appropriate and approved course work (24 credit hours for a legal studies concentration).
2. 15 of the 21 credit hours must be taken through Barry University and bear Barry University course prefixes and numbers (18 of 24 credit hours must be taken through Barry University for a legal studies concentration).
3. 15 of the 21 credit hours must be in upper division courses, namely, 300 and 400 level courses.
4. Only one Special Topic may be included in the 21 credit 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.
6. Pre-requisites must be honored.
7. Only elective courses may be applied toward an area of concentration.

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 in a technical area 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. Students admitted into this program enroll at Barry University in additional upper-level 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.

Admission Requirements

Applicants for this degree program must have an Associate degree from a regionally accredited institution with at least 24 credit hours of coursework in a technical area acceptable to Barry University.

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 theology. The remaining courses include a core of business and computer science courses and guided electives.

Distribution Requirements 45 credits

Business Core 30 credits

- ACC 201 Principles of Accounting I
- ACC 202 Principles of Accounting II
- CAT 180 Wordperfect/Lotus/dBase
- MIS 215 Administrative Applications of Computers
- ECO 201 Introductory Macroeconomics
- ECO 202 Introductory Microeconomics
- MGT 305 Organizational Behavior and Management
- MGT 352 Human Resource Management
- MGT 409 Organizational Communication
- MKT 306 Marketing Concepts and Applications

Upper Division Electives Variable

- BUS 339 Business Law I
- BUS 366 International Business
- BUS 371 Social and Ethical Issues in Business
- BUS 353 Leadership and Performance Development
- MGT 303 Management Concepts, Theory and Practice
- MGT 336 Cross Cultural Management
- MGT 400 Management Information Systems

Technical Core 24 credits

(At least 24 credit hours of coursework in a technical area must be acceptable to Barry in transfer from a regionally accredited institution.)

OFF CAMPUS LOCATIONS:

In addition to classes on the Barry University Main Camps, the School of Adult and Continuing Education has administrative and academic offices in each of the Florida locations listed below.

Dade County

Adult Education Building
11415 N.E. 2nd Avenue
Miami, FL 33161-6695
Telephone (305) 899-3300

Mailing Address

Barry University
11300 N.E. 2nd Avenue
Miami, FL 33161-6695
Toll Free No. (800) 945-BARY

South Dade

13701 North Kendall Dr.
#304
Miami, FL 33186-1397
Telephone: (305) 388-5652

Broward County

Atrium Executive Center
Suite 4-S
4801 S. University Drive
Davie, FL 33328-3821
Telephone: (305) 948-3689 (Dade)
(305) 434-8858 (Broward)

1855 W. Commercial Blvd.
Suite 170
Ft. Lauderdale, FL 33309-3066
Telephone: (305) 493-8892

Palm Beach County (South)

Arvida Parkway Center
7840 West Glades Rd., #240
Boca Raton, FL 33434-4102
Telephone: (407) 487-9230,
Telephone: (305) 426-0100

Palm Beach County (North)

9123 North Military Trail,
#206
Palm Beach Gardens, FL 33410-4808
Telephone (407) 622-9300

Treasure Coast

Port St. Lucie Campus
500 N.W. University Blvd.
Port St. Lucie, FL 34986
Telephone: (407) 871-8000
(800) 947-BARY

Collier/Lee Counties

Barry University
4755 Summerlin Rd., Unit 2
Fort Myers, FL 33919-1073
Telephone: (813) 278-3041
(800) 388-2279
FAX (813) 278-3346

Brevard County

135 E. Merritt Avenue
Merritt Island, FL 32953-3410
Telephone: (407) 453-6253

Orlando Area

Florida Mall Business Center
1650 Sand Lake Road #111
Orlando, FL 32809-9108
Telephone: (407) 438-4150

SERVICEMEMBER'S OPPORTUNITY COLLEGE (SOC)

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

1. Use of admissions procedures which insure access to higher education for academically qualified military personnel;
2. Evaluation of learning gained through military experiences and academic credit awarded where applicable to the servicemember's program of study;
3. Evaluation of non-traditional learning and awarding of academic credit for such learning where applicable to the 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.

HEALTH SERVICES ADMINISTRATION CONCENTRATION AND POST-BACCALAUREATE CERTIFICATE

The Health Services Administration Concentration and post-baccalaureate Certificate Programs are designed to provide a broad view of today's health care system and to prepare graduates for entry and middle management positions in such areas as hospitals, medical or dental clinics, group medical practices, managed care organizations, long-term care facilities, insurance companies, home health agencies, and government agencies. The curriculum emphasizes management skills for use in any health care setting. Students who have earned a baccalaureate degree may enroll in the Post-Baccalaureate Certificate Program. The certificate will be awarded upon successful completion of HSA 301 and the five required courses. For practicing professional, HSA 301 may be waived with permission of the program director.

LEGAL STUDIES CERTIFICATE AND DEGREE PROGRAMS

Background

The Legal Assistant programs at Barry University were first offered in 1978 to provide training in South Florida for the paralegal or legal assistant working under the supervision of a lawyer. 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.

In July 1992, the legal studies courses were converted from non-credit to a college credit basis. At this time a new degree program and credit certificate programs were also created. These credit courses are offered through the Barry University School of Adult and Continuing Education. The University offers the following programs: a Bachelor of Liberal Studies Degree with a Legal Studies concentration; a 60 credit hour Undergraduate Certificate Program and a post-Baccalaureate Certificate Program. Course descriptions appear later in this chapter.

UNDERGRADUATE CERTIFICATE PROGRAM

The Undergraduate Certificate Program is a 60 credit hour program consisting of 8 substantive legal courses totaling 24 credit hours (described below) plus 30 credit hours of general distribution credits and six (6) credit hours of electives (with computer and wordprocessing skills being emphasized). A Certificate of Participation is awarded after completing the 10 substantive legal courses. A 60 credit hour Certificate of Completion is awarded upon successful completion of the 60 credit hour curriculum. A grade of "C" or higher in each Legal Studies course is required to receive either a Certificate of Participation or a 60 credit hour Certificate of Completion.

POST-BACCALAUREATE CERTIFICATE PROGRAM

The University also offers a Post-Baccalaureate Certificate Program where admission is limited to those students who possess an earned bachelor's degree (or higher) in any field prior to commencing Legal studies at the University. The Post-Baccalaureate Certificate Program is a credit program that can generally be completed in one year (or less) and consists of 8 substantive legal courses totaling 24 credit hours. A grade of "C" or higher in each course is required to receive a Post-Baccalaureate Certificate of Completion.

Recipients of either the Undergraduate or Post-Baccalaureate Certificates of Completion and BLS degree with Legal Studies concentration are eligible to sit for the Certified Legal Assistant ("CLA") examination that is administered by the National Association of Legal Assistants, Inc. ("NALA").

The Legal Studies degree and certificate programs begin at the University's Miami Shores campus each academic term. Presently, Legal Studies courses are also offered—on a demand basis—at the University's South Dade, Brevard and North Palm Beach class sites. The 8 substantive legal courses can be completed over four 10-week terms. This schedule allows students to complete the substantive legal courses over a 12-month period without disrupting the students' full-time, day employment responsibilities.

The curriculum is designed to give the student a broad background in fundamental concepts of legal studies.

ACE degree-seek students who are not working toward a Legal Studies concentration are encouraged to take PLA courses for elective or general distribution credit (PLA 310 and PLA 315 count as Written Communications general distribution credits while all other PLA course count as Social Sciences general distribution credits). It is recommended, however, that PLA 301 - Law and

the Legal System be taken concurrently or prior to any other PLA course unless the student has prior work experience in the legal field.

ADMISSIONS

Admission to the Undergraduate Certificate Program requires applicants to have earned a minimum of 18 undergraduate semester credits in general education subjects from a regionally accredited institution OR to have three years work experience in any field with a letter from the employer attesting to the applicant's qualifications, length of employment and work experience. A passing score on an English writing test, given prior to registration, may also be required. (A \$25 English Examination Fee will be charged if the student is required to sit for the examination.). Admission to the Post-Baccalaureate Certificate Program is limited to students who possess an earned bachelor degree (or higher) at the time of application.

International students need to obtain clearance to register for classes from the International Student Center (located in Kelley House on the Miami Shores campus) prior to registration.

PERSONAL FINANCIAL PLANNING CONCENTRATION AND POST-BACCALAUREATE CERTIFICATE

The Personal Financial Planning Concentration and Post-Baccalaureate Certificate Programs are designed to provide a broad background in financial planning for those students who desire to become a Certified Financial Planner (CFP). CFP and Certified Financial Planner are marks used to identify financial planners who have met the education, examination, experience, and ethics standards established by the International Board of Standards and Practices for Certified Financial Planners Inc. (IBCFP).

Financial Planning is the process of determining whether and how an individual can meet his or her life goals through proper management of financial resources. Services provided include: plan for children's education; implement strategies to reduce income and estate taxes; explain provisions of their employee benefit packages to clients; assist in the investment of funds for retirement planning; develop a comprehensive plan to meet the clients needs in insurance, stocks, taxes, accounting, and law.

Degree-seeking students and post-baccalaureate certificate program students are awarded a Certificate of Participation after completing the 18 credit core financial planning concentration and the required business prerequisites. Graduates of the Financial Planning degree program and certificate programs are eligible to sit for the national CFP examination that is administered by the IBCFP.

In addition to completing the education and examination requirements, candidates for certification must also meet an experience requirement. The education/experience requirement establishes a baccalaureate degree and three years of financial planning experience as the "basic requirement"; gives credit for those with advanced financial planning related education by decreasing the number of years of experience required; and provides an alternative path for those with on-the-job training but without a baccalaureate degree.

PUBLIC ADMINISTRATION POST-BACCALAUREATE CERTIFICATE PROGRAM

Students who hold an earned bachelor's degree (or higher) in any accredited degree program, may enroll in the University's Certificate in Public Administration Program. The Certificate may be earned by taking the five (5) required core courses of the Public Administration Concentration totalling fifteen (15) hours. Typically this Certificate is earned in one year or less depending on the students intensity of study or the availability of courses.

Many practicing professionals in public administration find they have achieved a level of responsibility for supervising other employees without having the benefit of management training. The Certificate in Public Administration allows the working professional to gain that education without missing work, by taking the required courses at night in the ACE program. Others who wish to make a career change may find the Post-Baccalaureate Certificate to be the right amount of additional education to open doors to new job opportunities.

Course Descriptions

Anthropology Prefix: ANT

308 Perspectives in Anthropology (formerly ANT 306)

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

Art Prefix: ART

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

302 Human Biology

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

306 Introduction to Oceanography

Brief coverage of the physical, chemical, biological, and geological aspects of ocean science to emphasize the marine biological adaptations which result.

311 Focus on Nutrition/Wellness

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

315 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.

Business Prefix: BUS

353 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.

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

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.

329 English Composition and Syntax

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

Environmental Science Prefix: 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

A study and analysis of the ocean which considers the geological, chemical, physical, and biological interrelationships in a healthy, productive marine habitat. The course emphasizes the mutual effects of human activities and the ocean environment.

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 hypotheses that surround such mysteries as the Legend of Atlantis, the Ruins of Stonehenge, UFO's, Easter Island statues, the Bermuda Triangle, and the Egyptian Pyramids.

Health Service Administration: HSA

301 The Health Care System

An overview of the United States health system examining the facilities and organizations which make up the system, as well as a survey of the economic, social and political aspects of the health care system.

319 Health Care Finance

The concepts of financial management for health care institutions relating to acquisition, planning, budgeting, and control of funds to meet organizational objectives.

339 Health Law

Examination of the broad legal aspects that have an impact on the operation of health care, including an introduction to the legal system, health related legislation, regulatory issues affecting health care facilities, and medical malpractice.

410 Management in Health Care

Application of Management theory, concepts and principles as they relate to health care organizations. Case studies are utilized to analyze the practical application of management concepts and principles.

425 Public and Community Health

Study of the impact on the health status of individuals as a result of public health practices and services, including topics in epidemiology and preventive measures.

441 Health Care for the Elderly

An overview of the physical, social, and health care needs of the older adult, including long-term care nursing services and alternatives in use today.

459 Independent Study in Health Administration

This course is primarily designed for the student to take part in an in-depth research or an action-oriented project under the supervision of the faculty advisor. Preparation and approval of the content must be made one semester in advance.

475 Issues in Health Care

An examination of current issues facing the health care industry including delivery of care, access to care, costs, and quality of services as well as national and state health policy. Designed to be the final, or "capstone" course.

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 post-Soviet culture. The course purpose will be to make domestic and international behavior in the successor states more logical and internally consistent with their 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.

Legal Studies Prefix: PLA

301 Law and the Legal System

Survey of the American legal system and common law tradition, structure of the federal and state court system (emphasis on the Florida court system), the role of the legal assistant in the practice of law, and the code of ethics for legal assistants and attorneys.

310 Legal Research

Instruction on finding, reading and updating law. Research strategies and proper citation form.

315 Legal Writing

Study of legal writing and memorandum preparation. Legal research and writing exercises. Prerequisite: PLA 310.

320 Civil Litigation

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

343 Business Organizations

Formation of corporations, Florida corporate law, preparation of corporate documents. Legal aspects of sole proprietorships, partnerships and limited partnerships. Shareholder relations and overview of securities regulations.

350 Real Estate Law

Basic real estate transactions, mortgages, deeds, leases, recording statutes, title insurance and title searches. Preparation of closing documents and foreclosure procedures.

430 Criminal Law

Definition of a crime, liability, defenses, justification, conspiracy, larceny, robbery, burglary, assault, homicide, sex offenses, arson, drugs, search, confession, "Miranda warnings," sentencing. Criminal procedure is also emphasized.

440 Contracts

Study of contract law. Contract formation, enforceability and remedies. Survey of significant Uniform Commercial Code and Florida statutes affecting contract formation and enforcement. Exposure to various types of commonly used contracts and drafting principles.

460 Probate Proceedings

Mechanics of probate law, probate court proceedings, estate administration, federal estate and gift taxation and trusts. Emphasis on forms and procedures relating to these areas.

480 Bankruptcy

Overview of debtor-creditor law. Topic areas include consensual and statutory liens, security interest, U.C.C. Article 9, the Bankruptcy Code, attachment, garnishment, replevin, and post-judgment collection. Practical instruction on judgment, asset and U.C.C. searches.

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.

303 Administrative Concepts, Theory and Practice

An examination of the general field of administration with emphasis given to management and organization theories. Topics include the emergence of industrialism, schools of management thought, and the conceptual foundations of modern management.

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.

Personal Financial Planning Prefix: PFP

348 Fundamentals of Financial Planning

A guide to personal finance for achieving financial objectives and making effective financial decisions. Topics include budgets, major purchases, use of credit and bank loans, insurance, real estate and investment in securities, taxes, estate planning, the economic environment and time value of money concepts. Emphasis is placed on constructing financial statements and analyzing the current financial situation.

350 Income Tax Planning

Emphasizes the fundamentals of individual income taxation, the tax implications of various forms of business, planning for the acquisition and disposition of property, tax-advantaged investments, and tax planning for the family. Technical topics include employee compensation issues and planning, special tax computations, and tax traps. Concepts are integrated through case analysis and recommendations.

410 Insurance Planning

A survey of the nature and significance of risk and the basic ideas, problems, and principles found in modern insurance and other methods of handling risk. Analysis of life insurance needs and methods of determining the type and amount of insurance will be covered. Other topics include property and liability insurance, including homeowners, personal auto, umbrella policies, medical and disability insurance, long-term care policies, social insurance, and the business uses of insurance.

412 Investment Planning

This course addresses a wide variety of investment vehicles that can be included in a personal investment portfolio, including stocks, bonds, mutual funds, insurance-based investments, futures, options, foreign investments, real estate, and tangible assets. Also considered are tax considerations of investments, economic factors, risk and return analysis, valuation methods, asset allocation techniques, and portfolio performance evaluation methods. Concepts and techniques are integrated in portfolio construction and management process.

414 Retirement Planning and Employee Benefits

The course emphasizes personal tax-deferred retirement programs and the framework for calculating annual savings needed to reach income goals. A focus is placed on qualified retirement plan design, with emphasis on the advantages and disadvantages of specific types of qualified plans for the owners of small- to medium-sized businesses, including a flow chart of the retirement plan development and maintenance process with funding considerations. Other topics include Social Security and Medicare; group life, health, and disability insurance; nonqualified deferred compensation. The case study approach requires the selection of an appropriate retirement plan for a small business owner and to analyze the tax implications of employee benefits.

416 Estate Planning

The fundamentals of federal estate and gift taxation are emphasized, as well as specific exclusion and valuation techniques that reduce the size of the gross estate. The course highlights the characteristics of wills, intestacy, and the probate process. The use of trusts, property ownership forms, and will substitutes also are introduced. Specific assignments address life insurance, lifetime gifting, and coordination of the unified credit with the marital deduction as a part of estate planning, as well as charitable, intrafamily, and business transfers, and postmortem planning techniques that play an important part in estate planning. Case analysis requires the selection of appropriate estate planning techniques based on constraints and objectives.

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.

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 (Formerly MGT 308)

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 Resources

An analysis of the human factors in organizations. Structured and non-structured activities will be used to develop personal effectiveness. Course objectives include: leadership style, communication, problem solving, decision making, membership, establishment of goals, and group norms.

331 Counseling Techniques for Managers (Formerly PSY 303)

The course will provide an overview of techniques drawn from management theory, psychology, and sociology that will be helpful in counseling employees.

410 Group Dynamics and Decision-Making

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

416 Dynamics of Adult Living (Formerly PSY 414)

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

Public Administration Prefix: PUB**301 Introduction to Public Administration**

An overview of the governmental processes in the United States. The structure of federal, state and local governments will be taught with an emphasis on the public administration processes, issues and policy formulation required at each level. The development of modern public administration will be reviewed and new directions in public management practice will be highlighted.

402 Values and Ethics in Public Administration

This course is designed to outline the current public; management environment and to create an awareness and sensitivity to the value and ethical issues inherent in public administration decisions. The Judeo-Christian moral basis for the values and ethical practices in governments today will be taught together with the legal requirements for complying with legislated ethical standards.

403 Public Budgeting and Finance

This course is designed to provide the student with an understanding of the very special nature of the revenue sources (taxes) and the expenditure of tax dollars through the budgeting (political) process.

404 Concepts and Issues in Public Planning

The classic management function of planning will be reviewed in its state and local government contexts. Emphasis will be placed on planning for growth management and on strategic planning in public decision making.

405 Administrative Law and Process

The role of administrative procedure in state and local governments will be taught together with the principles of administrative procedure, administrative due process and regulatory procedures.

406 Public Personnel and Supervisory Practices

This course will provide information on the techniques for measuring and improving productivity in public organizations. Current management thought such as Total Quality Management (TQM) will be taught and analyzed for its potential in the public sector.

Supervisory practices for public administrators will be taught in the context of the several personnel systems.

407 Productivity Improvement in the Public Sector

This course will provide information on the techniques for measuring and improving productivity in public organizations. Current management thought such as Total Quality Management (TQM) will be taught and analyzed for its potential in the public sector.

408 Public Management and the Political Process

The classic confrontation between "politics" and "professional management" will be examined in this course. The historical context of the "Good Government Movement" of the Nineteenth Century; the rise of the professions in public management; the issues of responsiveness and patronage will be taught and applications made to current state and local government management practice.

409 Contemporary Issues in Public Safety

Issues of public safety which are addressed by state and local government will be studied in this course. The traditional roles of public safety will be studied, e.g., fire prevention and suppression, emergency medical practice and emergency transportation, police protection, patrol, community policing. Issues such as contracting with other organizations, creation of public safety departments and collective bargaining in public safety are examples of those which will be addressed.

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

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

415 Women in Contemporary Society

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

417 Sociology of Death and Dying

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

Social Welfare 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

Provides a comprehensive knowledge of the social welfare system in the United States while it addresses the changing nature and needs of our society. The crucial role of government is examined, both historically and currently, in the delivery of basic human services. The problems of poverty, inequality and oppression are highlighted as conditions that vitally affect the social functioning of individuals, families and groups. Additionally, there is content on policy formulation and models for policy analysis which provides the student with the tools to assess local, state and national policies affecting agencies, clients and practitioners.

470 Human Behavior and Social Environment I

Focus is on the physical, social, and emotional development and mastery of growth crises from birth to mid-adolescence. Included in the course are current theories and research about the early years of the life cycle, with particular emphasis on the nature and ways in which culture, ethnicity, and community influence and shape development.

Speech Prefix: SPE**303 Voice & Articulation**

A course designed to help each student speak more expressively with greater vocal 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.

305 Theories of Communication

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

402 Oral Communication

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

403 Oral Interpretation

Oral interpretation focuses on one of the loveliest of musical instruments, the human voice, and on the body of literature to which the voice can give meaning. Course activities will include study and analysis of various types of literature and the demands that each makes of a reader/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 improvisation, 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 & SCIENCES

Laura S. Armesto, Ph.D., Dean
Linda M. Peterson, Ph.D., Associate Dean
Ina H. Steinberg, Ph.D., Associate Dean

The School of Arts and Sciences is distinctive through its concern for values-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. These include traditional as well as career-oriented courses, creative activities, and an honors program.

The School includes ten departments:

- Communication
- English and Foreign Languages
- Fine Arts
- History and Political Science
- Interdisciplinary Studies
- Mathematics and Computer Science
- Physical Sciences
- Psychology
- Sociology and Criminology
- Theology and Philosophy

The School offers 26 undergraduate majors as well as additional courses in ten support areas. In addition to 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, internships, recitals, exhibitions, film and text courses.

Undergraduate Majors**Department**

Art	Fine Arts
Painting and Drawing	
Ceramics	
Broadcast Communication	Communication
Chemistry	Physical Sciences
Communication Arts	Communication
Computer Science	Mathematics and Computer Science
Criminology	Sociology and Criminology
Engineering (Dual Degree)	Mathematics and Computer Science
English	English and Foreign Languages
Literature	
Professional Writing	
Secondary Education	
French	English and Foreign Languages
History	History and Political Science
International Studies	Interdisciplinary Studies
Liberal Studies	Interdisciplinary Studies
Mathematical Sciences	Mathematics and Computer Science
Philosophy	Theology and Philosophy
Photography	Fine Arts
Creative	
Biomedical/Forensic	
Computer Imaging	
Photo/Communication	
Political Science	History and Political Science
Pre-Engineering	Mathematics and Computer Science
Pre-Law	Interdisciplinary Studies
Psychology	Psychology
Public Relations	Communication
Sociology	Sociology and Criminal Justice
Spanish	English and Foreign Languages
Theatre	Fine Arts
Theatre Management	Fine Arts
Theology	Theology and Philosophy

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

Communication, M.A.	Communication
Clinical Psychology, M.S.	Psychology
Theology, M.A.	Theology and Philosophy
Health Care Ministry	
Pastoral Ministry	
for Hispanics, M.A.	Theology and Philosophy

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

GRADUATE ADMISSION REQUIREMENTS AND POLICIES

- Bachelor's degree from a regionally accredited institution 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.
- Two letters of recommendation.
- A short essay describing personal career goals and showing how a graduate degree from Barry will help to fulfill these goals.
- For test requirements see individual degree programs.
- Admission is selective.
- 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. Enrollment as a non-degree-seeking student in no way implies admission to a degree program.

Non-degree and provisional acceptance may be changed to regular matriculation upon completion of documentation, completion of six hours of graduate work with a "B" or better, and/or the completion of departmental requirements. Requires departmental approval.

Specific admissions 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 coursework 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.

Thesis Copies

Each student is required to provide three bound copies of the Master's thesis, one to remain in the department and two to remain in the Library.

Leave of Absence

Any student planning to take a leave of absence from the program for a semester must seek the written approval of the Chair/Director and of the Dean.

Re-Admittance

A student who has taken a leave of absence for one year must seek re-admittance into the particular program.

Probation and/or Dismissal

Any student who has received two "C" grades while in the program is liable to departmental or school action, including dismissal. Any grade below a C may be cause for dismissal from the graduate program in which the student is enrolled. No student will graduate with a grade point average below 3.0.

Assistantships

A limited number of assistantships is available. Inquire through the Chair for information.

THE CORPORATE COMMUNICATION CENTER

The Corporate Communication Center is responsible for the outreach, distance education, and telecommunications activities of Barry University. The Center functions as a link between the University and the corporate community, both in the greater Miami areas and abroad, with a special emphasis on Latin American and the Caribbean, in the delivery of professional and technical writing courses. Credit and noncredit courses are offered onsite via various distance technologies including satellite and videotape. The Center also offers assistance in the writing, editing, translation, and design of business and professional documents. The primary purposes of the Corporate Communication Center are to assist business and industry with the professionalization of employees' writing and communication skills and to foster mutually beneficial relationships between Barry University and the community.

Specific responsibilities of the Corporate Communication Center include: the supervision of the Professional Writing track in the Department of English and Foreign Languages including the placement of students in internships in the corporate world; the development of partnerships between Barry University and other educational and professional organizations, both in Miami and abroad; the downlinking of satellite courses for the University; the production of programs for delivery via television and satellite; the oversight of government contracts with the University involving telecommunications activities; and the writing of grant proposals for distance education projects.

THE LEARNING CENTER

The Learning Center, located in Garner 113, serves as a tutoring and writing center for all students, traditional and non-traditional, as well as a diagnostic testing agency for incoming students. The center offers math tutoring for all university courses ranging from basic mathematics through calculus, trigonometry, and statistics, serves as the writing center and reading lab for all subject areas, presents study skills seminars throughout the fall and spring semesters and CLAST review sessions prior to each testing, conducts an athletes' study hall, and compiles all university statistics regarding internal test scores.

The mission of the Learning Center is three-fold: to offer free tutorial help for all students in the basic areas of mathematics, reading, writing, and specific content courses; to give students effective diagnostic testing in the areas essential for college success; and to provide the institution with accurate and useful testing statistics.

DEPARTMENT OF COMMUNICATION

Kathy J. Wahlers, Ph.D., Chair

Faculty: Ellis, Oliver, Samra, Simpson.

The Department of Communication offers various majors, programs and opportunities for students interested in pursuing professional objectives in a variety of communication and related settings. A choice of three baccalaureate degree programs is offered. They are the Bachelor of Arts in Broadcast Communication, Communication Arts, and Public Relations.

UNDERGRADUATE DEGREE REQUIREMENTS:

Distribution Requirements:

All undergraduate degree candidates are required to fulfill the distribution requirements of Barry University. Each major in the Department of Communication may have specific requirements in addition to those shown below.

Theology and Philosophy	9
Written and Oral Communication	9
ENG 111 Freshman Comp. & Literature	
ENG 112 Techniques of Research	
SPE 101 Fundamentals of Speech	
Science and Mathematics	9
Social and Behavioral Sciences	9
Humanities and Art	9
Total	45

MAJOR (CORE COURSES):

All majors in the Department of Communication are required to complete a 6-hour core program of departmental courses as follows:

COM 407	Theories of Human Communication	3
COM 470	Seminar in Communication **	3

** Integrative Experience

A grade of "C" or better must be earned in all major and minor courses.

BROADCAST COMMUNICATION

The Bachelor of Arts 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. Electives will enable the individual to pursue one or more areas of specific interest.

DEGREE REQUIREMENTS

Distribution:	45
Department Requirements:	6
COM 407 Theories of Human Communication	3
COM 470 Seminar in Communication **	3

** Integrative Experience

Broadcast Communication Major (Core Courses):	30
COM 200 Intro to Mass Media	3
COM 204 Writing for the Media	3
COM 214 Television Production	3
COM 215 Audio Production	3
COM 301 Studio Practicum I	2
COM 314 Advanced Television Production	3
COM 401 Studio Practicum II	1
COM 418 Broadcast News	3
COM 420 Media Programming	3
COM 495 Communication Law	3
COM 499 Internship	3

Broadcast Electives: **6**
 Courses in Broadcast Communication (as approved by the Academic Advisor and Department Chair).

Minor: **21**
 Required from outside the department.

General Electives **12**

DEGREE TOTAL: **120**

MINOR IN BROADCAST COMMUNICATION:	21
COM 200 Intro to Mass Media	3
COM 204 Writing for the Media	3
COM 214 Television Production	3
COM 215 Audio Production	3
COM 314 Advanced Television Production	3
COM 407 Theories of Human Communication	3
COM 495 Communication Law	3

COMMUNICATION ARTS

The Bachelor of Arts in Communication Arts is a broadly based program designed for those students who wish a generalist's orientation to the Communication profession. The student is encouraged to investigate all aspects of the program, developing a core of knowledge in communication arts.

DEGREE REQUIREMENTS

Distribution:	45
Department Requirements:	6
COM 407 Theories of Human Communication	3
COM 470 Seminar in Communication **	3
** Integrative Experience	
Core Courses:	21
COM 104 Interpersonal Communication	3
COM 302 Nonverbal Communication	3
COM 304 Intercultural Communication	3
COM 326 Small Group Communication	3
COM 412 Persuasion	3
SPE 401 Bus. & Professional Communication	3
OR	
SPE 424 Advanced Public Speaking	
SPE 443 Speech Research, Writing, Editing	3
Courses Designated COM or SPE	6
Minor:	21
Required from outside of the department. Recommended minors include: Business, Journalism, English, Foreign Language, Photography, Criminology. Others may be approved by the Academic Advisor and Department Chair.	
General Electives:	21
Degree Total:	120
MINOR IN COMMUNICATION ARTS:	21
COM 104 Interpersonal Communication	3
COM 304 Intercultural Communication	3
COM 407 Theories of Human Communication	3
SPE 401 Bus. & Professional Communication	3
OR	
SPE 424 Advanced Public Speaking	
COM or SPE ELECTIVES	9

PUBLIC RELATIONS

The Bachelor of Arts in Public Relations is designed to provide the student with the knowledge essential for entry in the public relations profession. Emphasis is placed on communication studies, public relations principles, and strong writing skills. In addition, the student is directed towards broad exploration of the liberal arts to enhance knowledge in a wide variety of professional contexts.

Distribution: 45

* Students in the Public Relations program are required to take ART 203 and MAT 152 as part of the distribution.

Department Requirements: 6

COM 407 Theories of Human Communication 3

COM 470 Seminar in Communication ** 3

OR

COM 499 Internship **

** Integrative Experience

Core Courses: 24

COM 200 Intro to Mass Media 3

COM 390 Principles of Public Relations 3

COM 391 Case Studies in Public Relations 3

COM 484 Public Relations Research 3

COM 495 Communication Law 3

SPE 401 Bus & Professional Communication 3

OR

SPE 424 Advanced Public Speaking 3

JOU 342 Feature Writing 3

JOU 445 Publicity and Public Relations 3

An internship is required for those students who meet the criteria for the course.

Minor: 21

A minor in an appropriate area is required. Although a minor in Business is recommended, others may be approved by the Academic Advisor and Department Chair.

General Electives: 24

* Students in the Public Relations program are required to take CS 325 Desktop Publishing.

Degree Total: 120

Minor in Public Relations: 21

COM 200 Intro to Mass Media 3

COM 390 Principles of Public Relations 3

COM 391 Case Studies in Public Relations 3

COM 407 Theories of Human Communication 3

COM 484	Public Relations Research	3
COM 495	Communication Law	3
JOU 445	Publicity and Public Relations	3

Course Descriptions — Communication Prefix: COM

104 Interpersonal Communication (3)

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

200 Introduction to Mass Media (3)

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

201 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.

215 Audio Production (3)

Audio production theory and practice; hands-on experience in basic production for radio and television. Prerequisite: COM 204

300 Special Topics in Communication (1-3)

Exploration of selected areas of study in the field of communication. (Limited to a maximum of 6 credit hours.)

301 Studio Practicum I (1)

Development of skills in media settings. Prerequisites: COM 214 and permission of Department Chair. May be repeated for a maximum of 3 credit hours.

302 Nonverbal Communication (3)

Survey of research in nonverbal communication. Includes the study of posture and body movements, eye contact, facial expression, vocal cues, physical appearance, and space as well as the effects of cultural, situational, and personality variables.

304 Intercultural Communication (3)

An introduction to the factors which influence communication among individuals of different subcultures. Both theoretical and practical problems of intercultural communication are analyzed.

314 Advanced Television Production (3)

Advanced television production techniques including electronic editing, special effects, and electronic field production. Completion of an individual creative project is required. Prerequisites: COM 204 and COM 214.

315 Advanced Audio Production (3)

Advanced audio production techniques including editing special effects and multi-track recording. Completion of an individual creative project and "on air check" are required. Prerequisite: COM 215.

326 Small Group Communication (3)

Theory and practice in leading and participating in small groups. Special focus on problem solving and the management of conflict.

351 Media Relations for Sport (3)

A detailed study of professional and collegiate sports and their relationship with the various media outlets. Also 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 these principles and techniques. Prerequisite: COM 390

393 Verbal Message Encoding (3)

Theories of human information processing and verbal message encoding, concentrating on the use of fear appeals. Toulmin's model and Monroe's Motivated Sequence within the context of Social Judgment Theory, Cognitive Dissonance Theory, and Balance Theory. Study of combining reality and imagination into a successful message. Practice in overcoming receiver perceptual problems in successful communication using stereotypical images and other techniques.

401 Practicum II (1)

Advanced development of skills in media settings. Prerequisites: COM 301 and permission of Department Chair. May be repeated for a maximum of 3 credit hours.

407 Theories of Human Communication (3)

The study of theoretical orientations in the field of human communication. Focus on twentieth-century theorists and schools of thought including models of communication.

412 Persuasion (3)

Beginning with Aristotle, this course provides an historical perspective on how persuasion has evolved to modern times. Emphasis on factors such as attention, perception, needs, values, and credibility. Practice in the preparation and presentation of persuasive oral and written communication. Emphasis given to persuasive campaigns.

418 Broadcast News (3)

Develops skills for position of news producer. Includes news writing, analysis of news stories and their relative merit, and production considerations in assembling a newscast. Prerequisites: COM 204, COM 214, COM 314

420 Media Programming (3)

Analysis of and experience in radio and television programming and promotion. Includes analysis of competitive rating system and overview of the mechanics of the broadcasting business.

470 Seminar in Communication (3)

A senior seminar in the identification and examination of selected topic(s) in communication. Limited to Department of Communication majors with 90+ credit hours and approved minors. Serves as Department of Communication integrative experience and includes comprehensive examination and senior thesis.

484 Public Relations Research (3)

Introduction to public relations research methodology. Includes planning, measurement, evaluation, and reporting of results. Prerequisites: COM 390 and MAT 152.

491 Television Directing (3)

Integration of television studio facilities, scripting, and production techniques into directing of basic television formats. Directing exercises and individual projects including planning, producing, directing, and crew work. Prerequisites: COM 314 and 493.

493 Message Into Medium (3)

Theories of human information processing and message encoding concentrating on visual

message elements. Development of the use of light, space, time, movement, vectors and volume in the composition of modern media messages. Practice in overcoming receiver perceptual problems using visual message elements. Prerequisite: COM 393.

495 Communication Law (3)

Studies in the current laws governing the mass media. Role of the FCC, libel, privacy, and First Amendment issues. Also JOU 495.

496 Electronic Media Advertising (3)

Examines revenue producing process for electronic media. Emphasis on use of media rating service databases, preparation of station advertising and other station promotion. Place of electronic media in advertising. Prerequisite: COM 204

497 Media Management (3)

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

498 Broadcast Journalism (3)

Principles of journalism applied to the electronic media. Extensive experience in field reporting and writing news copy. (Same as JOU 498.)

499 Internship (3-6)

Practical experience in communication in a professional setting. CR/NCR grade; unpaid internships only. Prerequisites: Senior standing (90+ credit hours); 2.5 overall G.P.A. with minimum 3.0 G.P.A. in major; approval of Advisor, Department Chair and Dean.

NON-DEGREE PROGRAM

SPEECH

Course Descriptions — Speech Prefix: SPE

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 (3)

Reduction of foreign and regional accents. Focus on the International Phonetic Alphabet (IPA), with emphasis on linguistic variables that influence accent reduction: articulation, stress, intonation, word order, phrasing, and vocabulary. Individualized instruction incorporating speaking, reading and writing. Does not fulfill distribution or degree requirements. (Also ENG 105)

307 Communication in the Classroom (3)

An overview of verbal and nonverbal communication in the classroom context. Includes analysis of teacher-student patterns of interaction. This course is intended for education major or minors. Others require approval of instructor and department chair.

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. Also EDU 411.

424 Advanced Public Speaking (3)

Application of public speaking skills in individual and group presentations. Emphasis on preparation, construction, presentational media, and delivery of the presentation in a variety of public situations. Prerequisite: SPE 101

443 Speech Research, Writing, and Editing (3)

Students will learn to research, organize, and write speeches to be delivered to internal and external audiences. Students will learn to assess the needs and stylistic characteristics of speakers, gather data, assess intended audience response, and use effective rhetorical techniques. Students will practice oral presentation skills for the marketplace. Ethical issues relevant to the responsibilities of the speech writer will be included. (Same as ENG 443).

476 Teaching Speech and Theater in the Secondary School (3)

Methods and materials available for teaching speech and for directing extracurricular speech and drama activities; required for teacher certification. Prerequisite: Candidacy in the School of Education.

MASTER OF ARTS IN COMMUNICATION

The purpose of the Master of Arts in Communication is to prepare individuals for careers in various communication professions, including broadcasting, public relations, advertising, media management, and corporate communication. Students have the opportunity to focus their studies by taking suggested coursework in one of these areas: media production and programming, media management, public relations, and corporate communication.

GRADUATION REQUIREMENTS

The Master of Arts in Communication requires the successful completion of the required core (9-12 credit hours), which includes a thesis or graduate project, plus 21-24 credit hours for a minimum of 33 credit hours. The student also is required to successfully complete a comprehensive examination at the conclusion of the coursework.

A cumulative average of "B" (3.0) or better is required for graduation. Any student who has received two "C" grades or a grade below a "C" while in the program is liable to departmental or school action, including dismissal. 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 Chair.

ADMISSION REQUIREMENTS

The Master of Arts in Communication is open to all qualified candidates who meet the following requirements:

- a bachelor's degree from a regionally accredited institution of higher education
- an undergraduate grade point average of B or better in an appropriate discipline
- a minimum score of 40 on the Miller Analogies test or a minimum combined score of 1000 on the verbal and quantitative sections of the GRE
- two letters of recommendation

In addition, students entering the Master's in Communication program must demonstrate competency either through coursework or experience in each of the following areas:

- interpersonal or intercultural communication
- mass communication or telecommunication
- organizational or small group communication
- public relations or public speaking

Students lacking competency in an area will be required to take a course in that area. The course will carry graduate credit, but will not be included in the degree program. Students who plan to enroll in COM 591 Television Production and Directing must first demonstrate competency with studio equipment if they were not undergraduate broadcast majors. Students who plan to enroll in COM 690 Public Relations Campaigns or COM 691 Public Relations Tools and Techniques and who do not have public relations courses in their undergraduate program must first complete COM 590 Public Relations Principles and Case Studies.

DEGREE REQUIREMENTS

Required Core:	9-12
COM 593 Message into Medium	3
COM 637 Research Methods	3
COM 650 Graduate Project or	3
COM 699 Master's Thesis	6

In addition to the required core (9-12 hours), the student must take a minimum of 21-24 hours of graduate courses in the department. A maximum of 6 hours outside the department may be selected with the approval of the graduate advisor.

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 (3)

Seminar in communication theories relating to message development. Study of contemporary theories of persuasion and information processing. Study of techniques used by media professionals to guarantee successful communication. Development of model of successful message encoding and communication competence.

595 Communication Law (3)

Studies in the current laws governing the mass media. Role of the FCC, 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, including radio/tv stations. 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.

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 591 or equivalent.

615 Communication Management (3)

Advanced study of the development and present structure of the communication industry; management theories; financial aspects of the communication media.

617 Communication and Organizational Change (3)

Seminar in using communication techniques to negotiate change in organization. Study of diffusion on innovation process and innovativeness of human personality types. Development of a model of managing change and conflicts within a student's organization. Major plan for innovation of new technology or organizational change required. (Also TEL 617.)

621 Future Technologies (3)

Introduction to contemporary communication technologies of the future. Study of the impact of technology and change on the individual and society. (Also TEL 621.)

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. (Also TEL 622.)

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. (Also TEL 637.)

644 Satellite Communication (3)

Study of the scope and potential of the communication satellite including technical dimensions of uplinking video, audio and data signals.

650 Graduate Project (3)

A creative project which synthesizes the student's program of study.

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 in 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 communication setting; CR/NCR grade; unpaid internships only. Prerequisite: 24 Graduate Credit Hours, and permission of advisor and instructor.

697 Special Topics (3)

Identification and examination of selected topics in communication. May be repeated under different topic titles.

699 Master's Thesis (3-6)

Individual research supervised by a member of the graduate faculty.

701 Independent 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.

729 Continuous Registration

This is a continuous registration for departments/schools offering graduate programs.

DEPARTMENT OF ENGLISH AND FOREIGN LANGUAGES

Ina H. Steinberg, Ph.D., Chair; Associate Dean

Faculty: Alvarez, Alzaga, Armesto, Benz, Bowers, Byrne, Connell, Gellens, Hellstrom, Hodgson, Leeder, Muscarella, Nodarse, Schanfield.

ENGLISH (B.A.)

A student who wishes to major in English may choose one of three concentrations within the English major: English/Literature; English/ Professional Writing; and English/Education.

Minors in English/Literature and English/Professional Writing are offered. These consist of a minimum of 21 credits beyond ENG 111 and ENG 112 in courses within the two concentrations. A minor in Journalism is available.

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

At the end of their programs, all English majors must complete satisfactorily a comprehensive examination.

ENGLISH/LITERATURE

The concentration in **Literature** consists of a minimum of 42 credit hours distributed among the following:

Survey Courses minimum of 12 credits:

316	World Literary Masterpieces
324	Major American Writers
331/332	English Literature I & II
403	History of the English Language
439/440	Theatre History

Theory/Criticism Courses minimum of 6 credits:

387	Introduction to Literary Theory
389	Advanced Critical Readings

Period Courses minimum of 12 credits:

420	Medieval English Literature
421	Sixteenth-Century English Literature
422	Seventeenth-Century English Literature
423	Restoration and Eighteenth-Century English Literature

424	American Literature: 1800-1865
425	American Literature: 1865-1914
426	American Literature: 1914-present
432	Nineteenth-Century English Literature: the Romantics
433	Nineteenth-Century English Literature: the Victorians
460	Twentieth-Century Literature: 1900-1945
461	Twentieth-Century Literature: 1945-present

Authors Courses minimum of 6 credits:

407	Shakespeare
429	English Studies

Genre Courses minimum of 6 credits:

315	The Novel
339	Literature for the Adolescent
429	English Studies
441	Contemporary Theatre

Course Descriptions — English Prefix: EN

010 CLAST Reading Skills (1)

Does not fulfill distribution or degree requirements. Assesses student competency in the skills areas evaluated within CLAST reading testing: literal comprehension and critical comprehension. Provides instruction and remediation. Gives pre- and post-testings. Grading is CR/NC only.

011 CLAST Essay Skills (1)

Does not fulfill distribution or degree requirements. Provides pre- and post-testing to assess student competency in the skills evaluated within CLAST standards. Provides instruction and remediation. Grading is CR/NC only.

012 CLAST English Language Skills (1)

Does not fulfill distribution or degree requirements. Provides pre- and post-testing to assess student competency in skills evaluated within CLAST standards. Provides instruction and remediation in punctuation, structure, sentence effectiveness, usage, and word choice. Grading is CR/NC only.

Course Descriptions — English Prefix: ENG

103A Basic English: Composition (3)

Mandatory placement for specific students. Emphasis on writing skills. Course does not fulfill distribution or degree requirements. A grade of CR is required to exit. Must be completed by the end of 29 credit hours. Grading is CR/NC only.

103C Critical Strategies for Writing (3)

Mandatory placement for specific students. Introduces students to critical heuristics appropriate for writing activities. Provides practice in process-based writing and critical reading strategies. Grading is CR/NC only. Must be completed by the end of 29 credit hours. A grade of CR is required to exit. The course does not fulfill distribution or degree requirements.

105 American English Phonetics (3)

Reduction of foreign and regional accents. Focus on the International Phonetic Alphabet (IPA), with emphasis on linguistic variables that influence accent reduction: articulation, stress intonation, word order, phrasing, and vocabulary. Individualized instruction incorporating speaking, reading, and writing. Does not fulfill distribution or degree requirements. (Also SPE 105).

111 Freshman Composition and Literature (3)

Writing of short papers and readings in the humanities. A minimum grade of C is required to earn credit and to satisfy graduation requirements. Fulfills the Gordon Rule. Can only be taken for a letter grade. Must be completed by the end of 60 credit hours.

112 Techniques of Research (3)

Writing the research paper and readings in the humanities. A minimum grade of C is required to earn credit and to satisfy graduation requirements. Fulfills the Gordon Rule. Prerequisite: ENG 111 with C or better. Can only be taken for a letter grade. Must be completed by the end of 60 credit hours.

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. Fulfills the Gordon Rule. Prerequisite: ENG 112 or permission of Department Chair.

300 Special Topics (3-12)

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

315 The Novel (3)

Structural analysis of the novel. Selections vary.

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.

339 Literature for the Adolescent (3)

Examines Anglo-American and world literature representing genres and themes appropriate for the adolescent. Explores issues and research about what constitutes literature for this group.

340 Women in Literature (3)

Study of literary works by women or themes concerning women in literature. Analysis of readings from the aesthetic and other theoretical points of view.

359, 459 Independent Study (3) (3)

Opportunity for extensive research in areas of special interest to the student. Prerequisite: Department Chair and Dean approval.

387 Introduction to Literary Theory and Criticism (3)

Introduction to the nature of literature and to the methods of approaching it. Implications for criticism across the arts.

389 Advanced Critical Readings (3)

In-depth analysis of selected works.

403 History of the English Language (3)

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

407 Shakespeare (3)

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

420 Medieval English Literature (3)

Major literary works of the Middle Ages to 1485.

421 Sixteenth-Century English Literature (3)

Major literary works from Wyatt through Spenser.

- 422 Seventeenth-Century English Literature (3)**
Major literary works from Donne through Milton.
- 423 Restoration and Eighteenth-Century English Literature (3)**
Major literary works from Dryden through Johnson.
- 424 American Literature: 1800-1865 (3)**
Selected works from major writers of the period.
- 425 American Literature: 1865-1914 (3)**
Selected works from major writers of the period.
- 426 American Literature: 1914-present (3)**
Selected works from major writers of the period.
- 429 English Studies (3-12)**
Selected literary topics, works, figures, and genres.
- 432 Nineteenth-Century English Literature: the Romantics (3)**
Major literary works of the period.
- 433 Nineteenth-Century English Literature: the Victorians (3)**
Major literary works of the period.
- 439/440 Theatre History I, II (3) (3)**
Theatrical event and its attendant literature from ritual beginnings to the closing of the playhouses in England and 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 the time. Same as TH 441.
- 460 Twentieth-Century Literature: 1900-1945 (3)**
Selected works of the period.
- 461 Twentieth-Century Literature: 1945-present (3)**
Selected works of the period.
- 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.

ENGLISH/PROFESSIONAL WRITING

The concentration in **Professional Writing** is an academic program to prepare Barry graduates for challenging positions as practitioners in the broad spectrum of professional writing, including but not limited to these areas: investigative, editorial, satiric, and literary journalism; corporate and speech writing; advertising for print and electronic media; scientific, technical, and engineering documentation; and writing for educational, governmental, and other not-for-profit agencies.

The premise of this program is two-fold:

1. That mastery of the rhetorical principles of composition underlies all writing contexts; and
2. That expertise in invention, composition, revision, and editing methods provides a graduate with flexibility to adapt easily to the varying conventions and audiences of professional writing.

Students enrolled in this program will master the conventions for content, organization, and style; will learn to write for different disciplines; and will become skilled in the persuasive strategies utilized by writing professionals.

After undergoing this course of study, students will be able to perform all the tasks needed to produce publications—from data gathering, through writing and editing, to graphics and layout. The program will provide students with an overview of the kinds of jobs available to writing specialists in a variety of fields. At the same time, the program will provide solid grounding through skills and networking that will enable students to choose a field in which to specialize after graduation, if they so desire.

A graduate of this program will be qualified to seek an entry-level position as a writer in the corporate, industrial, and governmental sectors; scientific and technical communities; advertising and public relations fields; journalistic world; and virtually every profit and not-for-profit enterprise that requires written messages designed to promote information gain, induce attitude change, and affect behavior.

The core curriculum consists of the following 30 credit hours in addition to a 3- or 6-credit unpaid internship:

ENG 208	Writing as a Profession	03
ENG 404	Persuasive Writing	03
ENG 406	Rhetorical Analysis	03
ENG 410	Advanced English Grammar	03
ENG 417	Advertising Copywriting	03
ENG 418	Publication Production and Layout	03
ENG 443	Speech Research, Writing, and Editing	03
ENG 444	Business Research, Writing, and Editing	03
ENG 447	Technical & Scientific Research, Writing, and Ed.	03
CS 325	Desktop Publishing	03

In addition, students will meet with their advisor to choose a university-approved focused minor in an appropriate area such as Journalism, Photography, Business, Creative Writing, Biology, or Computer Science determined in consultation with appropriate department/school faculty and approved by the academic advisor.

Students will complete an integrative experience which consists of a 3- or 6-credit internship. During the unpaid internship, students will be able to use their research, writing, and editing skills in conjunction with hardware and software within a professional writing environment in order to produce a portfolio.

The English/Professional Writing minor requires 21 credit hours of professional writing courses, including ENG 208 and either ENG 404 or ENG 406.

Course Descriptions — English Prefix: ENG

208 Writing as a Profession (3)

An overview of the opportunities available for writing careers in such different disciplines as business, the sciences, and the technologies; freelancing; getting a job; negotiating fees. Ethical issues relevant to professional writers will be emphasized. Prerequisite: English 112 or its equivalent or permission of the Department Chair.

312 Advanced Composition (3)

Study of and practice in writing expository prose. Fulfills the Gordon Rule.

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 fiction to compile 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 to compile a portfolio of the semester's work.

345 Financial Research, Writing, and Editing (3)

Students will learn to interpret appropriate financial indices and to use them to assess financial data relevant to particular organizations. Students will apply this knowledge to specific financial writings, such as an annual report or a financial prospectus. Legal and ethical issues relevant to financial reporting will be included.

346 Medical Research, Writing, and Editing (3)

Students will be exposed to the various specialties within medicine as well as to the various types of writing required by each. After learning the techniques and the sources for research, students will write and edit articles for medical specialties. Students will become familiar with current developments in the field, relevant ethical considerations, and projections for the future.

404 Persuasive Writing (3)

Study of the science and art of using written language to promote information gain, induce attitude change, and affect behavior. Starting with Aristotelian sources of proof, this course will provide a historical perspective on how persuasion has evolved to modern times. Drawing on sociological and psychological principles, it will help students master the language to reach both target and general audiences. Ethical issues will be emphasized.

406 Rhetorical Analysis (3)

In-depth analysis of advertisements, speeches, film, and literature from a rhetorical perspective.

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 texts, figures, and movements.

412 Contemporary Rhetorical Theories (3)

Study of the development of contemporary rhetoric based on current research and theory.

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, and study classical and contemporary theories of fiction as well as models of the craft. Prerequisite: English 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, and study classical and contemporary theories of poetry as well as models of the craft. Prerequisite: English 334 or permission of Department Chair.

417 Advertising Copywriting (3)

Students will learn the theory and techniques necessary to produce successful advertising copy. Students will also learn to integrate the written word with the appropriate visual symbols in order to produce effective messages. Ethical issues within the industry will be emphasized.

418 Publication Production and Layout (3)

Students will learn how to enhance the written material through the inclusion of appropriate graphic techniques and design: colors, typesetting, layout, etc. Students will also learn the concepts and terminology necessary to deal with publishers and other professionals in the graphics industry.

443 Speech Research, Writing, and Editing (3)

Students will learn to research, organize, and write speeches to be delivered to internal and external audiences. Students will learn to assess the needs and stylistic characteristics of speakers, gather data, assess intended audience response, and use effective rhetorical techniques. Students will practice oral presentation skills for the marketplace. Ethical issues relevant to the responsibilities of the speech writer will be included. (Same as SPE 443).

444 Business Research, Writing, and Editing (3)

Study and practice of the kinds of internal and external writing used in different organizations—utilities, for-profit corporations, non-profit organizations, and others. Practice in the researching, writing, and editing of letters, memos, reports, market analyses, promotions, product descriptions, grants, proposals, etc. Relevant ethical issues will be included.

447 Technical & Scientific Research, Writing, and Editing (3)

Students will research, write, and edit general technical materials such as manuals, descriptions, and specifications. Applications to particular technologies—computers, engineering, aerospace, and others—will also be included. Relevant ethical issues will be addressed.

499 Internship (3-6)

Practical experience in writing within a professional setting. Unpaid internships only. Prerequisites: Senior status (90+ credit hours); 2.5 overall G.P.A.; all paperwork must be completed before the end of the semester preceding the internship. Requires a minimum of 120 or 240 hours for 3-6 credits. Prior approval of Department Chair and Dean required.

ENGLISH/EDUCATION

This concentration prepares Barry graduates for teaching English in grades six through twelve, according to State of Florida requirements.

The major requires a minimum of 42 credits in English beyond the freshman level, including 33 credits from Section One and 9 credits from Section Two, as described below.

SECTION ONE: (33 credits)

Composition Courses (minimum of 6 credits):

Expository Writing (3 credits)

- ENG 207 Composition II
- ENG 312 Advanced Composition
- ENG 406 Rhetorical Analysis

Creative Writing (3 credits)

- ENG 333 Introduction to Fiction Writing
- ENG 334 Introduction to Poetry Writing
- ENG 413 Fiction-Writing Workshop
- ENG 414 Poetry-Writing Workshop

Grammar or Syntax Courses (minimum of 3 credits)

- ENG 403 History of the English Language
- ENG 410 Advanced English Grammar

Literature Courses (minimum of 15 credits)

Survey Courses in American or British literature (6 credits in *one* of these two areas)

- 331/332 English Literature I, II
- 424/425 American Literature: 1800-1865 and
American Literature: 1865-1914

- Period, Survey, or Authors in American, British, or
 World literature courses (6 credits)
- ENG 316 World Literary Masterpieces
 - ENG 324 Major American Writers
 - ENG 337 Shakespeare and His Contemporaries
 - ENG 407 Shakespeare
 - ENG 420 Medieval English Literature
 - ENG 421 Sixteenth-Century English Literature
 - ENG 422 Seventeenth-Century English Literature
 - ENG 423 Restoration and Eighteenth-Century English Literature
 - ENG 426 American Literature: 1914-present
 - ENG 432 Nineteenth-Century English Literature: the Romantics
 - ENG 433 Nineteenth-Century English Literature: the Victorians
 - ENG 460 Twentieth-Century Literature: 1900-1945
 - ENG 461 Twentieth-Century Literature: 1945-present

- Adolescent Literature (3 credits)
- ENG 339 Adolescent Literature

Teaching English as a Second Language - TSL (a minimum of 3 credits)

- TSL 406 ESOL Curriculum and Materials Development
- TSL 409 Cross Cultural Communication and Understanding
- TSL 411 Applied Linguistics
- TSL 417 Testing and Evaluation of ESOL
- TSL 476 Methods of Teaching Limited English Proficient (LEP) Students:K-12

Teaching English in the Middle and Secondary School: 6-12 (3 credits)

- ENG 476 Teaching English in the Middle and Secondary School: 6-12

SECTION TWO: (9 credits)

Required theory courses 6 credits

- ENG 387 Introduction to Literary Theory and Criticism
- ENG 389 Advanced Critical Readings

Any literature course in addition to the literature courses required in Section One 3 credits

Course Descriptions — Prefix: ENG

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. Fulfills the Gordon Rule. Prerequisite: ENG 112 or permission of Department Chair.

312 Advanced Composition (3)

Study of and practice in writing expository prose. Fulfills the Gordon Rule.

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 fiction to compile 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 to compile a portfolio of the semester's work.
- 339 Literature for the Adolescent (3)**
Examines Anglo-American and world literature representing genres and themes appropriate for the adolescent. Explores issues and research about what constitutes literature for this group.
- 403 History of the English Language (3)**
Formation and growth of the language, with 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. Emphasis on the author's artistic development. Same as TH 407.
- 410 Advanced English Grammar (3)**
Analysis of English grammatical structures. Emphasis on modern descriptive analysis.
- 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, and study classical and contemporary theories of fiction as well as models of the craft. Prerequisite: English 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, and study classical and contemporary theories of poetry as well as models of the craft. Prerequisite: English 334 or permission of Department Chair.
- 420 Medieval English Literature (3)**
Major literary works of the Middle Ages to 1485.
- 421 Sixteenth-Century English Literature (3)**
Major literary works from Wyatt through Spenser.
- 422 Seventeenth-Century English Literature (3)**
Major literary works from Donne through Milton.
- 423 Restoration and Eighteenth-Century English Literature (3)**
Major literary works from Dryden through Johnson.
- 424 American Literature: 1800-1865 (3)**
Selected works from major writers of the period.
- 425 American Literature: 1865-1914 (3)**
Selected works from major writers of the period.
- 426 American Literature: 1914-present (3)**
Selected works from major writers of the period.

432 Nineteenth-Century English Literature: the Romantics (3)

Major literary works of the period.

433 Nineteenth-Century English Literature: the Victorians (3)

Major literary works of the period.

460 Twentieth-Century Literature: 1900-1945 (3)

Selected works of the period.

461 Twentieth-Century Literature: 1945-present (3)

Selected works of the period.

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.

Teaching English to Speakers of Other Languages

Course Descriptions — TESOL Prefix: TSL

406 ESOL Curriculum and Materials Development (3)

Focuses on applications of the theories, principles and current research related to second language acquisition, as well as instructional techniques and materials relevant to development of ESOL curriculum. Improves and enhances the participant's knowledge of the ESOL curriculum in comparison with the regular English language arts curriculum and improves and enhances knowledge of materials appropriate for use with limited English proficient students who are speakers of other languages (LEPSOL).

409 Cross Cultural Communication and Understanding (3)

Develops awareness and understanding of the major cultures represented by the different language minorities within the state. Provides insights that will enable participants to plan and implement curriculum, instruction and assessment activities that will meet the special needs of limited English proficient students who are speakers of other languages (LEPSOL).

411 Applied Linguistics (3)

Enables participants to examine modern American English in light of current linguistic theories and to identify practical applications of these theories to the teaching of English to students of diverse ethnic and linguistic backgrounds. Objectives are to acquire a greater understanding of the structure of English from a modern day linguistic perspective and to analyze the structure of English in contrast with the language(s) of the target population in a given class.

417 Testing and Evaluation of ESOL (3)

Improves and enhances the knowledge needed to select and develop instruments of evaluation suitable for use with students who demonstrate limited English proficiency and are speakers of other languages (LEPSOL) through discussion, review and critique of available instruments and basic principles in evaluation and test development. Reviews basic principles in evaluation in order to select, adapt, and/or develop assessment instruments that are valid and reliable in: a) identifying speakers of other languages who are limited in English proficiency (LEPSOL); b) placing them at appropriate levels for instruction; c) determining their readiness to exit from special program for LEPSOL; d) determining attainment of instructional objectives; and e) grading and promoting them.

476 Methods of Teaching Limited English Proficient (LEP) Students: K-12 (3)

Emphasizes second language philosophy, methodology and the need for differentiating between teaching English to native speakers and teaching English to Speakers of Other Languages (ESOL). Enables participants to identify and apply major ESOL methodologies and approaches in accordance with the limited English proficient (LEP) students' culture and home language background, age, level, and learning style.

MINOR IN JOURNALISM

Recommended Journalism Minor – Courses and Sequencing

The Journalism minor requires 21 hours, which include six required courses and one elective selected from the list below:

REQUIRED COURSES: JOU 207, JOU 241, JOU 243, JOU 342, JOU 495, and JOU 498.

POSSIBLE ELECTIVES: any other JOU course or ENG 417, ENG 418, or COM 390

Course Descriptions — Journalism Prefix: JOU

207 Introduction to Journalism (3)

Covers the fundamentals of modern journalism, both writing and production. Students learn about writing styles for specific types of articles, about copy editing and proofreading, typography, page make-up, advertising, and journalism ethics. Students are expected to become staff members of the *Barry Buccaneer* as part of course requirements. This course is the prerequisite to all other Journalism courses. May be taken concurrent with or after completion of ENG 111 or its equivalent.

241 The Press in Contemporary Society (3)

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

243 News Reporting, Writing, and Editing (3)

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

300 Special Topics (3-9)

Diverse courses on specialized forms of reporting will be offered periodically depending upon interest and need. E.g., Editorial and Persuasive Writing; Public Information and Public Affairs Reporting; Reporting in Urban and Metropolitan Affairs; Local Government, Public Policies, and Reporting; Environmental Ideology and Reporting; Public Affairs, Investigative, and In-depth Reporting; Writing for Religious Publications; Sports Writing.

315 Photojournalism (3)

Emphasis upon visual communication and effective photographic documenting of events. Prerequisite: ART 203 or permission of Department Chair.

342 Feature Writing (3)

Study of feature stories for newspapers, magazines, and public relations. Emphasis on the preparation of publishable material.

359, 459 Independent Study (3) (3)

Opportunity for extensive research in areas of special interest to the student. Prerequisite: Department Chair and Dean approval.

401 Advertising (3)

Survey of the field of advertising in its social, economic, and management contexts. Consideration given to the research, design, and implementation of an advertising campaign.

441 Research in Journalism (3)

Individual study of current problems in journalism. The course will provide students with a working knowledge of how other disciplines (e.g., history, statistics, the social sciences) use journalism. Topics covered will be propaganda, international journalism, the documentary, etc.

442 Colloquium on Current Affairs (3)

An interdisciplinary course emphasizing in-depth analyses of major contemporary problems as reported by the media.

444 Critical Writing and Reviewing (3)

Principles and practice in the writing of criticism of artistic works and performances.

445 Publicity and Public Relations (3)

Study of the historical development of public relations with emphasis on the principles and practice of writing publicity for various types of organizations.

470 Seminar in Journalism: The Craft of Nonfiction (3)

Independent investigation of a problem leading to a freelance article.

495 Communication Law (3)

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

498 Broadcast Journalism (3)

Principles of journalism applied to the electronic media. Experience in field reporting and writing news copy. (Same as COM 498).

FRENCH (B.A.)

The French program provides students with proficiency in the four basic skills — listening, speaking, reading, and writing — and gives them a deeper understanding of 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 communications and services, etc.

Students are placed in French classes according to their level of proficiency.

MAJOR (CORE COURSES)

FRE 302	Introduction to French Literary Texts
FRE 305, 306	Survey of French Literature I, II
FRE 379	Culture and Civilization

Students will choose 18 additional credit hours beyond FRE 101-102.

Students who wish to be certified as French teachers according to State of Florida requirements must take additional courses prescribed by the state.

MINOR IN FRENCH

A minor in French requires a minimum of 21 credit hours with a C or above.

Up to six credits in French will be granted for CLEP upon completion of six credits in residence according to placement. The level of competency will be determined by the Foreign Language faculty.

Up to six credits in French at the 200 level will be granted to students passing the language and/or literature Advanced Placement examination with a score of four or more.

GRADUATION REQUIREMENTS

The French major consists of a minimum of 30 credits beyond FRE 101-102. The minimum grade of C is required in all major and minor courses. At the end of the program, French majors must complete satisfactorily a comprehensive examination that includes an oral component.

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 equivalent.

203-204 Intermediate French I, II (3) (3)

Intensive oral and written review of the pronunciation and the structures of the French language; recognition and active handling of aural comprehension and oral production; reading and writing. FRE 203: Prerequisite: FRE 102 or equiv.; FRE 204: Prerequisite: FRE 203 or equivalent.

250 Conversation and Composition (3)

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

300 Special Topics (3-12)

Content to be determined to fill specific needs or interests.

301 Advanced Conversation, Composition and Grammar (3)

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

302 Introduction to French Literary Texts (3)

Introduction to French literature through close reading and discussion of selected works chosen from representative genres. Includes compositions, conversation, and introduction to literary criticism. Conducted in French. Prerequisite: FRE 250 or equivalent.

303 Advanced Conversation (3)

Development of advanced speaking skills, prepared dialogues, extemporaneous dialogues, reports, skits based on real-life situations, and other projects. For non-native speakers. Prerequisite: FRE 204 or equivalent.

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

Historical survey of French literature from its origins to the twentieth century; representative works from each period. Conducted in French.

317 Commercial French (3)

Introduction to the use of the French language as a means of communication in the world of business. Emphasis on basic commercial terminology, documentation and correspondence. Areas such as advertising, trade, banking and finance will also be examined. Conducted in French.

320 Structural Analysis of French and English (3)

Introduction to comparative and contrastive analysis of French and English with an overview of the history of the French language. This course is required for students who plan a career in language teaching.

325 Introduction to Translation (3)

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

326 Introduction to Interpretation (3)

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

379 Culture and Civilization (3)

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

380 Contemporary Culture and Civilization (3)

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

400 Twentieth-Century Cinema (3)

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

440 Classicism (3)

The classical and baroque in French seventeenth century literature; themes and structures in works of the principal figures of the day such as Descartes, Corneille, Pascal, Molière, Racine, Mme. de Sevigné, La Fontaine, and La Bruyère.

444 Eighteenth-Century Literature (3)

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

445 Nineteenth-Century Literature (3)

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

460 Contemporary Literature (3-6)

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

461 Twentieth-Century Theatre (3-6)

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

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, tests and materials; use of the language laboratory.

487 Seminar (3-12)

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

SPANISH (B.A.)

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.

Translation and interpretation, diplomatic service, international business and industry, social welfare, law, communications, nursing and allied health services, among others, are areas enhanced by the command of Spanish.

Students are placed in Spanish classes and tracks according to their level of proficiency.

The Spanish major consists of a minimum of 30 credits.

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

At the end of the program, Spanish majors must complete satisfactorily a comprehensive examination.

Students who wish to be certified as Spanish teachers according to State of Florida requirements must take additional courses as prescribed by the state.

In each of the three tracks in the program, students may choose from among the following courses:

Track I (for non-natives learning the language)

- SPA 101, 102 Elementary Spanish I, II
- SPA 203, 204 Intermediate Spanish I, II
- SPA 304 Advanced Spanish
- SPA 307 Advanced Conversation
- SPA 310, 311 Language Structure and Composition
- SPA 315, 316 Reading and Writing I, II
- SPA 317 Commercial Spanish

Track II (for students from a Hispanic background with no formal training in the language)

- SPA 310, 311 Language Structure and Composition
- SPA 315, 316 Reading and Writing I, II
- SPA 317 Commercial Spanish

And, when sufficiently advanced, any Special Topic (300) or other literature.

Track III (for native speakers or non-natives with near-native fluency)

- SPA 300 Special Topics
- SPA 315, 316 Reading and Writing I, II
- SPA 317 Commercial Spanish
- SPA 320 Structural Analysis of Spanish and English
- SPA 325 Introduction to Translation
- SPA 326 Introduction to Interpretation
- SPA 355, 356 Survey of Spanish Literature I, II
- SPA 359/459 Independent Study
- SPA 360, 361 Survey of Hispanic-American Literature I, II
- SPA 366 The Hispanic-American Novel
- SPA 440 Spanish Literature of the Golden Age
- SPA 443 Twentieth-Century Spanish Literature
- SPA 447 Contemporary Spanish-American Fiction
- SPA 487 Seminar

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 300 Special Topics (appropriate courses)
- SPA 440 Spanish Literature of the Golden Age
- SPA 443 Twentieth-Century Spanish Literature
- SPA 447 Contemporary Hispanic-American Fiction
- SPA 487 Seminar

Authors/Genres Courses (minimum of 6 credits):

- SPA 300 Special Topics (appropriate courses)
- SPA 366 The Hispanic-American Novel
- SPA 487 Seminar

Language/Writing Courses (minimum of 6 credits):

- SPA 315 Reading and Writing I
- SPA 316 Reading and Writing II

Up to six credits in Spanish will be granted for CLEP upon completion of six credits in residence, according to placement. The level of competency will be determined by the Foreign Language faculty.

Up to six credits in Spanish at the 200- level will be granted to students passing the language and/or literature Advanced Placement examination with a score of four or more.

MINOR IN SPANISH

The Spanish minor is available under two options: a) a general minor consisting of 21 credit hours in Spanish and b) the Certificate Program in Translation and Interpretation consisting of 21 to 27 credit hours.

CERTIFICATE PROGRAM IN TRANSLATION AND INTERPRETATION

Required courses:

SPA 315	Reading and Writing I	3
SPA 316	Reading and Writing II	3
SPA 320	Structural Analysis of Spanish and English	3
SPA 325	Introduction to Translation	3
SPA 326	Introduction to Interpretation	3
SPA 425	Advanced Techniques of Translation	3
SPA 426	Advanced Techniques of Interpretation	3
		21

Recommended courses:

SPA 499	Internship	3-6
---------	------------	-----

Total: 24-27

Course Descriptions — Spanish Prefix: SPA

101, 102 Elementary Spanish I, II (3) (3)

Introduction to Spanish as a spoken and written language; conversation, with emphasis on a practical vocabulary and accurate pronunciation; reading and writing with progressive grammatical explanations.

203, 204 Intermediate Spanish I, II (3) (3)

Intensive oral and written review of Spanish pronunciation and grammatical patterns, as well as reading and writing. Prerequisite: SPA 102 or equivalent.

300 Special Topics (3-12)

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

- 304 Advanced Spanish (3)**
Focus on the intensive study of the written and spoken language. Practice of advanced skills will be provided to facilitate spontaneity of expression for non-native speakers.
- 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 204 or equivalent.
- 310, 311 Language Structure and Composition (3) (3)**
Focuses on the crucial aspects of the language with special emphasis on reading and writing. Prerequisite: Permission of Instructor.
- 315, 316 Reading and Writing I, II (3) (3)**
Readings in Spanish as well as study of grammar and spelling. Techniques of composition. For native and non-native speakers with command of the language.
- 317 Commercial Spanish (3)**
Introduction to the 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 examined.
- 320 Structural Analysis of Spanish and English (3)**
Introduction to comparative and contrastive analysis of Spanish and English with an overview of the history of the Spanish language. This course is required for students of translation and interpretation and for those who plan a career in language teaching.
- 325 Introduction to Translation (3)**
Emphasis on basic principles of translation. Techniques and resources for professional translation.
- 326 Introduction to Interpretation (3)**
Emphasis on basic principles of interpretation. Techniques and resources for professional interpretation.
- 333 Spanish Culture (3)**
Survey of the life and culture of the Spanish people.
- 335 Hispanic-American Culture (3)**
Survey of the life and culture of the Hispanic-American peoples.
- 355, 356 Survey of Spanish Literature I, II (3) (3)**
Historical survey of Spanish literature from its origins to the twentieth century. Representative works of each period.
- 359/459 Independent Study (3) (3)**
Opportunity for extensive research in areas of special interest to the student. Prerequisite: Approval of Department Chair and Dean.
- 360, 361 Survey of Hispanic-American Literature I, II (3) (3)**
Historical survey of Hispanic-American literature from its origins to the twentieth century. Representative works of each period.
- 366 The Hispanic-American Novel (3-6)**
Selected readings, discussion, and analysis of major Hispanic-American novels.
- 425 Advanced Techniques of Translation (3)**
Advanced methods and tools for professional translating. Prerequisite: SPA 325 or equivalent.
- 426 Advanced Techniques of Interpretation (3)**
Advanced methods and tools for professional interpreting. Prerequisite: SPA 326 or equivalent.
- 440 Spanish Literature of the Golden Age (3-6)**
Selected readings, discussions, and analysis of the works of the principal writers of the sixteenth and seventeenth centuries.

443 Twentieth-Century Spanish Literature (3-6)

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

447 Contemporary Hispanic-American Fiction (3-6)

Selected readings, discussions and analysis of the principal trends and authors of Hispanic-American contemporary fiction.

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, tests and materials; use of the language laboratory.

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. CR/NCR grade; unpaid only. Prerequisite: SPA 425 or 426 and approval of Department Chair and Dean.

NON-DEGREE PROGRAMS

CHINESE

Course Descriptions — Chinese Prefix: CHI

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 Tang 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.). Taught in English.

DEPARTMENT OF FINE ARTS

Derna M. Ford, M.M.Ed., Chair

Faculty: Althouse, Curreri, Lizama, Neal, Solla.

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

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

The Fine Arts major offers two degree programs: The Bachelor of Fine Arts (60 credits) and the Bachelor of Arts in Painting/Drawing or Ceramics (39 credits).

BACHELOR OF FINE ARTS (B.F.A.)

The Bachelor of Fine Arts (B.F.A.) is a 60-credit program which provides a thorough understanding of two- and three- dimensional media. Students are encouraged to develop creativity, self-expression and technical skills in all areas. The B.F.A. consists of the fine arts core (21 cr.), a minimum of 33 credits in studio classes and 6 additional credits in art history.

BACHELOR OF ARTS (B.A.)

The Bachelor of Arts is a 39-credit program which provides a concentration in painting and drawing or ceramics. The student must choose a specific track to ensure a thorough understanding and expertise in the track of interest. This degree also allows the student to pursue a minor of choice. This insures an education that is both complete and specific to the needs and interests of the student. The B.A. consists of the Fine Arts core (21 cr), an additional 3 credits in art history and 15 credits in studio courses.

Students may obtain a minor in Fine Arts by completing 21 credits in any art and or art history courses with a minimum grade of C.

CANDIDACY

Art majors enrolled at Barry University must apply for candidacy into one of the three tracks. A portfolio of work will be submitted to the art faculty for review approximately one month prior to completing the core courses.

Transfer students who have already completed the core requirements must apply for candidacy one month before the end of their first full-time semester

at Barry. A minimum of 50% of the major requirements must be completed at Barry University.

GRADUATION REQUIREMENTS

The minimum grade of "C" is required in all major and minor courses. To demonstrate high professional standards, graduating art majors earning the BFA or the BA degree must participate in a senior exhibition. This also fulfills the University's requirements for an integrative experience. Juniors must pass a faculty review before preparing for their senior exhibition. All students must enroll in the senior capstone course during their senior year.

The University reserves the privilege of retaining one student work for exhibition or as part of the Department's permanent collection. The University also reserves the right to reproduce and publish student works.

SCHOLARSHIPS

Applicants to the Fine Arts Department are eligible for scholarships and should contact the Department for details.

CORE REQUIREMENTS (B.F.A. and B.A.)

ART 101A	Basic Drawing	3 cr.
ART 101B	2-D Design	3 cr.
ART 102B	3-D Design	3 cr.
ART 140	Introduction to Ceramics	3 cr.
ART 209, 210	History of Western Art I, II	6 cr.
		21 cr.

BACHELOR OF FINE ARTS TRACK (B.F.A. 60 credits)

Core Requirements	21 cr.
Art History	6 cr.
Art Studio	30 cr.
Senior Seminar	3 cr.
Distribution requirements	45 cr.
Electives	15 cr.
	120 cr.

BACHELOR OF ARTS PAINTING/DRAWING (B.A. 39 credits)

Core requirements	21 cr.
Art History	3 cr.
Art 265 Basic Painting II	3 cr.
Additional Painting/Drawing	9 cr.
Senior Seminar	3 cr.
Minor	21 cr.
Distribution Requirements	45 cr.
Electives (art or non-art)	15 cr.
	120 cr.

BACHELOR OF ART CERAMICS (B.A. 30 credits)

Core Requirements	21 cr.
Art History	3 cr.

ART 345 Intermediate Potters Wheel	3 cr.
ART 342 Intermediate Handbuilding	3 cr.
ART 341 Clay and Glaze Calc.	3 cr.
ART 441 Advanced Ceramics	3 cr.
Senior Seminar	3 cr.
MINOR	21 cr.
Distribution requirements	45 cr.
Electives (art or non-art)	15 cr.
	120 cr.

Course Descriptions — Art Prefix: ART

101A Basic Drawing (3)

Beginning theory and application of basic drawing materials, techniques, and concepts focusing on still life as subject matter. (Special fee)

101B 2-D Design (3)

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

102A Figure 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: (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)

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 Middle Ages, the Renaissance period through the nineteenth century and contemporary trends as influenced by the present era.

241 Basic Potter's Wheel (3)

Introduction to Basic Wheel throwing techniques on the potter's wheel. Students will also be introduced to glazing wheel thrown pieces. (Special fee)

260 Basic Painting I (3)

Introduction to the painting medium with a foundation of basic color theory, application and techniques. (Special fee)

265 Basic Painting II (3)

A continuation of the study of basic painting materials and techniques with emphasis on the seeing and painting of value, color and composition. Prerequisite: ART 260. (Special fee)

300 Special Topics (3)

Subject content to be determined by the Department to fill specified needs or interests. (Special fee for Studio courses)

314 Art Appreciation (3)

A broad introduction to the nature, vocabulary, media, and history of art with a concentration in contemporary art.

321 Contemporary Art (3)

A look at painting, craft, and performance art from the 1960's up to the present.

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 or 342. (Special fee)

342 Intermediate Handbuilding I (3)

A continuation of study of handbuilding techniques in clay. Emphasis on sculptural refinement of the medium. Prerequisite: ART 141 (Special fee)

343 Intermediate Handbuilding II (3)

A continuation of study of handbuilding techniques in clay. Emphasis on sculptural refinement of the medium. Prerequisite: ART 141, 342 (Special fee).

344 Intermediate Potter's Wheel I (3)

Refinement of wheel throwing techniques; greater participation in kiln firing cycles. Prerequisite: ART 241. (Special fee)

345 Intermediate Potter's Wheel II (3)

Refinement of wheel throwing techniques; greater participation in kiln firing cycles. Prerequisite: ART 241, 334. (Special fee)

359, 459 Independent Study (1-6)

Opportunity for research in areas of special interest to the student. Prerequisite: Dean and Department Chair approval. For majors only. (Special fee)

360, 365 Intermediate Painting I,II (3) (3)

Intermediate study of the painting medium with emphasis on concepts, styles and techniques. Prerequisite: ART 265. (Special fee)

363 Intermediate Drawing I (3)

A continuation of the study of still life drawing concepts with emphasis on color drawing materials and techniques. Prerequisite: ART 102A. (Special fee)

364 Intermediate Drawing II (3)

A continuation of the study of the human form in student's preferred media and techniques. Prerequisite: ART 102A. (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. Education majors only. (Special fee)

409 History of Art: The Renaissance (3)

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

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

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

441 Advanced Ceramics I (3)

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

442 Advanced Ceramics II (3)

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

460, 465 Advanced Painting I, II (3) (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 365. (Special fee)

463, 464 Advanced Drawing I, II (3) (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 363 for 463 and ART 364 for 464 (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 grade K-12.

487 Seminar (3)

Exhibition techniques, shooting slides, preparing resumes, and other activities. This course will help launch seniors into graduate school and/or the art world. Prerequisite: graduating senior in Fine Arts.

492 Workshop (1-3)

499 Internship (3-12)

For Art majors, on-site experience in a commercial gallery, museum, or approved organization. CR/NCR grade; unpaid only. Prerequisites: Senior status, Department and Dean's approval.

PHOTOGRAPHY (B.F.A.) (B.A.)

The Major in Photography offers two degree programs:

The **Bachelor of Fine Arts (B.F.A.)**, requiring a minimum of 54 credits in photography and other art-related courses, and the **Bachelor of Arts (B.A.)**, which requires a minimum of 30-33 credits in Photography. A Photography Certificate is also available for non-degree-seeking students.

To demonstrate high professional standards, graduating Photography majors earning the **B.F.A.** or **B.A.** degrees (except in Biomedical and Forensic Photography) must participate in a senior exhibition. This also fulfills the University's requirement for an integrative experience. Juniors must pass a faculty review before preparing for their senior exhibition. Freshman applicants to the Photography program are eligible for Photography scholarships and should contact the Department of Fine Arts for details.

The University reserves the privilege of retaining student photographs for the purpose of exhibition, publication, or as part of the University's permanent collection. The minimum grade of C is required for all major and minor courses.

B.F.A. in Photography		B.A. in Photography	
Photography major	54 cr. min.	Photography major	30-33 cr.min.
Liberal arts dist.	45 cr.	Liberal arts dist.	45 cr.
General electives	0-21 cr.	General electives	0-21 cr.
		Minor	21 cr.
Total for graduation	<u>120 cr.</u>	Total for graduation	<u>120 cr.</u>
Minor in Photography		21 cr.	
Photography Certificate		30 cr.	

Following are more detailed descriptions of the above:

BACHELOR OF FINE ARTS (B.F.A.) IN PHOTOGRAPHY

The **B.F.A.** photography major gains extensive experience in the discipline of photography, and creatively uses the photographic image as a vehicle for self-expression and visual communication. B.F.A. students must demonstrate the highest degree of creative thinking, technical skills, and professionalism in utilizing the medium of photography in the context of fine art. To be accepted into the B.F.A. photography program, students must submit original photographic work for juried faculty review.

The **B.F.A.** in photography consists of 21 credits of the photography core, a minimum of 24 credits of photography (and art) electives, and 9 credits of art history.

Photography Core			21 credits
PHO	203	Basic Photography	3
PHO	205	Design Fundamentals	3
PHO	303	Intermediate Photography	3
PHO	304	Color Photography	3
PHO	305	Computer Imaging I	3
PHO	306	Lighting Techniques	3
PHO	404	Advanced Photography	3
Photography Electives			24 credits min.
COM	214	TV Production	3
PHO	300	Special Topics in Photo.	3
COM	301	Studio Practicum	2
PHO	307	Color Processes	3
PHO	309	Pinhole Photography	3
PHO	310	Manipulative Photography	3
PHO	311	History of Art: Photography	3
COM	314	Advanced TV Production	3
PHO	315	Photojournalism	3
PHO	359	Independent Study	3
PHO	394	Photography Practicum I	1-3
COM	401	Studio Practicum	1
PHO	405	Computer Imaging II	3
PHO	406	Computer Imaging III	3
PHO	407	View Camera Photography	3
PHO	459	Independent Study	3
PHO	494	Photography Practicum II	1-3
PHO	499	Photography Internship	3
ART	—	any Art courses (except ART 314, 376, 476)	
Art History (may include PHO 311)			9 credits

BACHELOR OF ARTS (B.A.) IN PHOTOGRAPHY 30-33 credit min.

The B.A. photography major must successfully complete 21 credits of the photography core, plus a minimum of nine to twelve credits of photography electives. Groupings of related courses in the list of photography electives have been organized into tracks to assist students with selecting courses which are relative to the individual's interests and educational goals. More detailed descriptions of the tracks in Creative Photography, Computer Imaging, Photo/Communication, and Biomedical and Forensic Photography follow:

The **Creative Photography track** is a combination of courses which encourage originality, self expression, creative thinking and experimentation within the discipline of photography:

Photography Core (see B.F.A.)..... 21 credits

Creative Photography Electives 9 credits min.

PHO 307	Color Processes	3
PHO 309	Pinhole Photography	3
PHO 310	Manipulative Photography	3
PHO 311	History of Art: Photography	3
PHO 394	Practicum I: Creative	1-3
PHO 407	View Camera Photography	3
PHO 494	Practicum II: Creative	1-3

The **Computer Imaging track** combines the creative, technical and commercially oriented photography electives of both still photography and digital imaging to facilitate the student's entry into the photographic workplace. Computer photographic manipulation is fast becoming a major component in photographic processes.

Photography Core (see B.F.A.)..... 21 credits

Computer Imaging Electives 9 credits min.

PHO 307	Color Processes	3
PHO 315	Photojournalism	3
PHO 394	Practicum I: Computer	1-3
PHO 405	Computer Imaging II	3
PHO 406	Computer Imaging III	3
PHO 407	View Camera Photography	3
PHO 494	Practicum II: Computer	1-3
PHO 499	Imaging Internship	3

The **Photo/Communication track** is designed for students with an interest in both still and moving (video) photography. The study of still photography is combined with video production offered by the Department of Communication, and adds the dimension of time and motion to the students' photographic education.

Photography Core (see B.F.A.)..... 21 credits

Photo/Communication Electives		12 credits min.
COM 214	TV Production	3
COM 301	Studio Practicum	2
COM 314	Advanced TV Production	3
PHO 315	Photojournalism	3
COM 401	Studio Practicum	1
PHO 499	Photo/Comm. Internship	3

The **Biomedical and Forensic Photography track** is for students with a combined interest in photography, biology, and/or criminal justice. An integral part of this program is a six month intensive internship at the Dade County Medical Examiner's Department Forensic Imaging Bureau to be completed as the final requirement for graduation. Acceptance into this internship will be determined through a sophomore year interview/portfolio review with the Director of the Biomedical and Forensic Photography program. This internship fulfills the university's requirement for an integrative experience.

Photography Core (see B.F.A.)..... 21 credits

Biomedical and Forensic Internship (PHO 499)..... 12 credits

Minor in Biology..... 19-20 credits

BIO 120	Biology Overview	3
BIO 220	Intro. to Human Anatomy	4
BIO 225	Comparative Anatomy	4
BIO 300	BIO electives or Special Topics	8-9

PHOTOGRAPHY CERTIFICATE 30 credits

Individuals wishing to study only photography without having to complete the university's other academic requirements, and who are not interested in earning an academic degree may enroll as non-degree-seeking students. Non-degree-seeking students have the option of earning a Photography Certificate by successfully completing 30 credits of PHO Photography courses with a minimum grade of "C". Please refer to admissions policies for non-degree students.

For course descriptions of the above B.F.A. and B.A. courses see PHO, ART, COM, and BIO.

Course Description — Photography Prefix: PHO

173 Basic Camera (3)

A photography course for those with little or no experience desiring a thorough introduction to adjustable camera operation. Usage of films, shutter speed, aperture, depth of field, lenses and filters will be explored through lecture, homework and field trips. (no darkroom work).

203 Basic Photography (3)

Introduction to the camera and black and white darkroom procedure; emphasis on technique rather than aesthetics. 35 mm adjustable camera required. Limited number of rental cameras available. (Special fee)

303 Intermediate Photography (3)

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

304 Color Photography (3)

Introduction to printing color enlargements from color negatives using automated RA-4 processing. Emphasis on creative usage of color and quality color printing techniques. Prerequisite: ART 303. (Special fee)

305 Computer Imaging I (3)

Students explore the usage of the computer to make and manipulate photographic images. Tools and techniques include color balancing, painting, cloning, text, and making composite photographs. Prerequisite: CS 180 or equivalent, or by Chair's approval (Special fee).

307 Color Processes (3)

An exploration of various color processes including printing from color negatives and printing from color transparencies (slides). Prerequisite: PHO 303 (Special fee).

309 Pinhole Photography (3)

Students construct cardboard cameras which produce high quality photographs through usage of black and white paper negatives and positives. Sepia toning, hand coloring, and matting will also be included. (Special fee)

310 Manipulative Photography (3)

A course designed for students wishing to explore alternative methods of making and displaying photographic images. Prerequisite: ART 303. (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.

315 Photojournalism (3)

Emphasis upon direct visual communication and effective photographic documenting of events. Prerequisite: ART 203. (Special fee.) (Also JOU 315.)

394 Photography Practicum I (1-3)

Practical development of photographic skills beyond the objectives of regular course offerings. May be repeated for a maximum of 3 credit hours. Prerequisite: PHO 203, 303 and permission of Department Chair.

403 Lighting Techniques (3)

An exploration of the essence of photography: Light. Projects involve usage of natural, available, incandescent and studio strobe lighting. Prerequisite: PHO 303. (Special fee).

404 Advanced Photography (3)

Advanced student works on an independent project; emphasis on the development of one's personal form of expression within the student's area of interest. Prerequisite: PHO 303. (Special fee).

405 Computer Imaging II (3)

Refined study of digital manipulation of photographic images. More complex masking techniques, paths, video capture, panoramas, photo retouching, and stereoscopic imaging are explored. Prerequisite PHO 305 (Special fee).

406 Computer Imaging III

Advanced imaging techniques utilizing photography, illustration, 3-D modeling, and layout software. The course focuses upon proficiency in working with equipment and software combined with creativity to produce a quality portfolio. Prerequisite PHO 405. (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. (Special fee)

494 Photography Practicum II (1-3)

Practical development of advanced photographic skills beyond the objectives of regular

course offerings. May be repeated for a maximum of 3 credit hours. Prerequisite: PHO 394 and permission of Department Chair.

499 Internship (3-12)

Internship study relating to individual student's photographic interests at off-campus photographic establishments. For Photography majors in the Biomedical/Forensic track, six-month preceptorship at Dade County Medical Examiner's Department Forensic Imaging Bureau. CR/NCR grade; unpaid only. Prerequisites: Senior status, Department and Dean's approval.

MUSIC MINOR

The Department offers a minor in Music. Completion of a minimum of 22 credits with a grade of "C" or above is required including MUS 109, 110, and choice of two of the four Music History courses; two semesters of University Chorale; six credits in Applied Music; plus two elective credits.

All prospective minors 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.

PROGRAM OF STUDY FOR MINOR

MUS 109	Theory I	3
110	Theory II	3
123	Applied Music	6
327	History (Baroque & Classic)	3
328	History (Romantic)	3
329	History (20th Century)	3
180/380	University Chorale	1
326	Electronic Music	3

Course Descriptions — Music Prefix: MUS

108A Rudiments of Music (3)

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

108B Listening to Music (3)

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

109 Theory I (3)

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

110 Theory II (3)

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

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 Keyboard Harmony, Jazz, Pop, Commercial (1)

Lessons given in a class situation; development of basic keyboard skills.

135, 136 Applied Music (1 or 2)

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

202 History of Music I: Classical to Middle Romanticism (3)

An examination of musical styles from the classical era to middle Romanticism. Emphasis on representative composers of the periods; extra-musical influences (painting and literature); and social influences (wars, political and religious beliefs, philosophical trends, and technological conditions).

203 History of Music II: Late Romanticism to Avant-Garde (3)

An examination of musical styles from the late Romanticism to the avant-garde. Emphasis on representative composers of the periods; extra-musical influences (painting and literature), and social influences (wars, political and religious beliefs, philosophical trends, and technological conditions).

287/288 Applied Music (1 or 2)

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

300 Special Topics (1-3)

Course content designed to fill specific needs or interests. 326 Electronic Music (3)

326 Electronic Music (3)

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

327 History: Baroque and Classical (3)

Development of styles, including extra-musical influences.

328 History: Romantic (3)

Development of styles, including extra-musical influences.

329 History: Twentieth Century (3)

Development of styles, including extra-musical influences.

335, 338 Applied Music (1 or 2)

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

359 Independent Study (3)

376 Teaching Music in the Elementary Schools (3)

Open only to junior and senior Elementary Education majors. This course approaches the actual music classroom situation from the standpoint of the non-music specialist and is meant to prepare general elementary teachers for classroom music teaching.

THEATRE (B.A.)

Students selecting 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 program provides two mainstage productions a year with additional student projects in the Pelican Theatre. Participation in the Pelican Repertory Company, the Barry Theatre Club, and Lunchtime Theatre provides additional activities and opportunities. In addition, acting, technical and theatre management internships are available for juniors and seniors through auditions and departmental approval. Scholarships are available for freshman Theatre majors. Students should contact the Fine Arts Department for details.

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 105 or 206, 155, 156, 185 or 186, 290, 291, 307, 323, 391, 392 or 393, 439, and 440 or 441.

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

In order to fulfill requirements for graduation, students must participate in mainstage productions and must complete a Theatre comprehensive examination during their final semester.

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

THEATRE MANAGEMENT (B.A.)

The Bachelor of Arts 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 Communication. 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 **12 credits**
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 Principles of Accounting I
ECO 202 Introductory Microeconomics
MGT 305 Organizational Behavior and Management
MKT 306 Marketing Concepts and Applications
FIN 319 Financial Management I
MGT 409 Organizational Communication

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.

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 Department Chair. May be repeated for additional credit.

113 Theatre Appreciation (3)

Explores the nature and existence of Theatre as an art form and its function in society.

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 Stagecraft (3) (3)

Introduction to Stagecraft with emphasis on basic construction of sets and properties in the first semester and operation of basic lights and sound second semester.

- 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 Department Chair. 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 Department Chair. 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: TH155, 156 and permission of Department Chair.
- 256 Intermediate Acting (3)**
Advanced scene study in laboratory conditions. Prerequisite: TH 155, 156, 255 and permission of Department Chair.
- 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.
- 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.
- 300 Special Topics (3)**
Content to be determined to fill specific needs or interests.
- 307 Performing Lab (3)**
Provides the student with the opportunity to perform with the Pelican Repertory Company.
- 323 Play Directing (3)**
Investigation of the basic theories and traditional techniques of play direction. Prerequisites: TH 155, 156, 255 or permission of the Department Chair. 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 Department Chair. Additional lab time required.
- 355 Advanced Acting: Styles (3)**
Advanced study of acting focusing on performance, reflecting historical periods or social cultures. Prerequisites: TH 155, 156, 255 or permission of Department Chair. Additional lab time required.
- 356 Advanced Acting: Shakespeare (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 Department Chair.
- 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 Department Chair.
- 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 approval of Department Chair.

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)

Study of the plays and theatrical practices of the time. 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 Department Chair.

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 Chair 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 Chair and Dean approval. Requires a minimum of 120 hours. CR/NCR grade; unpaid only.

DEPARTMENT OF HISTORY AND POLITICAL SCIENCE

Thomas F. Gallagher, Ph.D., Chair

Faculty: Cvejanovich, Melody, Mendez, Smith.

HISTORY (B.A.)

History is the study of the changing character of civilization on all levels, including the economic, political, social, cultural, intellectual, and religious, and, as such, provides a fundamental context for liberal arts education. This far ranging nature of the discipline enables history majors to pursue many careers including those in law, government service, business, education or pastoral ministry. The Barry history program offers particular specializations in modern U.S., Latin America, and medieval and early modern Europe.

History students have opportunities to participate in scholarly activities through membership in Barry University's local Xi Kappa chapter of Phi Alpha Theta, the international honor society for history, and in various history writing awards offered by the university, including the President's Writing Award, presented each year during the Spring Honors Convocation.

A total of 39 credit hours is required for the B.A. in history. Majors must take HIS 101, 102, 201, 202, and 474 (which serves as the integrative experience), as well as a minimum of 18 hours in upper biennium courses, including 9 hours of 400-level courses but excluding 476. Of the upper biennium courses, at least 3 credits must be taken in each of the U.S., European, and non-western areas.

Graduation requirements include 1) earning a minimum grade of C in all major and minor courses, 2) completing HIS 474 as an integrative experience, and 3) passing a department-approved examination.

Requirements for minors are 21 credit hours, including HIS 101, 102, 201, 202, and 9 hours in upper biennium courses. A minimum grade of C in all minor courses is required.

Course Descriptions — History Prefix: HIS

101, 102 Western Civilization I and II (3) (3)

General survey of western history examining the origins and development of ideas and institutions. First semester concentrates on the period from prehistory to the Peace of Westphalia (1648), and second semester, on the modern age. Non-western history is included as it has influenced western thought and activity. Fulfills the Gordon Rule.

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

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

300 Special Topics (3-6)

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

308 History of Asian Civilizations (3)

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

315 History of Florida (3)

A survey history course of Florida from pre-history to the present. The relationship between South Florida and the rest of the state is emphasized during the more contemporary period.

335 Modern Russia (3)

Survey of the historical evolution of Russia with emphasis on the imperial and soviet periods (since the 1400s), including the development of revolutionary, economic, military, political, and social institutions.

339 Germany Since 1871 (3)

A survey of German history focusing on nationalism and the political, cultural, economic, and social developments since becoming a nation.

341 Europe During the Middle Ages

In-depth study of European history from the fall of Rome to the Black Death (1348), including Germanic civilization, the early Christian church, feudalism, manorialism, revival of towns, church/state conflict, scholasticism, and high medieval culture.

342 Emergence of Modern Europe: 1350-1650 (3)

Europe from the decline of medieval civilization to the Scientific Revolution, concentrating on the origins of modern ideas and institutions through a study of the Italian and Northern Renaissances, the Protestant and Catholic Reformations, nation-state building, overseas expansion, changing economic patterns, popular culture, and the development of a scientific outlook.

343 Europe in the Age of Absolutism: 1650-1815 (3)

Focusing on Europe from the end of the Thirty Years War to the Congress of Vienna, this course examines the Old Regime and its culture, politics, economics, ideas, and social structure, ending with the French Revolution, its impact, and the Napoleonic imperium.

344 Europe in the Nineteenth Century (3)

The political, economic and intellectual developments of modern Europe from 1815 to 1914, including industrial society, revolution and reaction, nationalist movements, imperialism, cultural and scientific achievements, and the background to the First World War.

345 Europe in the Twentieth Century (3)

Contemporary Europe with a concentration on the decline of Europe since the First World War, the rise of totalitarian movements, the Great Depression, the Second World War, postwar recovery, and the "new Europe" of the European Community.

383 History of Latin American Colonial Period: to 1824 (3)

A survey of Spanish and Portuguese America from the pre-Columbian era through the end of the colonial period.

384 Latin American National Period: from 1824 to present (3)

Overview of selected major Latin American nations with emphasis on twentieth century developments (i.e., revolutions, nationalism).

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.

389 U.S. History: From the Gilded Age to World War II (3)

A political, economic, intellectual, cultural and diplomatic history of the United States from 1890-1945.

390 U.S. History Since 1945 (3)

A study of the effects of the cold war on the diplomacy, domestic politics, and culture of the United States. Topics include the development of the cold war, McCarthyism, Civil Rights Movement, the Korean and Vietnam Wars, cultural changes in the 1960s, Watergate, and the end of the cold war.

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 1970 to present (3)

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

431, 432 History of England I & II (3) (3)

Political, social, economic, and intellectual history of England from Roman to modern times. First semester includes the period to 1603 and emphasizes consolidation of the state, early constitutional development, and religious upheaval. Second semester concentrates on the modern period, including political and industrial revolutions, the British Empire, reform movements, world wars, and Thatcherism.

437 European Diplomatic Since 1815 (3)

This course will examine the diplomatic processes developed and employed by the Great Powers in the nineteenth century, including the establishment of a diplomatic corps, the "balance of power" idea, the Concert of Europe, and the "new imperialism." The second half of the course will study the breakdown of this system and the effect of two world wars on European hegemony.

446 Women in Medieval and Early Modern Europe (3)

Through the interpretive framework of feminist theory this course surveys the history of women in western Europe from about 1100 to 1700 and examines the institutional and cultural bases for gender, including chivalry, mysticism, "carnival", sexual identity, work and social class, and religious sectarianism.

449 Race, Gender, and Class in Latin America (3)

An historical study of the colonial legacy in Latin America and its implications in the national period of the society of castes which reflected racial, gender, and social perspectives.

451 The Rise of a World Economy (3)

Focus on the participation of major nations in the expansion of world trade from the middle ages to the present, and the exploration of political and ideological justifications for their activities.

454 America in the 1960s (3)

A topical study of the history of the United States in the 1960s. The Civil Rights Movement, antiwar movement, student movement, women's movement, the Vietnam War, and the presidencies of Kennedy, Johnson and Nixon will be the focus of the course.

474 Historical Methods (3)

An examination of history as a written subject, exploring the philosophies of history and applying methods of historical research and interpretation to specific historical problems. Required of all history majors.

476 Methods of Teaching Social Sciences, Grade 6-12 (3)

Method of teaching social studies, emphasizing the integration of the social sciences, 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. Same as POS 476.

487 Seminar (3-6)

Specialized treatment of a particular historical issue or problem with intensive research conducted under the direction of a faculty member. Department Chair approval required.

499 Internship (3-6)

Opportunity to integrate scholarly activities with practical applications. Dean and Department Chair approval required. CR/NCR grade; unpaid only.

359, 459 Independent Study (3) (3)

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

POLITICAL SCIENCE (B.S.)

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 evaluations 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 39 credits including POS 100, 201, 309, 312 or 396, 317, 325, 401, 425, and 487.

Graduation requirements include: 1) earning a minimum grade of C in all major and minor courses, 2) completing POS 487 as an integrative experience, and 3) successfully completing a departmental examination at the end of the program.

Requirements for minors are 21 credits, including POS 100, 201, 309, 325, 401, and 425. A minimum grade of C in all minor courses is required.

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.

202 State and Local Government (3)

Role of states in our federal system as well as interrelationships among them; analysis of patterns of legislative and executive process on the state level; particular attention will be devoted to these processes in Florida.

204 American Political Parties (3)

Analysis of history, structure and function of political parties; evaluation of parties and related institutions; emphasis on party decline.

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.
- 312 African Politics (3)**
Survey of the politics of post-independent Sub-Sahara nations; emphasis on social, political and economic characteristics.
- 314 Urban and Minority Politics (3)**
Institutional analysis of the urban political arena; evolution of American cities; politics of race and ethnicity.
- 317 American Public Policy (3)**
Survey of the policy making process; emphasis on the formation and implementation of policy; use of case study approach.
- 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.
- 401 Public Administration (3)**
Critical evaluation of major theories; development of the field; current issues; emphasis on administrative organization and management.
- 406 Political Economy of Development (3)**
Analysis of the process of political and economic development. Topics include modernization, industrialization, the new international economic order, the role of the state and military and ethical issues of development. Department Chair approval needed. 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.
- 412 Conflict Resolution (3)**
A study of contemporary approaches to structuring world peace; focus on nuclear deterrence, arms control, diplomacy, and negotiations.
- 425 Political Theory (3)**
Inquiry into the nature of man and corresponding views of the res publica based upon classical and modern texts.
- 476 Methods of Teaching Social Sciences, Grades 6-12 (3)**
Methods of teaching social studies, emphasizing the integration of the social sciences, 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. Same as HIS 476.
- 487 Seminar (3)**
Guided individual reading and study; seminar discussions on selected topics and/or authors. Department Chair approval required.

499 Internship (3-6)

Opportunity to integrate scholarly activities and the art of politics. Open to majors and minors who receive departmental approval. Requires a minimum of 120 or 240 hours. In order to receive 6 credits for POS 499, students must select the 40 s.h. major, together with independent study. Requires Department Chair and Dean approval.

359,459 Independent Study (3-6)

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

SOCIAL SCIENCE MINOR

An academic minor in Social Science for a History, Political Science or Sociology major fulfills State of Florida requirements for certification in Social Studies (33 credits plus Teaching Methods course). A minimum grade of C in all minor courses is required. In the process of completing the Social Science minor and the major, the student will complete the following requirements:

U.S. History (HIS 201-202)	6 hours
Western Civilization (HIS 101-102)	6 hours
Asian or Latin American History	3 hours
Economics (ECO 201-202)	6 hours
Political Science (POS 100, 201)	6 hours
Geography (GED 307)	3 hours
Sociology or Psychology (PSY 281 or SOC 201)	3 hours
Teaching Methods course (HIS/POS 476)	3 hours

NON-DEGREE PROGRAM

GEOGRAPHY

Course Descriptions — Geography Prefix: GEO

300 Special Topics (3-6)

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

303 Geography of Europe (3)

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

305 Latin American Geography (3)

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

307 Physical Geography (3)

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

308 United States Geography (3)

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

DEPARTMENT OF INTERDISCIPLINARY STUDIES

Jesus Mendez, Ph.D.; Chair and Assistant Dean

INTERDISCIPLINARY MAJORS

INTERNATIONAL STUDIES (B.A.)

International Studies is an interdisciplinary major for students interested in global political, social, cultural, and economic affairs. The major has social science, business, and cultural components. 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 minimum grade of C is required in all major courses. Students should choose a regional track (e.g. Latin America) within the major. The advisor's approval is needed when choosing an elective within the major.

The social science component will include HIS 102 and 9 credits of HIS electives; POS 100 and 325, and 9 credits of POS electives.

The business component will include BUS 181; ECO 201-202; 6 credits of ECO 300, 351, 406, or 426; BUS 366; MGT 305; and MGT 336.

The cultural component will include THE 103; ANT 243; 3 credits of PHI 122, 123, or 302; 12 credits of a foreign language; and 6 credits of culture-focused humanities.

The remaining distribution requirements will include ENG 111-112; MAT 108, 152; PHI 120; SPE 101 or COM 104; and a 3-credit elective in fine arts and in science.

In their remaining coursework (18 credits), students are encouraged to take CAT 110, 120, 130 (3 credits); GEO 303, 305, or 307; and to strengthen a component of the major.

The integrative experience will consist of one of the following: a senior thesis, internship, or study abroad; or POS 487.

LIBERAL STUDIES (B.A.)

The Liberal Studies major is offered to students with career goals that require greater flexibility in a course of study than that provided by traditional majors and that require concentrated study in more than one discipline.

The course of study must be justified by a high level of coherence demonstrated in a plan and rationale that the student will submit to the program advisor. The student and the advisor will discuss the plan, its rationale, and its goals, and, in consultations with faculty in the primary and secondary disciplines, will determine the courses to be taken as well as a final integrative project appropriate to the student's plan.

All courses taken in the area of concentration as well as in the secondary areas must be courses above and beyond those taken to fulfill distribution requirements.

The minimum grade of C is required in all courses in the area of concentration and in the secondary areas.

The course of study will consist of one area of concentration (21-30 cr.) chosen from among the disciplines in the liberal arts (Art, Chemistry, English, French, History, Mathematics, Music, Philosophy, Political Science, Psychology, Sociology, Spanish, Theater, and Theology); and at least two secondary areas (12-18 cr. each) chosen from among the disciplines above and from Journalism, Physics, and Speech, as well as from offerings in Business, Computer Science, Education, Biological Sciences, Communication, Sport Sciences, and Criminal Justice. Students are required to take the senior seminar (LIB 487) during their senior year. A minimum of 24 credits will be at upper-division level.

Course Description — Prefix: LIB

487 Senior Seminar (3)

This course will introduce the student to critical approaches to the question of the educated person in general and in America in particular. Special emphasis will be placed on contemporary issues in higher education policy from the standpoint of the liberal arts.

PRE-LAW (B.A.)

Pre-Law is an interdisciplinary major representing a variety of disciplines. Although the Pre-Law major does not rule out pre-law preparation through the pursuit of traditional single discipline majors, it offers preparation for entry into any law school. The Pre-Law major specifically aims for breadth of knowledge and considers its interdisciplinary components an excellent preparation for students to perform successfully in law school.

The Pre-Law major consists of a 96-credit interdisciplinary program (45 credits in the distribution and 51 credits in the major). The remainder of the program is comprised of 24 credits in elective courses.

Students will include the following courses as part of the 45-credit distribution requirements in the following areas:

Oral and Written Communication — ENG 111, 112; SPE or COM elective

Theology and Philosophy — PHI 120, 292; THE elective

Humanities and Arts — 9 elective credit hours

Mathematics and Science — MAT 152; 6 elective credit hours

Social Sciences — HIS 101, POS 100, PSY 281

Students will include the following courses as part of the 51-credit major requirements in the five indicated component areas:

Philosophy (12 credit hours) — PHI 304, 308, 355, 365

Political Science (12 credit hours) — POS 201, 307, 308, 425

History (12 credit hours) — HIS 102, 201, 202, 431

Business (12 credit hours) — BUS 181, 339; ECO 201, 202

English (minimum 3 credit hours) — ENG 406

The balance of 24 credit hours completing the 120-credit-hours course of study is to be chosen from electives to strengthen each component of the major with ENG 207, 312, 410 recommended as needed and with SOC 370 especially recommended.

The minimum grade of C is required in all courses in the major. Students must complete an integrative experience which can consist of an approved internship in a Social Sciences discipline and/or an appropriate examination which may be the LSAT (Law School Admission Test).

INTERDISCIPLINARY NON-DEGREE PROGRAMS

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.

Qualification

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 Trustees 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 in Theology and Philosophy during both fall and spring semesters. These seminars are team-taught, interdisciplinary explorations of the Judeo-Christian tradition which is central to the mission of Barry University. 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 to the entire program.

Sophomore students take two special topic honors courses open only to honors students. These courses are team-taught and are cross-listed in two academic disciplines from which students can choose at the time of registration to meet undergraduate distribution requirements in their own academic programs.

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 students transferring honors credits from other colleges or universities, must include the Theology and Philosophy freshman seminar sequence and two special topic interdisciplinary 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—THE/PHI 191 and THE/PHI 192 (6 credit hours)
An interdisciplinary seminar on the Judeo-Christian tradition team-taught by two faculty members. The course sequence will fulfill undergraduate distribution in Theology and Philosophy;
 - (b) Sophomore Year—Two special-topic team-taught honors courses. The special-topic honors courses will be cross-listed with the two course codes appropriate to the disciplines covered in the interdisciplinary courses. Students may choose under which discipline course code they will register for the courses so as to meet undergraduate distribution requirements in their own academic programs.

- (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 committee 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.

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.

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.

Theology of Film (3)

An analysis of works of noted film directors/screenwriters and how their respective films provide interpretive frameworks for those perennial issues that have their parallel themes in religion: suffering, alienation, human fulfillment (salvation), mystery, morality (goodness, evil, human perfection), redemption, community, trust, and affinity for the Divine. Theological readings preface each film analysis.

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 levels of reality they focus on, what they perceive, and how they value them. 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.

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 from relevant special topics courses.

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

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

WOMEN'S STUDIES

Women's Studies is an interdisciplinary program that explores the female experience and perspective by integrating biological, historical, literary, religious, political, economic, sociological, psychological, and anthropological perspectives of gender. Cutting across traditional academic boundaries, it coordinates courses in ten different disciplines.

The Women's Studies program provides students with the opportunity to take a minor in Women's Studies, to earn a certificate in Women's Studies, or to take individual courses for elective credit or personal enrichment.

Women's Studies Minor

The minor in Women's Studies requires completion of a minimum of 21 credits (to include WMS 201 and WMS 487) with a minimum grade of C. Transcripts will state "Minor in Women's Studies" upon request.

Certificate in Women's Studies

The certificate program requires a minimum of 18 credits (to include WMS 201 and WMS 487). It is intended to supplement a student's traditional academic major. The program may also appeal to individuals who have already earned a degree and who wish an additional specialization.

**Course Descriptions — Women's Studies Prefix: WMS
or designated academic discipline**

WMS 201 Introduction to Women's Studies (3)

Survey of the issues, topics, and theories relevant to Women's Studies. The interdisciplinary nature of the subject is emphasized by an overview of women's lives and contributions as studied in various academic disciplines. Special attention is paid to how women's experiences have been affected by biology, age, race, class, ethnicity, religion, education and culture differences.

WMS 487 Senior Integrative Seminar (3)

Group seminar, requiring a research paper or other integrating experience. Faculty- and student-led discussions provide a forum for integrating course material, exploring new topics, and clarifying issues.

The courses listed below are either regular offerings in their academic departments or Special Topics (300).

BIO Biology of Women (3)

Anatomy and physiology of the human female with exploration of the health problems that occur in females as a consequence of being female.

BUS Women in the Workplace (3)

Examination of issues or problems that have special relevance to female and male workers, managers or professionals: gender-based division of labor, roles, role stereotypes, role conflict, child care, medical plan coverage, maternity/paternity leaves, mentoring, networking, time management, stress, authority, communication, equal pay, discrimination and sexual harassment.

ENG 340 Women and Literature (3)

Study of literary works by women or themes concerning women in literature. Analysis of readings from the aesthetic and other theoretical points of view.

ENG/PSY Women: Literature and Psychology (3)

An examination of selected literary works (fiction, poetry, essay, film, drama) for their expression of women's psychological experiences. Particular emphasis on traditional roles, stereotypes, psychological health (including the learning of roles, theories of personality, psychological treatment, role strain and role conflict), and traditional roles in transition.

HIS 446 Women in Medieval and Early Modern Europe (3)

Through the interpretive framework of feminist theory this course surveys the history of women in western Europe from about 1100 to 1700 and examines the institutional and cultural bases for gender, including chivalry, mysticism, "carnival," sexual identity, work and social class, and religious sectarianism.

HIS 449 Race, Gender, and Class in Latin America (3)

An historical study of the colonial legacy in Latin America and its implications in the national period of the society of castes which reflected racial, gender, and social perspectives.

PSY/POS Politics of Gender (3)

Examination of gender in politics as well as the law, with emphasis on the second wave of feminism and the role of women in politics. Special attention is devoted to violence directed towards women, psychological precursors and ramifications of violence, and current therapeutic approaches.

PSY 306 Psychology of Women (3)

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

SOC 405 Sociology of Race, Class and Gender (3)

A comprehensive examination of race, class and gender as central categories of social experience. Various sociological approaches are integrated to analyze how these differences in identities and accompanying inequalities are constructed within social institutions and processes. Pre-requisite: SOC 201 and 3 additional SOC hours or permission of instructor.

SPA Women in Hispanic Literature (3)

Survey of the works written by the most outstanding women of the Hispanic world. Analysis of readings from aesthetic and ideological points of view.

THE 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.

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

Reverend Pedro A. Suarez, S.J., Ph.D., Chair

Faculty: Borum, Haralambides, Jagadish, Luna, Marinas, Ordoukhani, Pan, Purisch, Segami, Stein, Villemure.

MATHEMATICAL SCIENCES (B.S.)

A major in the mathematical sciences is intended for students who wish to build a strong foundation for careers in mathematics teaching, in computer-related areas, in engineering, in actuarial sciences, or who wish to pursue further study in the mathematical sciences at the graduate level for college teaching, research, government, or industry.

Barry offers a variety of courses and educational experiences within the mathematical sciences. The courses cover the main areas of algebra, analysis, probability, statistics and topology at the undergraduate level, as well as physics and computer science. Placement in mathematics courses is determined by diagnostic testing required of all new undergraduate students (Freshmen, transfer, non-degree) at the time of first enrollment.

Mathematical Sciences Major

The mathematics courses towards a Bachelor of Science in Mathematical Sciences are divided into two categories: *core courses* and *electives*. The Mathematical Sciences major requires a grade of C or better in all courses towards the major, with at least 18 credits in mathematics at the 300 level or above. Core courses are required of all students majoring in Mathematical Sciences. At least two electives must be chosen from a list of offerings by the Department. Each student is assigned a faculty advisor who will help him/her in his/her academic plans. Students are encouraged to take courses in other areas such as Accounting, Biology, Business, Chemistry, Computer Science, Economics, Education, Management, and Physics, in order to enhance their scientific background and understand the relevance of mathematics to other fields.

Students in Mathematical Sciences are strongly urged to develop proficiency in computer languages and in using computers, as they have become an important part of modern technology, both in education and in industry.

An integrative experience is required at the end of the program.

Academic Requirements for the major

Core Courses			Credits
MAT 211	Calculus I		4
MAT 212	Calculus II		4
MAT 213	Calculus III		4
MAT 253	Discrete Mathematics I		3
MAT 314	Differential Equations		3
MAT 331	Algebraic Structures		3
MAT 332	Linear Algebra		3
MAT 356	Statistics for Science		3
			27

In addition, each major must take two Physics courses: either PHY 201 and 202, or PHY 211 and 212, and the following Computer Science courses:

CS 231	Computer Science I	4
CS 232	Computer Science II	4

Elective Courses

MAT 254	Discrete Mathematics II	3
MAT 300	Special Topics	3
MAT 310	Advanced Calculus I	3
MAT 311	Advanced Calculus II	3
MAT 321	Topics in Geometry	3
MAT 374	Theory of Computation	3
MAT 414	Methods in Mathematical Physics	3
MAT 415	Introduction to Real Analysis	3
MAT 416	Introduction to Complex Analysis	3
MAT 441	Introduction to Topology	3
MAT 451	Probability Theory	3
MAT 452	Mathematical Statistics	3
MAT 456	Numerical Analysis	3
MAT 459	Independent Study	3
MAT 462	Number Theory	3
MAT 471	History of Mathematics	3
MAT 476	Teaching Mathematics in the Middle and Secondary Schools	3
MAT 487	Undergraduate Seminar	1, 2 or 3

Students planning to major in Mathematical Sciences with a concentration in Computer Science should add two Computer Science (CS) courses. Students who seek teacher certification to teach in secondary schools must take MAT 321 and MAT 476, and may delete MAT 314 and CS 232. They are also encouraged to take MAT 471 and to follow the guidelines of the Florida State Department of Education for teacher certification. Students who are registered in the dual-degree or pre-Engineering program must consult this catalog under "Engineering". Students wishing to specialize in actuarial science must take both MAT 451 and 452.

Program of Study

The distribution of credits needed for the Bachelor of Science degree in Mathematical Sciences is the following:

Core Courses:

Mathematics	27 credits
Physics	8
Computer Science	8
Distribution Requirements	36
Mathematics Electives	12
Other Science Electives	12
General Electives	17
Total	120

Mathematical Sciences Minor

A minor in Mathematical Sciences consists of at least 20 credits above the 210 level and must include MAT 211, MAT 212, either MAT 213 or MAT 254, and at least one 300-level course. All courses must be completed with a C or above.

Pre Engineering and Dual Degree Program

A student can be a Mathematical Sciences major and also enroll in a dual degree program whereby a Barry University bachelor's degree in Mathematical Sciences or in Computer Science is obtained and a University of Miami bachelor's degree in Engineering is received upon satisfactory completion of all requirements. For more information, please consult the section under "Engineering" in this catalog.

Departmental Requirements

Integrative Experience: During the senior year the student must satisfactorily complete an integrative experience, which may be the Undergraduate Seminar MAT-487 or a Departmental Area Test, as a prerequisite for graduation. Students specializing in Actuarial Science may use the Statewide Actuarial Exam as their integrative experience. The goal of the integrative experience is to demonstrate good skills in problem-solving, adequate use of mathematical reasoning in proving mathematical results, and a comprehensive and synthetic view of the mathematical sciences, with appropriate use of concepts and theorems learned during the course of study.

Internship: One semester of internship will be expected of each graduate. The student will devote 30 hours of supervised mathematics tutoring in the Learning Center or some equivalent task. This internship experience is included in the program in order to provide the student with hands-on experience of the teaching-learning process, develop the student's own potential as a communicator of knowledge, and serve the community in the spirit of Barry's mission statement.

Gordon Rule: The following courses fulfill in part the Gordon Rule relative to courses at or above the level of college algebra: MAT 107, MAT 108, MAT 109, MAT 110, MAT 111, MAT 124, MAT 125, MAT 152, and any course numbered 200 or above.

Course Descriptions — Mathematics Prefix: MA

010 Mathematical Skills for CLAST (1)

This is a review course that helps the student prepare for the Mathematics section of the Florida College Level Academic Skills Test (CLAST). This course satisfies the requirement of the State of Florida for students who must register for CLAST review preparation in order to remain eligible for State financial aid. CR/PR/NC options only. Does not satisfy distribution or degree requirements.

Mathematics Prefix: MAT

090 Pre-Entry Math (3)

This course prepares a student to take MAT 100A. A variety of individualized strategies are used, including programmed materials, computer-aided instruction, and one-on-one tutoring. The course does not fulfill distribution or degree requirements. CR/PR/NC option only. Placement in this course is by appropriate score on the placement test.

100A Preparatory Mathematics I (3)

Introduction to algebra; polynomials, factoring, solving linear and quadratic equations. Emphasis on problem solving skills. The course prepares students for MAT 100B and does not fulfill distribution or degree requirements. CR/PR/NC options available. Placement in this course is by appropriate score on the placement test.

100B Preparatory Mathematics II (3)

Continuation of MAT 100A. Graphs, systems of linear equations, inequalities, fractional and radical expressions, fractional, radical and quadratic equations; emphasis on problem solving skills. This course does not fulfill distribution or degree requirements. CR/PR/NC options available. Prerequisite: MAT 100A or equivalent score on placement test.

100C Preparatory Mathematics III (3)

Basic properties of real and complex numbers, equations and inequalities, coordinates and graphs, equations and graphs of lines. The course prepares science majors to take Precalculus courses, but does not fulfill distribution or degree requirements. CR/PR/NC options available. Prerequisite: MAT 100B or equivalent score on placement test.

105 Pre-college Mathematics Review (6)

A review of high school mathematics required for college level work. Topics include sets, real numbers, equations and inequalities, polynomials, rational expressions, exponents and radicals, quadratic equations and inequalities, coordinate geometry, systems of linear equations and inequalities. This course does not satisfy distribution or degree requirements. CR/NC option available. Prerequisites: appropriate score in the Math Placement Test.

(In case of doubt about placement, Department approval must be obtained prior to registration.)

107 General Education Mathematics (3) (formerly MAT 101)

Nature and applications of mathematics for liberal arts students. Topics selected from algebra, geometry, logic, numeration systems, probability, and statistics, as required by the State of Florida CLAST examination. Prerequisite: MAT 100B or MAT 105 or satisfactory score on placement test.

108 Precalculus Mathematics for Business (3)

Equations and inequalities; systems of equations and inequalities; exponential and logarithmic functions and their graphs; vectors, matrices, linear programming. Prerequisite: MAT 100B or MAT 105 or satisfactory score on the placement test.

109 Precalculus Mathematics I (3)

Functions and their graphs; polynomial, algebraic, exponential and logarithmic functions, roots of algebraic equations. Prerequisites: high school Algebra I and II, geometry, and MAT 105 or satisfactory score on placement test.

110 Precalculus Mathematics II (3)

Trigonometric functions of angles and of real numbers, trigonometric identities and equations, extension of coordinate geometry. Prerequisites: MAT 109.

124 Comprehensive Precalculus Algebra (5)

A survey of college algebra for science majors. Linear equations and inequalities, inequalities with absolute values, functions, graphs, matrices and linear systems, Gauss elimination method, exponential and logarithmic functions, solution of polynomial equations, fundamental theorem of algebra. Prerequisites: science major, appropriate score on the math placement test or MAT 105 or equivalent.

125 Trigonometry and Analytic Geometry (4)

Trigonometric functions of angles and of real numbers, trigonometric equations and identities, sine and cosine of multiple angles. Conic sections, equations of circles, parabolas and hyperbolas. Prerequisites: high school geometry, and MAT 124 or appropriate score on the math placement test.

152 Elementary Probability and Statistics (3)

Description of sample data; probability; sampling; special distributions; estimation; testing hypotheses; applications. Not open to science or mathematics majors or minors. Prerequisite: MAT 100B or 105 or satisfactory score on placement test.

201 Fundamentals of Mathematics I (3)

Logic, sets, and integers, fundamentals of integer arithmetic, integer algorithms, extensions of integer systems; equations and inequalities; metric system. Emphasis on problem solving for the Education major. Prerequisite: MAT 100B or 105 or satisfactory score on the math placement test.

202 Fundamentals of Mathematics II (3)

Informal plane and space geometry, measurements; metric system; coordinate geometry; introduction to probability and statistics; introduction to computers. Emphasis on problem solving for the Education major. Prerequisite: MAT 201.

211 Calculus I (4)

Limits of functions and approximation; differentiation and integration of elementary functions; maxima and minima applications. Prerequisites: MAT 110 or 111 or 125.

212 Calculus II (4)

Advanced techniques of differentiation and integration; polar coordinates, sequences and series. Prerequisite: MAT 211.

213 Calculus III (4)

Multivariable calculus; functions of several variables; partial derivatives; multiple integration; theorems of Green, Gauss and Stokes; introduction to linear differential equations. Prerequisite: MAT 212.

253 Discrete Mathematics I (3)

Sets, counting, methods of proof. Logic. Relations, types of relations, functions, types of functions. Recursive functions. Prerequisite: MAT 110 or 125.

254 Discrete Mathematics II (3)

Systems of linear equations, matrices, matrix operations. Graphs, lattices, Boolean algebras, regular expressions, finite state automata. Turing machines, decidability, formal languages and grammars. Computational complexity. Prerequisite: MAT 253.

300 Special Topics (3)

Contents to be determined each semester by the Department to meet needs of the program and/or of the students.

- 310 Advanced Calculus I (3)**
Functions, sequences, limits. Continuity, uniform continuity. Differentiation. Series. uniform convergence. Prerequisite: MAT 213.
- 311 Advanced Calculus II (3)**
Continuation of MAT 310. Reimann-Stieltjes integral; functions of several variables, partial differentiation; multiple integrals. Prerequisites: MAT 310.
- 314 Differential Equations (3)**
Linear differential equations; systems of differential equations; solutions by series and by numerical methods; applications. Prerequisite: MAT 212.
- 321 Topics in Geometry (3)**
Topics selected from Euclidean and non-Euclidean geometry, including: geometric proofs from an 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, Lagrange's theorem; fundamental theorem of homomorphisms. Rings, integral domains, field of quotients, polynomial rings, unique factorization domains. Fields and finite field extensions. Prerequisite: MAT 213.
- 332 Linear Algebra (3)**
Systems of linear equations; matrices; vector spaces; linear transformations; determinant; quadratic forms; eigenvalues and eigenvectors. Prerequisite: MAT 211.
- 356 Statistics for Science (3)**
Analysis of data, histograms, measures of central tendency and of dispersion. Statistical tests; hypothesis testing. Probability, normal curve. This course is designed for science majors (Biology, Physics, Chemistry, Computer Science, Mathematical Sciences). Prerequisite: MAT 211.
- 374 Theory of Computation (3)**
A study of mathematical, engineering and linguistic foundations of theoretical computer science: abstract machines and languages, formal grammars, finite-state machines, finite-state languages, automata, recursive formations. Prerequisite: MAT 254.
- 414 Methods of Mathematical Physics (3)**
Fourier analysis, special functions, calculus of variations. Selected partial differential equations. Integral equations. Prerequisites: MAT 213 and MAT 314.
- 415 Introduction to Real Analysis (3)**
The real numbers, real functions. Measure theory. The Lebesgue integral. Prerequisite: MAT 311.
- 416 Introduction to Complex Analysis (3)**
Analytic functions, Cauchy-Riemann conditions. Complex integration, Cauchy's theorem and integral formula; power series, Laurent series. Calculus of residues and applications. Prerequisite: MAT 213.
- 441 Introduction to Topology (3)**
Axiom of choice, topological spaces, metric spaces. Compactness, connectedness. Separation properties, quotient spaces. Compactification. Prerequisite: MAT 213.
- 451 Probability Theory (3)**
Probability spaces, distribution functions, central limit theorem, conditional probability. Prerequisites: MAT 356.
- 452 Mathematical Statistics (3)**
Sampling theory, statistical inference, hypothesis testing. Prerequisite: MAT 451.
- 456 Numerical Analysis (3)**
A survey of numerical and computational methods for solving algebraic problems. Zero location, maxima and minima. Newton's methods, vector and matrix operations, characteristic value problem, numerical approximation to differential equations. Use of computer algorithms and programming is involved. Prerequisites: MAT 314 and 332.

462 Number Theory (3)

Integers, congruences, multiplicative functions, primitive roots, quadratic residues, reciprocity, diophantine equations, applications to cryptography. Prerequisites: MAT 212.

471 History of Mathematics (3)

People and ideas that have shaped the mathematical sciences throughout history. Contemporary problems and leading contributions. Emphasis on activities which incorporate the historical viewpoint for secondary school mathematics classrooms. Prerequisite: MAT 211.

476 Teaching Mathematics in the Middle and Secondary School (3)

Methods of mathematics teaching for the prospective middle and secondary school teacher. Prerequisite: 21 credits in mathematics, including MAT 211.

359, 459 Independent Study (3) (3)

Opportunity for extensive research in areas of special interest to the student. Prerequisite: Dean's and Department Chair's approval.

487 Undergraduate Mathematics Seminar (1-3 credits)

Topics will be chosen according to student and faculty interest. Presentations of papers on original work or advanced material to be discussed under a faculty moderator. Prerequisite: Department approval.

COMPUTER SCIENCE (B.S.)

The Department of Mathematics and Computer Science offers a program of study leading to the degree of Bachelor of Science in Computer Science. The program is designed to provide Computer Science majors with a solid technical foundation in the field and to allow them to select among diverse areas of specialization. Academic excellence is achieved through a close working relationship between faculty and students in an atmosphere of intense work in the form of lectures, discussion sessions, and laboratory practice. The program provides a balance between theory and applications, between problem solving techniques and systems implementations. Thus, graduates can not only compete successfully in the job market, but they are also ready to continue with advanced studies in Computer Science, if they so desire. Students who major in Computer Science will study such subjects as software engineering, computer networks, databases, systems programming, operating systems, UNIX, expert systems, artificial intelligence, computer graphics, and numerical computing.

Computer facilities include a VAX 6310 computer running VMS, DEC workstations running ULTRIX, and a large network of IBM and MacIntosh microcomputers. Computer Science majors are provided permanent access to this equipment throughout their stay at Barry.

Program of Study

The program leading to the Bachelor of Science degree in Computer Science consists of the following:

- 37 credit hours in the Computer Science core
- 20 hours of a required Mathematics minor
- 8 hours of Physics
- 9 hours of Computer Science electives
- 10 hours of general electives
- 36 hours of Distribution courses

Total: 120 hours

These requirements are met through the following courses:

Computer Science Core

CS	231	Computer Science I	4
CS	232	Computer Science II	4
CS	311	Assembly Language	3
CS	312	Computer Software Organization	3
CS	331	Data Structures and Algorithms	3
CS	332	Computer Hardware Organization	3
CS	372	Software Engineering	3
CS	413	Operating Systems	3
CS	414	Computer Architecture	3
CS	426	Databases	3
CS	431	Concepts of Programming Languages	3
CS	487	Seminar (Integrative Experience, two semesters)	1-1

Mathematics Minor

MAT	211	Calculus I	4
MAT	212	Calculus II	4
MAT	253	Discrete Mathematics I	3
MAT	254	Discrete Mathematics II	3
MAT	356	Statistics for Science	3

Plus at least one course from the following list: MAT 213 (Calculus III), MAT 314 (Differential Equations), MAT 332 (Linear Algebra), MAT 374 (Theory of Computation) MAT 451 (Probability Theory), MAT 452 (Mathematical Statistics), and MAT 456 (Numerical Analysis).

Science Requirements

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

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

Computer Science Electives

Nine hours of 300- or 400-level Computer Science courses, or selected Mathematics courses.

General Electives

Ten hours of other courses at Barry.

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

COMPUTER SCIENCE MINOR

The minor in Computer Science consists of at least 20 credits which must include CS 231, CS 232, and CS 331. The rest may be any CS course at the 300 or 400 level.

Course Descriptions — Computer Science Prefix: CS

121 Foundations of Computer Science (3)

Historical, logical and mathematical foundations of Computer Science at an introductory level. Number systems, representation of information, elements of symbolic logic, problem-solving techniques, and models of computing machines.

180 Introduction to Computers (3)

What computers are, how they came about in history, what they can do, what they cannot do, and ethical-social impact of the computer. An introduction to the main concepts in the field of Computer Science from a liberal arts approach: how everyday ideas can be meaningfully represented by electrical currents which are manipulated inside a computer, computer design and construction, and an introduction to languages that access the machine's capabilities. Students will be exposed to the use of a variety of computer hardware and software. This is an introductory course with no prerequisites. Not acceptable for the Computer Science major.

231 Computer Science I (4)

Evolution of hardware and software. Problem analysis and algorithm development. Data types, control structures, subprograms, scope and recursion. Programming language to be used: ADA. Prerequisite: MAT 110.

232 Computer Science II (4)

Three hours of lecture and two hours of problem discussion per week. Programming methodology. Array, record and access types. Data abstraction. Search techniques. Algorithm complexity. Programming language to be used: ADA. Prerequisites: CS 231 and MAT 253, or Department Chair approval.

300 Special Topics (3)

Contents to be determined by the Department each semester, to meet needs of the program and/or the students.

301A-G Introduction to Programming (1 each)

Courses in this series provide the student with an introduction to the syntax of a programming language. Languages available are Pascal, ADA, C, COBOL, RPG, FORTRAN and LISP. Prerequisite: CS 180 or Department Chair approval.

311 Assembly Language (3)

Basic machine organization. Number systems. Data representation. Addressing schemes. Arithmetic and logic instructions. Loops. Subroutines. Pseudo operations. Macros. Input/output. Prerequisite: CS 232 or Department Chair approval.

312 Computer Software Organization (3)

The design of assemblers, loaders, linkers and macro processors. A large project is implemented, consisting of an assembler and a loader or macro processor. Prerequisite: CS 311.

323 Introduction to File Processing (3)

Introduction to structuring data on bulk storage devices (e.g. floppy or hard disks). Introduction to concepts of data base. Prerequisite: CS 331.

325 Desktop Publishing (3)

Design and production of high quality publications from desktop computers. Text editing and text manipulation. Creation of simple graphics. Importing, pasting and cropping graphics. Use of design elements. Printing. Different types of hardware and software will be discussed. Prerequisite: CS 180.

329 The Unix Environment and C++ (3)

The Unix File system, commands and utilities. The Korn shell. Shell programming. The C and C++ languages. Interprocess communication. Unix networking. A substantial project is implemented. Prerequisite: CS 232.

331 Data Structures and Algorithms (3)

Algorithm analysis. Abstract data types. Techniques for the implementation of abstract data types such as arrays, stacks, queues, trees, heaps and graphs. Sorting. Prerequisites: CS 232 and MAT 254.

- 332 Computer Hardware Organization (3)**
 Boolean algebras and switching functions. Gates. Memory devices. Combinational systems, simplification and decomposition. Sequential systems. Analysis and synthesis. Design of digital systems. Prerequisite: PHY 202.
- 334 Computer Graphics (3)**
 Development of graphics using various computer software. Graphic files. Bitmapped and vector graphics. Color. Format conversion. Drawing, painting, fractalizing, ray tracing and animation. Prerequisite: CS 180.
- 372 Software Engineering (3)**
 Basic tools and techniques for specifying, designing, implementing, verifying and validating large software projects. Prerequisite: CS 331.
- 413 Operating Systems (3)**
 Organization and functions of operating systems. Design principles. Resource management. Process management. File systems. Some case studies. A large project consisting of the essential parts of an operating system is implemented. Prerequisite: CS 312.
- 414 Computer Architecture (3)**
 Machine instructions. Central processors. Microprogramming. Memory. Virtual memory. Microprocessors. A large project is implemented. Prerequisites: CS 311 and CS 332.
- 426 Databases (3)**
 Physical data organization. The network, hierarchical and relational models. Query languages. Design of relational databases. Query optimization. Integrity and security. Distributed databases. Prerequisite: CS 331.
- 431 Concepts of Programming Languages (3)**
 Survey of programming languages and language features. The syntax of programming languages and an introduction to compilers. Functional, object-oriented and logic programming. Languages to be discussed include Pascal, ADA, C, FORTRAN, LISP, PROLOG, SMALLTALK and C++. Prerequisite: CS 331.
- 432 Compiler Design**
 Language translation and compiler design. Lexical analysis. Syntax analysis. Operator precedence and LR parsers. Parser generators. Intermediate code. Optimization. Prerequisite: CS 331.
- 437 Advanced Computer Graphics (3)**
 Basic graphics algorithms for two-dimensional primitives: scan converting lines, circles, ellipses, filling polygons, clipping, antialiasing. Geometrical transformations: translation and rotation. Viewing in three dimensions. Illuminating and shading. Prerequisite: CS 331.
- 440 Data Communications (3)**
 Techniques and applications in data communications. Types of data communications versus discipline methodology. Hardware requirements and constraints. Speed versus quality. Security and encoding algorithms. Prerequisite: CS 331.
- 453 Artificial Intelligence (3)**
 Programming languages for Artificial Intelligence. Predicate calculus. Search. Natural language understanding. Planning. Prerequisite: CS 331.
- 454 Robotics (3)**
 Design and control of stationary and mobile robots. Robot morphology. The nature of the drive mechanisms (electrical, mechanical, pneumatic and hydraulic) are described, as well as sensors, motors, effectors and the various peripheral modules. Simple feedback mechanisms. Prerequisite: CS 331.
- 456 Introduction to Expert Systems (3)**
 Applications oriented facet of Artificial Intelligence. The course will introduce applications of expert systems in various fields (e.g. business, education, medicine). Prerequisite: CS 331.

459 Independent Study (1-3)

Opportunity to work in areas of special interest to the student. Prerequisite: advisor and Department Chair approval required.

471 Computer Networks (3)

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 331.

477 Computer Security (3)

Topics include security for data communication (encryption), database, microcomputers. Other topics covered are computer center security, disaster planning, personnel screening, threat evaluation. Prerequisite: CS 440.

487 Seminar (1-3)

Faculty and students present topics of current interest in computer science. The material to be discussed is taken from journals, proceedings or specialized books. This course serves the purpose of an integrative experience for Computer Science majors. Prerequisite: CS 331.

499 Internship (3-6)

Computer Science applications in a professional work setting under direct supervision. Requires a minimum of 120 hours for 3 credits or 240 hours for 6 credits. A student may elect a maximum of 6 internship credits. Prerequisites: Junior or senior status and advisor and Department Chair approval.

ENGINEERING

Although Barry University does not offer an Engineering major, it does offer two programs in this area: Pre-Engineering and the dual degree program.

Pre-Engineering (non-degree program)

Students have enrolled in Barry University's Pre-Engineering Program since 1983. Projections show that opportunities for well-trained engineers exist in the U.S. and abroad, reflecting increased needs and professional challenges well into the twenty-first century.

Pre-Engineering students usually attend Barry for two years and take advantage of Barry's excellent reputation in the liberal arts and sciences before transferring to an accredited school of engineering. Some students may need some additional coursework to complete basic Engineering requirements. Each pre-engineering student usually takes at least sixty credits at Barry and is assisted by an academic advisor in the selection of an appropriate program of study, in the choice of a school of engineering, and in the transfer process.

The following is a suggested two-year sequence for Pre-Engineering:

Freshman Year						
Fall			Spring			
MAT	211	Calculus I	4cr.	MAT	212 Calculus II	4cr.
CS	231	Computer Sci I	4cr.	CS	232 Computer Sci II	4cr.
ENG	111	English Comp	3cr.	ENG	112 Research Tech.	3cr.
PHY	211	University Physics I	4cr.	PHY	212 Univ Physics II	4cr.
		Liberal arts	3cr.		Liberal arts	3cr.
			18cr.			18cr.

Sophomore Year

	Fall		Spring	
	MAT 213 Calculus III	4cr.	MAT 314 Differential Eqns	3cr.
	PHY 313 Statics	3cr.	MAT 356 Statistics for Sci	3cr.
	Science electives	6cr.	CS or science electives	6cr.
	Liberal arts		Liberal arts	
	or Bus elective	5cr.	or Bus elective	6cr.
		18cr.		18cr.

Early in the program, pre-engineering students are encouraged to contact specific engineering schools to inquire about special requirements. Mechanical Engineering may require computer graphics; chemical engineering requires chemistry; environmental engineering may require biology, anatomy, zoology, or botany. Transfer to an engineering school is competitive, and Barry University will help students with their application process.

Dual Degree (B.S.)

Barry University also offers a dual degree program with the University of Miami. At the end of three years at Barry, students fulfill most of the major and distribution requirements, besides other courses that prepare them for transferring to the School of Engineering at the University of Miami. There they complete their professional requirements in two years in one of the following branches:

- Architectural engineering
- Civil engineering
- Electrical and computer engineering
- Engineering science
- Industrial engineering
- Mechanical engineering

Students in the dual degree program choose majors in Mathematical Sciences, Computer Science, Chemistry or in some other area akin to their choice of the engineering branch they wish to pursue. Departmental advisors will help the student chart an appropriate program of study that will lead to successful completion of all Barry's requirements and to transfer to an appropriate branch of Engineering at the University of Miami.

DEPARTMENT OF PHYSICAL SCIENCES

Williard Craft, Ph.D., Chair

Faculty: Boulos, Fisher, Goehl, Jungbauer, O'Donnell.

The Department of PHYSICAL SCIENCES includes the following:

- Chemistry major
- Chemistry minor
- Pre-pharmacy
- Physics

CHEMISTRY (B.S.)

Students electing a chemistry major should have a satisfactory background in high school chemistry and a minimum of 3 years of college preparatory mathematics. The Bachelor of Science degree with a major in chemistry prepares the student for graduate programs in chemistry, for employment in industry and government chemistry laboratories, and for chemistry teaching.

Major: The course of studies for the chemistry major may be adapted to the interests and goals of the individual student. Generally, the major includes 39 credits of chemistry and additional credits in related sciences and mathematics, including CHE 111, 111L, 112, 112L, 243, 243L, 244, 244L, 321, Physical Chemistry, and other upper level chemistry courses (not CHE 300); PHY 211, 211L, 212, 212L (preferably) or PHY 201, 201L, 202, 202L; and mathematics through MAT 212.

The department requires that each major take the Major Field Achievement Test in chemistry as the integrative experience, required for graduation. The minimum grade of C is required in all major courses and related courses.

Minor: A minor in chemistry (20 credits) includes CHE 111, 111L, 112, 112L, 243, 243L and an additional 8 credits in higher courses (not CHE 300) with a minimum grade of C.

Students planning to study pharmacy can take up to two years of pre-pharmacy preparation under the direction of the Physical Sciences Department. See the section below on Pre-Pharmacy.

Course Descriptions — Chemistry Prefix: CHE

105 Fundamentals of Chemistry (3)

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

110 Preparation for College Chemistry (3)

Preliminary course for students who wish to complete a major or minor sequence in chemistry but do not meet requirements for admission to Chemistry 111; given on CR/NC option only; credit not applicable toward the major or minor. Prerequisite: Mathematics placement in MAT 124 or higher.

111, 112 General Chemistry and Qualitative Analysis (3) (3)

Chemical principles and descriptive inorganic chemistry for students majoring in science and mathematics. CHE 111: Prerequisite: CHE 110 or high school chemistry and satisfactory score on chemistry placement test, and mathematics placement in MAT 124 or higher; Corequisite: 111L. CHE 112: Prerequisite: CHE 111, CHE 111L; Corequisite CHE 112L.

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

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

142 Chemistry for Allied Health Sciences (2) (2) Concurrently

Elements of general and biological chemistry for students of physical therapy and certain other allied health programs. (Special fee)

152, 152L Introduction to Organic and Biological Chemistry (3) (1)

Organic chemistry with application to the chemistry of the cell. 3 hours lecture, 2 hours laboratory weekly, to be taken concurrently. Prerequisite: High school chemistry or CHE 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, their structure, reactivity, and reaction mechanisms. CHE 243: Prerequisite: CHE 112, 112L; Corequisite: CHE 243L. CHE 244: Prerequisite: CHE 243, 243L. Corequisite: CHE 244L.

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

Three hour laboratory to be taken concurrently with CHE 243, 244. (Special fee)

300 Special Topics (3)

Special Topics in Chemistry for students in other fields; not part of the chemistry major or minor. No prerequisites or corequisites.

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)

341 Organic and Introductory Biochemistry for the Health Sciences (3)

Survey of organic molecular structure, important organic functional groups and their chemical reactivity, and introduction to biological molecules and their functions. Prerequisites: CHE 111 and 112 or equivalent.

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 for 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 Chair. (Special fee)

447 Advanced Organic Chemistry (3)

Advanced topics in organic chemistry such as syntheses, reaction mechanisms, spectroscopy, and qualitative-organic analysis. Prerequisite: Chemistry 244. Corequisite: Chemistry 355.

460 Inorganic Chemistry (3)

Senior-level course in modern inorganic chemistry. Prerequisite: Chemistry 356 or permission of Department Chair.

476 Teaching Chemistry in Middle and Secondary School (3)

Special methods course in teaching chemistry in middle and secondary schools. Prerequisite or corequisite: Chemistry 355. Tutorial.

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

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

295, 395, 495 Research (1-3) (1-3) (1-3)

Investigation of an original research problem of special interest to the student; independent execution of chosen experimental work under direction of selected staff member. MARC scholars follow a special research program. Prerequisite: Department Chair approval. (Special fee)

NON-DEGREE PROGRAMS

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 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, 111L, 112, 112L, 243, 243L, 244, 244L; PHY 201, 201L, 202, 202L; MAT 211; 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.

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.

141 Introductory Physics for the Allied Health Sciences (2) (2) Concurrently

Basic concepts of physics for students of physical therapy and certain other allied health programs. (Special fee)

151, 151L Introductory Physics (3) (1)

Basic concepts of physics, for students desiring a one semester course with laboratory. 3 hours lecture, 2 hours laboratory. PHY 151 and PHY 151L must be taken concurrently. (Special fee)

201, 201L, 202, 202L General College Physics (3) (1) (3) (1)

Mechanics, heat, wave phenomena, electricity and magnetism, optics, modern physics. 3 hours lecture, 3 hours laboratory. Prerequisite: MAT 125 or equivalent; recommended: MAT 211; PHY 201 and 201L must be taken concurrently, also PHY 202 and 202L. PHY 202: Prerequisite PHY 201, 201L. (Special fee)

211, 211L, 212, 212L University Physics (3) (1) (3) (1)

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. PHY 211 and 211L must be taken concurrently, also PHY 212, 212L; Prerequisite: MAT 211. PHY 212: Prerequisite: PHY 211, 211L. (Special fee)

300 Special Topics in Physics (3)

Technology and Society. Discussion of the relationship between modern technology and society; guest lectures by members of the Barry faculty are featured; no scientific background is assumed; satisfies the distribution requirement for science.

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. Tutorial.

DEPARTMENT OF PSYCHOLOGY

Linda M. Peterson, Ph.D.; Chair and Associate Dean

Faculty: Burns, Desrosiers, Koncsol, Muscarella, Starratt, Szuchman.

PSYCHOLOGY (B.S.)

The psychology major requires the completion of 39 credits. The required courses include PSY 281, 320, 325, 333, 382, 413, 490 and 497. MAT 152 is a corequisite for psychology majors. The student is permitted wide flexibility in the choice of the remaining five or more elective courses from the various sub-specialities of psychology.

The minimum grade of C is required in all major and minor courses. Psychology majors are required to achieve a satisfactory grade on their integrative experience, PSY 497.

Psychology Minor

The psychology minor (21 cr.) requires PSY 281, 320, 325, 413, and 9 elective credits within the discipline, with a minimum grade of C.

PSY 281 is a prerequisite to all other psychology courses.

Course Descriptions — Psychology Prefix: PSY

281 Introduction to Psychology (3)

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

282 Psychology of Adjustment (3)

Introduction to applied psychology with an emphasis on knowledge useful to daily life such as human development, stress management, and communication skills.

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.

316 Cognitive Psychology (3)

Current research and theory which addresses the issue of how people think. Includes information processing, memory, attention, language comprehension, reasoning, and problem solving.

- 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)**
Introduction to testing, including discussion of validity, reliability and overview of testing instruments in clinical, educational, and industrial settings. Prerequisite: MAT 152 (\$30 fee).
- 323 History and Systems (3)**
Consideration of the major historical schools of psychological thought and their relationship to the present-day discipline of psychology.
- 325 Theories of Personality (3)**
Survey of theoretical approaches to the study of personality from Freudian theory to contemporary humanistic theories.
- 333 Experimental Psychology (3)**
Mastery of research methods and techniques with emphasis on experimental design; students conduct experiments, evaluate data, and write research reports. Prerequisite: MAT 152.
- 334 Advanced Experimental Psychology (3)**
Application of research skills to a full experimental study. Especially recommended for students who are planning to do graduate work. Prerequisites: MAT 152, PSY 333.
- 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 of individuals within small and large groups are studied from a psychological perspective.
- 382 Developmental Psychology (3)**
Analysis of human development from conception through old age, with emphasis on physiological, cognitive and affective processes.
- 413 Abnormal Psychology (3)**
Theories of abnormal behavior, pathological syndromes, methods of treatment and prevention.
- 417 Psychology of Aging (3)**
Analysis of the factors characterizing normal aging: biological and perceptual changes, social processes, work and retirement, family, sexuality, cognition, personality. Disorders associated with aging are also covered.
- 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.
- 426 Health Psychology (3)**
Study of the application of principles of psychology to health enhancement, illness prevention, diagnosis and treatment of disease, and psychobiosocial rehabilitation.
- 428 Human Sexuality (3)**
A survey of issues and scientific findings with regard to physiological, developmental and emotional aspects of sexuality, as well as theory and practice related to treatment of sexual dysfunction.
- 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 Department Chair approval required.

464 Human Development Throughout the Lifespan (3)

Advanced study of theory and research in physiological, intellectual, social, and emotional development. 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.

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.

497 Senior Seminar

Integrative experience for senior psychology majors with focus on paper preparation and presentation skills. Prerequisite: graduation status.

498 Seminar (3)

Advanced topics.

MASTER OF SCIENCE IN CLINICAL 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 offers candidates the opportunity to prepare academically for licensing in the category of Mental Health Counselor.

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.
- Students are admitted for Fall and Spring semesters only.

ADDITIONAL REQUIREMENTS

The faculty in the Clinical Psychology Program reserve the right to recommend entry into person counseling or psychotherapy as a condition of continuation in the Clinical Psychology Program. Graduation from the program is recommended when students are personally and academically ready for entry into the profession.

GRADUATION REQUIREMENTS

45 semester hours with a minimum grade point average of 3.0 (B) with no more than two Cs. Any grade below a C may be cause for dismissal from the program.

The master's thesis (PSY 699) and clinical practicum (PSY 665) are required prior to graduation.

Required Courses	39 semester hours
PSY 564 Human Development-Lifespan	3
PSY 590 Physiological Psychology	3
PSY 596 Techniques of Therapy	3
PSY 602 Clinical Psychopathology	3
PSY 605 Statistics	3
PSY 610 Clinical Assessment I	3
PSY 611 Clinical Assessment II	3
PSY 615 Clinical Ethics	3
PSY 616 Experimental Design	3
PSY 699 Master's Thesis	6
PSY 665 Clinical Practicum	6

Electives	6 semester hours
*PSY 528 Human Sexuality	3
*PSY 594 Substance Abuse	3
*PSY 625 Advanced Personality	3
*PSY 635 Group Therapy	3

*Required for licensure.

Course Descriptions — Psychology Prefix: PSY

All courses numbered at the 500 level may be open to undergraduates properly qualified to take them by permission of the Department Chair.

528 Human Sexuality (3)

A survey of issues, theories and scientific findings with regard to physiological, developmental and emotional aspects of sexuality, as well as issues of sexual dysfunction and its treatment.

564 Human Development Throughout the Lifespan (3)

Physical, intellectual, social, and emotional development throughout the lifespan.

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)

Counseling theories and techniques of behavior change and psychotherapeutic intervention. Prerequisite: PSY 602

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.

602 Clinical Psychopathology (3)

Detailed description and analysis of the DMS-III-R with an exploration of case history materials. Diagnostic and therapeutic issues are considered.

605 Statistics (3)

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

610 Clinical Assessment I (3)

Rationale and application of general assessment skills, intellectual and objective assessment techniques including: the Wechsler scales, Bender-Gestalt, MMPI, and MCMI. Prerequisite: PSY 602, PSY 605.

611 Clinical Assessment II (3)

Continuation of clinical assessment techniques with primary emphasis on projective personality measures including the Rorschach, TAT, projective drawings, Incomplete Sentences, and association techniques. Prerequisite: PSY 610.

615 Clinical Ethics (3)

Consideration of issues of confidentiality, certification and licensing, ethical and legal codes, standards of preparation and practice, identity and roles of mental health professionals, psychologists, and counselors, and the goals and objectives of professional organizations of counselors and psychologists.

616 Experimental Design (3)

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

625 Advanced Personality (3)

Historical foundations, contemporary theory, and research in the area of personality.

635 Group Therapy (3)

Introduction to theories, practice and research findings of group psychotherapy. Issues are explored through readings and participation in an ongoing group. Leader interventions are analyzed in terms of integrating group process and interpersonal phenomena.

665 Clinical Practicum (6)

Supervised experience in applied mental health facilities. Diagnostic and therapeutic skills are practiced. Prerequisites: PSY 596, 602, 610, 611 and approval of proposal for master's thesis.

699 Master's Thesis (6)

Supervised, independent research study. Prerequisites: PSY 605, PSY 616.

729 Continuous Registration (1)

Research in residence or continuous registration for all departments/schools offering graduate programs.

DEPARTMENT OF SOCIOLOGY AND CRIMINOLOGY

Karen Callaghan, Ph.D., Chair

Faculty: Clifford, Grizzle, Stinchcomb.

SOCIOLOGY (B.S.)

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

The major also prepares students for several types of occupations.

A major in Sociology requires a minimum of 39 credit hours. The student is required to complete:

SOC	201	Introduction to Sociology
SOC	370	Social Psychology
SOC	409	Research Methodology
SOC	423	Sociological Theory

Twenty-seven hours of elective sociology courses.

Additional requirements include:

1. MAT 152
2. a minimum grade of C in all major and minor courses and in MAT 152
3. completion of one of the following integrative experiences during the Fall or Spring semesters of the senior year:
 - a) a senior research project; or
 - b) an internship experience in a relevant practical setting (SOC 499).

Sociology Minor

A minor in Sociology requires 21 credit hours, including SOC 201, 370, 409 and 423. A minimum grade of C in all minor courses is required.

Course Descriptions — Sociology Prefix: SOC

201 Introduction to Sociology (3)

An introduction to the major theoretical perspectives in sociology. Emphasis on the application of these perspectives to contemporary social issues, including: deviance, marriage and the family, organizations, religion and social change.

202 Juvenile Delinquency (3)

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

204 Social Problems (3)

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

246 Marriage and the Family (3)

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

300 Special Topics (3)

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

304 Ethical Issues in Social Science (3)

An introduction to the range of ethical issues that arise during the practice of social science. Emphasis on research issues, including: research topics, research methods, the use of research, the role of the researcher, and the creation of ethical standards.

306 Sociology of Art (3)

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

307 Race and Ethnicity (3)

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

317 Sociology of Work (3)

An examination of the cultural, social and organizational aspects of work in contemporary society. Work is studied as a fundamental human activity, which is socially constructed through complex organizations, power, cultural beliefs and values, the wage system, consumption, management ideologies, and technology. Topics discussed include: the significance of work in everyday life, postindustrialization, the relationship between work and family, housework, professionalization, and the consumer culture.

320 Sociology of Law (3)

A survey of sociological perspectives on law and society. Includes a critical review of various theoretical analyses of the relationship between law and social order, social conflict, deviance, crime, justice, and punishment/rehabilitation. Prerequisite: CRM 200 (Introduction to Criminology) or SOC 201

326 Sociology of Violence (3)

An in-depth study of the major sociological theories and relevant research pertaining to violence, including interpersonal, family, criminal and institutionalized violence. The normative and social situational contexts in which violence occurs are studied in terms of how persons are affected as perpetrators and victims. Historical, cross-cultural and contemporary forms of violence are analyzed to reveal the underlying social dynamics. Social responses to violence, including criminalization, public policies, and prevention/treatment intervention strategies are reviewed.

332 Drugs and Society (3)

A review and analysis of the social impact of drug and alcohol use and abuse. Specific topics examined include the history, social epidemiology, causes, social consequences, and major forms of prevention/treatment of drug/alcohol abuse.

349 Sociology of Religion (3)

Analytical approach to the problem of reciprocal incidence and dependence between "religious" phenomena and the socio-cultural world; deals principally with classical sociologists, Marx, Freud, Durkheim, Malinowski, Weber and their views on the function of religion and the process of secularization.

370 Social Psychology (3)

An introduction to the major theoretical perspectives in social psychology. Emphasis on the application of these perspectives to such issues as everyday interaction, deviance, gender, and social organizations.

372 Social Stratification (3)

Theories of social class; wealth, power and prestige as class correlates; social mobility; and consequences of social placement.

405 Sociology of Race, Class and Gender (3)

A comprehensive examination of race, class and gender as central categories of social experience. A variety of sociological approaches are integrated to analyze how these differences in identities and accompanying inequalities are constructed within social institutions and processes. Prerequisites: SOC 201 & 3 additional SOC hours or permission of Department Chair.

409 Research Methodology (3)

Introduction to sociological research methods. Contemporary data collection and analysis techniques will be introduced. The assumptions, limitations, and implications of these techniques will be discussed.

410 Theories of Deviance (3)

Survey of the various theories used to explain deviant behavior. Specific topics, including socio-biological, psychiatric and behavioristic theories; socio-ecological, cultural, social learning and social control models; and labeling and social conflict theories are explored through the writings of classical and contemporary criminologists and sociologists. Prerequisite: CRM 200 (Introduction to Criminology) and one additional SOC or CRM course or permission of the Department Chair.

423 Sociological Theory (3)

A critical review of the classical theorists who developed the foundations of modern sociological theory. Specific theorists and theories to be considered: Durkheim, Spencer, Marx, Weber, structure-functionalism, conflict theory, and symbolic interaction.

487 Seminar (3)

Intensive exploration of a particular topic relevant to sociology. (Same as CRM 487)

499 Internship (3-6)

Internship experience under qualified supervision. Requires a minimum of 120 hours. Department Chair and Dean approval required.

359, 459 Independent Study (3)

Designed to allow the student an opportunity to complete the senior project under the supervision of a faculty member. Department Chair and Dean approval required.

CRIMINOLOGY (B.S.)

The criminology program is designed to provide an understanding of contemporary patterns of crime and victimization, the social etiology of criminality, social responses to crime, and the processes of crime control. The curriculum acquaints students with a variety of theoretical and practical approaches to the study of crime and delinquency, including the manner in which offenders are processed. The functions and dynamics of the criminal justice system are studied in detail with emphasis on the linkage of these processes to broader aspects of society. The program is designed as a traditional liberal arts major. Hence, students are prepared for graduate studies in criminology and related fields as well as a wide variety of career opportunities in the criminal justice system.

The criminology major requires a minimum of 39 credit hours, which includes the following courses:

Core Courses (12 hours/4 courses):

CRM 200	Introduction to Criminology
SOC 320	Sociology of Law
SOC 409	Research Methodology
SOC 410	Theories of Deviance

Organizational-Institutional Courses (12 hours/4 courses):

SOC 204	Social Problems
CRM 202	Juvenile Delinquency
CRM 307	Critical Issues in Criminal Justice
CRM 309	Police and Policing
CRM 311	Corrections
SOC 326	Sociology of Violence

Cultural-Inequalities-Specialization Courses (12 hours/four courses):

CRM 305	Women and Crime
CRM 317	Elite and Organized Crime
CRM 328	Race, Class and Crime
SOC 332	Drugs and Society
SOC 370	Social Psychology

Capstone Course (3 hours/one course):

CRM 459	Independent Study
CRM 487	Seminar
CRM 499	Internship

Additional requirements include completion of the following as required distribution and/or elective courses:

MAT 152	Elementary Probability and Statistics
PSY 281	Introduction to Psychology

Six additional hours in psychology (specific courses will be by the academic advisor)

Students must earn a grade of C or higher in MAT 152 and all SOC, CRM, and PSY courses.

CRIMINOLOGY MINOR

The criminology minor requires a minimum of 21 credit hours, including:

- CRM 200 Introduction to Criminology
- SOC 320 Sociology of Law
- SOC 409 Research Methodology
- SOC 410 Theories of Deviance

Nine additional hours in CRM courses

- MAT 152 Elementary Probability and Statistics

Students must earn a grade of C or higher in MAT 152 and all SOC and CRM courses.

Course Descriptions — Criminology Prefix: CRM

200 Introduction to Criminology (3)

A comprehensive introduction to the study of crime, criminality, and the accompanying social responses. Includes a survey of various theoretical analyses of social order, crime, law, justice, and punishment/rehabilitation. The socio-historical responses to the construction and control of crime and criminals are also studied.

202 Juvenile Delinquency (3)

A study of the nature, extent, and causes of delinquent behavior. The challenges of measuring, preventing, and responding to delinquency are assessed, along with the role of the police, the courts, and various treatment programs in dealing with delinquency. (Same as SOC 202).

300 Special Topic (3)

Content varies according to current issues in the field, as well as specific needs and/or interests of students.

305 Women and Crime (3)

An in-depth study of the relationship between women and various forms of criminal behavior. The experiences of women as crime victims, criminal offenders, and criminal justice system practitioners are examined in terms of the social, legal, and political discourse on femininity. Crosscultural and historical analyses are included.

307 Critical Issues in Criminal Justice (3)

An analysis of contemporary topics/events influencing the police, courts, and corrections. Emphasizes the impact of issues which are generating debate in the field, creating operational difficulties, stimulating change, and/or altering current public policies. Prerequisite: CRM 200 Introduction to Criminology.

309 Police and Policing (3)

The roles of the police and policing in contemporary U.S. society are examined. Special focus on theories of policing, the organization and administration of police departments and agencies, the relationship and interaction between the police and various communities, and contemporary debates concerning the role of the police in society. Prerequisite: CRM 200 {Introduction to Criminology}

311 Corrections (3)

A comprehensive examination of the U.S. correctional system. Special focus on theories of punishment and rehabilitation, the historical antecedents of modern corrections, offender characteristics, sentencing, community-based corrections, the organization and administration of correctional facilities, prison life, and contemporary debates concerning the role of corrections in society. Prerequisite: CRM 200 {Introduction to Criminology}

328 Race, Class and Crime (3)

Racial-ethnic and class identities are examined in terms of their impact on persons' experiences of the law, crime, justice, victimization, stigma, and punishment/rehabilitation. Sociological and criminological theory and research on these issues are reviewed. Historical and crosscultural examples are also studied.

487 Seminar (3)

An integrative experience through which students will comprehensively analyze and assess significant theories, policies, and practices related to the study of criminology. Information from prior coursework will be synthesized and applied to current as well as future issues in the field. Enrollment is limited to criminology and sociology majors only. (Same as SOC 487)

499 Internship (3-6)

A systematic means of combining classroom learning with practical work experience. Students are placed in work situations designed to complement and enrich their personal and professional career development. Requires approval of Department Chair and Dean.

459 Independent Study (3)

An opportunity for extensive research into criminology topics of special interest to the student. Requires approval of Department Chair and Dean.

NON-DEGREE PROGRAMS

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 Topics (3-6)

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

DEPARTMENT OF THEOLOGY AND PHILOSOPHY

Brother Edward van Merrienboer, O.P., D.Min., Chair

Faculty: Alzaga, Cassini, Del Colle, Iozzio, Koperski, Madden, Sause, Sunshine, Uritus, van der Poel, Vizcaino, Wingard.

THEOLOGY (B.A.)

The academic study of Theology is essential to a complete education. The Department fulfills its goals by pursuing the following objectives: 1) It studies Roman Catholic theology within the context of its own particularity including its sources, traditions, intellectual disciplines and the ecclesial praxis of the faith. It also attempts to bring such inquiry into ecumenical dialogue with other Christian traditions and into interreligious dialogue with the world's religions, 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 witness and experience 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 interests.

Requirements for the Major

The major consists of 42 credits for a single major; 36 credits for other major plans. The following courses are required:

THE 111, 122, (301, 304 for transfer students) 103 and 110 (for those lacking sufficient background in Catholicism) 207, 214, 327, 336, 337, 338, 360; and any three of the following: THE 110, 311, 370, 487. All courses must be completed with a grade of C or above. At the end of their program all Theology majors must successfully complete a departmental comprehensive examination.

Requirements for the Minor

The minor consists of completion of a minimum of 21 credits with a grade of "C" or above.

Course Categories

I. Biblical Theology

- 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
- 434 Synoptic Gospels and Acts
- 435 Prophetic Literature
- 495 Topics in Bible

II. Historical and Comparative Theology

- 103 World Religions: Religious Experiences of Humankind
- 110 Catholicism
- 131 Judaism
- 337 History of Christianity
- 351 Future of Religion in America
- 360 Women and the Church
- 370 Protestantism
- 450 History of Christian Thought
- 496 Topics in Christian Studies
- 497 Topics in Roman Catholic Studies
- 498 Topics in Religious Studies

III. Systematic Theology

- 120 Christian Understanding of the Human Person
- 207 Christology
- 330 Approaches to God
- 333 Christian Understanding of God
- 336 Sacraments and Liturgy
- 338 The Church
- 436 The Christian God and the Human Responses

IV. Moral and Pastoral Theology

- 214 Christian Morality
- 220 Marriage in Roman Catholic Tradition
- 230 Principles for Ethical Decision Making
- 353 Biomedical Ethics
- 311 Sexuality, Sex and Morality
- 327 Peace and Justice
- 401 Supervised Ministry I
- 402 Supervised Ministry II
- 403 Supervised Ministry III
- 404 Supervised Ministry IV
- 438 Catholic Social Thought
- 439 Moral Issues in Interpersonal Relationships
- 441 Health Care Ministry
- 442 Health Care Ethics
- 443 Psychological and Spiritual Perspectives on Suffering
- 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, Taoism, Confucianism, Maoism, Shintoism, African traditions, Judaism, Christianity, and Islam; a discussion of a basic methodology for understanding religions. NOTE: For Freshmen and Sophomores **ONLY**.

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 the Human Person (3)

An investigation into the question of "What does it mean to be human?" according to 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 America, Israel, and elsewhere. View of the Holocaust and its effects on world Jewry. The faith, beliefs and practices of Jewish life today.

191 Judeo-Christian Doctrine (3)

A fundamental examination of the Judeo-Christian tradition, beginning with a consideration of the relationship between theology and philosophy. Foundational religious affirmations will be examined from the perspective of both disciplines.

192 Judeo-Christian Values (3)

An investigation into the nature and meaning of value and value judgements according to the Judeo-Christian tradition from philosophical and theological perspectives. The examination of the fundamental framework of ethical reasoning will demonstrate the differences between and similarities of the two perspectives and provide models of practical decision making.

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.

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.

230 Principles for Ethical Decision Making

A study of human freedom, the nature of and search for a guide to personal behavior and personal responsibility.

300 Special Topics (3)

Topics of interest to faculty and students.

330 Approaches to God (3)

A critical investigation into the reality of God from the perspective of modernity, the Jewish and Christian traditions and the existential response to the divine presence in spirituality. These three elements – the world, God and the self – form the framework within which a contemporary response to God in a secular culture can be both intelligible and meaningful.

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)

Analysis of the nature of sex and sexuality, according to sources and developments of Christian thought; 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.

333 Christian Understanding of God (3)

An examination of the Christian doctrine of the trinity and its implications for the human understanding of the world, history, the self and the church. After an introduction to the biblical and patristic origins of the doctrine, students will examine a contemporary statement of it in conversation with modern cultural, philosophical and political sensibilities.

336 Sacraments and Liturgy (3)

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

337 History of Christianity (3)

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

338 The Church (3)

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

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.

353 Biomedical Ethics

A study of the foundations of ethical decision making in health care issues from theological perspectives.

360 Women and Justice in the Church (3)

Investigation of the role of women in the Christian scriptures and history of the Church.

370 Protestantism (3)

An introduction to the thought of the principal reformers: Luther, Calvin, Zwingli, Wesley; a study of speculative and practical forces operative in the fifteenth and sixteenth centuries which gave rise to the reforming movement; the formulation of Protestant orthodoxy.

401, 402, 403, 404 Supervised Ministry I, II, III, IV (3) (3) (3) (3)

A practicum in Health Care Ministry.

434 Synoptic Gospels and Acts (3)

A study of the influences to the crystallization of the primitive Christian catechesis; development of the gospel literature in the different Christian communities; overview of the characteristic theologies of Matthew, Mark and Luke.

435 Prophetic Literature (3)

A study of the origin and development of the prophetic movement in Israel 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 eighth to the sixth centuries.

436 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.

438 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.

439 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.

441 Health Care Ministry (3)

Theology of Health Care Ministry and the theological meaning of human suffering.

442 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.

443 Psychological and Spiritual Perspectives of Human Suffering (3)

A study of the psychological development and growth of individuals, their reactions to the conditions of life and to their relationship with God.

450 History of Christian Thought (3)

An examination of the significant moments in the development of Christian intellectual life with an emphasis on paradigm shifts in theological and philosophical discourse. Four periods will be the subject of inquiry: Patristic, Medieval, Reformation/Renaissance, modern. For each period students will be introduced to the predominant mode of theological reflection, its perceived foundations, its doctrinal focus and the diversity and debates which were engendered.

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)

Topics of interest to faculty/students.

497 Topics in Roman Catholic Studies (3)

Topics of interest to faculty/students.

498 Topics in Religious Studies (3)

Topics of interest to faculty/students.

499 Independent Study (3)

Opportunity for research in areas of special interest. Prerequisite: Department Chair and Dean approval.

Courses taught by the Archdiocese of Miami and approved by the Department of Theology and Philosophy at Barry University:

- 140 Religious Education Methodology I
- 141 Religious Education Methodology II
- 142 Introduction to the Sacraments
- 143 Principles of Christian Morality I
- 144 Principles of Christian Morality II
- 151 Introduction to the Old Testament
- 152 Introduction to the New Testament
- 157 Celebrating Liturgy I
- 158 Celebrating Liturgy II
- 161 The Church After Vatican II
- 163 Peace and Justice I
- 164 Peace and Justice II
- 173 Principles of Youth Ministry

MASTER OF ARTS IN THEOLOGY

The graduate program in 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 program 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 western Catholic tradition, including a close acquaintance with its origins, development, and kinship to Protestant, eastern Christian, and Jewish traditions. Theological reflection demands openness to experience as well as awareness of the world and of contemporary human needs.

The graduate program in 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 Miami area provide.

The program attempts to accomplish this mission in light of the following goals:

1. Providing students with a firm academic foundation in Christian theology.
2. Assisting students to engage in theological research.
3. Integrating insights gained through theological reflection with actual experience.
4. Relating the vision of Roman Catholic theology to other Christian traditions as well as to Judaism and to 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.

A minimum score of 40 on the Miller Analogies Test or 1000 on the G.R.E.

Applicants for the Program in Health Care Ministry will also be required to complete an evaluation of psychological aptitude for the ministry. This may be done privately or through the university.

Personal interview.

Provisional acceptance may be granted on an individual basis. See School of Arts and Sciences, requirements, graduate section.

Non-degree-seeking acceptance: see School of Arts and Sciences, requirements, graduate section.

REQUIREMENTS FOR GRADUATION

For completion of the degree, students must 1) complete a minimum of 30 course credit hours, or complete 27 course credit hours and 3 thesis research credit hours culminating in a satisfactory thesis according to an acceptable style sheet; and 2) pass written and oral comprehensive examinations.

Comprehensive Examinations

The department will provide students with a list of topics and questions in Old Testament, New Testament, systematic theology, sacramental/historical theology, and moral theology together with a reading list. The student will be expected to prepare all topic areas and questions. On the day of the examination, two questions from each area will be presented. The student will choose one question from each area.

The oral examination will be based on the responses to the written examination as well as on other topics and questions in the five areas and the thesis, if applicable. It will last one hour and will include at least three examiners.

Transfer of Credit

A maximum of six graduate semester hours in Religious Studies or Theology may be transferred from another regionally accredited college or university. Such course work must be relevant to the discipline, reflecting a 3.0 or better, and must be earned within the seven-year time limitation of the degree.

Time Limitations

Students pursuing the Master of Arts in Theology are permitted seven years from the date of initial matriculation to complete requirements. Degrees may be completed on a full- or part-time basis. Courses are available in the evening.

CERTIFICATE IN THEOLOGICAL STUDIES

Persons who do not intend to obtain a Master's degree in Theology but want to acquire some of its professional training, may take courses and, upon completion of six core courses or two core courses and four specialization courses such as Scripture or Ethics, may be granted a Certificate in Theological Studies for the credits earned.

HEALTH CARE MINISTRY SPECIALIZATION

The program in Health Care Ministry is a new specialization under the Master of Arts in Theology. The graduate program in Health Care Ministry will meet the needs of those individuals who are 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 the Judeo-Christian tradition can find special fulfillment in responding to the spiritual and pastoral needs of those in the health care professions and those who are in need of health care.

The specialization in Health Care Ministry is conducted in accordance with the standards of the National Association of Catholic Chaplains. The program is accredited for basic training in clinical pastoral education. The completion of this specialization leads to eligibility for certification as chaplain by the NACC.

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 specialization in Health Care Ministry consists of three parts:

- A. Theological understanding:
Theology of Health Care Ministry and the Meaning of Human Suffering
Health Care Ethics
- B. Psychological understanding:
Psychological and Spiritual Perspectives in Human Suffering
Assessment of Spirituality and Pastoral Response in Incurable Illness
- C. Field experience:
Supervised Ministry I, II, III, IV.

The total program consists of 42 credits. Eighteen of them belong to the core curriculum. The other 24 credits belong to the specialization in Health Care Ministry. Twelve credits are taken in the field of Theology/Psychology: Theology of Health Care Ministry, Psychological and Spiritual Perspectives in Human Suffering, Health Care Ethics, and Assessment of Spirituality and Pastoral Response in Incurable Illness. The remaining 12 credits are in Supervised Ministry.

A student can enter the program at the beginning of any semester. It is necessary, however, to take an academic course within the specialization together with a course in supervised ministry. The combination of one academic course with one supervised ministry course is necessary to fulfill the requirements of one CPE unit.

Core Curriculum

The core curriculum consists of six courses: One course in Old Testament studies, one course in New Testament studies, ecclesiology, sacramental theology, christology, and principles of moral theology. At the discretion of the program director, individual arrangements can be made to substitute other courses in Theology for one or two of these courses when a student belongs to a different religious denomination, or when specific courses are not available.

Field Experience

The field experience is part of the chaplaincy training and provides the opportunity for direct contact with patients and staff in a hospital setting. First-hand working experience 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.

The field experience is conducted at the university, except for patient visitation which is done at local health care facilities. At such facilities, a preceptor will supervise the student in his/her patient visitation. The preceptor will work closely with the director of the program.

REQUIREMENTS FOR GRADUATION

For completion of the Master of Arts in Theology – Health Care Ministry, the student must (1) have successfully completed 42 credit hours, (18 credits of the core curriculum, and 24 credits of the specialization); (2) present a satisfactory research paper according to an acceptable style sheet; and (3) pass an oral comprehensive. The M.A. in Theology may be granted when a student has successfully completed all the academic theological requirements without having completed all supervised ministry requirements.

COMPREHENSIVE EXAMINATIONS

Students at the end of their studies and field experience will write a paper on the philosophical and theological bases 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 of 30

minutes 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 the meaning and theology of Health Care Ministry.

CERTIFICATE IN HEALTH CARE MINISTRY

Persons who do not intend to obtain a Masters degree in Theology-Health Care Ministry but want to acquire its professional training may enroll in the specialization courses of the program. Upon successful completion of the specialization requirements, they will be given a Barry University certificate in Health Care Ministry. The completion of the specialization will make the student eligible for certification as chaplain. Persons who are already in chaplaincy or in parish ministry and want to hone their ministerial abilities can register for any of the specialization courses in consultation with the program director.

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

- 501 Supervised Ministry I
- 502 Supervised Ministry II
- 503 Supervised Ministry III
- 504 Supervised Ministry IV
- 534 Synoptic Gospels & Acts
- 535 Prophetic Literature
- 536 The Christian God and the Human Response
- 537 Theology of Liturgy
- 538 Catholic Social Thought
- 539 Moral Issues in Interpersonal Relationships
- 541 Health Care Ministry
- 542 Health Care Ethics
- 543 Psychological & Spiritual Perspectives in Human Suffering
- 550 History of Christian Thought
- 600 Torah
- 605 Johannine Literature
- 611 Pauline Theology
- 612 Wisdom Literature
- 634 Selected Topics: Biblical Studies
- 635 Ecclesiology: The Mystery of the Church
- 636 Christology

- 641 Liturgical Time and Prayer
- 642 Sacramental Theology
- 643 Rites of Christian Initiation
- 650 History of Christianity I
- 655 Principles of Christian Morality
- 684 Selected Topics in Roman Catholic and Christian Studies
- 697 Special Topics in Related Studies
- 698 Practicum in AIDS Ministry
- 699 Thesis Research
- 700 Directed Research
- 701 Independent Study
- 729 Continuous Registration

Course Descriptions — Theology Prefix: THE (Includes Health Care Ministry)

501, 502, 503, 504 Supervised Ministry I, II, III, IV. (3) (3) (3) (3)

A practicum in a specific ministry.

534 Synoptic Gospels and Acts (3)

A study of the influences to the crystalization of the primitive Christian catechesis; development of the gospel literature in the different Christian communities; overview of the characteristic theologies of Matthew, Mark and Luke.

535 Prophetic Literature (3)

A study of the origin and development of the prophetic movement in Israel 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 eighth to the sixth centuries.

536 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.

537 Theology of Liturgy (3)

Analysis of anthropological and theological roots of liturgy. These include symbol, myth, rite, and the sacred. Examination of origins, evolution, and current practice of major Christian rites.

538 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.

539 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.

541 Health Care Ministry (3)

Theology of Health Care Ministry and the theological meaning of human suffering.

542 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.

543 Psychological and Spiritual Perspectives of Human Suffering (3)

A study of the psychological development and growth of individuals, their reactions to the conditions of life and to their relationship with God.

550 History of Christian Thought (3)

An examination of the significant moments in the development of Christian intellectual life with an emphasis on paradigm shifts in theological and philosophical discourse. Four periods will be subject of inquiry: Patristic, Medieval, Reformation/Renaissance, modern. For each period students will be introduced to the predominant mode of theological reflection, its perceived foundations, its doctrinal focus and the diversity and debates which were engendered.

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.

605 Johannine 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.

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 Christian 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 perspectives with special attention given to contemporary relevance.

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 for the Church today.

636 Christology (3)

The mystery of Christ as seen in the Scriptures; incarnation as development in the documents and tradition of the Church and in the light of contemporary research.

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)

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)

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)

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.

684 Special Topics in Roman Catholic 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.

697 Special Topics in Related Studies (3)

Topics, issues, and questions will be occasionally chosen to suit the needs of individual students or for the enhancement of the program.

698 Practicum in AIDS Ministry (3)

An exploration of the current AIDS (Acquired Immune-Deficiency Syndrome) epidemic now sweeping the world, with the goal of developing more effective pastoral ministry approaches to maximize spiritual consciousness and growth of those affected. Readings, films, lectures, and peer-group critique and discussion will complement a variety of weekly clinical experiences in ministry with persons with AIDS/HIV and those near to them.

699 Thesis Research (3)

This is a research in residence or continuous registration for all departments/schools offering graduate programs.

700 Directed Research (3)

A faculty member will direct a student in individual research with the approval of the Chair.

701 Independent Studies (3)

A faculty member will direct a student in individual research with the approval of the Chair.

729 Continuous Registration

This is a continuous registration for departments/schools offering graduate programs.

**MASTER OF ARTS IN
PASTORAL MINISTRY FOR HISPANICS**

(For further information, please contact (305) 223-7711)

Required Courses (27 credits)

- RSP 421/521 Pastoral Planning and Evaluation (3)
- RSP 433/533 Theology of Ministries (3)
- RSP 460/560 Foundations of Theology (3)
- RSP 461/561 The Bible: Its Liberating Message (3)
- RSP 462/562 Jesus Liberator & His Community of Faith (3)
- RSP 463/563 The Sacraments & Liturgical Creativity (3)
- RSP 465/565 Anthropology & Spirituality of Hispanics (3)
- RSP 466/566 Pastoral Principles for Hispanic Ministry (3)
- RSP 467/567 Ethical Principles & Social Doctrine (3)

Elective Courses (15 credits)

- RSP 409/509 Pastoral Seminar I (3)
- RSP 410/510 Pastoral Seminar II (3)
- RSP 411/512 Pastoral Seminar III (3)
- 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 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 464/564 History of the Church in USA (3)
- RSP 487/587 Seminar (1-6)
- RSP 492/592 Workshop (1-2)
- RSP 570 Directed Research (6)

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 Pastoral Seminar I (3)
Seminario Pastoral I

Overview of the Christian journey with reference to anthropological foundations, vocation, covenant, ecclesiology, and present models for pastoral ministry.

410/510 Pastoral Seminar II (3)
Seminario Pastoral 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.

411/511 Pastoral Seminar III (3)
Seminario Pastoral III

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.

421/521 Pastoral Planning and Evaluation (3)
Planificacion y Evaluacion 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 decisionmaking.

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 conditioning by family, history, and culture as it affects pastoral action.

424/524 Techniques of Communication (2)
Tecnicas de Comunicacion

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)
Dinamicas de Fe

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

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

Scriptural bases of the evangelizing mission of the church and its historical development. Relationship of Gospel and Culture and the faith expressions found in hispanic spirituality. Special emphasis of guideleines for evangelizing of U.S. hispanics.

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

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

433/533 Theology of Ministries (3)
Theologia 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 on 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 Theologia

Study of the concepts of revelation, faith, grace, dogma, tradition, and the magisterium.

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.

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.

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.

464/564 History of the Church in USA (3)

Historia de la Iglesia en Estados Unidos

Roman Catholicism in the 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.

465/565 Anthropology and Spirituality of the Hispanic People (3)

Anthropologia 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.

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.

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.

487/587 Seminar (1-6)

Seminario

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

492/592 Workshop (1-2)

570 Directed Research (6)

PHILOSOPHY (B.A.)

Philosophy searches for wisdom and knowledge and is especially concerned with ultimate questions of existence and meaning. Philosophy explores the most basic yet wide ranging issues of human life and experience such as: truth, beauty, goodness, reality, freedom, mind, thought, knowledge, justice, language and faith. Its study involves the rational examination of various positions on such issues. The analysis of the works of important philosophers and philosophical methods provides a basis for integration with other academic subjects. The goal is a consistent, coherent, and all-inclusive view of the world of human beings.

The philosophy faculty, representing a variety of philosophical interests, endeavors to develop students' analytical and reflective skills as well as their capacity for independent thinking.

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

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

Requirements for the Major:

The major consists of a minimum of 39 credits. Required courses: 212, 292, 304, 314, 316, 317, 318, 319, either 460 or 487, and 12 elective credits. All courses must be completed with a grade of C or above.

A written departmental exam upon the courses taken by the student completes the requirements.

Requirements for the Minor:

A minor consists of a minimum of 21 credits. Required courses: 120 or 212, a 300-level course in the history of philosophy, a 300-level problems course and 12 elective credits. All courses must be completed with a grade of C or above.

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

Course Descriptions — Philosophy Prefix: PHI

120 Critical Thinking (3)

Enhancement and development of reasoning skills and argument analysis. Topics include the concepts of truth, verification, and knowledge; the subjective/objective distinction; deductive and 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.

154 History of Philosophy I (3)

Opportunity to recognize, to formulate, and to clarify representative philosophical problems of human experience and knowledge from the pre-Socratics through the end of the Middle Ages; recommended preparation for all 200-level courses and above.

155 History of Philosophy II (3)

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

191 Judeo-Christian Doctrine (3)

A fundamental examination of the Judeo-Christian tradition, beginning with a consideration of the relationship between theology and philosophy. Foundational religious affirmations will be examined from the perspective of both disciplines.

192 Judeo-Christian Values (3)

An investigation into the nature and meaning of value and value judgements according to the Judeo-Christian tradition from philosophical and theological perspectives. The examination of the fundamental framework of ethical reasoning will demonstrate the difference between and similarities of the two perspectives and provide models of practical decision making.

212 Introduction to Formal Logic (3)

The study of the principles of valid argument: deductive inference, syllogism and symbolic logic, including propositional and predicate logic.

260 Philosophy of the Human Person (3)

Philosophical overview of human psychology: individual and social natures of human beings; their materiality and spirituality; human cognition, volition and freedom; differing order of human needs; powers and habits; unity within a complexity of activities; human destiny.

292 Ethics (3)

A study of fundamental elements in ethical theory: analysis of the concept of moral goodness, the origins and nature of moral law and obligation, comparison of various moral systems for moral decision making. Discussion will include application through consideration of concrete examples.

300 Special Topics (3)

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

302 Spanish and Hispanic-American Philosophers (3)

Major ideas of the most important Spanish and Hispanic-American philosophers in their historical and cultural context; development of their ideas and their influence in Western culture; primary emphasis placed on Unamuno, Ortega y Gasset, Zubiri, Varona, Ingenieros, Vasconcelos, Romero, Francovich, etc.

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 to reason, religious language and symbol, proof 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 – Aesthetics (3)

Philosophical study of the nature of art; relation between the various arts, concepts of beauty, the creative process, principles of art criticism, religious art and symbolism.

314 Metaphysics (3)

A discussion of the nature of reality. Topics may include the nature of being, principles of individuation, materiality and immateriality, predication and causation.

316 Ancient Philosophy (3)

An historical survey of the development of western philosophy, including the pre-Socratics, Socrates, Plato, Aristotle, the Stoics, Cynics, Skeptics, Plotinus.

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 Philosophy (3)

An historical survey of western philosophy, from the 17th century to the mid-19th century, including Rationalism, Empiricism, Positivism, Kant and Idealism; emphasis on the continuity and development of metaphysical and epistemological ideas during the period.

319 Contemporary Philosophy (3)

An historical survey of the major branches of late 19th and 20th century thought: Marxism, American pragmatism, process philosophy, analytic philosophy, phenomenology, existentialism, hermeneutics and other recent developments, e.g. feminist philosophy. Prerequisite: Either PHI 155, 304, 314, or 318 or permission of the Department Chair.

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: 353a.

353c Limitation of Reproduction (1)

Ethical issues relating to birth control, sterilization, and abortion with reference to social, psychological, biological, and legal aspects. Prerequisite: 353a.

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: 353a.

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: 353a.

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: 353a.

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; cost containment (DRG's RBRVS, utilization review, managed care, managed competition, practice parameters etc.) vs. physician-patient treatment modalities and freedom of choice; entitlement programs, age-based rationing, federal/state partnership for health system reform, *The Florida Health Plan, The Health Security Act of 1993* (the Clinton Health Plan). Prerequisite: 353a

353i Population Ethics (1)

Population trends and public policy; relationships existing between development, environment, and population; ethical aspects of population control. Prerequisite: 353a.

353j Clinical Setting and Interaction (1)

An analysis of the various life-worlds which inform the health care professional and influences role interaction, care process and patient outcome; paternalism vs. autonomy, patient's rights, refusal of treatment based on religious grounds, truth telling, informed consent, determinations of incapacity, health surrogate responsibilities, patient abandonment, physician self-referrals, HIV issues, *The Patient Self-Determination Act*. Prerequisite: 353a.

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: 353a.

353n Geriatric Ethics (1)

Analysis of policy and clinical issues evolving from 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: 353a.

353o Communicative Diseases/AIDS (1)

Analysis of ethical and social issues surrounding the treatment and prevention of communicative diseases with particular emphasis upon Acquired Immune Deficiency Syndrome. Patient rights; employer housing, and insurance discrimination; Florida Civil Rights Act; Rehabilitation Act of 1973, Section 504; mandatory blood testing; reporting laws; confidentiality; duty to notify innocent third parties; restricting of occupational activity; drug efficacy issues; determination of price control of drugs; allocation of resources. Prerequisite: 353a.

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 120 or PHI 212 or permission of the Department Chair.

370 Contemporary Moral Problems (3)

An introduction to fundamentals of ethical reasoning, various methodologies, and application to current topics in ethical discourse. Topics may include capital punishment, euthanasia, abortion, war and peace, pornography, poverty and hunger, environmental rights, animal rights, academic freedom, sexual discrimination, or other areas of interest. Recommended preparation: PHI 292.

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.

D. INEZ ANDREAS SCHOOL OF BUSINESS

Lewis W. Lash, D.B.A., Dean
Charles A. Gallagher, D.B.A., Associate Dean
for Undergraduate Programs
Ron Lennon, Ph.D., Associate Dean
for Graduate Programs

Faculty: Blanco, Broihahn, Clotey, Cruz, Daghestani, Duchatelet, Fiedler, Gober, Gochenouer, Hervitz, Kim, Morrell, Nickerson, Paul, Pleshko, Priddle, Salvaneschi, Scarborough, Sharland, Tyler, Vijayasarathy.

MISSION

The Andreas School of Business is charged with implementing the mission of Barry University within the domain of business. To that end, the first and foremost part of our mission is to work for the success of our diverse student body by providing modern, effective educational programs with a global perspective designed to develop professional careers and leadership, utilizing an outstanding experienced, scholarly and accessible faculty within a caring and ethical environment.

The second part of our mission is to serve the South Florida business community, which extends to the Caribbean and Latin America in particular and to the world in general, by providing graduates with the requisite knowledge, skills, values and attitudes to become effective business leaders in multicultural environments, by being responsive to community needs for special business educational services, making scholarly contributions, and by promoting free enterprise as an important means for improving the quality of life.

UNDERGRADUATE PROGRAMS (LEADING TO THE BACHELOR OF SCIENCE DEGREE)

CLASS ATTENDANCE POLICY

Students demonstrate their responsibility in the regularity and punctuality of their attendance at class sessions and other School functions. 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 in a course meeting three times a week, or, five times in a course meeting twice a week, the student should be issued a grade of "F" in the course.

Absences above three for exceptional reasons may be excused by the instructor only upon presentation of a letter from a physician or other acceptable documentation. As part of this policy, three tardies constitute one absence in a course meeting three times a week, and two tardies constitute one absence in a course meeting twice a week.

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 an area of specialization.

Degree Requirements:

Corequisites (12 semester hours)

* CAT	110	Word Processing	(1)
* CAT	120	Spreadsheets	(1)
* CAT	130	Database Applications	(1)
** MAT	108	Precalculus Mathematics for Business	(3)
** MAT	152	Elementary Probability and Statistics	(3)
MIS	215	Administrative Applications of Computers	(3)

* Students may obtain a waiver or test out of any or all of these courses if they can demonstrate sufficient knowledge of the applicable software.

** These courses are used to partially fulfill the Natural Science and Mathematics distribution requirement.

Business Core (42 semester hours)

ACC	201	Principles of Accounting I	(3)
ACC	202	Principles of Accounting II	(3)
BUS	211	Application of Statistics in Business	(3)
ECO	201	Introductory Macroeconomics	(3)
ECO	202	Introductory Microeconomics	(3)
MGT	305	Organizational Behavior and Management	(3)
MKT	306	Marketing Concepts and Applications	(3)
BUS	339	Business Law I	(3)
BUS	371	Social and Ethical Issues in Business	(3)
FIN	319	Financial Management I	(3)
BUS	366	International Business	(3)
BUS	498	Strategic Management	(3)
		Two three-hour Business electives	(6)

AREAS OF SPECIALIZATION

1. Accounting:

ACC 335	Intermediate Accounting I	(3)
ACC 336	Intermediate Accounting II	(3)
ACC 337	Intermediate Accounting III	(3)
ACC 360	Cost Accounting	(3)
ACC 362	Federal Income Tax	(3)
ACC/		
MIS 400	Accounting/Management Information Systems	(3)
ACC 435	Advanced Accounting	(3)
ACC 437	Auditing	(3)
Total Hours:		24

2. Economics/Finance:

a. Six required courses:

ECO 301	Intermediate Macroeconomics	(3)
ECO 302	Intermediate Microeconomics	(3)
ECO 426	International Economics	(3)
ECO 441	Econometrics	(3)
FIN 427	International Finance	(3)
FIN 452	Global Investments	(3)

b. Two elective courses selected from among the following:

ECO 300	Special Topics in Economics	
ECO 351	Comparative Economics	
ECO 406	Political Economy of Development	
FIN 300	Special Topics in Finance	
FIN 316	Money and Banking	
FIN 419	Financial Management II	
Total Hours:		24

3. International Business:

ECO 426	International Economics	(3)
FIN 427	International Finance	(3)
MKT 466	International Marketing	(3)
MGT 336	Cross-Cultural Management	(3)
BUS 443	Internship I	(3)
BUS 443	Internship II	(3)
	One three-hour Business elective	(3)
Total Hours:		21

Note: All students completing an area of specialization in International Business must also successfully complete 12 credit hours of foreign language to satisfy the requirements for the degree.

4. Management:

MGT 325	Operations Management	(3)
MGT 352	Human Resources Management	(3)
MGT 409	Organizational Communication	(3)
MGT 427	Managerial Decision Making	(3)
MGT 428	Entrepreneurship	(3)
MIS 400	Management Information Systems	(3)

Total Hours: 18

5. Marketing:

MKT 381	Marketing Research	(3)
MKT 385	Consumer Behavior	(3)
MKT 386	Promotion	(3)
MKT 402	Marketing Management Problems	(3)
MKT 403	Channels of Distribution	(3)
MKT 466	International Marketing	(3)

Total Hours: 18

6. Management Information Systems:

MIS 201	Introduction to Computer Programming	(3)
MIS 202	Intermediate Computer Programming	(3)
MIS 311	Data Processing and COBOL	(3)
MIS 312	Object Oriented Programming	(3)
MIS 333	Database Management and Design	(3)
MIS 400	Management Information Systems	(3)
MIS 409	Structured Systems Analysis and Design	(3)
MIS 414	Systems Technology	(3)

Total Hours: 24

Minor in Business (21 credits; approval of Associate Dean)

Corequisites: MAT 152; CAT 110, CAT 120, CAT 130*

BUS 181	Concepts of Business Behavior	(3)
ACC 201	Principles of Accounting I	(3)
ECO 201	Introductory Macroeconomics	(3)
MGT 305	Organizational Behavior and Management	(3)
MKT 306	Marketing Concepts and Applications	(3)
	Choice of two Business electives approved by the Associate Dean	(6)

Note: All students completing a minor within the School of Business must complete each course with a grade of C or better.

* Students may obtain a waiver or test out of any or all of these CAT courses if they can demonstrate sufficient knowledge of the applicable software.

Minor in Economics (21 credits; approval of Associate Dean)

ECO 201	Introductory Macroeconomics	(3)
ECO 202	Introductory Microeconomics	(3)

Plus any five courses selected from those listed below and approved by the Associate Dean:

BUS 366	International Business	(3)
ECO 300	Special Topics in Economics	(3)
ECO 301	Intermediate Macroeconomics	(3)
ECO 302	Intermediate Microeconomics	(3)
ECO 351	Comparative Economic Systems	(3)
ECO 406	Political Economy of Development	(3)
ECO 426	International Economics	(3)
ECO 441	Econometrics	(3)
FIN 316	Money and Banking	(3)
FIN 319	Financial Management I	(3)
FIN 427	International Finance	(3)
FIN 454	Global Investments	(3)

Minor in Computer Science (12 credits)*

CS 312	Computer Software Organizations	(3)
CS 331	Data Structures and Algorithms	(3)
CS 413	Operating Systems	(3)
CS 471	Computer Networks	(3)

* This minor is only available to students completing a concentration in Management Information Systems in the School of Business.

Internship (3) — 443

Business majors may elect an Internship as an elective credit. A contractual agreement between the student and the School of Business is essential before beginning the internship. A letter of evaluation from the employer/cooperative agency and a portfolio of performance must be submitted to the Associate Dean and applicable faculty member. Prerequisites: 3.0 GPA, Junior/Senior status, recommendation of the appropriate faculty member, and approval of the Associate Dean. CR/NC option only. Prefix of the course will be that of the individual major.

All employment-related internships will be coordinated through the Student Development Center.

Course Descriptions — Accounting Prefix: ACC**201 Principles of Accounting I (3)**

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 for sole proprietorships. (Fall, Spring, Summer)

202 Principles of Accounting II (3)

Partnership and 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)

The accounting process, the framework of accounting theory, and content and analysis of financial statements with emphasis on current assets and current liabilities. Prerequisite: ACC 202. (Fall)

336 Intermediate Accounting II (3)

Income determination and valuation problems in long-term assets and long-term liabilities; stockholders' equity; special accounting topics of pensions and investments. Prerequisite: ACC 335. (Spring)

337 Intermediate Accounting III (3)

Special topics of accounting changes, error correction, earnings per share, income tax accounting and leases; cash flow statement; equity accounting for partnerships; interim and segment reporting. Prerequisite: ACC 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. Prerequisite: ACC 202. (Spring)

362 Federal Income Tax (3)

A review of the Internal Revenue Code and the regulations from an accounting/law perspective. Topics include determinations of income, deductions, exemptions and credits. This course emphasizes individual taxation and sole proprietorships. Prerequisite: ACC 202. (Fall)

400 Accounting Information Systems (3)

Analysis, design, and implementation of manual and computer-based accounting systems; organization, operations and controls; preparation of flowcharts, documentation analyses, and systems modifications; internal control in computer-based accounting systems. Prerequisite: ACC 335. (Fall, Spring)

435 Advanced Accounting (3)

Accounting for mergers and acquisitions, consolidations, consolidated financial statements and foreign operations. Prerequisites: 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 **non-business majors**. Principles and mechanics of business behavior, covering issues in the business-society relationship, including past history, world events, economics issues, and future expectations. (Fall, Spring)

211 Applications of Statistics in Business (3)

Use of statistics to solve business problems. Topics include decision theory, forecasting, simulation analysis of variance, multiple regression, design of experiments and statistical process control. Prerequisites: MAT 108, MAT 152, CAT 110/120/130. (Fall, Spring, Summer)

300 Special Topics in Business

This course, offered on a periodic basis, will include subjects which may satisfy the elective credits in the Business Core and/or be of special interest due to the timeliness of the subject matter.

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, Spring, Summer)

340 Business Law II (3)

An extension of Business Law I (339) with emphasis on personal property, real property, leases, bailments, bankruptcy, insurance, single proprietorships, partnerships, corporations, and selected portions of the Uniform Commercial Code. This course should be selected as an elective by those students who are planning to take the C.P.A. exam. (Spring)

366 International Business (3)

Overview of the unique problems faced by firms engaging in international activities; the importance of understanding the foreign economic, social, political, cultural, and legal environment; the mechanics of importing and exporting; joint ventures, franchising, and subsidiaries; international dimensions of management, marketing and accounting; international financial management; the special problems of multi-national corporations; recent problems of the international economic system; country-risk analysis; the increasing use of countertrade. Prerequisites: ECO 201, ECO 202. (Fall, Spring, Summer)

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. (Fall, Spring)

359, 459 Independent Study (3)

Opportunity for research in areas of special interest. Prerequisite: recommendation by faculty member and approval of the Associate Dean. Junior/senior status only.

498 Strategic Management (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. (Fall, Spring)

Course Descriptions — Economics Prefix: ECO

201 Introductory Macroeconomics (3)

Introduction to the foundations of economic analysis with concentration on macroeconomic structure and models as they relate to the global economy with an emphasis on the U.S. Course focuses on fundamentals of demand and supply analysis; salient facts about the economy's performance; measures of economic activity such as GDP, employment and inflation; determinants of trends in economic growth and business cycle fluctuations; fiscal, monetary and international trade policies and their effect on domestic and foreign business cycles and growth. (Fall, Spring, Summer)

202 Introductory Microeconomics (3)

Economic analysis of consumer and producer behavior and decision making with a concentration on how economic agents voluntarily interact in markets for various goods and services. Topics include advanced demand/supply analysis emphasizing allocational efficiency, opportunity cost and elasticity; the theory of consumer utility maximization; short- and long-term cost and production decisions in the theory of the firm; price, output and profit maximization under differing market structures including competitive, monopolistic and hybrid alternatives; the pricing of input resources including labor and capital along with income distribution implications; market failure and the consequences of government regulation; and an introduction to international finance and the balance of payments. Prerequisite: ECO 201. (Fall, Spring, Summer)

300 Special Topics in Economics (3)

This course, offered on a periodic basis, will focus on a different selected topic of particular relevance to the national and global economy. These might include, for example, "The Economics of Discrimination," "Industrial Organization and Antitrust Regulation", "The Economics of Environmental Issues", "The Economics of European Integration", or "Economics Policies and Problems in Latin America". Prerequisites: ECO 201, ECO 202. (Spring, Summer)

301 Intermediate Macroeconomics (3)

This course deals with the formulation of macroeconomic theories and their application of the analysis of the current problems affecting the U.S. and the world economy. Key topics include Keynesian and monetarist models, supply side economics, rational expectations, open-economy monetary models, the budget deficit, inflation, and unemployment. Prerequisites: ECO 201, ECO 202. (Fall)

302 Intermediate Microeconomics (3)

This course deals with the formulation of microeconomic theories and their application to the analysis of day-to-day economic problems of the firm. Key topics include models of monopolies, oligopolies, and pure competition, utility functions and isoquants, empirical estimation of production, cost and demand functions, elasticities, pricing decisions, and valuation of fringe benefits. Prerequisites: ECO 201, ECO 202. (Spring)

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; the transformation 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. Prerequisites: ECO 201, ECO 202. (Fall)

406 Political Economy of Development (3)

Analysis of the process of political and economic development. Topics include modernization, industrialization, the new international economic order, the role of the state and military and ethical issues of development. Prerequisites: ECO 201, ECO 202 and departmental approval. Same as POS 406. (Spring)

426 International Economics (3)

This course deals with the theory of international trade, commercial policy, balance of payments, and international monetary issues. Key topics include the theory of comparative advantage, exchange rate determination, different forms of protectionism, open-economy fiscal and monetary policies, and the analysis of common markets and free-trade areas. Prerequisites: ECO 201, ECO 202, BUS 366. (Spring)

441 Econometrics (3)

This course deals with the application of statistical methods to the quantitative estimation of economic models. Key topics include simple regression, multiple regression, parameter estimation with deficient data and in the presence of statistical anomalies—such as heteroskedasticity and autoregressive disturbances, generalized linear regression, and simultaneous equation systems. Substantial emphasis is given to business applications of econometric methods utilizing state-of-the-art econometric software programs. Prerequisites: MAT 108, MAT 152, BUS 211, MIS 215, ECO 201, ECO 202, ECO 301, ECO 302. (Fall)

Course Descriptions — Finance Prefix: FIN**300 Special Topics in Finance (3)**

This course, offered on a periodic basis, will focus on a different selected topic of specialization in the area of finance. These might include, for example, "Real Estate Finance", "Mergers and Acquisitions", "Bankruptcy and Receivership". Prerequisites: ECO 201, ECO 202.

316 Money and Banking (3)

An examination of the nature and functions of money, financial institutions within the larger economic system, and central banks. Course emphasizes the role of financial instruments, financial markets and financial institutions as well as the functioning of the Federal Reserve System by examining monetary policy and its roots in macroeconomic and monetary theory. Special focus is on structure and evolution of the banking industry, depository institutions, and regulation of financial intermediaries within the context of the global financial system and international monetary system. Prerequisites: ECO 201, ECO 202. (Spring)

319 Financial Management I (3)

Financial techniques and analysis for business decision making, which build upon the prerequisites of economics, accounting and statistical methods. The major tools include cash flow, financial statement structure and analysis, the time value of money, and risk. Specific topics studied with these tools include working capital management, asset investment and capital budgeting, corporate financial structure and the choice of debt vs. equity financing, financial market valuations, and the financial implications of business strategic decisions. Prerequisites: ACC 201, BUS 211, junior/senior status. (Fall, Spring, Summer)

419 Financial Management II (3)

This course is a continuation of FIN 319 covering more advanced issues such as options, futures, pensions, leasing mergers, acquisitions, and bankruptcies. Prerequisite: FIN 319. (Spring)

427 International Finance (3)

This course presents an overview of the international financial environment and a detailed analysis of tools and techniques for international financial management. Key topics include the functioning of foreign exchange markets and international capital and money markets, international portfolio diversification, multinational capital budgeting, import-export financing, direct foreign investment, and international banking. Prerequisites: ECO 201, ECO 202, FIN 319, BUS 366. (Spring)

452 Global Investments (3)

This course is an introduction to the theories, techniques, and strategies of investment management, with emphasis on the global context of investment decisions. Topics include domestic and foreign securities markets, analysis and valuation of stocks and bonds, fundamental security analysis, efficient markets and technical analysis, hybrid and derivative securities, options and futures, portfolio and capital market theory and applications including diversification strategies with foreign securities. Prerequisites: ECO 201, ECO 202, ACC 201, ACC 202, FIN 319. (Spring)

Course Descriptions — Management Prefix: MGT**305 Organizational Behavior and Management (3)**

Organizational behavior as it relates to the management functions of planning, organizing, leading, and controlling is the focus of this course. Examination is made of the individual's role within the organization, of interpersonal influence and group behavior, and of organizational processes. The course will provide the tools necessary for the development of a personal management philosophy. Prerequisites: ACC 201, ACC 202, ECO 201, ECO 202. (Fall, Spring, Summer)

325 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: BUS 211, MGT 305. (Spring)

336 Cross-Cultural Management (3)

This course explores the challenges of managing a culturally diverse work force and the complexities of managing in countries with different religions, traditions, and value systems. The course focuses on the ability of managers to lead, motivate, communicate, and negotiate with individuals with different attitudes towards achievement and work, time and change, wealth and success, gender and the family, religion and language. The course places a special emphasis on the cultural characteristics and diversity of people in Latin American and the Caribbean, Europe and the U.S. Prerequisites: MGT 305, BUS 366. (Spring)

352 Human Resources 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)

409 Organizational Communication (3)

This course is designed to help students refine their ability to communicate—a skill rated as the prime requisite of a promotable executive. Effective communication skills will be developed by sensitizing students to the human considerations of their message. Business research methodologies, report writing, and career preparation are major topics of this course. Prerequisite: MGT 305, Senior status. (Fall)

427 Managerial Decision Making (3)

Application of the basic concepts of computer simulation, decision theory and decision support systems to practical managerial problems. Use of computer packages and games. Prerequisites: BUS 211, MGT 305, MIS 215. (Fall)

428 Entrepreneurship

Study of the creation of new businesses including business organizations, identifying opportunities, preparing a business plan, sources of finance and launching a new business. Prerequisite: MGT 305, MKT 306, FIN 319. (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, Summer)

381 Marketing Research (3)

Quantitative and analytical tools and techniques that are used for studying marketing data and formulating marketing strategies and tactics. Prerequisites: MAT 152, BUS 211, MKT 306. (Fall)

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)

386 Promotion (3)

Examines the process of planning, executing, and evaluating promotional programs utilizing personal selling, advertising, and sales promotion techniques to achieve company objectives. Prerequisite: MKT 306. (Spring)

402 Marketing Management Problems (3)

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

403 Channels of Distribution (3)

Identifies wholesaling middlemen, retailing middlemen, and physical distribution institutions useful for the effective distribution of products and the services they perform. Prerequisite: MKT 306. (Fall)

466 International Marketing (3)

Considers the adjustments in marketing strategy needed to remain competitive in a global environment. The impact of changing economic, political, legal, social, and cultural environments on management decision making is examined. Prerequisite: MKT 306. (Spring)

Course Descriptions — Management Information Systems Prefix: MIS

201 Introduction to Computer Programming (3)

This is a course in the fundamentals of digital computer programming. Concepts covered include the evolution of hardware and software, algorithms, data types, control structures, modularization, arrays, records, text file handling, problem analysis and top-down design, using a procedural high order language (HOL). Prerequisites: CAT 110/120/130. (Fall)

202 Intermediate Computer Programming (3)

This course is a continuation of MIS 201. The new concepts introduced include data abstraction, access types, recursion, search and sort techniques, algorithm complexity, introduction to data structures, object oriented programming, packages and generic packages. Ada will be used as the primary instructional language. Prerequisite: MIS 201. (Spring)

215 Administrative Applications of Computers (3)

This course uses a case study approach to develop extensive business applications. These applications will demonstrate advanced techniques with both database and spreadsheet software packages. Prerequisites: CAT 110/120/130. (Fall, Spring, Summer)

311 Data Processing and COBOL (3)

This is an advanced course in programming using COBOL. It is oriented toward data processing applications in business. Concepts include various techniques for organizing and processing files, sequential files, random-access files, indexed and inverted files, file sorting and maintenance and report generation. Several case studies will be analyzed and solutions implemented using COBOL. Prerequisite: MIS 202. (Fall)

312 Object Oriented Programming (3)

This is a course in Object Oriented Programming. It covers theory, methodology, and implementation of OOP using C++ as a vehicle. In addition to class time, extensive laboratory time will be required. Prerequisite: MIS 202. (Spring)

333 Database Management and Design (3)

This is a course in the logical aspects of databases and database management systems. The network, hierarchical, relational and semantic models are examined. Concepts include optimization, security, integrity, database design and query languages. A relational database management system that includes SQL and SQL bindings to high order languages (HOL) will be used to develop applications. Prerequisite: MIS 202. (Fall)

400 Management Information Systems (3)

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. Prerequisites: CAT 110/120/130, MIS 215. (Fall, Spring)

409 Structured Systems Analysis and Design (3)

This course introduces the student to the basic tools and techniques for analyzing, specifying, designing, implementing, verifying, validating and maintaining large software projects. Prerequisites: MIS 311, MIS 333, MIS 400. (Fall)

414 Systems Technology (3)

This is a course in the fundamentals of computer system organization which includes operating systems, networks, parallel and concurrent processing, distributed systems, and hardware. The course focuses on the practical issues of information technology necessary for resource management. Prerequisites: MIS 202, MIS 400. (Spring)

GRADUATE PROGRAMS

The Andreas School of Business offers two graduate degree programs: (1) The Master of Business Administration (MBA) and The Executive Master of Business Administration (EMBA).

The Andreas School of Business also offers a postgraduate certificate program in Finance, Public Administration, Management, Marketing, International Business, Management Information Systems and Accounting.

MASTER OF BUSINESS ADMINISTRATION

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 course work. 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 (or a listed international institution) and the Graduate Management Admission Test (GMAT).

Generally, admission is granted only to those with a high promise of success in graduate 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 x undergraduate GPA
plus GMAT score,

or

1000 points based upon the formula:

200 x the upper division (junior and senior) undergraduate GPA
plus the GMAT score.

The above formula notwithstanding, the Admissions Committee reserves the right to prescribe a *minimum GMAT score* for applicants.

(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 Graduate Admissions Offices 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 concentration course work.

At the time of entry, or shortly thereafter, students must also have satisfactorily completed (C grade or better) the following undergraduate courses:

Prerequisite Courses

- 6 credit hours of Introductory Accounting
- 6 credit hours of Macro and Microeconomics or equivalents
- 3 credit hours of Algebra or Pre-Calculus or equivalent
- 3 credit hours of Statistics or equivalent

These courses may be taken at any accredited institution or waived via CLEP testing. They may be taken as survey courses (no graduate credit earned) in the Graduate Curriculum (see MBA 550, 560, 580).

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 of MBA and preparatory course work only).

All admission requirements must be satisfied and the provisional status changed to degree seeking status by the beginning of the second semester.

TRANSFER CREDIT

Acceptance of graduate transfer credits from approved institutions is dependent on the pertinence of the work to the MBA program. The transfer of up to six semester hours of graduate work upon entering the program 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 concentration courses in the MBA program.
2. No graduate credit will be allowed for correspondence or extension work.
3. Students may not transfer credits after they have entered the program.

DEGREE REQUIREMENTS

To qualify for the degree of Master of Business Administration, candidates must:

1. Be fully accepted into the program.
2. Complete at least 36 semester hours of required and concentration courses with a grade point average of 3.0 or greater and with no grade below C.
3. Meet all general requirements of the University for a Master's degree and complete the program within five years from date of initial matriculation.

ACADEMIC PROGRAM

The MBA degree requires 36 semester hours of course work (39 for International Business and Management Information Science concentrations). Students may either choose to complete the requirements for the general MBA or choose a concentration from the following areas: Finance, Public Administration, Management, Marketing, International Business, Management Information Systems or Accounting.

Students may not take courses with MPA prefix designations toward their MBA degree (except Accounting concentration students).

Preparatory Courses: 9 semester hours — may be waived

- * MBA 550 Math for Graduate Business Studies
- * MBA 560 Accounting Principles
- * MBA 580 Economics Principles
- * May *only* be taken on a Credit/No Credit basis (no Graduate credit earned).

Common Body of Knowledge Courses: 27 required semester hours, (except Accounting concentration)

- ** MBA 600 Management
- MBA 610 Computers and Executive Applications
- MBA 620 Financial Management
- MBA 640 Marketing Management
- MBA 652 Management Science
- MBA 660 Managerial Accounting
- MBA 680 Managerial Economics
- ** MBA 690 Legal Environment
- MBA 699 Management Strategy & Policy

** Suggested entry-level courses.

MBA Concentrations:

Finance — The Common Body of Knowledge courses plus 9 required semester hours chosen from the following:

- MBA 612 International Finance
- MBA 622 Investment Analysis
- MBA 624 Financial Markets and Institutions
- MBA 628 Advanced Topics in Financial Management

Public Administration — The Common Body of Knowledge courses plus 9 required semester hours:

- MBA 602 Public Administration
- MBA 615 Productivity Issues in Public Sector
- MBA 616 Public Budgeting and Finance

Marketing — The Common Body of Knowledge courses plus 9 required semester hours chosen from the following:

- MBA 613 International Marketing
- MBA 643 Buyer Motivation and Behavior
- MBA 644 Marketing Research
- MBA 645 Marketing Strategy

Management — The Common Body of Knowledge courses plus 9 required semester hours chosen from the following:

- MBA 601 Human Resource Management
- MBA 602 Public Administration
- MBA 603 International Business
- MBA 604 Research Methodology in Management
- MBA 605 Entrepreneurial Management
- MBA 606 Ethical and Social Issues in Management
- MBA 614 Cross-Cultural Management

International Business — The Common Knowledge of courses plus the following 12 required semester hours:

- MBA 612 International Finance
- MBA 613 International Marketing
- MBA 614 Cross-Cultural Management
- MBA 700 Independent Study (Must be approved by advisor in advance)

Management Information Systems — The Common Body of Knowledge courses (with the exception of MBA 610) plus the following 15 required semester hours:

- MIS 620 Management Information Systems
- MIS 630 Data Communications & Computer Networks
- MIS 650 Database Management Systems
- MIS 670 Fourth Generation Languages
- MIS 675 Strategic Uses of Information Technology

(Courses must be approved by the student's advisor in advance).

Accounting — The Common Body of Knowledge courses (with the exception of MBA 660) and 12 required semester hours chosen from the following:

- MPA 660 Professional Accounting and Auditing Issues
- MPA 662 Managerial Cost Accounting
- MPA 663 Business Taxation
- MPA 664 Advanced Auditing
- MPA 665 Accounting Theory and Practice I
- MPA 666 Accounting Controls for EDP Systems
- MPA 667 Accounting Theory and Practice II

Accounting concentration students may not substitute any other MBA or MPA courses in place of those stated above.

Health Services Administration — The Common Body of Knowledge courses plus 9 required semester hours chosen from the following:

- HSA 530 Health Law, Ethics and Social Issues
- HSA 540 Quality Assurance and Utilization Review
- HSA 610 Financing and Delivery of Health Care Services
- HSA 620 Health Care Budgeting and Financial Management

General MBA:

Students are not required to select a concentration. Those who do not may choose any three concentration courses for which they have met the prerequisites and earn a General MBA.

Graduate Course Descriptions — Business Prefix: MBA

550 Math for Graduate Business Studies (3)

Preparatory course in mathematical and statistical tools for students who need the mathematics prerequisite requirements. Topics include elements of algebra; systems of linear equations, functions and graphs; inequalities; linear programming; rules for differentiation; some rules of probability; descriptive statistics; expected value; probability distributions; binomial and normal distributions; sampling distribution; and inferences about the means. (Credit is 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. (Credit is not applicable to a graduate degree.)

580 Economic Principles (3)

Preparatory course in economics for students who lack the economics prerequisites. Topics covered include: supply and demand; elasticity; market structure; GNP; inflation; unemployment; fiscal and monetary policy; foreign exchange; and balance of payments. (Credit is not applicable to a graduate degree.)

600 Management (3)

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

601 Human Resource Management (3)

This survey course is designed to provide the line manager or staff specialist with an expanded understanding of the processes which management utilizes today to ensure that the right number/quality of persons are being hired, that appropriate governmental regulations are being adhered to, and that the internal policies provide a work environment which encourages cost-competitive labor costs and maximum worker satisfaction.

602 Public Administration (3)

Exploration of the administrative problems and challenges in non-profit organizations, with an emphasis on management in government. Prerequisite: MBA 600.

603 International Business (3)

This course focuses on the opportunities and risks of the complex environment of international business, with an emphasis on the unique problems involved in managing international operations. Main topics include foreign economic, political, legal, and cultural environments; international market analysis; foreign exchange; risk management; international human resource management; and the mechanics of import and export transactions. Special emphasis is placed on the transformations occurring in Eastern Europe, the European Community, and Latin America. Prerequisites: MBA 600, 640.

604 Research Methodology 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 operating a small business enterprise with emphasis on planning, organizing and controlling. Specific attention is given to demand analysis, to developing the business plan, and to financing sources including the Small Business Administration. Innovation is the key concept of this course. Prerequisite: MBA 600.

606 Ethical and Societal Issues for Management (3)

A survey course designed to create an awareness of and sensitivity to social and ethical issues which influence the management of business enterprises. Focus is on legal, social and ethical implications of problems in contemporary business issues such as employer-employee relationships, consumerism, environmentalism, civil rights, etc.

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.

612 International Finance (3)

This course examines the international economic, monetary, and financial environment and presents a detailed analysis of the principles and practices of international financial management. The course emphasizes international economic and financial concepts and their application to international business operations. Key topics include the functioning of foreign exchange markets and international capital and money markets, international portfolio diversification, multinational capital budgeting, import-export financing, direct foreign investment and international banking. Prerequisites: MBA 603, MBA 620.

613 International Marketing (3)

This course deals with the adjustments to marketing strategy needed to remain competitive in the global economy. It focuses on the managerial decision-making involved in screening foreign markets and in developing appropriate product, promotion, pricing, and distribution strategies, given the diversity of economic, legal, cultural, and political environments. Furthermore, the course examines alternative marketing strategies for small and medium-size companies engaged in exports and imports. Prerequisites: MBA 640.

614 Cross Cultural Management (3)

International managers require sensitivity to the need to adapt their leadership and management skills and practices to culture-bound differences in workplace behavior and attitudes. This course explores how differences in cultural core values shape the behavior and attitudes of workers, managerial colleagues, and negotiating partners. Prerequisite: MBA 600.

615 Productivity Issues in Public Sector (3)

This course would explore a variety of issues that help or hinder productivity initiatives in the public sector. Thirty six such issues have been identified by Ammons, who has made a study of this problem. Within this area, organizational problems would be analyzed, as would be administrative dysfunctions and remedies, and supervisory procedures and techniques. The concept of Total Quality Management (TQM) would also be explored, as would its applicability to the public sector.

616 Public Budgeting and Finance (3)

This course would cover in detail the governmental process of revenue generation, to include the different types of revenues. It would discuss the budgetary process, to include the politics associated with the allocation of dollars, and the role of special interest groups. The course would continue with the actual expenditure of funds, and the processes used to monitor the expenditure process, and corrections and adjustments which invariably have to be made during the fiscal year. Finally, the course would look at the post-fiscal year audit process, whereby analyses are made to determine whether or not funds were expended as intended, and if not, why not. The concept of accountability is featured throughout the course.

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, and investment banking. Prerequisite: MBA 660.

622 Investment Analysis (3)

Study of principles and practices used in analyzing marketable securities. Course coverage includes investment risks, portfolio management, and policies of institutional investors. Prerequisite: MBA 620.

624 Financial Markets and Institutions (3)

Analysis of the characteristics and operating policies of financial institutions and the interrelationships among intermediaries in the money and capital markets. Focus is placed upon commercial banks, other depository institutions, insurance companies, investment banks and pensions.

628 Advanced Topics in Financial Management (3)

This course covers different topics in financial management and employs the case method to develop the student's ability to apply financial theory and analytical techniques to all areas of financial management. 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 or equivalents.

643 Buyer Motivation and Behavior (3)

This course covers the psychological, sociological and anthropological theory related to buying decision processes by consumer and organizational buyers. Prerequisite: MBA 640.

644 Marketing Research (3)

Research methodology is applied to marketing problems. Topics covered include measurement, survey research, experimentation, and statistical analysis. Prerequisite: MBA 640.

645 Marketing Strategy (3)

This course focuses on the marketing manager's decision process. Topics include market opportunity analysis, strategy development, planning, and integration with corporate strategy. Prerequisite: MBA 640.

652 Management Science (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 or equivalents.

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 equivalents.

665 Special Topics in Business (3)

The content of this course will typically reflect the interest of a faculty member or a group of students. The course provides a means for introducing current issues into the curriculum. Special permission from the Associate Dean needed to take this course. Prerequisite: as needed.

680 Managerial Economics (3)

This course focuses on the study of the firm's costing and pricing decisions under different market structures, government regulation, and macroeconomic conditions. The overall theme of the course is the application of economic logic and tools to the management process, and the interpretation of current economic events, making extensive use of case studies. Prerequisites: MBA 550, 580, or equivalents.

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 is designed to meet the CPA preparatory 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 for The Florida State Board of Accountancy.

699 Management Strategy and Policy (3)

This capstone course integrates all management processes in the activities management follows in formulating strategy in a highly competitive environment as well as the key activities utilized in implementing a well-thought out strategy. This course is to be taken at the conclusion of the required MBA sequence of courses (in the student's final semester of the MBA program). Prerequisites: MBA 600, 620, 640, 652, 660, and 680.

700 Independent Study (3)

Opportunity for research in areas of special interest. Prerequisite: Recommendation by faculty member and approval of the Associate Dean.

Graduate Course Description — Management Information Systems

Prefix: MIS

620 Management Information Systems (3)

Study of the role of information (internal, external and competitive) at the various levels of corporate management. Considers resources and techniques required in the design and implementation of cost-effective, user-oriented information systems for planning, control and decision making.

630 Data Communications & Computer Networks (3)

A thorough coverage of data communications and computer networks, covering media, satellite based systems, microwave links, carrier systems, forward error correction, modulation types and techniques, modems, packet switching, satellite networks, local area networks, and distributed processing. Network architectures and protocols will be analyzed.

650 Database Management Systems (3)

This is a course in the design and implementation of database applications in an MIS environment. The network, hierarchical, relational and semantic models are examined. Concepts include optimization, security, integrity, database design and query languages (with particular emphasis on SQL).

665 Special Topics in Computing (3)

The content of this course will typically reflect the interest of a faculty member or a group of students. The course provides a means for introducing current issues into the curriculum. Special Permission from the Associate Dean needed to take this course. Prerequisite: as needed.

670 Fourth Generation Languages (3)

This course examines non-procedural and graphical languages used for prototyping and implementation of computer programs that can be developed by non-programmers as well as professional programmers.

675 Strategic Uses of Information Technology (3)

Study of the current and future impact of information technology (computers, telecommunications, and office automation) on the development of corporate strategy. Use of cases to illustrate the techniques for managing information technology to gain competitive advantage. Prerequisite MIS 620.

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 Standards).

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 principles relating to Accounting for governmental and nonprofit entities.

**EXECUTIVE MASTER OF
BUSINESS ADMINISTRATION**

The Executive MBA (EMBA) program is an 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 EMBA program is offered at our off-campus site in Kingston, Jamaica. For a separate brochure or further information on this program, please contact our office in Kingston, Jamaica (809) 978-2725 or fax (809) 978-3729.

COURSE OFFERINGS:

EMB 600	Management of Organizations
EMB 603	International Business
EMB 608	Human Resources Management
EMB 611	Information Systems and Computer Applications
EMB 620	Managerial Finance
EMB 640	Marketing Management
EMB 652	Management Science for Managers
EMB 660	Managerial Accounting
EMB 680	Managerial Economics
EMB 690	Social, Legal and Ethical Aspects of Business
EMB 698	Advanced Topics in Management
EMB 699	Planning and Policy Seminar

Executive MBA Course Descriptions — Executive Business Prefix: EMB

600 Management of Organizations

This foundation course will provide an exploratory review of management thought and how organizations can most effectively carry out the planning, organizing, leading and controlling functions in the global, competitive environment in which most firms exist. Case problems will be utilized to assist the student in translating concepts into the real-world environment.

640 Marketing Management

Examination of current marketing concepts and practices relating to planning, product development, pricing, promotion and distribution. Attention is given to managing the marketing efforts and applying the current marketing concepts. Marketing problems are analyzed from the perspective of top management and considerable time is devoted to strategic planning and the executives' own marketing experiences.

660 Managerial Accounting

Emphasis on the uses of accounting data to assist managers in planning operations, controlling activities and making decisions. The course will show what kinds of information the manager needs, where this information can be obtained, and how it is used in directing the affairs of business organizations.

608 Human Resources Management

This course will explore the strategic processes by which management successfully integrates the human resources into the organization's efforts to achieve established goals. The areas of human resource planning, staffing, compensation, ensuring employee influence, reward systems, and employee relations will be explored, utilizing a case method as a key learning tool.

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 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.

620 Managerial Finance

The objective of this course is development of the student's ability to apply the main techniques of financial analysis to corporate problems. Topics include an overview of the financial environment, ratio analysis, financial planning and budgeting, working capital management, sources and forms of long-term finance, financial structure and the cost of capital and decisions involving long-term assets.

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.

652 Management Science for Managers

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.

680 Managerial Economics

This course focuses on the study of the firms' costing and pricing decisions under different market structures, government regulation, and macroeconomic conditions. The overall theme of the course is the application of economic logic and tools to the management process, and the interpretation of current economic events, making extensive use of case studies.

698 Advanced Topics in Business

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 modules to be covered in this course. Topics will be current and relevant to the South Florida business environment.

603 International Business

This course focuses on the opportunities and threats of the complex environment of international business, with an emphasis on the unique problems 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, and the mechanics of import and export transactions. Special emphasis is placed on the transformations occurring in Eastern Europe, the European Community, and Latin America.

699 Planning and Policy Seminar

In this capstone course, the student integrates and applies knowledge obtained in the functional areas of management, marketing, finance, and economics to formulate and implement strategy from the perspective of the general manager. Extensive use of case studies provides opportunities to strengthen problem identification and decision-making skills. Emphasis is on how to convert intuition and vision into objectives and action plans for their achievement.

ADRIAN DOMINICAN SCHOOL OF EDUCATION

Evelyn Piche, O.P., Ph.D., Dean

Faculty: Bohning, Boyer, Burke, Burlew, Cafolla, Donohue, Duffy, Esnard, Evans, Fisher, Foote, Foster, Knee, Kohl, LeBlanc, Levine, Miller, Murphy, Otero, Owens, Powell, Rice, Shannon, Siena, Superfisky, Tulloss, Williams.

The Adrian Dominican School of Education offers students a comprehensive range of updated professional programs designed to meet the current needs of educators, administrators, counselors, instructional technologists and human resource leaders for the 21st Century. Programs have been created to prepare students to function as competent professionals in their chosen careers and to broaden, deepen and expand their professional lives.

Faculty are committed to promote the mission of Barry in a caring, educational environment which includes teaching, advising, scholarship, research and supportive service to Barry and the surrounding community. Through continued curricular development, the School is responsive to the needs of its culturally diverse student population and community.

OBJECTIVES:

The Adrian Dominican School of Education, through a competent and academically prepared faculty, offers contemporary programs designed to:

- meet current professional standards including licensure and certification requirements.
- provide knowledge and skills which enable graduates to practice in their career choices.

ELEMENTARY/PRIMARY EDUCATION MAJOR (B.S.)

This program, which prepares students for teaching careers in the elementary school, emphasizes both general and professional courses.

Following the completion of the B.S. degree in Elementary/Primary Education, graduates will have acquired the ability to:

1. recognize patterns of physical, social, emotional and cognitive development in students, including exceptional students in the regular classroom.
2. identify and meet the learning needs and abilities of all children, including those from diverse cultural backgrounds and those with special needs.
3. implement a wide range of instructional strategies to translate content into developmentally appropriate classroom activities.

GENERAL PREPARATION

Theology and Philosophy:	9 credits.
Communications:	9 credits: English 111 and 112 or equivalent; Speech 101 or equivalent.
Science and Mathematics:	9 credits: Mathematics 201 and 202 or equivalent; Biology, Chemistry or Physics.
Social and Behavioral Sciences:	9 credits: Sociology 201 and Psychology 281 and History, or their equivalents.
Humanities and the Arts:	9 credits.

PROFESSIONAL EDUCATION

Major (69 cr.) - EDU 151, 218, 320, 322, 362, 366, 388, 400, 414, 417, 435, 441, 465, 466, 470, 472, 499, ECT 405, ART 376, MUS 376, SES 344.
Prerequisites for student teaching: EDU 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 — EDU 151, 218, 417, 463, 468, 499.
Prerequisites for student teaching: EDU 151, 218, 463 and Special Methods 476.

ADMISSION TO THE ADRIAN DOMINICAN SCHOOL OF EDUCATION

Declaration to enter the teaching profession represents informal admission to the Adrian Dominican School of Education. Candidacy is considered formal admission to a Teacher Education Program and to the Adrian Dominican 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 12 hours of professional education courses. Transfer students may enroll in Education courses for only one semester without having been formally accepted into a Teacher Education Program. Candidacy application forms are available from the Office of the Dean, Adrian Dominican School of Education, Garner 234.

The faculty of the Adrian Dominican School of Education reserves the right of retaining, progressing, and graduating those students who, in its judgment, satisfy the requirements of scholarship, health and personal suitability.

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; or
 - b. Math 101 (Education minors); or
 - c. Six semester hours of college level mathematics.
3. Successful achievement of a minimum score of either 840 on the SAT or 20 on the enhanced ACT. Minimum SAT/ACT scores are determined by the Florida State Department of Education.

The student who has been accepted in the teacher education program will be responsible for keeping abreast of the teacher certification requirements as stated by the Florida State Department of Education, Tallahassee, Florida and for securing additional information from the Office of the Division of Education regarding new requirements enacted after the printing of this catalog. In addition, the student should arrange with the advisor to plan a program of study which will fulfill both state certification requirements and degree requirements.

All students seeking Florida state certification must comply with any new requirement prescribed by the state in order to complete their major.

GRADUATION REQUIREMENTS

1. Successful completion of graduation requirements for undergraduates as identified under Academic Information in this catalog.
2. Successful completion of the core Education curriculum and the required courses for the Education major or minor with a C or better in each professional Education course and an overall GPA of 2.5.
3. File appropriate materials for graduation with the Registrar.

STUDENT TEACHING

The following courses are prerequisites for student teaching for Elementary/Primary Education majors: EDU 151, 218, 322, 362, 366, 388, 435 and 466. For minors in Education the prerequisite courses are: EDU 151, 218, 463 and Special Methods 476.

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 Teacher Certification Examination is required for credit in student teaching.

Prerequisites for Student Teaching — Students must participate in the Florida Teacher Certification Examination and achieve a satisfactory score on the CLAST 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.

2 + 2 PROGRAM

Barry University offers a Bachelor of Science degree in Elementary/Primary Education (K-6) for students who have earned an Associate degree from Miami-Dade Community College, Kendall Campus. To be eligible for the program, the following criteria are recommended:

- 1) Acceptance by the Admissions Office of Barry University.
- 2) Completion of AA or AS degree from MDCC.
- 3) Successful completion of CLAST examination.
- 4) Minimum score on SAT or ACT as required by the Florida State Department of Education.*
- 5) Two Philosophy courses completed or in progress at time of application.

*If the SAT/ACT requirement is not in place, the student may be offered provisional acceptance to Barry University. This indicates that the student has ONE semester to fulfill the State requirement.

Students may contact the coordinator of the 2+2 program on the Miami Dade Community College Kendall Campus or the Director of Teacher Education on the Barry University Main Campus.

Course Descriptions — Education Prefix: EDU

151 Introduction to Education (3)

Surveys the principles of education with emphasis on school and society, history and philosophy of education. Field experience.

218 Educational Psychology (3)

Applies the principles of psychology to the field of education. Examines 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/Corequisite: EDU 151 or equivalent.

320 Children's Literature (3)

Surveys the literature suited to the needs of children. See ENG 320.

322 Methods of Teaching Reading (3)

Surveys the methods of teaching reading and the strategies and materials appropriate for use at the primary and elementary levels. Field experience includes teaching reading lessons at the appropriate grade level.

362 Teaching Mathematics (3)

Investigates the 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 or equivalent.

366 Teaching Social Studies in the Primary/Elementary School (3)

Examines the 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)

Examines the principles and methods of selecting and organizing suitable units for primary/elementary school science; includes demonstrations, laboratory experiments, field trips and tests. Field experience.

400 Comprehensive ESOL Strategies (3)

Surveys the principles and strategies of ESOL, with emphasis on their practical applications for teaching the basic content areas to classes with students of Limited English Proficiency (LEP). Field experience.

409 Multicultural Primary Education (3)

Studies the national and international dimensions of cultural diversity in order to develop the understandings for coordinating primary school curriculum and instruction appropriate for a cultural pluralistic school setting.

410 Multicultural Education (3)

Studies the national and international dimensions of cultural diversity in order to develop the understandings for coordinating school curriculum and instruction appropriate for a cultural school pluralistic setting.

411 Speech Correction for Children (3)

Presents an 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)

Offers an introduction to exceptional student education in the elementary years for those preparing for regular classroom teaching. Presents procedures for instructing elementary school students mainstreamed in the regular classroom.

414 Classroom Management (3)

Examines the techniques for the observation, description, measurement and evaluation of student behavior. Ways to strengthen positive behavior and eliminate distracting non-productive negative behavior are applied in classroom situations. Field experience.

415 Guiding Primary Learning (3)

Explores the ways young children learn and the factors influencing learning as the basis for designing instruction to facilitate primary learning. An application of the principles of learning is made to primary classroom situations.

416 Guiding Elementary Learning (3)

Applies learning theory relevant to the nature of children and the factors influencing learning for facilitating learning in the subject areas in the elementary classroom.

417 Evaluation and Measurement in Education (3)

Provides laboratory experience in designing classroom tests and writing test items. Examines group and individual tests as means of accountability and facilitating decision making.

- 435 The Teaching of Language Arts in Primary/Elementary Education (3)**
Examines the 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)**
Develops a framework for diagnostic-prescriptive teaching in the primary classroom. Includes classroom organizational practices and teaching strategies which implement the model.
- 437 Strategies for Elementary Diagnostic-Prescriptive Instruction (3)**
Develops a framework for diagnostic-prescriptive teaching in the subject areas at the elementary level. Includes classroom organization, materials and instructional strategies which implement the model.
- 438 Teaching the Primary Mainstreamed Exceptional Student (3)**
Offers an introduction to exceptional student education in the primary years for those preparing to teach in the regular classroom. Presents strategies for instructing primary exceptional students mainstreamed in the regular classroom.
- 441 Primary/Elementary School Curriculum (3)**
Examines the principles and problems in primary/elementary school curriculum. Offers practical experiences for the student in developing criteria for valid practices and curriculum changes.
- 442 Secondary School Curriculum (3)**
Explores current trends in modern secondary school curriculum. Offers practical experiences in developing criteria for valid practices and curriculum changes.
- 462 Principles of Teaching and Testing (Primary/Elementary) (3)**
Introduces specific and general techniques which underlie teaching/learning in the primary/elementary school. Provides opportunities for students to receive critiques of the mini-lessons they present in class.
- 463 Principles of Teaching and Testing (Secondary) (3)**
Introduces specific and general techniques which underlie teaching/learning in the secondary school. Provides opportunities to receive critiques of the mini-lessons they present in class.
- 465 Language Acquisition in Primary Education (3)**
Deals with the fundamental concepts and questions of language acquisition from birth to nine years and relates those concepts and questions to the primary classroom. Field experiences observing children and their language and interacting with children through language is required.
- 466 Diagnostic Teaching of Reading in the Primary/Elementary Classroom (3)**
Presents techniques of informal reading diagnosis, interpretation, and planning for individualized and small group instruction for the primary/elementary classroom. Field experience. Prerequisite: EDU 322 or equivalent.
- 467 Foundations of Reading Instruction (3)**
Surveys more advanced methods, techniques and materials for teaching reading K-12, including current strategies and trends.
- 468 Reading in the Content Areas (3)**
Presents strategies for developing students' reading abilities in the content area subjects at the primary, elementary, middle and secondary levels. Focuses on the instructional materials and methods for subject area teaching in vocabulary, comprehension, study strategies and text learning experiences. Examines informal evaluation techniques to meet individual differences in reading abilities and interests. Requires course projects and field experiences in specific area at appropriate grade level or subject area.
- 470 Introduction to Exceptional Children (3)**
Explores the detection of physical, mental and emotional exceptionalities in children and their educational provisions. Field experience.

471 Psycho-Social Foundations in Primary Education (3)

Examines ways of improving understanding of the socialization process for children. Examines ways of conceptualizing and accepting responsibility for improving children's interpersonal relations. Examines the 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 are required.

478 The Learning Disabled Child (3)

Presents the causes of learning disabilities and how they affect children in their social, emotional and intellectual development. Offers practical experiences in the study of how children learn control of movement, language and thought.

481 Learning Strategies for Exceptional Student Education (3)

Explores specific procedures and methods for implementing learning strategies for teaching ESE students. Focuses on the strategies of teaching ESE students how to learn and how to perform academic tasks.

483 Educational Assessment of the Exceptional Child (3)

Presents methods of diagnosing and individualizing instruction in specific curricular areas of Exceptional Student Education. Examines alternate methods of diagnosis and prescriptive learning.

484 Reading Diagnosis (3)

Examines methods of diagnosing reading problems, interpreting tests and identifying reading-learning needs (K-12). Prerequisite: EDU 322, 467 or equivalent.

490 Corrective Reading (3)

Determines and implements 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.

492 Workshop in Education (Variable)

Provides 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 for observing, recording, diagnosing, analyzing and prescribing for the personal, 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 experience.

499 Directed Student Teaching (9)

Provides the student teacher with on-the-job experiences under the supervision of a certified teacher and University personnel. Requires the synthesis and application of theory acquired in course work to realistic classroom situations. Prerequisites: Senior status, 2.5 GPA, C or better in all required education courses, participation in all sections of the FTCE, and a satisfactory score on the CLAST. Prerequisites for majors: EDU 151, 218, 322, 362, 366, 388, 435, 466. Prerequisites for minors: EDU 151, 218, 463, and Special Methods 476.

**Course Descriptions — Educational Computing and Technology
Prefix: ECT — formerly Computer Education Prefix: CED**

300 Special Topics (3)

Provides the opportunity to investigate specific topics/issues. Content to be determined by the department to fill specified needs or interests of the students.

405 Introduction to Computers/Technologies in Education (3)

Provides a 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.

415 Microcomputing in the Curriculum (3)

Prepares teachers to use microcomputers in the classroom. Strategies and methods for integrating microcomputing within the elementary and secondary curriculum are explored. Teachers will have opportunities to explore a full range of microcomputer applications suitable for classroom use. Prerequisite: ECT 405.

421 Computer Programming in Basic for Educators (3)

Prepares the teacher to program and use the BASIC language. The course is taught in a laboratory setting with extensive hands-on experience. Emphasis is on the preparation to teach BASIC in an educational environment. Prerequisite: ECT 405.

445 Software-Based Instructional Tools (3)

Investigates a variety of specialized software in relation to their benefits in developing materials and methods for the presentation and management of instruction. Prerequisite: ECT 405.

476 Teaching Computer Science (3)

Introduces participants to the special problems and methods of teaching computer science to K-12 students. This course is intended primarily for Computer Education students. Prerequisite: Departmental approval by the Adrian Dominican School of Education.

MASTER OF SCIENCE EDUCATION

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

**COMPUTER APPLICATIONS IN EDUCATION
COMPUTER SCIENCE EDUCATION
EDUCATIONAL LEADERSHIP
ELEMENTARY EDUCATION
EXCEPTIONAL STUDENT EDUCATION
GUIDANCE AND COUNSELING
HUMAN RESOURCES DEVELOPMENT AND ADMINISTRATION
HRDA—LEADERSHIP OF NOT-FOR-PROFIT/RELIGIOUS
ORGANIZATIONS
MARRIAGE AND FAMILY COUNSELING
MENTAL HEALTH COUNSELING
MONTESSORI ELEMENTARY EDUCATION
MONTESSORI PREPRIMARY EDUCATION
PRIMARY EDUCATION
READING
REHABILITATION COUNSELING**

The following degree programs of the School are approved by the Florida State Department of Education, and by virtue of this approval, Barry graduates in Educational Leadership, Elementary Education, Exceptional Student Education, Guidance and Counseling and Reading are eligible for certification in many states without specific course analysis.

In order to complete their major, all students seeking Florida state certification must comply with any new requirement prescribed by the state.

GENERAL ADMISSION REQUIREMENTS

— Bachelor's degree from a regionally accredited college or university with appropriate credits in related disciplines and/or professional education courses as indicated by transcripts.

- Undergraduate grade point average of 3.00 (B) or higher.
- Acceptable score on the Miller Analogies Test or Graduate Record Examination.
- Two letters of professional recommendation for graduate study.
- Florida Teacher's Certification or eligibility for certification only when enrolling in a State approved certification program.

SPECIAL STUDENT STATUS (Non-degree-seeking and provisionally accepted)

Applicants may be permitted to take three graduate courses (nine credits) in Education on the basis of a signed application and proof of a Bachelor's degree from an accredited institution of higher education. Students under this status will not be allowed to register for courses beyond the nine credits (three courses) limitation. All courses taken under Special Student Status can be applied to a degree program only after the student is fully accepted.

GENERAL GRADUATION REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE

- Successful completion of the stated number of required semester hours for each program, including the requisites listed and all required specialization courses.
- Maintain a grade point average of 3.00(B) or higher.
- Passing grade on a final written and/or oral comprehensive examination in a specific area of specialization.
- All requirements for Florida certification, including the passing of the subject area specialization of the Florida Teacher Certification Examination, must be achieved before the University recommends the student for Master's level certification, if enrolled in a state-approved program. (A copy of the student's professional teacher certificate must be on file in the Adrian Dominican School of Education Office.)
- Seven years are permitted to complete degree requirements from the date of initial matriculation.
- Processing of all graduate degrees can only be accomplished through student completion of appropriate University forms and procedures.

STANDARDS OF PROGRESS

All students must maintain a cumulative grade point average (GPA) of 3.0 or higher to remain in good academic standing. If a student's G.P.A. 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. Students must remain in good standing during the last six credits of a program.

TRANSFER CREDIT

- A maximum of six graduate credit hours may be transferred from an accredited college or university.
- Course work must be relevant to the discipline, at B level or higher.

- Credits must be earned within the seven-year limitation set for the degree.
- Courses must be approved by the appropriate program advisor.
- Courses must not have been applied toward another degree.

REQUISITES

All matriculated candidates in the areas of Computer Applications in Education, Computer Science Education, Educational Leadership, Elementary Education, Exceptional Student Education, Guidance and Counseling, Human Resources Development and Administration, HRDA-Leadership of Not-For-Profit/Religious Organizations, Marriage and Family Counseling, Mental Health Counseling, Montessori Elementary and Preprimary Education, Rehabilitation Counseling, Primary Education and Reading must take EDU 601, Methodology of Research (3 cr.), ordinarily within the first six to twelve (6-12) credit hours of their program.

The faculty of the Adrian Dominican School of Education reserves the right of retaining, progressing, and graduating those students who, in its judgment, satisfy the requirements of scholarship, health and personal suitability.

MASTER OF SCIENCE EDUCATIONAL COMPUTING AND TECHNOLOGY PROGRAM

The Master of Science Degree in Computer Applications in Education and Computer Science Education are 36 semester hour programs for educators and trainers who use computers/technologies in their disciplines, train individuals to use computers/technologies or teach Computer Science courses. The programs prepare educators and trainers who will be involved with students in an educational environment. The program specialization designated Computer Science Education, has been developed to meet all Computer Science (K-12) certification requirements stipulated by Florida Department of Education. The program specialization designated as Computer Applications in Education has been developed to meet the needs of educators who desire to use computers/technologies effectively in their content area.

Following the completion of the MASTER OF SCIENCE DEGREE IN COMPUTER APPLICATIONS IN EDUCATION OR COMPUTER SCIENCE EDUCATION, graduates will have acquired the ability to:

1. demonstrate their knowledge of methods and strategies for teaching the content in computer/technology application courses and/or computer science courses.
2. design and develop computer-based materials for teaching and learning which reflect the needs of students.
3. evaluate, select and integrate computer/technology hardware and software to support the instructional process.
4. apply current instructional principles, research and appropriate assessment practices to the effective instructional uses of computers and related technologies.
5. demonstrate knowledge of uses and benefits of computers and related technologies for problem solving, data collection, information management, communications, presentations and decision making for teachers and students.

6. demonstrate knowledge of the characteristics and capabilities of computer/technology hardware and software and their applications for instructional delivery and management.
7. demonstrate their knowledge and skills for the use and application of software productivity tools and/or computer languages within educational environments.

The courses in the Graduate Computer Applications in Education and Computer Science Education Programs enable educators to use technology tools in order to improve the teaching and learning that takes place in the classroom. These courses use a variety of software which includes those generic to all disciplines and those specific only to education. Students needing additional time to become proficient with the mechanics of hardware and software operations/functions, are required to spend appropriate time outside class. Applicants must have teaching experience in educational institutions and must have basic computer/technology skills before entering either ECT program. Permission of the advisor is needed prior to the first computer/technology education course. Barry University makes available several learning resources for obtaining these needed skills. These include: audio visual materials, interactive multimedia materials, computer software tutorials, tutorial print materials, staff members for consultation and training courses. Many of these supportive services are available through the Academic Computing Center.

PROGRAM TRACKS

COMPUTER SCIENCE EDUCATION (36 s.h.)

Required Courses (30 s.h.)

EDU 601	Methodology of Research
ECT 505	Introduction to Computers/Technologies in Education
ECT 534	Using Software for Educational Applications
ECT 603	Programming with Applications in Education: BASIC
ECT 604	Programming with Applications in Education: PASCAL I
ECT 605	Programming with Applications in Education: PASCAL II
ECT 606	Advanced Programming with Applications in Education
ECT 627	Teaching Computer Programming
ECT 639	Computer Technology Applications for Education
ECT 653	Telecommunications in Education

Elective Courses (6 s.h.)

The elective courses should include at least one additional computer language course.

COMPUTER APPLICATIONS IN EDUCATION (36 s.h.)

Required Courses (27 s.h.)

EDU 601	Methodology of Research
ECT 505	Introduction to Computers/Technologies in Education
ECT 534	Using Software for Educational Applications
ECT 603	Programming with Applications in Education: BASIC
ECT 607	Design and Evaluation of Computer-Based Education

ECT 609	Courseware Generators
ECT 639	Computer Technology Applications for Education
ECT 641	Implementing Computer-Based Programs
ECT 653	Telecommunications in Education

Elective Courses (9 s.h.)

The elective courses should include at least one additional computer language course.

Suggested Elective Courses

ECT 545	Software-Based Instructional Tools
ECT 560	Teaching with Computer Technologies in the Classroom
ECT 600	Programming with Applications in Education: LOGO
ECT 603	Programming with Applications in Education: BASIC
ECT 607	Design and Evaluation of Computer-Based Education
ECT 609	Courseware Generators
ECT 627	Teaching Computer Programming
ECT 631	Computer-Assisted Instruction I
ECT 632	Computer-Assisted Instruction II
ECT 641	Implementing Computer-Based Programs
ECT 670-688	Discipline Application Courses

Other educational computing and technology elective courses are listed in the catalog.

MASTER OF SCIENCE COUNSELING PROGRAMS

The Counseling Program provides opportunities for personal and professional growth for those helping others through counseling in community agencies, government, schools or private business. The program focuses on the knowledge and skills necessary to become effective change agents. Emphasis is placed on helping oneself and others to achieve greater personal, social, vocational and ethical development. Students are given opportunities to explore personal and professional issues within a supportive and challenging environment.

Following the completion of the MASTER OF SCIENCE DEGREE in the COUNSELING PROGRAM, graduates will have acquired the ability to:

1. demonstrate knowledge of specific counseling theories and techniques in human growth and development, social and cultural differences, case management and career development.
2. apply research theories and techniques.
3. assess clinical problems and plan effective treatment strategies.
4. implement effective therapeutic interventions with couples and families, enabling them to identify and utilize their unique strengths and resources. (Marriage and Family Counseling Students Only).
5. recognize issues related to personality theories, human sexuality, psychopathology, diagnosis and family dynamics in mental health populations. (Mental Health Students Only)

6. plan and implement guidance services for individuals and/or groups. (Guidance & Counseling Students Only)
7. analyze medical, psychosocial and vocational aspects of disability and service delivery in order to promote integration of persons with disability into the work force and society. (Rehabilitation Counseling Students Only)
8. obtain area-appropriate licenses and/or certifications.
9. acquire entry-level positions in one's chosen area or a closely related area of counseling specialization.

SPECIAL ADMISSION REQUIREMENT

A personal interview may be required of students seeking the M.S. degree in the counseling program.

PROGRAM OUTLINE

All counseling specializations require completion of 39 semester hours of core courses plus the stated required courses for each specialization:

Core Courses (39 s.h.)

CSL 600	Legal & Ethical Issues in Counseling
EDU 601	Methodology of Research
CSL 610	Human Growth and Development
EDU 621	Psychological Measurement
CSL 629	Social and Cultural Issues in Counseling
CSL 652	Individual Counseling Procedures
CSL 653	Career Development and Life Work Planning
CSL 658	Group Counseling Procedures
CSL 686	Counseling Theories and Interventions
CSL 694	Counseling Practicum (6 s.h.)
CSL 699	Internship in Counseling (6 s.h.)

AREAS OF SPECIALIZATION:

The counseling specializations require the following:

GUIDANCE AND COUNSELING (15 s.h.)

Guidance and Counseling meets the academic requirements for certification as a school counselor in Florida. However, candidates for certification must acquire a Florida Professional Teaching Certificate before receipt of the guidance and counseling certification from the Florida Department of Education.

CSL 585	Principles of Guidance
CSL 588	Crisis Intervention
CSL 591	Group Dynamics
CSL 680	Family Therapy
CSL 682	Consultation Procedures

MARRIAGE AND FAMILY COUNSELING (21 s.h.)

Marriage and Family Counseling provides the course work necessary for meeting state licensure requirements as a marriage and family therapist. The curriculum focuses on brief, ecologically-oriented perspectives for understanding and working with couples and families.

- CSL 569 Mental Health
- CSL 650 Human Sexuality
- CSL 680 Family Therapy
- CSL 687 Marriage and Family Systems
- CSL 688 Marital Therapy
- CSL 689 Issues in Marriage and Family
- CSL 691 Personality Theories

MENTAL HEALTH COUNSELING (18 s.h.)

Mental Health Counseling provides the course work necessary for functioning as a mental health counselor in applied settings; addresses the academic requirements for certification as a mental health practitioner and for licensure as a mental health counselor.

- CSL 569 Mental Health
- CSL 589 Introduction to Mental Health Counseling
- CSL 591 Group Dynamics
- CSL 650 Human Sexuality
- CSL 680 Family Therapy
- CSL 691 Personality Theories

REHABILITATION COUNSELING (9 s.h.)

Rehabilitation Counseling provides the knowledge and experience necessary for counseling the physically, mentally, socially disadvantaged and/or emotionally impaired. The curriculum addresses the knowledge and skills required for certification as a rehabilitation counselor (C.R.C.) or insurance rehabilitation specialist (C.I.R.S.).

- CSL 639 Physical and Mental Disabilities
- CSL 683 Industrial Rehabilitation/Risk Management
- CSL 685 Rehabilitation Issues

ELECTIVES

Mental Health Counseling — 3 semester hours

TOTALS

Guidance and Counseling	54 semester hours
Mental Health Counseling	60 semester hours
Marriage and Family Counseling	60 semester hours
Rehabilitation Counseling	48 semester hours

ADDITIONAL SPECIALIZATIONS

More than one area of specialization may be completed by taking the specialty courses, practicum and internship in each specialty. Only students who have completed the requirements for a given specialty will be endorsed for licensure/certification or employment in that area. It is the sole responsibility of the student to comply with the requirements for licensure.

COURSE TIMES

Courses on the Barry campus are usually offered from 4:00-7:00 p.m. and 7:00-10:00 p.m. (Monday-Thursday) or on Saturday, 9:00 a.m.-12:30 p.m., over the two (2) 15 week semesters. Some electives may be offered from 5:30-10:00 p.m. over a 10-week term. Summer classes typically meet twice per week for 3.5 hours over two six-week terms. Special eight-hour per day classes may also be offered. Students are asked to take at least 18 credits per year in order to facilitate completion of the program in a timely fashion.

ADDITIONAL GRADUATION REQUIREMENT

— The completion of a scholarly paper.

ADDITIONAL REQUIREMENTS

The faculty in the Counseling Program reserve the right to recommend entry into personal counseling or psychotherapy as a condition of continuation in the Counseling Program. Graduation from the program is recommended when students are personally and academically ready for entry into the counseling profession. Professional liability insurance coverage is required during matriculation in the Counseling Program.

MASTER OF SCIENCE EDUCATIONAL LEADERSHIP

Educational Leadership is a 36-semester-hour graduate program leading to the Master of Science degree in Educational Leadership and eligibility for the Florida Educational Leadership Certificate (K-12), Level I.

The program is designed to prepare students with the skills and competencies necessary to become outstanding leaders as principals of schools or in other mid-management positions in public and non-public educational institutions. The program includes the study of the dynamics of educational organizations and successful practices that enhance and improve schools and the people who work in them.

Following completion of the MASTER OF SCIENCE DEGREE in EDUCATIONAL LEADERSHIP, graduates will have acquired the ability to:

1. understand organizational development, plan effective change processes and improve institutional climate.
2. comprehend the processes necessary in decision-making, resource allocation and management systems.
3. use competencies developed in the areas of instructional, institutional and human resource management.
4. project and communicate an articulate, positive position for education.

SPECIAL PREREQUISITES

- Applicant's statement of purpose which describes how past achievement, leadership, administrative talents and goals relate to the decision to apply to the leadership program.
- Documentation of successful teaching or school experience.
- Interview with program advisor.

PROGRAM OUTLINE

The M.S. in Educational Leadership incorporates the eight Florida Leadership Domains. The following courses are offered in 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
ECT 687	Administrative Application of Technology

Elective Courses (6 s.h.)

Course Options:

EDU 603	Research Trends and Current Issues
EDU 628	Issues in Curriculum

PROGRAM OPTIONS

The program in Educational Leadership offers eight options to accommodate students' needs:

1. **Certificate Master's Track:** Students who do not possess a Master's degree and are planning to obtain Florida state certification in Educational Leadership can study for the Master's degree in the certification Master's track of the Educational Leadership Program (36 credits).
2. **Non-certificate Master's Track:** Students seeking a Master's degree who do not desire Florida State Certification may enter the non-certificate Master's track (36 credits). With approval of the advisor, students are allowed flexibility in course electives and, depending on their experience and career goals, may substitute some of the core courses in the program for other courses designed to meet their professional needs.
3. **Certificate Track:** Students possessing a Master's degree and who are seeking a Florida State certificate may enter the certification track of the Educational Leadership Program (33 credits).
4. **Modified Core (Certificate Track):** Students who possess a Master's degree and who possess a significant number of graduate educational leadership credits may enroll in the modified core track for certification. Program advisor and student mutually design a plan of study.
5. **Florida Catholic Schools Tract:** Students interested in taking courses to satisfy the Florida Catholic Conference Educational Leadership requirements may enroll in this track or in the International Catholic Educational Leadership track. The program advisor and the student mutually design a plan of study.
6. **International Catholic Educational Leadership Track:** This track is designed to meet the needs of Catholic school educators nation-wide. In

conjunction with the advisor, the student enrolling in the National Catholic Educational Leadership track develops a plan of study to complete a Master's degree in Educational Leadership.

7. **International Student Track:** There is a special track for International Students to earn a Master's degree in Educational Leadership. Groups of international students may contact the program advisor to arrange for the development of an international students' study plan. The plan of study includes generic educational leadership courses as well as specific courses designed to meet students' identified needs.
8. **Recertification:** Students interested in Florida State recertification should contact program advisor.

ADDITIONAL GRADUATION REQUIREMENTS

- comprehensive examination must be taken after 24 s.h. and before the final course.
- an exit interview with the program advisor is required.

NOTE: The Adrian Dominican School of Education offers a Ph.D. in Administration and Leadership with a specialization in Educational Leadership.

MASTER OF SCIENCE ELEMENTARY EDUCATION

Elementary Education is a 30-semester-hour graduate program leading to the Master of Science degree. The purpose of the graduate Elementary Education program is to meet the continuing professional growth needs of elementary classroom teachers and to attain expanded teaching competencies through a study of theoretical and conceptual foundations with practical applications in the classroom. The program is one answer to the challenge of providing quality preparation for experienced practitioners to assume the role of teacher-leader at the school level.

The objectives of the Master of Science degree in Elementary Education are organized into a three-domain framework:

- Domain 1— Description (Sources for Making Decisions)
- Domain 2— Application (Elements for Development)
- Domain 3— Implementation (Use and Evaluation of Description and Application).

Following completion of the MASTER OF SCIENCE DEGREE in ELEMENTARY EDUCATION, graduates will have acquired the ability to:

1. integrate a knowledge of children and schooling at the elementary level to make appropriate decisions about teaching/learning tasks.
2. plan and implement curriculum and instructional improvements at the elementary classroom level.

PROGRAM OUTLINE

Required courses are identified; elective courses 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 Courses (6 s.h.)

- EDU 601 Methodology of Research (required)
Select 550, 510, or 567
- EDU 550 Research and Current Trends in Elementary Curriculum
and Instruction
- EDU 510 Multicultural Education
- EDU 567 Foundations of Reading Instruction

Elective Courses (12 s.h. - select four courses)

- EDU 500 Comprehensive ESOL Strategies
- EDU 514 Classroom Management
- EDU 535 The Teaching of Language Arts in Elementary Education
- EDU 551 Problem Solving in Elementary School Mathematics
- EDU 554 Literature for the Elementary Classroom
- EDU 566 Teaching Elementary Social Studies
- EDU 568 Reading in the Content Area
- EDU 584 Reading Diagnosis
- EDU 590 Corrective Reading
- EDU 594 Teaching Elementary Science
- EDU 604 Teaching Vocabulary and Comprehension Skills
- ECT 680 Computer Applications in Elementary Education

Implementation (6 s.h. required -- select two courses)

- EDU 605 Practicum in Elementary Curriculum and Instruction
- EDU 606 Advanced Practicum in Elementary Curriculum
and Instruction
- EDU 623 School and Community Relations

Note: Courses accepted in lieu of any of the above must have an advisor-approved plan submitted to and approved by the Office of the Dean.

ADDITIONAL GRADUATION REQUIREMENT

— Written evaluation forms for Practicum EDU 605 and EDU 606 must be filed with the advisor.

ALTERNATIVE TRACK FOR CERTIFICATION

The certification track is designed for students who have completed a Bachelor's degree in a major other than elementary education and wish elementary certification. Students in this track must pass the CLAST. The completed program leads to a M.S. degree and elementary education certification and is delivered through a combination of ten-week courses, semester-long courses, and summer courses of varying time lengths. Presently, students are required to complete field experience work on Saturdays.

- EDU 551 Problem Solving in Elementary School Mathematics
- EDU 554 Literature for the Elementary Classroom

EDU 566	Teaching Elementary Social Studies
EDU 567	Foundation of Reading Instruction
EDU 584	Reading Diagnosis
EDU 594	Teaching Elementary Science

The following are required undergraduate courses:

ART 376	Art in the Elementary School
MUS 376	Teaching Music in the Elementary Schools
EDU 344	Teaching Health and Physical Education in the Primary/Elementary School

When students have completed the above courses, they are eligible for a temporary teaching certificate.

The student teaching requirement may be satisfied by:

- (1) two years teaching experience on a temporary certificate or
- (2) completing EDU 499 (Directed Student Teaching).

Once students have successfully completed the student teaching requirement, passed all Florida Department of Education tests, and completed the Professional Orientation Program and the following courses, they are eligible for a Professional Certificate:

EDU 151	Introduction to Education
EDU 218	Educational Psychology
EDU 417	Evaluation and Measurement in Education
EDU 516	Guiding Elementary Learning
EDU 595	Advanced Elementary Curriculum

EDU 601, EDU 605 and EDU 606 or EDU 623 complete the requirements for the Master of Science degree in Elementary Education.

MASTER OF SCIENCE EXCEPTIONAL STUDENT EDUCATION

The M.S. degree program in Exceptional Student Education is a thirty-six semester hour program beyond the Bachelor's degree.

The program offers a comprehensive background for education professionals interested in meeting the needs of exceptional children. The program enables students to understand a variety of exceptionalities and to plan and collaborate with other professionals on appropriate programming for exceptional students. The program places a strong emphasis on meeting the needs of diverse student populations and on the use of computers and related technologies in exceptional student education. Current issues and trends are addressed throughout the course work. Completion of this program leads to certification in the areas of Emotionally Handicapped, Mentally Handicapped, Specific Learning Disabilities or Varying Exceptionalities. Many of the program courses require field and practicum experiences. Additional courses leading toward the Gifted Endorsement are offered periodically.

Following the completion of the MASTER OF SCIENCE DEGREE in EXCEPTIONAL STUDENT EDUCATION, graduates will have acquired the ability to:

1. identify a variety of exceptionalities.
2. assess the exceptional students' learning needs.
3. plan appropriate programs in cooperation with a multidisciplinary team.
4. implement and evaluate comprehensive student programs and progress (IEP).
5. work collaboratively with other education professionals.
6. coordinate multiple student plans.
7. coordinate special education as part of the total education program in schools.
8. use appropriate strategies for exceptional students of diverse backgrounds.
9. integrate the use of computers and related technologies in exceptional student education.

ADDITIONAL ADMISSION REQUIREMENT

In addition to the M.S. general admission requirements, a personal interview with the program director or program advisor is required.

PROGRAM OUTLINE

All courses are required. Ordinarily, courses are scheduled on Saturdays and weeknights — also on weekdays in the summer. Courses are offered in a cycle format.

EMOTIONALLY HANDICAPPED (EH) SPECIALIZATION

Special Requisites:

Teachers not eligible for a Florida Professional Certificate or students working toward temporary certification are considered to be in the alternative track (9 s.h.). To ensure that teachers of the exceptional student are certifiable in EH, they are required to complete three elementary education courses at Barry University, as well as the methods courses designated in the Exceptional Student Education Program/Specialization. The three courses are as follows:

- EDU 551 Problem Solving in Elementary School Mathematics
- EDU 567 Foundations of Reading Instruction
- EDU 584 Reading Diagnosis

Please note some of these courses have a required field component.

Required Basic Course

- EDU 601 Methodology of Research

Required Exceptional Student Education/Program Courses

- ECT 678 Computer/Technology Applications for
Exceptional Student Education
- ESE 510 Educational Management of Exceptional Students
- ESE 511 Speech Correction for Children

- ESE 514 ESE Teaching Social and Personal Skills for Exceptional Students
- ESE 525 Theories and Research of Emotionally Handicapped
- ESE 526 Educational Program – Emotionally Handicapped
- ESE 527 Classroom Management for the Emotionally Handicapped Child
- ESE 528 Instructional Strategies for Emotionally Handicapped
- ESE 570 Introduction to Exceptional Children
- ESE 583 Educational Assessment of the Exceptional Child
- ESE 680 ESOL Strategies for Exceptional Student Education Teachers

MENTALLY HANDICAPPED (MH/SLD), VARYING EXCEPTIONALITIES (VE) SPECIALIZATIONS

Special Requisites

Teachers not eligible for a Florida Professional Certificate or students working toward temporary certification are considered to be in the alternative track (12 s.h.). To ensure that teachers of exceptional students are certifiable in MH/SLD or VE, they are required to complete four elementary education courses at Barry University, as well as the methods courses in the designated Exceptional Student Education Program/Specialization. The four courses are as follows:

- EDU 535 The Teaching of Language Arts in Primary Elementary Education
- EDU 551 Problem Solving in Elementary School Mathematics
- EDU 567 Foundations of Reading Instruction
- EDU 584 Reading Diagnosis

Please note some of these courses have a required field component.

Mentally Handicapped/Specific Learning Disabilities Specialization

Required Basic Course

- EDU 601 Methodology of Research

Required Exceptional Student Education Courses

- ESE 510 Educational Management of Exceptional Students
- ESE 511 Speech Correction for Children
- ESE 512 Theories and Research in Learning Disabilities
- ESE 514 Teaching Social & Personal Skills to the Exceptional Student
- ESE 516 Curriculum & Instructional Material for the Learning Disabled
- ESE 520 Instructional Strategies for the Mentally Handicapped
- ESE 524 Instructional Strategies for the Learning Disabled Child
- ESE 540 Foundations of the Mentally Handicapped
- ESE 570 Introduction to Exceptional Student Education
- ESE 573 Teaching of the Mentally Handicapped
- ESE 583 Educational Assessment of the Exceptional Child

Varying Exceptionalities Specialization

Required Basic Course

EDU 601 Methodology of Research

Required Exceptional Student Education Courses

ECT 678 Computer/Technology Applications for Exceptional Student Education
ESE 510 Educational Management of Exceptional Students
ESE 511 Speech Correction for Children
ESE 514 Teaching Social & Personal Skills to the Exceptional Student
ESE 520 Instructional Strategies for the Mentally Handicapped
ESE 528 Instructional Strategies for the Emotionally Handicapped
ESE 524 Instructional Strategies for the Learning Disabled Child
ESE 570 Introduction to Exceptional Students
ESE 583 Educational Strategies for the ESE Student
ESE 680 ESOL Strategies for the ESE Student
ESE 690 Modern Curriculum Design in Exceptional Student Education

ADDITIONAL CERTIFICATION REQUIREMENTS

Students seeking temporary certification are responsible for completing all other courses and requirements for professional certification.

GIFTED ENDORSEMENT

The Exceptional Student Education program offers the five courses required for the gifted endorsement.

Required Courses

ESE 518 Educating Special Gifted Population
ESE 522 Guidance and Counseling of Gifted Students
ESE 523 Nature and Needs of the Gifted
ESE 535 Educational Procedures and Curriculum for the Gifted
ESE 534 Theory and Development of Creativity

MASTER OF SCIENCE HUMAN RESOURCES DEVELOPMENT AND ADMINISTRATION

Human Resources Development and Administration is a 33- or 36-semester hour program leading to a Master of Science degree. The program meets the professional growth needs of adults aspiring to leadership careers or of 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 prepares students to create a learning environment which enhances an organization's productivity.

Following completion of the MASTER OF SCIENCE DEGREE in HUMAN RESOURCES DEVELOPMENT AND ADMINISTRATION, graduates will have acquired the ability to:

1. project economic and fiscal trends for the future and to discuss their implications.
2. apply adult learning principles in presenting a workshop or training program.
3. use effective communication and behavioral skills in diagnosing and resolving learning problems in an organization.
4. identify separate and overlapping roles and responsibilities among human resource professionals.
5. apply appropriate change models to a select organizational setting.
6. apply appropriate research methodologies to an HRD problem or concern.

SPECIAL PREREQUISITE

Professional work experience is required of students entering the Human Resources Development and Administration Program.

PROGRAM OUTLINE

Core courses are required; electives are chosen by the student with advisor approval. Each course is three (3) semester hours.

Core Courses (21-24 s.h. required)

EDU 601	Methodology of Research
HRD 644	Leadership in Human Resources Development and Administration
HRD 645	Communication in Leadership
HRD 646	Dynamics of Change and Planning
HRD 647	Introduction to Instructional Design
HRD 659	Adult Learning and Motivation
HRD 678	Human Resources Development and Administration Practicum
HRD 679	Human Resources Development and Administration Internship (waived for HRD professionals)

Elective Courses (12 s.h.; select 4 courses)

HRD 628	Networking in HRD
HRD 648	Group Behavior in Organizations
HRD 649	Designing Supervisory Training Programs
HRD 653	Career Development and Life Work Planning

HRD 660	Designing Health and Wellness Programs
HRD 669	Consultant Activities in Leadership
HRD 670	Productivity and Quality
ECT 668	Computer/Technology Applications for Adult Education
MBA 600	Management
MBA 601	Human Resources Management or
MBA 606	Ethical and Societal Issues for Management

Six (6) credits may be selected from other schools at Barry University with the approval of the Dean of the selected School and of the Human Resources Development and Administration advisor. The program is not designed for certification by the Florida Department of Education.

MASTER OF SCIENCE HUMAN RESOURCES DEVELOPMENT AND ADMINISTRATION WITH A SPECIALIZATION IN LEADERSHIP OF NOT-FOR-PROFIT/RELIGIOUS ORGANIZATIONS

The specialization in Leadership of Not-for-Profit/Religious Organizations is a 36-semester hour program leading to a Master of Science degree. The program meets the professional needs of adults who lead or who are aspiring to leadership positions in Not-for-Profit/Religious Organizations. The program provides the basis for sophisticated leadership and administrative knowledge necessary in a rapidly changing social milieu.

The program is designed for those people who, either as employees or volunteers, are or desire to be in leadership positions. The Master's degree is an opportunity for graduates to develop skills in collaboration with boards, working with governmental agencies, developing the potential of volunteer members and understandings in the federal regulations and laws pertaining to Not-for-Profit/Religious Organizations. A special feature of this program is the opportunity for leaders of Religious Organizations to focus on the unique features of their organization.

The overall goal of this specialization is to provide a foundation of sound knowledge, understanding, skills, ethical and moral perspectives for leadership and administration in a Not-for-Profit/Religious Organization. Following completion of the MASTER OF SCIENCE DEGREE SPECIALIZATION in NOT-FOR-PROFIT/RELIGIOUS ORGANIZATIONS of HUMAN RESOURCES DEVELOPMENT AND ADMINISTRATION, graduates will have acquired the ability to:

1. integrate the knowledge and skills necessary to lead and administer a Not-for-Profit/Religious Organization effectively.
2. clarify and evaluate a Not-for-Profit/Religious Organization in light of its mission statement.
3. develop, implement and evaluate a plan of leadership action for a Not-for-Profit/Religious Organization.

PROGRAM OUTLINE

Core courses are required; electives are chosen by the student with advisor approval. Each course is three (3) semester hours. A student may choose 18 semester hours of core courses and be awarded a Certificate in Leadership in Not-for-Profit/Religious Organizations.

Core Courses for Certificate Track (18 s.h. required)

(Courses chosen by student with advisor approval)

HRD	645	Communication in Leadership
HRN	603	Organizational Theories: NFP/Rel Org
HRN	606	Volunteers/Personnel in NFP/Rel Org
HRN	609	Stewardship and Development
HRN	633	Administrative Technology Application for NFP/Rel Org
HRN	648	Leadership and Administrative Practicum
THE	635	Ecclesiology: The Mystery of the Church
THE	655	Principles of Christian Morality

Enrollment in one semester (3 credits) of practicum work in which the student participates in an Not-for-Profit/Religious experience is required.

Core Courses for Master's Track (18 s.h. required)

EDU	601	Methodology of Research
HRD	645	Communication in Leadership
HRN	603	Organizational Theories: NFP/Rel Org
HRN	609	Stewardship and Development
HRN	633	Administrative Technology Applications for NFP/Rel Org
HRN	648	Leadership and Administration Practicum
THE	635	Ecclesiology: The Mystery of the Church
THE	655	Principle of Christian Morality

Enrollment in one semester (3 credits) of practicum work in which the student participates in an Not-for-Profit/Religious experience is required.

Elective Courses (18 s.h.; select 6 courses)

HRD	648	Group Behavior in Organizations
HRN	629	Boards/Councils Empowerment
HRD	646	Dynamics of Change and Planning
HRN	647	Special Issues Seminar
HRD	659	Adult Learning and Motivation
MBA	602	Public Administration
MBA	606	Ethical and Societal Issues for Management

(Note: Core courses not previously studied may also be chosen as electives)
Six credits may be selected, as electives, from other schools at Barry University with the approval of the Dean of the selected School and Not-for-Profit/Religious Organizations advisor. The program is not designed for certification by the Florida Department of Education.

MASTER OF SCIENCE MONTESSORI EDUCATION PROGRAMS

The Master of Science in Montessori with a specialization in Preprimary Education is a 37-40 semester hour program. The purpose of the graduate Montessori Preprimary program is to educate teachers with the professional competencies to implement the Montessori approach in the preprimary classroom.

The Master of Science in Montessori with a specialization in Elementary Education is a 36-39 semester hour program. The purpose of the graduate Montessori Elementary Education program is to educate teachers with the professional competencies to implement the Montessori approach in the elementary classroom.

Following completion of the Master of Science Degree in Montessori with a specialization in Preprimary Education or a specialization in Elementary Education, graduates will have acquired the ability to:

1. identify the learning needs of each preprimary or elementary student.
2. integrate the knowledge, understanding, skills and values necessary to meet individual and group developmental needs.
3. analyze data from classroom observation to improve effectiveness of instruction.
4. design, organize and implement a developmentally appropriate program for the preprimary age or the elementary age group in accordance with the Montessori philosophy.
5. interpret student and classroom observable data to administrators, parents and the community.

PROGRAM OUTLINE

Required courses are identified; elective courses are chosen by the student with advisor approval.

Core Courses (12 s.h.)

EDM 600*	Introduction to Montessori Education
EDU 601	Methodology of Research
EDM 603	Montessori and the Child
EDM 649	Management for Montessori Teachers

*Waived for students with previous Montessori training.

Specialization in Preprimary Education (40 s.h.)

Required Courses (25 s.h.)

EDU 567	Foundations of Reading Instruction
EDU 593	Child Study Skills
EDM 601	Montessori Methods and Materials I
EDM 602	Montessori Methods and Materials II (4 s.h.)
EDM 607	Humanities in the Montessori Preprimary Classroom
EDM 626	Sciences in the Montessori Preprimary Classroom

- EDM 656 Practicum I
- EDM 657 Practicum II

Electives (3 s.h.)

- ECT 505 Introduction to Computers/Technologies in Education
- EDU 509 Multicultural Primary Education
- EDU 515 Guiding Primary Learning
- EDU 548 Literature for Young Children
- EDU 570 Introduction to Exceptional Children

Specialization in Elementary Education (39 s.h.)

Required (24 s.h.)

- EDM 605 Language Arts for Montessori Teachers
- EDM 628 Life Sciences for Montessori Teachers
- EDM 629 Physical Sciences for Montessori Teachers
- EDM 631 Math I for Montessori Teachers
- EDM 632 Math II for Montessori Teachers
- EDM 633 Humanities in the Montessori Classroom
- EDM 659 Practicum I
- EDM 660 Practicum II

Elective (3 s.h.)

- EDU 567 Foundation of Reading Instruction
- EDU 566 Teaching Social Studies
- EDU 570 Introduction to Exceptional Children
- EDU 594 Teaching Elementary Science
- ECT 680 Computer/Technology Applications in Elementary Education

ADDITIONAL GRADUATION REQUIREMENT

— Written verification of Practicum EDM 656, EDM 657, EDM 659 and EDM 660 must be filed with the advisor.

**MASTER OF SCIENCE
PRIMARY EDUCATION
(Pending approval by Florida Department of Education)**

The Master of Science Degree in Primary Education is a 30- semester hour program. 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 objectives of the Master of Science Primary Education Degree are organized into a three-domain framework:

- Domain 1— Description (Sources for Making Decisions)
- Domain 2— Application (Elements for Development)
- Domain 3— Implementation (Use and Evaluation of Description and Application).

Following completion of the MASTER OF SCIENCE DEGREE in PRIMARY EDUCATION, graduates will have acquired the ability to:

1. integrate a knowledge of children and schooling at the early childhood level to make appropriate decisions about teaching/ learning tasks.
2. plan and implement curriculum and instructional improvements at the early childhood level.

PROGRAM OUTLINE

Required courses are identified; elective courses are chosen by the student with advisor approval.

Description Framework (6 s.h. required)

(select one course)

- EDU 539 Primary Programs, Curriculum, Instruction
- EDU 572 Primary Programs and Practices
(and the following course)
- 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 Multicultural 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
- ECT 679 Computer/Technology 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.

ADDITIONAL GRADUATION REQUIREMENT

— Evaluation forms for Practicum EDU 608 and EDU 609 must be filed with the advisor.

MASTER OF SCIENCE READING

The Master of Science Degree in Reading (30 s.h.) is committed to offering opportunities for personal and professional growth for teachers who desire to extend their knowledge and skills in the field of reading. The purpose of advanced preparation in reading is to provide quality learning opportunities to meet the continuing professional needs of teachers and leaders at the elementary, middle, secondary and adult levels. Emphasis is placed on a foundation of reading research with practical classroom, school and district applications.

Graduate students in Reading broaden their knowledge and gain greater teaching competencies in providing increased literacy to the educational community. The Reading Program is approved by the Florida State Department of Education and leads to Florida certification in reading K-12.

Following completion of the MASTER OF SCIENCE DEGREE in READING graduates will have acquired the ability to:

1. apply knowledge gained and skills learned to classroom teaching and to literacy instruction.
2. demonstrate skill in teaching appropriate strategies for successful learning and reading.
3. integrate reading skills and concepts into a whole language arts curriculum.
4. plan, develop and implement literacy programs in the school.

SPECIAL PREREQUISITES

Applicants must have completed a course in Children's Literature (undergraduate or graduate). The Reading sub-test of the Florida Teacher Certification Examination must be passed prior to the student's graduation unless the student is already certified in Reading.

Required Courses (27 s.h.)

EDU 601	Methodology of Research
EDU 517	Evaluation and Measurement in Education OR
EDU 621	Psychological Measurement
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 Years OR
EDU 718	Developmental Reading
EDU 717	Curricular and Supervisory Problems in Reading (Practicum)

Electives (3 s.h.)

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
ECT 676	Computer/Technology Applications in the Teaching of Reading

Note: Courses accepted in lieu of any of the above must have an advisor approved plan submitted to and approved by the Office of the Dean.

SPECIALIST IN EDUCATION

The School of Education, through the Educational Specialist degree, offers professionals a further opportunity to extend their knowledge and to develop their professional expertise. The Specialist degree, building upon the Master's degree, endeavors to promote excellent teaching, significant learning, quality leadership and creative research.

The School of Education offers Specialist programs in the following areas:

**COMPUTER APPLICATIONS IN EDUCATION
COMPUTER SCIENCE EDUCATION
EXCEPTIONAL STUDENT EDUCATION
GUIDANCE AND COUNSELING
MARRIAGE AND FAMILY COUNSELING
MENTAL HEALTH COUNSELING
READING
REHABILITATION COUNSELING**

GENERAL ADMISSION REQUIREMENTS

- Master's degree from a regionally accredited college or university.
- Graduate grade point average of 3.0 (B) or higher.
- Two letters of professional recommendation for advanced graduate study.
- Florida Professional Teacher Certification or eligibility for certification only when enrolling in a state-approved certification program.

SPECIAL STUDENT STATUS (Non-degree-seeking and provisionally accepted)

Applicants may be permitted to take three graduate courses (9 credits) in Education on the basis of a signed application and proof of a Master's 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. All courses taken under Special Student Status can be applied to a degree program only after the student is fully accepted.

GENERAL GRADUATION REQUIREMENTS FOR THE SPECIALIST DEGREE

- Successful completion of the stated number of required semester hours for each program, including the requisites listed and all required specialization courses.
- Maintain a grade point average of 3.00(B) or higher.
- Passing grade on a final written and/or oral comprehensive examination.
- Seven years are permitted to complete degree requirements from the date of initial matriculation.
- Processing of all graduate degrees can only be accomplished through student completion of appropriate University forms and procedures.

STANDARDS OF PROGRESS

All students must maintain a cumulative grade point average (GPA) of 3.0 or higher to remain in good academic standing. If a student's G.P.A. 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. Students must remain in good standing during the last six credits of a program.

TRANSFER CREDIT

- A maximum of six graduate credit hours may be transferred from an accredited college or university.
- Course work must be relevant to the discipline, at B level or better.
- Credits must be earned within the seven-year limitation set for the degree.
- Courses must be approved by the appropriate program advisor.
- Courses must not have been applied toward another degree.

SPECIALIST IN EDUCATION EDUCATIONAL COMPUTING AND TECHNOLOGY PROGRAM

The Educational Specialist Degree in Computer Applications in Education and Computer Science Education are 36-semester hour programs for educators and trainers who use computers/technologies in their disciplines or train individuals to use computers/technologies or teach Computer Science courses. This degree program is designed for educators who have completed a Master's degree in any educational field of study. Specific courses have been incorporated to reflect a higher level of research, synthesis and application beyond the Master's level.

The program prepares educators and/or trainers who will be involved with students in an educational environment. The program track designated as Computer Science Education has been developed to meet all Computer Science (K-12) certification requirements stipulated by the Florida Department of Education. The program track designated as Computer Applications in Education has been developed to meet the needs of educators who want to use computers/technologies effectively in their content area.

Following the completion of the SPECIALIST DEGREE IN COMPUTER APPLICATIONS IN EDUCATION OR COMPUTER SCIENCE EDUCATION, graduates will have acquired the ability to:

1. demonstrate their knowledge of methods and strategies for teaching the content in computer/technology application courses and/or computer science courses.
2. design and develop computer-based materials for teaching and learning which reflect the needs of students.
3. evaluate, select and integrate computer/technology hardware and software to support the instructional process.
4. apply current instructional principles, research and appropriate assessment practices to the effective instructional uses of computers and related technologies.
5. demonstrate uses and benefits of computers and related technologies for problem solving, data collection, information management, communications, presentations and decision making for teachers and students.
6. demonstrate knowledge of the characteristics and capabilities of computer/technology hardware and software and their applications for instructional delivery and management.
7. demonstrate their knowledge and skills for the use and application of software productivity tools and/or computer languages within educational environments.

The courses in the Graduate Computer Applications in Education and Computer Science Education Programs enable educators to use technology tools in order to improve the teaching and learning that takes place in the classroom. These courses use a variety of software which includes those generic to all disciplines and those specific only to education. Students needing additional time to become proficient with the mechanics of hardware and software operations/functions, are required to spend appropriate time outside class. Applicants must have teaching experience in educational institutions and must have basic computer/technology skills before entering either ECT program. Permission of the advisor is needed prior to the first computer/technology education course. Barry University makes available several learning resources for obtaining these needed skills. These include: audio-visual materials, interactive multimedia materials, computer software tutorials, tutorial print materials, staff members for consultation and training courses. Many of these support services are available through the Academic Computing Center.

PROGRAM TRACKS

COMPUTER SCIENCE EDUCATION (36 s.h.)

Required Courses (33 s.h.)

EDU 708	Directed Research
ECT 505	Introduction to Computers/Technologies in Education
ECT 534	Using Software for Educational Applications
ECT 603	Programming with Applications in Education: BASIC
ECT 604	Programming with Applications in Education: PASCAL I

- ECT 605 Programming with Applications in Education: PASCAL II
- ECT 606 Advanced Programming with Applications in Education
- ECT 627 Teaching Computer Programming
- ECT 639 Computer Technology Applications for Education
- ECT 653 Telecommunications in Education
- ECT 705 Seminar: Computer-Based Technology in Education

Elective Courses (3 s.h.)

The elective course must be a computer language course.

COMPUTER APPLICATIONS IN EDUCATION (36 s.h.)

Required Courses (30 s.h.)

- EDU 708 Directed Research
- ECT 505 Introduction to Computers/Technologies in Education
- ECT 534 Using Software for Educational Applications
- ECT 603 Programming with Applications in Education: BASIC
- ECT 607 Design and Evaluation of Computer-Based Education
- ECT 609 Courseware Generators
- ECT 639 Computer Technology Applications for Education
- ECT 641 Implementing Computer-Based Programs
- ECT 653 Telecommunications in Education
- ECT 705 Seminar: Computer-Based Technology in Education

Elective Courses (3 s.h.)

The elective courses must include at least one additional computer language course.

Suggested Elective Courses

- ECT 545 Software-Based Instructional Tools
- ECT 560 Teaching with Computer Technologies in the Classroom
- ECT 600 Programming with Applications in Education: LOGO
- ECT 607 Design and Evaluation of Computer-Based Education
- ECT 609 Courseware Generators
- ECT 627 Teaching Computer Programming
- ECT 631 Computer-Assisted Instruction I
- ECT 632 Computer-Assisted Instruction II
- ECT 641 Implementing Computer-Based Programs
- ECT 670-688 Discipline Application Courses

Other educational computing and technology elective courses are listed in the catalog.

SPECIALIST IN EDUCATION PROGRAMS IN COUNSELING

The Educational Specialist degree in Counseling requires 30 to 60 semester hours of study. The exact number of semester hours required for the degree is determined by the development of a plan of study with the Program Advisor at the time of admission. Failure to complete a plan of study may necessitate taking the maximum number of credits required for receipt of the degree.

Following the completion of the SPECIALIST DEGREE in the COUNSELING PROGRAMS, graduates will have acquired the ability to:

1. demonstrate knowledge of specific counseling theories and techniques in human growth and development, social and cultural differences, case management and career development.
2. apply research theories and techniques.
3. assess clinical problems and plan effective treatment strategies.
4. implement effective therapeutic interventions with couples and families, enabling them to identify and utilize their unique strengths and resources (Marriage and Family Counseling Students Only).
5. recognize issues related to personality theories, human sexuality, psychopathology, diagnosis and family dynamics in mental health populations. (Mental Health Students Only)
6. plan and implement guidance services for individuals and/or groups. (Guidance & Counseling Students Only)
7. analyze medical, psychosocial and vocational aspects of disability and service delivery in order to promote integration of persons with disability into the work force and the society. (Rehabilitation Counseling Students Only)
8. obtain area-appropriate licenses and/or certifications.
9. acquire entry-level positions in one's chosen area or a closely related area of counseling specialization.

SPECIAL ADMISSION REQUIREMENT

A personal interview may be required of students seeking the ED.S. degree in a counseling program.

ADDITIONAL GRADUATION REQUIREMENT

— Completion of a scholarly paper.

TRANSFER CREDIT

A maximum of thirty graduate semester hours may be transferred into a Counseling Program.

ADDITIONAL REQUIREMENTS

The faculty in the Counseling Program reserve the right to recommend entry into personal counseling or psychotherapy as a condition of continuation in the Counseling Program. Graduation from the program is recommended when students are personally and academically ready for entry into the Counseling

profession. Professional liability insurance coverage is required during matriculation in the Counseling Program.

Required Courses (39 s.h.)

- CSL 600 Legal and Ethical Issues in Counseling
- EDU 601 Methodology of Research
- CSL 610 Human Growth and Development
- EDU 621 Psychological Measurement
- CSL 629 Social and Cultural Issues in Counseling
- CSL 652 Individual Counseling Procedures
- CSL 653 Career Development and Life Work Planning
- CSL 658 Group Counseling Procedures
- CSL 686 Counseling Theories and Intervention
- CSL 694 Practicum (6 s.h.)
- CSL 699 Internship in Counseling (6 s.h.)

AREAS OF SPECIALIZATION (9-18 s.h.)

Mental Health Counseling (18 s.h.)

- CSL 569 Mental Health
- CSL 591 Group Dynamics
- CSL 650 Human Sexuality
- CSL 651 Counseling the Mentally Ill
- CSL 680 Family Therapy
- CSL 691 Personality Theories

MARRIAGE AND FAMILY COUNSELING (21 s.h.)

Marriage and Family Counseling provides the course work necessary for meeting state licensure requirements as a marriage and family therapist. The curriculum focuses on brief, ecologically-oriented perspectives for understanding and working with couples and families.

- CSL 569 Mental Health
- CSL 650 Human Sexuality
- CSL 680 Family Therapy
- CSL 687 Marriage and Family Systems
- CSL 688 Marital Therapy
- CSL 689 Issues in Marriage and Family
- CSL 691 Personality Theories

Guidance and Counseling (15 s.h.)

- CSL 585 Principles of Guidance
- CSL 588 Crisis Intervention
- CSL 591 Group Dynamics
- CSL 680 Family Therapy
- CSL 682 Consultation Procedures

Rehabilitation (9 s.h.)

- CSL 639 Physical and Mental Disabilities
- CSL 683 Industrial Rehabilitation
- CSL 685 Rehabilitation Issues

Electives

Guidance and Counseling (6 s.h.)
Mental Health Counseling (3 s.h.)
Rehabilitation Counseling (12 s.h.)

Note: Courses accepted in lieu of any of the above must have an advisor-approved plan submitted to and approved by the Office of the Dean.

Note: The Adrian Dominican School of Education offers a Ph.D. in Administration and Leadership with a specialization in Counseling.

SPECIALIST IN EDUCATION EXCEPTIONAL STUDENT EDUCATION

The Ed.S. or Specialist in Education degree program in Exceptional Student Education is a 30-semester hour program beyond the Master's degree. The purpose of this advanced preparation in Exceptional Student Education is to provide quality training opportunities to meet the continuing professional growth needs of Exceptional Student Education teachers and leaders at the elementary, middle, secondary and adult levels. Emphasis is placed on foundations of Exceptional Student Education research, including applied research, with practical applications at the classroom and school site levels. The program also emphasizes the use of computers and related technologies as well as the education of diverse student populations. Approved electives may be substituted for courses already completed.

ADDITIONAL ADMISSION REQUIREMENTS

- a master's degree from an accredited institution in Exceptional Student Education or Florida certification in Exceptional Student Education.
- evidence of successful performance through three years of teaching or equivalent professional experience.
- interview with the program director or program advisor.

Following completion of the **SPECIALIST DEGREE PROGRAM IN EXCEPTIONAL STUDENT EDUCATION**, graduates will have the ability to:

1. apply knowledge of exceptional student education research to improve Exceptional Student instruction.
2. evaluate, select and utilize refined teaching strategies for improved Exceptional Student Education programs.
3. assess and integrate legislative decisions associated with Exceptional Student Education with real situations.
4. provide leadership in Exceptional Student Education at the school and district levels.
5. design, implement and evaluate appropriate learning environments.
6. analyze and evaluate trends and issues in Exceptional Student Education.
7. use appropriate strategies for exceptional students of diverse backgrounds.
8. integrate the use of computers and related technologies in Exceptional Student Education.

Required Courses (30 semester hours)

ESE	650	Knowledge and Utilization of General Research
ESE	655	Issues in Educating the Preschool Special Education Child
ESE	660	School Law and the Exceptional Student
ESE	665	Learning Resource Environment for the Exceptional Child
ESE	670	Adv. Behavioral Management of Exceptional Education Child
ECT	678	Computer Applications for Exceptional Student Education
ESE	680	ESOL Strategies for Exceptional Student Education Teachers
ESE	690	Modern Curriculum Design in Exceptional Student Education
ESE	695	Administration and Supervision of Exceptional Student Education Program
EDU	708	Directed Research (ESE)

The following approved electives may be substituted for courses already completed. Prior program approval must be received from the ESE director.

ECT	607	Design and Evaluation of Computer-Based Education
ECT	609	Courseware Generators
ECT	639	Computer Technology Applications for Education
ECT	653	Telecommunications in Education
ECT	680	Computer/Technology Applications for Elementary Education

ADDITIONAL GRADUATION REQUIREMENTS

- complete a final project or thesis as agreed to by the program director
- approved elective courses must be substituted if listed courses have been taken in another program

SPECIALIST IN EDUCATION PROGRAM IN READING

The Ed.S. or Specialist in Education degree program in Reading is a 30-semester hour program beyond the Master's degree. This advanced program is designed for teachers and leaders at the K-12, community college and adult levels.

Following completion of the SPECIALIST DEGREE PROGRAM IN READING, graduates will have acquired the ability to:

1. apply knowledge of reading research to improve literacy instruction.
2. demonstrate refined teaching strategies for improved reading and learning.
3. model the integration of reading in the whole language arts curriculum.
4. provide literacy leadership at the school and district levels.

SPECIAL PREREQUISITES

Four reading courses (undergraduate or graduate) (12 s.h.) Additional courses may be required to meet Florida Teacher Certification in Reading. The Reading sub-test of the Florida Teacher Certification Examination must be passed

prior to the student's graduation unless the student is already certified in Reading.

Required Courses (9 s.h.)

- EDU 708 Directed Research
- EDU 717 Curr. and Sup. Problems in Reading (Practicum)
- EDU 739 Non-Thesis Research in Reading or
- EDU 740 Thesis Research in Reading

Select seven courses from the following: (21 s.h.)

- EDU 535 Teaching Language Arts
- EDU 604 Teaching Vocabulary and Reading Comprehension
- 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
- ECT 641 Implementing Computer-Based Programs
- ECT 676 Computer/Technology 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.

**DOCTOR OF PHILOSOPHY
IN LEADERSHIP AND EDUCATION**

The Doctor of Philosophy (Ph.D.) degree offered in Leadership and Education in the School of Education allows students to specialize in COUNSELING OR LEADERSHIP. Beginning July, 1994 a specialization in EDUCATIONAL TECHNOLOGY will be implemented.

The doctoral program requires completion of a minimum of 54 credits beyond the master's degree, 24 credits of which are taken in the area of specialization. The area of specialization is determined by students' interest, academic training and career goals. Students matriculating in Counseling will be exposed to basic concepts and techniques in leadership and research, but will apply these concepts and practices to employment in health and human services organizations, academic institutions, private practices, community mental health facilities, schools, addiction programs and business settings where professional counselors are employed.

Those matriculating in Leadership take courses regarding the roles and responsibilities of leaders in for-profit, not-for-profit, government, education, health and related organizations. While doctoral students in counseling focus on advanced clinical knowledge and skills development, their peers in the leader-

ship specialization focus on policy development, human resources development, program planning and evaluation, and finance. All students are required to complete a dissertation which demonstrates originality, creativity, and scholarship in their area of specialization. Students who complete all the requirements for the Ph.D. will be properly equipped to promote purposeful change in individuals, groups, organizations and self.

The program is for practicing and potential leaders in a variety of settings: education, health care, social service, religion, business and government. It is for students who want to acquire the competencies and attitudes necessary to become outstanding leaders in a particular area of specialization, to investigate problems with originality and scholarship and to be involved in study that enhances and improves organizations.

Following the completion of the Ph.D. in Leadership and Education, graduates will have acquired the ability to:

1. analyze and synthesize the knowledge and understandings of the process dimensions of leadership.
2. apply the theories and concepts of leadership to the practical aspects associated with one's area of specialization.
3. clarify one's ethical and moral perspectives and relate this perspective to personal and professional goals.
4. develop and implement an independent research investigation.
5. assess and contribute to the literature related to one's area of specialization.
6. continue to renew and extend one's understandings and competencies acquired in an area of specialization.

ADMISSION REQUIREMENTS

- A completed application.
- A Master's or higher degree in the appropriate area of specialization or closely related area from a regionally accredited college or university.
- Graduate GPA of 3.25 (A = 4.0).
- 50th percentile in one of the aptitude sections of the GRE—Verbal, Analytical, or Quantitative; score from the GRE must be dated within 8 years preceding application.
- Three letters of professional recommendation for doctoral study.
- An interview with the area of specialization faculty.

Students who have limited academic credentials in their chosen area of specialization may be asked to take master's level courses which will not be applied towards the doctoral degree prior to admission into the Ph.D. Program.

A three-step admission process is used for screening applicants: 1. A faculty member in the student's area of specialization reviews the application materials for completeness. 2. Once the application is complete, an interview with the specialization faculty is conducted. 3. The Doctoral Review Council approves or disapproves the application and makes its recommendations to the dean.

At the time of doctoral study application, students identify transfer courses. A maximum of six (6) post master's credits may be transferred into the Program. Courses must have been taken within eight (8) years of the date of application

for admission and the grade earned must be a B or better. International credits to be transferred must be evaluated as per Barry University policies.

Although the Doctoral Program is not designed to prepare students for certification or licensure, students may take additional courses to complete the requirements for these credentials.

The deadline for filing all application materials for fall matriculation is April 1. Because the program requires the Graduate Record Examination (GRE) of all its students, applicants should arrange to take this test no later than February.

DEGREE REQUIREMENTS

The Ph.D. in Leadership and Education requires that students complete a minimum of 54 post-master's credits which are acceptable to the Faculty Advisor and the Doctoral Review Council. These credits are distributed as follows:

Leadership Foundations	15 credits
Area of Specialization Core	12 credits
Area of Specialization Electives	12 credits
Research	9 credits
Dissertation	6 credits
	<hr/>
	TOTAL 54 credits

After completion of the six (6) dissertation credits, students who have not met all the requirements for the degree must continuously register for one (1) credit per semester to remain a candidate for the degree.

Other requirements for the Ph.D. in Leadership and Education include:

Residency – two semesters/terms of continuous registration for six (6) or more credits

Comprehensive examination – a written examination taken upon completion of course requirements

Admission to candidacy – passing of the comprehensive examination, which allows a candidate to formally begin the dissertation

Dissertation – a written thesis which adds substantively to the theory and/or practice in the student's area of specialization

Oral Defense of the Dissertation – a public presentation of the results of the dissertation at which members of the Dissertation Committee are given the opportunity to ask questions before approving or disapproving the dissertation

A Plan of Study which meets the doctoral student's career goals will be developed by the student and the advisor. A preliminary program of doctoral study, excluding dissertation credit, must be submitted to the Faculty Advisor before the end of the student's second semester after being admitted to doctoral study. A final Plan of Study must be submitted to and approved by the Faculty Advisor prior to the completion of 18 semester hours.

Comprehensive examinations are required.

Requirements, including the dissertation, must be completed by the end of eight calendar years beginning with the date the student first registers as a student for the Ph.D. in Leadership and Education.

All fees must be paid and requirements for the degree must be completed and reported to the Faculty Advisor no later than two weeks prior to graduation.

Course Descriptions — Administration and Leadership Prefix: ADL

705 Theories of Leadership (3)

Describes theories of leadership, studies the relationship between leadership style and organizational change and examines the implementation process of a leader's vision.

709 Ethical and Legal Issues (3)

Explores the issues of ethical, moral and legal development relevant to formulating a personal philosophy of leadership and administration and developing a continuing renewal of personal and professional growth for oneself and others.

713 Program Planning (3)

Overviews how to use a systematic planning process to set priorities; provides an organized approach to policy development and program implementation and describes evaluation procedures.

717 Human Resources Development (3)

Uses team building, group dynamics, and interpersonal sensitivity to motivate and inspire individuals and groups to work toward common goals.

721 Policy Development (3)

Examines the process to identify problems and how to achieve solutions consistent with an organization's vision; uses critical thinking and analytic reasoning as problem and policy framing skills for continued renewal.

725 Financial Administration (3)

Compares and contrasts for-profit, not-for-profit, public organizations; examines the conventions of revenue and expenditure budgeting; presents the basic principles of proposal writing and grantsmanship.

729 Directed Study in Leadership (3)

Offers opportunities to pursue, under the direction of an instructor, an area of special leadership interest to the student.

733 Advanced Study in Leadership (3)

Offers a supervised advanced study experience in recent developments, issues and trends in leadership and administration.

737 Information Technology Administration (3)

Explores the leadership and administration role in the implementation and management of information technology within a professional organization.

799 Dissertation (1-6)

Culminates the research of the doctoral program; methods of inquiry must be appropriate to the problem being investigated.

Course Descriptions — Counseling Prefix: CSL

729 Counseling for Change (3)

Assesses the issues involved with problem identification, problem solving, change enabling and accountability in relationship to theoretical approaches to counseling. Examines the interpersonal issues involved in organizational change.

758 Advanced Counseling Techniques (3)

Explores the latest theories and techniques in counseling. Students are expected to review the literature on specific counseling techniques and identify their efficacy for use with specific counseling populations. Application of techniques to clinical problems is emphasized.

784 Counseling Supervision

Discusses the theories and models of counselor supervision. Requires students to apply knowledge and skills to supervision of counselor trainees. Prerequisites: CSL 729 & CSL 758

794 Advanced Counseling Practicum (3)

Provides the opportunity for students to field-test basic concepts and strategies in counseling administration and leadership learned throughout the curriculum. Students are required to supervise other counselors, develop specific counseling interventions, evaluate counseling programs, and provide leadership in planning and administering counseling programs. A minimum of 75 hours of field experience is required for each three (3) credits earned. Weekly group and individual meetings with faculty and an on-site supervisor are required. Prerequisites: Leadership core courses, appropriate counseling courses and permission of the program advisor.

798 Seminar in Counseling (3)

Presents the recent developments, issues and trends in counseling. Library research is required for preparation of a presentation and/or a written concept paper. Prerequisite: Approval of Program Advisor

799 Advanced Counseling Internship (3)

Links the administration and leadership concepts and techniques learned in core courses with the specific counseling theories and techniques learned through the area of specialization courses. Emphasizes application of learning to representative roles and responsibilities of leaders in counseling settings. Students are required to develop a specific work plan detailing goals, activities, and outcomes associated with the internship. Approval of the site and work plan by the program advisor and instructor is required. Typically, 320 hours of field experience are required for each three (3) credits earned. Individual and group supervision is provided by a field supervisor. Periodic site visits and group supervision by faculty are required. Prerequisites: All leadership core courses, appropriate area of specialization courses, and permission of the program advisor.

Course Descriptions — Educational Leadership Prefix: EDU**701 Advanced Study in Education (3)**

Offers opportunities to pursue a research project with the guidance of an advisor in areas of special interest to the student; approval of program advisor required.

708 Directed Research (3)

Investigates a significant problem in education with an emphasis in the student's area of specialization culminating in a project describing the research. Prerequisite: EDU 601.

710 Politics of Education (3)

Examines the political aspects of schooling. Students will become familiar with community power structures; the local electoral process; how boards of education function; how the school interacts with community pressures and needs; who is best and least well served and why.

711 Clinical Supervision, Theory and Practice (3)

Overviews the history of supervision and the models of clinical supervision. It presents current developments and focuses on leadership competencies necessary to improve teacher's classroom practices.

726 Educational Evaluation (3)

Examines program assessment and organizational outcomes with an emphasis on terminology, models, standards, practices and common problems associated with evaluation.

730 Theories and the Use of Theories (3)

Engages students in learning experiences to examine the empirical and practical uses of theories as a means of effective leadership.

735 Advanced Curriculum Theory and Planning (3)

Examines curriculum designs to identify and determine: an optimum set of educational objectives for students' settings, subject matter and advantageous learning experiences which best accomplish these objectives. Students will be required to identify ways they will evaluate the curriculum if the objectives are to be realized.

794 Practicum (3)

Links as a practicum the administration and leadership core courses with the Education (Educational Leadership) courses. Students are required to practice administrative leadership in a site selected through an agreement with the professor and under the guidance of a university professor. Prerequisites: Administration and Leadership core, appropriate educational leadership courses and approval of program advisor.

Course Descriptions — Research Prefix: RES**711 Experimental Research Design (3)**

Examines theory and practice in experimental research design. Emphasizes hypothesis building, measurement, data collection and statistical analysis. Explores the impact of computers on research methodology.

712 Alternative Research Designs (3)

Examines survey and qualitative research methods, content analysis, historical and comparative research, action research, meta-analysis, aggregated data analysis, policy research, program evaluation and field observation. Appropriate statistical analyses are offered. Prerequisite: RES 713

713 Research Data Analysis (3)

Reviews the statistical techniques and computer analyses available for use in answering research questions. Discusses the ethical and legal issues in conducting human subjects research.

787 Doctoral Research Seminar (3)

Assesses researchable questions in leadership and administration in a student's area of specialization resulting in a dissertation proposal.

**Course Descriptions — Educational Computing and Technology
Program Prefix: ECT — formerly Computer Education Prefix: CED****505 Introduction to Computers/Technologies in Education (3)**

Provides a comprehensive introduction to the broad role of computers/technologies in education. Computers and related technologies are examined both as a subject of instruction and as a tool for the professional educator and the lifelong learner. Prerequisite: Permission from advisor.

534 Using Software for Educational Applications (3)

Enables educators to repurpose generic computer software for classroom use. This course will include a variety of educational applications and strategies which are facilitated with word processing, data base management, spreadsheet, graphics, presentation, and telecommunications software. Prerequisite: ECT 505.

545 Software-Based Instructional Tools (3)

Investigates the use of a variety of specialized software in the development, presentation and management of instruction. Prerequisite: ECT 505.

560 Teaching With Computer Technologies in the Classroom (3)

Investigates the pedagogical value of various computer-based technologies. Participants will be introduced to special problems and methods of teaching and applying computer-based technologies in a variety of content areas. Prerequisite: ECT 534.

600 Programming With Applications in Education: LOGO (3)

Prepares educators to learn and apply the LOGO language for the purpose of teaching problem solving skills and/or programming skills to students in the K-12 classroom. Prerequisite: ECT 505.

603 Programming With Applications in Education: BASIC (3)

Prepares educators to learn and apply the BASIC language for the purpose of developing programs for their disciplines and/or teaching programming skills to students in the K-12 classroom. Prerequisite: ECT 505.

604 Programming With Applications in Education: PASCAL I (3)

Prepares educators to learn and apply the PASCAL language for the purpose of developing programs for their disciplines and/or teaching programming skills to students in the K-12 classroom. Prerequisite: ECT 603.

605 Programming With Applications in Education: PASCAL II (3)

Prepares educators to learn and apply the advanced PASCAL language for the purpose of developing programs for their disciplines and/or teaching programming skills to students in the K-12 classroom. Prerequisite: ECT 604.

606 Advanced Programming With Applications in Education (3)

Prepares educators to learn and apply the Data Structures and Algorithms for the purpose of developing programs for their disciplines and/or teaching programming skills to students in the K-12 classroom. Prerequisite: ECT 604.

607 Design and Evaluation of Computer-Based Education (3)

Provides the student with a overview of instructional systems design, learning theory, and learning research. Each of these is then applied to the development and evaluation of Computer-Based Education materials. Prerequisite: ECT 505.

608 Programming With Applications in Education: C (3)

Prepares educators to learn and apply the C language for the purpose of developing programs for their disciplines and/or teaching programming skills to students in the K-12 classroom. Prerequisite: ECT 604.

609 Courseware Generators (3)

Provides an introduction to applications and methods for generating instructional courseware. Several commercially available courseware generators will be used to create courseware which can be integrated in a variety of curricula. Prerequisite: ECT 607.

627 Teaching Computer Programming (3)

Provides an investigation of the relative strengths and weaknesses of various computer languages with respect to their pedagogical value. Participants will be introduced to the special problems and methods of teaching computer programming to individuals of various backgrounds at the K-12 levels. Prerequisites: ECT 603 and 604.

631 Computer-Assisted Instruction I (3)

Provides an introduction to CAI with emphasis upon the principles of instructional systems design. Courseware developed will be primarily linear and verbal lessons of simple design to permit emphasis on development techniques and validation. Prerequisite: ECT 505.

632 Computer-Assisted Instruction II (3)

Focuses on branching lesson designs, and employs advanced graphics, sound and simulation techniques. Prerequisite: ECT 631.

635 Educational Computing Hardware (3)

Examines a variety of computer/technology hardware and technical functions. Special emphasis given to educational applications and auxiliary equipment with educational usefulness. Prerequisite: ECT 505.

639 Computer Technology Applications for Education (3)

Surveys a variety of internal and external hardware and their uses for teaching, learning and the management of the learning process. Special emphasis on software control of hardware in order for the computer to accept, analyze and report information for special educational applications. Prerequisite: ECT 505.

641 Implementing Computer-Based Programs (3)

Examines all aspects of the computer-based program from planning facilities to courseware selection and program management. Special emphasis on planning, curriculum integration, training and assessment. Prerequisite: ECT 505.

653 Telecommunications in Education (3)

Explores the pedagogical applications of computer communications technology. Emphasis is given to electronic mail, accessing resources for educational applications, and integrating telecommunication applications into the curriculum. Prerequisite: ECT 505.

671 Computer/Technology Applications in Business Education (3)

Prepares the Business Education teacher to use the computer/technology in a variety of business education applications. Emphasis is placed upon the identification, evaluation and integration of specialized Business Education CAI courseware. Prerequisite: ECT 534.

672 Computer/Technology Applications in Teaching English (3)

Prepares teachers of English to use the many applications of computers/technologies in their teaching. The use of computers/technologies to create an educational environment for the teaching of English is emphasized. Includes the identification, evaluation and integration of CAI courseware for the development of skills such as vocabulary, spelling and writing. Prerequisite: ECT 505.

673 Computer/Technology Applications in Math Education (3)

Prepares Math teachers to use the computer/technology as a teaching and learning tool in the math classroom. Includes the identification, evaluation and integration of CAI courseware in the development of mathematical skills and concepts. Prerequisite: ECT 505.

674 Computer/Technology Applications in Science Education (3)

Prepares Science teachers to deal with the computer/technology as content and a teaching and learning tool in the science classroom. Emphasis is placed on identification, evaluation and integration of CAI courseware and hardware in the science area. Prerequisite: ECT 505.

676 Computer/Technology Applications in the Teaching of Reading (3)

Prepares the Reading teacher to use a variety of computers/technologies in the teaching of reading, and to augment instruction in a whole language classroom. Prerequisite: ECT 505.

678 Computer/Technology Applications in Exceptional Student Education (3)

Prepares Exceptional Student Education teachers to use the unique strength of computers/technologies for diagnostic remediation and record-keeping in the remedial education environment.

680 Computer/Technology Applications in Elementary Education (3)

Prepares Elementary School teachers to implement a variety of computers/technologies across the curriculum. Emphasis is upon the use of CAI courseware to augment the elementary school curriculum. Prerequisite: ECT 505.

684 Computer/Technology Applications in the Media Center (3)

Prepares Media Coordinator to use a variety of the attributes of computers/technologies for maintaining an efficient media center. Emphasis is on the management of information for easy access and utility. Prerequisite: ECT 505.

686 Computers, Creativity and Critical Thinking (3)

Prepares teachers to deal with advanced students working on individualized projects. Emphasises the use of computers and other technology to enhance student abilities. Prerequisite: ECT 505.

687 Administrative Applications of Technology (3)

Prepares the student to be able to apply computer/technology to the areas of administration and instruction in educational institutions. Prerequisite: ECT 505.

688 Computer/Technology Applications for Adult Education (3)

Prepares the adult educator to utilize the computer/technology for a variety of applications. Emphasis is placed on the instructional and administrative applications that would benefit the adult learner. Prerequisite: ECT 505.

689 Computer/Technology Applications in Teaching ESOL (3)

Prepares teachers of LEP students to use computer-based technologies to enhance teaching and student learning. Emphasizes the use of computer-based technology to assist educators in accomplishing the following ESOL strategies: 1) Methods of teaching English to speakers of other languages, 2) ESOL curriculum and materials development, 3) Cross-cultural communication and understanding or 4) Testing and evaluation of ESOL. Prerequisite: ECT 505.

690 Special Topics (1-6)

Explores current issues and/or topics in computer education. Content will be determined by the department to fill specific needs and interests. Prerequisite: Permission from advisor.

700 Independent Study (1-6)

Provides the student the opportunity to study one or more selected areas of computer science education under the guidance of a faculty member. Prerequisite: Departmental approval.

705 Seminar: Computer-Based Technology in Education

Examines current research and theories related to applications of computer-based technology in education. Includes new strategies for restructuring curriculum and learning environment to integrate technology. Prerequisite: Departmental approval.

710 Practicum (3-6)

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. Prerequisite: Departmental approval.

720 Internship (3-6)

Provides the student with the opportunity to select and serve an internship. Selection will be done in consultation with an advisor. 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. Prerequisite: Departmental approval.

730 Thesis (6)

Provides the students with the opportunity to undertake a more theoretical and experimental effort within their degree requirements. A committee will be selected to supervise the progress of the students' efforts. Prerequisite: Departmental approval.

Course Descriptions — Counseling Prefix: CSL

569 Mental Health (3)

Introduces the DSM III-R and previews DSM-IV as diagnostic systems, examines the dynamics of psychopathology and identifies the criteria associated with specific mental disorders; and considers the role of psychopharmacology in treatment. Case material and analyses are presented.

585 Principles of Guidance (3)

Overviews the structure of guidance programs in various school settings, identifies the administrative and clinical responsibilities of the guidance counselor, addresses specific student concerns and describes specific interventions appropriate for use with children, and overviews peer and parental issues and interventions.

588 Crisis Intervention (3)

Investigates and analyzes theories and techniques in crisis intervention with particular emphasis on situational and developmental crises.

589 Introduction to Mental Health Counseling (3)

Examines the history and philosophy of mental health systems, discusses the relationship between mental health services and other health and human service delivery systems, identifies the types of services offered in such systems, describes the roles and responsibilities of the mental health counselor, and discusses the relationship of the mental health counselor to other members of the multi-disciplinary treatment team in applied settings, and overviews specific treatment approaches used in applied settings. Prerequisites: CSL 569 and CSL 652.

591 Group Dynamics (3)

Provides an opportunity for face-to-face group experience. Emphasizes the psycho-social approach to group functions and fosters development of personal identity, self and social control.

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.

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 and relates them to the needs of specific client populations.

629 Social and Cultural Issues in Counseling (3)

Identifies the needs and issues relevant to counseling special populations such as women, the physically handicapped, the mentally impaired, African-Americans, Hispanic-Americans, Native-Americans, children, victims of abuse, the poor and the aged. Application of counseling methods to solving the unique problems and resources of these special populations is encouraged.

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.

650 Human Sexuality (3)

Examines theories and etiology of human sexuality, sexual development, and sexual role expectations. Particular attention is given to exploration of sexual attitudes, values, and behavior. The biological, psychological, cultural and social implications of sexuality are discussed.

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 the processes of small group phenomena such as interpersonal communication, feedback, norms, decision-making, leadership, authority and membership. Prerequisite: CSL 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 relationships. Students may be required to conduct group counseling sessions in an appropriate setting. Prerequisite: CSL 652.

660 Designing Health, Wellness, and Employee Assistance 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.

680 Family Therapy (3)

Investigates the theories and practices of family therapy. Current models of therapy are studied and applied in practice sessions.

682 Consultation Procedures (3)

Presents the principles and theories of consultation and examines the practices of the counselor as a consultant in schools and related settings. Process models of consultation are discussed.

683 Industrial Rehabilitation/Risk Management (3)

Examines the principles of disability risk management, basic insurance and legal concepts and the roles of the risk manager and rehabilitation counselor in risk management. Cooperation between the human resources and rehabilitation professionals in case management, job modification, job placement and expert testimony is emphasized. Case studies and simulated expert testimony may be 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: CSL 652, 658, 686, 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 Theories and Interventions (3)

Examines various counseling theories and interventions and their application to the problem identification and intervention phases of the counseling process. Students may be required to prepare case studies and to demonstrate selected techniques. Prerequisites: CSL 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.

688 Marital Therapy (3)

Examines the theory and techniques associated with marital and conjoint therapies. Case examples are provided.

689 Issues in Marriages and Family (3)

Identifies the latest trends and issues affecting marital and family systems and discusses their impact upon marriage and family function.

691 Personality Theories (3)

Surveys various cognitive, psychodynamic, behavioral, humanistic, existential and family systems theories of personality development and change. Focuses on critical analysis of theoretical models of personality, development of one's own model of change and exploration of individual differences in behavior.

694 Counseling Practicum (3-6)

Requires 200-400 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: CSL 591, 652 and 658 for all students (with CSL 569, CSL 651 and CSL 680 being additional prerequisites in Mental Health Counseling; CSL 585 and CSL 686 being additional prerequisites in Guidance and Counseling, and CSL 639, CSL 683 and CSL 685 being additional prerequisites in Rehabilitation Counseling); Permission of the program advisor.

698 Seminar in 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 Counseling Internship (6)

Requires completion of 600 clock hours of field experience in a community health and/or human services organization or in a primary or secondary school. Specific emphasis is placed on direct contact with consumers of counseling services. Weekly meetings with faculty and field supervisors are required. Case conceptualizations, counseling skills and techniques and service delivery systems are discussed in weekly group sessions. Prerequisites: All core and area of specialization courses; permission of program advisor.

Course Descriptions — Montessori Prefix: EDM

600 Introduction to Montessori Education (3)

Examines Montessori philosophy, theory, teaching, strategies, rationale and basic methodology for the materials in the curriculum areas of every day living, sensorial, mathematics and language.

601 Montessori Methods and Materials I (3)

Introduces students to the philosophy and rationale for everyday living and sensory-motor curriculum areas. Opportunities are provided for students to learn how to prepare and maintain the everyday living and sensory-motor areas and to develop the ability of designing developmentally appropriate activities for children between the ages of three and six.

602 Montessori Methods and Materials II (4)

Examines how a child develops linguistic skills and number concepts and methods facilitating the child's natural development. A holistic approach to language is presented, language which unifies thinking, listening, talking, reading and writing. The math curriculum addresses the sequence of math materials and the presentation and purpose of each material.

603 Montessori and the Child (3)

Explores the philosophy, theory and strategies of the Montessori approach to early and elementary education. The course is designed to provide a background for understanding the sequence of normal human development, the study and practice of objective observation and its use as an assessment tool for educational planning.

605 Language Arts for Montessori Teachers (3)

Includes a comprehensive approach to a whole language arts curriculum through the use of imaginative, multi-sensorial, manipulative materials in sequential lessons. The course consists of a comprehensive approach to literacy development including listening, speaking, reading, creative writing, grammar, sentence analysis, the history of language and research skills.

607 Humanities in the Montessori Preprimary Classroom (3)

Includes the teaching of the fine arts and the performance arts (art, music, movement/dance). Emphasis is placed on the role of the related arts in the development of the young child and how these can be integrated into the daily curriculum. The humanities course includes cultural studies (history and geography) and language arts.

626 Sciences in the Montessori Preprimary Classroom (3)

Explores ways of broadening one's horizons in physical, biological, earth and space sciences while nurturing a sense of wonder and spirit of inquiry inherent in each student.

628 Life Sciences for Montessori Teachers (3)

Examines methods to initiate children into the skills for observing, identifying, classifying and organizing information concerning plants, animals, and humans, and understanding their life functions. Health education, physical and outdoor education, and conservation are included in this interdisciplinary course.

629 Physical Sciences for Montessori Teachers (3)

Introduces beginning concepts of the physical sciences, cosmology, astronomy, earth science and geography through hands-on materials, experiments and stories. The strategies for instruction seek to awaken a sense of wonder and an appreciation of the process of science in the school-age child.

631 Math I for the Montessori Teacher (3)

Mathematics is approached as a problem-solving activity using hands-on materials to develop mathematical reasoning, number sense and operation sense. Course includes a brief history of mathematics and a look at the mathematical nature of the child's mind.

632 Math II for the Montessori Teacher (3)

Continues the methods of teaching basic mathematical concepts and topics such as factors, multiples, fractions and algebra with concrete materials. Demonstrates techniques for bridging the passage of mathematical computation from the concrete to the abstract.

633 Humanities in the Montessori Classroom (3)

Presents a variety of ways of integrating music, drama, dance and the visual arts into the daily curriculum. Explores strategies for strengthening literacy skills of the older elementary child with special emphasis on grammar, literature and reading in the content areas.

649 Management for Montessori Teachers (3)

Equips the students with the necessary knowledge and skills in classroom management, record-keeping, curriculum and environmental design and human relationship skills to successfully implement the Montessori approach in the classroom and interpret classroom observations to the public.

656 Practicum I (3)

Student teacher applies Montessori instructional strategies in implementing preprimary curriculum. Assessment and assistance is given through periodic visits by university instructor.

657 Practicum II (3)

Continues the application of Montessori curriculum and instructional strategies under the supervision of a Montessori preprimary certified teacher and a University advisor.

659 Practicum I (3)

Involves the supervision of the student in an approved Montessori teaching or administrative setting by a Montessori elementary certified teacher and a University advisor. During this time the student will apply Montessori elementary school curriculum and instructional techniques.

660 Practicum II (3)

Continues the application of Montessori curriculum and instruction techniques under the supervision of a Montessori certified teacher and a University advisor.

Course Descriptions — Education Prefix: EDU

All courses numbered 500 are open to qualified undergraduate seniors.

500 Comprehensive ESOL Strategies (3)

Surveys the principles and strategies of ESOL, with emphasis on their practical applications for teaching the basic content areas to classes with students of Limited English Proficiency (LEP).

509 Multicultural Primary Education (3)

Develops the national and international dimensions needed to understand cultural diversity, cultural pluralism and the implications for curriculum and instruction of young children (age three through grade three).

510 Multicultural Education (3)

Develops the national and international dimensions needed to understand cultural diversity, cultural pluralism and the implications for the elementary school curriculum.

512 Teaching the Elementary Mainstreamed Exceptional Student (3)

Introduces 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)

Offers techniques for observation, description, measurement and evaluation of student behavior in the classroom. Applied project in area of specific grade interest required.

515 Guiding Primary Learning (3)

Focuses on how young children learn and on the developmental factors which influence learning. The principles of learning are applied to early childhood classroom situations to facilitate the learning process.

516 Guiding Elementary Learning (3)

Uses learning theory as the foundation for teaching elementary children. Applies the principles of learning to teaching subject areas in the elementary classroom.

517 Evaluation and Measurement in Education (3)

Provides laboratory experiences in designing classroom tests and writing test items. Examines group and individual tests as means of accountability and facilitating decision making.

525 Behavior Management (3)

Investigates behavior management strategies necessary to create an effective learning experience. Reviews managing individual and group behavior through behavior modification techniques and learning psychology.

533 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 to observe children and their language and to interact with children through language.

534 Child Study Skills for Primary Education (3)

Includes guidelines and techniques to observe, record, diagnose, analyze and prescribe for the personal, social, motor, language and perceptual-cognitive development of primary children in a variety of child care and educational settings. Includes guidelines and techniques for working with families and parents. School-site experience required.

535 The Teaching of Language Arts (3)

Uses an interdisciplinary approach to the teaching of language arts. Studies models and methods for interrelating language arts. Project interrelating listening, speaking, reading and writing required.

536 Strategies for Primary Diagnostic-Prescriptive Instruction (3)

Develops a framework for diagnostic-prescriptive teaching for working with children (age three through grade three). Includes early childhood classroom organization, materials and instructional strategies. Application project required.

537 Strategies for Elementary Diagnostic-Prescriptive Instruction (3)

Develops a framework for diagnostic-prescriptive teaching in the elementary subject areas. Includes classroom organization, materials, instructional strategies, roles of the teacher and responsibilities of the learner. Applied project required.

538 Teaching the Primary Mainstreamed Exceptional Student (3)

Introduces the young special need student (age three through grade three) for the regular classroom teacher and includes procedures, methods and materials for managing and instructing the mainstreamed exceptional student.

539 Primary Programs, Curriculum, Instruction (3)

Examines the foundations of early childhood curriculum principles, instructional practices and legal issues for teaching children (age three through grade three). Includes understandings about measurability, program designs and evaluation. Field experiences and observations in the areas of language arts, mathematics, science, art, music, rhythms and dramatic play are required.

543 Research and Current Trends in Primary Education (3)

Explores current research findings and the resulting trends in early childhood education about children (age three through grade three) for developing curriculum and improving instruction.

544 Problem Solving in Primary Mathematics (3)

Examines the curriculum foundations and instructional methods for early childhood education mathematics for children (age three through grade three). 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 for children (age three through grade three). Classroom log and applied project required.

548 Literature for Young Children (3)

Deals with trends and issues in literature for children (age three through grade three). Focuses on literature to enhance positive attitudes about self and others and to help young children enjoy books and reading.

550 Research and Current Trends in Elementary Curriculum and Instruction (3)

Examines current research findings and the trends in elementary education and identifies components for developing curriculum and improving instruction at the elementary school level.

551 Problem Solving in Elementary School Mathematics (3)

Presents curriculum foundations and instructional methods for elementary school mathematics. Includes 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 to enjoy books and reading.

564 Spirituality and the Art of Leadership (3)

Addresses, in theory and practice, areas of communication, decision making, and planning for institutional advancement through shared responsibility. Curricular interdependence, creative problem solving, and the empowerment of people will be explored.

565 Language Acquisition in Primary Education (3)

Deals with the fundamental concepts and questions of language acquisition and communication for children (age three through grade three). Relates those concepts to early childhood setting.

566 Teaching Elementary Social Studies (3)

Offers knowledge and instructional methodology for teaching social studies in the elementary school. Applied teaching project required.

567 Foundations of Reading Instruction (3)

Surveys the knowledge and teaching strategies necessary to understand the nature of the reading act and the basic principles of reading instruction. Includes 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)

Helps secondary content area teachers (Art, Biology, Business, Chemistry, English, Foreign Languages, History, Music, Physics, Mathematics, Exceptional Student Education, etc.) deal with student interaction with printed material. Teachers will learn reading and study strategies to facilitate learning in specific subject areas. Includes designing lessons, activities and screening devices in the content area and using them in secondary field experience.

568D Reading in the Content Areas for the Secondary Subject Area Teacher (3)

Helps secondary content area teachers (Art, Biology, Business, Chemistry, English, Foreign Languages, History, Music, Physics, Mathematics, Exceptional Student Education, etc.) deal with student interaction with printed material. Teachers will learn reading and study strategies to facilitate learning in specific subject areas. Includes designing lessons, activities and screening devices in the content area and using them in secondary field experience.

571 Psycho-Social Foundations in Primary Education (3)

Studies psycho-social concepts dealing with a high level of receptivity and adaptability on the part of teachers of children (age three through grade three). Assists in the acquisition of practical skills in the affective domain for the purpose of creating climates conducive to academic success. Field experience and observation experiences required.

572 Primary Programs and Practices (3)

Addresses the foundations of curricula for children (age three through grade three)—how to plan, implement and evaluate perspectives related to emotional, social, perceptual-cognitive, physical and language developmental patterns. Explores communication, integrating the arts, bilingualism, and multicultural issues. Project required which includes working with parents as well as children.

584 Reading Diagnosis (3)

Focuses on diagnosing problems in reading. Includes the administration, interpretation and use of formal and informal tests. Prerequisites: EDU 322, 467/567, or equivalent.

587 College/University Student Services (3)

Overviews the fundamental concepts, organization, and administration of higher education student affairs/service work. Current methods and instruments as well as professionalism and ethics are discussed.

590 Corrective Reading (3)

Deals with the selection and preparation of classroom instructional methods, materials and strategies for use in correcting reading difficulties with students in the K-12 classroom. Prerequisite: EDU 484/584 or permission of advisor. Practical field experience required.

592 Workshop in Education (variable)

Investigates special interest areas developed from student needs and community requests. Number of credits depends on individual workshop requirements.

593 Child Study Skills (3)

Presents guidelines and techniques to observe, record, diagnose, analyze and prescribe for the personal, social, motor, language and perceptual-cognitive development of young children (age three through grade three). Includes guidelines and techniques for working with families and parents.

594 Teaching Elementary Science (3)

Offers knowledge and instructional methodology for teaching science in the elementary school. Applied teaching project required.

595 Advanced Elementary Curriculum (3)

Overviews the developments in elementary curriculum, the problems involved in curriculum construction and innovative programs.

596 Advanced Secondary Curriculum (3)

Overviews the developments in secondary curriculum, the problems involved in curriculum construction and current innovative programs.

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

601 Methodology of Research (3)

Requires students to identify a research problem, develop a design for the study and write a research proposal. Provides opportunities to evaluate and interpret research literature.

603A Research Trends and Current Issues in Primary/Elementary Childhood Education (3)

Surveys current issues in research in public and non-public schools from a leadership perspective. Focus area is on primary/early childhood.

603C Research Trends and Current Issues in Middle School Education (3)

Surveys current issues in research in public and non-public schools from a leadership perspective. Focus area is on middle school education.

603D Research Trends and Current Issues in Secondary Education (3)

Surveys current issues in research in public and non-public schools from a leadership perspective. Focus area is on secondary education.

604B Teaching Vocabulary and Reading Comprehension (3)

Assists 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 Reading Comprehension (3)

Assists 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)

Applies elementary school curriculum and instruction in meaningful situations. Field-based experience under the supervision of a University instructor.

606 Advanced Practicum in Elementary Curriculum and Instruction (3)

Applies knowledge and skills about elementary school curriculum and instruction in a professional setting. Field-based experience under the supervision of a University instructor.

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)

Implements early childhood curriculum and instruction in meaningful situations when working with children (age three through grade three). Field-based experience under the supervision of a University instructor.

609 Advanced Practicum in Primary Curriculum and Instruction (3)

Implements knowledge and skills about curriculum and instruction for children (age three through grade three). Field-based experience under the supervision of a University instructor.

611B Reading and Thinking Skills (3)

Helps 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 (3)

Assists 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 students' 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)

Studies 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)

Focuses on methods for implementing the duties and responsibilities of a reading resource teacher at a school site. Includes consultative skills for assisting classroom and content area teachers. The focus includes human relations and leadership skills. Prerequisite: EDU 567 or equivalent.

614 Educational Leadership I (3)

Explores models and theories of organizational development and their application to the development and maintenance of educational organizations.

615 Educational Leadership II (3)

Develops student communication skills, an understanding of leadership ethics and an understanding of the behavior of people who work and live within organizations.

619 Analysis of the Individual (3)

Develops proficiency in the administration and scoring of the Weschler and Stanford-Binet. Requires students to write psychological reports on client's performance on the tests. Prerequisite: EDU 621 and/or consent of instructor.

621 Psychological Measurement (3)

Examines 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.

622 Leadership Skill and Change (3)

Acquaints students 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)

Examines the policies, practices and strategies in school and community relations.

- 624 Instructional Design and Evaluation (3)**
Surveys the field of curriculum theory and organizational frameworks for current practices in curriculum development and evaluation and exploration of curriculum revision and change.
- 625 Advanced Educational Psychology (3)**
Surveys the modern theories and principles of human development in learning and applies them to present-day educational settings.
- 626 Philosophy of Education (3)**
Studies the philosophy underlying the interrelations of school and community and the formulation of a workable school philosophy based on accepted standards.
- 628A Issues in Curriculum in Primary/Early Childhood Education (3)**
Surveys current trends in educational curriculum development and their impact on public and non-public schools from a leadership perspective. Focus area is on primary/early childhood education.
- 628C Issues in Curriculum in Middle School Education (3)**
Surveys current trends in educational curriculum development and their impact on public and non-public schools from a leadership perspective. Focus area is on middle school education.
- 628D Issues in Curriculum in Secondary School Education (3)**
Surveys current trends in educational curriculum development and their impact on public and non-public schools from a leadership perspective. Focus area is on secondary school education.
- 630 Psychology of Reading (3)**
Examines the reading process 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)**
Includes the principles of leadership, staff development and group processes to be used as the bases for administering and supervising a reading program at a school site. Prerequisite: EDU 567 or equivalent.
- 634 Remedial Reading (3)**
Focuses on remedial techniques for students who evidence reading problems. Prerequisites: EDU 584, 643 or equivalent or permission of advisor. Practical field experience required.
- 637 The Principalship (3)**
Explores the principal's roles and responsibilities as related to organizational development, information systems, faculty and staff selection, orientation, supervision and evaluation, curriculum development and implementation, scheduling, budgeting and plant/facilities use.
- 674 School Law (3)**
Examines federal and state education laws with particular emphasis on Florida school law.
- 675 School Finance (3)**
Examines school finance and school business management with particular emphasis on procedures for Florida public and private schools.
- 699 Internship in Educational Leadership (3)**
Provides leadership experiences in an educational institution or agency commensurate with the student's graduate program, certification objectives, educational experiences and career goals.
- 701 Advanced Study in Education (3)**
Offers opportunities to pursue a research project with guidance of an advisor in areas of special interest to the student; approval of program advisor required.
- 708 Directed Research (3)**
Investigates a significant problem in education in the student's area of specialization culminating in a project describing the research. Prerequisite: EDU 601.
- 716 Advanced Diagnosis and Remediation in Reading (3)**
Examines the 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) (Practicum)

Provides a supervised practicum in an instructional reading situation. Focus is on the reading teacher using techniques for working with students, administrators, other teachers and the community in a supervised setting. Prerequisite: Admission to the M.S. or Ed.S. program in Reading.

718 Developmental Reading (3)

Explores the objectives, techniques and procedures for programs of developmental reading in primary, elementary, middle and secondary schools. Serves as 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)

Examines 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)

Requires the specialist student in education to complete a 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)

Requires the specialist student in education to complete a thesis related 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.

Course Description — Exceptional Student Education Prefix: ESE

510 Educational Management of Exceptional Students (3)

Analyzes the various forms of classroom organization, behavior management and communication skills appropriate for managing the spectrum of exceptional students.

511 Speech Correction for Children (3)

Evaluates functional and organic speech deviations and the possible psychological implications in society with a view toward easy and early recognition of a child's possible speech problem.

512 Theories and Research in Learning Disabilities (3)

Examines theories in reading and related learning disabilities through physiological, psychological and sensory correlates. Includes an investigation of recent research conducted in relation to success and failure in teaching the child with reading and related learning disabilities.

514 Teaching Social and Personal Skills for Exceptional Students (3)

Evaluates special needs of Exceptional Students in the areas of employability skills, career awareness and transition planning for adult living.

516 Curriculum and Instructional Material for Learning Disabled (3)

Analyzes and applies specific teaching methods and curriculum materials for individualizing remedial instruction for pupils with reading and related learning disabilities. Includes classroom management skills. Prerequisites: ESE 583 or EDU 584 or equivalent or permission of advisor.

518 Educating Special Gifted Population (3)

Examines the education of special gifted populations including, but not limited to minorities, underachievers, disabled/handicapped, economically disadvantaged and highly gifted to include student characteristics and programmatic adaptations.

520 Instructional Strategies for the Mentally Handicapped (3)

Examines and evaluates instructional strategies for the educable, trainable and profoundly mentally handicapped based on the development, implementation and evaluation of individualized education plans.

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)

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 Instructional Strategies for the Learning Disabled Child (3)

Surveys instructional techniques for teaching the learning disabled child, including specialized approaches in basic skills and adaptation of curriculum materials.

525 Theories and Research of the Emotionally Handicapped (3)

Examines the nature and needs of the emotionally handicapped to include etiology, prevention and intervention, as well as use of community resources.

526 Educational Program - Emotionally Handicapped (3)

Appraises the curriculum and program for the emotionally handicapped child. Programs for the multi-handicapped child with dominant emotional problems will be evaluated. The individual program as it affects the group curriculum will be analyzed.

527 Classroom Management - Emotionally Handicapped Child (3)

Compares various classroom management techniques and specific situations within that classroom involving the management of emotionally handicapped children.

528 Instructional Strategies for the Emotionally Handicapped (3)

Surveys instructional strategies for teaching students who are identified as emotionally handicapped, including instructional techniques, motivational strategies, development, implementation and evaluation of individualized education plans as well as data base management.

529 Education of the Hearing Impaired (3)

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 influencing the hearing impaired child.

530 Education of Children with Visual Disabilities (3)

Examines 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 educational or rehabilitation services.

531 The Young Handicapped Child: Part I (3)

Focuses 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)

Focuses on the cognitive and social development of the young handicapped child. Information on language disorders, visual and hearing impairments will be studied.

534 Theory and Development of Creativity (3)

Examines theory and development of creativity to include elements of creativity such as fluency, flexibility, originality and elaboration.

535 Educational Procedures and Curriculum for the Gifted (3)

Analyzes the procedures, curriculum and specific teaching models for gifted children. An emphasis on individual and group needs through curriculum and materials will be introduced.

540 Foundations of the Mentally Handicapped (3)

Examines the biological, psychological and social foundations of mental deficiency, with emphasis on the need for educating the community to greater understanding and increased provision for mentally disabled children and adults.

570 Introduction to Exceptional Children (3)

Presents an overview of the physical, mental, emotional and social exceptionalities in children and their educational and social implications.

573 Teaching of the Mentally Handicapped (3)

Appraises the objectives, methods, materials and curriculum content in arithmetic, science and social studies for the educable and trainable mentally handicapped student.

578 The Learning Disabled Child (3)

The 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 are provided.

581 Learning Strategies for Exceptional Student Education (3)

Focuses on the specific procedures and organizational techniques which enable teachers to implement learning strategies and 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)

Proposes educational assessment techniques and procedures to provide an objective data base for individualizing instruction for exceptional children.

616 Assessment and Intervention in Preschool Special Education (3)

Selects assessment instruments useful in the evaluation of infants and young children. The need to develop interdisciplinary teams for assessment and intervention will be discussed.

620 Working With Families and Communities Preschool Special Education (3)

Focuses on the various environment 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.

638 Educational Management of the Mentally Handicapped (3)

Surveys the education, management and curriculum of mentally handicapped (educable, trainable and profoundly handicapped) with emphasis on individual as well as classroom management techniques.

643 Evaluation of Children with Learning Disabilities (3)

Evaluates the instructional diagnosis of the learning disabled child with formal and informal diagnostic procedures used to determine causes and nature of learning disabilities. Specific recommendations for individual education programs to ameliorate learning problems in home, school and community will be discussed.

650 Knowledge and Utilization of General Research (3)

Provides students with opportunities to examine and compare the content, interpretation and utilization of Exceptional Student Education research, including single subject research.

655 Issues in Educating the Preschool Special Education Child (3)

Focuses on issues surrounding the Pre-K handicapped child. These issues will include the need for multidisciplinary education which facilitates provisions for appropriate services, support for the already approved federal and state legislation and strategies for helping young children develop self-enhancing behaviors.

660 School Law and the Exceptional Student Education Student (3)

Familiarizes students with the necessary competencies in dealing with federal, state and local laws as they pertain to Exceptional Student education. Current application of these laws will be reviewed.

665 Learning Resource Environments for the Exceptional Child (3)

Concentrates on the development of the most appropriate learning environment, including all resources within the continuum of services beyond the classroom, available to the handicapped child. Practice in programming (integrating all available resources for the exceptional student) will be included. Trends and issues of collaboration and inclusion are discussed.

670 Advanced Behavioral Management of the Exceptional Education Child (3)

Provides training in the assessment of behavioral problems and in offering suggestions for the development of appropriate management procedures to other professionals. Additionally, the course will focus on developing an Individualized Education Plan which incorporates behavior-modification goals and assessment.

675 Seminar for the Specialist in Exceptional Student Education (3)

Affords opportunities for students to explore the specific exceptionality area(s) students need.

680 ESOL Strategies for Exceptional Student Education Teachers (3)

Provides Exceptional Student Education teachers with both practical and theoretical foundations for teaching Limited English Proficient/Exceptional students.

685 Future Trends and Issues in Exceptional Student Education (3)

Explores and analyzes future trends and issues in Exceptional Student Education, including innovative programs involving decision making, mainstreaming, training for vocational opportunities, placements, middle schools, future funding and controversial issues with regard to the administration and supervision of Exceptional Student Education programs.

690 Modern Curriculum Design in Exceptional Student Education (3)

Examines and evaluates major national Exceptional Student Education curriculum models, including the administration of instructional systems and curriculum materials necessary for specific disabilities. Appropriate curriculum designs, based on federal laws, appropriation, staffings and Individualized Education programs will be explored.

695 Administration and Supervision of Exceptional Student Education Program (3)

Focuses on the problem solving skills necessary to integrate legislative decisions with real life situations affecting the exceptional student. Emphasis is given to developing the administrator's ability to handle situations which arise while supervising the preparation or implementation of Individualized Education Programs, providing due process with the laws, providing for parental involvement in educational planning and documenting mandated procedures.

708 (EDU) Directed Research (3)

Investigates a significant problem in education with an emphasis in the student's area of specialization culminating in a project describing the research. Prerequisite: EDU 601

Course Description — Human Resources Development and Administration Prefix: HRD

628 Networking in Human Resource Development (3)

Reviews and analyzes the strategies and structures of power networks in business and industry. Students will understand how the functions of the strategic planning process relates to the business functions and how HRD professionals assess alternative information sources through cooperating and linking with others.

644 Leadership in Human Resources Development (3)

Examines the theory, processes, skills and understanding related to human resources development. Concepts of the leadership role are analyzed and applied. This course includes the forces, interest groups and power structures influencing the role of trainers and HRD professionals.

645 Communication in Leadership (3)

Develops an understanding of the process of communication in leadership roles and the improvement of 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 Introduction to Instructional Design (3)

Examines the principles of designing and conducting 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)

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.

653 Career Development and Life Work Planning (3)

Overviews the major theories and skill areas in educational planning, career development and work motivation including understanding career decision-making, using appropriate information and assessment techniques and applying knowledge and skills to the planning and conducting of career development activities in appropriate HRD settings. Resume development and job seeking skills are taught.

659 Adult Learning and Motivation (3)

Examines human learning and motivation 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.

678 Human Resources Development Practicum (3)

Requires students to plan a research project approved and supervised by the academic advisor. The self directed study will conclude with a publishable paper following APA guidelines.

679 Human Resources Development Internship (3)

Required of all students who are not currently working in the field. Students will engage in supervised field experience(s) in an HRD setting. Regular meetings with faculty and field supervisors are required. Experiences in instructional design, training, career development, program planning or administration may be assigned. This course may be waived for students currently working in the field.

Course Description — Not-for-Profit/Religious Organizations

Prefix: HRN

603 Organizational Theories: NFP/Rel Org (3)

Analyzes major organizational theories and their interfacing with the organization's mission statement. The course will provide administrators/leaders with the knowledge and skills to choose appropriate structures to implement the mission of their particular organizations.

606 Volunteers/Personnel in NFP/Rel Org (3)

Considers basic administration and supervision of volunteers and personnel in Not-for-Profit/Religious Organizations. Students are required to study, analyze and formulate responses to issues of volunteer and employee recruitment, selection, orientation, retention, compensation, development, evaluation and welfare provisions.

609 Stewardship and Development (3)

Enables participants to acquire competence to design and to evaluate grant writing, establish effective fund-raising and development activities for their organizations. Topics include use of time, talents and treasury, accountability, long-range and strategic planning, advertizing and marketing strategies.

629 Boards/Councils Empowerment (3)

Examines the role of boards/councils within the Not-for-Profit/Religious Organization with a focus on an appraisal of the interrelationship of vision, mission, policy formation, responsibility, accountability and committees. Proposes theories and strategies for effective board/council advisement and leadership and prepares the leader to develop productive board/council relationships.

633 Administrative Technology Application for NFP/Rel Org (3)

Prepares administrators and leaders of Not-for-Profit/Religious Organizations to use technologies to maximize effectiveness and efficiency of both administrative and instructional functions in their organizations.

647 Special Issues Seminar (3)

Provides the program advisor and students the opportunity to design special seminar sessions to address issues and concerns of interest to particular groups.

648 Leadership and Administrative Practicum (3)

Equips students through a planned program of experiences and responsibilities to lead a Not-for-Profit/Religious Organization. The internship experience, responsibilities and subsequent projects are under the direction of the student's university program advisor and the site administrator/leader responsible for the internship experience.

SCHOOL OF NATURAL AND HEALTH SCIENCES

Sister John Karen Frei, O.P., Ph.D.,
Associate Vice President for Academic Affairs;
Dean, School of Natural and Health Sciences;
Professor of Biology

Faculty: Bloom, Comiskey, Coutant, Davis, Dwyer, Ellis, Freed, Hamby, Hays, Laudan, Lin, Marconi, Montague, Mudd, Parry, Redway, Sanborn, Stechschulte, Stewart, Vargas, Wolford, York, Zuniga.

The Academic Health Science Center and the Division of Biological and Biomedical Sciences were established in 1985. The division was renamed in 1991 as the School of Natural and Health Sciences in order to integrate the undergraduate and graduate life and health science programs into a cohesive academic unit. The academic programs within the school respond to the demanding needs of society by preparing 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, the MBRS (Minority Biomedical Research Support) Program, and the MIRT (Minority International Research Training) Program.

The 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, the Master of Science in Physical Therapy for the student who wishes to become a licensed physical therapist, the Master of Science in Anesthesiology for the student who wishes to become a nurse anesthetist, and the Master of Science in Health Services Administration for the student who wishes to obtain an administrative position in a health care setting.

ALLIED HEALTH PROFESSIONS — “3 + 1” PROGRAMS

Allied Health is a term used to describe a range of occupations in which individuals have responsibility for assisting, facilitating, or complementing physicians and other specialists in delivering health care services to patients. Advances in the prevention and diagnosis of disease, in therapy and rehabilitation, and the need to cope with new health and environmental concerns have

increased demands for skilled personnel in allied health fields. A student entering these fields must possess certain attributes such as manual dexterity, reliability, moral character, and the ability to remain calm, courteous, and efficient under adverse conditions and stressful situations.

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

After successfully completing this 90-credit program, the student may apply for a 12 to 15 month period of academic and clinical training in an approved School of Medical Technology, Cytotechnology, Diagnostic Medical Ultrasound Technology, or Nuclear Medicine Technology, respectively. The university will grant 30 semester hours of credit for the internship program. Prior to the internship, transfer students must have completed at least 30 semester hours in residency at Barry. Upon completion of the internship, the student receives a Bachelor of Science degree with a major in Medical Technology, Cytotechnology, Diagnostic Medical Ultrasound Technology, or Nuclear Medicine Technology, respectively. Students must apply individually for the year of clinical training. Schools selectively admit qualified students on an individual basis. Students should check with the hospital for requirements; acceptance is competitive.

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

Enrollment in the freshman biology courses is determined by achievement on the biology placement test. This test is required at the time of first enrollment for all new freshman majors. Graduation requirements for all allied health majors include providing an alumni form to the senior academic advisor.

MEDICAL TECHNOLOGY (B.S.)

A student majoring in medical technology must meet the following requirements: Biology 112, 122, 230, 325, 330, 334, 341, 346, 352 (or CHE 321). Also required as part of the program are Chemistry 111, 112, 243; Math 211 (note prerequisites); Physics 151; and the distribution requirements. Barry University is affiliated with Mount Sinai Medical Center, Miami; Florida Hospital, Orlando; and Tampa Hospital, Tampa. At Mount Sinai Medical Center, course credit assignment is as follows: Clinical Microbiology 7 credits, Immunology/Immunohematology 7 credits, Clinical Chemistry 7 credits, Hematology/Hemostasis 7 credits, Special Topics in Medical Technology 2 credits.

CYTOTECHNOLOGY (B.S.)

A student majoring in cytotechnology must meet the following requirements: Biology 122, 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 requirements. Barry University is affiliated with Jackson Memorial Hospital in Miami.

DIAGNOSTIC MEDICAL ULTRASOUND TECHNOLOGY (B.S.)

To facilitate the varying professional needs of the diagnostic medical sonographer, two tracks of study have been established within the diagnostic medical ultrasound technology major. 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 122, 230, 325, 330, 334, 341 and 451. Also required as part of the program are Chemistry 111, 112, 243, 321; Mathematics 211 (note prerequisites); 4 semester hours of physics; and the distribution requirements. Students in Track 2 are required to meet the following requirements: Biology 122, 220, 240, 253, 341 and 451; Chemistry 111, 112, 152; 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. Barry University is affiliated with Mount Sinai Medical Center, on Miami Beach.

NUCLEAR MEDICINE TECHNOLOGY (B.S.)

To facilitate the varying professional needs of the nuclear medicine technologist, two tracks of study have been established within the nuclear medicine technology major. 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 122, 230, 300c, 300d, 325, 330, 334, 341 and 450. Also required as part of the program are Chemistry 111, 112, 243 and 321; Mathematics 211 (note prerequisites); 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 122, 230, 240, 253, 300c, 300d, and 450; Chemistry 111, 112, and 152; 3 semester hours of mathematics; 4 semester hours of physics; and the distribution requirements. Barry University is affiliated with Mount Sinai Medical Center and Jackson Memorial Hospital in Miami.

BIOLOGY (B.S.)

Enrollment in the freshman biology courses is determined by achievement on the biology placement test. This test is required at the time of first enrollment for all new freshman majors. Prior to graduation, Biology majors (including the marine biology track and non-preprofessional Track I and II) are required to achieve a satisfactory score on an approved standardized pre-professional examination. Graduation requirements for all majors include giving a senior presentation and providing an alumni form to the senior academic advisor.

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; medical, dental, podiatric and veterinary school; medical technology; and various careers in research.

A major requires a minimum of 40 credits including Biology 112, 116, 122, 341, and at least one course from each of the following core areas:

1. Growth and development: Biology 225 or 230
2. Cellular and molecular biology: Biology 325 or 330
3. Physiological and biochemical principles: Biology 334 or 335
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. They must include the following: Chemistry 111-112 and 243-244; Math 211 (note pre-requisites). In addition, 8 semester hours of physics are required.

Biology Major (Marine Biology Track)

Barry's undergraduate biology program, with a concentration in marine biology, provides students with the opportunity to prepare for a number of career goals that focus on the marine environment. Possible alternatives include graduate study; teaching; opportunities in governmental agencies, as well as various careers in research.

50 credit hours in biology are required for this major including:

1. Botany and Zoology: Biology 112 and 116
2. Marine Biology: Biology 310
3. Comparative Anatomy: Biology 225
4. Comparative Physiology: Biology 335
5. Internship: Biology 420

Additional credits can be taken from the following courses: Biology 330, 440 or 475. Students must also fulfill the following chemistry and math requirements: Chemistry 111, 112, 243, and 321; Mathematics 211 (note prerequisites); and 4 s.h. of physics.

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

Barry offers an undergraduate biology program providing students with the opportunity to prepare for a number of career goals. Possible alternatives include teaching, technical positions in laboratory and research centers; positions in business, industry, biological illustration, computer science and other areas requiring a biological background. 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, 122, 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 240 or 335
4. Environmental biology: Biology 305 or 310 or 312
5. Biological Theory: Biology 440 or 475

Students in this program must complete additional semester hours of biology electives. Students must also include 12 hours in chemistry and 9 hours in mathematics or MAT 211 (4 s.h.). Physics 151 is recommended.

Track II

35 credit hours in biology are required for this major including Biology 112, 116, 122, 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 240 or 335
4. Environmental biology: Biology 305 or 310 or 312
5. Biological Theory: Biology 440 or 475

Students in this program must complete additional semester hours of biology electives. Students must also include a minor in an approved area such as chemistry, mathematics, business, computer science, photography, art, telecommunications; 12 hours in chemistry and nine hours in mathematics or MAT 211 (4 s.h.). Physics 151 is recommended. Chemistry and mathematics minors must complete additional hours in their minor subject.

Biology Major (for the Medical Laboratory Technician)

Barry's undergraduate Biology program prepares Medical Laboratory Technicians (M.L.T.'s) for a B.S. Degree in Biology with a minor in Medical Laboratory Science (MLS). Students are able to transfer 64 semester hours from an accredited community college M.L.T. program and progress up the career ladder towards a B.S. degree through evening classes at off-campus sites.

Upon successful completion of the program and with appropriate clinical experience, the student will qualify for MT (ASCP) certification and/or the State of Florida DPR supervisory certification. MT(ASCP) certification requires 16 hours of chemistry; DPR certification requires 8 hours of chemistry.

The accelerated track is designed for the student to complete the degree requirements in a minimum of two years. By enrolling in four ten-week semesters each year, the student can achieve 24-30 semester hours in biology upon completion of the program. The student may also earn 24-30 semester hours through the School of Adult and Continuing Education to fulfill the distribution requirements and electives which satisfy the 48 semester hours in upper level courses. This program makes it possible for the adult working student to take one or two courses each semester as time allows.

The upper level science courses proposed for the M.L.S. to B.S. in Biology degree are:

- Biology 317 Laboratory Management Seminar (3 semester hours)
- Biology 325 Microbiology (3 semester hours - lecture)
- Biology 330 Cell Biology (3 semester hours - lecture)
- Biology 341 Genetics (3 semester hours - lecture)
- Biology 346 Parasitology (3 semester hours - lecture)

- Biology 452/552 Quantitative Applications in Biology
(3 semester hours - lecture)
- Biology 455/555 Immunology (3 semester hours - lecture)
- Biology 470/570 Biochemistry I (3 semester hours - lecture)
- Biology 475 Seminar (3 semester hours)
- Biology 477/577 Biochemistry II (3 semester hours - lecture)

Biology Minor

A minor in biology requires 20 credits including one lab course.

Exercise Science Minor

An Exercise Science minor is available to complement pre-professional majors. Students desiring a minor in Exercise Science must complete 26 credit hours in the following courses offered within the Department of Sport and Exercise Sciences: SES 212, 270, 320, 361, 370, 441, 461 and 486.

Human Biology Minor

A minor in human biology requires 20 hours in biology selected from: BIO 103, 116, 122, 220, 240, 253, and selected 300 special topic courses.

Marine Biology Minor

A minor in marine biology requires 20 hours in biology including: Biology 112, 116, 122, 225 and 310.

Other Biology Requirements

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 school. For all lecture courses with laboratories: the lecture and lab are corequisites and must be taken concurrently except with the instructor's permission.

PHYSICAL THERAPY TRACK

Luis Vargas, Ph.D., P.T., Director

Physical Therapy is a health care profession which fosters optimal health and functional abilities for people with movement dysfunctions. By applying scientific principles, the therapist assesses, corrects, prevents or alleviates dysfunctions in movement by evaluating and treating those who need physical rehabilitation. Student recruitment, admission, and retention procedures do not discriminate on the basis of race, color, creed, national origin, sex, age, handicap, or marital status.

This weekend program is specifically designed to enable the working adult who is a physical therapist assistant to become a licensed physical therapist who can practice autonomously in rehabilitation, acute care, preventive, educational and research facilities.

The physical therapy program offers a three year, entry-level Master's degree program leading to the B.S./M.S. degree in physical therapy. Only graduation from an accredited Physical Therapy Program will make the person eligible to sit for the licensure exam. The program begins in the fall of each year and is divided into nine terms including 4 six-week full time clinical affiliations.

A Bachelor of Science in Biology — Physical Therapy Track — will be awarded at the end of the student's second year at Barry as a transitional degree leading on to the Master of Science in Physical Therapy degree. The Bachelor's degree does not entitle the graduate to take the licensure exam. Only after completion of the Master's degree will the graduate qualify to take the examination.

See the graduate program in physical therapy for program details.

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)

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

112 Botany (Lecture 3, Lab 1)

Plant forms: correlating structure, function, and environment. 3 hours lecture, 2 hours laboratory weekly. Prerequisite: BIO 122 (\$50 fee)

116 Zoology (Lecture 3, Lab 1)

Survey of the major animal phyla, including discussion of the anatomy, physiology, embryology, evolution, and heredity of the major groups. Major emphasis on invertebrate phyla. 3 hours lecture, 3 hours laboratory weekly. Prerequisite BIO 122. (\$50 fee)

120 Biology Overview for Majors - Section 01 (3)

Intended as the first biology course for biology majors who do not have a strong biology background. Credits do not count towards biology major.

120 Biology Overview for Non-majors - Section 02 (3)

For students curious about the living world. Includes an introduction to the systems comprising the human body, recent advances in biology, and man's relationship with the natural world.

122 Biological Foundations (Lecture 3, Lab 1)

Presentation of unifying concepts in cellular and molecular biology, genetics, ecology, behavior, evolution, and systematics. 3 hours lecture, 3 hours laboratory weekly. (\$50 fee)

202 Human Population Biology (Lecture 3, Lab 1)

Theoretical and applied aspects of population dynamics, with particular emphasis on the major physical, chemical, biological, social and economic factors that influence human populations. 3 hours lecture, 3 laboratory hours weekly.

215 Health and Wellness (3)

Emphasizes the scientific basis for health-related concepts, promoting a better understanding of the body's organ systems and health related issues which affect the normal physiology of these systems. Includes topics dealing with stress, physical fitness, nutrition, drugs, infectious and non-infectious diseases, AIDS, and STD's, for wellness distribution only.

220 Introductory Human Anatomy (Lecture 3, Lab 1)

Gross human anatomy with laboratory, including dissection of the mink. 3 hours lecture, 2 hours laboratory weekly. (\$50 fee)

225 Comparative Anatomy (Lecture 3, Lab 1)

Gross comparative vertebrate anatomy with laboratory, including dissection of five representative vertebrates. 2 hours lecture, 4 hours laboratory weekly. Prerequisites: Biology 116 or equivalent. (\$50 fee)

230 Human Anatomy (Lecture 3, Lab 1)

Gross human anatomy with laboratory, including dissection of the mink. 2 hours lecture, 4 hours laboratory weekly. (\$50 fee)

240 Introduction to Human Physiology (Lecture 4, Lab 1)

Survey of the functions of the organ systems in the human body. 4 hours lecture, 2 hours laboratory weekly. Prerequisite or corequisite: Biology 220. (\$75 fee)

247 Kinesiology (3)

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. (Restricted to OTR majors.)

253 Introductory Microbiology (Lecture 3, Lab 1)

Characteristics, physiology, pathogenicity of bacteria and viruses, with emphasis on organisms important in human disease; methods of cultivation, identification, and control of microorganisms. 3 hours lecture, 3 hours laboratory weekly. Prerequisite or corequisite: Chemistry 152. (\$75 fee)

300 Special Topics (3)

Content to be determined by the school as requested by faculty and/or students to fill specified needs or interests. Prerequisite: Biology 101, 102 or 103 or school approval. Credits do not count towards Biology major.

305 Introduction to Oceanography (3)

Review of major physical and chemical variables in the marine environment. 3 hours lecture weekly. Prerequisites: Chemistry 111-112; 4 s.h. of physics (Physics 151 or 201,202).

310 Marine Biology (Lecture 3, Lab 1)

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 or 122. (\$75 fee)

312 Ecology (Lecture 3, Lab 1)

Plants and animals in relation to their environments; population, communities, eco-systems, and behavioral patterns, utilizing many of the natural areas provided, such as coral reefs, hammocks, everglades. 3 hours lecture, 3 hours laboratory including field work and research projects. Prerequisite: Biology 112 and 116. (\$50 fee)

317 Laboratory Management Seminar (3)

General introduction to laboratory management for the medical laboratory technologist; emphasis on theories, methods, and techniques used in management, with specific application to the laboratory. (Restricted to MLS minors).

325 Microbiology (Lecture 3, Lab 1)

Bacterial and viral classification, structure, physiology, genetics, pathogenicity and immunology; methods of cultivation, identification, and control of microorganisms. 3 hours lecture, 3 hours laboratory weekly. Prerequisites: Biology 112 or 116; Chemistry 152 or 243. (\$75 fee) (MLS students: lecture only)

330 Cell Biology (Lecture 3, Lab 1)

Biological processes in procaryotic and eucaryotic cells, with emphasis on the correlation between structure and function on the molecular level. 3 hours lecture, 3 hours laboratory weekly. Prerequisite: Biology 112, 116; Chemistry 152 or 243; or permission of the instructor. (\$75 fee) (MLS students: lecture only, advisor approval required)

334 Human Physiology (Lecture 3, Lab 1)

Comprehensive study of the functioning of the major organ systems of the human. 3 hours lecture, 2 hours laboratory weekly. Prerequisites: Biology 225 or 230, 330; Chemistry 243. (\$75 fee)

335 Comparative Physiology (Lecture 3, Lab 1)

Comparative study of homeostatic mechanisms in animals with special emphasis on vertebrates. 3 hours lecture, 2 hours laboratory weekly. Prerequisites: Biology 225; Chemistry 243. (\$75 fee)

336 Neuroscience (4) for PHT majors

This course studies the structural and functional aspects of the central, peripheral, and autonomic nervous systems. Emphasis will be placed on the central nervous system from the cellular level to the sensory motor systems, serving a foundation for practical clinical problem-solving. (Restricted to PHT majors).

340 Aquatic Botany (Lecture 3, Lab 1)

An examination 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. (\$50 fee)

341 Genetics (Lecture 3, Lab 1)

Principles of heredity, from classical breeding experiments to current molecular and recombinant DNA techniques; emphasis on inheritance in virus, bacteria, *Drosophila* and humans. 3 hours lecture, 4 hours laboratory weekly. Prerequisites: Biology 112, 116; Biology 253 or 325; Chemistry 152 or 243 or permission of instructor. (\$75 fee) (MLS students: lecture only)

345 Neuroanatomy (3) for OTR majors

This course studies the structural and functional aspects of the central, peripheral, and autonomic nervous systems. Emphasis will be placed on the central nervous system from the cellular level to sensory-motor systems, serving as a foundation for practical clinical problem-solving. (Restricted to OTR majors).

346 Parasitology (Lecture 3, Lab 1)

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. (\$50 fee) (MLS students: lecture only)

347 Gross Anatomy (4) for PHT majors

Study designed to expose the student to the macroscopic aspects of human morphology. Cadaver lab will be correlated with surface anatomy, and other clinical information. Lecture and lab. (Restricted to PHT majors).

348 Human Anatomy (3) for OTR majors

This course studies the functional aspects of the descriptive anatomy of various systems with emphasis on musculoskeletal, neuromuscular anatomy, and clinical relationships. (Restricted to OTR majors).

349 Exercise Physiology and Biomechanics for Physical Therapists (4)

The physiological responses and adaptation of body systems to exercise stress are studied in conjunction with the functional anatomy and kinetic and kinematic analysis of movement. Covers analysis of manual gait as related to the physical therapist. (Restricted to PHT majors).

352 Biochemistry (4)

Molecular structure in the cell, biological oxidations, selected biosynthetic pathways, molecular genetics. Same as Chemistry 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-systems. Prerequisites: Biology 225 or 230 or 240.

420 Marine Field Study (15-30)

An opportunity for the student to work in the marine field for both individual and group projects. Prerequisite: 16 s.h. Biology course work. (Cost variable). (Dean's permission required).

435 Fisheries Biology (Lecture 3, Lab 1)

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. (\$50 fee)

440 Evolution (3)

Evidence for and the principles involved in the evolution of plants and animals, including man. Prerequisites: Biology 112, 116, and 225 or 230.

450 Histology (Lecture 3, Lab 1)

Microscopic study of animal tissues, with the relationship between structure and function stressed. 2 hours lecture, 4 hours laboratory weekly. Prerequisites: Biology 122; Biology 230; Chemistry 152 or 243 or permission of instructor. (\$50 fee)

451 Embryology (Lecture 3, Lab 1)

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. (\$50 fee)

452/552 Quantitative Applications 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. (\$50 fee) Prerequisites: 25 s.h.; computer course or equivalent. (Restricted to MLS students: lecture only).

455/555 Immunology (3)

Major topics considered in this course are antibody formation, antigen-antibody interactions, biological effects of immunologic reactions, immunological specificity of normal diseased cells and tissues. Same as BMS 455/555. (Restricted to MLS students: lecture only).

470/570, 477/577 Biochemistry I,II (3), (3)

Introduction to the fundamental aspects of biochemistry. It emphasizes the relationship between structure and function of the major classes of macromolecules in living systems. Metabolic interrelationships and control mechanisms are discussed as well as the biochemical basis of human disease. Same as BMS-PDY 470/570, 477/577. (Restricted to MLS students: lecture only).

475 Seminar (3)

Presentation of reports, discussions, lectures, and papers on 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: school approval and candidacy in the School of Education.

480-485-490 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.

481-486-491 Cytotechnology (30)

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

482-487-492 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.

483-488-493 Diagnostic Medical Ultrasound Technology (30)

Twelve-month period of academic and clinical training in a school of diagnostic medical ultrasound technology approved by 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: school 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 faculty member. MARC scholars follow a special research program. (\$50 fee). PHT majors complete 4 semester hours in the prerequisite year in preparation for a major scientific clinical research study.

OCCUPATIONAL THERAPY, B.S.

Sr. Joan A. Marconi, M.S., Director

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 is a full-time weekend program specifically designed to enable the working certified occupational therapy assistant and those persons with related two-year and four-year degrees to attain a Bachelor of Science degree in Occupational Therapy.

The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education. Graduates of the program will be able to sit for the national certification examination for the occupational therapist administered by the American Occupational Therapy Certification Board. After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states require licensure in order to practice; however, state licenses are usually based on the results of the AOTCB Certification Exam.

Admission Requirements

Applicant should be a Certified Occupational Therapy Assistant (COTA) with an Associate of Arts or an Associate of Science degree; and/or a person with a related two-year or four-year 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). Persons with work experience in the field will be given preference over those applicants lacking such experience.

Admission into the O.T. Program requires:

1. A written essay
2. Three letters of reference (At least one must be from an OTR)
3. A review of academic history (Two official transcripts for the completed pre-requisites)
4. A review of work experience (All non-COTA applicants must complete 160-180 hours of volunteer/observation in O.T. facilities with written documentation from an OTR)
5. An admission interview

Admission into the O.T. program is based upon a positive evaluation of these five criteria.

Weekend Class Schedule

This weekend program is built upon a trimester plan. Classes begin in the fall and run every other weekend, for nine weekends beginning in August and ending in December. The spring trimester begins in January and runs every other weekend, for nine weekends, until May. The summer session runs every other weekend in May through August.

Classes run from 9 a.m.- 5 p.m. on Saturday and Sunday, and the student may attain 9 credits a trimester by attending full time.

Program Requirements

Matriculating in the School of Natural and Health Sciences, the student will be required to take up to 48 upper division credits in the Occupational Therapy Program, and up to 45 more credits in upper and lower division liberal arts course work 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 COTA coursework). Students with four years of college experience will receive additional credits as indicated by established university policy.

To remain in good academic standing, a grade point average of 2.5, with no grade lower than C, must be achieved at the end of each trimester.

Students must be in good academic standing before being placed on fieldwork assignments.

Students are expected to schedule time for advisement and career counseling during each trimester of class work.

Full-time fieldwork placements are considered the equivalent of full-time enrollment for a student.

Since the O.T. program prepares the student for lifework as a therapist, students are expected to comply with the policies of the University, the Program, and the profession. Students must attend each class session in its entirety during the trimester. Therefore, absence for more than one class session, including illness, may necessitate re-taking the course.

Prerequisites/Distribution

Prerequisite courses for the program will be:

Anatomy	Developmental Psychology
Physiology	Abnormal Psychology
General Psychology	Sociology
* Critical Thinking	* Religion
* Group Dynamics	

* These courses are generally taught in the pre-professional year.

Those applicants who are not certified Occupational Therapy Assistants, but who have a degree in a related health profession are also required to take:

OTR 260 and 261, Introduction to OT Practice I and II.

All prerequisite courses for the professional program and the university's distribution requirements must be completed before beginning the professional program by COTA and non-COTA students.

The following prerequisite courses will be given on weekends during the preprofessional year.

Fall:

BIO	348	Human Anatomy for OT Majors
PHI	120	Critical Thinking
OTR	260	Introduction to OT (non COTA's)

Spring:

BIO	247	Kinesiology
THE	300	Special Topics - World Religions
OTR	261	Introduction to OT (non COTA's)

Summer:

BIO	345	Neuroanatomy
PHI	353	Biomedical Ethics
OTR	312	A Functional Approach to Group Work in O.T.

THE OCCUPATIONAL THERAPY CURRICULUM

The Occupational Therapy Curriculum itself, is based upon a developmental frame of reference which serves to unify the theoretical understanding and application of occupational therapy to all areas of practice.

The curriculum is divided into six developmental modules: Overview, Childhood, Adolescence, Adulthood, Maturity and Synopsi. Transecting each module are three strands of content knowledge.

Description of Curriculum Strands

I. Human Growth and Development

Explores biopsychosocial development throughout the life cycle with emphasis on the acquisition of skills and life tasks associated with specific stages.

II. Health Concepts and Practices

Focuses on the health-illness continuum as it relates to the role of the Occupational Therapist in medicine, rehabilitation, and the delivery of services in a variety of settings.

III. Assessment Techniques and Therapeutic Activities

Addresses the acquisition of professional concepts and abilities regarding evaluation tools, treatment planning and development skills that are current practices in occupational therapy.

The Occupational Therapy curriculum, exclusive of pre-professional courses and distribution requirements, takes two years to complete and requires the students' participation in four trimesters of academic work and two full-time three-month clinical field experiences. Each trimester consists of nine weekends of course work, over a four-month period, requiring the students' on-campus participation every other weekend. (Some weekends run consecutively.)

YEAR I—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	6
---------	--	---

YEAR II—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	6
---------	--	---

Course Descriptions — Occupational Therapy Prefix: OTR

260 Introduction to O.T. Practice I (3)

A study to familiarize the non-COTA student in the principles and areas of practice in Occupational Therapy with children and adolescents. Visitations to (4) selected clinical sites under supervision are mandatory.

261 Introduction to O.T. Practice II (3)

A study to familiarize the non-COTA student in the principles and areas of practice in Occupational Therapy with adults and the elderly. Prerequisites: OTR 260. Visitations to (4) selected clinical sites under supervision are mandatory.

300 Special Topics (3)

Content to be determined each trimester by the Department.

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.

312 A Functional Approach to Group Work in Occupational Therapy (3)

A study of groups designed to provide clinical practice in addressing physical, social, emotional, and developmental problems from the O.T. philosophical viewpoint.

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.

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.

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.

330 Fieldwork in Occupational Therapy Practice - Pediatric (6)

Supervised full-time internship in various approved agencies following the first year of professional course work.

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.

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.

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.

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.

420 Adult Fieldwork and Occupational Therapy Practice (6)

Supervised full-time internships in various approved agencies following the second year of course work.

CARDIOVASCULAR PERFUSION, B.S.

Jason Freed, C.C.P., Director

The profession of cardiovascular perfusionist is one of the newest and most challenging in health care. Perfusionists apply their knowledge of the cardiopulmonary system and complex technology to the task of maintaining life during cardiac surgery. This involves the preparation and operation of the heart-lung machine and other equipment used to replace the normal functions of the heart and lungs during surgery. Perfusionists are clinically active in a number of areas including pulmonary intervention, neurosurgery, cancer surgery, organ and limb preservation, vascular repair, hypothermia, blood salvage and recovery, transplantation and artificial heart assist devices. Their primary role, however, remains in cardiovascular surgery.

Perfusion has grown from the era of on-the-job trained technicians to technologists of a recognized and respected allied health profession demanding highly skilled specialist, educated and certified in the art and science of extracorporeal technology.

Barry University has designed this program for the allied health care professional. The curriculum will take twenty-one months to complete. The didactic session will last two semesters. Classes are scheduled during the daytime. The clinical session will last nine months. Clinical practicums are full time, during the day, Monday through Friday and the student may need to be available nights, weekends and holidays depending on the surgical scheduling. Clinical experience will consist of adult and pediatric rotations obtained at various affiliated hospitals. Clinical relocation may be necessary.

ADMISSION REQUIREMENTS

There is one class per year offered in the fall. A completed application and a \$30.00 non-refundable application fee must be submitted no later than two months prior to the scheduled class start dates.

Applicants are required to submit three reference letters from individuals who have known the applicant in a working or educational situation. If possible, one reference should be from a perfusionist. Applicants are strongly advised to submit a letter documenting the observation of at least one cardiac surgical procedure requiring cardiopulmonary bypass. A personal interview will be required before acceptance into the program. Official transcript(s) must be sent to Barry University from all post-secondary academic programs and must also document the satisfactory completion of all minimum required prerequisite courses.

Applicants must have received a minimum grade of C in all **College Level** prerequisite courses listed below, and an overall GPA of 2.50. (Grading is based on a 4.00 scale.) All prerequisite courses are semester hours or equivalent.

English (6)
Speech (3)
Algebra (3)

Physics (with lab) (4)
General Chemistry (with lab) (8)
Human Anatomy & Physiology (8)
Biochemistry (3)
Social & Behavioral Sciences (9)
Humanities & Arts (9)
Computer Science (3)
Theology or Philosophy (3)

PROGRAM REQUIREMENTS

Upon acceptance into the program, a non-refundable \$250.00 deposit is required to hold the applicant's position in the class for which he/she is accepted. The position deposit will be applied toward tuition expenses. The balance of the tuition payment is due on or before matriculation. Students must:

1. satisfactorily complete all program course work.
2. maintain a minimum C average for all courses.
3. perform a minimum of 75 satisfactory adult clinical bypass procedures and observe a minimum of 10 pediatric clinical bypass procedures.
4. maintain a student membership in the American Society of Extra-Corporeal Circulation Technology (AmSECT).
5. satisfactorily complete an exit final written and oral examinations.

Before applying, an individual should assess his/her capacity and suitability for being a student and pursuing a career as an independent health practitioner. The program is an extremely intense 21 month program that requires personal and financial sacrifices and demands a high degree of integrity, self-sufficiency, motivation, discipline and highly developed study skills. Proof of medical insurance must be presented prior to matriculation. Proof of current immunizations, to include Measles, Mumps, Tetanus, Polio, and Hepatitis B, must be presented before the student will be allowed to progress to clinical status. Students may be required to relocate during the clinical session. Students must be financially prepared to enter into and complete the program. This may include providing and maintaining housing and living expenses during the clinical session should they be required to relocate.

REQUIRED COURSES

Cardiovascular Anatomy & Physiology
Biomedical Ethics
Cardiovascular Pathology
Cardiovascular Pharmacology
Cardiology
Physiologic Management of Bypass
Basic Surgery and Monitoring
Research Methodology
Principles of Perfusion I and II
Principles and Devices Lab I and II
Theology
Elective Course
Clinical Practicum I, II, III

The Cardiovascular Perfusion Program will have one class annually and enrollment is limited to 22 students per class. The program is fully accredited by the Committee on Allied Health Education and Accreditation (CAHEA). Each graduate will be eligible to enter the perfusion certification process with the American Board of Cardiovascular Perfusion (ABCP).

ACADEMIC DISMISSAL AND PROBATION

Each didactic course must be passed with, at least, the minimally acceptable grade of "C" or higher as well as satisfactorily completing all of the required course components. Students will not be able to enroll in Clinical Practicum I until **all** didactic courses have been successfully completed. Students failing a didactic course twice will be dismissed from the program.

The minimal passing grade for each clinical practicum is Clinical Practicum I – "70" (C) or higher; Clinical II – "75" (C) or higher, and Clinical Practicum III – "80" (B) or higher. Should a student fail to meet a grade of "70" (C) or higher during Clinical Practicum I because of unacceptable clinical performance, that student will be placed on clinical probation. While on clinical probation, that student will be allowed to advance to Clinical Practicum II. At the midterm of Clinical Practicum II that student must have a passing grade of "75" or higher or will be dismissed from the program. Failure to receive the minimal passing grade for Clinical Practicum II or III will result in dismissal from the program.

MASTER OF SCIENCE IN ANESTHESIOLOGY

Norman R. Wolford, Ed.D., C.R.N.A., Director

The Master of Science in Anesthesiology program is based on principles of adult education, to educate the advanced health care practitioner. The program is for the baccalaureate prepared graduate who wishes to become a nurse anesthetist at the master of science level.

The program offers over 580 hours of didactic instruction at the master's level. The clinical component will include about 1,000 hours of actual hands-on learning, in which the graduate student will develop his/her cognitive, affective and psychomotor skills for all categories of anesthesia delivery. Under instruction, students will perform pre-anesthetic interviews and evaluations, manage the anesthetic, and perform the post-anesthetic management of the patient. This is a full-time program.

The curriculum is a Phase 1-Phase 2 curriculum; the first year 80% didactic, the second year 20% didactic; and the last 3 months in an internship level.

ADMISSION REQUIREMENTS

Admission is on a competitive basis. Students are chosen on the basis of successful completion of academic records, references, interviews, and general fitness for the study of anesthesia. To be accepted, an applicant must submit evidence of the physical health, emotional stability, and personality considered

necessary for successful service as a nurse anesthetist. Students selected are admitted once a year. The following are specific admissions requirements:

1. A degree from an accredited college or university with a record of satisfactory academic work in an appropriate science (health science, nursing, biology, chemistry) at the baccalaureate and/or graduate level.
2. Two courses in chemistry, one with lab.
3. Evidence of current unrestricted licensure as a registered nurse in the United States. (Florida license must be obtained prior to the first day of school, but may be obtained after selection).
4. The student must be a graduate of a School of Nursing with one year of experience as a Registered Nurse in a critical care setting. Applicants are encouraged to seek experience at Mount Sinai Medical Center (MSMC) at Miami Beach, Florida.
5. A G.P.A. of 3.0 or better for all undergraduate work. Applicants with a master's degree from an accredited university may request to have their graduate G.P.A. considered.
6. Submit credible and current (5 years or less) scores on the Graduate Record Examination: verbal, quantitative and qualitative sections.
7. Two professional references, one from current nursing supervisor and one from another health care professional (preferably a CRNA).
8. Pre-entrance medical examination completed by a physician. (After admission to the program, the individual must pass a physical in order to be eligible to perform affiliation at Mount Sinai Medical Center).
9. Interviews with the program director, or designee, and member of the admissions committee after completion of all admission requirements.
10. International students must submit a minimum score of 550 on the Test of English as a Foreign Language (TOEFL).
11. The usual policies on transfer credit (six semester hours) and time limitation (5 years) will apply. After admission to the program, the graduate student may ask the program director for a recommendation of transfer of credits. Minimal transfer grades of "B" will be required.

CLINICAL EDUCATION

In order for the graduate student to develop and improve the cognitive, psychomotor and affective skills in anesthesiology, he/she will obtain his/her broad field orientation at MSMC. Graduate students will then complete the major clinical components at one of the following medical centers:

Mount Sinai Medical Center (MSMC)
Miami Beach, Florida

Orlando Regional Healthcare Systems Facilities
Orlando, Florida

St. Petersburg General Hospital
St. Petersburg, Florida

CURRICULUM

The curriculum has been designed for the registered nurse with a baccalaureate degree. The 28 month curriculum graduate program is sequential. The foundation courses are taught in the first year and the advanced courses in the second year, with an internship in the last semester of the program. The clinical portion of the program is continual, including university breaks between semesters. The total semester hours will be 48.

The clinical component is reflected through the progressive practicums through all seven semesters, in which the clinical specialties are introduced to the students. The mastery of a practicum must occur in a semester before the student may proceed to the following semester.

SEMESTER I

ANE 500	Principles of Anesthesia I	15	1
ANE 505	Principles of Anesthesia II	15	1
ANE 510	Pharmacology I	45	3
ANE 515	Biochemistry for Anesthesia I	30	2
ANE 520	Pathophysiology I: Cellular & Circulatory	45	3
ANE 522	Research Methodology	30	2
ANE 525	History and Legal Aspects In Anesthesiology	30	2
ANE 535	Practicum I (In-Service/Education)	35 hr/wk	1
			<hr/> 15

SEMESTER II

ANE 540	Principles of Anesthesia III: Pediatric	15	1
ANE 545	Principles of Anesthesia IV: Obstetric	15	1
ANE 550	Principles of Anesthesia V: Trauma	15	1
ANE 555	Pharmacology II	30	2
ANE 560	Biochemistry & Physics for Anesthesia II	45	3
ANE 565	Pathophysiology II: Endocrine & Excretory	30	2
ANE 570	Regional Anesthesia	30	2
ANE 575	Practicum II (In-Service/Education)	35 hr/wk	1
			<hr/> 13

SEMESTER III

ANE 580	Pharmacology III	30	2
ANE 585	Pathophysiology III: Respiratory & Neurological	60	4
ANE 590	Principles of Anesthesia VI: Cardiothoracic	15	1
ANE 595	Practicum III (In-Service/Education)	40 hr/wk	1
			<hr/> 8

SEMESTER IV

ANE 600	Research Trends and Issues in Anesthesiology	30	2
ANE 605	Practicum IV (In-Service/Education)	40 hr/wk	1
			<hr/> 3

SEMESTER V

ANE 627	Advanced Research	30	2
ANE 630	Practicum V (In-Service/Education)	40 hr/wk	<u>1</u>
			3

SEMESTER VI

ANE 650	Anesthesia Seminar I	30	2
ANE 660	Practicum VI (In-Service/Education)	40 hr/wk	<u>1</u>
			3

SEMESTER VII

ANE 670	Anesthesia Seminar II	30	2
ANE 680	Practicum VII (In-Service/Education)	40 hr/wk	1
	Comprehensive Examination		<u>3</u>

CANDIDACY

Degree-seeking students must be admitted to candidacy for the degree before the third semester. 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 program director.

GRADUATION REQUIREMENTS

A student must have completed all course work with a minimum grade point average of 3.0 "B", with no more than 7 semester hours of "C" grade. The student must satisfactorily complete all practicals with specific clinical objectives; complete a research project of graduate quality; and successfully pass the comprehensive exams.

MASTER OF SCIENCE IN ANESTHESIOLOGY — COMPLETION PROGRAM

Norman R. Wolford, Ed.D., C.R.N.A., Director

The Master of Science in Anesthesiology Completion Program is designed for those Certified Registered Nurse Anesthetists who are graduates from an accredited school of nurse anesthesia, have an appropriate baccalaureate degree, and wish to obtain a master's degree in anesthesiology. The program is offered during evening and week-end hours to accommodate the working nurse anesthetist. Those individuals interested in admission to this program must contact the Admissions Office or the Director for specific admissions requirements.

APPLICATION REQUIREMENTS

Students seeking admission to the program must:

- Complete an Admission Application
- Submit evidence of current unrestricted licensure as a registered nurse in Florida.

- Hold current certification/re-certification as a Certified Registered Nurse Anesthetist by the Council on Certification or Council on Re-Certification.
- Be a graduate of a school of anesthesiology accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs or the American Association of Nurse Anesthetists.
- Hold an appropriate undergraduate degree from a regionally accredited college or university.
- Have an undergraduate grade point average (including school of anesthesia) of 3.0 or higher.
- Submit satisfactory references from two individuals well known to applicant.
- Provide official transcript(s) from all college(s) and school of anesthesiology, mailed directly to the Admissions Office at Barry University.
- Submit credible and current (5 years or fewer) scores on the Graduate Record Examination (GRE): verbal, quantitative, and qualitative sections.
- International students must submit their scores (minimum of 550) on the Test of English as a Foreign Language (TOEFL).
- Transfer credits will be evaluated on an individual basis. A maximum of 3 semester hours may be considered for transfer. Consideration will be given for courses taken within 5 years or fewer of application for which a grade of at least a B was awarded.

CURRICULUM

Only Certified Registered Nurse Anesthetists will be admitted to the program and must complete the following course of study:

Courses	Semester Hours
ANE 522 Research Methodology	2
ANE 525 History & Legal Aspects of Anesthesiology	2
ANE 570 Regional Anesthesia	2
ANE 600 Research Trends & Issues in Anesthesiology	4
ANE 627 Advanced Research	3
ANE 650 Anesthesia Seminar I	4
ANE 670 Anesthesia Seminar II	4
BMS 533 Biomedical Ethics	3
HSA 610 Financing & Delivery of Health Care Services	3
Elective (with approval by the director)	3
Comprehensive Examination	

Course Descriptions — Anesthesiology Prefix: ANE

500 Principles of Anesthesia I (1)

Study of the principles of anesthetic management including: pre- and post-anesthesia evaluation, premedication, formulation of management and plan, monitoring, anesthetic techniques, procedures and equipment requirements, record keeping, endotracheal intubation, prevention of complications, and care of equipment.

505 Principles of Anesthesia II (1)

Interpretation of information provided by monitoring devices in the operating room suite.

510 Pharmacology I (3)

Study of the uptake, distribution, biotransformation, and excretion of premedications and anesthetic agents, with particular reference to dosage, mechanism of action, characteristic drug effects, factors modifying drug dosages, toxicity, and instruction for use.

515 Biochemistry for Anesthesia I (2)

Course focuses on the biochemical principles of the mechanisms, actions, and theories as they apply in anesthesia practice.

520 Pathophysiology I: Cellular & Circulatory (3)

A course in human anatomy, physiology, and pathophysiology in which the effects of anesthesia on the cell are studied. This will progress to the advanced anatomy and physiology of the circulatory system, in particular to its application to anesthesia, and cardiovascular pathophysiology.

522 Research Methodology (2)

Introductory course in experimental design and statistical analysis.

525 History and Legal Aspects in Anesthesiology (2)

Study of the principles of law relating to medical malpractice and statutory restrictions on the practice of anesthesia by registered nurses.

535 Practicum I (In-Service/Education) (1)

Experience with physical assessment: including care plans and mastering of skills taught in Principles of Anesthesia I and II. Induction, management and emergence of a patient from anesthesia. A history of Anesthesia with emphasis on the role of Nurse Anesthetists will be provided.

540 Principles of Anesthesia III: Pediatric (1)

Pediatric anesthesia includes the anatomic, physiologic and pathophysiological differences of patients from infancy through childhood.

545 Principles of Anesthesia IV: Obstetrics (1)

Study of the obstetrical patient including the anatomy, and physiology of pregnancy. The pathophysiological states of pregnancy, anesthetic management of the obstetrical process. A review of specific complications for the parturient patient.

550 Principles of Anesthesia V: Trauma (1)

This course will emphasize the anesthetic management of the emergency and trauma patient. A review of the physical assessment process and placement of appropriate monitoring lines.

555 Pharmacology II (2)

Continuation of the uptake, distribution, biotransformation, and excretion of autonomic, neuromuscular and local drugs used in anesthesia. Emphasis on dosage, mechanism of action, characteristic drug effects, factors modifying drug dosages, toxicology and indication or contraindication for use.

560 Biochemistry and Physics for Anesthesia II (3)

A continuation of the focus on the biochemical and physical principles required for understanding the mechanisms, actions, equipment and theories as they apply to anesthesia practice.

565 Pathophysiology II: Endocrine and Excretory (2)

An advanced study of the anatomy, physiology and pathophysiology of the endocrine and excretory systems in relationship to the anesthetic management of patients.

570 Regional Anesthesia (2)

A study of the theoretical and practical considerations involved in the administration and management of regional anesthesia. Anatomy, physiology, and pharmacology will be studied and applied to actual clinical experience in the administration and management of anesthetic blocks.

575 Practicum II (In-Service/Education) (1)

Actual clinical experience includes progressively more difficult cases; invasive monitoring, specialty areas, such as one-day stay and neurological procedures.

580 Pharmacology III (2)

Advanced study of current drug therapy in patients requiring anesthesia, or in treating complications occurring during anesthetic management. Includes absorption, distribution, biotransformation, excretion, dosage, mode of action, characteristic effects and factors modifying anesthetic management of agents and drugs.

585 Pathophysiology III: Respiratory & Neurological (4)

Study of the anatomy, physiology and pathophysiology of the respiratory system. Emphasis on the application of anesthesia in respiratory and acute care management. Anatomy, physiology and pathophysiology of the nervous system will be studied in their relationship to the anesthetic management of patients.

590 Principles of Anesthesia VI: Cardiothoracic (1)

Review of cardiovascular and thoracic processes. Emphasis on the medical/surgical and nursing evaluation of the patient in the peri-operative period, to include extracorporeal circulation for specific procedures.

595 Practicum III (In-Service/Education) (1)

Clinical practice includes pediatric, obstetric and special care patients.

600 Research Trends and Issues in Anesthesiology (2, 4)

Study of the psychological and ethical standards consistent with contemporary anesthesiology practice. Includes discussions of multiculturalism, the Bill of Rights, health care team interactions, and issues of privacy and confidentiality. Includes psychology, professional adjustment, and ethics for the nurse anesthetist.

605 Practicum IV (In-Service/Education) (1)

Advanced clinical practice areas, include insertion of monitoring lines. The student will begin on-call experiences.

627 Advanced Research (2, 3)

Advanced experimental designs and research, resulting in a paper of publishable quality.

630 Practicum V (In-Service/Education) (1)

Graduate students will incorporate information learned in Practicum I-IV in order to anticipate any special needs for patients in all clinical settings, including post-operative pain and chronic pain management.

650 Anesthesia Seminar I (2, 4)

Current Reviews will be utilized to study current topics in anesthesiology as they relate to case studies.

660 Practicum VI (In-Service/Education) (1)

Advanced clinical practice to provide comprehension of and management of anesthetic cases in specialty areas.

670 Anesthesia Seminar II (2, 4)

Anesthesia Seminar I will be expanded upon. The focus is on *Current Reviews* as it relates to advanced case studies in anesthesia.

680 Practicum VII (In-Service/Education) (1)

This is an earned privilege in which a graduate student functions as the primary nurse anesthetist, and the instructor acts as a consultant. Experience will be provided at various levels of management and supervision within the department of anesthesia.

MASTER OF SCIENCE IN BIOLOGY

Ralph Laudan, Ph.D., Associate 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 includes:

- Certified teachers with a B.S. degree in biology. (The program will satisfy Florida state requirements for a Master's degree in field.)
- Certified biology teachers updating their certification.

— Teachers with continuing education needs.

Candidates not adequately prepared to enter this program must 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 Graduate Record Examination (verbal, quantitative, and analytical portions), or FTCE examination.
- Two letters of recommendation in support of graduate work.

All requirements for State Professional Certification which the applicant lacks, must be met before the university accepts a student for the master's program. The usual policies on transfer credit (6) and on time limitation (7 years) will apply. Minimal transfer grades of "B" will be accepted for courses not older than 5 years. 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.

CURRICULUM

The instructional objectives of the Master's program are:

- Depth and breadth of information across 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.

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

GRADUATION REQUIREMENTS

Completion of thirty graduate credits with a minimum grade point average of 3.0 "B" with no more than 8 semester hours of "C" or "D" grade. Courses with "D" grades must be repeated and replaced with grades of "B" or better. Students may not include toward graduation the credit for a biology course in which they have received a grade of "D". Comprehensive exam will not be required.

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)

501 Biostatistics (3)

Concepts, principles, methods of descriptive and inferential statistics, and statistical quality control are applied to Biological and Biomedical health issues. Prerequisite: Algebra. Same as BMS 501.

507 Basic Research Methodology (2,3)

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

510 Pathophysiology (3)

A study of the alterations in biological processes that affect homeostasis in the human. Includes the dynamic aspects of disease, mechanisms involved, signs and symptoms. Physical and laboratory findings are emphasized. Prerequisite: BIO 240 or equivalent or permission of Instructor.

525 Molecular Biology (5)

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

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. Same as BMS 545, 665.

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)

452/552 Quantitative Applications 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 s.h.; computer course or equivalent.

553a Biomedical 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 553a and BMS 553a.

553b 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 vs. not-for-profit hospitals, societal and personal responsibilities in the health care sector. Prerequisite: 553a. Same as PDY 553b and BMS 553b.

455/555 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 455/555.

458/558 Infectious Diseases (1-4)

Major human bacterial, viral, rickettsial, fungal and parasitic diseases, identification, pathogenicity, mode of transmission, treatment, methods of control. 4 hours of lecture. Same as BMS 458/558.

458a/558a Bacterial and Rickettsial Diseases (2)

458b/558b Viral Diseases (1)

458c/558c Fungal and Parasitic Infections (1)

470/570, 477/577 Biochemistry I, II (3,3), (3,4)

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 470/570, 477/577 and PDY 570, 577.

597 Physiology (3)

Comprehensive study of systems physiology including neuronal and musculoskeletal system, circulation, respiration, excretion, digestion and fluid electrolyte balance. Prerequisites: BIO 570, 577. Same as BMS 597.

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.

620 Pharmacology (3)

Course encompasses basic pharmacological principles/classes of drugs. Includes drug interaction with biological receptors: their absorption, distribution, metabolism and excretion. Drugs are covered on a systems basis. Same as PDY 620. Prerequisites: BMS/BIO 570, 577, and 597.

630 Internship (6)

Supervised experience relating biology and technology attained in an industrial and/or academic research setting.

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.

670 Seminar (2)

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

MASTER OF SCIENCE IN BIOMEDICAL SCIENCES

Ralph Laudan, Ph.D., Associate Dean

PROGRAM

The master's 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 course work 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 course work 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.

ADMISSION REQUIREMENTS

- 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, physics, and 6 semester hours in English.

- Applicants are expected to submit credible and current scores on the Medical College Admission Test, DAT, VAT, or on the Graduate Record Examination (verbal, quantitative and analytical portions)
- Two letters of recommendation or a Health Professions Advisory report are required. A personal interview is strongly recommended.
- International students must submit a minimum score of 550 on the Test of English as a Foreign Language (TOEFL).
- Advanced Placement is at the discretion of the Dean. Only course work taken in accredited universities or medical colleges listed with the World Health Organization will be considered for advanced standing.
- The usual policies on transfer credit (6 s.h.) and on degree time limitation (7 years) will apply; minimal transfer grades of B will be accepted for courses not older than 5 years.

Under special circumstances students may be admitted as provisional or non-degree seeking students. A maximum of 6 credits may be taken on a non-degree seeking basis. Full acceptance into the school of a provisionally accepted student is required before the student can be admitted to candidacy. Once a student has completed 12 credit hours, an admission to candidacy form must be filed. Graduate students must complete all provisions and/or conditional admission requirements before they begin their third semester of course work. Graduate students in the one year program must be fully accepted before they begin their second semester of course work. In both cases students will be prevented from registering if they have not fulfilled these requirements.

CURRICULUM

The program of study is divided into three tracks. Students in the Track 1 program (those who wish to pursue medical studies) are required to take BMS 547, Neuroanatomy; BMS 550, Histology; BMS 553a, Bio-Medical Ethics; BMS 553b, Health Care Delivery; BMS 570,577, Biochemistry I, II; BMS 590, Gross Anatomy; BMS 595, Physiology. The remaining hours will be determined in consultation with advisor.

Students in the Track 2 program would be required to take BMS 553a, Bio-Medical Ethics; BMS 553b, Health Care Delivery; and BMS 570,577, Biochemistry I, II. 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. Two courses with labs must be included in these remaining hours.

Students in the third track, i.e., the industrial track, would be required to take BMS 501 Biostatistics; BMS 507, Basic Research Methodology; BMS 553a, Biomedical Ethics; BMS 553b, Health Care Delivery; BMS 555, Immunology; BMS 570,577, Biochemistry I, II; BMS 675, Research.

The remaining hours may be selected from: BMS 558, Infectious Diseases; BMS 597 Physiology; BMS 620 Pharmacology; BMS 635 Nutrition; BMS 545/665, Advanced Study.

GOOD STANDING-PROBATION-SUSPENSION

Biomedical Science 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 may require a student on probation to register for a limited course load. Probation will be lifted the following semester IF the student achieves a cumulative GPA of 3.00 or more. If this condition is not met, the student will remain on probation. A biomedical science student will be suspended who does not achieve a minimal semester GPA of at least 1.0 in any one semester or a minimal cumulative GPA of 2.0 for two consecutive semesters.

GRADUATION REQUIREMENTS

A student must have completed 36 semester hours of course work with a minimum grade point average of 3.0 "B" with no more than 8 semester hours of "C" or "D" grade. Courses with "D" grades must be repeated and replaced with grades of "B" or better. Students may not include toward graduation the credit for a biomedical science course in which they have received a grade of "D". Track I and II students must pass a qualifying examination.

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.

Course Descriptions — Biomedical Sciences Prefix: BMS

501 Biostatistics (3)

Concepts, principles, methods of descriptive and inferential statistics, and statistical quality control are applied to health issues. Prerequisite: Algebra. Same as BIO 501.

507 Basic Research Methodology (2,3)

Introduction to experimental design and statistical analysis. Prerequisite: BMS 501 or permission of instructor. Same as BIO 507 and PDY 507.

547 Neuroanatomy (3)

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 550. Same as PDY 547. (\$75 fee)

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. (\$75 fee)

553a Biomedical 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 553a and BIO 553a.

553b 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 vs. not-for-profit hospitals, societal and personal responsibilities in the health care sector. Prerequisite: 553a. Same as PDY 553b and BIO 553b.

455/555 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 BIO 455/555.

458/558 Infectious Diseases (1-4)

Major human bacterial, viral, rickettsial, fungal and parasitic diseases; identification, pathogenicity, mode of transmission, treatment, and methods of control. 4 hours of lecture. Same as BIO 458/558.

458a/558a Bacterial and Rickettsial Disease (2)**458b/558b Viral Diseases (1)****458c/558c Fungal and Parasitic Infections (1)****470/570, 477/577 Biochemistry I, II (3,3), (3,4)**

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 BIO 470/570, 477/577 and 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.

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. (\$150 fee)

595 Physiology (6)

Comprehensive study of systems physiology including neuronal and musculoskeletal system, circulation, respiration, excretion, digestion, and fluid-electrolyte balance. Lecture and Lab. Prerequisites: BMS 550 and BMS 570; Prerequisite or Corequisite: BMS 547 and BMS 577. Same as BIO 595. (\$100 fee)

597 Physiology (3)

Comprehensive study of systems physiology including neuronal and musculoskeletal system, circulation, respiration, excretion, digestion, and fluid-electrolyte balance. Lecture. Prerequisites: BMS 570, 577. Same as BIO 597. (\$100 fee)

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. (\$75 fee)

620 Pharmacology (3)

Course encompasses basic pharmacological principles/classes of drugs. Includes drug interaction with biological receptors; their absorption, distribution, metabolism and excretion. Drugs are covered on a systems basis. Same as PDY 620 and BIO 620. Prerequisites: BMS 570, 577, and 595 or 597, or BIO 570, 577, and 595.

623 Microbiology I (4)

This course covers the physical and chemical structure of bacteria and fungi, major human diseases associated with these microorganisms including identification, pathogenicity, mode of transmission, treatment, and chemotherapeutic drugs. 3 hours lecture, 2 hours lab weekly. Prerequisites: BMS 570 and 577. Same as PDY 623. (\$75 fee)

624 Microbiology II (4)

This course has two major topics. It first covers the major human viral and parasitic diseases, identification, pathogenicity, mode of transmission, and treatment. The second part covers major topics in immunology including antibody formation, antigen-antibody interactions, and immunologic specificity of normal and diseased cells and tissues. 4 hours of lecture. Prerequisite: BMS 623. Same as PDY 624.

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.

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. (\$75 fee for on-campus research only)

MASTER OF SCIENCE IN HEALTH SERVICES ADMINISTRATION (HSA)

Eileen Hamby, DBA, PT, Director

The Master of Science in Health Services Administration Program is located in the School of Natural and Health Sciences, but also uses faculty and courses from the Andreas School of Business to provide a comprehensive program for its students. This program consists of thirteen-fifteen courses, depending on health care experience. The courses are held on weekends and evenings. The program is primarily oriented towards students with at least three years prior health field experience who have been, or are currently employed, in health professions and are attending the program part-time. It allows students to use their experience in medical records, pharmacy, physical therapy, medical technology, occupational therapy, nutritional services, or other health professions to build on their knowledge and enhance their management effectiveness. A limited number of students will be admitted each year who have less than three years health field experience; however, these students will be required to complete two health services practicums/internships. This program reflects the complexity of a health system that is constantly being impacted by policy regulation, the consumer, the providers, the payers and the changing environment.

ADMISSION PROCEDURES AND REQUIREMENTS

Admission is open to applicants with a baccalaureate degree from an accredited institution with a grade point average (GPA) of 3.0 (B) or better. Those with a lower GPA may also be considered if there are compensating factors. An acceptable Graduate Management Admission Test (GMAT) score or Graduate Record Examination (GRE) score must be submitted. These standardized tests are waived if the applicant possesses a Master's Degree from an accredited college or university. Non-degree, non-matriculating students may enroll. To do so, an application form, a transcript from an accredited undergraduate program and a non-refundable application fee prior to beginning courses, must be submitted. Non-degree students may enroll in two courses, but then must

fulfill all admission requirements to continue in the program. For those students wishing to transfer from another university, approval may be granted for the transfer of up to 6 credits of comparable courses. International applicants must complete the Test of English as a Foreign Language (TOEFL) with a score of 550 or above. Two letters of recommendation must be submitted in support of graduate work by the applicant's employer, previous instructor, or professional colleagues. Students may enter the program at the start of the Fall, Spring, or Summer I or Summer II semesters.

DEGREE REQUIREMENTS

To graduate, candidates for the degree of Master of Science in Health Services Administration must:

- satisfactorily complete the program of study;
- satisfactorily complete the written and oral comprehensive examinations;
- have attained a GPA of 3.0 on a 4.0 scale (no more than two courses with a "C" grade will be accepted);
- complete degree requirements within 7 years of the date the student is fully accepted as a degree-seeking student 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 from the School of Natural and Health Sciences.

CURRICULUM DESCRIPTION

The Master of Science in Health Services Administration program requires completion of 45 graduate credits for those with less than three years prior health experience, and 39 credits for those with three years or more of health field experience. Two practicums/internships, consisting of a total of 6 credits will be required for those students with less than three years of health field experience. Field work projects are incorporated into the curriculum. These projects will be performed at the student's place of employment when appropriate, or as assigned by the instructor. Four courses (12 credits) are from the D. Inez Andreas School of Business and nine to eleven courses (27-33 credits), depending on prior health field experience, are from the School of Natural and Health Sciences. Each student is required to pass an oral and written comprehensive examination.

Course Descriptions — Health Services Administration **Prefix: HSA**

601 Human Resource Management (3 Credits)

This survey course is designed to provide the line manager or staff specialist with an expanded understanding of the processes which management utilizes today to ensure that the right quality of persons are being hired, the appropriate governmental regulations are being adhered to, and that the internal policies provide a work environment which encourage cost-competitive labor costs and maximum worker satisfaction.

610 Computer and Executive Applications (3 Credits)

Study of computers used for the support of management tasks. The emphasis is on increasing management productivity and effectiveness through the use of spreadsheet, database, word processing, and graphics programs.

640 Marketing Management (3 Credits)

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 or HSA 620.

643 Buyer Motivation and Behavior (3 Credits)

This course covers the psychological, sociological and anthropological theory related to buying decision processes by consumer and organizational buyers. Prerequisite: MBA 640.

510 Principles of Health Services Administration (3 Credits)

Provides an overview of organizational theory and a conceptual basis of traditional management roles with an emphasis on behavior in health care facilities. Provides the skills to communicate, motivate and lead individuals with different attitudes toward life, work, gender, religion, family, language, etc., with special emphasis on culturally diverse health care workers.

520 Essentials of Health and Health Behavior (3 Credits)

Study of health and health status, epidemiology assessment, the use of health status measures, and data collection/analysis in health care program planning. Addresses the behavioral models of health and disease, the social barriers to care and the effectiveness in the role of health services in promoting health use, health status and systems outcomes.

530 Health Law, Ethics and Social Issues (3 Credits)

This course focuses on social and behavioral aspects of the professionals, providers and consumers in the health care system. Provides an examination of managerial and clinical ethics. Addresses risk management issues and legal issues of antitrust, taxation, medical malpractice, licensure, administrative and corporate law pertaining to health service.

535 Applied Biostatistics for Health Services (3 Credits)

Fundamental statistical concepts related to the practice of health service, including concepts of data collection, management, description, and statistical inferences. Use of computer in statistical analysis. Prerequisite: MBA 610.

540 Quality Assurance and Utilization Review (3 Credits)

Analysis of theory, methods and evaluation for managing quality programs in all health care organizations. Provides methods to assure continuous improvement in the quality of services provided. In depth comparison of determination for health care need, cost, and payment in selected reimbursement systems such as Medicare, Medicaid, Workers' Compensation and managed care systems.

610 Financing and Delivery of Health Care Services (3 Credits)

A comprehensive overview of the organization of the health care system and the proposals for system reform; addresses health care policy and financing in the public and private sectors, gaps in the system, and the integration of financing and delivery mechanisms. Examines professional practice including medical decision making and practice patterns of health professionals.

620 Health Care Budgeting and Financial Management (3 Credits)

Addresses health care economics, accounting methods, and the processes and procedures of health services budgeting and financial management. Provides an introduction to prototypical budgeting software used in health care facilities. Prerequisite: MBA 610.

650 Health Services Research and Program Evaluation (3 Credits)

Introduction to the basic concepts and principles of research. Discusses program evaluation techniques and outcome measurements. Reviews program evaluation software. Examines the strengths and weaknesses of research designs and methods, using both quantitative and qualitative techniques. Students perform an applied research project in a health services area. Prerequisite: MBA 610, HSA 535.

660 Practicum/Internship I (3 Credits)

Supervised field operation and experience in an approved health care administration setting. Required for students with less than three years health care work experience. Optional for all other HSA students. Prerequisite or Corequisite: HSA 690.

661 Practicum/Internship II (3 Credits)

Advanced supervised field operation and experience in an approved health care administration setting. Required for students with less than three years health care work experience. Optional for all other HSA students. Prerequisite or Corequisite: HSA 660, HSA 690.

690 Strategic Planning in Health Services (3 Credits)

Provides methods to evaluate organizational performance and productivity, analyze internal and external resources, and perform needs assessments. Presents various models and methods for planning and positioning of health care services. Surveys health services management information systems. Capstone course that integrates all previous courses. Prerequisite: MBA 601, 610, 640, 643; HSA 510, 520, 530, 535, 540, 610, 620, 650, or permission of the program director.

**MASTER OF SCIENCE
IN PHYSICAL THERAPY**

Luis Vargas, Ph.D., P.T., Director

Physical Therapy is a health care profession which fosters optimal health and functional abilities for people with movement dysfunctions. By applying scientific principles, the therapist assesses, corrects, prevents or alleviates dysfunctions in movement by evaluating and treating those who need physical rehabilitation. Student recruitment, admission, and retention procedures do not discriminate on the basis of race, color, creed, national origin, sex, age, handicap, or marital status.

This weekend program is specifically designed to enable the working adult who is a physical therapist assistant to become a licensed physical therapist who can practice autonomously in rehabilitation, acute care, preventive, educational and research facilities. Others who are currently working in health care with Bachelor's degrees in other fields may be considered for admission, but preference is given to licensed physical therapist assistants. Examples of such fields are athletic training, exercise physiology, and kinesiotherapy. The physical therapy program offers a three year, entry-level Master's degree program leading to the B.S./M.S. academic degree in physical therapy. Only graduation from an accredited Physical Therapy Program will make the person eligible to sit for the licensure exam. The accreditation decision is not made until the first class graduates in 1994. The program begins in the fall of each year and is divided into nine terms including full time clinical affiliations.

A Bachelor of Science in Biology — Physical Therapy Track will be awarded at the end of the student's second year at Barry as a transitional degree leading on to the Master of Science in Physical Therapy degree. The Bachelor's degree does not entitle the graduate to take the licensure exam. Only after completion of the Master's degree will the graduate qualify to take the examination.

The program in Physical Therapy has received accreditation status. The next accreditation site visit will be scheduled for 1996.

Admission Requirements

Admission Requirements reflect a program structure as a combined five year Bachelor of Science in Biology and Master of Science degree curriculum. To be eligible, applicants should be a graduate of an accredited physical therapist assistant program with an Associate of Arts or an Associate of Science degree from an accredited institution. The prerequisite course work must total a minimum of 64 credits with grades of "C" or higher in physical therapist assistant courses and/or prerequisite courses. Applicants must have maintained an overall GPA of 2.50 (on a four point scale). Three letters of recommendation are required. Each student's credentials must include:

Biology:	11 semester hours (i.e. Anatomy & Physiology)
Chemistry:	4 semester hours
Physics:	4 semester hours
English:	6 semester hours
Psychology:	6 semester hours
Social Sciences:	3 semester hours
Math:	3 semester hours
Kinesiology:	3 semester hours (i.e. Biomechanics, Applied Anatomy)
Art/Humanities:	9 semester hours

Students must complete all requirements before entering prerequisite year of Barry's program. See graduation requirements under Academic Information.

International students must submit their scores on the Test of English as a Foreign Language (TOEFL). Applicants who are licensed physical therapist assistants will be given preference over those applicants with a degree or course work in a related science or health profession.

Applicants will be accepted into the Prerequisite year based on their credentials. A personal interview will be required before acceptance into the first Professional year.

Program Requirements

The graduate program starts in the summer of the second year. A student must complete a minimum of 48 semester hours of graduate course work with a minimum GPA of 3.0 "B" with no more than 8 semester hours of "C" grade. Students must also successfully pass the comprehensive examinations upon completion of their program of study. Master of science degree-seeking students must be admitted to candidacy for the degree before beginning the first year of graduate work. Requirements for candidacy are: 1) credible and current scores on the AHPAT (Allied Health Professions Admission Test); 2) recommendation by the faculty; 3) approval of the Director of the Program; and 4) completion of all undergraduate prerequisite and professional course work at Barry with an overall GPA of 2.8. A student will be allowed no more than a seven-year maximum to complete the program.

Weekend Class Schedule

Classes begin in the Fall and run every other weekend year round in the prerequisite year. In the professional years, the fall semester is followed immediately by a 6 week, full-time clinical affiliation. The Spring semester begins as soon as this clinical affiliation ends and is followed by another 6-week clinical practice.

Classes run from 6:30 p.m. to 8:30 p.m. on Friday and from 8:30 a.m. to 6:30 p.m. on Saturday and Sunday. The student may attain 12 credits per semester by attending full time.

Prerequisite Year:

Fall:

CHE	142	Chemistry for Allied Health Sciences	4
THE	498	World Religion for Health Care Professionals	3
ENG	300	Reports and Presentations: Physical Therapy	3
BIO	295	Research: Methods for the Health Professional	2

Spring:

BIO	347	Gross Anatomy for Physical Therapists	4
PHI	120	Critical Thinking	3
PHY	141	Intro Physics for Allied Health Sciences	4
BIO	395	Research: Methods for the Health Professional	1

Summer:

BIO	349	Exercise Physiology & Biomechanics for Physical Therapists	4
BIO	336	Neuroscience for Physical Therapists	4
PHI	353	Biomedical Ethics	3
BIO	495	Research: Methods for the Health Professional	1

Year One – Professional Program

Fall:

PHT	400	Physical Therapy in Acute Care	8
PHT	405	Issues and Problems in the Acute Care Setting	4

Spring:

PHT	420	Acute Care Clinical Internship	5
PHT	410	Physical Therapy in Outpatient Settings	8
PHT	415	Problems in Outpatient Setting	4

Summer:

PHT	520	Outpatient Clinical Internship	5
PHT	525	Research Seminar	3

Year Two – Professional Program

Fall:

PHT	530	Physical Therapy in Rehab and Home Care	8
PHT	535	Issues and Problems in Rehab and Home Care	4

Spring:

PHT	620a	Rehab and Home Care Clinical Internship	5
PHT	540	Physical Therapy in Geriatrics and Pediatrics	8
PHT	610	Issues and Problems in Geriatrics and Pediatrics	4

Summer:

PHT	620b	Speciality Clinical Internship	5
PHT	630	Advanced Research Seminar	3

Course Descriptions — Physical Therapy Prefix: PHT

400 Physical Therapy in Acute Care (8)

Includes screening, evaluation, treatment and documentation of care of patients in the acute care physical therapy setting following cardiopulmonary/general medical, orthopedics and neurology tracks. Concurrent enrollment in PHT 405 required.

405 Issues and Problems in Acute Care Setting (4)

Management problems, health care systems issues, common diagnoses, and the clinical picture of patients typically treated in acute care and the major focus areas. Concurrent enrollment in PHT 400.

410 Physical Therapy in Outpatient Settings (8)

Includes screening, evaluation, treatment and documentation of care of patients in the outpatient physical therapy settings following cardiopulmonary/general medical, orthopedics and neurology tracks. Concurrent enrollment in PHT 415 required.

415 Issues and Problems in Outpatient Settings (4)

Management problems, health care systems issues, common diagnoses, and the clinical picture of patients typically treated in outpatient settings are the major focus areas. Concurrent enrollment in PHT 410.

420 Acute Care Clinical Internship (5)

Supervised full-time six-week clinical education in approved agencies. Prerequisite: Successful completion of acute care module.

520 Outpatient Clinical Internship (5)

Supervised full-time six-week clinical education in approved agencies. Prerequisite: Successful completion of outpatient module and PHT 420.

525 Research Seminar (3)

Independent study under the supervision of an appointed advisor to design an individual or group clinical research project.

530 Physical Therapy in Rehab/Home Care (8)

Includes screening, evaluation, treatment and documentation of care of patients in the rehab and home care settings following cardiopulmonary/general medical, orthopedics and neurology tracks. Concurrent enrollment in PHT 535 is required.

535 Issues and Problems in Rehab and Home Care (4)

Management problems, health care systems issues, common diagnoses, and the clinical picture of patients typically treated in rehab/home care are the major focus areas. Concurrent enrollment in PHT 530.

540 Physical Therapy in Geriatrics/Pediatrics (8)

Includes screening, evaluation, treatment and documentation of care of patients in geriatric and pediatric settings following cardiopulmonary/general medical, orthopedics and neurology tracks. Concurrent enrollment in PHT 610 required.

610 Issues and Problems in Geriatrics/Pediatrics (4)

Management problems, health care systems issues, common diagnoses, and the clinical picture of patients typically treated in geriatric and pediatric settings. Concurrent enrollment in PHT 540.

620a Rehab/Home Care Clinical Internship (5)

Supervised full-time six-week clinical education in approved agencies. Prerequisite: Successful completion of PHT 420, 520, and the Rehab/Home Care Module.

620b Specialty Clinical Internship (5)

Supervised full-time six-week clinical education in approved agencies. Prerequisite: Successful completion of PHT 420, 520, 620a, and the Geriatric/Pediatric Module.

630 Advanced Research Seminar (3)

Independent study under the supervision of an appointed advisor to conduct research and complete an individual or group clinical research project.

SCHOOL OF NURSING

Judith A. Balcerski, R.N., Ph.D., Dean
Victoria L. Schoolcraft, R.N., Ph.D., Associate Dean,
Undergraduate Program
Patricia L. Munhall, R.N., Ed.D., Psy.A., FAAN,
Associate Dean, Graduate Program

Faculty: Britton, Brown, Charron, Colin, DiPasquale, Epley, Fairchild, Folden, Gottlieb, Hauri, Hayes, Hoover, Hopkins, Kaplan, Lamet, McCormick, Miller, Moneda, Parns, Perkel, Rostock, Schantz, Thomas.

The faculty believes that human beings are unique entities created by God, possessing the ability to make decisions about their lives and the lives of others. Individuals have intrinsic value and there is worth in human life. Human beings have a biological beginning and end. Each person progresses through developmental stages by successful accomplishment of the tasks of each stage. Strengths and weaknesses emerge throughout the life process as individuals grow and adapt.

Each human being is a dynamic system influenced by and affecting the environment—the milieu in which human beings exist. The environment is also a dynamic composite of physical, psychological, and social forms influencing human well-being and development. Human beings use the physical, rational, intellectual, emotional, social, and spiritual aspects of themselves to interact with the environment. Based on human capabilities, values, and resources, environmental forces can be manipulated to foster adaptation toward maximum independence throughout the life cycle.

The faculty believes that nursing exists as a profession to assist human beings in achieving and attaining a healthy state, or, when unattainable, a peaceful death. To this end nursing functions within and interacts with the environment.

The faculty subscribes to the following definition by Virginia Henderson:

The unique function of the nurse is to assist the individual, sick or well, in the performance of those activities contributing to health or its recovery (or to peaceful death) that he would perform unaided if he had the necessary strength, will or knowledge. And to do this in such a way as to help him gain independence as rapidly as possible.

Health is an attribute of human beings and includes the subconcepts of wellness and illness. Wellness is a state of harmonious and dynamic equilibrium. Illness is an unsound or disoriented state on a continuum at a point away from wellness. Functional health exists when human beings successfully adapt to

their environment and reach their potential for development. It is mutually defined by the health professional and client. The concept of health is variable and relative, and does not have an absolute or universal definition.

Nursing intervention has a point of entry to and exit from the lives of people. The degree of nursing involvement varies in intensity depending on the individual's health needs and responses throughout the life cycle. Nursing involvement in any one time period with any individual(s) may assume different dimensions. Involvement may begin at a minimal level, reach maximum proportions, decrease again, or vary over time.

Nursing education is a specialized form of education which emphasizes the development of intellectual and technical skills through selected learning experiences which assist the student toward professional competency. These competencies include the ability to recognize and solve problems, to apply general principles to specific situations, and to make sound judgments regarding the practice of professional nursing.

The curriculum in the School of Nursing is process based and flows from the belief that the practice of nursing is predicated on seven significant processes. These processes evolve from beliefs about human beings and their 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 change process, the communication process, the management process, the nursing process, the professionalization process, the research process and the teaching/learning process.

Opportunities for Student Growth and Service

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, and offers many opportunities for student intellectual growth and services. Among these are the Nursing Student Association and the Graduate Student Association which provide for students to pursue activities of their choice for community service, student recognition, and student socialization.

The Center for Nursing Research is designed to promote, assist and facilitate the activities of nursing research, both within the School of Nursing and with its affiliating agencies. The goals of the center are to provide consultation, disseminate research findings, provide a forum for faculty sharing, sponsor an annual scholarly lecture for the professional community and create an environment that perpetuates nursing scholarship.

Closely aligned with the Center for Nursing Research is the Institute for Phenomenological Study in Nursing. The goals of the Institute are to promote the study of meaning for individuals as they experience their humanness and to assist nursing faculty and researchers to become familiar with the nature of human science research. The institute will sponsor annual workshops open to

the nursing community to promote an understanding of the ways and means in which the philosophy of phenomenology can guide nursing research and practice.

In response to Barry University's mission to provide community service and to encourage its students to assume community leadership, the School of Nursing operates the Barry University Primary Nursing Center. The goals of this center include providing primary care and health education to children and families in selected parochial schools in Miami's economically disadvantaged areas. Interdisciplinary in nature, the center provides a means for both faculty and students to come together to be socially responsive to societal needs and health care reform.

Americans With Disabilities Act

In keeping with its mission and goals, and in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, Barry University, School of Nursing promotes an environment of respect for and support of persons with disabilities. The two categories of individuals with disabilities are: a) individuals with a physical or mental impairment that substantially limits one or more major life activities; and b) individuals with a record of physical or mental impairment that substantially limits one or more major life activities. Major life activities include caring for oneself, performing manual tasks, walking, seeing, hearing, breathing, learning and working.

The term "physical impairment" includes, but is not limited to: orthopedic, visual, speech and hearing impairments; cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, HIV disease (symptomatic and asymptomatic), tuberculosis, drug addiction and alcoholism. Mental impairments include mental or psychological disorders such as mental retardation, organic brain syndrome, emotional or mental illness and specific learning disabilities.

Individuals applying for admission, progressing to clinical courses and graduating from the School of Nursing must be able to meet the physical and emotional requirements of the academic program. An individual who poses a direct threat to the health or safety of others or to themselves may be denied admission, progression and graduation. The school's determination that a person poses a direct threat will be based on an individualized assessment that relies on current medical evidence or on the best available objective evidence to assess a) the nature, duration and severity of the risk; and b) the probability that the potential injury will actually occur.

The faculty having accepted the definition of nursing as a practice discipline with cognitive, sensory, affective and psychomotor requirements have adapted a list of "Core Performance Standards" based on a document of the Southern Council on Collegiate Education for Nursing. It will provide an objective measure upon which an individual and the faculty can base informed decisions regarding whether the individual is "qualified" to meet the requirements of the academic program. Each standard has an example of activities which a student would be required to perform while enrolled in a nursing program.

Core Performance Standards for Admission, Progression, and Graduation

Performance	Standard	Examples of Necessary Activities (Not all inclusive)
Critical Thinking	Critical thinking ability sufficient for clinical judgement	Identify cause-effect relationships in critical situations, develop nursing care plans.
Interpersonal	Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds	Establish rapport with patients/clients and colleagues.
Communication	Communication abilities sufficient for interaction with others in oral and written form	Explain treatment procedures, initiate health teaching, document and interpret nursing actions and patient/client responses. Gives oral and written reports to other members of the health care team.
Mobility	Physical abilities sufficient to move from room to room and maneuver in small spaces.	Moves around in patient rooms, work spaces, and treatment areas, administers cardio-pulmonary resuscitation procedures. Meets responsibilities in a timely manner.
Motor Skills	Gross and fine motor abilities sufficient to provide safe and effective nursing care	Calibrate and use equipment; position patients/clients
Hearing	Auditory ability sufficient to monitor and assess health needs	Hears monitor alarm, emergency signals, auscultatory sounds, cries for help.
Visual	Visual ability sufficient for observation and assessment necessary in nursing care	Observes patient/client responses at a distance and close at hand. Comprehends three-dimensional relationships and spatial relationships of objects.
Tactile	Tactile ability sufficient for physical assessment	Perform palpation, auscultation, percussion and functions of physical examination and/or those related to therapeutic intervention.
Social Behavior	Compassion, integrity, interpersonal skills, interest and motivation	Develops a mature, sensitive and effective relationship with clients.

Bachelor of Science in Nursing (B.S.N.)

The purpose of the undergraduate nursing program is to offer students a baccalaureate education which will prepare them for professional nursing practice in the milieu of a caring environment. 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.

At the end of the baccalaureate program in nursing, students in each option will be able to:

- (1) utilize the change process to improve health care;
- (2) utilize the communication process with clients, families, and members of the health team in providing nursing care;
- (3) utilize the management process in health care delivery;
- (4) utilize the nursing process with clients, including individuals, families, groups, and communities;
- (5) demonstrate professional behavior in the performance of nursing practice;
- (6) utilize the research process to improve nursing practice; and
- (7) utilize the teaching/learning process in providing nursing care and promoting health.

The baccalaureate degree in nursing may be earned in several ways, depending upon the previous education of the student. All applicants are initially admitted to the basic undergraduate program unless they are registered nurses (RNs). Students who are entering from high school or with some credit from other colleges or universities (including licensed practical nurses, (LPNs) enter the Basic Option.

Ordinarily, the Basic Option takes at least four years to complete. This may include some summer enrollments, but no summer classes are required to complete the Basic Option. Exceptional students willing and able to carry heavy course loads may be able to complete the Basic Option in three years. Such a plan would require summer enrollments.

Those students in the Basic Option who have earned the required amount of credit by the end of their sophomore year and who meet other criteria, may accelerate their programs by joining the Accelerated Option for some of their remaining work. LPNs are eligible to challenge some of the nursing courses for **advanced standing**.

Students who have at least a bachelor degree in another field may select the Accelerated Option. RNs matriculate in an option designed for them. Each option and the pertinent eligibility criteria are described in detail below.

Admission to the School of Nursing does not guarantee progression to clinical nursing courses or graduation. The faculty of the School of Nursing reserves the right of retaining, progressing, and graduating those students who, in its judgment, satisfy the requirements of scholarship, health and personal suitability.

BASIC OPTION

Admission Requirements

Applicants entering from high school or with fewer than 15 college credits must meet general university admission requirements, as well as the following criteria for the Basic Nursing Option:

- (1) completion of high school or college courses in biology and chemistry (with laboratories) with a minimum grade of C in each,
- (2) completion of Algebra II or equivalent, with a minimum grade of C,
- (3) achievement of minimum total score of 850 on the SAT or 20 on the ACT, and
- (4) achievement of a minimum of a 2.70 cumulative high school or college grade point average, with fewer than five Ws, Ds, or Fs.
- (5) Successful completion of all four sections of the Florida CLAST may be substituted for the SAT or ACT test.

Applicants who have completed 15 or more college credits who do not have a bachelor degree must meet general university admission requirements as well as the following criteria for the Basic Nursing Option:

- (1) achievement of a minimum of a 2.70 cumulative college grade point average, with fewer than 5 Ws, Ds, or Fs, and
- (2) successful completion of all four sections of the Florida CLAST.

LPN applicants must meet the above requirements applicable to them as well as the following:

- (1) achievement of at least an 80% average in practical nursing coursework, and
- (2) hold a current Florida L.P.N. license or proof of eligibility to sit for the NCLEX-PN.
- (3) An interview with an academic advisor may be required.

Progression to Clinical Courses

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 2.50 (C) cumulative grade point average in all coursework;
- (4) completion of 30 credits of coursework applicable to nursing;
- (5) submission of evidence of health status acceptable for the practice of nursing and the yearly submission of a report of an examination indicating good mental and physical health; and
- (6) submission of a formal letter indicating compatibility of personal goals with the goals of the school and the university.

The following are policies regarding continued progression in nursing:

- (1) Physiology (BIO 240) must be taken prior to NUR 238, Nursing Concepts II. A student who receives a D or an F in physiology may repeat physiology while enrolled in Nursing Concepts II only with permission of the nursing faculty.
- (2) Pharmacology (NUR 215) must be taken prior to or concurrently with NUR 238, Nursing Concepts II.
- (3) Nutrition in Clinical Care (DIN 271) and Developmental Psychology (PSY 382) must be taken prior to Parent/Newborn Nursing (NUR 327).
- (4) Any student withdrawing from or earning a grade lower than a C in any clinical nursing course or NUR 215 must have written permission from the Student Affairs Committee to retake the course. The individual student's academic and advisee records will be evaluated by the nursing faculty. Depending upon this evaluation, the student may be allowed to repeat the nursing course or be refused permission to continue.
- (5) Only one lab/clinical nursing course or NUR 215 may be repeated one time and then only with the permission of the nursing faculty.
- (6) A withdrawal (WP and WF) is considered the same as a grade lower than C when repeating a clinical course.

TWO-YEAR OPTION

Students in the Basic Option may accelerate their program with the Two-Year Option. In this option, the qualified student may complete all the nursing courses in two years or less. To progress into this option, the student must meet the following requirements:

- (1) earn at least a B in NUR 215, 225, 231, and 238;
- (2) earn at least a C in each liberal arts course taken with the 200 level nursing courses;
- (3) have no more than 12 non-nursing credits to complete; and
- (4) earn at least a 3.0 cumulative grade point average.

Students complete the junior courses with the Accelerated Option. If they earn at least a C in each of the junior nursing courses and have completed all their liberal arts requirements, they may proceed to take the senior courses with the Accelerated Option. Otherwise, they complete their remaining nursing and liberal arts courses with seniors in the Basic Option.

For accurate advising, students planning to enroll in the Two-Year Option should meet with their advisors while taking the science and liberal arts requirements.

L.P.N. to B.S.N. OPTION

This program is similar to the Basic and Two-Year Options but allows the qualified L.P.N. to test out of some nursing coursework. These courses include:

NUR	215	Pharmacology	2
NUR	225	Basic Nursing Skills	3
NUR	231	Nursing Concepts I	4
DIN	271	Nutrition in Clinical Care	3
		Total	12

All other coursework remains the same as the Basic Option with the addition of NUR 203, L.P.N. 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.

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 2.70;
- (3) at least a C in the four required sciences;
- (4) a written statement of intent;
- (5) a letter of recommendation; and
- (6) completion of 41 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, or beginning in May and ending the following May.

Because time in class or clinical approximates 40 hours per week, it is not usually possible to work during the year of enrollment in nursing courses. Preparation should be made ahead of time for financing that year. Some financial aid and loans are available and some Florida residents are eligible for a tuition reduction grant. The cost for tuition and fees for the 55 credits in nursing equals that for three full-time semesters. Books, uniforms, and other requirements will be additional.

REGISTERED NURSE (R.N. TO B.S.N.) OPTION

Graduates of state-approved diploma and associate degree programs in nursing are eligible to apply for admission to the baccalaureate program in the Registered Nurse Option. The program followed by the R.N. students is designed to be as flexible and responsive to individual student needs as possible within the constraints of curriculum, university and accreditation requirements, and quality educational theory. The length of the program for the R.N. student is dependent upon the amount of acceptable transfer credit, success in completion of CLEP, proficiency and 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 R.N. to B.S.N. Option requires:

- (1) a cumulative G.P.A. of 2.7;
- (2) a current active license from the State of Florida, and professional liability insurance;
- (3) one recommendation; and
- (4) 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 sheet available with course expectations. The student may obtain a study sheet from the School of Nursing and then sit for the exam. Proficiency exams are available for the following:

CHE	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 as Mental Disorder (6 credits)
in lieu of

NUR 388 Adult/Elderly Nursing: Mental Health

NLN Achievement Test: Complex Medical/Surgical Nursing
(6 credits) in lieu of

NUR 378 Adult Elderly Nursing: Biophysical Crises

The Profile and Achievement Tests are offered four times a year on campus. R.N. students may take them in any order they choose. It is advisable to begin

testing as early in the program as possible. These tests may be repeated once; if a student fails any one of the NLN exams, after the second sitting, he or she will be asked to enroll in the corresponding course or a tutorial for that 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 and national certification in an area of clinical nursing practice. Details are available from the Associate Dean for the Undergraduate Program.

Sequence for Entering 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 proficiency in each with "Credit;"
- completion of all non-nursing courses; and
- successful completion of NLN Mobility Profile II and Achievement Test.

R.N. Progression

R.N. students in the R.N. to B.S.N. Option must maintain at least 2.0 GPA and must earn at least a C in each nursing course. In order to progress in the nursing courses, the student must repeat any nursing course in which less than a C was earned. The student may not enroll in other nursing courses until earning a grade of C or better in the repeated course. If a student earns a D or an F in NUR 481 or NUR 496, the student must repeat the course and must have faculty permission to do so.

R.N. to B.S.N. / M.S.N. OPTION

Qualified R.N. students may select the R.N. to B.S.N./M.S.N. Option. This option allows the student to complete some graduate credit which will apply to the M.S.N. awarded by Barry.

Eligibility: RNs who have been admitted to the RN to BSN Option and have a cumulative GPA of at least 3.0 are eligible to request the RN to BSN/MSN Option. Interested students must meet with the Associate Dean for the Undergraduate Program to verify their eligibility.

Entry into nursing courses: To progress to the nursing courses, RNs accepted for the BSN/MSN Option must meet the same provisions as the students in the RN to BSN Option. The student must have a BSN/MSN plan developed with the Associate Dean and this must be in the student's file.

Progression in nursing courses: To remain eligible to continue through the BSN/MSN Option, RN students must:

- (1) maintain at least a 3.0 GPA; and
- (2) earn a B or better in each nursing course (undergraduate and graduate).

In addition, before the student registers for more than a total of six graduate credits, the student must apply for and be accepted for the graduate program. This includes the following activities:

- (1) submit an application for graduate admission;
- (2) achieve an acceptable score on either the Graduate Records Examination (900 or better) or on the Miller Analogies Test (40 or better);
- (3) complete the graduate nursing program English assessment test;
- (4) submit two letters of recommendation, one of which must be from a graduate faculty member and the other must be from another nurse;
- (5) complete undergraduate courses in nursing research and statistics; and
- (6) meet with the director for the graduate major in which the student is interested.

See additional information under Graduate Admission Requirements.

TRANSPORTATION

Students are responsible for providing their own transportation to and from all health agencies and other selected experiences such as home visits to patients, parents, and families. Car pooling to clinical sites is acceptable except during the community health course. Students must have access to their own car during the community health clinical experiences.

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 a major, comprehensive examination.

RN LICENSURE

Upon completion of all nursing program requirements, the graduate is eligible to take the National Council Licensure Examination (NCLEX-RN). As part of the licensure application process, arrest and court records of final adjudication for any offense other than a minor traffic violation must be submitted to the Board of Nursing for review. Applicants for licensure who have been convicted of a felony and whose civil rights have not been restored are not eligible for licensure. The application is considered to be incomplete. When documentation of restoration of civil rights is received, the Board of Nursing will consider the application for licensure.

The application and records should be filed **at least 90 days before the examination date** in case a student may be required to appear before the Board.

NURSING PROGRAM REQUIREMENTS: ALL OPTIONS

Distribution and Corequisite Courses:

Basic, Two-Year Transfer, and L.P.N. Options (71 cr.)

ENG	111/112	English Composition and Research
SPE	101	Fundamentals of Speech
BIO	220	Introductory Human Anatomy (with lab)
BIO	240	Introduction to Human Physiology (with lab)
BIO	253	Introductory Microbiology (with lab)
CHE	152	Introduction to Organic and Biological Chemistry (with lab)
MAT	152	Elementary Probability & Statistics
PSY	281	Introduction to Psychology
PSY	382	Developmental Psychology
SOC		Any Sociology
ANT		Any Anthropology
PHI	120	Critical Thinking
PHI	353	Bio-Medical Ethics
THE		Any Theology
HIS/POS/ECO		Any History, Political Science or Economics
HUM and ARTS		Three courses (9 cr.)
DIN	271	Nutrition in Clinical Care
CAT	110,120,130	or Computer Elective
OPEN		Open Elective

Prerequisite Courses: Accelerated Option (41 cr.)

BIO	220	Introductory Human Anatomy (with lab)
BIO	240	Introduction to Human Physiology (with lab)
BIO	253	Introductory Microbiology (with lab)
CHE	152	Introduction to Organic and Biological Chemistry (with lab)
MAT	152	Elementary Probability & Statistics
PSY	281	Introduction to Psychology
PSY	382	Developmental Psychology
PSY/SOC/ANT		Two courses in any of these areas
DIN	271	Nutrition in Clinical Care
PHI/THE		Any Philosophy or Theology course
PHI	353	Biomedical Ethics

Nursing Major: Basic, Two-Year Transfer, L.P.N., and Accelerated Options (55 cr.)

NUR 215	Pharmacology
NUR 225	Basic Nursing Skills*
NUR 231	Nursing Concepts I*
NUR 238	Nursing Concepts II
NUR 301	Research in Nursing
NUR 327	Parent/Newborn Nursing
NUR 377	Child/Adolescent Nursing
NUR 378	Adult/Elderly Nursing: Biophysical Crises
NUR 388	Adult/Elderly Nursing: Mental Health Nursing
NUR 481	Community Health Nursing
NUR 496	Nursing Management

*LPN's who successfully challenge NUR 225 and NUR 231 must enroll in NUR 203.

**Distribution & Prerequisite Courses:
R.N. to B.S.N. and R.N. to B.S.N./M.S.N. Options (61 cr.)**

Credit

Alternatives	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 and Arts electives (9 cr.)
T-I	Philosophy elective
T-I	Theology elective
T	Bio-Medical Ethics
T-C	Computer elective
T-C-I	Open elective

P =	Proficiency Exams
C =	CLEP exams
I =	Independent Study by Correspondence
T =	Transfer Credit

Nursing Major: R.N. to B.S.N. Option (27 cr.) (In addition to 32 credits by NLN exam.)

NUR 301	Research in Nursing
NUR 303	Professional Processes
NUR 307	Processes of Interpersonal Communication
NUR 448	Group/Organizational Change
NUR 480	Professional Role Seminar
NUR 481	Community Health Nursing
NUR 483	Health Assessment
NUR 496	Nursing Management

Nursing Major: R.N. to B.S.N./M.S.N. Option (27 cr.) (In addition to 32 credits by NLN exam.)

NUR 301	Research in Nursing
NUR 306	Foundations of Professional Nursing
NUR 481	Community Health Nursing
NUR 483	Health Assessment
NUR 496	Nursing Management
NUR 604	Change Process in Nursing
NUR 606	Dynamics of Interpersonal Relationships
NUR 690	Role Preparation in Nursing

AND

One of the following graduate courses is *required*; the others are optional prior to completing the BSN:

NUR 600	Nursing Theory (May only be taken after the student has been accepted by the Graduate Program.) and/or
NUR 608	Teaching/Learning Processes or (depending on major)
NUR 610	Administration/ Management Processes and/or
NUR 664	Health Care Delivery Issues

Course Descriptions — Nursing Prefix: NUR

LEVEL II: DEVELOPMENTAL PROCESSES IN HEALTH AND ILLNESS

203 L.P.N. 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 pharmacotherapeutics which includes an introduction to drug classifications, characteristics of drugs and nursing implications for safe administration. Prerequisite: NUR 231. (\$10 fee)

225 Basic Nursing Skills (3)

Introduction to nursing, the nursing process, and other integrating strands in the curriculum. Includes scientific principles and practices of 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. (\$52 fee)

231 Nursing Concepts I (4)

Utilizes and expands upon the content in Basic Skills (NUR 225) with an introduction to the systematic use of the nursing process and other integrating strands in selected clinical settings. Focus is on nursing and the adult medical-surgical client with emphasis on alterations in health and wellness, and includes an introduction to health assessment techniques, and incorporates a clinical and laboratory experience. Prerequisite: NUR 225. (\$30 fee)

238 Nursing Concepts II (8)

Continuation of the systematic use of the nursing process and other integrating strands in selected clinical settings. The focus is on nursing and the care of the adult medical-surgical client and includes the psychosocial and pathophysiological alterations in the major body systems, and applicable health assessment techniques. Clinical and laboratory experience is included. Prerequisites: NUR 215, NUR 231, BIO 240. (\$50 fee)

LEVEL III: NURSING CARE OF DEVELOPING PERSONS

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.

301 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 or Corequisite: MAT 152.

303 Professional Processes (4) (R.N. to B.S.N. only)

Examination of the health care delivery system based on the 7 processes inherent in the curriculum: change process, communication process, management process, nursing process, professionalization process, research process, and teaching learning process. Prerequisite: Degree seeking status. (\$10 fee).

306 Foundations of Professional Nursing (2) (R.N. to B.S.N./M.S.N. only)

Examination of nursing as a profession, utilizing the Barry University School of Nursing conceptual framework. (\$10 fee).

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 newborn period. Focus is on health assessment, stress and adaptation, physiological and pathophysiological alterations, psychological and cultural factors affecting the childbearing experience. Continuation of the application of the nursing process and other integrating strands with experiences in ambulatory and acute care settings. Prerequisites: NUR 215, NUR 238, DIN 271. (\$20 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, and pathophysiological alterations, stress and adaptation during illness and hospitalization; the application of growth and development concepts; and psychological and cultural factors which affect behavior during the pediatric years. Continuation of the application of the nursing process and other integrating strands, with experiences provided in ambulatory, community and acute care settings. Prerequisite: NUR 327, PSY 382. (\$20 fee)

378 Adult/Elderly Nursing: Biophysical Crises (6)

Extension and refocus of previously acquired knowledge of pathophysiological alterations applied to adult and elderly populations. Emphasis on clients experiencing multi-system problems. Clinical experience is in critical care facilities and includes a comprehensive health assessment. Prerequisite: NUR 377. (\$30 fee)

388 Adult/Elderly Nursing: Mental Health (6)

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. (\$20 fee)

LEVEL IV: NURSING CARE OF PERSONS IN SOCIETY

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 client. Prerequisites: BIO 220, CHE 152. (\$10 fee)

448 Group/Organizational Change (2) (R.N. to B.S.N. only)

Examination of the change process with a focus on group 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) (R.N. to B.S.N. 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)

Focus is on health promotion and illness prevention, synthesis and application of nursing skills and theory while caring for individuals, families and aggregates as an integral part of the community. Students study public health principles, and experience an in-depth relationship with client(s) over extended period of time in variety of community settings to become familiar with the many roles of the community health nurse. Prerequisites: NUR 378 for Basic and Accelerated Options; for R.N. Options, NUR 303, 307, 483 and completion of all NLN exams. (\$20 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. (\$35 fee)

487 Seminar in Nursing (2)

Group discussion of selected topics for integration and application of major principles within diverse aspects of nursing. Prerequisite: Senior Status.

496 Nursing Management (6)

Processes of management: planning, organizing, directing, and controlling as they relate to the professional practice of nursing. Political, economic, and legal dimensions that have an impact on current practice are examined, and predominant themes that play an integral part in nursing care delivery are addressed. Application of management concepts occurs in a health care delivery setting. Prerequisites: NUR 378 for Basic and Accelerated Options; NUR 303 for R.N. options.

MASTER OF SCIENCE IN NURSING (M.S.N.)

The graduate curriculum is based on the same seven processes as the undergraduate curriculum. At the undergraduate level emphasis is placed on the assimilation of knowledge of content and of the processes, whereas at the graduate level emphasis is placed on the methods of acquisition and validation of knowledge, and its subsequent use.

Graduate education is an intensive and analytic expansion of knowledge which enables the perception and development of new and more complex relationships. Graduate education in nursing builds upon and extends the knowledge base acquired in undergraduate nursing education. Graduate education provides opportunities for the student to think theoretically, to delve into one area of practice in depth, to test theory in practice, and to conduct research to expand nursing's body of knowledge.

The faculty believes that graduate education prepares students for advanced nursing roles as practitioners, teachers, and administrators in a variety of settings. The faculty subscribes to the concept that there are two types of roles which interface in the advanced practice of nursing: direct practice roles and mediated roles. Direct practice roles involve a direct relationship with clients. Mediated roles implement and advance nursing practice without direct relationships with clients.

The faculty further believes that the master's prepared nurse should have the ability to act as advocate, role model, liaison, and change agent for the nursing profession and for the client. This nurse is able to represent and translate nursing among nurses, to other professionals, and to the community. Thus the nurse is prepared to contribute to the improvement of health care and the advancement of the nursing profession.

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. Within the milieu of a caring environment, the program offers majors in Nursing Administration, Nursing Education and Primary Care Nurse Practitioner (Adult and Family). The Primary Care Nurse Practitioner major also offers an MSN completion program for ARNPs and an ARNP certificate program (Adult and Family) for MSN prepared nurses. 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). The graduate program is accredited by the National League for Nursing.

To obtain the dual degree, MSN-MBA, requirements for both degrees must be met. Some requirements for each are common to both, 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 each major under the guidance of academically qualified and experienced preceptors are required.

ADMISSION REQUIREMENTS

Generally, admission is granted only to those with promise of success in graduate education. Criteria indicating potential success include:

- (1) Bachelor of Science in Nursing degree from a National League for Nursing accredited school;
- (2) an undergraduate grade point average of 3.0 on a 4.0 scale;

- (3) satisfactory score on the Miller Analogies Test (40 or better) or the Graduate Record Examination (900 or better) taken within the last five years;
- (4) a statement of educational/professional goals;
- (5) an undergraduate nursing research course;
- (6) completion of the graduate nursing English assessment test;
- (7) successful completion of a statistics course which included descriptive and inferential methods, within the last five (5) years;
- (8) a minimum of one (1) year experience in a first level nursing management position for the administration major;
- (9) at least one year of nursing practice experience for the education and primary care majors (may take one course per semester during first year of nursing experience if applicable);

The above criteria are evaluated as a composite and the potential for success is assessed by the graduate faculty. The outcome of this assessment will be acceptance, provisional acceptance, deferment, or rejection. If a student is provisionally accepted, he or she may take up to six graduate credits during the time period they are in process of becoming fully accepted or deferred.

The English Assessment Test is to assist students with a professional evaluation of their writing ability. An applicant may need to enroll in an English writing course if that is determined by the evaluation. This is to assist students in the writing of papers and thesis completion.

In addition, all applicants must show evidence of (1) current licensure to practice as an RN in Florida and (2) professional liability insurance coverage. Applicants must also provide two letters of recommendation from professional references. 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.

PROGRAM OBJECTIVES

Upon successful completion of the program leading to the MSN, all graduates will have acquired the ability to:

- synthesize nursing theories and conceptual frameworks into a foundation for direct and mediated nursing practice;
- analyze and practice direct and mediated nursing roles;
- utilize a repertoire of communication skills to influence nurses, other professionals, and community members in the provision of health care;
- articulate a personal philosophy of nursing that is consistent with nursing theory and professional standards;
- enhance professional growth of self and others through the use of the teaching/learning process;

- function as a change agent and as the client's advocate within nursing, the health care delivery system, and society;
- analyze current research, increase level of learning, and utilize analysis to create a research proposal 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, in addition to completing the overall Program Objectives 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, in addition to completing the overall Program Objectives graduates will have acquired the ability to:

- integrate teaching/learning processes with advanced clinical nursing concepts based on nursing theories;
- develop expertise in a designated clinical area;
- incorporate learning, nursing, 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, in addition to completing the overall Program Objectives graduates will have acquired the ability to:

- assess client's health status on the illness/wellness continuum;
- apply advanced clinical nursing concepts based on nursing theories in a variety of primary health care settings;
- manage selected acute and chronic health problems using, as appropriate, the nursing or medical care model;
- function in an independent and/or collaborative role in primary health care settings; and
- evaluate the effectiveness of health care intervention.

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 or 2 credits per semester for a minimum of 3 credits or until completion.
2. If the thesis or research project is not completed at the end of 3 credits, the student will register and pay for one credit for each subsequent semester until completion of the thesis or research project.
3. 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 replace the IP when the thesis or research project is approved by the student's committee.
4. Three copies of the thesis or cooperative research project must be deposited at the student's expense: two at the University library and one at the School of Nursing.

Progression Requirements:

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 must receive at least a grade of B in the courses in their major (nursing administration, education, or primary care nurse practitioner). If a student receives a grade of C or below, the student must repeat the course. Students in the Education and Primary Care Nurse Practitioner majors must show evidence of competency in health care assessments as determined by the directors of the specific majors. Students who fail to meet these requirements will not be permitted to progress to clinicals, practicums, or thesis/cooperative research project advisement.

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 the student is fully accepted as a degree-seeking student for study in the graduate program; and
- file an application for the degree with the University Registrar on the appropriate form signed by the academic advisor in the School of Nursing.

CURRICULUM PLAN

A minimum of 45 credit hours in the Nursing Administration, Education and Primary Care Nurse Practitioner majors are required to graduate, and are allocated as follows:

Required of all degree-seeking 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 or more to completion.)

*NUR 699	Thesis	3
or		
*NUR 700	Cooperative Research Project	

NURSING ADMINISTRATION MAJOR (25 Credit Hours)

NUR 660	Administration/Organization Theories	3
*NUR 662	Financial Management for Nursing	3
*NUR 682	Leadership/Management Strategies in Nursing	4
*NUR 696	Nursing Administration Practicum	6
MBA 601	Human Resource Management	3
	Electives	6

*Courses have prerequisites.

NURSING EDUCATION MAJOR (25 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 of Clinical Nursing I	3
*+NUR 675	Advanced Concepts of Clinical Nursing II	3
*NUR 695	Teaching Practicum	3
	Electives	6

PRIMARY CARE NURSE PRACTITIONER MAJOR**ADULT HEALTH CARE (25 Credit Hours)**

*NUR 510	Pathophysiology	3
+NUR 653	Client & Family Education	3
NUR 663	Analysis of Primary Health Care Resources	3
*+NUR 670	Advanced Concepts of Clin Nursing I(Adult)	3
*+NUR 675	Advanced Concepts of Clin Nursing II(Adult)	3
*+NUR 677	Advanced Concepts of Clin Nursing IV(Geriatrics)	3
+NUR 683	Nursing Case Management	3
NUR 693	Community Practicum	4

FAMILY HEALTH CARE (25 Credit Hours)

NUR 510	Pathophysiology	3
+NUR 653	Client & Family Education	3
NUR 663	Analysis of Primary Health Care Resources	3
*+NUR 670	Advanced Concepts of Clin Nursing I (Adult)	3
*+NUR 676	Advanced Concepts of Clinical Nursing III (Pediatrics)	3
*+NUR 677	Advanced Concepts of Clinical Nursing IV (Geriatrics)	3
*+NUR 683	Nursing Case Management	3
NUR 693	Community Practicum	4

+Courses include clinical experiences as well as theory

REQUIREMENTS FOR MSN COMPLETION PROGRAM FOR ARNPs

All requirements, as previously noted, in addition to evidence of dual licensure/certificate for RN/ARNP in Florida.

Core Courses (18 Credit Hours)

NUR 600	Nursing Theory	3
*NUR 602	Research in Nursing	3
NUR 604	Change Process in Nursing	2
NUR 606	Dynamics of IPR	2
NUR 608	Teaching/Learning Process	1
NUR 610	Administrative/Management Process	1
NUR 664	Health Care Delivery Issues	3
NUR 690	Role Preparations in Nursing	3

*Courses have prerequisites.

Major (9 Credit Hours)

NUR 663	Analysis of Primary Health Care Resources	3
NUR 693	Community Practicum	3
*NUR 699	Thesis	3
or		
*NUR 700	Cooperative Research Project	

TOTAL 27 Credit Hours

REQUIREMENTS FOR ARNP CERTIFICATE PROGRAM

- Master of Science in Nursing degree from a National League for Nursing accredited school;
- Two letters of recommendation from professional references;
- Current licensure as a registered nurse in Florida and professional liability coverage;
- One year clinical nursing experience and evidence of health assessment skills; and
- Statement of intent.
- An interview may be required.

COURSE REQUIREMENTS

ADULT NP (25 Credit Hours)		FAMILY NP (25 Credit Hours)	
NUR 510	3	NUR 510	3
+NUR 653	3	+NUR 653	3
NUR 663	3	NUR 663	3
*+NUR 670	3	*+NUR 670	3
*+NUR 675	3	*+NUR 676 (PEDS)	3
ELECTIVE	3	*+NUR 677 (GER)	3
+NUR 683	3	+NUR 683	3
NUR 693	4	NUR 693	4

Nurses with an MSN from Barry University may require less than 25 credits to complete the post-Master's ARNP certificate program.

*Courses have prerequisites.

+Courses include clinical experiences as well as theory.

**NURSING ADMINISTRATION DUAL DEGREE OPTION:
MSN-MBA (63 credit hrs)**

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 Preparation	3

Research (3 Credit Hours)

*NUR 699	Thesis	3
or		
*NUR 700	Cooperative Research Project	

NURSING ADMINISTRATION MAJOR (16 Credit Hours)

NUR 660	Administration/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 652	Management Science	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

510 Pathophysiology (3)

Focus is on alterations in the biological processes that affect homeostasis in the human. The dynamic aspects of disease, signs and symptoms, and physical and laboratory findings are emphasized. Students will devise and present a case study based on their understanding of pathophysiology and clinical management of a selected disease process or syndrome. Prerequisite: Admission to Graduate Program, or permission of instructor.

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 investigations, critical analysis of studies and relationships among theory, research, and practice leading to the development of a research proposal. Prerequisite: NUR 600 or permission of major advisor.

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.

605 Nursing Research: The Phenomenological Perspective (3)

Seminar discussions of phenomenological readings to facilitate a beginning understanding of the phenomenological perspective in nursing research. This course is specifically designed to assist students in comprehending the meaning of the phenomenological perspective for thesis development and practice implication. Prerequisite: NUR 602.

606 Dynamics of Interpersonal Relationships (2)

Examination of various communication patterns basic to individual and group relationships. Application and evaluation of various approaches in addressing IPR issues. (\$10 fee)

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 issues and trends in nursing education.

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.

659 Independent Study (1-3)

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 nursing administration and the role of the nurse 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. Prerequisite: NUR 660.

663 Analysis 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 psychosocial 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. Prerequisite for all: NUR 600. Additional prerequisites for Primary Care Nurse Practitioner majors: BIO 510 and NUR 683.

675 Advanced Concepts of Clinical Nursing II (3)

Focus on application of concepts in clinical situations through independent projects. Prerequisite: NUR 670.

676 Advanced Concepts of Clinical Nursing III (Pediatrics) (3)

Physical and psychosocial assessment and management of infants, children, and adolescents within the context of culture and environment. Focus is on preventive or ambulatory pediatrics, including the basics of well-child management: nutrition, immunization, safety, physical and psychosocial development, and management of the common problems of childhood. Prerequisite: NUR 670 or permission of instructor.

677 Advanced Concepts of Clinical Nursing IV (Geriatrics) (3)

Focus of this course is upon advanced physical and psychosocial assessment of the elderly in the context of culture and environment. Students will devise, implement, and analyze a plan of care based on nursing process, current empirical data, and theoretical nursing knowledge. Application of these concepts will occur in clinical situations through independent projects. Prerequisite: NUR 676 or permission of instructor.

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, MBA 601, and NUR 662.

683 Nursing Case Management (3)

Nursing diagnoses studied to develop nursing interventions. Medical diagnoses and protocols considered as interrelated to nursing care. Protocols for case management include medication, laboratory diagnostics, radiology, and nutrition in prevention, wellness, episodic and chronic care.

690 Role Preparation in Nursing (3)

Focus is on 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 practitioner 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 (3)

A scientific research study that student conducts independently. Prerequisites: NUR 600 and NUR 602.

700 Cooperative Research Project (3)

A scientific research study conducted by a group of students. Prerequisites: NUR 600 and NUR 602.

SCHOOL OF PODIATRIC MEDICINE

Chester A. Evans, D.P.M., F.A.C.F.A.S., Associate Vice President and Dean
John P. Nelson, D.P.M., Associate Dean of Clinics

The 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 podiatrist makes independent judgments, administers treatment, prescribes medications, and when necessary, performs surgery.

Purpose Statement

The purpose of the Doctor of Podiatric Medicine (D.P.M.) program is to academically prepare and instruct students in the required medical disciplines necessary to produce highly skilled, competent podiatric physicians effectively qualified to enter post-graduate training. This purpose is accomplished in a responsive academic and clinical environment conducive to the pursuit of excellence in podiatric medical education, research and service.

Program Goals

To accomplish its purpose, the School of Podiatric Medicine will:

- provide students with a competent foundation in the provision of basic podiatric medical health care;
- enable students to successfully compete for and meet the standards for consideration into a post-graduate podiatric training program;
- prepare students morally and ethically to function efficiently within the present health care system;
- instill the importance of preventive foot care and maintenance to students and the community-at-large;
- extend quality health care to the less fortunate and disadvantaged members of the community;
- promote primary research and the reporting of innovative ideas by students, faculty, and the podiatric community;
- provide continuing medical education programs for the podiatric community;
- develop within our students and the podiatric community, concern for the needs of the impaired health professional;
- provide the means and skills for students and faculty to effectively interact with patients and other health care professionals.

M.S. DEGREE OPTION

Students have the option of obtaining a Master of Science in Biomedical Sciences degree at the conclusion of their 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. 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 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. Students in this option are not eligible for financial aid and must pay for courses on a per credit basis before he/she will be allowed to register. Registration for this option requires permission from the Dean.

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, Anatomy, 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 will 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
1350 Piccard Drive, Suite 322
Rockville, MD 20850-4307
Phone: (301) 990-7400 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) 899-3130 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 10 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 review by the Student Evaluation Committee 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." Any student pre-registered for a course who fails its prerequisite will automatically be dropped from that course. 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. All incomplete examinations should be taken within the first two weeks of the new semester. 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. Examinations may be given in the evening or on Saturday due to space limitations.

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 all clinical situations. Such attire consists of tailored slacks, shirt and tie for men and tailored slacks/skirt (knee length) for women. This includes appropriate shoe gear, as well. 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. Students NOT appropriately attired will be asked to leave the classroom, laboratory or clinical rotation and the absence reported as unexcused. Repeated violations of the dress code will be noted in the student's permanent file. Students must consult their instructor if any questions arise pertaining to appropriateness of attire.

GRADING SCALE AND EXAMINATION POLICY

The official grading policy (exclusive of clinical rotations) of Barry University School of Podiatric Medicine is as follows:

- 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

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 and at the discretion of the faculty member. The student must make every possible effort to notify the instructor prior to an examination for permission to reschedule the test. Failure to follow this policy will result in a F grade being assigned to the examination.

BUSPM does **NOT** provide any remediation mechanisms for failures on either an examination OR an entire course. Failed courses must be repeated in their entirety. Failure or withdrawal from 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 and is not suspended, 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 members 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. Non-academic grievance and appeal procedures are outlined in the Barry University Student Handbook and bylaws of the Florida Podiatric Medical Students Association.

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 Barry Foot Care Centers (see clinical rotations). Students must complete all requirements for the D.P.M. degree with seven (7) years of initial matriculation into the School of Podiatric Medicine. In general, 177 semester hours are required for graduation. Podiatric medical students (due to withdrawals, course failures in their first or second year, or other extenuating circumstances) may be required by the Dean to take a reduced number of courses during their first and second years. This will extend the total program to 5 years.

BARRY UNIVERSITY SCHOOL OF PODIATRIC MEDICINE

FOUR YEAR CURRICULUM

FIRST YEAR

Fall

PDY 525	Intro. to Podiatry	1 s.h.
PDY 550	Histology	5 s.h.
PDY 553a	Ethical Found.	1 s.h.
PDY 553b	Health Care Del.	1 s.h.
PDY 570	Biochemistry	3 s.h.
PDY 590	Gross Anatomy	6 s.h.

Spring

PDY 507	Basic Research Meth.	2 s.h.
PDY 547	Neuroanatomy	3 s.h.
PDY 557	Lower Ext. Anat.	3 s.h.
PDY 572	Biochemistry	3 s.h.
PDY 595	Physiology	6 s.h.
*PDY 571	Biochemistry Lab	1 s.h.

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

SECOND YEAR

Summer

PDY 605	Physical Diagnosis	2 s.h.
PDY 606	Functional Orthopedic I	2 s.h.
PDY 610	Clinical Neurology	2 s.h.
PDY 625	Lower Extremity Anatomy	3 s.h.
PDY 649	General Radiology	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 620	Pharmacology	3 s.h.
PDY 623	Microbiology I	4 s.h.
PDY 627	Functional Orthopedics II	2 s.h.
PDY 632	Podiatric Med. I	2 s.h.
PDY 634	Dermatology	2 s.h.

Spring

PDY 601	Pathology	2 s.h.
PDY 621	Clinical Pharm.	2 s.h.
PDY 624	Microbiology II	4 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 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	2 s.h.
PDY 712	Clinical Orientation	7 s.h.
PDY 735	Nutrition	2 s.h.

Fall

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

Spring

PDY 707	Emergency & Trauma. 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 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

Summer & Fall

PDY 820	Hospital Rotation I	4 s.h.
PDY 832	Externship I	4 s.h.
PDY 833	Externship II	4 s.h.
PDY 821	Hospital Rotation II	4 s.h.
PDY 834	Externship III	4 s.h.
PDY 835	Externship IV	4 s.h.
PDY 836	Externship V	4 s.h.

Spring

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.

*Elective (may be taken during any fourth 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 clinics and hospital-based settings is a privilege. Attendance is **MANDATORY**. For each unexcused absence, the student's grade for that rotation will drop one letter grade. For example, the student who misses two unexcused days will be able to obtain a maximum grade of "C." Excused absences may be obtained through the clinic or rotation supervisor or the Dean

of Clinics. Four or more unexcused absences will result in failure of that monthly clinical rotation. Any student who misses clinic, will not be able to attend class and will automatically receive a zero for any quiz or test given on that same day. All excused and unexcused absences must be made up at the conclusion of the semester. Students may **NOT** change, alter or rearrange their clinical rotation schedule without prior approval by the 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. Appropriate shoe gear is required.

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 the rotation each extern will be evaluated by the mechanisms 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 may preclude 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)

Introduction to experimental design, biostatistical methods and theoretical and statistical analysis of data. Epidemiological concepts will include population dynamics, trends in diseases and disorders, rates, screening and public health programs. Same as BMS 507.

525 Introduction to Podiatry (1)

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

547 Neuroanatomy (3)

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. Same as BMS 547.

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 process 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.

553b 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. Same as BMS 553b.

557, 625 Conceptual/Applied Lower Extremity Anatomy (3) (3)

Provides a thorough knowledge 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, 577.

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 BMS 571.

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 (6)

Comprehensive study of systems physiology including musculoskeletal system, neuronal, circulation, respiration, excretion, digestion, and fluid/electrolyte balance. Lecture and lab. Prerequisites: PDY 550 and PDY 570. Prerequisite or Corequisite: PDY 547 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.

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. Prerequisite PDY 557.

610 Clinical Neurology (2)

Emphasis on clinical presentation of disorders commonly involving the nervous system with particular emphasis on neuromuscular disorders and peripheral neuropathies. Problems of the nervous system such as muscular dystrophies, tumors, strokes, trauma and seizures are described. Prerequisite 547.

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.

623 Medical Microbiology I (4)

This course covers the physical and chemical structure of bacteria and fungi, major human diseases associated with these microorganisms including identification, pathogenicity, mode of transmission, treatment, and chemotherapeutic drugs. 3 hours lecture, 2 hours laboratory. Prerequisite: PDY 570 and 572.

624 Medical Microbiology II (4)

This course covers the major human viral and parasite diseases, identification, pathogenicity, mode of transmission, and treatment. Additionally topics in immunology including antibody formation, antigen-antibody interactions, and immunologic specificity of normal and diseased cells and tissues are covered. 4 hours of lecture. Prerequisite: PDY 623.

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 on the foot, their recognition, classification and treatment. Extrinsic influences on foot function. Prerequisites: PDY 606, 627.

632 Podiatric Medicine I, (2)

This course provides the foundation for basic podiatric medicine from a clinical standpoint. Common podiatric pathology will be discussed along with current therapy regimes. Prerequisite- Co-requisite PDY 600, 623, 610, 557, 625 and 620.

634 Podiatric Medicine II (3)

The pathophysiology as well as diagnosis and treatment of nail disorders (onychopathy) and peripheral vascular disease will be discussed. Evaluation, diagnosis and treatment of rheumatologic disorders as it applies to the lower extremity will be discussed. Prerequisite PDY 632.

640 Surgical Principles (2)

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

644 Dermatology (2)

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

649 General Radiology (3)

Radiation physics, image production and safety is covered. Evaluation of radiographic, skeletal, osseous and articular changes as they relate to systemic and local pathology.

650 Internal Medicine (1)

Presentation of basic principles of medicine.

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. Prerequisite: PDY 615, 618.

706 Emergency & Traumatology II (2)

General concepts of non-cardiac emergency and Traumatology from a systems perspective. Prerequisite PDY 705.

707 Emergency & Traumatology III (2)

Lower extremity traumatology will be discussed. Basic principles of wound healing, prevention and management of infection and specific applications for forefoot trauma are stressed. 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 (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 649.

712 Clinical Orientation (7)

Students will be oriented in all aspects of clinical care, patient interactions, hospital, clinic and/or protocols. Infectious disease, sterile technique, universal precautions, biomedical hazards, immunization policy, instrumentation, and BUSPM rules and clinical regulations will be discussed. Practical demonstration and workshops in history and physicals, neurological, biomechanical, vascular, sports medicine and pediatric exams will be presented. Workshops in topics such as casting, injections, venepuncture, suturing and other skills are presented.

713 Podiatric Surgery I (4)

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

714 Podiatric Surgery II (4)

Fundamental concepts of rearfoot and reconstructive surgery of the foot and ankle are presented. Prerequisite: 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.

719, 720 Rotating Clinical Externships (7)

Students will rotate through the Barry Foot Care Center and affiliated institutions. 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 and PDY 718 prior to entering clinical rotations or externships.

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.

735 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 735.

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 Senior Clinical Rotations (7)

Students will rotate in afternoon clinic sessions through the Barry University Foot Care Centers and affiliated institutions. Students will be responsible for case presentations and case management involving general medical as well as podiatric disorders.

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)

Fourth year students will rotate through morning medical clinics at Miami Beach Community Hospital in the various hospital disciplines including radiology, anesthesiology, physical medicine, emergency medicine, pathology, general surgery and internal medicine. Prerequisites PDY 718, 719, 720 as well as successful completion of the junior class exit clinical examination.

823 Surgical Seminar (1)

Students will review and apply basic and advanced principles of Podiatric Surgery via clinical case presentations.

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 required to attend a total of 16 weeks (4 one-month programs) in outside clinical rotations at approved hospital based or private office externship programs throughout the United States. The purpose of this additional training is to present geographical differences in medicine, epidemiology and the practice of podiatric medicine throughout the United States, as well as provide the students increased exposure to podiatric post graduate training programs.

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.

ELLEN WHITESIDE MCDONNELL SCHOOL OF SOCIAL WORK

Stephen M. Holloway, Ph.D., Dean

Jacqueline B. Mondros, DSW, Associate Dean

Faculty: Berman-Rossi, Brauzer, Caputo, Cherry, Connolly, Dhein, Fike, Furdon, Gibson, Goldstein, Gray, Hancock, Houston, Kellom, Kelly, Marcus, Martin, Moreda, Nakanishi, Nuehring, Odell, Pierce, Raiford, Riley, Singleton, Thurston, Zayas-Bazan, Zide

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 MSW 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 MSW 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.

ADMISSION REQUIREMENTS

Persons seeking admission to the MSW program on a full-time or part-time basis must meet the following requirements:

- Bachelor's degree from an accredited college or university. The applicant's academic record must show capacity for successful work at the graduate level, with a minimum of 3.0 (on a 4.0 scale) in all undergraduate work. A few exceptions may be made on the basis of extenuating circumstances and an applicant may be granted admission on a provisional status.
- A transcript reflecting a course in Human Biology.

- Three completed recommendation forms in support of graduate social work study.
- A written statement to the Admissions Committee as specified in the Application for Graduate Admission.
- Admission interviews may be initiated by the School. Applicants who would like to discuss their special circumstances surrounding the application or who have questions about the program are encouraged to seek admission interviews.

Any applicant wishing to support the application with the results from either the Miller Analogies Test or the General Aptitude Section of the Graduate Record Examination may do so. These tests are not required by the School and any applicant not wishing to include them will in no way be jeopardized.

An objective evaluation of application credentials is rendered 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, provisional acceptance, deferment, or rejection, and the decision of the Committee will be forwarded to the applicant in writing by the Office of Admissions.

READMISSION

Students in good standing who were granted Leave of Absence from the graduate program must contact the Assistant Dean of Student Services for re-entry into the program.

Persons who were formerly enrolled as degree students in the graduate program, who experienced academic difficulties, and who were terminated from the program or who withdrew voluntarily, may seek readmission. Their application for readmission must be considered by the Admissions Committee. The committee will decide whether or not to extend an offer for readmission and will determine the applicant's academic standing.

In any case, courses taken over five years prior to the date of readmission will not be given credit.

TRANSFER OF CREDITS

The School admits into the Concentration Year a very limited number of applicants who have satisfactorily completed course work in another school of social work. Up to 28 transfer credits can be granted toward the M.S.W. degree for both classroom and field courses completed in graduate schools accredited by the Council on Social Work Education, provided the work was completed not more than five years before enrollment as a degree candidate in the School. A minimum of 32 credits must be completed at the School of Social Work.

An applicant may request transfer of credits of non social work masters level courses earned from an accredited college or university within the past five years, and not applied toward another degree. The School must determine that

the course(s) are relevant to social work education. A maximum of 6 non social work credits can be transferred. These credits will be applied toward elective requirements.

COURSE WAIVERS FOR ACE STUDENTS

Students who graduate from Barry University's Adult and Continuing Education Program with a social welfare concentration may be eligible to waive six (6) credits for SW 570 Human Behavior and Social Environment I and SW 501 Social Welfare Policy. Eligibility is determined by the Admissions Committee.

THE MISSION OF THE SCHOOL

Since its founding in 1940, Barry University has pursued a mission of providing quality education in a caring environment, featuring a religious dimension and emphasizing community service. Social Work, a profession which is imbued with the values of social responsibility and community service, finds a close fit within such a mission.

The purposes of the School are framed by the values, ethics and social commitments of the social work profession. The School's primary purpose is education of students for the practice of social work at both MSW and PhD levels. The particular emphasis of this School is preparation for the clinical practice of social work with individuals, families, and small groups in their social and cultural context. Students are prepared to practice in a broad spectrum of community based human service agencies.

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 South Florida 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.

MASTER OF SOCIAL WORK (MSW)

GOALS OF THE MSW PROGRAM

While there are many valid social work roles, the Barry MSW program is dedicated to educating social workers for clinical practice. The purpose of clinical social work practice is the maintenance and enhancement of the bio-psycho-social functioning of individuals, families, and small groups by maximizing the availability of needed intrapersonal, interpersonal, and societal resources. Clinical social work practice encompasses a wide range of preventative, supportive and therapeutic services, emphasizing bio-psycho-social assessment and differential interventions with persons-in-their environments. In addition, students are educated in a problem area or "focus area" in either: (1) health care, (2) mental health, or (3) families and children.

A central theme of the curriculum is the examination of the impact of discrimination and oppression on individuals and groups. All components of the curriculum include content on ethnic minorities of color, and women. Additionally, through examples, the curriculum includes content on the various other populations in South Florida that experience discrimination and oppression including the poor, aged, developmentally and physically challenged, persons with AIDS, Native Americans, gays and lesbians, and new arrivals.

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 within the contexts of their communities. Graduates appreciate, understand and have sufficient knowledge of community structure, organization and process to influence a more effective network of services for the South Florida community.

To meet these goals, several themes guide and are infused throughout the curriculum. They are:

- (1) the profession's enduring philosophical base and values;
- (2) the conception of professional practice within an agency and community context;
- (3) the identification and appreciation of human universals, group differences, and individual uniqueness;
- (4) the presence of oppression and power and their effect on individuals, families, groups, and the larger society.

EDUCATIONAL OBJECTIVES

- (1) Upon successful completion of the MSW program, graduates will have acquired the basic and historic values of the social work profession that guide clinical 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) Graduates 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 knowledge and skill necessary for effective and autonomous clinical social work practice with (a) individuals, families, and groups; (b) enhancement, prevention, and ameliorative purposes; 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 knowledge and skill necessary for intervention with children, adolescents, and adults, and with oppressed, often impoverished, special populations. Intervention with special populations entails both culturally sensitive and diverse social work practice techniques 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 and policies relevant to that focus area, and have 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; and (c) possess knowledge of the fundamental findings of empirical research in the focus area.
- (6) Graduates will have the mastery of the concepts and skills necessary for (a) scientific evaluation of one's practice; and (b) critical appraisal and application of the findings of social work and other social and behavioral research to social work practice and programs.
- (7) Graduates will possess knowledge and skill, as well as motivation, necessary for (a) effective advocacy for the social resources needed to serve diverse and often victimized populations; and (b) working effectively and creatively toward the goals of the profession.

CURRICULUM

The MSW program offers a single concentration in Clinical Social Work Practice, which involves preparation for knowledge-based, skilled practice with individuals, families, and small groups.

Foundation Year

During the foundation year of graduate study, students are provided a generic base of social work practice which creates the foundation for concentration study during the second year. The foundation year program offers courses of required study which examine the breadth of social work practice.

Required courses during the Foundation year of study are:

SW	501	Social Welfare Policies and Services I
SW	521	Social Work Practice I
SW	524	Social Work Practice II
SW	570	Human Behavior and the Social Environment I
SW	571	Human Behavior and the Social Environment II
SW	581	Research I
SW	591	Field Instruction I
SW	592	Field Instruction II

Before the end of the foundation year of study, students must also select either one of the foundation elective courses, or SW 651 Psychopathology. Foundation Year electives include: SW 525 Community Organization, SW 652 The Family, SW 654 Gay and Lesbian Issues for Social Work Practice, SW 645 Human Sexuality; SW 628 Social Work Administration; SW 558 Social Work with Women; SW 637 Supervision; SW 655 Ethnic Sensitive Social Work Practice, SW 616 Social Work with New Arrivals; and SW 560 Mental Retardation and Child Development.

Field instruction must be taken concurrently with SW 524 Social Work Practice II.

Concentration Year

The concentration year of study is directed at educating students for Advanced Clinical Practice. Education in Advanced Clinical Practice is defined as:

— helping students develop knowledge and skill competency in the use of a range of different intervention approaches and methods with individuals, groups, and families. Particular emphasis is placed upon evaluating the utility and effectiveness of the practice technique with specific clients or client groups based on their age, sex, race, ethnicity, need for service, and agency or service context;

— assisting students in developing a comprehensive knowledge of the policies, programs, and practice models and interventions which inform their chosen focus area of Mental Health, Health, or Family and Children's Services. Additionally, students become knowledgeable and adept at handling the various ethical and value questions that arise in the various focus areas; and

— helping students become knowledgeable about the research findings which substantiate both differential practice interventions and programs and practices in their chosen focus area. They also develop skill in evaluating their own practice.

The concentration year of study reflects this definition of Advanced Clinical Practice, including three advanced clinical practice courses, a focus policy course, an advanced research course, an elective related to the focus area, and a field placement in the focus area.

Required courses during the Concentration Year are:

SW 621 Advanced Clinical Practice with Individuals and Families III

SW 623 Advanced Clinical Practice with Groups III

Either

SW 622 Advanced Clinical Practice with Individuals and Families IV

or

SW 624 Advanced Clinical Practice with Groups IV

SW 682 Advanced Research

SW 691 Field Instruction III

SW 692 Field Instruction IV

During the concentration year of study, students must also take SW 651 Psychopathology, if they have not done so in the Foundation Year. Students must also select two or three elective courses, one of which corresponds to their focus area. Concentration Year electives include: SW 643 Crisis Intervention; SW 669 Social Work Interventions and Major Mental Illnesses; SW 649 Family Therapy; SW 620 Psychopharmacology; SW 509 Social Work Intervention with Stress, Illness, and Health; SW 646 HIV/AIDS Related Social Work Practice; SW 556 Social Work Practice with Aging Individuals and Families; SW 642 Practice with Children; SW 527 Social Work with Substance Abusers; SW 655 Ethnic Sensitive Social Work Practice; SW 616 Social Work with New Arrivals; and SW 560 Mental Retardation and Child Development.

Either SW 622 Advanced Clinical Practice IV with Individuals and Families or SW 624 Advanced Clinical Practice IV with Groups must be taken concurrently with field instruction.

Focus Areas. In the Concentration Year, students elect to gain special knowledge and skills in a focus area by selecting specialized courses and engaging in field education within the selected area. The selected focus areas are:

- Clinical Practice with Families and Children
- Clinical Practice in Health Care
- Clinical Practice in Mental Health

Based on the student's selection of Focus Area, students take one of the following:

- SW 639 Policy Issues in Health Care Services
- SW 640 Policy Issues in Family & Children's Services
- SW 641 Policy Issues in Mental Health Services

One concentration year elective must correspond with the student's chosen focus area. **Health Focus Area** electives include: SW 643 Crisis Intervention; SW 646 HIV/AIDS Related Social Work Practice; SW 509 Social Work Intervention with Stress, Illness, and Health; and SW 556 Social Work Practice with Aging Individuals and Families. **Mental Health Focus Area** electives include: SW 643 Crisis Intervention; SW 646 HIV/AIDS Related Social Work Practice; SW 620 Psychopharmacology; SW 669 Social Work Interventions and Major Mental Illnesses; and SW 527 Social Work with Substance Abusers. **Family and Children Focus Area** electives include: SW 649 Family Therapy; SW 646 HIV/AIDS Related Social Work Practice; SW 556 Social Work Practice with Aging Individuals and Families; and SW 642 Practice with Children.

FIELD INSTRUCTION

Students are required to complete internships in two separate social agencies. The purpose of these experiences is to help students integrate theory with practice in order to develop appropriate skill, knowledge, attitude, and professional identification. Internships are designed to provide experiences which afford opportunity to apply and test concepts and theory presented in both class and field situations. Students are assigned to an experienced field instructor in a human service agency for personal supervision of the field experience. Students should expect to be available for field practicum during those hours when social workers are present in their agencies. Evening and weekend hours are not available in many agencies, and limited in others.

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.

Students may choose one of two options to complete their field internship requirements. In Option A, students are in field placement 2-3 days per week during the academic year (September-May), and are taking courses concur-

rently. In Option B, students take courses only during the academic year, and are in field placement 5 days per week during the summer (May-August), while also taking one practice course.

Foundation year students enroll in SW 591 (3 credits) and 592 (4 credits) for their initial field placement. Field instruction for SW 591 includes 2 days per week for 12 weeks for **Option A** students (doing field instruction during the academic year), and 5 days a week for seven weeks for **Option B** students (enrolling in summer placements). Field instruction for SW 592 includes 3 days per week for 15 weeks for **Option A** students enrolling in field instruction during the academic year, and 5 days a week for seven weeks for **Option B** students enrolling for summer field instruction. Concentration year students enroll in SW 691 (4 credits) and 692 (4 credits) for their final field placement. Field instruction consists of 3 days per week for 28 weeks for **Option A** students enrolling during the academic year, and 5 days per week for 17 weeks for **Option B** students enrolling during the summer.

Separate registration is required for each field instruction course. Credit will be granted upon successful completion of the placement. Any exceptions must be approved by the Director of Field Instruction.

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 in the foundation year to enter and continue in the concentration year. 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.

Students who receive a no credit (NC) grade in field instruction or a failure (F) in any required course in any semester, or two "C" grades in practice courses, or fail to maintain a 3.00 (B) average upon entering or continuing in the Concentration Year will be terminated from the program. Students who are terminated from the program may appeal their termination to the Committee on Students to ascertain their ability to continue the program.

Admission to the concentration year is granted only to those students who have successfully completed their foundation 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 four years to complete degree requirements from the date of initial matriculation.

ACADEMIC REQUIREMENTS

A student's scholastic standing is determined by examinations and term papers in courses and a satisfactory evaluation of field performance. Students are expected to meet all requirements assigned by course and field instructors. Regular attendance in class and field instruction is expected of all students. Absence of three or more consecutive weeks of class or more than three consecutive days of field will raise serious questions regarding whether a student may satisfactorily complete studies and continue in the program.

Students who are at risk of falling below academic and field work standards will have their progress reviewed by the School's Committee on Students.

FULL-TIME PROGRAM

The School of Social Work offers a full-time program of graduate study at the Miami Shores campus. In the full-time program, students take a total of 28 credits in the foundation year, and 32 credits in the concentration year. All courses must be taken in proper sequence. A student who takes a leave of absence may be readmitted only in the semester which will permit proper sequencing of the courses.

Students in the full-time program can elect either **Option A** (taking courses and field instruction during the academic year and completing their degree requirements in two academic years) or **Option B** (taking courses during the academic year, a summer block placement along with one practice course, and completing their degree requirements in six consecutive semesters). A full-time plan would include classes one or two days per week.

The following diagram below shows the sequence of courses in Option A and B full-time programs:

Option A: Foundation Year (28 credits)

Fall	Spring
SW 521	SW 524
SW 570	SW 571
	SW 651 or Elective
← SW 501 →	
← SW 581 →	
Field Instruction I	Field Instruction II

Concentration Year (32 credits)

Fall	Spring
SW 621	SW 622 OR 624
SW 623	Elective
SW 639, 640, OR 641	
SW 651 or Elective	
← SW 682 →	
← Elective →	
Field Instruction III	Field Instruction IV

Option B: Foundation Year (28 credits)

Fall	Spring	Summer
SW 501	SW 521	SW 524
SW 570	SW 571	Field Instruction I & II
SW 581	SW 651 or Elective	

Concentration Year (32 credits)

Fall	Spring	Summer
SW 682	SW 621	SW 622 OR 624
SW 639, 640, OR 641	SW 623	Field Instruction III & IV
← SW 651 or Elective →		
← Elective →		
← Elective →		

PART-TIME PROGRAM

The School of Social Work also offers part-time graduate programs. Both full-time and part-time students follow basically the same sequence of courses and must meet the same specific graduation requirements. Part-time programs are 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. 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.

The part-time program is available on two campuses: (1) day and evening at the Miami Shores campus, (2) in the evening in Palm Beach County. Students who enter the part-time evening programs must plan to attend daytime classes on the Barry University campus in Miami Shores for Concentration Year courses.

Students who choose the part-time program may select either of two field instruction options. In **Option A** students enroll in courses and field instruction during the academic year, and degree requirements are met in either six or eight semesters over three or four calendar years. This plan includes courses one or two days per week, and field instruction two days per week for the first semester, and three days per week for each subsequent semester. The following diagram illustrates the schedule for the part-time academic year program,

Option A:

PART-TIME PROGRAM

OPTION A: ACADEMIC YEAR

Foundation Year

Year I (12 credits)

Fall	Spring
SW 570	SW 571
SW 501	SW 581

Year II (19 credits) *

SW 651	Elective
SW 521	SW 524
Field Instruction I	Field Instruction II

* Students have the option of taking a course in the summer of Year II to reduce their coursework in the concentration year.

Concentration Year **

Year III (12 credits)

SW 639, 640, OR 641 SW 682
Elective Elective

Year IV (17 credits)

SW 621 SW 622 OR 624
SW 623
Field Instruction III Field Instruction IV

** Students who select **Option A** may complete the foundation year in the part-time program and enroll full-time for the concentration year. In this model, Year III and Year IV are combined and degree requirements are met in six semesters during three academic years.

Students entering the part-time program may also select **Option B**. In this option, students enroll in courses in the academic year, and courses and field instruction during the summer. Degree requirements are met over 9 sequential semesters in three calendar years. This plan includes courses one or two days per week during the academic year, and field instruction during the summer five days a week for 14 weeks for the foundation year, and five days a week for 17 weeks for the concentration year. The following diagram illustrates the schedule for the part-time academic year and summer program, **Option B**:

PART-TIME PROGRAM

OPTION B: ACADEMIC YEAR & SUMMERS

Foundation Year

Year I (12 credits)

Fall	Spring	Summer
SW 570	SW 571	
SW 501	SW 581	

Year II (22 credits)

SW 651	SW 521	SW 524
Elective	Elective	Field I
		Field II

Concentration Year

Year III (26 credits)

SW 639, 640, OR 641	SW 621	SW 622 OR 624
SW 682	SW 623	Field III
Elective		Field IV

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, 32 credit, Advanced Standing program. Admission to this program is reviewed carefully and students may be required to take some foundation year courses. Students will be admitted each fall semester. A part-time plan during the concentration year would extend classes over two calendar years with field work being completed during the second calendar year.

EXCEPTIONS TO CURRICULUM POLICY

Students may request exceptions to curriculum policy through their academic advisor. The Associate Dean is responsible for approving and denying requests for exceptions.

FINANCIAL AID

The School of Social Work has a separate application process for a very limited number of grants, scholarships and tuition reductions for graduate students.

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 Director of Admissions and Scholarship at the School of Social Work.

Required Course Descriptions — Social Work Prefix: SW

501 Social Welfare Policies and Services I: (3)

Provides a comprehensive knowledge of the social welfare system in the United States while it addresses the changing nature and needs of our society. The crucial role of government is examined, both historically and currently, in the delivery of basic human services. The problems of poverty, inequality and oppression are highlighted as conditions that vitally affect the social functioning of individuals, families and groups. Additionally, there is content on policy formulation and models for policy analysis which provides the student with the tools to assess local, state and national policies affecting agencies, clients and practitioners.

521 Social Work Practice I: (3)

This foundation practice course provides a beginning base of practice knowledge, values, and skills for work with individuals, families, and groups in a variety of community and agency contexts. Using phases of work as its organizing theme, the course helps students learn the beginning phase of practice: to engage clients and assess them in order to plan for intervention. The affect of clients' ethnic, racial, and gender differences on practice are emphasized throughout the course.

524 Social Work Practice II: (3)

This second practice course in the foundation year emphasizes the on-going and termination phases of work with individuals, families, and groups. Students develop their skills in purposeful intervention and further their ability to analyze their own practice, with particular attention to cultural and gender differences. The course also includes knowledge and skill related to intervening in organizational environments. The course must be taken concurrently with field instruction.

570 Human Behavior and Social Environment I: (3)

This course focuses on the physical, social, and emotional development and mastery of growth crises from birth to mid-adolescence. Included in the course are current theories and research about the early years of the life cycle, with particular emphasis on the nature and ways in which culture, ethnicity, and community influence and shape human development.

571 Human Behavior and Social Environment II: (3)

This course continues the study of the individual and the family from adolescence through old age to death. The multi dimensional perspective on adult development is continued. Included in the course are current theories and research about the middle years and aging. The socio-cultural and ethnic factors which shape adult development continue to be highlighted. This course also introduces students to the study of small groups and organizations.

581 Research I: (3)

This course provides beginning understanding and appreciation of the principles and techniques of social work research and statistics, and their application to social work practice. Highlighted are techniques which are used to study organizations and communities.

591 Field Instruction I: (3)

A supervised educational experience in an agency setting for a minimum of 192 clock hours.

592 Field Instruction II: (4)

A supervised educational experience in an agency setting for a minimum of 384 clock hours.

621 Advanced Clinical Practice with Individuals and Families III: (3)

This concentration year course emphasizes the differential assessment and treatment of individuals, families, and family subsystems with problems representative of the three focus areas (health care, mental health, families and children). Students develop knowledge and skills in three areas: ethnic sensitive practice, the psychosocial approach to practice, and crisis intervention. These approaches are differentially applied to select individual and family problems (e.g. family/domestic violence, substance abuse, divorce, and loss and grief). The course includes a focus on the influence of ethnicity, race, gender, sexual orientation, and other socio-cultural factors as they are encountered in the differential practice process with the select problem areas.

622 Advanced Clinical Practice with Individuals and Families IV: (3)

This Concentration year course emphasizes the differential assessment and treatment of individuals, families, and family subsystems with problems representative of the three focus areas (children and families, health, and mental health). Students develop knowledge and skills in three areas: behavioral and cognitive approaches to practice, empowerment practice, and psychodynamic approaches to practice. These approaches are differentially applied to select individual and family problems (e.g. family/domestic violence, substance abuse, depression, and loss and grief). The course includes a focus on the influence of ethnicity, race, gender, sexual orientation, and other socio-cultural factors as they are encountered in the differential practice process with the select problem areas, as well as strategies for the evaluation of one's own practice.

623 Advanced Clinical Practice with Groups III: (3)

This Concentration year course emphasizes differential practice with groups as related to problems in the health care, mental health, and families and children focus areas. Students develop an understanding of the knowledge, skills, and values in three models of group practice including the remedial, reciprocal, and psychosocial group approaches and their differential application to select problems. Attention is given to understanding differential group practice under conditions of diversity (race, ethnicity, gender, sexual orientation, social class, age, etc.).

624 Advanced Clinical Practice with Groups IV: (3)

Focuses on psychotherapeutic applications of group practice with clients that have severe chronic emotional disorders as well as group practice methodology with advocacy groups.

639 Policy Issues in Health Services: (3)

This course 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 Children's Services: (3)

This course 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: (3)

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: (3)

This is a survey course which teaches the student to identify and understand the etiologies and symptomatology of the major groups of emotional and mental disorders as described by the DSM IV-R. It highlights the social, cultural, and ethnic factors which impact upon the diagnosis and treatment of these conditions.

682 Advanced Research: (3)

This course provides advanced knowledge and skills in research methods, with particular emphasis on methodologies useful for the evaluation of one's own practice.

691 Field Instruction III: (4)

A supervised educational experience in an agency setting reflecting the student's selected focus area for a minimum of 286 clock hours.

692 Field Instruction IV: (4)

A supervised educational experience in an agency setting reflecting the student's selected focus area for a minimum of 384 clock hours.

ELECTIVE COURSES

509 Social Work Intervention with Stress, Illness, and Health Problems: (3)

This elective course emphasizes advanced social work practice knowledge, skills, and values as applied to individuals, families, and groups coping with chronic, terminal, disabling, and catastrophic illness in health care settings. Attention is given to the differential impact of and responses to illness specific to special populations, such as minorities, gays and lesbians, women, new arrivals, the disabled and elderly. Prerequisite: SW 524; Focus Health.

525 Community Organization: (3)

This course emphasizes definitions and utilizations of power as it relates to the history, philosophy, and practice of community organization. Students learn to charter an organization; to locate and utilize local bases of power; plan and run meetings-using Robert's Rules of Order; and plan and utilize strategies for bringing about change. Pre- or corequisite: SW 521.

527 Social Work with Substance Abusers: (3)

This elective presents a bio-psycho-social model for assessment and treatment of persons with substance abuse problems. Specific emphasis is on differential diagnosis and treatment of minorities and special populations. Prerequisite: SW 524; Focus Mental Health.

556 Social Work Practice with Aging Individuals & Families: (3)

This elective focuses on direct social work practice with older persons and their families and with intervention in their environment in their behalf. Older persons are understood in the context of the social, political, and economic realities of their lives. Prerequisite: SW 524; Focus Health/Family and Children.

558 Social Work with Women: (3)

This elective introduces students to the psychological and social development of women. Special problems faced by women (e.g. divorce, battering, depression, eating disorders) are discussed, and feminist interventions described. (pre- or co-requisite SW 521)

560 Mental Retardation and Child Development: (3)

This course covers the causes and effects of handicapping conditions in children, including developmental disabilities, learning disabilities, and mental retardation, along with a study of their families. In addition, legal and political forces, as well as the agencies which serve this population, are identified. (pre- or co-requisite SW 521)

616 Social Work with New Arrivals: (3) (pre- or co-requisite SW 521)

This course introduces students to the demographics and immigration patterns of new arrivals to South Florida. Theories of immigration and culture are used to understand problems new arrivals encounter in the United States.

628 Social Work Administration: (3)

This course examines theories and methods of social work administration from a client-centered perspective. It is organized around traditional management functions (planning, resource acquisition, budgeting, organizing, staffing, leading and evaluating), and highlights performance in the areas of client outcomes, productivity and efficiency, resource acquisition and management, staff well-being, and strategic planning as ongoing process. Pre- or corequisite: SW 521.

637 Supervision: (3)

In this course, students examine the major roles of supervision as they impact on worker performances and organizational policies and services. The content is divided between the teaching and training aspects of supervision, and the context of the social agency and its interests in management and administration. Units of learning include persuading, influencing, negotiating and supporting as core strategies of the supervisor; and selecting, training, evaluating, promoting and terminating staff as key supervisory processes. Pre- or corequisite: SW 521.

642 Social Work Practice with Children: (3)

This course builds on students' knowledge of theory of child development. It emphasizes the skills for assessing and treating children and their parents using psychodynamic, cognitive and systems theory. Prerequisite: SW 524; Focus Family and Children.

643 Crisis Intervention: (3)

Focusing on the unique meaning of the crisis event for the individual or family group, the course explores differential methods of practice, setting treatment goals and identifying the focus of therapeutic interventions. Prerequisite: SW 524; Focus Health/Mental Health.

645 Human Sexuality: (3)

This elective examines theories and etiology of human sexuality, sexual development, and sexual role expectations. Specific emphasis is placed on the exploration of sexual attitudes, values, and behavior. The biological, psychological, cultural, and social implications of sexuality are discussed. Pre- or corequisite: SW 521.

646 HIV/AIDS Related Social Work Practice: (3)

This elective focuses on the complexity of biopsychosocial, ethical, and political dilemmas involved in working with people with HIV/AIDS. Emphasis is placed upon knowledge and practice skills which are employed to address the urgent needs of individuals, significant others, families, small groups, and the community around issues related to HIV/AIDS. Prerequisite SW 524; Focus Health/Mental Health/Family and Children.

649 Family Therapy: (3)

This course is designed for students to gain a family systems perspective through understanding of selected theoretical approaches, therapeutic techniques and their own personal demographics. Focus is on the assessment of family roles, communication patterns, and family dysfunction. Factors leading to family systems change such as goal setting, treatment applicability, the structure of the therapy process, therapist role and techniques of marital/family therapy are taught. Prerequisite: SW 524; Focus Family and Children.

652 The Family: (3)

This course examines the differences between various family systems, e.g., the single parent, nuclear families, divorced and remarried families. The course views the family from a life cycle perspective and explores how family function changes, depending on the capabilities of its members. This course helps form a theoretical base for the treatment of marriage and family problems. Pre- or corequisite: SW 521.

654 Gay/Lesbian Issues for Social Work Practice: (3)

This elective is designed to provide a better understanding of people's sexual orientation, of homophobia, and of differential intervention in working with gay and lesbian individuals, couples, and family units. Normative developmental tasks and crises for gay and lesbian individuals, as an oppressed minority, are addressed within the overall context of normal physical, social, and emotional growth and development. Pre- or corequisite: SW 521.

655 Ethnic Sensitive Social Work Practice: (3)

This course helps students develop a culturally sensitive perspective for work with members of minority groups. It emphasizes the identification and utilization of different theoretical models of practice that can be effective in interventions with minority individuals, families, groups, and communities. Pre- or corequisite: SW 521.

669 Social Work Intervention with Major Mental Illnesses: (3)

This course reviews current knowledge and research regarding the clinical disorder and psychosocial problem of Schizophrenia. Included are historical perspectives, etiological theories, biological bases, culture/family issues, diagnosis/assessment, and treatment. Emphasis is placed upon direct exposure to this population via video interviews and classroom experience with clients and their families. Pre-requisite SW 524; Focus Mental Health.

672 Dimensions of Schizophrenia: (3)

This course reviews current knowledge and research regarding the clinical disorder and psychosocial problem of Schizophrenia. Included are historical perspectives, etiological theories, biological bases, culture/family issues, diagnosis/assessment, and treatment. Prerequisite: SW 524; Focus Mental Health.

**DOCTOR OF PHILOSOPHY
SOCIAL WORK**

John M. Riley, Ph.D.
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 work treatment, the administration of direct service programs, and/or 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 the three years must be in full-time residence. Full-time residence is nine credits per semester.

During the first year, students enroll in two research courses, two practice-theory courses, and a course on theory development.

In the second year, six courses are completed: two in research, two in the area of specialization, a social work education course, and a course on organization and administration. Upon completion of the area specialization, there is a candidacy examination.

In the third year the student engages in implementing the dissertation research beginning with a dissertation seminar, and completes three courses in health and mental health policy, an elective, and a practicum individually designed by the student and faculty advisor.

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:

4 required courses in research and a dissertation seminar	15 credits
3 courses in social work practice theory	9 credits
2 courses in area specialization	6 credits
1 course in each of the following:	
– social work education	3 credits
– social science	3 credits
– social policy	3 credits
– practicum	3 credits
– elective	3 credits

In addition, the student must:

- Successfully complete an area specialization 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. Four copies of the dissertation must be deposited, at the student's expense, with the University; two copies to the University library; one copy to the doctoral program office. The fourth copy, unbound, must be sent for microfilming.

Required Course Descriptions — Social Work Prefix: SW

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 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.

704 Comparative Theories of Social Work Practice with Individuals and Families (3)

This course emphasizes historical developments and current models in social work practice theory with individuals and families. It further focuses on the contributions of social work practice research and social science theories/findings. Students apply their learning to a select vulnerable population and a field of practice.

705 Comparative Theories of Social Work Practice with Groups: (3)

There is a brief analysis of historic and basic foundation knowledge of small group dynamics and models of social group work practice. Subsequently, there is exploration of advanced contemporary knowledge in those areas. Coverage is given to both task group and clinical group theories and applications.

710 Advanced Research I: (3)

This course provides a review of quantitative and qualitative methods of social work research. The emphasis is on survey methods. Topics include measurement theory, hypothesis testing, data analysis and research design. Students are taught the essentials of theory building and testing.

711 Advanced Research II: (3)

Basic concepts of knowledge building are initially reviewed, followed by in-depth study of group and single subject experimental designs, measurement, data collection, and statistical analysis. Exemplars of social work research conducted in these modalities illustrate research methodology focused on advancing knowledge for social work practice and administration.

712 Advanced Research III: (3)

Statistical techniques studied in Research I and II are expanded upon. The focus is on preparing students to code and develop data files appropriate for statistical analysis using a computer-based statistical package (SPSSX). Data collected from an actual research study are utilized to take students through the beginning stages of the statistical analysis process. To facilitate the learning experiences, students have unlimited access to the VAX 6310 computer at Barry.

713 Advanced Research IV: (3)

Research IV addresses topics related to advanced statistics. Such topics as Factor Analysis, Reliability Analysis, Multiple Regression, Multivariate Analysis of Variance, and Discriminate Analysis are examined in depth. These and other select procedures are studied using real data and the computer facilities. Completion of these courses is expected to prepare the student for handling the methodological and statistical tasks involved in completing her/his dissertation.

715 Dissertation Seminar: (3)

This seminar assists students in assessing the researchable questions in their area of specialization and in formulating hypotheses and a design. It further focuses on the technicalities of proposal preparation and organization.

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)

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 their independent study. These seminars should culminate in an area specialization paper.

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 instruction.

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.

Electives: (3)

SCHOOL OF HUMAN PERFORMANCE AND LEISURE SCIENCES

G. Jean Cerra, Ph.D., Dean

The School of Human Performance and Leisure Sciences (HPLS) includes the Department of Intercollegiate Athletics and the Department of Sport and Exercise Sciences.

The Department of Intercollegiate Athletics provides students with the opportunity to represent Barry University in amateur, collegiate sport competition against like institutions while pursuing the ultimate goal of completing a college degree. Participation is open only to full-time students who meet NCAA eligibility and normal progress requirements. A "try-out" may be required by the respective head coach in order to assess athletic ability. The list of varsity sports offered is found under the Department of Intercollegiate Athletics.

The Department of Sport and Exercise Sciences (SES) offers professional preparation for students seeking career opportunities in human performance, leisure, and sport-related areas. Five (5) undergraduate programs leading to the Bachelor of Science degree are offered: **Exercise Science, Physical Education, Sport Management, and Sports Medicine-Athletic Training**. An optional track in **Diving Industry Management** is available within the Sport Management undergraduate major. A graduate program leading to the **Master of Science Degree in Sport Management**, including a dual degree option with the Andreas School of Business for an M.S.-M.B.A. degree, is also offered. In addition, courses leading to a **minor in Exercise Science**, as well as teaching endorsements in **Adapted Physical Education and Coaching**, are offered within the department. Actual course requirements and descriptions for each of these majors and special programs are listed under the Department of Sport and Exercise Sciences.

The SES Department, through its program in **Instructional Activities in Sport and Recreation**, is also committed to providing opportunities for all students, faculty, and staff to pursue healthy and active lifestyles by offering activities which lead to the development of lifetime sports skills, recreational pursuits, personal fitness, and wellness.

Barry University's commitment to the School of Human Performance and Leisure Sciences is evidenced by the recent completion of a \$4.5 million

Health and Sports Center. This facility houses the two departments within the Division and is fully equipped with state-of-the-art equipment in an 1,800 sq. ft. Athletic Training Room and research oriented 2,100 sq. ft. Human Performance Laboratory, an arena for basketball and volleyball, a 2,200 sq. ft. Strength and Conditioning Room, classrooms, locker rooms, and offices. Quality exterior facilities for baseball, softball, soccer, and tennis complete the sports complex.

GRADUATE PROGRAM REQUIREMENTS AND POLICIES

The general policies listed below apply to all graduate programs offered within the School of Human Performance and Leisure Sciences. Additional requirements specific to the major may be found under the respective graduate program description in the SES Department listing. Graduate students may attend full-time or part-time. A full-time graduate course load is nine (9) hours.

Graduate Admission Criteria:

- Acceptance by the University's Office of Graduate Admissions*; and
- A Bachelor's degree from a regionally accredited or internationally listed institution, as verified by two (2) official transcripts; and
- Sufficient undergraduate preparation or life experience, as determined by the Graduate Program Coordinator and Department Chair; and
- Satisfaction of additional entrance requirements or minimal test scores on national examinations, if specified for particular degree programs; and
- Two (2) letters of recommendation; and
- A short essay describing personal career goals and how a graduate degree from Barry will help fulfill these goals.

* Non-degree seeking status, as determined by the Office of Graduate Admissions, in no way implies admission to a degree program. Enrollment is limited to no more than six (6) graduate credits in any program leading to a graduate degree. Non-degree seeking status may be changed to regular "degree-seeking" status upon completion of six (6) hours of graduate work with a "B" or better, as well as submission of all documentation required by the Office of Graduate Admission and/or the respective degree program. Approval of the department chair and dean is also necessary.

Readmission:

Any student who interrupts enrollment in graduate coursework at Barry University for one calendar year or more must apply *in writing* to the Office of Graduate Admissions for re-admittance into the program. Approval by the HPLS Dean is also required.

Transfer Credits:

A maximum of six (6) hours of acceptable credits may be transferred from another accredited/internationally listed college or university toward a graduate degree from Barry University. This is subject to approval by the SES Department Chair and HPLS Dean. Consideration will only be given to graduate level coursework completed within the five (5) year period immediately

preceding initial enrollment at Barry. This coursework must be relevant to the discipline and either an "A" or "B" grade must have been earned. In addition, remaining credits required for graduation must be earned within seven years of initial enrollment in graduate coursework at Barry University.

Time Limitation:

A maximum of seven (7) years is allowed for completing all degree requirements.

Academic and Graduation Requirements:

All students must maintain a minimum graduate GPA of 3.0 and are limited to a maximum of two (2) "C" grades. Any student who fails to meet these requirements is subject to departmental review and academic jeopardy, including dismissal from the program. Graduation requires a minimum 3.0 GPA.

Advising:

Students pursuing graduate courses will be assigned an advisor by the SES Department Chair.

Comprehensive Examinations:

All students are expected to pass a comprehensive oral and/or written examination prior to being approved for the internship project or thesis.

Project/Thesis:

Students have the option of completing an intensive internship or submitting a written thesis. The thesis option is strongly recommended in order to refine research skills for those seeking further graduate study. Each student is required to provide four (4) bound copies of the approved Master's thesis, one to remain in the department, one for the thesis advisor, and two to remain in the library. Additional copies are usually provided as a courtesy to other thesis committee members.

The four month concentrated internship experience requires submission of a written, comprehensive project. Students are strongly encouraged to have all coursework completed prior to participating in the internship option.

Assistantships:

A limited number of graduate assistantships may be available. Inquiry should be made through the Department Chair as to type and availability.

THE DEPARTMENT OF INTERCOLLEGIATE ATHLETICS

G. Jean Cerra, Ph.D., Director of Athletics
Mike Covone, Associate Director
Herb Dunning, Assistant Director

As an NCAA Division II member school, Barry University extends the university's mission of academic excellence into a strongly competitive intercollegiate athletic program which offers national recognition for the student-athlete. It is home to the 1989, 1992, and 1993 NCAA Champions in Women's Soccer. The ability of Barry's female and male student-athletes to balance the demands of athletic participation with success in the classroom brings much pride to the university community, currently boasting a 78% projected graduation rate for recipients of athletic aid.

All students must provide proof of adequate health insurance and pass the university's medical clearance examination prior to participation in athletics. If proof of insurance is not presented, the student-athlete will be issued student health insurance through the university and billed accordingly.

Opportunities are provided for students to "try-out" for any of twelve sports by contacting the appropriate head coach.

Coaching Staff:

MEN'S:	BASEBALL	<i>Dr. Mike Greenwood</i>
	BASKETBALL	<i>Billy Mims</i>
	CREW	<i>Luis Gutierrez</i>
	GOLF	<i>Rich O'Brien</i>
	SOCCER	<i>Herb Dunning</i>
	TENNIS	<i>Dr. George Samuel</i>
WOMEN'S:	BASKETBALL	<i>Patricia Ficenc</i>
	CREW	<i>Luis Gutierrez</i>
	SOCCER	<i>Mike Covone</i>
	SOFTBALL	<i>Lisa Navas</i>
	TENNIS	<i>Dr. George Samuel</i>
	VOLLEYBALL	<i>Leonid Yelin</i>

THE DEPARTMENT OF SPORT AND EXERCISE SCIENCES

George H. Oberle, P.E.D., Chair

Faculty: Campbell, Carter, Cramer, Davis, Den Boer, Ficenec, Greenwood, Hicks, Miller, Navas, Samuel, Yelin.

The Department of Sport and Exercise Sciences (SES) offers degrees in the following fields:

Bachelor of Science (B.S.) in:

EXERCISE SCIENCE
PHYSICAL EDUCATION
SPORT MANAGEMENT
SPORTS MEDICINE-ATHLETIC TRAINING

Master of Science (M.S.) in:

SPORT MANAGEMENT

The Bachelor of Science (B.S.) in Sport Management includes an optional track with a specialization in **Diving Industry Management**. In addition, coursework is available within the department for those students or practicing professionals who want to enhance their career options by specializing in certain areas or by seeking more in-depth study in one's field. Classes leading to a Florida Department of Education (FL-DOE) teaching endorsement in **Adapted Physical Education** are offered for either graduate or undergraduate credit. Former high school or collegiate varsity athletes who are completing degree requirements in physical education, as well as any education major or subject area specialization in secondary education, may desire to pursue the FL-DOE endorsement in **Coaching**. Majors in health-related professions, including Athletic Training, interested in increasing their knowledge of movement and human performance science, have the option of enrolling in courses leading to a **minor in Exercise Science**. Actual requirements and descriptions for each of the majors and special programs offered by the Dept. of Sport and Exercise Sciences are discussed under the respective program areas.

The SES Department offers an extensive program of **Instructional Activities in Sport and Recreation (ISR)** for students and members of the Barry community who wish to pursue lifetime leisure, personal fitness and wellness activities. A listing of these activities can be found at the conclusion of this section.

The SES faculty reserve the right to accept, retain, and recommend for graduation students who, in addition to satisfying stipulated academic requirements, meet personal and professional standards established by national governing bodies. Admission to the Department of Sport and Exercise Sciences does not guarantee progression to internship courses, certification, or graduation.

UNDERGRADUATE DEGREE REQUIREMENTS

All undergraduate majors in the Department of Sport and Exercise Sciences must satisfy all Barry University graduation requirements (e.g., distribution, upper level courses, GPA, minimum credit hours, integrative experience, etc.) as described in the "Academic Information" section located in the front of this catalog. These are **in addition** to the specific requirements outlined in the following sections for the particular major.

Information pertaining to the Department's progression for "Full Acceptance" into a major is provided to all undergraduate students who have been initially accepted into the SES Department. These requirements are available upon request from the Department Chair, each respective Program Coordinator, or one's academic advisor. Individuals who do not meet the minimal academic standards required for a particular program or major, as well as those students whose semester OR cumulative grade point average falls below a 2.0, will be periodically reviewed by the SES faculty to determine eligibility to continue in the program.

SES CORE

The SES Core is designed to provide broad-based competencies in certain areas fundamental to all majors seeking sound academic preparation in exercise and sport-related professions. Undergraduate students pursuing the Bachelor of Science (B.S.) degree in any of the five areas of concentration — i.e., **Exercise Science, Physical Education, Sport Management, Sport Management/Diving Industry, and Sports Medicine-Athletic Training** — must complete 24 semester hours in the core courses listed below. Additional specific requirements in the major are described under the respective program area. **Students must earn the minimum grade of "C" or better in all SES Core courses.**

SES	210	Intro. to Health, Phy., Ed., Rec., & Sport	3
SES	212	First Aid & CPR	2
SES	270	Concepts of Fitness & Wellness	3
SES	335	Psycho-Social Aspects of Sport	3
SES	340	Physical Activity and Sport for Special Populations	3
SES	360	Applied Exercise Physiology and Lab	4
OR			
SES	361	Exercise Physiology I and Lab	3
SES	465	Administration of Programs & Facilities	3
SES	480	Contemporary Issues & Ethics in Sport	3
TOTAL SES CORE			24

EXERCISE SCIENCE (B.S.)

Kathy D. Campbell, Ed.D., Coordinator

The Bachelor of Science Degree in Exercise Science (EX) is a 120-semester-hour program which prepares students for careers in exercise science, fitness, and wellness programming in corporations, hospitals, and fitness centers. The undergraduate major in Exercise Science includes courses which provide a strong foundation in the sciences for those students wishing to further pursue graduate study in related fields (e.g., exercise physiology, cardiac rehabilitation, nursing, physical therapy, occupational therapy). The program requires 36 credit hours (beyond the SES core of 24 hours) which are specific to the Exercise Science major and which prepare students for the American College of Sports Medicine (ACSM) certification examination in the preventative tract. A student majoring in Exercise Science must take the ACSM Health Fitness Instructor certification examination prior to graduation. **The minimum grade of "C" is required in all major, SES core, and co-requisite courses.**

Field Experiences in Exercise Science

Students must achieve a 2.5 cumulative GPA and pass Chemistry 152, Physics 151, SES 361 (Exercise Physiology I) and SES 370 (Fitness Assessment and Exercise Prescription) with a "C" or better prior to being admitted to SES 486. SES 486: Practicum in Exercise Science is a 10 hour per week on-campus field experience in laboratory supervision and testing, research, exercise leadership and fitness assessment. (See other SES 486 requirements in the course descriptions section.)

SES 499 (Internship in Exercise Science) is a full-time field experience in a hospital-based wellness or cardiac rehabilitation program, a corporate fitness center, or other off-campus fitness/exercise facility. Completion of SES 486 with a grade of "B" or better is required in order to receive approval from the EX Program Coordinator to enroll in SES 499. (See other requirements under course descriptions). SES 499: Internship meets the integrative experience requirement for graduation.

DEGREE REQUIREMENTS

Distribution Requirements and Co-requisites 56

The student majoring in Exercise Science must exceed the University's distribution requirement of 45 hours. The Science and Mathematics area includes 20 hours of required coursework, bringing the total distribution credit hours required for Exercise Science majors to 56. **Courses specifically required are listed below each subject area with a double asterisk (**) and must be completed with a grade of "C" or better.**

THEOLOGY AND PHILOSOPHY	9
(THE or PHI 353: Bio-Medical Ethics and THE 300: Ethical Decision-Making are strongly recommended)	
WRITTEN AND ORAL COMMUNICATION	9
SCIENCE AND MATHEMATICS	20
** BIO 230 Human Anatomy and Laboratory (4)	
** BIO 240 Introduction to Human Physiology & Lab (5)	
** CHE 152 Intro. to Organic & Biological Chemistry & Lab (4)	
** MAT 152 Elementary Probability & Statistics (3)	
** PHY 151 Introductory Physics & Lab (4)	
SOCIAL AND BEHAVIORAL SCIENCES	9
** PSY 281 Introduction to Psychology (3)	
** SOC 201 Introduction to Sociology (3)	
HUMANITIES AND FINE ARTS	9
SES Core Requirements:	24
(See listing, SES 361 required)	
Exercise Science Major Requirements	36
Exercise Sciences Core (14 hrs.)	
CS 180 Introduction to Computers	3
SES 220 Care & Prev. of Athletic Injuries & Lab	4
SES 320 Kinesiology & Laboratory	4
SES 370 Fitness Assessment and Exercise Prescription	3
Additional Exercise Science Requirements (22 hrs.):	
SES 441 Cardiac Rehabilitation and Lab	4
SES 461 Exercise Physiology II and Lab	4
SES 486 Practicum in Exercise Science	2
SES 499 Internship in Exercise Science	12
Electives (4 hours minimum)	4
Recommended Courses:	
ENG 300 Career and Professional Writing (3)	
SES 300 Special Topics in Exercise Science (3)	
SES 310 Personal Health and Disease Prevention (3)	
SES 326 Principles of Motor Learning (3)	
SES 330 Nutrition for Physical Performance (3)	
SES 469 Directed Readings in Exercise Science (3)	
SES 479 Directed Research in Exercise Science (3)	
SES 485 Legal Issues in Sport and Exercise Sciences (3)	
DEGREE TOTAL: EXERCISE SCIENCE (B.S.)	120

MINOR IN EXERCISE SCIENCE 26

An Exercise Science minor is available to complement pre-professional majors in medical, allied health, or other science-based fields who are interested in further study in the areas of movement and human performance. A student may earn a minor in Exercise Science by completing the following courses:

SES	212	First Aid and CPR	2
SES	270	Concepts of Fitness and Wellness	3
SES	320	Kinesiology & Laboratory	4
SES	361	Exercise Physiology I and Lab	4
SES	370	Fitness Assessment and Exercise Prescription	3
SES	441	Cardiac Rehabilitation and Lab	4
SES	461	Exercise Physiology II and Lab	4
SES	486	Practicum in Exercise Science	2

PHYSICAL EDUCATION (B.S.)

Leta E. Hicks, Ed.D., Coordinator

The major in Physical Education is an undergraduate degree program offered within the Exercise Sciences unit of the SES Dept. The Bachelor of Science Degree in Physical Education, subject to Florida Department of Education (FL-DOE) approval, prepares the student to teach physical education, fitness and wellness in the primary, elementary, and/or secondary schools. The Physical Education major requires a total of 121 semester hours with 46 credit hours of major coursework, 32 hours of which are specific to the Physical Education Teacher Education Program (PE-TEP). **The minimum grade of "C" is required in all major, SES core, education and co-requisite courses.**

A major in Physical Education prepares students for the Florida Teacher Certification Examination (FTCE) with two options available in the program: one leading to **K-8** State certification or one leading to state teaching certification for grades **6-12**. Additional coursework can prepare the student for the opportunity to seek dual certification, as well as state teaching endorsements in **Adapted Physical Education and/or Coaching**.

(NOTE: THE PHYSICAL EDUCATION PROGRAM AND ENDORSEMENTS ARE SUBJECT TO CHANGE AT ANY TIME BASED ON RECOMMENDATIONS FROM THE FL-DOE FOR PROGRAM APPROVAL IN ORDER TO MEET CERTIFICATION REQUIREMENTS).

The PE-TEP focuses on the acquisition of knowledge and the refinement of teaching skills in the areas of fitness, team and individual sports, recreational games, and aquatics, as well as balance, tumbling, rhythmic and movement activities. Emphasis is placed on the sequencing of skills from elementary through the secondary grades. Extensive opportunities for clinical experiences are provided over a minimum of three years, beginning with classroom observations in EDU 151, 218, and SES 210. Continued observations and student-aiding are part of the course requirements in SES 470/471 and 475/476. SES 486 (Practicum in Teaching Physical Education) is also strongly

encouraged for those who desire to further refine teaching skills. SES 499: Internship and Seminar in Physical Education (Student Teaching) is the culminating in-depth experience covering an entire semester.

PE-TEP ACCEPTANCE CRITERIA

1. Each student declaring a major in Physical Education is required to pass proficiency tests in several locomotor, sports skills and basic knowledge areas. These tests are administered in the first semester the student declares the major. The student must pass all proficiency tests prior to being "fully accepted" into the PE-TEP. Opportunities to improve any deficiencies identified are provided through the broad selection of ISR course offerings.
2. Permission to enroll in the PE-TEP methods course sequence (SES 470/471 or SES 475/476) requires passing EDU 151 and EDU 218 with a "C" or better AND "Full Acceptance" into the major. The requirements for FULL ACCEPTANCE are as follows:
 - a. Successful completion of all proficiency tests as stipulated in #1 above; and
 - b. A 2.5 cumulative GPA; and
 - c. A 2.5 GPA in all major and education (EDU) courses combined; and
 - d. A minimum score of 840 (combined) on the SAT, or 20 on the Enhanced ACT; and
 - e. A satisfactory score on all sections of the CLAST; and
 - f. Junior status OR completion of all SES department "Interim Acceptance" requirements; and
 - g. Recommendation of the Physical Education Program Coordinator; and
 - h. Recommendation of the SES Faculty Review Panel.Applications for Full Acceptance are to be submitted to one's faculty advisor or the PE Program Coordinator well in advance of seeking enrollment in the methods course sequence.
3. Students who meet most, but not all, of the requirements for Full Acceptance into the PE-TEP may petition in writing for special consideration by the Dept. Chair and Dean prior to seeking enrollment in the methods course sequence. If permission is given to enroll in SES 470/471 or SES 475/476, the student will be granted a temporary extension and placed on continued "Interim Acceptance" *with stipulated conditions* that must be met at the end of one, possibly two, more semesters. If all requirements for Full Acceptance have not been satisfied at the end of the extended period, the student will be withdrawn from the PE-TEP major.
4. SES 499: Internship and Seminar-PE Student Teaching meets the integrative experience requirement for graduation. In order to be granted permission by the Dept. Chair and Dean to enroll in SES 499, the student must satisfy these conditions:
 - a. Meet all requirements for "Full Acceptance" into the PE-TEP; and
 - b. Pass SES 470/471 or SES 475/476 with a "C" or better; and
 - c. Participate in the FTCE general and subject area competency tests. A PASSING SCORE MUST BE RECEIVED ON ALL SECTIONS OF THE FTCE IN ORDER TO RECEIVE A FINAL GRADE IN SES 499.

DEGREE REQUIREMENTS

Distribution Requirements and Co-Requisites	46
(Courses specifically required are listed below each subject area with a double asterisk (**) and must be completed with a grade of "C" or better).	
THEOLOGY AND PHILOSOPHY	9
(THE 300: Ethical Decision-Making, THE 311: Sexuality, Sex & Morality, PHI 170: Contemporary Moral Problems, and PHI 120: Critical Thinking are strongly recommended)	
WRITTEN AND ORAL COMMUNICATION	9
SCIENCE AND MATHEMATICS	10
** BIO 230 Human Anatomy and Laboratory (4)	
** MAT 152 Elementary Probability & Statistics (3)	
SOCIAL AND BEHAVIORAL SCIENCES	9
** PSY 281 Introduction to Psychology (3)	
** SOC 201 Introduction to Sociology (3)	
(PSY 382: Developmental Psychology strongly recommended)	
HUMANITIES AND FINE ARTS	9
SES Core Requirements:	24
(See listing. SES 360 required)	
Physical Education Major Requirements	46
<u>Exercise Sciences Core</u> (see listing) 14	
<u>Additional PE-TEP Requirements</u> (32 hrs.):	
EDU 151 Introduction to Education	3
EDU 218 Educational Psychology	3
SES 326 Principles of Motor Learning	3
SES 350 Tests & Measurement in HPER and Sport	3
SES 470 Methods & Practice of Teaching Dev. Activities I (K-8)	4
OR	
SES 475 Sec. School Phy. Ed. Theory & Practice I (6-12)	4
SES 471 Methods and Practice of Teaching Dev. Activities II (K-8)	4
OR	
SES 476 Sec. School Phy. Ed. Theory & Practice II (6-12)	4
SES 499 Internship and Seminar in Phys. Ed. (Student Teaching)	12
Electives (5 hours minimum)	5
Recommended Courses:	
ENG 300 Career and Professional Writing (3)	
SES 310 Personal Health and Disease Prevention (3)	
SES 325 Officiating Team and Individual Sports (2)	
SES 328 Theory of Coaching (3)	
SES 330 Nutrition for Physical Performance (3)	

- SES 469 Directed Readings in Exercise Science (3)
- SES 479 Directed Research in Exercise Science (3)
- SES 485 Legal Issues In Sport and Exercise Sciences (3)
- SES 486 Practicum in Coaching (3)

DEGREE TOTAL: PHYSICAL EDUCATION (B.S.) 121

Teaching Endorsements

The Department of Sport and Exercise Sciences offers coursework in two areas of specialization which lead to State of Florida Department of Education (FL-DOE) endorsements in: (1) Adapted Physical Education, and (2) Coaching.

Adapted Physical Education Endorsement Requirements: Students may earn an endorsement in Adapted Physical Education by completing twelve semester hours among courses specified in certain areas by the FL-DOE. Actual state requirements are available by request from the office of the SES Dept. Chair. These courses are offered in a weekend format to practicing teachers and other professionals who work with disabled individuals in leisure services or related movement science/human performance disciplines. These courses satisfy FL-DOE requirements toward an endorsement in Adapted Physical Education.

A. Six (6) semester hours are required in the following courses: **6**

- EDU 470/570 Introduction to Exceptional Children (3),
or equivalent; and
- SES 402/502 Biological and Medical Aspects of Motor
and Physical Disabilities (3)

and

B. Four (4) credit hours must be completed from among the following course offerings: **4**

- SES 404/504 Physical Education and Sport for Children
with Mental Deficiencies (2); or
- SES 406/506 Physical Education and Sport for Children
with Sensory Disabilities (2); or
- SES 408/508 Physical Education and Sport for Children
with Motor Disabilities (2)

and

C. Two (2) credit hours must be completed in one (1) of the following areas: **2**

- SES 411/511 Coaching Techniques for Disabled Athletes (2); or
- SES 413/513 Physical Activity for the Profoundly Handicapped (2); or
- SES 417/517 Assessment in Physical Education for
Exceptional Students (2); or
- SES 419/519 Aquatics for Individuals with Disabilities (2)

ADAPTED PHYSICAL EDUCATION ENDORSEMENT TOTAL 12

Coaching Endorsement Requirements: The following courses are offered to all majors seeking certification in primary, elementary, or secondary education, including physical education, who desire to coach in the public school systems. These courses satisfy FL-DOE requirements towards an Endorsement in Coaching.

SES 220	Care and Prevention of Athletic Injuries & Lab	4
SES 328	Theory of Coaching	3
SES 486	Practicum in Coaching	3

COACHING ENDORSEMENT TOTAL 10

In addition, SES 320, 325, 330, 335, 360, and 485 are strongly recommended electives for those students interested in pursuing coaching careers.

SPORT MANAGEMENT (B.S.)

Kathleen A. Davis, Ph.D., Coordinator

The Bachelor of Science in Sport Management (SM) prepares students for entry level positions within the professional, collegiate, corporate, commercial, or recreational sport industry, and for graduate study. The Sport Management program requires a total of 121 semester hours, including 27 credit hours specific to Sport Management and an additional 24 hours in the SES Core. A 21 credit hour minor in Business is also included. **The minimum grade of "C" is required in all major, minor, SES core, and co-requisite courses.**

An optional, specialized track is available in **Sport Management-Diving Industry**. Acceptance to this track requires satisfying various competencies and standards as stipulated within the catalog description for this program which follows the Sport Management major.

SES 499 (Internship) meets the integrative experience requirement for graduation.

DEGREE REQUIREMENTS

Distribution Requirements and Co-Requisites 48

The student majoring in Sport Management must exceed the University's distribution requirement of 45 hours. The Written and Oral Communication area consists of 12 hours of required coursework. This brings the total distribution credit hours required for Sport Management majors to 49. **(Courses specifically required are listed below each subject area with a double asterisk (**) and must be completed with a grade of "C" or better).**

THEOLOGY AND PHILOSOPHY 9

(THE 300: Ethical Decision-Making, PHI 120: Critical Thinking, and PHI 170: Contemporary Moral Problems are strongly recommended)

WRITTEN AND ORAL COMMUNICATION	12
** ENG 300 Career and Professional Writing (3)	
SCIENCE AND MATHEMATICS	10
** BIO 220 Human Anatomy and Laboratory (4)	
** MAT 152 Elementary Probability & Statistics (3)	
SOCIAL AND BEHAVIORAL SCIENCES	9
** ECO 201 Introductory Macroeconomics (3)	
(also required for minor in Business)	
** PSY 281 Introduction to Psychology (3)	
** SOC 201 Introduction to Sociology (3)	
HUMANITIES AND FINE ARTS	9
SES Core Requirements	24
(See listing. SES 360 required)	
Sport Management Major Requirements	27
<u>Sport Management Core (18 hrs.):</u>	
CS 180 Introduction to Computers	3
SES 485 Legal Issues In Sport and Exercise Sciences	3
SES 499 Internship in Sport Mgmt. AND/OR	
SM-Diving Industry	12
<u>Additional Sport Management Requirements (9 hrs.)</u>	
SES 260 Leisure Planning and Programming	3
SES 440 Sport Marketing, Promotions, and Fundraising	3
Choice of one Sport Management elective approved by the	
SM Coordinator from either:	
SES 380 Facility Design and Event Management	
OR	
SES 444 Financial Applications of Sport	3
Minor in Business	18
ACC 201 Principles of Accounting I	3
ECO 201 Intro. Macroeconomics (3 hrs. counted in Distribution)	3
FIN 319 Financial Management I	3
MGT 305 Organizational Behavior & Management	3
MKT 306 Marketing Concepts & Applications	3
Choice of two business electives approved by the Dean of	6
Business from among: BUS 339,371, MGT 409,428, or MKT 385	
Electives (3 hours minimum)	3
Recommended Courses:	
COM 200 Introduction to Mass Media (3)	
COM 390 Principles of Public Relations (3)	
ENG 417 Advertising Copywriting (3)	
ENG 418 Publication Production and Layout (3)	
DEGREE TOTAL: SPORT MANAGEMENT (B.S.)	121

SPORT MANAGEMENT/DIVING INDUSTRY

The B.S. degree in Sport Management (SM) includes an optional track with a concentration in Diving Industry Management. This area of emphasis is designed to prepare the student for a career in the instructional and retailing segments of the diving industry and culminates with the opportunity to attain the SCUBA Instructor certification. The SM Diving Industry program consists of a total of 130 semester hours with a major in Sport Management totalling 42 credit hours, 24 hours of which are specific to the Diving Industry. An additional 24 hours of SES Core courses must be satisfied. A 21 credit hour minor in Business, is also included as part of the Diving Industry Management program. All requirements for the Sport Management major apply, with the exception of ENG 300 which is a recommended elective for this track. **The minimum grade of "C" in all major, minor, SES Core, and co-requisite coursework is also required for the Diving Industry track.**

Students electing this track must meet the stipulated requirements described earlier within the Sport Management major, with the exception of ENG 300 which is a recommended elective in this track, and must satisfy the following criteria prior to application to the Dean's office for acceptance into the Sport Management/Diving Industry track:

- ISR 155 or equivalent entry level open water certification from a recognized training/certifying agency
- ISR 255 or equivalent intermediate open water certification from a recognized training/certifying agency
- SES 212 or current ARC First Aid and CPR certifications equivalent to those issued in SES 212
- SES 211 or current ARC Lifeguard Training certification equivalent to that issued in SES 211
- Certification of medical fitness for SCUBA diving by an M.D. with diving medicine knowledge
- Successful completion of the Cooper 12-Minute Swim at a "Good" or higher category
- Documentation of no fewer than 30 SCUBA dives
- Proficiency evaluation: written examination on basic diving theory diving skill performance in confined and open water
- Possession of personal mask, fins, snorkel, foot protection, SCUBA cylinder, regulator with submersible pressure gauge, low pressure inflation hose, and alternate air source, buoyancy control device, depth gauge, dive timer, compass, knife/diver tool, emergency signaling device(s), exposure suit appropriate for Florida diving environments, weight belt/weights, slate/pencil, equipment bag. All equipment subject to inspection and approval by program coordinator.
- Agreement to weekend availability of no less than one Saturday and/or Sunday per month during the academic year for open water activities related to course work
- Agreement to summer availability between the junior and senior years in order to complete an intensive experience in various diving activities.

- Agreement to complete and document no fewer than 15 open water dives per calendar year (excluding dives associated with course work)

DEGREE REQUIREMENTS

Distribution Requirements and Co-Requisites 46
 (Courses specifically required are listed below each subject area with a double asterisk (**)) and must be completed with a grade of "C" or better).

THEOLOGY AND PHILOSOPHY	9
(THE 300: Ethical Decision-Making, PHI 120: Critical Thinking, and PHI 170: Contemporary Moral Problems are strongly recommended)	
WRITTEN AND ORAL COMMUNICATION	9
SCIENCE AND MATHEMATICS	10
** BIO 220 Human Anatomy and Laboratory (4)	
** MAT 152 Elementary Probability & Statistics (3)	
SOCIAL AND BEHAVIORAL SCIENCES	9
** ECO 201 Introductory Macroeconomics (3) (also required for minor in Business)	
** PSY 281 Introduction to Psychology (3)	
** SOC 201 Introduction to Sociology (3)	
HUMANITIES AND FINE ARTS	9
(PHO 203: Basic Photography is required for those electing to take SES 308.)	
SES Core Requirements	24
(See listing. SES 360 required)	
Sport Management/Diving Industry Requirements	42
Sport Management Major Core (see listing)	18
Diving Industry Specialization Requirements	24
SES 226 Seamanship & Lab	3
SES 230 Recreational Diving Theory	3
SES 240 Dive Accident Management & Rescue with Lab	3
SES 351 Diving Leadership & Practicum	3
SES 362 Diving Business Management, Retailing & Practicum	3
SES 365 Hyperbaric Physiology & Decompression Theory	3
SES 421 Methods of Instruction in SCUBA Diving & Lab	3
Summer Intensive Program:	
SES 311 Tropical Diving Environments	3
SES XXX Diving Industry track electives TBA	
Minor in Business	18
ACC 201 Principles of Accounting I	3
ECO 201 Intro. Macroeconomics (3 hrs. counted in Distribution)	3
FIN 319 Financial Management I	3
MGT 305 Organizational Behavior & Management	3

MKT 306	Marketing Concepts & Applications	3
	Choice of two business electives approved by the Dean of Business from among: BUS 339,371, MGT 409,428, or MKT 385	6

Electives:

Recommended Courses:

ENG 300	Career and Professional Writing (3)
SES 300	Special Topics in Diving Industry (3)
SES 304	Recreational Diving Specialties (1 cr. per specialty) (also available as Independent Study) (1-6)
SES 306	Research Diving (3)
SES 308	Underwater Photography (3)
SES 314	SCUBA Equipment Repair & Maintenance (3) (also available as Independent Study)
SES 380	Facility Design & Event Mgmt. (3)
SES 424	Instructor Preparation (2-6) (also available as Independent Study)
SES 444	Financial Applications of Sport (3)
SES 485	Legal Issues in Sport and Exercise Sciences (3)

**DEGREE TOTAL: SPORT MANAGEMENT (B.S.)/
DIVING INDUSTRY 130**

**MASTER OF SCIENCE (M.S.)
IN SPORT MANAGEMENT**

Kathleen A. Davis, Ph.D., Coordinator

The Master of Science (M.S.) Degree in Sport Management combines both theory and practice in preparing students for management positions in a variety of sport, recreation, and health promotion areas: e.g., arena and dome management; amateur and professional sports; high school and college athletics; resort and tourism industries; parks and recreational centers; fitness and wellness centers; etc. Degree preparation will include decision-making models with an emphasis on practicing and promoting ethics and human values in the management of sport-related businesses, athletics, and fitness programs.

The Sport Management graduate curriculum includes extensive coursework in classes offered within the Andreas School of Business and offers its majors two degree options: the **M.S. in Sport Management** or the dual degree option leading to master's degrees in **Sport Management and Business Administration (MS-MBA)**. A Public Relations course in the Department of Communications also broadens the students preparation for the field. The M.S. and the MS-MBA degrees include eight industry specific courses in the SES Department and four to nine courses in the Andreas School of Business. Both of the masters programs in Sport Management include the opportunity to select coursework best suited to individual interests in the areas of sport/athletic administration or fitness management. Students may also pursue elective credits in other subject areas (e.g., Journalism, Communications, Psychology) to enhance professional preparation for sport-related careers in these fields.

ADMISSION REQUIREMENTS

See School of HPLS Graduate Program Requirements and Criteria. A personal interview arranged with the program's Graduate Coordinator and/or Department Chair is required prior to admission or obtaining "degree-seeking" status. All students seeking the joint MS-MBA degree option must also meet Andreas School of Business requirements for graduate admission.

Admission into the M.S. degree program in Sport Management requires an acceptable score on the GRE, *or* the Graduate Management Admission Test (GMAT) with the *minimum* number of points derived from one of the following methods of calculation:

- A. 950 points, based upon the formula:
200 x undergraduate GPA + GMAT score

OR

- B. 1000 points, based upon the formula:
200 x upper division (jr./sr.) undergraduate GPA + GMAT score

(NOTE: The HPLS Dean and/or the Graduate Dean, Andreas School of Business, reserve the right to establish a minimum GMAT score for applicants. The GMAT is a basic aptitude test and does not require previous knowledge of business subject matter. It is offered four times each year in the Greater Miami area. Applications are available from the Educational Testing Service (ETS), Princeton, N.J. 08541, or from Barry's Office of Graduate Admissions).

GRADUATION REQUIREMENTS

See School of HPLS academic requirements, as well as the requirements for project/thesis and comprehensive examinations. The Sport Management M.S. and the MS-MBA also require successful completion of 12 hours of SES graduate core courses in addition to specific credit hour requirements in Sport Management and Business. The Sport Management M.S. consists of a total of 42 semester hours; the MS-MBA option totals 57 credit hours.

DEGREE REQUIREMENTS

SES Graduate Core Requirements	12
SES 585 Legal Issues in SES	3
SES 616 Research Methodology in SES	3
SES 679 Internship/Project	
OR	6
SES 689 Thesis	
Sport Management (M.S.) Requirements	18
COM 590 Public Relations Principles and Case Studies	3
SES 530 Managing the Sport Enterprise	3
SES 533 Sport Marketing Management	3
SES 621 Ethical and Social Issues in Sport Mgmt.	3
Choice of two (2) electives, totalling a minimum of 6 credit hours and approved by the Graduate Program Coordinator, from among:	6
SES 534 Amateur Sport Administration (3)	

SES	535	Managing Professional Sport (3)	
SES	537	Sport Psychology (3)	
SES	551	Fitness Assessment and Program Development (3)	
SES	618	Health Promotion (3)	
Graduate Business Courses			12
MBA	605	Entrepreneurship	3
MBA	610	Computers and Executive Applications	3
MBA	620	Financial Management	3
MBA	660	Managerial Accounting	3
DEGREE TOTAL: SPORT MANAGEMENT (M.S.)			42

**MASTER OF SCIENCE (M.S.) IN SPORT
MANAGEMENT — MASTER OF BUSINESS
ADMINISTRATION (M.B.A.)**

SES Graduate Core Requirements			12
SES	585	Legal Issues in SES	3
SES	616	Research Methodology in SES	3
SES	679	Internship/Project	
OR			
SES	689	Thesis	6
Sport Management (M.S.) Requirements			18
COM	590	Public Relations Principles and Case Studies	3
SES	530	Managing the Sport Enterprise	3
SES	533	Sport Marketing Management	3
SES	621	Ethical and Social Issues in Sport Mgmt.	3
Choice of two (2) electives, totalling a minimum of 6 credit hours and approved by the Graduate Program Coordinator, from among:			6
SES	534	Amateur Sport Administration (3)	
SES	535	Managing Professional Sport (3)	
SES	537	Sport Psychology (3)	
SES	551	Fitness Assessment and Program Development (3)	
SES	618	Health Promotion (3)	
Business (M.B.A.) Course Requirements			27
MBA	605	Entrepreneurship	3
MBA	610	Computers and Executive Applications	3
MBA	620	Financial Management	3
MBA	643	Buyer Motivation and Behavior	3
MBA	652	Management Science	3
MBA	660	Managerial Accounting	3
MBA	680	Managerial Economics	3
MBA	699	Management Strategy & Policy	3
MBA		Elective	3
DEGREE TOTAL: (M.S.-M.B.A.)			57

SPORTS MEDICINE — ATHLETIC TRAINING (B.S.)

Carl R. Cramer, Ed.D., Coordinator

The Bachelor of Science in Sports Medicine-Athletic Training (SM-AT) is one of the first undergraduate programs in athletic training to be fully accredited by the Committee on Allied Health Education and Accreditation (CAHEA) of the American Medical Association (AMA). This program includes a comprehensive view of the broad field of Sports Medicine and offers future career opportunities in professions related to the care, prevention, assessment, and rehabilitation of sport-related injuries. This undergraduate major also provides a strong foundation in the sciences for those students interested in pursuing graduate study in Athletic Training or related fields (e.g., exercise physiology, occupational therapy, physical therapy, recreational therapy, etc.).

The B.S. Degree in Sports Medicine-Athletic Training requires 120 semester hours of study and a minimum of 1200 hours of supervised clinical experience. The program is developed around a total of 59 semester hours in the major with 24 credit hours in the SES Core and 35 credit hours specific to the Athletic Training major.

Completion of SM-AT degree and clinical requirements prepares the Athletic Training major for the National Athletic Trainers' Association Board of Certification (NATABOC) examination. A description of clinical program requirements and selection criteria can be found following the SM-AT degree requirements. *The student majoring in Sports Medicine-Athletic Training must apply to take the NATABOC examination prior to being approved for graduation.*

An **Exercise Science Minor** is also available to support the major in Athletic Training, as well as majors in other health-related fields (e.g., nursing, pre-med, allied health, and biological sciences) who are interested in enhancing their knowledge of human performance and movement science.

The minimum grade of "C" is required in all major, SES core, and co-requisite courses. SES 499 F and SES 499 C (Football and Clinic Internship) meet the integrative experience requirement for graduation.

DEGREE REQUIREMENTS

Distribution Requirements and Co-requisites 56
The student majoring in this program must exceed the University's distribution requirement of 45 hours. The Science and Mathematics area requires 20 credit hours of coursework, bringing the total distribution credit hours required for Athletic Training majors to 56. **Courses specifically required are listed below each subject area with a double asterisk (**) and must be completed with a grade of "C" or better.**

THEOLOGY AND PHILOSOPHY	9
(THE or PHI 353: Bio-Medical Ethics and PHI 120: Critical Thinking, THE 300: Ethical Decision-Making are strongly recommended)	
WRITTEN AND ORAL COMMUNICATION	9
SCIENCE AND MATHEMATICS	20
** BIO 230 Human Anatomy and Laboratory (4)	
** BIO 240 Intro. to Human Physiology & Lab (5)	
** CHE 152 Intro. to Organic & Biological Chem. & Lab (4)	
** MAT 152 Elementary Probability & Statistics (3)	
** PHY 151 Introductory Physics & Lab (4)	
SOCIAL AND BEHAVIORAL SCIENCES	9
** PSY 281 Introduction to Psychology (3)	
** SOC 201 Introduction to Sociology (3)	
HUMANITIES AND FINE ARTS	9
SES Core Requirements: (SES 361 required)	24
Sports Medicine-Athletic Training Major Requirements	35
SES 220 Care and Prevention of Athletic Injuries & Laboratory	4
SES 225 Assessment of Athletic Injuries & Laboratory	4
SES 316 Therapeutic Modalities and Laboratory	4
SES 318 Therapeutic Exercise and Laboratory	4
SES 320 Kinesiology & Laboratory	4
SES 330 Nutrition for Physical Performance	3
SES 499 Internship - Football	6
SES 499 Internship - Clinic	6
Electives (5 credit hours minimum)	5
Recommended Courses:	
CS 180 Introduction to Computers (3)	
ENG 300 Career and Professional Writing (3)	
SES 310 Personal Health and Disease Prevention (3)	
SES 326 Motor Learning (3)	
SES 440 Cardiac Rehabilitation and Laboratory (4)	
SES 461 Exercise Physiology II and Laboratory (4)	
SES 469 Directed Readings in Sports Medicine (3)	
SES 479 Directed Research in Sports Medicine (3)	
SES 485 Legal Issues In Sport and Exercise Sciences(3)	
SES 490 Advanced Techniques in Athletic Training (3)	
DEGREE TOTAL: SPORTS MEDICINE —	
ATHLETIC TRAINING	120

Clinical Program Requirements in Athletic Training

All course requirements for certification by the NATA are included in the Sports Medicine-Athletic Training major track. To satisfy NATA requirements, the student must complete 1200 hours of supervised clinical experience in three years of study prior to applying for the NATA certification examina-

tion in accordance with the standards set by Barry University, the NATA Board of Certification (NATABOC), and the Joint Review Committee on Educational Programs in Athletic Training (JRC-AT).

CLINICAL PROGRAM SELECTION CRITERIA

1. A MINIMUM OF 24 CREDIT (SEMESTER) HOURS COMPLETED
2. BIO 230: HUMAN ANATOMY WITH LAB AND SES 220: CARE AND PREVENTION OF ATHLETIC INJURIES AND LAB COMPLETED WITH A GRADE OF "C" OR BETTER
3. MAJOR DECLARED IN SPORTS MEDICINE-ATHLETIC TRAINING
4. A PROGRAM APPLICATION FORM COMPLETED AND FILED WITH THE PROGRAM DIRECTOR
5. NO FEWER THAN 50 HOURS OF OBSERVATION UNDER A NATA CERTIFIED ATHLETIC TRAINER IN GOOD STANDING WITH THE NATABOC AND COMPLETION OF ALL ASSIGNED DIRECTED OBSERVER MODULES
6. OFFICIAL TRANSCRIPTS ON FILE WITH THE ACADEMIC ADVISOR
7. BOTH A CUMULATIVE AND MAJOR G.P.A. OF 2.5 OR HIGHER TO ENTER AND TO REMAIN ACTIVE IN THE CLINICAL PROGRAM
8. TWO PROGRAM RECOMMENDATIONS ON FILE WITH THE PROGRAM DIRECTOR
9. STATEMENT OF PERSONAL AND PROFESSIONAL GOALS FILED WITH THE PROGRAM DIRECTOR
10. SUCCESSFUL COMPLETION OF INTERVIEW WITH THE SELECTION COMMITTEE

The candidates for the clinical component of the athletic training professional program must meet all ten criteria listed above. The number of appointments to the program will vary from year to year. Program application materials must be received by April 1 of the first academic year in which the student participates as an Athletic Training major in order to be considered for the Fall semester. These Fall candidates will be notified of their clinical program status after June 1. Students who do not declare the Athletic Training major until the Spring semester must submit their application materials by November 1. These Spring candidates will be notified of their clinical program status by January 1. Students not accepted on the first attempt have two more opportunities to apply. The application must be re-submitted in each consecutive semester, up to a maximum of three attempts. Students unable to qualify for acceptance into the clinical program after the required three (3) consecutive attempts will be withdrawn from the major.

Students accepted into the clinical program will be assessed a fee of \$30. This assessment will occur annually at the time of registration and will provide liability insurance coverage for the year.

Transfer students' credentials will be examined on a basis of the same ten criteria and a minimum three-year commitment to meet NATABOC clinical experience requirements at Barry University. Transfer students entering with an A.A. degree and at least 300 hours of previous clinical experience under a NATA certified athletic trainer in good standing with the NATABOC are eligible for acceptance into the clinical program on a schedule that could allow them to complete all program and NATA requirements with two years of study. Transfer students with fewer than 300 hours of previous clinical experience under a NATA certified athletic trainer in good standing with the NATABOC and/or no A.A. degree must plan to enroll for three years of study at Barry to complete all program and NATA requirements before being eligible to sit for the NATABOC examination.

Students who have completed the academic program in Sports Medicine-Athletic Training must have also completed 700 hours of supervised clinical experience prior to being approved for enrollment in SES 499 (Internships). 1200 clinical hours of supervised clinical experience must be completed prior to receiving a final grade in SES 499. All Athletic Training majors must apply for the NATABOC examination no later than the final semester of study in order to be approved for graduation.

Undergraduate Course Descriptions — Sport and Exercise Sciences Prefix: SES

110 Introduction to Diving Science, Technology and Management (2)

Provides an overview of recreational, scientific, public safety, commercial, military diving, and career opportunities within each area. Explores underwater biological research, saturation diving, commercial diving equipment, atmospheric pressure diving systems, underwater robotics, public safety diving, and underwater crime investigation. Examines the various underwater training/certifying agencies and professional organizations.

112 Community First Aid & CPR (1)

American Red Cross First Aid, Adult CPR, Infant and Child CPR certification courses.

170 Fit for Life (3)

An introductory course open to all students interested in fitness and wellness and how it relates to quality of life. Students are provided with a basic knowledge of diet, exercise, stress management, health, and other areas of total wellness and their impact on maintaining healthy lifestyles. Opportunities for computer analysis and hands-on experiences will be provided. SES 270 is designed for majors in SES.

201 Dance and Aerobic Activities (2)

An introductory course in rhythmic activities, folk and square dancing, and aerobic exercise activities for the elementary and middle schools.

202 Elementary Games (Including Track and Field) (2)

Indoor and Outdoor games and track and field activities for the elementary and middle schools.

203 Gymnastics and Tumbling (2)

Practice of basic gymnastics and tumbling routines; scientific principles involved in teaching gymnastics and tumbling analyses of skills. Prerequisite: Beginning Gymnastics

210 Introduction to Health, Physical Education, Recreation, and Sport (3)

Introductory information about professions in health, physical education, recreation, dance, and sport; opportunities afforded to those wishing to enter these professions; historical foundations of physical education, sport and dance; future trends, issues, and challenges in HPER and Sport.

211 Lifeguard Training (2)

Personal safety, self-rescue, and rescue of others in, on and around the water. Provides minimum skills necessary for qualification as a non-surf lifeguard. American Red Cross Lifeguard Training Certificate. Prerequisite: SES 112 or 212 or current certification in First Aid and Adult CPR prior to course completion.

212 First Aid and CPR (2)

American Red Cross Responding to Emergencies (First Aid, Adult CPR), Infant and Child CPR, and Basic Life Support-Professional Rescuer certification courses. Enrollment restricted to SES majors.

214 Methods of Instruction in Swimming and Water Safety (3)

Methods of teaching swimming and water safety; American Red Cross Water Safety Instructor certification course.

220, 220L Care and Prevention of Athletic Injuries and Lab (4)

Introduction to the basic concepts of preventing athletic injuries, injury recognition and assessment, and care and treatment procedures for proper management of athletic injuries. 3 hours lecture and 2 hours laboratory weekly. Laboratory to be taken concurrently with lecture. This course partially fulfills the requirements for the Coaching endorsement. Prerequisite: BIO 220/230. Laboratory fee required.

225, 225L Assessment of Athletic Injuries and Lab (4)

Advanced techniques of evaluation and emergency management. 3 hours lecture and 2 hours laboratory weekly. Laboratory to be taken concurrently with lecture. Prerequisite: SES 220/220L. Laboratory fee required.

226 Seamanship and Lab (3)

Introduction to small boat operation for support of diving activities. Topics include basic boat operation, boat maintenance, boating safety, safety equipment requirements, rules of the road, marine radio operation, captain and crew responsibilities, requirements for U.S. Coast Guard licensing, and practical exercises. Students successfully completing this course *and* meeting the time/experience requirements may apply for vessel operator and marine radio operator licenses.

230 Recreational Diving Theory (3)

Provides certified SCUBA divers with knowledge of diving theory. Examines history of diving, physics, physiology of breath-hold diving, hyperbaric physiology, diver stress, stress management and prevention, scuba diving equipment design and operation, decompression theory, diving tables and computers, aquatic/marine environment, dive operation planning and management (fresh water, wreck, reef, night, limited visibility, boat), extended depth diving, technical diving, cold water diving, tropical diving, and underwater search and light salvage. Prerequisites: acceptance into MDI Track, and SES 210.

240 Dive Accident Management & Rescue and Lab (3)

Trains divers and dive leaders in procedures and techniques for the emergency management of injuries encountered in diving and the aquatic environment. Examines primary, secondary, and illness assessment, field neurological tests, first aid for pressure related accidents with emphasis on decompression sickness and arterial gas embolism, use of oxygen and oxygen equipment, care of marine life injuries, accident-related diving equipment problems, selected case studies, diving accident analysis, statistical review of diving injuries and fatalities, and the role of divers and dive leaders in accident prevention. Includes laboratory exercises in dealing with distressed divers, panicked divers, missing divers, underwater problems, in-water artificial respiration, pressure-related accidents, and diving accident scenarios. Students successfully completing the course are eligible for certification as Rescue Diver and DAN Oxygen Provider. Special course and certification fees apply. Prerequisite: SES 230.

250 Sport and Recreational Management (3)

An introduction to the fields of sport and recreational management; overview of theories of management and administration to sports and recreation.

259/359/459 Independent Study (3)

Original research of special topics pursued independently or in small groups. Available in Athletic Training-(AT), Exercise Science (EX), Management-Diving Industry (MD), Physical Education (PE), and Sport Management (SM). Prior approval of Department Chair and Dean required.

260 Leisure Planning & Programming (3)

Provides a basic understanding of the knowledge, skills, and values required for successful planning & programming of leisure services for all populations. Presents the steps necessary to establish, market, and manage the human and financial resources in leisure activities. Includes observations of recreational programs, including those in aging communities, tourism, etc.

270 Concepts of Fitness and Wellness (3)

This course is required for students majoring or minoring in one of the SES programs. Students will analyze the impact of diet, exercise, stress management, health, and other areas of total wellness on the quality of life. Students will examine their personal health risk, complete a personal fitness and nutritional assessment, as well as pursue an individual exercise prescription program. Hands-on experiences and exposure to the use of computer analysis in fitness assessment are included.

275 Professional Proficiency – Aquatic Activities (1)

Activities include: Canoeing, Lifeguard Training, Rowing, Sailing, SCUBA Diving, Swimming, Water Safety Instructor. Prerequisite: Coordinator's approval.

280 Professional Proficiency – Dance Activities (1)

Activities include: Ballroom Dance, Jazz Dance, Modern Dance, Social, Folk and Square Dance. Prerequisite: Coordinator's approval.

285 Professional Proficiency – Individual & Dual Sports (1)

Activities include: Archery, Bowling, Fencing, Golf, Gymnastics and Tumbling, Handball, Judo, Strength Training, Wrestling. Prerequisite: Coordinator's approval.

290 Professional Proficiency – Racquet Sports (1)

Activities include: Badminton, Racquetball, Squash, Tennis. Prerequisite: Coordinator's approval.

295 Professional Proficiency – Team & Field Sports (1)

Activities include: Basketball, Field Hockey, Football, Lacrosse, Rugby, Soccer, Softball, Speedball, Track and Field, Volleyball. Prerequisite: Coordinator's approval.

300 Special Topics (3)

Designed to provide experiences in a contemporary topic, problem, and/or research area. Offered in Athletic Training (AT), Exercise Science (EX), Management-Diving Industry (MD), Physical Education (PE), and Sport Management (SM).

304 Recreational Diving Specialties (1-6)

Educates students in selected diving specialties at one (1) cr. hr. per specialty. Principles and practices of deep diving, night diving, multilevel and computer assisted diving, wreck, underwater naturalist, drift, ice, cavern, underwater navigator, dry suit, and search and recovery diving are thoroughly examined. Students successfully completing the course are eligible for certification in the specific specialties addressed in the course. Special course and certification fees apply. Also available as Independent Study. Prerequisite: ISR 255 (or equivalent).

306 Research Diving (3)

Explores the application of diving in various scientific disciplines. Topics include oceanography, underwater archaeology, artificial reef programs, underwater surveying, mapping, documentation, and sampling, and hydrology studies by divers in Florida. Includes field trips to selected research sites and opportunities to conduct underwater studies. Special course and certification fees apply. Prerequisite: ISR 255 or equivalent.

308 Underwater Photography (3)

Provides the student with working knowledge and basic skills in underwater photography. Topics include camera selection, basic concepts of photography, camera operation and maintenance, natural light and artificial light photography, filters, composition, macrophotography, normal and wide-angle lens use, and visual presentation, as well as underwater video techniques. Involves at least two underwater photography field trips to be scheduled during the term. Special course and certification fees apply. Prerequisites: PHO 203, ISR 255, or equivalent.

310 Personal Health and Disease Prevention (3)

Epidemiology of disease determinants, including identification and intervention in disease processes. Major emphasis on nutrition, exercise, and health.

311 Tropical Diving Environments (3)

Examines selected environments commonly associated with recreational diving in Florida and the Tropics. Includes field trips and theory reviewing site selection, construction, and recreational uses of local artificial reefs/dive sites; coral reefs and reef conservation practices; the Gulf Stream and its significance for diving operators; springs and caverns as recreational diving sites; and Gulf diving activities. Students will participate in field trips to these environments. Special course and certification fees apply. Prerequisite: ISR 255 or equivalent.

314 SCUBA Equipment Repair & Maintenance (3)

An overview of SCUBA diving equipment design, manufacturing, function, maintenance, and repair, including disassembly, inspection, and assembly of selected SCUBA regulators, valves, buoyancy control devices and inflation mechanisms, cylinder inspection, principles of hydrostatic testing, regulator performance testing, principles of dive computer operation, field maintenance and repair of selected diving equipment, and operation of professional repair facilities. Special course and certification fees may apply. Manufacturers' representatives conduct clinics on maintenance of specific types of equipment and the successful student is eligible to receive the certificate of completion at the end of the individual manufacturer's seminar. Also available as Independent Study.

316, 316L. Therapeutic Modalities and Lab (4)

A study of sports therapy physical agents used in athletic training techniques such as cryotherapy, hydrotherapy, electrotherapy, and mechanical therapy. 3 hours lecture and 2 hours laboratory weekly. Laboratory to be taken concurrently with lecture. Prerequisites: SES 220, 220L, 225, 225L. Honors option.

318, 318L. Therapeutic Exercise and Lab (4)

A study of clinical sports therapy techniques used in the rehabilitation and reconditioning of athletic injuries. 3 hours lecture and 2 hours laboratory weekly. Laboratory to be taken concurrently with lecture. Prerequisites: SES 220, 220L, 225, 225L. Honors option.

320 Kinesiology and Lab (4)

The study of anatomical and biomechanical principles of human performance and movement science. 3 hours lecture, 2 hours laboratory weekly. Laboratory to be taken concurrently with lecture. Prerequisite: BIO 220/230.

325 Officiating Team and Individual Sports (2)

A study of officiating techniques, rules and procedures in selected team and individual sports.

326 Principles of Motor Learning (3)

Introduces the student to psychomotor concepts and how these principles are applied to the learning of gross and fine motor skills in order to produce more efficient movement. Emphasis is placed on motor learning theories, research, and the learning environment.

328 Theory of Coaching (3)

Techniques and principles related to coaching and training athletes in various team, aquatic, and individual sports; use of sound instructional strategies, athletic management, and organizational techniques applied to coaching. This course partially fulfills the requirements for the Coaching endorsement.

330 Nutrition for Physical Performance (3)

The study of nutrition, diet analysis, biochemical processes in energy metabolism, nutrition and health problems, and nutrition as it relates to physical performance.

335 Psycho-Social Aspects of Sport (3)

An analysis of the social and psychological dimensions of sport. Emphasis is placed on social and psychological theories and research related to physical activity, physical education, corporate fitness, and athletic programs. Prerequisites: PSY 281, SOC 201, or equivalents.

340 Physical Activity & Sport for Special Populations (3)

An overview of motor, sensory, and mental disabilities and how facilities, equipment, physical activity, and sport can be modified to accommodate these deficiencies among disabled and aging populations. Includes corrective and therapeutic exercises for individuals with special needs.

344 Teaching Health, Phy. Ed., Dance in the Primary/Elementary School (3)

Examines the methods, content material, and organizational procedures for conducting primary/elementary school health and physical education programs; practice in teaching activities in primary/elementary school health and physical education programs. Field experience provided. (Designed for classroom teachers not specializing in Physical Education.)

350 Tests and Measurement in HPER and Sport (3)

Introduction to measurement and evaluation techniques used in school and non-school settings. Includes simplified statistics, test construction, skill evaluation, and measurement of physical fitness and physical performance. Prerequisite: MAT 152

351 Diving Leadership and Practicum (3)

Prepares students for career opportunities as a dive master or dive guide and diving instructor. Includes dive planning, dive management and control, diver problem-solving, diver rescue (review), teaching confined water skills, teaching open water skills, tutoring entry level diving students, role of dive masters in confined water and open water training and non-training activities, diver buoyancy control, dive site survey, analysis, and mapping, and responsibilities and techniques of dive guides. Reviews selected topics from SES 230 and 240. Practical experience is acquired by serving as an instructor aide in ISR 155 and/or ISR 255 (confined water and open water sessions) as well as tutoring entry level students. Additional open water training sessions will be scheduled. Students successfully completing this course are eligible for certification as Dive Master. Special course and certification fees apply. Prerequisite: SES 240.

360, 360L Applied Exercise Physiology and Lab (4)

This is an entry level course in exercise physiology which presents the basics of exercise response and training. The course includes the energy systems, neuromuscular concepts as applied to sports, and functions of the cardiovascular and respiratory systems during rest, steady state and exhaustive physical activity. Required for MDI, PE, and SMA majors. 3 hours lecture and 2 hours lab weekly. Laboratory to be taken concurrently with lecture. Laboratory Fee required. Prerequisite: BIO 220/230.

361, 361L Exercise Physiology I and Lab (4)

Survey of the functions of various organ systems in the human body and the physiological responses and adaptations of these systems to exercise or work stress. Required for AT and EXS majors. 3 hours lecture and 2 hours laboratory weekly. Laboratory to be taken concurrently with lecture. Laboratory fee required. Prerequisites: BIO 240.

362 Diving Business Management, Retailing & Practicum (3)

Provides the information and strategies necessary to research, establish, and operate a diving-related business. Topics include recreational diving business opportunities, the diving consumer, the diving market and its evolution, typical retail business profiles, legal requirements, financing, merchandising, dive instruction, dive travel, advertising, and the interactions of various dive training/certifying agencies. Prerequisites: MGT 305, MKT 306.

365 Hyperbaric Physiology & Decompression Theory (3)

Provides in-depth study of decompression illness, arterial gas embolism, and therapeutic applications of hyperbaric chambers. Topics include decompression illness, arterial gas embolism, CNS and pulmonary oxygen toxicity, hyperbaric chambers and support systems, treatment protocol and tables, application of hyperbaric oxygen in treatment of non-diving related illness and injury, and hyperbaric chambers. Prerequisites: BIO 220/230, SES 360 or 361.

370 Fitness Assessment and Exercise Prescription (3)

Introduces techniques appropriate for screening, health appraisal and fitness assessment as required for prescribing exercise programs for individuals without disease or with controlled disease. Prerequisite: SES 270, SES 360 or SES 361

380 Facility Design and Event Management (3)

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

402/502 Biological and Medical Aspects of Motor and Physical Disabilities (3)

Presents the sensory and motor aspects of developmental disabilities. Course content identifies and clarifies the differential developmental characteristics that exist among children with learning disorders, behavioral disabilities, neurological, orthopedic, genetic, drug and/or metabolic dysfunctions. This course partially fulfills the requirements for the endorsement in Adapted Physical Education.

404/504 Physical Education and Sport for Children with Mental Deficiencies (2)

Provides an understanding of the positive impact of physical activity on the psychological and social, as well as, the physical well being of persons with mental disabilities. Includes an introduction to commonly accepted methods of assessing and identifying persons with mental deficiencies with emphasis on developing physical skills. A continuum of activities from basic motor development through recreational and competitive sports will be explored. This course partially fulfills the requirements for the endorsement in Adapted Physical Education.

406/506 Physical Education and Sport for Children with Sensory Disabilities (2)

Provides an understanding of the positive role of physical activity in the social, emotional, and physical well being of persons with sensory deficiencies. Includes the selection of activities at all developmental levels as well as contraindication of activities based upon various medical conditions. This course partially fulfills the requirements for the endorsement in Adapted Physical Education.

408/508 Physical Education and Sport for Children with Motor Disabilities (2)

Provides an understanding of the value of physical activity for persons with motor disabilities, from social, emotional, and physiological aspects. Includes assessment techniques to aid in the selection of activities with emphasis on the contraindications for specific conditions. The range of activities will begin with basic motor development and continue through specific sports skills. This course partially fulfills the requirements for the endorsement in Adapted Physical Education.

411/511 Coaching Techniques for Disabled Athletes (2)

Provides an introduction to the various sports organizations specific to athletes with disabilities and an emphasis on coaching techniques aimed at those athletes who compete in competitions provided by each of these groups. This course partially fulfills the requirements for the endorsement in Adapted Physical Education.

413/513 Physical Activity for the Profoundly Handicapped (2)

Provides a foundation in physical activity programs for students identified as profoundly handicapped. Includes an introduction to the various sub-groups making up this population as well as techniques for incorporating providers of physical activity into the program. Emphasis will be placed on using developmental activities in small group settings. This course partially fulfills the requirements for the endorsement in Adapted Physical Education.

417/517 Assessment in Physical Education for Exceptional Students (2)

Current assessment and evaluation techniques used to identify conditions which impede psychomotor functioning. Emphasis is placed on test administration, educational diagnosis, the I.E.P., instructional strategies, public law compliance, etc. This course partially fulfills the requirements for the endorsement in Adapted Physical Education.

419/519 Aquatics for Individuals with Disabilities (2)

Develops the skills necessary to provide appropriate water activities for students with disabilities. In addition to addressing water activities, emphasis will be placed on restrictive medical conditions and providing a safe water environment for all persons with disabilities. This course partially fulfills the requirements for the endorsement in Adapted Physical Education.

420 Biomechanics (3)

Advanced techniques in the analysis of mechanical factors related to human movement. Prerequisite: SES 320.

421 Methods of Instruction in SCUBA Diving and Lab (3)

Develops the student's ability to teach SCUBA diving in courses such as open water, advanced open water, rescue diver, dive master, and assistant instructor courses. Examines teaching theory and methods, oral communication, lesson preparation, teaching aids, confined and open water instruction planning, methods, and student evaluation, organizing and scheduling courses, skill problem solving, legal aspects of diving instruction, review of key academic material and skills, and presentations by participants. Students successfully completing this course are eligible to participate in an Instructor Examination process or course (e.g., SES 406) necessary to complete the requirements for certification as a SCUBA Instructor. Prerequisite: SES 351.

424 Instructor Preparation in SCUBA Diving (2-6)

Students successfully completing this course are eligible for the "Instructor" certificate from the chosen SCUBA training/certifying agency. Includes structure, standards, procedures, training philosophies, knowledge and skill levels expected of instructors, course offerings and progressions. Course may be repeated for each individual agency (e.g. NAUI, PADI, YMCA) at 2 cr. hrs. per agency. Special course fees apply. Prerequisite: SES 421. Also available as Independent Study.

440 Sport Marketing, Promotions, and Fundraising (3)

An investigation of the principles, applications, and techniques of marketing, promotions, corporate sponsorships, and fundraising within the various sporting industries. Prerequisite: MKT 306.

441, 441L Cardiac Rehabilitation and Lab (4)

Pathophysiology of cardiopulmonary disease and the physiological and technical basis of graded exercise tolerance testing, exercise prescription, and exercise leadership for individuals with cardiopulmonary disease. 3 hours lecture and 2 hours laboratory weekly. Laboratory to be taken concurrently with lecture. Laboratory fee required. Prerequisite: SES 360 or 361.

444 Financial Applications of Sport (3)

Applies principles of finance to budgeting, operations, and business decision-making in various sport and exercise-related settings (e.g., schools, colleges, pro teams, retail establishments and corporations). Prerequisites: MAT 152, ACC 201, ECO 201, FIN 319.

461, 461L Exercise Physiology II and Lab (4)

Continuation of Exercise Physiology I. Exercise biochemistry, ergometrics, bioenergetics, muscle physiology, anthropometry, and selected current topics in the literature. 3 hours lecture and 2 hours laboratory weekly. Laboratory to be taken concurrently with lecture. Laboratory fee required. Prerequisites: CHE 152, SES 361.

465 Administration of Programs and Facilities (3)

Study of desirable standards, policies, and practices in the organization, supervision, and administration of physical education, athletics, recreation, dance, athletic training, and sport programs.

469 Directed Readings (3)

Directed library research and readings in Athletic Training (AT), Exercise Science (EX), Management-Diving Industry (MD), and Physical Education (PE) to prepare for certification examinations. Prerequisite: Prior approval of Department Chair and Dean.

470 Methods and Practice of Teaching Developmental Activities I (K-8) (4)

This course involves the study and practical application of instructional design and content for grades K-8 in a comprehensive and intensive format. It is designed to provide the elementary physical education major with the knowledge base, skills, methodology and techniques to teach a full range of developmental activities to school children in these grades. Instructional activities will involve skill analysis, peer teaching, video analysis and demonstration of various teaching strategies for skills appropriate to grades K through 8. Instructional content and curriculum development will cover the entire range of skills, games, rhythms and dance, as well as tumbling, balance, and movement activities typically associated with physical education programs for this age group. Health-related subject matter appropriate for K-8 will also be addressed. An emphasis is placed on learning in all three domains: cognitive, affective, and psychomotor. Students will participate in ten hours of field experiences and observation in elementary and middle schools. This is a required course for majors in elementary physical education (K-8). Prerequisites: EDU 151 and 218, SES 270 and Full Acceptance into the PE-TEP.

471 Methods and Practice of Teaching Developmental Activities II (K-8) (4)

Continuation of SES 470. This course is designed to integrate material learned in SES 470 with teaching methodology, curriculum development, and refinement of teaching skills. Students also participate in twenty hours of field experiences and observation in selected elementary/middle schools. This is a required course for majors in physical education (K-8). Prerequisites: SES 470 and Full Acceptance into the PE-TEP.

475 Secondary School Physical Education Theory and Practice I (6-12) (4)

This course involves the study and practical application of instructional design and content for grades 6-12 in a comprehensive and intensive format. It is designed to provide the secondary physical education major with the knowledge base, skills, methodology and techniques to teach a full range of activities to secondary students in these grades. Instructional content and curriculum development will cover three general areas: recreational team sports, individual lifetime sports, and personal fitness/wellness activities. Instructional activities will involve skill analysis, peer teaching, video analysis, and demonstration of various teaching strategies for skills appropriate to grades 6-12. Emphasis is placed on learning in all three domains: cognitive, affective and psychomotor. Students will participate in ten hours of field experiences and observation in middle and secondary schools. Students may also be assigned to assist in an ISR class within the department or other instructional setting. This is a required course for majors in secondary physical education (6-12). Prerequisites: EDU 151 and 218, SES 270 and Full Acceptance into the PE-TEP.

476 Secondary School Physical Education Theory and Practice II (6-12) (4)

Continuation of SES 475. This course is designed to integrate skills learned in SES 475 with teaching methodology, curriculum development, and refinement of teaching skills. Students also participate in twenty hours of field experiences and observation in selected middle and secondary schools. This is a required course for majors in secondary physical education (6-12). Prerequisites: SES 475 and Full Acceptance into the PE-TEP.

479 Directed Research (3)

Advanced research experience in Athletic Training (AT), Exercise Science (EX), Management-Diving Industry (MD), Physical Education (PE), and Sport Management (SM) under the direct supervision of faculty. Prerequisite: Prior approval of Department Chair and Dean.

480 Contemporary Issues and Ethics in Sport (3)

The senior "capstone" course for all SES majors which integrates the knowledge and concepts gained from prior coursework and field experiences with real life situations in sport. Examines the positive and negative consequences of the way sport is organized, managed, and reported in American society by drawing from current events and articles. Provides a philosophical overview of the values that sport personifies in today's society. Prerequisite: Senior status; at least one of the following is strongly recommended: PHI 120, 170, THE 300, 353.

485/585 Legal Issues in Sport and Exercise Sciences (3)

Legislation affecting physical education classes, coaching, amateur, professional, and recreational sport and the legal ramifications of various aspects of sport administration and exercise prescription.

486 Practicum (2-6)

A minimum 10 hour per week on-campus advanced field experience in the application of learned principles from Coaching (CO), Exercise Science (EX), Management-Diving Industry (MD), Physical Education (PE), and Sport Management (SM). Prerequisites: Full Acceptance into the preferred SES major, as well as prior approval of Program Coordinator and Department Chair. Ex. Science majors must also satisfy the specific requirements for Practicum approval listed under the major.

490 Advanced Techniques in Athletic Training (3)

A course for students of athletic training in need of an advanced course to meet requirements for certification by the National Athletic Trainers' Association (N.A.T.A.). An elective for sports medicine-athletic training majors. Laboratory fee required. Prerequisite: SES 225 or equivalent.

499 Internship (3-12)

Intensive, senior level supervised work experience in Athletic Training (AT), Exercise Science (EX), Management-Diving Industry (MD), Physical Education-Student Teaching (PE), and Sport Management (SM). An evening seminar and/or written report of experiences may be included. In order to be permitted to represent Barry University in the public sector, students approved for off-campus internships must, in addition to satisfying stipulated academic requirements in the major, meet personal and professional standards established by national governing bodies. Athletic Training majors must have also completed 700 supervised clinical hours; Physical Education and Exercise Science majors must satisfy the specific requirements for Internship approval listed under the major. Prerequisites: Full Acceptance into the preferred SES major, as well as prior approval of the Program Coordinator, Dept. Chair and Dean.

Graduate Course Descriptions — Sport and Exercise Sciences**Prefix: SES****530 Managing the Sport Enterprise (3)**

Provides a broad overview of various sport management enterprises with emphasis on sources of industry information and practical uses of such information. Analyzes internal and external environmental factors that impact on short and long term operations in the sport enterprise. Addresses the management specifics of how to plan, organize, control, and direct a sport enterprise as well as decision-making and communication skills necessary to be a successful manager.

533 Sport Marketing Management (3)

Presents a comprehensive examination of basic marketing functions and concepts as applied to sport-related enterprise, including school/college athletic programs, fitness centers, etc. Helps the student analyze and make recommendations about sport business problems that involve the creation, distribution, and sale of sporting goods and services. Emphasizes the resolution of sport marketing problems, demand analysis, consumer analysis and market analysis.

534 Amateur Sport Administration (3)

Examines standards, policies and practices in the organization, supervision, budgeting, and management of amateur sports (i.e. college and high school athletics, amateur athletic unions, etc.).

535 Managing Professional Sport (3)

Discusses and analyzes major issues facing managers of a professional sports franchise. Focuses on topics such as corporate structure, finance, player negotiations, contracts, press relations, auxiliary enterprises, and community impact.

537 Sport Psychology (3)

Provides an in-depth focus on the conceptual elements of contemporary psychoanalytic, cognitive social learning, existential and systematic theories of personality and behavior change as applied to sport. Includes selected readings, lectures, and student discussion. Seeks to develop an appreciation for the psychology of winning, as well as other psychological issues involved in the evaluation and future directions of contemporary sport. Critically examines the gender, class, and culture adequacy of sport psychology theory.

551 Fitness Assessment and Program Development (3)

Considers principles and procedures used to administer lab and field tests of cardiovascular endurance, body composition, joint flexibility and muscular strength, power, and endurance. Explores principles and procedures used to develop conditioning programs to improve these parameters. Focuses on the low-risk individual in nonclinical settings. Prerequisites: BIO 220 or 230, BIO 240, SES 360 or 361, or equivalents.

585/485 Legal Issues in Sport and Exercise Science (3)

Provides an understanding of the American legal system with an emphasis on the resolution of sport business legal disputes by means of civil litigation, mediation, arbitration, and trial procedures. Examines the traditional areas of contract law and tort law as they relate to problems confronting the exercise leader, athletic director, teacher/coach, or sport manager. Scrutinizes the legal structure of sport and focuses on special topics of television and media, trademark law, sex discrimination, facility safety, handicap access, professional sport, drug testing, antitrust laws, gambling and tax laws. Graduate students will be required to complete an indepth legal issues project.

616 Research Methodology in Sport and Exercise Science (3)

Examines research methods and designs used in a variety of exercise and sport-related settings. Emphasizes the development of research techniques, including the ability to define research problems, write hypotheses, review and interpret literature, apply research designs, organize, analyze, and present data. Studies basic descriptive statistics for measurement and research (statistical notation, measures of central tendency and variability, probability and sampling techniques, linear regression and correlation and an introduction to statistical inference).

618 Health Promotion (3)

Examines health promotion programs in a variety of settings including program components, assessment, design, implementation, and evaluation. Discusses case studies from health-related programs to assist students in developing wellness and health promotion philosophy and strategies. (Prerequisite: SMA 551, or consent of the instructor)

621 Ethics and Social Issues in Sport Management (3)

A seminar style course which reviews and discusses current issues impacting the sport manager or athletic administrator. Includes an analysis of the processes and values that create, sustain, and transform sport in today's society. Emphasis is placed on practicing and promoting ethics and human values while managing any sport enterprise.

679 Internship/Project (6)

Designed in close consultation with faculty and industry sponsor. Intends to develop greater breadth and depth of important management issues dealing with a specific segment of the sport industry. Provides for projects to be submitted to a faculty committee for evaluation. Concludes as students present orally the findings related to their projects and defend conclusions against questions raised by the faculty review committee.

689 Thesis (6)

Provides the initiation, implementation and evaluation of a scholarly investigation. Requires students to submit a written research proposal for approval by a thesis/project committee and present an oral proposal to that committee. Culminates with an approved written report in thesis form. Prerequisite: SES 616.

NON-DEGREE PROGRAM

INSTRUCTIONAL ACTIVITIES IN SPORT AND RECREATION

Neill L. Miller, M.S., Coordinator

Courses in this program focus 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 a lifestyle that includes physical activity. The variety of activities and skill levels affords each student a choice to suit individual needs and desires. The student has the opportunity to develop competency in selected activities in order to maintain fitness for living, to provide a foundation for active use of leisure time, and to prepare for life long recreational involvement.

All ISR courses may be repeated for credit in order to provide opportunity to improve upon skill levels, endurance, strength and flexibility. ISR courses are two (2) semester hours of credit, unless otherwise stated, and are CR/NC option only; no letter grade is earned. Activities may carry a special course fee.

Course Offerings — Prefix: ISR

LEVEL I COURSES are designated by the 100 number and are entry level courses.

Level II COURSES are designated by the 200 number. Course material builds on entry skills developed by 100 courses. Prerequisite to enrollment is the appropriate 100 level course or permission of the instructor.

ISR 101/201	Aerobic Exercise
ISR 110/210	Archery
ISR 112/212	Badminton
ISR 114/214	Board Sailing
ISR 115/215	Bowling
ISR 120/220	Canoeing
ISR 125/225	Fencing
ISR 130/230	Golf
ISR 135/235	Judo and Self-Defense
ISR 140/240	Personal Fitness: Strength and Conditioning
ISR 145/245	Physical Fitness: Walking, Jogging, Running
ISR 147/247	Racquetball
ISR 150/250	Sailing
ISR 155/255	SCUBA Diving
ISR 157/257	Snorkeling and Marine Awareness (1)
ISR 158/258	Softball
ISR 160/260	Swimming
ISR 162/262	Table Tennis
ISR 163/263	Team Handball
ISR 165/265	Tennis
ISR 170/270	Strength Training
ISR 175/275	Volleyball
ISR 180/280	Volleyball/Softball

TRUSTEES

The Board of Trustees

- | | |
|-----------------------------------|-----------------------------------|
| Mr. William Alexander | Mr. R. Kirk Landon, Vice Chairman |
| Mrs. D. Inez Andreas, Chairman | Mr. David Lawrence, Jr. |
| Stephen M. Ayres, M.D. | Mrs. Irma Baker Lyons |
| Sister John Norton Barrett, O.P. | Sister Marie Carleen Maly, O.P. |
| Mr. Myron M. Behrman | The Most Rev. Edward A. McCarthy |
| Ted Blum, Esq. | Mrs. Anne McDougal |
| Mr. C. Robert Campbell | Mrs. Olga Melin |
| Mrs. Thomasina Caporella | Charles R. Modica, J.D. |
| Mr. Patrick L. Connolly | Mr. Dan Moen |
| Mr. Clark Cook | Mrs. Patricia Mosbacher |
| Mrs. Jan Cowles | Frank Moya, M.D. |
| Mr. Frank Crippen | Thomas P. O'Donnell |
| Miss Vivian Decker | * Sister Jeanne O'Laughlin, O.P. |
| Susan Dombrowsky, M.D. | Dan Paul, Esq. |
| Mrs. Renee Mottram Doss | Sister Rosa Monique Peña, O.P. |
| Mr. Albert E. Dotson | Mr. Wendell E. Ray |
| Lewis R. Elias, M.D. | Donald S. Rosenberg, Esq. |
| * Carol Evanco | Mrs. Edna-Gene Schofman |
| Sister Margaret Exworthy, O.P. | Francis A.C. Sevier, Esq. |
| Louis J. Falletta, D.P.M. | Sister Julie Sullivan, O.P. |
| Mrs. Mary Kay Farley | Edward P. Swan, Esq. |
| Mr. John Michael Garner | Sister Patricia Walter, O.P. |
| Mr. Lee Hanna | Sister Sharon Weber, O.P. |
| Mrs. Lonnie Kantor | Mrs. Barbara Weintraub |
| * The Very Rev. Bernard G. Kirlin | Ambassador Jean Wilkowski |
| Mr. John Kolasa | |
| * ex-officio | |

Honorary Members

- | | |
|---------------------------------------|------------------------------------|
| Mrs. Agnes Ash | Mr. Juan Granados |
| * Mr. B. Boyd Benjamin | Sister Dorothy Guettler, O.P. |
| Mr. Jorge J. Bosch | * Rev. Timothy Healy, S.J. |
| Mrs. Susan M. Brinkley | Mr. Arthur Hill |
| Sister Joannetta Bruene, O.P. | Mrs. Tina S. Hills |
| Mr. Bruce Burnham | Mr. Tibor Hollo |
| Sister Thomas James Burns, O.P. | * Mr. Harry Hollywood |
| Mr. Everett Colby | Mr. Abel Holtz |
| Mr. John F. Costello | The Most Rev. John J. Nevins, D.D. |
| Sister Catherine DeClercq, O.P. | Mr. Leslie Pantin, Jr. |
| The Most Rev. Norbert M. Dorsey, C.P. | * Mr. Samuel J. Powers, Jr. |
| Mr. John A. Eggen | Mr. Garth C. Reeves |
| Sister Jean Rosaria Fisch, O.P. | Mrs. Mary Reinertson |
| Sister Trinita Flood, O.P. | Mr. Gerald Ross |
| Mr. Edward C. Fogg, III | Mrs. Irela Saumat |
| The Hon. John Gale | Mr. James Stewart |
| * Mr. Milton Gaynor | Mr. Jay Weiss |
| Mr. Hugh E. Gentry | Mr. Peter Wolf |
| * deceased | |

Trustees Emeriti

- | | |
|--------------------------------|------------------------------|
| Mr. Shepard Broad | * Mr. Michael O. O'Neil, Jr. |
| Mrs. Ellen Whiteside McDonnell | Mrs. Joan Webb |
| * Mr. John McGeary, Jr. | Mother Genevieve Weber, O.P. |
| * deceased | |

Administrative Organization

President	Sister Jeanne O'Laughlin, O.P., Ph.D.
Administrative Aide to the President	J. Dianne Morgan, B.L.S.
Executive Assistant to the President	Sister Peggy Albert, O.P., Ph.D.
Special Assistant to the President for	
Mission Effectiveness	Sister Margaret Mary Johnson, O.P., Ed.D.
Director, Campus Ministry	TBA
Associate Campus Minister	Sister Kathy Wiesneski, S.C.S.C., M.A.
Associate Campus Minister	Rev. Emiliano Zapata, O.P., M.Div.
Chaplain	Fr. Henry B. Groover, O.P., M.A.
Director of Liturgical Music	John Wicker, B.A.
Vice President for Academic Affairs	J. Patrick Lee, Ph.D.
Executive Assistant to the	
Vice President for Academic Affairs	Christine D. McCready, B.P.S.
Dean, School of Adult and	
Continuing Education	Sister Loretta Mulry, IHM, Ed.D.
Associate Dean	Patricia D. LaBahn, Ph.D.
Associate Dean	Sharyn T. Richardson, Ph.D.
Associate Dean	Judith W. Hochman, Ed.D.
Director, Portfolio Program	Judith Oropallo Brown, M.A.
Director, Brevard County	Linda Schultz, Ed.D.
Director, Broward County	Joseph A. Callahan, M.A.
Director, Collier and Lee Counties	Edwina H. Sanders, M.A.
Director, Orlando	Anthony J. Beninati, Ph.D.
Director, South Palm Beach County	Robert R. Pepin, Ph.D.
Director, North Palm Beach County	John C. Guest, II, M.Ed.
Director, South Dade County	Oilda Martinez, M.A.
Director, Treasure Coast	Beverly Whiteley, Ed.D.
Assistant to the Director	Sister Grace Flowers, O.P., Ed.S.
Director of Marketing	Alfred J. McCullough, M.B.A.
Director, ACE Computer Services/Research	Ana Borray, M.A.
Academic Coordinator, Accounting and	
Financial Planning	Charles Russo, M.B.A.
Academic Coordinator, Behavioral Sciences	TBA
Academic Coordinator, Business and Management	
Information Systems	Robert E. Scully, D.B.A.
Academic Coordinator, Environmental Sciences	Sharyn T. Richardson, Ph.D.
Academic Coordinator, Legal Studies	Eric Olson, J.D.
Academic Coordinator, Philosophy and Theology	Ann Swaner, Ph.D.
Academic Coordinator, Public Administration and	
Social Sciences	Richard Orman, Ph.D.

Academic Coordinator, Written and Oral
 Communication, Humanities and Arts Dennis P. Quinn, Ph.D.
 Academic Advisor and Special Projects Robert E. Farmer, Ed.D.
 Academic Advisor Sister Lucy Cardet, M.A.
 Academic Advisor Philip R. Deutsch, J.D.
 Academic Advisor Dana L. Stivers, M.A.
 Academic Advisor Ellen Scarborough, M.S.

Dean, School of Arts and Sciences Laura S. Armesto, Ph.D.
 Associate Dean; Chair, English/Foreign
 Language Department Ina H. Steinberg, Ph.D.
 Associate Dean; Chair, Psychology Department Linda Peterson, Ph.D.
 Chair, Communication Department Kathy J. Wahlers, Ph.D.
 Production Coordinator/Studio Manager Mary Rode Worley, B.A.
 Chair, Fine Arts Department Derna Ford, M.M.Ed.
 Technical Director and Production Manager Dorset Noble, B.A.
 Chair, History and Political Science Department Thomas Gallagher, Ph.D.
 Assistant Dean; Chair, Interdisciplinary
 Studies Department Jesus Mendez, Ph.D.
 Chair, Mathematics/Computer Science Dept Rev. Pedro Suarez, S.J., Ph.D.
 Chair, Physical Sciences Department Williard Craft, Ph.D.
 Stockroom Lab Manager/Lab Instructor Michael J. Elliott, M.A.T.
 Chair, Sociology and Criminology Department Karen Callaghan, Ph.D.
 Chair, Theology and
 Philosophy Department Brother Edward van Merrienboer, O.P., D.Min.
 Director, Health Care Ministry Program and Clinical Pastoral
 Education Program Rev. Cornelius J. van der Poel, C.S.Sp.
 Director, South East Pastoral Center Rev. Mario B. Vizcaino, Ph.D.
 Director, Learning Center Judith Amster, Ph.D.

Dean, School of Business Lewis Lash, D.B.A.
 Associate Dean, Undergraduate Programs Charles Gallagher, D.B.A.
 Associate Dean, Graduate Programs Ron Lennon, Ph.D.
 International Project Coordinator Jillian Gill, M.B.A.
 Director, International Business R. Ivan Blanco, Ph.D.
 Special Projects Coordinator Jacqueline Marks, M.A.
 Jamaican Program Coordinator Delroy Creary, B.A., DIPL. in ED.

Dean, School of Education Sister Evelyn Piche, O.P., Ph.D.
 Assistant to the Dean Sr. Ellen Rice, O.P., Ph.D.
 Assistant to the Dean; Coordinator,
 Catholic Educational Leadership Sr. Phyllis Superfisky, O.S.F., Ph.D.
 Director, Educational Computing and
 Technology Joel S. Levine, Ed.D.
 Director, Counseling Programs John Williams, D.Ed.

Associate Vice President for Academic Affairs; Dean,
 School of Natural and Health Sciences Sister John Karen Frei, O.P., Ph.D.
 Assistant to the Dean Deborah Montague, M.B.A.
 Associate Dean Ralph Laudan, Ph.D.
 Director, Occupational Therapy Program Sr. Joan A. Marconi, O.P., M.S.
 Administrative Coordinator Sr. Joan Mary Dwyer, O.P., M.A.
 Fieldwork Coordinator Carmel Bloom, O.T. License

Director, Physical Therapy Program Luis Vargas, Ph.D.
 Assistant Director Katherine Parry, Ph.D.
 Director, Cardiovascular Perfusion Program Jason Freed, C.C.P.
 Assistant Program Director Joan Reilly, B.A.
 Director, M.S. in Anesthesiology
 Program Norman R. Wolford, Ed.D., C.R.N.A.
 Director, M.S. in Health Services
 Administration Program Eileen Hamby, DBA, PT
 Director, Bio, M.L.T. Program Alicia Zuniga, Ph.D.
 Research Coordinator, MARC and MBRS Flona Redway, Ph.D.
 Microbiology Lab Director Sister Jean Kathleen Comiskey, O.P., M.S.

Dean, School of Nursing Judith Ann Balcerski, Ph.D.
 Associate Dean, Graduate Program Patricia Munhall, Ed.D.
 Associate Dean, Undergraduate Program Victoria Schoolcraft, Ph.D.

Associate Vice President for Podiatric Medicine and
 Dean, School of Podiatric Medicine Chester A. Evans, D.P.M.
 Associate Dean of Clinics John P. Nelson, D.P.M.
 Director, External Programs and C.A.S.P.R Jeanne Savard, B.A.
 Assistant Administrator/Grantsman Robert McKinlay, M.P.S.
 Director, Continuing Medical Education Cristal Rochester, B.A.

Dean, School of Social Work Stephen M. Holloway, Ph.D.
 Associate Dean Jacqueline B. Mondros, Ph.D.
 Director, Field Instruction Carol R. Odell, M.S.W.
 Assistant Dean for Student Services Ellen Kellom, Ph.D.
 Director, Admissions and Scholarship Helen Hancock, M.S.W.

Dean, School of Human Performance and
 Leisure Sciences/Director of Athletics G. Jean Cerra, Ph.D.
 Assistant to the Dean/Coordinator,
 Instructional Activities in Sport and Recreation Neill Miller, M.S.
 Chair, Sport and Exercise Sciences George H. Oberle, P.E.D.
 Coordinator, Sport Management and
 Graduate Programs Kathleen Davis, Ph.D.
 Coordinator, Sports Medicine-
 Athletic Training Carl Cramer, Ed.D.
 Coordinator, Exercise Science and
 Physical Education Kathryn Campbell, Ed.D.
 Associate Athletic Director Michael Covone, B.P.S.
 Assistant Athletic Director Herbert Dunning, B.S.
 Sports Information Director Robert A. McKinney, M.A.
 Assistant Director Larry Divocek, M.A.
 Head Coach, Men's Baseball Michael Greenwood, Ph.D.
 Head Coach, Men's Basketball William Mims, M.S.
 Head Coach, Women's Basketball Patricia Ficenc, M.A.
 Head Coach, Men's and Women's Crew Luis Gutierrez
 Head Coach, Men's Golf Richard O'Brien, B.A.
 Head Coach, Men's Soccer Herbert Dunning, B.S.
 Head Coach, Women's Soccer Michael Covone, B.P.S.
 Head Coach, Women's Softball Lisa M. Navas, B.S.
 Head Coach, Men's and Women's Tennis George M. Samuel, Ph.D.
 Head Coach, Women's Volleyball Leonid Yelin, B.S.

Head Athletic Trainer	TBA
Assistant Athletic Trainer	TBA
Facilities and Study Hall Coordinator	Rick Garciga, B.A.
Faculty Athletics Representative	M. Eileen McDonough, Ed.D.
Dean, Academic and Instructional Services	M. Eileen McDonough, Ed.D.
Director, Academic Computing Center	John M. Beaubrun, M.B.A.
Applications Software Instructor	Thomas Ayers, M.S.
Chief Systems Engineer	Paul McIntosh, B.S.
Systems Engineer	Peter Hoo, B.S.
Systems Engineer	Harold Kushi
Assistant Vice President/Dean, Admissions and	
Enrollment Services	Michael Backes, M.S.
Director of Administrative Services	Carol A. Albrecht, B.L.S.
Director, Graduate Admissions	Marilyn K. Callahan, M.A.
Assistant Director, Graduate Admissions	Jocelyn Goulet, M.A.
Graduate Records Manager	Cynthia Chruszczyk, B.B.A.
Director, Transcript Evaluation/Associate Director,	
ACE Admissions	Madeleine G. Whittaker, M.Ed.
Transcript Evaluator	Mary Taylor, B.A.
Transcript Evaluator	Madeleine K. Whittaker, B.A.
Director, Undergraduate Admissions	Louise Coulson Nepl, B.S.
Senior Assistant Director, Admissions	P. Todd Taylor, B.A.
Senior Assistant Director, Admissions	Dina Vacca, B.A.
Admissions Counselor	Karin Dominkovics, B.S.
Director, International, Podiatric, Natural and Health Sciences	
Admissions	Alex Collins, M.S.
Assistant Director, International Admissions	Joy DeMarchis, B.L.A.
Assistant Director, Podiatric Admissions	Scott D. Roth, B.A.
Director, Academic Publications	
and Advertising	Thomas Williams, Ph.D.
Assistant Director of Academic Advertising	
and Publications	Valerie Turner, M.Phil.
Director of Budget/Research Systems	Jonathan Carr, M.Ed.
Director of Data Processing for Enrollment Services	Maria Puentes, B.S.
Director, Financial Aid	Juan Rivas, B.S.
Associate Director, Financial Aid	Xilena Mariano, M.S.
Assistant Director Financial Aid	Rosario Moreya, B.S.
Assistant Director Financial Aid	H. Dart Humeston, B.L.S.
Financial Aid Counselor	Kristin Ward, B.S.
Financial Aid Counselor	Samonia Thompson, B.A.
Financial Aid Counselor	Nigel Manderson, B.B.A.
Dean, Library Services/University Librarian	Hugh W. Ripley, M.S.L.S.
Head of Audiovisual Services	Peter Panos, Ph.D.
Head of Reference Services	TBA
Reference Librarian	Kristine Brummer, M.A.
Reference Librarian	William P. Morrissey, M.S.L.S.
Reference Librarian	Philip M. O'Neill, M.S.L.S.
Reference Librarian	Danièle Perez-Venero, M.S.L.S.
Reference Librarian	Patricia Goonis, M.I.L.S.
Systems Librarian	Nancy M. Pine, M.L.S.

Dean of Academic Records/University Registrar ... Grace Merino Schollmeyer, M.S.
Assistant Registrar Debra Archibald Weyman, B.S.
Assistant to the Registrar Filomena Rohlf, B.P.S.

Vice President for Business and Finance Timothy H. Czerniec, M.B.A.
Associate Vice President for Finance Steve Gehret, C.P.A.
Controller Ricardo Palacio, C.P.A.
Director of Student Account Services Ronald La Barrie, M.B.A.

Associate Vice President for Business
Services Sr. Diane Odette, O.P., M.A.
Director of Purchasing Nancy Perez
Director of Graphics/Printing Vince Woychowski

Associate Vice President for Facilities
Management Freddy E. Ulloa, M.B.A.
Coordinator of Space Management TBA
Director of Facilities Management George Webb, B.S.
Director of Public Safety Stanley A. Young

Assistant Vice President for
Human Resources Sr. Myra Jackson, O.P., M.B.A.

Assistant Vice President for Administrative
Data Center Louise S. Lee, M.A.
Director of Database Services Traci A. Simpson, B.S.
System Administrator Nina M. Ricardi, B.P.S.

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, Alumni Joyce Riveira, M.B.A.
Director, Grant Programs TBA
Director, Inst Advancement Records Judy Palomino
Director, Special Events Teresita (T) Gomez Urriaga, B.A.
Director, University Relations Michele M. Morris, B.S.
Assistant Director Joseph McQuay, M.B.A.
University Editor Phyllis T. Saunders, M.S.

Vice President for Planning and Research F. Cecile Roussell, Ph.D.
Director, Institutional Research David Molnar, Ph.D.

Vice President for Student Services George J. Wanko, Ph.D.
Associate Vice President for Student Services Michael Griffin, M.A.
Associate Vice President for Student Services Jane Bower, M.A.
Dean of Students Rita J. Sordellini, Ed.S.
Director of Computer Services Stephanie Stallings, B.S.
Director, Career and Counseling Ctr. Eugene Foley, M.A.
Assistant Director/Counselor Vreny Arnold, Ed.S.
Counselor Sister Rosario Martin, O.P., M.S.W.
Counselor Vaylu Maymon, M.S.W.
Counselor David S. Pugh, M.A.
Counselor Philip S. Schmidt, M.S.
Director, Campus Health Services Eileen Egan-Hineline, R.N.

Director, Residential Life Maria Luisa Alvarez, M.B.A.
Assistant Director, Residential Life Lisa Bardill, M.S.
Area Coordinator, Residential Life Barbara Ouellette, B.A.
Area Coordinator, Residential Life TBA
Director, Student Activities Kathleen Bunting, B.A.
Assistant Director, Student Activities Tom Abdo, B.S.
Assistant Director, Student Activities Jay Gannon, M.A.

ADMINISTRATION AND FACULTY

- ABDO, Tom; Assistant Director of Student Activities; B.S., Barry University
- ALBERT, Sister Peggy, O.P.; Executive Assistant to the President; B.A., Wayne State University; M.S.W., Barry University; Ph.D., Barry University
- ALBRECHT, Carol A.; Director of Administrative Services; B.L.S., Barry University
- ALEXANDRAKIS, Aphrodite; Associate Professor of Humanities, School of Adult and Continuing Education; B.A., Rutgers University; M.A., University of Miami; Ph.D., University of Miami
- ALLSOPP, Rev. Dr. Michael J.; Associate Professor of Theology; B.A., M.A., St. Patrick's College, Sydney; M.A., Gonzaga University; S.T.D., Gregorian University, Rome
- ALTER, Scott Arthur; Assistant Professor of Surgery, School of Podiatric Medicine; B.A., Slippery Rock University; D.P.M., Ohio College of Podiatric Medicine
- ALTHOUSE, Stephen J.; Professor of Photography; B.F.A., University of Miami; M.F.A., Virginia Commonwealth University
- ALVAREZ, Blanca F.; Associate Professor of French; B.A., University of Miami; M.A., University of Miami; Ph.D., The Catholic University of America
- ALVAREZ, Maria Luisa; Director of Residential Life; B.S., Georgetown University; M.B.A., Nova University
- ALZAGA, Florinda; Professor of Spanish and Philosophy; M.A., University of Miami; Doctora en Filosofia y Letras, Universidad de La Habana, Cuba
- AMSTER, Judith; Professor of Developmental Studies; Director of Learning Center; B.Ed., M.Ed., Ph.D., University of Miami
- ARMESTO, Laura S.; Dean, School of Arts & Sciences; Associate Professor of English; B.A., Barry University; M.A., Barry University; Ph.D., University of Miami
- ARNOLD, Vreny; Assistant Director/Counselor, Career & Counseling Center; B.P.S., M.S., Barry University; Ed.S., Barry University
- AUTREY, Gene; Vice President for Institutional Advancement; Chair, Capital Campaign; B.E.E., University of Florida
- AYERS, Thomas; Applications Software Instructor, Academic Computing Center; B.S., St. Peter's College; M.S., Barry University

- BACKES, Michael; Assistant Vice President; Dean of Enrollment Services; A.B., Seton Hall University; M.A., Seton Hall University
- 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
- BARDILL, Lisa; Assistant Director, Residential Life; B.S., University of Akron; M.S., Florida State University
- BEAUBRUN, John M.; Director, Academic Computing Center; B.S., Embry-Riddle Aeronautical University; M.S., M.B.A., Barry University
- BEERS, Robert; Visiting Instructor of Communication/Journalism; B.A. and M.S., Florida State University
- BENINATI, Anthony; Director, Orlando, School of Adult and Continuing Education; B.A., Union College; M.A., State University of New York; M.B.A., Iowa College; Ph.D., State University of New York
- BENZ, Stephen; Assistant Professor of English; B.A., Whitworth College; M.A., University of Illinois; Ph.D., University of New Mexico
- BERMAN-ROSSI, Toby; Professor of Social Work; B.A., Hunter College; M.S., Columbia University; D.S.W., Yeshiva University
- BISCIOTTI, Patricia; Director, Alumni; B.A., Providence College; M.A., Boston College
- BLANCO, R. Ivan; Associate Professor of Management; B.S., Universidad Central de Venezuela; M.B.A., Ph.D., Oklahoma State University
- BLOOM, Carmel; Fieldwork Coordinator, Occupational Therapy; O.T. License, Florida State; O.T. Center, London, England
- BOHNING, Gerry M.; Professor of Education; B.A., Dakota Wesleyan University; M.A., University of South Dakota; Ed.D., University of Miami
- BORRAY, Ana; Director, ACE Computer Services/Research; School of Adult and Continuing Education; B.B.A., Florida International University; M.A., Columbia University
- BORUM, Cecil; Instructor in Mathematics; B.S., Iowa State University; M.S., University of Miami
- BOULOS, John; Assistant Professor of Chemistry; B.A., Queens College; M.Phil., The City University of New York; Ph.D., The City College of New York
- BOWER, Jane; Director, Career and Counseling Center; B.A., Mercy College; M.A., Michigan State University
- BOWERS, Bradley; Assistant Professor of English; B.A., University of So. Florida; M.A., North Carolina State University; Ph.D., University of North Carolina at Chapel Hill
- BOYER, Ann; Assistant Professor of Education; B.A., Arizona State University; M.S., National-Louis University; Ed.D., University of Kentucky

- BRAUNSTEIN, Susan; Associate Professor of Humanities, School of Adult and Continuing Education; B.A., University of Louisville; M.A.T., University of Louisville; Ed. D., Florida Atlantic University
- BRAUZER, Mariane Dodek; Associate Professor of Social Work; B.A., Boston University; M.S., Simmons College
- BRITTON, Patricia; Assistant Professor of Nursing; B.S.N., University of Connecticut; M.S., Western Connecticut State University; M.S.N., Western Connecticut State University
- BROCK, Barry J.; Assistant Professor of Business, School of Adult and Continuing Education; B.S., University of Alabama; M.P.A., University of West Florida; Ed.D., University of Central Florida
- BROIHAHN, Michael A.; Associate Professor of Accounting; B.S., M.B.A., M.S., University of Wisconsin; C.P.A., State of Wisconsin
- BROWN, Carolyn L.; Associate Professor of Nursing; B.S.N., University of Arizona; M.S.N., Case-Western Reserve University; Ph.D., University of Colorado
- BROWN, Judith Oropallo; Director, Portfolio Program, School of Adult and Continuing Education; B.A., Elmira College; M.A., New York University
- BRUMMER, Kristine; Reference Librarian; B.A., University of North Dakota; M.A.L.I.S., University of Wisconsin
- BUCHMAN, Jacqueline; Assistant Professor of Podiatric Medicine; B.S., Pennsylvania State Univ.; D.P.M., California College of Podiatric Medicine
- BUNTING, Kathleen; Director of Student Activities; B.A., M.A., Barry University
- BURKE, Robert L.; Professor Educational Computing and Technology; B.A., Michigan State University; Ed.D., Harvard University
- BURLEW, Larry D.; Associate Professor of Education; B.A., Pennsylvania State University; M.Ed., Boston University; Ed.D., George Washington University
- BURNS, Kayreen; Associate Professor of Psychology; B.S., Virginia Commonwealth University; M.Ed., University of North Dakota; Ph.D., Loyola University
- BYRNE, Lawrence; Assistant Professor of English; B.A., Loyola University; M.A., Boston University; Ph.D., Boston University
- CAFOLLA, Ralph; Associate Professor of Educational Computing and Technology; B.A., M.Ed., Ed.S., Ed.D., Florida Atlantic University
- CALLAGHAN, Karen; Assistant Professor of Sociology; Chair Sociology and Criminal Justice Department; B.A., LaSalle College; M.A., Ohio State University; Ph.D., Ohio State University
- CALLAHAN, Joseph A.; Director, Broward County, School of Adult and Continuing Education; B.A., M.A., Michigan State University
- CALLAHAN, Marilyn K.; Director, Graduate Admissions; B.A., Michigan State University; M.A., Michigan State University

- CAMPBELL, Kathryn D.; Associate Professor of Physical Education; B.S., New Mexico State University; M.S., Oklahoma State University; Ed.D., Oklahoma State University
- CAPUTO, Richard K.; Associate Professor of Social Work; B.A., Brooklyn College; M.A., Iowa State University; MSW, Arizona State University; Ph.D., The University of Chicago, School of Social Service Administration
- CARDET, OSF, Sr. Lucy; Academic Advisor, School of Adult and Continuing Education; B.A., St. Bonaventure University; M.A., Case Western Reserve University
- CARR, Diann; Asst. Professor of Nursing; B.S.N., Duquesne University; M.S.N., Barry University
- CARR, Jonathon; Director of Budget/Research Systems, Admissions; B.S., Texas Christian University; M.Ed., Texas Christian University
- CARTER, Lori; Assistant Professor of Physical Education; B.A., University of Washington; M.Ed., Oregon State University; Doctoral Candidate-Oregon State University
- CASSINI, Charles J.; Assistant Professor of Philosophy; B.A., The Catholic University of America; M.A., University of Miami; M.Ed., Florida Atlantic University
- CAVANAUGH, Sr. Sarah, O.P.; Associate Vice President for Institutional Advancement; B.S., Barry University; M.S., Barry University
- CERRA, G. Jean; Dean, School of Human Performance and Leisure Sciences; Director of Athletics; Professor of Physical Education; B.S., Florida State University; M.A., University of Iowa; Ph.D., University of Missouri
- CHARRON, Sue Ann; Associate Professor of Nursing; B.S.N., Wayne State University; M.S.N., Emory University; Ph.D., University of Michigan
- CHERRY, Andrew L., Jr.; Professor of Social Work; B.S., Troy State University; M.S.W., University of Alabama; D.S.W., Columbia University
- CHOI, Jung Min; Visiting Assistant Professor of Sociology; B.A., University of California at Berkeley; M.A., Doctoral Candidate, University of Miami
- CHRAIBI, Chakib; Assistant Professor of Computer Science; B.S., M.S., Doctorate, University of Bordeaux; Ph.D., SUNY, Binghamton
- CHRUSZCZYK, Cynthia; Records Manager, Graduate Admissions; B.B.A., Florida International University
- CLIFFORD, Mary; Assistant Professor of Sociology and Criminology; B.S., Oklahoma State University; M.S., Northeastern University; Ph.D., Arizona State University
- CLOTTEY, Ruth; Assistant Professor of Marketing; B.A., Ohio Northern University; M.B.A., Bowling Green State University; Ph.D., Oklahoma State University
- COLIN, Jessie; Assistant Professor of Nursing; B.S.N., M.S.N., Hunter College
- COLLINS, Alex E.; Director of Admissions for Natural and Health Sciences and Podiatric Medicine; B.A., University of Kansas; M.S., Barry University

- COMISKEY, Sr. Jean Kathleen; Laboratory Assistant, School of Natural and Health Sciences; B.S., Siena Heights College; M.S., The Catholic University of America
- CONNELL, Helen; Assistant Professor of English; B.A., M.A., Syracuse University
- CONNOLLY, Michael P.; Professor of Social Work; B.A., College of St. Thomas; M.S.S., Fordham University; M.A., New School of Social Research; Ph.D., University of Minnesota
- COUTANT, Ben E.; Assistant Professor of Biology; B.S., University of Oregon; Doctoral Candidate, University of California, Berkley
- COVONE, Michael; Associate Director, Athletics; Head Coach, Women's Soccer; A.A., Miami-Dade C.C.; B.P.S., Barry University
- CRAFT, Williard; Professor of Chemistry; Chair, Physical Sciences Department; B.S., University of Michigan; Ph.D., University of Washington
- CRAMER, Carl R.; Associate Professor of Sports Medicine and Athletic Training; B.A., Augsburg College; M.Ed., University of Wisconsin; Ed.D., Kansas State University
- CREARY, Delroy; Coordinator, Jamaican Executive MBA Program, Andreas School of Business; B.A., University of the West Indies; DIPL. in ED., Edinburgh University
- CRUZ, Robert David; Associate Professor of Economics and Finance; B.A., Georgetown University; Ph. D., University of Pennsylvania
- CUNNINGHAM, Sr. Agnes, S.S.C.M.; Distinguished Visiting Professor of Theology; B.A., St. Louis University; M.A., Marquette University; S.T.D., Faculte Catholique, Lyon, France
- CURRERI, Angela Ceil; Associate Professor of Art; B.F.A., University of Miami; M.F.A., University of Kansas
- CVEJANOVICH, George J., Jr.; Associate Professor of Political Science and International Studies; B.A., Louisiana State University; M.A., Louisiana State University; Ph.D., University of Texas
- CZERNIEC, Timothy H.; Vice President for Business Affairs; B.B.A., Kent State University; M.Ed., University of Miami; M.B.A., University of Miami
- DAGHESTANI, Eddie; Associate Professor of Economics and Finance; J.D., Damascus University; M.S., Ph.D., Colorado State University
- DAVIS, Cynthia; Associate Professor of English; Director of the Corporate Communication Center; B.A., Boston College; M.A., Georgetown University; M.Ed., Boston University; Doctoral Candidate University of Maryland
- DAVIS, Kathleen; Associate Professor of Sport Management, B.S., California State Polytechnic University; M.A., University of Southern California; Ph.D., University of Southern California
- DAVIS, Rosemary S.; Assistant Professor of Biology; B.S., Siena Heights College; M.S.C.S., University of Mississippi

- DEL COLLE, Ralph; Associate Professor of Theology; B.A., New York University; M.Div., Union Theological Seminary; M.Phil., Union Theological Seminary; Ph.D., Union Theological Seminary
- DeMARCHIS, Joy; Assistant Director of International Student Center, Office of Admissions; B.L.A., University of Connecticut
- DEN BOER, Thomas J.; Assistant Professor of Sport Management; B.S., Carroll College; M.S., Clemson University; Ed.D., University of Northern Colorado
- DESROSIERS, Marie-France; Assistant Professor of Psychology; B.A., Swarthmore College; M.A., University of North Carolina; Ph.D., University of North Carolina
- DEUTSCH, Philip; Academic Advisor, Asst. Director of Marketing, Adult and Continuing Education; B.S., Florida Int'l University; M.S., Nova University; J.D., South Texas College of Law
- DHEIN, Mary; Assistant Professor of Field Instruction, School of Social Work; B.S., University of Maryland; M.S.W., Barry University
- DiPASQUALE, Joan; Associate Professor of Nursing; B.S.N., West Liberty State College; M.S.N., West Virginia University; Ph.D., University of South Carolina
- DIVOCK, Larry; Assistant Director, Sports Information; B.S., Barry University; M.A., Barry University
- DOMINKOVICS, Karin; Admissions Counselor; B.S., Barry University
- DONOHUE, Edith; Associate Professor of Education; B.A., College of Notre Dame; M.S., Johns Hopkins University; Ph.D., Union Graduate School
- DUCHATELET, Martine; Associate Professor of Economics and Finance; B.A., M.A., University of Brussels, Belgium; Ph.D., Stanford University
- DUCIS, Dr. Ilze; Assistant Professor of Pharmacology; B.A., University of California at Davis; M.S., California State University; Ph.D., University of Rochester School of Medicine and Dentistry
- DUFFY, Maureen; Assistant Professor of Education; B.S., National University of Ireland; M.S., Barry University; M.S., Ph.D., Nova University
- DUNNING, H. Herbert; Assistant Athletic Director; Head Men's Soccer Coach; B.S., The Ohio State University
- DWYER, Sr. Joan Mary, O.P.; Administrative Coordinator Occupational Therapy; Academic Advisor and Instructor in Occupational Therapy; B.Ph., Siena Heights College; M.A., University of So. California
- EGAN-HINELINE, Eileen; Director, Campus Health Services; B.S., Barry University
- ELLIOTT, Michael J.; Stockroom Lab Manager/Lab Instructor; Department of Physical Sciences; B.A., M.A.T., University of Virginia
- ELLIS, Gilbert; Assistant Professor of Physiology; B.A., University of New Hampshire; M.S., Northeastern University

- ELLIS, Michael; Assistant Professor of Communication; B.A., Indiana University; M.A.Ed., East Carolina University; Doctoral Candidate, The Ohio State University
- EPLEY, Deanna; Assistant Professor of Nursing; B.S.N., Bradley University; M.S. Ed., Florida Int'l University; M.S.N., University of Miami
- ESNARD, O.P., Sr. Leonore J.; Assistant Professor of Education; B.A., St. Dominick College; M.S., Siena Heights College; Ph.D., University of Toledo
- EVANS, Chester A.; Associate Vice President for Podiatric Medicine and Dean, School of Podiatric Medicine; Professor of Podiatric Medicine; B.S., University of Miami; M.S., University of Florida; B.Med.Sc., D.P.M., California College of Podiatric Medicine
- EVANS, Evelyn; Associate Professor of Education; B.Ed., University of Miami; M.Ed., University of Miami; Ed.D., University of Miami
- FAIRCHILD, Susan; Assistant Professor of Nursing; B.S.Ed., Florida Int'l University; B.S.N., Florida Int'l University; M.S.Ed., Florida Int'l University; M.S.N., Barry University
- FARMER, Dr. Robert E.; Academic Advisor and Special Projects, School of Adult and Continuing Education; B.A., St. Charles and St. Mary's College; B.A., University of Louvain; M.Ed., University of Florida; M.A., University of Louvain; M.A., University of South Florida; Ed.D., Boston University
- FICENEC, Patricia; Head Coach, Women's Basketball; Instructor in Physical Education; B.A., Emory and Henry College; M.A., E. Tenn. State Univ.
- FIEDLER, Anne; Assistant Professor of Management; B.A., M.B.A., University of Miami; Ph.D., Florida International University
- FIKE, David F.; Professor of Social Work; A.B., Manchester College; M.S.W., University of Michigan; Ph.D., Ohio State University
- FISHER, Carlton; Associate Professor of Education; B.S., Mississippi Ind. College; M.Ed., University of Miami; Ph.D., Union Graduate School
- FISHER, George H.; Associate Professor of Chemistry; B.S., Rollins College; M.S., University of Florida; Ph.D., University of Miami
- FLOWERS, Sr. Grace, O.P.; Academic Advisor and Assistant to ACE Director, Treasure Coast; B.S., Siena Heights College; M.S., Barry University; M.A., Loyola University; Ed.S., University of Georgia
- FOLDEN, Susan L.; Associate Professor of Nursing; B.S.N., University of Akron; M.S.N., University of Akron; Ph.D., University of Miami
- FOLEY, Eugene; Director, Career and Counseling Ctr; B.A., Iona College; M.A., Washington Theological Union
- FOOTE, Thomas; Associate Professor of Education; B.S., Stanford University; B.A., Stanford University; M.A., Ph.D., Stanford University
- FORD, Derna Maio; Associate Professor of Music; Chair, Fine Arts Department; A.B., Mt. St. Joseph On-The-Ohio; M.M.Ed., University of Colorado
- FOSTER, Sharon; Associate Professor of Education; B.S., Murray State University; M.S., University of Louisville; Ph.D., Union University

- FREED, Jason, C.C.P.; Program Director, Cardiovascular Perfusion; B.S., University of Texas
- FREI, Sr. John Karen, O.P.; Associate Vice President for Academic Affairs; Dean, School of Natural and Health Sciences; Professor of Biology; B.A., Douglas College; M.S., Rutgers University; M.B.A., Barry University ; Ph.D., University of Miami
- FURDON, James J.; Associate Professor of Social Work; B.S., Boston College; M.S.W., Boston College
- GALLAGHER, Charles A.; Associate Dean, Undergraduate Programs, School of Business; 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
- GALLAGHER, Thomas F.; Professor of History; Chair, History and Political Science Department; A.B., Loyola University; M.A. and Ph.D., Tulane University
- GANNON, Jay; Assistant Director of Student Activities; B.A., Barry University; M.A., Barry University
- GARCIGA, Enrique; Assistant Men's Basketball Coach/Facilities Coordinator; B.A., Barry University
- GEHRET, Steve; Associate Vice President for Finance; B.S., St. Edwards University; C.P.A., Florida
- GELLENS, Virginia; Professor of English, B.A. Seton Hill College; B.S.N., Case Western Reserve University; M.B.A., M.S., M.S.W., Barry University; D.A., The Catholic University of America
- GIBSON, Allyn D.; Associate Professor of Social Work; B.A., Wake Forest University; M.S.W., Florida State University
- GILL, Jillian; International Project Coordinator, School of Business; B.S., Barry University; M.B.A., Barry University
- GIORDANO, Victoria A.; Graduate Program Administrator School of Education; B.S. and M.S., Nova University; Doctoral candidate Florida International University
- GOBER, Jerald; Assistant Professor of Accounting, School of Business; B.B.A. and M.S., Texas Tech University; Ph.D., Texas Tech University
- GOCHENOUER, John E.; Associate Professor of Management; B.S., University of Maryland; M.B.A., University of Maryland; Ph.D., Florida Institute of Technology
- GOEHL, John F., Jr.; Professor of Physics; B.S., University of Notre Dame; Ph.D., University of Notre Dame
- GOLDSTEIN, Harriet; Assistant Professor of Field Instruction, School of Social Work; B.A., Russell Sage College; M.S.S.C., Western Reserve University
- GOONIS, Patricia McEvoy; Reference Librarian; B.A. and M.I.L.S., University of Michigan

GOTTLIEB, JoAnn K.; Assistant Professor of Nursing; B.S., Adelphi University; M.S.N., Adelphi University

GOULET, Jocelyn; Assistant Director, Graduate Admissions; B.A., B.Ed., University of Ottawa; B.Ph., L.Ph., St. Paul University; M.A., University of Ottawa

GRAY, Susan; Professor of Social Work; B.A., Caldwell College; M.S.W., Rutgers University; M.B.A., Barry University; Ed.D., Nova University; Ph.D., Barry University

GREENWOOD, Michael; Assistant Professor of Physical Education; Head Baseball Coach; B.S.Ed., Greenville College; M.S.Ed., Northern Illinois University; Ph.D., Texas Women's University

GRIFFIN, Michael; Associate Vice President for Student Services; B.A., Siena Heights College; M.A., Siena Heights College

GRIZZLE, Gary; Assistant Professor of Sociology; B.A., Florida Int'l University; M.S., Florida State University; Ph.D., Northwestern University

GROOVER, Reverend Henry B., O.P.; University Chaplain; B.A., St. Meinrad College; M.Div., Graduate Theological Union, Berkeley; M.A., Graduate Theological Union, Berkeley

GUEST, John C. II; Director, North Palm Beach County, School of Adult and Continuing Education; B.S., Barry University; M.Ed., Florida Atlantic University

GUTIERREZ, Luis; Head Coach, Crew

HAMBY, Eileen; Consultant/Asst. Professor Health Care Management; B.S., Hunter College; M.B.A., Nova University; Ph.D., Nova University

HANCOCK, Helen; Associate Professor of Social Work; B.S., Hampton Institute; M.S.W., University of Pittsburgh

HARALAMBIDES, James; Assistant Professor of Computer Science; Diploma, University of Patras, Greece; M.S., Ph.D., University of Texas, Dallas

HAURI, Claudia; Associate Professor of Nursing; B.S.N., Barry University; M.S.N., University of Colorado; Ed.D., University of Florida

HAYES, Evelyn P.; Assistant Professor of Nursing; B.S.N., Boston College; M.S.N., Boston College; M.S.W., Brandeis University

HAYS, Elizabeth T.; Associate Professor of Physiology; B.A., Keuka College; Ph.D., University of Maryland

HELLSTROM, Robert; Associate Professor of English; B.A., University of Oregon; M.A., University of Oregon; Ph.D., University of Oregon

HERVITZ, Hugo; Associate Professor of Economics and Finance; B.A., Hebrew University; M.Sc., University of London; M.A., University of Pittsburgh; Ph.D., Indiana University

HICKS, Leta E.; Associate Professor of Sports and Exercise; B.S., University of Tulsa; M.S. and Ed.D., Oklahoma State University

HOCHMAN, Judith Whiteman; Associate Dean of Continuing Education Programs, School of Adult and Continuing Education; B.S., Wilkes College; M.A., Marywood College; Ed.D., Temple University

HODGSON, Amy R.; Assistant Professor of Developmental Studies; B.A., Florida International University; M.A., Barry University

HOLLOWAY, Stephen M.; Dean, School of Social Work; Professor of Social Work; B.A., San Diego State University; M.S., Ph.D., Columbia University

HOO, Peter; Systems Engineer, Academic Computing Center; B.S., Florida International University

HOOVER, Kathleen R.; Assistant Professor of Nursing; B.S., Russell Sage College; M.A., Teachers College, Columbia University

HOPKINS, Sheila J.; Assistant Professor of Nursing; B.S., Central Connecticut State University; M.S.N., University of Connecticut

HOUSTON, Mary Kay; Associate Professor of Social Work; B.S.W., Colorado State University; M.S.W., University of Denver; Ph.D., University of Southern California

HUMESTON, H. Dart; Asst. Dir., Financial Aid; B.L.S., Barry University

HURLEY, Sister Marie Carol, O.P.; Professor Emerita of Humanities; B.A., Siena Heights College; M.A., The Catholic University of America

IOZZIO, Mary Jo; Assistant Professor of Theology; B.A., Pennsylvania State University; M.A., Providence College; M.A., Ph.D., Fordham University

JACKSON, Sr. Myra, O.P.; Assistant Vice President for Human Resources; B.A., Barry University; M.B.A., Barry University

JAGADISH, Mysore; Associate Professor of Mathematical Sciences; M.Sc., University of Mysore; M.S., Ph.D., University of Miami

JEHLE, Sister Dorothy, O.P.; Professor Emerita of English; Director of Archives; B.A., College of St. Francis; M.A., John Carroll University; Ph.D., Loyola University

JOHNSON, Sister Margaret Mary, O.P., Special Assistant to the President for Mission Effectiveness; B.A., Marygrove College; M.A., Siena Heights College; Ed.D., Wayne State University

JUNGBAUER, Mary Ann; Professor of Chemistry; B.A., Immaculate Heart College; M.S., University of Notre Dame; Ph.D., University of Notre Dame

KAPLAN, Lisa; Assistant Professor of Nursing; B.S.N., Duke University; B.S., Duke University; M.S.N., Barry University

KASHUK, Keith B.; Adjunct Professor of Podiatric Medicine; B.S., New York College of Podiatric Medicine; D.P.M., Beth Israel Medical Center

KELLOM, Ellen; Assistant Dean for Student Services, School of Social Work; M.S.W., Ohio State University; Ph.D., Barry University

KELLY, Timothy Brian; Assistant Professor of Social Work; B.A., Emory University; MSW, Doctoral Candidate, University of Georgia

KIM, Hojoong; Assistant Professor of Accounting; B.B.A., Seoul National University; M.P.A., Georgia State University; Ph.D., Georgia State University

KINZEL, Rochelle; Portfolio Reader, School of Adult and Continuing Education; Assistant Professor of Communication Arts; B.A., Queens College; M.A., Hunter College

KNEE, Richard H.; Graduate Program Administrator, School of Education; B.S.Ed., Concordia University; M.Ed., Florida Atlantic University; Ed.S., Barry University

KOHL, Patrice LeBlanc; Associate Professor of Education; Program Director, Educational Leadership; B.S., Fitchburg College; M.A., Anna Maria College; Ph.D., Boston University

KONCSOL, Stephen W.; Associate Professor of Psychology; B.A., Clark University; M.S., Rutgers University; Ph.D., Rutgers University

KOPERSKI, Sr. Veronica, SFCC, S.T.D.; Assistant Professor of Theology; B.A., Madonna College; M.A., University of Notre Dame; M.A., Catholic University of Louvain (Belgium); Ph.D., Catholic University of Louvain

KOZLOSKI, Laura; Assistant Professor in International Business and Economics, School of Adult and Continuing Education; B.A., Colby College; Master of International Management, American Graduate School of International Management/Thunderbird; Doctoral candidate University of Miami

KUSHI, Harold (Terry); Systems Engineer; Academic Computing Center

LaBAHN, Patricia D.; Associate Dean, School of Adult and Continuing Education; Assistant Professor of Social Science; B.A., Creighton University; M.A., University of Dayton; M.B.A., Barry University; Ph.D., Saint Louis University

LaBARRIE, Ronald; Director of Student Financial Services; B.S., M.B.A., Barry University

LAMET, Ann W.; Assistant Professor of Nursing; B.S.N., Hunter-Bellevue; M.S., SUNY at Stonybrook

LASH, Lewis W.; Dean, School of Business; Associate Professor of Management; B.S., Central Michigan; M.A., University of Michigan; D.B.A., Nova University

LAUDAN, Ralph; Associate Dean, School of Natural and Health Sciences; Associate Professor of Biology; B.S., Fairleigh Dickinson University; M.S., Fairleigh Dickinson University; Ph.D., Rutgers University

LeBLANC, Patty; Assistant Professor of Education; B.A., West Texas State University; M.A., Eastern Kentucky University; Ph.D., University of Miami

LEE, J. Patrick; Vice President for Academic Affairs; Professor of French; B.A., Brescia College; Ph.D., Fordham University

LEE, Louise S.; Assistant Vice President for Administrative Data Center; B.A., Georgia College; M.A., University of Georgia

LEEDER, Ellen Lismore; Professor of Spanish; Doctora en Pedagogia, Universidad de La Havana, Cuba; M.A., Ph.D., University of Miami

LENNON, Ron; Associate Dean, Graduate Programs, School of Business; Associate Professor of Marketing; B.A., Long Island University; M.B.A., University of Baltimore; Ph.D., University of Maryland

LEVINE, Joel; Director of Educational Computing and Technology Programs, School of Education; Associate Professor of Education; B.A., University of So. Florida; M.S., Florida Int'l University; Ed.S., Nova University; Ed.D., Florida Int'l University

LIN, Peter; Assistant Professor of Biology; B.S., University of Wisconsin; M.T., Theda Clark Reg. Medical Ctr.; Ph.D., John Hopkins University

LIZAMA, Silvia; Associate Professor of Art; B.F.A., Barry University; M.F.A., Rochester Institute of Technology

LOSITO, James M.; Associate Professor of Orthopedics and Biomechanics; B.S., California Polytechnic State University; D.P.M., California College of Podiatric Medicine

LUNA, Eduardo; Professor of Mathematics; B.S., University of Havana; M.A., Ph.D., The Catholic University of America

MADDEN, Reverend Daniel P., O.P.; Associate Professor of Theology; B.S.C., DePaul University; B.Ph., B.Th., Aquinas Institute of Philosophy; L.Th., S.T.D., St. Paul University; M.Th., Ph.D., University of Ottawa

MADDERN, David H.; Instructor in Music; B.M., University of Miami; M.M., University of Miami

MANDERSON, Nigel; Financial Aid Counselor; B.B.A., Florida Atlantic University

MARCONI, Sister Joan A., O.P.; Director, Occupational Therapy Programs; Assistant Professor of Occupational Therapy; B.S., Siena Heights College; B.S., Florida Int'l University; M.S., Siena Heights College

MARCUS, Myra; Assistant Professor of Social Work; B.A., Pennsylvania State University; M.S.W. and D.S.W., Columbia University

MARIANO, Xilena; Associate Director, Financial Aid; B.A., Barry University; M.S., Barry University

MARINAS, Carol; Assistant Professor of Mathematics; B.S., Indiana Univ. of Pennsylvania; M.S., Indiana Univ. of Pennsylvania; Ed.S., Barry University

MARION, David J.; Assistant Professor of Education; B.A., M.A. and Doctoral Candidate, Boston College

MARKS, Jacqueline; Coordinator of Special Projects, School of Business; B.A., University of South Florida; M.A., University of Florida

MARTIN, James A.; Associate Professor of Social Work; B.S., University of Wisconsin; M.S.W., University of Missouri; D.S.W., Tulane University

MARTIN, Sister Rosario, O.P.; Counselor, Career and Counseling Center; Ph.B., M.Ed., Siena Heights College; M.S.W., Barry University

MARTINEZ, Oilda; Director, South Dade County, School of Adult and Continuing Education; B.A., Hunter College; M.A., Hunter College; Doctoral Candidate, Nova University

MAYMON, Vaylu; Counselor, Career and Counseling Ctr; B.S., Florida Int'l University; M.S.W., Barry University

McCORMICK, Louise M.; Director, Nursing Enrollment; Assistant Professor of Nursing; B.S.N., Barry University; M.S., University of Maryland

McCREADY, Christine D.; Executive Assistant to the Vice President for Academic Affairs; B.P.S., Barry University

McCULLOUGH, Alfred J.; Director of Marketing for Adult and Continuing Education; B.B.A., Iona College; M.B.A., New York University

McDONOUGH, Mary Eileen; Dean of Academic and Instructional Services; Associate Professor of Education; NCAA Faculty Athletic Representative; B.S., Chestnut Hill College; M.S., Marquette University; M.B.A., Barry University; Ed.D., Nova University

McGILL, O.P., Sr. Mary; Academic Advisor and English Tutor, Academic and Instructional Services; B.A., Siena Heights College; Ph.Lic., Universidad de Santo Domingo; Ed.M., Harvard University

McINTOSH, Paul; Chief Systems Engineer, Academic Computing Center; B.S., Barry University

McKAY, Marilyn; Associate Professor of Humanities/Theatre, School of Adult and Continuing Education; B.A., University of Denver; M.A., University of South Dakota; Ph.D., University of Georgia

McKINLAY, Robert; Assistant Administrator/Grantsman, School of Podiatric Medicine; B.S., Eastern Michigan University; M.P.S., College of Boca Raton

McKINNEY, Robert A.; Sports Information Director, Athletic Department; B.A., Baker University; M.A., Pittsburg State University

McQUAY, Joseph; Assistant Director, University Relations; A.B., University of North Carolina at Chapel Hill; M.B.A., Barry University

MELODY, Michael E.; Professor of Political Science; B.S., St. Joseph's University; M.A., Ph.D., University of Notre Dame

MENDEZ, Jesus; Assistant Dean; Chair, Department of Interdisciplinary Studies; Associate Professor of History; B.S., University of Miami; M.A., University of Miami; Ph.D., University of Texas at Austin

MERRIENBOER, Bro. Edward van, O.P.; Associate Professor of Theology; Chair of Theology and Philosophy Department; B.S., Edgewood College; M.A., University of Illinois; D.Min., Eden Theological Seminary

MERRILL, Thomas J.; Associate Professor of Surgery; B.S., Iowa State University; D.P.M., Dr. William Scholl College of Podiatric Medicine

MILLER, Neill L.; Assistant to the Dean; Coordinator of Instructional Activities in Sport and Recreation Programs; Associate Professor of Physical Educ.; B.A., University of Denver; M.S., Smith College

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 Nursing; Assistant to the Dean; B.S.N., University of Pennsylvania; M.S.N., University of Pennsylvania

MIMS, William; Head Coach, Men's Basketball; B.S., Baptist College; M.S., Winthrop College

MOLNAR, David A.; Director, Institutional Research; Associate Professor of Economics; B.A., Yale University; M.A., Ph.D., Harvard University

MONDROS, Jacqueline D.; Associate Dean, School of Social Work; Professor of Social Work; B.S.W., Temple University; M.S.W., University of Pennsylvania; D.S.W., University of Pennsylvania

MONEDA, Araceli V.; Assistant Professor of Nursing; B.S.N., Arellano University, Philippines; M.S.N., Barry University

MONTAGUE, Deborah F.; Assistant to the Dean, School of Natural and Health Sciences; B.S., Syracuse University; M.B.A., Barry University

MONTAGUE, Jeremy; Associate Professor of Biology; B.S., SUNY at Geneseo; M.S., Kent State University; Ph.D., Syracuse University

MOORE, Sister Alice Joseph, O.P.; Professor Emerita of Education; B.Ph., Siena Heights College; M.A., The Catholic University of America; Ph.D., The Catholic University of America

MOREDA, Irene C.; Associate Professor of Social Work; B.A., University of South Florida; M.A., University of Chicago

MOREYA, Rosario; Assistant Director, Financial Aid; B.S., Barry University

MORGAN, J. Dianne; Administrative Aide to the President; B.L.S., Barry University

MORRELL, Stephen O.; Associate Professor of Economics and Finance; B.S., M.A., Ph.D., Virginia Polytechnic Institute

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

MUDD, Laura; Assistant Professor of Biology; B.S., Georgetown University; Ph.D., University of Florida

MULRY, Sister Loretta, IHM; Dean, School of Adult and Continuing Education; A.B., Marywood College; M.S., Marquette University; Ed.D., Rutgers University

MUNHALL, Patricia L.; Associate Dean of Graduate Program in Nursing; Professor of Nursing; B.S.N., Fairleigh Dickinson University; M.A., New York University; Ed.D., Columbia University

MURPHY, Ann S. Carneal.; Professor of Education; B.A., Southern Methodist University; M.A., University of Kentucky; Ed.S., University of Kentucky; Ed.D., University of Miami

MUSCARELLA, Domenica May; Visiting Instructor in English; B.S., SUNY, Buffalo; M.S., Nova University

MUSCARELLA, Frank; Assistant Professor of Psychology; B.A., San Diego State University; M.A., University of Louisville; Ph.D., University of Louisville

NAKANISHI, Manuel; Associate Professor of Social Work; B.A., University of Dubuque; M.S.S.W., University of Tennessee; Ph.D., University of Minnesota

NAVAS, Lisa M.; Head Coach, Women's Softball; Instructor in Physical Education; B.S., Oklahoma City University

NEAL, Stephen S.; Assistant Professor of Theatre; B.A., Louisiana State University; M.F.A., Florida State University

NELSON, John P.; Associate Dean of Clinics; Assistant Professor of Podiatric Medicine; B.A., Rutgers University ; D.P.M., Ohio College of Podiatric Medicine

NEPPL, Louise Coulson; Director, Undergraduate Admissions, Division of Enrollment Services; B.S., Barry University

NICKERSON, Inge; Associate Professor of Management; B.S., M.B.A., D.B.A., Louisiana Tech University

NOBLE, Dorset; Technical Director and Production Manager, Fine Arts Department; B.A., Auburn University

NODARSE, Maria Margarita; Associate Professor of Spanish; B.A., College of the Sacred Heart; M.A., Ph.D., University of Miami

NUEHRING, Elane M.; Professor of Social Work; B.A., Gonzaga University; M.S.S.W., University of Wisconsin; Ph.D., Florida State University

OBERLE, George; Chair, Department of Sports and Exercise Sciences; Professor of Physical Education; A.B., Earlham College; M.S., Butler University; P.E.D., Indiana University

O'BRIEN, Richard; Golf Coach; B.A., University of Miami

ODELL, Carol; Director of Field Instruction; Associate Professor of Social Work; B.S., University of Florida; M.S.W., Tulane University

ODETTE, Sister Diane, O.P.; Associate Vice President for Business Services; B.A., M.A., Siena Heights College; Ph.D. Candidate, Wayne State University

O'DONNELL, Sister Marie Joannes, O.P.; Professor Emerita of Chemistry; B.S., Siena Heights College; Ph.D., The Catholic University of America

O'GRADY, Reverend John F.; Professor of Theology; B.A., Mary Immaculate College; M.Div., Mary Immaculate Seminary; S.T.L., College of St. Anselm; S.T.D., University of St. Thomas; S.S.L., S.S.D., Pontifical Biblical Institute, Gregorian University

O'LAUGHLIN, Sister Jeanne, O.P.; President; Professor of Education; B.S., Siena Heights College; M.S.T., M.Ed., Ph.D., University of Arizona

OLIVER, Billie Mark; Assistant Professor in Broadcast Communication; B.A., Auburn University; M.A., Auburn University

OLSON, Eric D.; Assistant Professor, School of Adult and Continuing Education; B.B.A., Florida Atlantic University; J.D., University of Florida

- O'NEILL, Philip M.; Reference Librarian; B.A., University of Delaware; M.S.L.S., Columbia University
- ORDOUKHANI, Nassar; Associate Professor of Mathematics; M.A., Tehran University; M.A., Teacher's College; M.S. and Ph.D., North Carolina State University
- ORMAN, Richard; Associate Professor of Business, School of Adult and Continuing Education; B.S., State University of New York; M.R.P., Syracuse University; Ph.D., Syracuse University
- OTERO, Cary; Assistant Professor of Education; B.A., Biscayne College; M.S., Nova University; Ph.D., Nova University
- OUELLETTE, Barbara; Area Coord., Residential Life; B.A., Siena Hgts. College
- OWENS, William Thomas; Assistant Professor of Education; B.A., Marshall University; M.A., Marshall University; Doctoral Candidate, Florida International University
- PALACIO, Ricardo E.; Controller; B.B.A., Florida Int'l University; C.P.A., Florida
- PALETTA, Jeanne L.; Associate Professor of Nursing; B.S.N., Fairleigh Dickinson University; M.A. and Ph.D., New York University
- PAN, Victor; Assistant Professor of Mathematics; B.S., Guangzhou Normal University; M.A., Jinan University; Ph. D., University of South Florida
- PANOS, Peter; Head of Audiovisual, Library; Associate Professor of Communication; B.S., Seton Hall University; M.A., New York University; Ph.D., New York University
- PARNS, Merryle; Assistant Professor of Nursing; B.S., University of Miami; M.S., Florida International University; M.S.N., Boston University
- PARRY, Katherine; Assistant Director, Physical Therapy Program; B.S., Washington University; M.S., Ph.D., University of Oklahoma
- PAUL, Michael J.; Assistant Professor of Management Information Systems; B.A., Ohio State University; B.S., M.S.C.S., Ph.D., Florida Int'l University
- PEMSINGH, Ramjeet; Assistant Professor of Anatomy; B.Ed., University of Toronto, Canada; M.Sc., University of Guelph, Canada; Ph.D., University of Alberta, Canada
- PEPIN, Robert R.; Director, South Palm Beach County, School of Adult and Continuing Education; B.A., M.A., Ph.D., University of Connecticut
- PEREZ-VENERO, Daniele; Reference Librarian; B.A., Florida State University; M.L.S., San Jose State University
- PERKEL, Linda K.; Assistant Professor of Nursing; B.S.N., University of Florida; M.S.N., University of Miami
- PETERSON, Linda M.; Associate Dean, School of Arts and Sciences; Chair, Psychology Department; Professor of Psychology; B.S., University of Illinois; M.S., University of Miami; Ph.D., University of Miami

- 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
- PIERCE, Walter J.; Assistant Professor of Social Work; B.A., Morehouse College; A.M., University of Chicago; Ph.D., Barry University
- PINE, Nancy M.; Systems Librarian; B.A., M.L.S., University of Pittsburgh
- PINTO, Claudette; Assistant Professor of Nursing; B.S.N., University of Miami; M.S.N., Barry University
- PLESHKO, Larry Paul; Assistant Professor of Marketing; B.S., Lehigh University; M.B.A., Florida Atlantic University; Ph.D., Florida State University
- POWELL, Toni; Associate Professor of Education; Director of HRDA Program; B.S., Carnegie-Mellon University; M.S., Ph.D., Florida State University
- PRIDDLE, J. Edwin; Assistant Professor of Accounting; B.S., Eastern Illinois University; M.B.A., Eastern Illinois University; C.P.A., State of Louisiana
- PRIOR, John A.; Associate Professor of Podiatry; B.S., University of Miami; D.P.M., Pennsylvania College of Podiatric Medicine
- PUENTES, Maria; Director of Data Processing for Enrollment Services; B.S., Barry University
- PUGH, David S.; Counselor, Career and Counseling Center; B.A., Barry University; M.A., Barry University
- PURISCH, Steven; Associate Professor of Mathematics; B.S., Carnegie-Mellon University; M.S., University of Wisconsin; Ph.D., Carnegie-Mellon University
- QUINN, Dennis; Associate Professor of English, Academic Coordinator, Written and Oral Communication, Humanities and Arts, School of Adult and Continuing Education; B.A., M.A., Ph.D., Bowling Green State University
- RAIFORD, Gilbert L.; Professor of Social Work; B.S., Hampton Institute; M.A., M.S.W., New York University; Ph.D., Brandeis University
- RAYBOURN, Elaine M.; Visiting Instructor, Department of Communication; B.A., Eckerd College; M.A., University of Miami
- REDWAY, Flona; Research Coordinator for MARC and MBRS; Assistant Professor of Biology; B.Sc., University of the West Indies; M.Phil., University of the West Indies; Ph.D., University of Cambridge, England
- REILLY, Andrew; Assistant Professor of Theatre; Degree Superieur d'Etudes Francaises, Institut d'Etudiants Etrangeres; MFA, University of South Carolina
- REILLY, Joan; Assistant Director, Cardiovascular Perfusion Program; B.A., Ladycliff College
- RICE, Sister Ellen Marie, O.P.; Assistant to the Dean; Assistant Professor of Education; B.S., Edgewood College; M.S., Fordham University; Ph.D., University of Wisconsin

RICE, Sister Eileen, O.P.; Professor Emerita of History; Director of Oral History; B.A., Siena Heights College; M.A., University of Detroit; Ph.D., The Catholic University of America

RICHARDSON, Sharyn T.; Associate Dean, School of Adult and Continuing Education; Professor of Social Sciences; B.A., Aquinas College; M.A., Florida Atlantic University; Ph.D., University of Miami

RILEY, John M.; Professor of Social Work; B.S., University of Wisconsin; M.S.W., University of California at Berkeley; Ph.D., Brandeis University

RIPLEY, Hugh W.; Dean, Library Services and University Librarian; A.B., Syracuse University; A.M., Syracuse University; M.S.L.S., Columbia University

RIVAS, Juan; Director, Financial Aid; B.S., Mercy College

RIVEIRA, Joyce, Director, Records; Institutional Advancement; B.S., Barry University; M.B.A., Barry University

ROBERTS, Robin R.; Special Assistant to the President; B.A., Belmont Abbey College

ROCHESTER, Cristal; Director, Continuing Medical Education, School of Podiatric Medicine; B.A., F.I.U.

ROHLFS, Filomena; Assistant to the Registrar; B.P.S., Barry University

ROSTOCK, Barbara; Assistant Professor of Nursing; B.S.N., Barry University; M.S.N., Barry University

ROTH, Scott D.; Assistant Director, Podiatric Admissions; B.A., Barry University

ROUSSELL, F. Cecile; Vice President for Planning and Research; B.A., Barry University; M.A., University of Miami; Ph.D., University of North Carolina at Chapel Hill

RUSSO, Charles; Assistant Professor of Accounting, School of Adult and Continuing Education; B.S., Florida State University; M.B.A., Nova University; C.P.A., State of Florida

SALVANESCHI, Luigi; Distinguished Adjunct Professor; M.C., Liceo-Ginnasio Pareggiato; Ph.D., Lateran University

SAMRA, Rise J.; Associate Professor of Communication; B.A., Western Michigan University ; M.A., University of Michigan; Ph.D., University of Arizona

SAMUEL, George M.; Head Coach, Tennis; Assistant Professor of Physical Education; B.S., M.P.D., East Tennessee State Univ.; Ph.D., Southern Illinois University

SANBORN, Allen F.; Assistant Professor of Biology; B.S., University of Illinois; M.S., University of Illinois; Ph.D., University of Illinois

SANDERS, Edwina; Director, Collier and Lee Counties, School of Adult and Continuing Education; B.P.S., Barry University; M.A., Barry University

SAUNDERS, Phyllis T.; University Editor; B.S., Slippery Rock University; M.S., Barry University

- SAUSE, John P.; Professor of Theology; B.A., Iona College; M.A., Manhattan College; M.S., Biscayne College; Ph.D., Florida State University; M.J., Loyola University School of Law
- SAVARD, Jeanne; Director of Externship and Postgraduate Placement, School of Podiatric Medicine; B.A., University of Iowa
- SCARBOROUGH, Ellen; Academic Advisor, School of Adult and Continuing Education; B.S., University of Virginia; M.S., Florida International University
- SCARBOROUGH, Jack W.; Associate Professor of Management; B.S., U.S. Coast Guard Academy; M.B.A., University of Hawaii; Ph.D., University of Maryland
- 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 Nursing; B.S.N., Pennsylvania State Univ.; M.S.N., University of Pennsylvania
- SCHMIDT, Philip S.; Counselor, Career and Counseling Center; B.A., Florida Atlantic University; M.S., Nova University
- SCHOLLMEYER, Grace Merino; Dean of Academic Records and University Registrar; B.A., Barry University; M.S., Barry University
- SCHOOLCRAFT, Victoria; Associate Dean, School of Nursing; Director of Undergraduate Programs; Professor of Nursing; B.S.N., University of Oklahoma; M.S.N., University of Texas; Ph.D., University of Oklahoma
- SCHULTZ, Linda; Director for Brevard County, School of Adult and Continuing Educ.; B.S., M.S., Duquesne University; Ed.D., Nova Southeastern Univ.
- SCOTT, Samuel A.; Assistant Professor of Physical Therapy; B.A., Ph.D., University of Kentucky
- SCULLY, Robert E.; Assistant Professor of Mgt., Academic Coord. Business Programs, School of Adult and Continuing Educ.; B.A., Pennsylvania State University; M.A., Temple University; D.B.A., Nova University
- SEGAMI, Carlos; Associate Professor of Mathematics and Computer Science; B.S., Universidad Nacional de Ingenieria, Lima, Peru; M.A., University of Kansas; Ph.D., University of North Carolina
- SHANNON, Arlene T.; Associate Professor of Education; B.A., Queens College; M.S., Fordham University; Ph.D., University of Miami
- SHARLAND, Alex; Assistant Professor of Marketing; B.S., University of Stirling, Scotland; M.B.A., Virginia Polytechnic Institute; Ph.D., Florida State University
- SHIELD, Sister Judith, O.P. ; Associate Professor Emerita of Economics; Ph.B., Siena Heights College; M.A., The Catholic University of America
- SIEGEL, Michael; Associate Professor of Microbiology; B.S., Cornell University; Ph.D., University of Florida
- SIENA, Sister Marie, O.P.; Professor of Education; B.S., Siena Heights College; M.S., University of Michigan; Ed.D., Wayne State University

- SIMPSON, Timothy J.; Associate Professor of Communication; B.A., San Francisco State College; M.A., California State University; Ed.D., West Virginia University
- SIMPSON, Traci A.; Director of Database Services; B.S., Barry University
- SINGLETON, Sharron M.; Associate Professor of Social Work; B.S.W., Norfolk State University; M.S.W., Ohio State University; D.S.W., Howar University
- SKLIAR, J. David; Adjunct Professor of Podiatric Medicine; B.A., New York University; D.P.M., New York College of Podiatric Medicine
- SMITH, Allen; Associate Professor of Anatomy; B.A., Brown University; B.S., Widener University; M.A., Temple University; Ph.D., University of Oregon Medical School
- SMITH, E. Timothy; Associate Professor of History; History and Political Science Dept.; B.A., Manchester College; M.A., Ph.D., Kent State University
- SOLLA, Beryl L.; Associate Professor of Art; B.F.A., Florida Int'l University; M.F.A., University of Miami
- SOMMERER, Shaun O.; Assistant Professor of Chemistry; B.S., St. John's University; M.S., South Dakota State University; Ph.D., University of Florida
- SORDELLINI, Rita J.; Dean of Students; B.S., M.S., Ed.S., Barry University
- SOUTHERLAND, Charles C., Jr.; Associate Professor of Podiatric Medicine; B.S., Brigham Young University; D.P.M., California College of Podiatric Medicine
- STALLINGS, Stephanie; Assistant Director, Student Activities; B.S., Barry University
- STARRATT, Christopher; Assistant Professor of Psychology; B.A., University of Florida; M.A., Ball State University; Ph.D., Auburn University
- 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 Mathematics; Ph.B., University of Chicago; S.B., University of Chicago; M.S., DePaul University
- STEINBERG, Ina H.; Associate Dean, School of Arts and Sciences; Associate Professor of English; Chair, Department of English and Foreign Languages; B.S., Temple University; M.A., University of Maryland; 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
- STINCHCOMB, Jeanne; Associate Professor of Criminal Justice; B.S., Virginia Commonwealth Univ.; M.S., Ph.D., Virginia Commonwealth Univ.
- STIVERS, Dana L.; Academic Advisor, School of Adult and Continuing Education; B.A., M.A., Syracuse University

SUAREZ, Reverend Pedro, S.J.; Professor of Mathematics; Chair, Mathematics and Computer Science Dept.; B.A., Fordham University; M.S., University of Miami; M.Div., Loyola University of Chicago; M.S., Northwestern University; Ph.D., Northwestern University

SUNSHINE, Edward R.; Associate Professor of Theology; B.A., M.A., Loyola Univ. of Chicago; Ph.D., Graduate Theological Union, Berkeley

SUPERFISKY, Sister Phyllis, O.S.F.; Assistant to the Dean, School of Education; Coordinator, Catholic Educational Leadership Program; Assistant Professor of Education; B.A., Alverno College; M.A., Saint Louis University; Ph.D., Boston College

SWANER, Ann; Assistant Professor of Theology, School of Adult and Continuing Education; B.A., University of Toronto; Ph.D., Univ. of Iowa

SZUCHMAN, Lenore T.; Assistant Professor of Psychology; B.A., Brandeis University; M.A., University of Texas, Austin; M.S., Ph.D., Florida Int'l University

TAYLOR, Mary; Transcript Evaluator, Admissions; B.A., University of South Florida

TAYLOR, P. Todd; Senior Assistant Director of Admissions; B.A., St. John Vianney College Seminary

TEITZMAN, Peter A.; Associate Professor of Humanities, School of Adult and Continuing Education; B.A., Hofstra University; M.A., Adelphi University, M.Ed., Columbia University; Ed.D., Columbia University

THOMAS, Janice T.; Professor of Nursing; B.S.N., University of Miami; M.N., University of Florida; Ph.D., University of Florida

THOMPSON, Samonia; Financial Aid Counselor; B.A., St. Thomas University

THURSTON, Maxine A.; Associate Professor of Social Work; B.S., Indiana University; M.S.W., Florida State University; Ph.D., Florida State University

TULLOS, Ijya C.; Assistant Professor of Education; Program Director, Montessori Elementary Education; B.S., Mapual Institute of Technology; M.S., Northwestern University; Ed.D., Nova University

TURNER, Valerie; Asst. Director Academic Advertising and Publications; B.A., Douglas College, Rutgers University; M.Phil., Drew University; Doctoral Candidate, Drew University

TYLER, Michael; Assistant Professor of Accounting, School of Business; B.S., Florida State University; Doctoral Cand. Florida Int'l University

ULLOA, Freddy E.; Associate Vice President for Facilities Management; B.S., Barry University; M.B.A., Barry University

URITUS, Ronald M.; Associate Professor of Philosophy; A.B., M.A., John Carroll University; M.B.A., Barry University; Ph.D., St. Louis University

URTIAGA, Teresita (T) Gomez; Director of Special Events, Institutional Advancement; B.A., University of Florida

VACCA, Dina; Senior Assistant Director of Admissions; B.A., Florida State University

van der POEL, Rev. Cornelius J., C.S.Sp.; Director, Health Care Ministry and Clinical Pastoral Education Programs; Distinguished Professor of Theology; M.Th., Holy Ghost Seminary Gemert, Holland; M.A., Iona College

VARGAS, Luis; Director, Physical Therapy Program; Assistant Professor of Physical Therapy; B.S., Ponce Regional College; M.S., Cambridge College; Ph.D., The Union Institute

VIJAYASARATHY, Leo; Assistant Professor of Management Information Systems; B.Com., Loyola College, India; M.B.A., Marquette University; Doctoral Candidate, Florida International University

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 Pastoral Institute; B.A., S.T.L., D.T.S., Gregorian University; M.A., The Catholic University of America; Ph.D., Gregorian University

WAHLERS, Kathy J.; Associate Professor of Communication; Chair, Department of Communication; B.S., University of Alabama; M.S., Florida State University; Ph.D., Florida State University

WANKO, George J.; Vice President for Student Services; Professor of Education; Advisor, University Studies Program; B.S., Pennsylvania State Univ.; M.S., Syracuse University; Ph.D., The Catholic University of America

WARD, Kristin; Financial Aid Counselor; B.S., Barry University

WEYMAN, Debra Archibald; Assistant Registrar; B.S., Barry University

WHITELEY, Beverly M.; Director, Treasure Coast, School of Adult and Continuing Education; B.A., Florida Int'l University; M.S., Florida Int'l University; Ed.D., Nova University

WHITTAKER, Madeleine G.; Director, Transcript Evaluation and Associate Director of ACE Admissions; B.S., Chestnut Hill College; M.Ed., SUNY at Buffalo

WHITTAKER, Madeleine K.; Transcript Evaluator, Admissions; B.A., St. Thomas University

WICKER, John; Director, Liturgical Music; B.A., University of Miami

WIESNESKI, Sister Kathy, S.C.S.C.; Associate Campus Minister; B.A., University of Dayton; M.A., Gonzaga University

WILLIAMS, Thomas; Director of Academic Publications and Advertising; A.B., M.A., University of Georgia; Ph.D., University of North Carolina at Chapel Hill

WILLIAMS, John Myers; Professor of Education; Director, Counseling Programs; B.A., Wilkes College; M.Ed., D.Ed., Pennsylvania State Univ.

WINGARD, John; Assistant Professor of Philosophy; B.A., Belhaven College; M.Div., Reformed Theological Seminary; Doctoral Candidate, University of Miami

- WOLFORD, Norman R.; Director of M.S. in Anesthesiology Program; Professor of Anesthesiology; B.S., Our Lady of Holy Cross College; M.A., M.S., Xavier University of Louisiana; Ed.D., Nova University
- WORLEY, Mary Rode; Production Coordinator and Studio Manager, Communication Department; A.A., Miami-Dade C.C.; A.S., Miami-Dade C.C.; B.A., Barry University
- WOYCHOWSKI, Vincent C.; Director of Graphics/Printing
- YELIN, Leonid; Head Coach, Volleyball; Instructor in Physical Education; Master's equivalent Tashkent, USSR
- YORK, Daniel S; Laboratory Instructor, Biological and Biomedical Sciences and Podiatric Medicine; B.A., University of Tennessee; M.S., University of Tennessee; Doctoral Candidate, University of Michigan
- YOUNG, Stanley; Director of Security
- ZAPATA, Rev. Emiliano, O.P.; Associate Campus Minister; B.S., Angelo State University; M.Div., Graduate Theological Union
- ZAYAS-BAZAN, Cecilia; Assistant Professor of Social Work; B.A., University of Miami; M.S.W., Barry University
- ZUNIGA, Alicia; Assistant Professor of Biology; Director for B.S. in Biology for the MLT Program; B.S., Catholic University of Chile; M.S., Florida International University; Ph.D., Nova University
- ZIDE, Marilyn; Assistant Professor of Social Work; B.S., M.S., Ph.D., Barry University

INDEX

Academic and Instructional Services	80
Academic Calendar	8
Academic Computing Center	84
Academic Dishonesty	17
Academic Information	65
Accelerated Option, Nursing	344
Accounting, B. S.	218
Accounting, M.B.A.	230
Accreditation and Memberships	2
Address, Telephone	3
Administration and Faculty	440
Administrative Organization	434
Admissions	22
Adult and Continuing Education, School of	87
Adult and Continuing Education, Campus Locations	94
Advisors	66
Allied Health Professions	299
Alumni Association	41
Anesthesiology, M.S.	316
Anesthesiology, M.S. Completion Program	319
Anthropology	195
Appeal of Grades	15
Art, B.F.A., B.A.	140
Arts and Sciences, Majors	107
Arts and Sciences, School of	106
Athletic Grants	52
Athletic Training, B.S.	419
Athletics, Intercollegiate	403
Attendance	66
Bachelor of Liberal Studies (B.L.S.)	90
Bachelor of Professional Studies (B.P.S.)	88
Bachelor of Science in Technology (B.S.T.)	92
Barry Singers and Chorale	41
BEC Program (Barry Early Credit)	76
Biology, B. S. (Professional Track, Pre-Med)	301
Biology, B. S. (Non-Medical Track)	302
Biology for the Medical Laboratory Technician	303
Biology, Marine	302
Biology, Physical Therapy Track	304
Biology Minor	304
Biology, M.S.	322
Biomedical Sciences, M.S.	325
Board of Trustees	433
Broadcast Communication, B.S.	112
Buildings and Facilities	18
Business, Andreas School of	216
Business Administration, M.B.A.	227
Business Administration, Executive M.B.A.	235
Business Minor	219

Campus Interchange Program	77
Campus Ministry	34
Campus Organizations	40
Campus Store	37
Cardiovascular Perfusion, B.S.	314
Career and Counseling Center	35
Ceramics	141
Certificate Programs	96
Change of Major, School	71
Change of Status, Graduate	29
Change of Status, Undergraduate	27
Chemistry	181
Chinese	139
Chorale	41
Class Adjustments	66
Class Load	71
Class Status	71
CLAST Test	67
Clubs and Organizations	40
Coaching Staff	403
Communication Arts	113
Communication, Department of	111
Communication, M. A.	118
Computer Applications in Education, M.S.	248
Computer Applications in Education, Ed.S.	270
Computer Science Education, M. S.	248
Computer Science Education, Ed. S.	269
Computer Science, B. S.	175
Computer Science Minor	176
Computer Science Minor (Business)	220
Computing, Educational and Technology, M.S., Ed.S.	247
Continuing Education, School of Adult and	87
Corporate Communication Center	110
Counseling Services	35
Counseling, M. S.	249
Counseling, Ed. S.	271
Credit/No Credit	73
Criminology, B. S.	193
Cross Cultural Program	78
Cytotechnology, B. S.	300
Dean's List	76
Declaration of Major	71
Degrees and Majors, Undergraduate	69
Departmental Proficiency Examination	71
Developmental Courses	74
Diagnostic Medical Ultrasound Technology, B. S.	301
Disabled Student Services	81
Discounts	42
Dishonesty, Academic	17
Dismissal	45
Distribution Requirements	67
Early Action	24
Early Admission	24

Economics/Finance, B. S.	218
Economics Minor	220
Education, School of	238
Education Minor	239
Education, M.S.	245
Educational Computing and Technology, M.S.	247
Educational Computing and Technology, Ed.S.	268
Educational Leadership, M. S.	252
Elementary/Primary Education, B. S.	238
Elementary Education M. S.	254
Education, Montessori, M. S.	263
Employment, Student	47
Engineering, Dual Degree, B. S.	180
English and Foreign Languages, Department of	122
English, Education, B. A.	128
English, Literature, B. A.	122
English, Professional Writing, B. A.	125
English, T.E.S.O.L., M. A.	131
Entry Program	83
Exceptional Student Education, M. S.	256
Exceptional Student Education, Ed.S.	273
Exercise Science, B.S.	406
Exercise Science Minor	408
Expected Educational Results	67
Expenses	42
Faculty	440
Family Educational Rights and Privacy Act	15
Fees	42
Finance, M.B.A.	229
Financial Aid	45
Financial Aid, Graduate Students	59
Financial Aid, Nursing	56
Financial Aid, Podiatric Medicine	61
Financial Aid, Social Work	62
Financial Aid, Special Scholarships	53
Financial Aid, Veterans Assistance	58
Financial Planning Concentration	97
Fine Arts, Department of	140
Florida Tuition Voucher Fund	49
Food Service	37
Fraternity/Sorority	40
French, B. A.	133
Freshman Students	23
Geography	159
Good Standing, Probation, Suspension	74
Gordon Rule	72
Grade Appeal	15
Grade Reports	67
Grading System	72
Graduate Credit for Qualified Seniors	75
Graduate Degree Programs	78
Graduate Grading System	79

Graduate Students, Requirements	27
Graduating with Honors	76
Graduation Rate	15
Graduation Requirements, Undergraduate	68
Grants	52
Grievance and Appeals	15
Guest Students	27
Guidance and Counseling, M. S.	250
Guidance and Counseling, Ed. S.	271
Health Care Ministry Specialization	203
Health Center	37
Health Insurance	45
Health Services Administration, M.S.	329
History, B. A.	154
History and Political Science, Department of	154
History of the University	11
Honor Societies	40
Honors, Graduation	76
Honors, Interdisciplinary Non-Degree Program	162
Housing	34
HRDA, Human Resources Development and Administration, M. S.	259
HRDA, Specialization Not-for-Profit/Religious Organizations, M.S.	261
Human Biology Minor	304
Humanities	164
Human Performance and Leisure Sciences, School of	400
Human Services Administration, M.B.A.	230
Independent Study	72
Instructional Activities, Sport and Recreation	431
Intercollegiate Athletics, Dept. of	403
Interdisciplinary Majors	160
Interdisciplinary Non-Degree Programs	162
Interdisciplinary Studies, Department of	160
International Business, B. S.	218
International Business, M.B.A.	230
International Students, Admission	30
International Student Services	38
International Studies, B. A.	160
Journalism Minor	132
Language Institute for English (L.I.F.E.)	83
Leadership and Education, Ph.D.	275
Learning Center	110
Legal Studies Programs	95
Liberal Studies, Adult and Continuing Education (B.L.S.)	90
Liberal Studies, Arts and Sciences	161
Library	20
Loans, Student	55
Majors, Undergraduate	69
Majors, Change of	71
Management, B. S.	219
Management, M.B.A.	230
Management Information Systems, B.S.	219
Management Information Systems, M.B.A.	230

Marketing, B. S.	219
Marketing, M.B.A.	229
Marriage and Family Counseling, M.S.	250
Marriage and Family Counseling, Ed.S.	272
Mathematics and Computer Science, Department of	169
Mathematical Sciences, B. S.	169
Medical Laboratory Technician, Biology, B. S.	303
Medical Leave Policy	13
Medical Technology, B. S.	300
Mental Health Counseling, M. S.	250
Mental Health Counseling, Ed. S.	251
Miami-Dade Community College Agreement	26
Minors, Undergraduate	71
Mission Statement	9
Montessori Education Programs, M.S.	263
Music Minor	149
Music, Performing Groups	41
Natural and Health Sciences, School of	299
NLN Mobility Profile II/Achievement Tests	345
Non-Degree Students, Undergraduate	27
Nuclear Medicine Technology, B. S.	301
Nursing, School of	337
Nursing, Accelerated Option, B. S. N.	344
Nursing, Administration, M. S. N.	352
Nursing Administration, MSN-MBA Option	360
Nursing, ARNP Program	359
Nursing, Basic Option, B. S. N.	342
Nursing Education, M. S. N.	358
Nursing, LPN to BSN Option	343
Nursing, Master of Science	352
Nursing, Primary Care Nurse Practitioner, M. S. N.	356
Nursing, RN to BSN/MSN Option	344
Nursing, Two-Year Option, B. S. N.	343
Occupational Therapy, B. S.	309
Off-Campus Enrollment/Transfer of Credit	74
Off-Campus Locations, Adult and Continuing Education	94
Orientation, New Students	37
Orientation, Course Description	81
Painting and Drawing	141
Pastoral Ministry for Hispanics, M.A.	208
Peace Studies	166
Personal Financial Planning, ACE	97
Philosophy, B. A.	211
Photography, B. F.A., B.A.	144
Photography/Biomedical and Forensic, B. A.	147
Photography, Certificate	147
Photography, Communication	146
Photography, Computer Imaging	146
Photography, Creative, B.A.	146
Physical Education, B. S.	408
Adapted Physical Education Endorsement	411
Coaching Endorsement	412
Teaching Endorsements	411

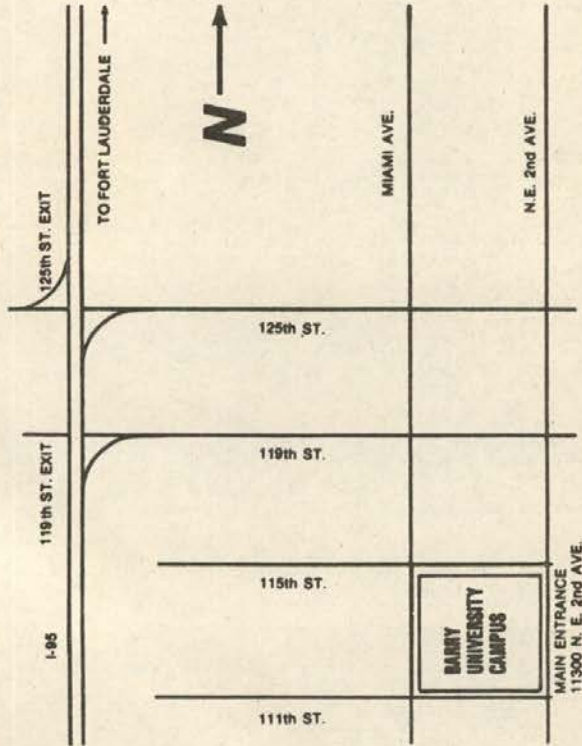
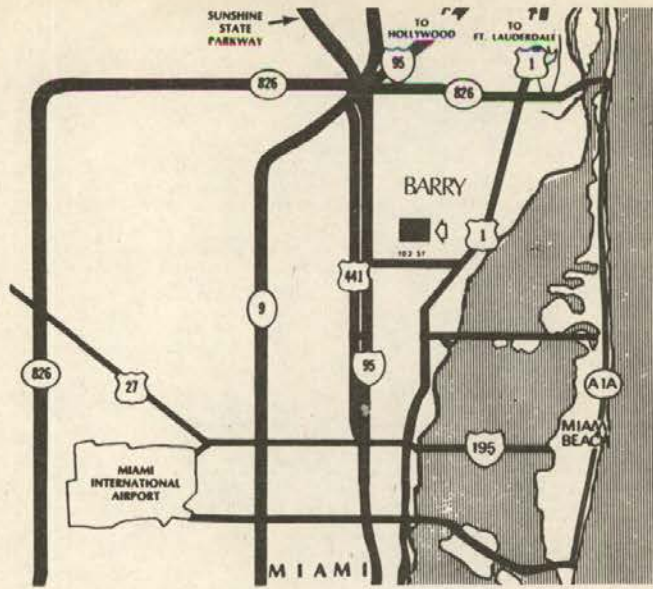
Physical Education Teacher Education Program (PE-TEP)	409
Physical Sciences, Department of	181
Physical Therapy, M.S.	332
Physical Therapy Track, Biology B.S.	304
Physics	184
Placement and Career Counseling	35
Placement Testing	67
Podiatric Medicine, School of	364
Political Science, B. S.	157
Pre-Engineering	179
Pre-Law, B. A.	161
Pre-Major, Undeclared	82
Pre-Medicine	301
Pre-Pharmacy	183
Presidential Scholarships	50
President's List	76
Primary Education, B. S.	238
Primary Education, M. S.	264
Probation	74
Professional Studies, B.P.S.	88
Professional Writing/English, B. A.	125
Proficiency Examinations	71
Psychological Testing Service	36
Psychology, Department of	185
Psychology, B.S.	185
Psychology, Clinical, M.S.	187
Public Administration, ACE	98
Public Administration, M.B.A.	229
Publications	41
Public Relations, B. A.	114
Reading, M.S.	266
Reading, Ed.S.	274
Readmission and Change of Status	27
Recitals and Exhibits	41
Refund Policy	43
Rehabilitation Counseling, M. S.	251
Rehabilitation Counseling, Ed. S.	272
Repeat Courses	75
Request to Register at Another Institution	74
Right To Know, Students	14
Room and Board	42
ROTC	76
Schedule Adjustment	45
Scholarships	50
Second Bachelor's Degrees	78
Servicemember's Opportunity College	95
Sexual Harassment	12
Social Science Minor	159
Social Work, School of	381
Social Work, M.S.W.	383
Social Work, Ph.D.	396
Sociology and Criminology, Department of	190

Sociology, B. S.	190
Spanish, B. A.	135
Speech	117
Sport and Recreation, Instructional Activities	431
Sport and Exercise Sciences, Department of	404
Sport Management, B. S.	412
Sport Management, M.S.	416
Sport Management-Diving Industry	414
Sport Management, M.S./M.B.A.	418
Sports Activities	39
Sports Medicine-Athletic Training, B.S.	419
Exercise Science Minor	419
Status, Class Standing	71
Student Government Association	39
Student Right to Know Act	14
Student Services	34
Student Teaching	240
Study Abroad	82
Substance Abuse	12
Summer Scholars Program	83
Summer Sessions	66
Suspension	74
Teaching English to Speakers of Other Languages (TESOL)	131
Technology, B.S.T.	92
Theatre, B. A.	150
Theatre Management, B. A.	151
Theatre Presentations	41
Theology and Philosophy, Department of	196
Theology, B. A.	196
Theology, M. A.	201
TOEFL	32
Transfer Students, Credit Policies	25
Translation, Interpretation, Spanish Certificate	137
Trustees	433
Tuition and Fees	42
Tuition Discounts	42
Tuition Payment Plan	45
Tutorial	72
Undeclared Pre-Major	82
Undergraduate Distribution Requirements	67
Veterans	58
Withdrawal	66
Women's Studies	166

NOTES

NOTES

ACCESS HIGHWAYS TO BARRY UNIVERSITY



Give A Gift That Lasts Forever!

Have A Scholarship
Named For
Someone You Love

For more information contact:
Institutional Advancement
Barry University
11300 NE Second Avenue
Miami Shores, FL 33161-6695
(305) 899-3070



Barry University

Office of Admissions and Enrollment Services
11300 N.E. Second Ave. Miami Shores, Florida 33161-6695

Local (305) 899-3100 Fax: (305) 899-3104

Toll Free (800) 695-2279

General University Number (305) 899-3000

Toll Free (800) 756-6000