

# 2018 -19 Graduate Catalog



**Barry University**

Miami, Florida



**Barry University** | Miami, Florida

# Graduate Catalog



**2018-19**

knowledge and truth, inclusive community,  
social justice, and collaborative service

# Inquiries, Applications, and Credentials

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### Academic Calendar 2018–2019

*Please note that some schools may have another schedule; i.e., PACE, POD	
<b>*Fall 2018</b>	
Barry 101	Wednesday–Friday, August 22
New Student Orientation	Thursday, August 23 and Friday, August 24
New Student Investiture	Sunday, August 26
<b>Classes Begin</b>	<b>Monday, August 27</b>
Labor Day	Monday, September 3
Fall Holiday	Friday, October 5
Thanksgiving Holiday	Thursday–Saturday, November 22–24
Classes End	Friday, December 7
Final Exams	Monday–Friday, December 10–14
Commencement	Saturday, December 15
<b>*Spring 2019</b>	
Barry 101	Wednesday, January 9
New Student Orientation	Thursday, January 10 and Friday, January 11
<b>Classes Begin</b>	<b>Monday, January 14</b>
Martin L. King Holiday	Monday, January 21
Spring Break	Monday–Saturday, March 4–9
Easter Holiday	Thursday–Sunday, April 18–21
Classes End	Friday, May 3
Final Exams	Monday–Friday, May 6–10
Commencement	Saturday, May 11
<b>*Summer I 2019</b>	
<b>Classes Begin</b>	<b>Monday, May 20</b>
Classes End	Friday, June 28
<b>*Summer II 2019</b>	
<b>Classes Begin</b>	<b>Monday, July 1</b>
Classes End	Friday, August 9

### School of Professional and Career Education

<b>Fall 2018</b>	
Session A	August 27–October 13
Session B	October 22–December 8
<b>Spring 2019</b>	
Session A	January 14–March 2
Session B	March 11–May 4
Summer I 2019	May 13–June 29
Summer II 2019	July 1–August 17



# Accreditation

Barry University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, master's, specialist and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call [\(404\) 679-4500](tel:4046794500) for questions about the accreditation of Barry University.

The **graduate programs in Theology** in the College of Arts and Sciences are approved by the Commission on Accrediting of Theological Schools.

The **baccalaureate, master's, doctorate of Nursing Practice (DNP), and post-graduate APRN certificate programs in Nursing** at Barry University are accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street NW, Suite 750, Washington D.C. 20001 202-887-6791 The baccalaureate program in Nursing is also approved by the Florida Board of Nursing, 4052 Bald Cypress Way, BIN C-02, Tallahassee, FL 32399-3252, [\(850\) 245-4125](tel:8502454125). The **master's in Occupational Therapy program** is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449, [\(301\) 652-6611](tel:3016526611). The **Cardiovascular Perfusion program** and the Exercise Physiology program are accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), 25400 US Highway 19 North, Suite 158, Clearwater, FL 33763, [\(727\) 210-2350](tel:7272102350). The **Anesthesiology Programs** are accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs, 222 S. Prospect Avenue, Park Ridge, IL, 60068-1500, [\(847\) 655-1160](tel:8476551160). The **Bachelor of Science in Clinical Biology with a Histotechnology Specialization, Post-Baccalaureate Certificate in Histotechnology, and Master of Science in Clinical Biology with a Histotechnology Specialization programs** are approved by the Florida Department of Health, Board of Clinical Laboratory Personnel, and accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), 5600 N. River Rd, Suite 720, Rosewood, IL 60018-5119, [\(773\) 714-8890](tel:7737148890). The **Bachelor of Science in Clinical Biology with a Medical Technology Specialization** is also accredited by NAACLS. The **Master of Science in Medical Biotechnology** has been recognized as a Professional Science Master's (PSM) Program by the Council of Graduate Schools.

The **Adrian Dominican School of Education (ADSOE)** offers a **Bachelor of Science in Education (B.S.) degree with a (M.S.) option**; the B.S. program offers the following areas of specialization: Early and Middle Childhood (Elementary Education), Infancy and Early Childhood (Pre-K/Primary) and Special Education (Exceptional Student Education). All of the specializations are approved by the Florida Department of Education (DOE), Turlington Building, Suite 1514, 325 West Gaines Street, Tallahassee, FL., 32399, [\(850\) 245-0505](tel:8502450505), as follows, each with endorsements (also State Approved): English for Speakers of Other Languages (ESOL) and Reading; Elementary Education/ESOL/Reading; Exceptional Student Education/ESOL/Reading and Pre-K/Primary/ESOL/Reading. Due to Florida's reciprocal certification agreement, graduates of these specializations may meet eligibility requirements for teacher certification in most states. The School of Education's **graduate Educational Leadership, Reading, School Counseling and School Psychology programs** are also approved by the DOE. The School of Education's **Master of Science Counseling programs** in Marital, Couple, Family Counseling/Therapy, Mental Health Counseling and School Counseling and **Ph.D. Counseling program** with a specialization in Marital, Couple, Family Counseling/Therapy are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), 1001 North Fairfax St, Suite 510, Alexandria, VA, 22314, [\(703\) 535-5990](tel:7035355990). The **Montessori Education Early Childhood and Elementary programs** are accredited by the Montessori Accreditation Council for Teacher Education (MACTE), 420 Park St., Charlottesville, VA, 22902, [\(434\) 202-7793](tel:4342027793). The **School Psychology program** is accredited by the National Association of School Psychologists (NASP), 4340 East West Highway, Suite 402, Bethesda, MD, 20814, [\(301\) 657-0270](tel:3016570270). Further, ADSOE is approved by the DOE to offer endorsements in Autism, Gifted Education, Reading, and TESOL.

The **Ellen Whiteside McDonnell School of Social Work's** B.S.W. and M.S.W. programs are fully accredited by the Council on Social Work Education (CSWE), 1701 Duke St., Suite 200, Alexandria, VA, 22314-3457, [\(703\) 683-8080](tel:7036838080).

The **Doctor of Podiatric Medicine program in the School of Podiatric Medicine** is accredited by the American Podiatric Medical Association (APMA)/Council on Podiatric Medical Education (CPME), 9312 Old Georgetown Rd., Bethesda, MD, 20814-1621, [\(301\) 581-9200](tel:3015819200). The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), 12000 Findley Rd., Suite 275, Johns Creek, GA, 30097, [\(770\) 476-1224](tel:7704761224), has granted **Accreditation-Continued** status to the Barry University Physician Assistant Program sponsored by Barry University.

Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will March 2026. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

The **College of Nursing and Health Sciences' Athletic Training program** is accredited by the Commission on the Accreditation of Athletic Training Education (CAATE), 6850 Austin Center Blvd., Suite 100m Austin, TX, 78731-3184, [\(512\) 733-9700](tel:5127339700).

The **D. Inez Andreas School of Business** programs are accredited by AACSB International—The Association to Advance Collegiate Schools of Business, 777 South Harbour Island Blvd, Suite 750, Tampa, FL 33602, [\(813\) 769-6500](tel:8137696500).

Barry University **Dwayne O. Andreas School of Law** is fully accredited by the American Bar Association [Section of Legal Education & Admissions to the Bar, ABA, 321 N. Clark St., Chicago, IL 60654 [\(312\) 988-6738](tel:3129886738).]

# Notices

Barry University does not discriminate on the basis of race, creed, color, ethnicity, national origin, ancestry, religion, gender, sexual orientation, gender identity, genetic information, familial status, marital status, pregnancy, age, disability status or veteran status. This policy applies to students, employees, applicants and trustees with respect to participation in any program, benefit, activity or student/employment opportunity offered by the University. Every member of the University community is expected to uphold this policy as a matter of mutual respect and fundamental fairness in human relations. Every student of this institution has a responsibility to conduct himself/herself in accordance with this policy as a condition of enrollment. Further, every University employee has an obligation to observe Barry University policies and implementation of federal and state law as a term of employment. No person shall be retaliated against for reporting violations or concerns about prohibited discrimination or bias through appropriate University channels.

Nothing in this non-discrimination statement shall require Barry University to act in a manner contrary to the beliefs and teachings of the Catholic Church or the University mission statement.

# The Mission of Barry University

Barry University is a Catholic institution of higher education founded in 1940 by the Adrian Dominican Sisters. Grounded in the liberal arts tradition, Barry University is a scholarly community committed to the highest academic standards in undergraduate, graduate, and professional education.

In the Catholic intellectual tradition, integration of study, reflection, and action inform the intellectual life. Faithful to this tradition, a Barry education and university experience foster individual and communal transformation where learning leads to knowledge and truth, reflection leads to informed action, and a commitment to social justice leads to collaborative service.

Barry University provides opportunities for affirming our Catholic identity, Dominican heritage, and collegiate traditions. Catholic beliefs and values are enriched by ecumenical and interfaith dialogue. Through worship and ritual, we celebrate our religious identity while remaining a University community where all are welcome.

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## Core Commitments

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Catholic intellectual and religious traditions guide us in the fulfillment of our mission. The mission and values of the Adrian Dominican Sisters serve as the inspiration for our core commitments.

### *Knowledge and Truth*

Barry promotes and supports the intellectual life, emphasizing life-long learning, growth, and development. The University pursues scholarly and critical analysis of fundamental questions of the human experience. In the pursuit of truth, the University advances development of solutions that promote the common good and a more humane and just society.

### *Inclusive Community*

Barry is a global, inclusive community characterized by interdependence, dignity and equality, and compassion and respect for self and others. Embracing a global world view, the University nurtures and values cultural, social, and intellectual diversity, and welcomes faculty, staff, and students of all faith traditions.

### *Social Justice*

Barry expects all members of our community to accept social responsibility to foster peace and nonviolence, to strive for equality, to recognize the sacredness of Earth, and to engage in meaningful efforts toward social change. The University promotes social justice through teaching, research and service.

### *Collaborative Service*

Barry is committed to serving local and global communities through collaborative and mutually productive partnerships. The University accepts responsibility to engage with communities to pursue systemic, self-sustaining solutions to human, social, economic, and environmental problems.

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## Learning Environment

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Barry University, through its two academic colleges and six schools, is a comprehensive university with its main campus located in Miami Shores, Florida with other sites throughout Florida. The University attracts 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 a diverse faculty who enrich it with their own traditions and heritage, 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 in a multicultural environment. Barry

commits itself to excellence in teaching at all levels, and values its undergraduate, graduate, and professional programs by supporting their search for knowledge through research and study. The University seeks to maintain a diverse and student-centered staff whose activities enhance the quality of University life. Through its students, faculty, and staff Barry University provides a learning environment that challenges all to accept intellectual, spiritual, ethical, physical, and social responsibilities.

# General Information

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## History

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Originally conceptualized by the Most Reverend Patrick Barry, Bishop of St. Augustine, and Reverend Mother M. 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 40-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 7,500 students, served by 2,000 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 1985. In 1999, the university acquired the School of Law in Orlando. The university now offers more than 100 undergraduate, graduate, and professional degrees which foster its core commitments of knowledge and truth, inclusive community, social justice, and collaborative service.

Barry University has had six Adrian Dominican Sisters serve as president since its inception: Mother M. Gerald Barry, 1940-1961; Mother M. Genevieve Weber, 1962-1963; Sister M. Dorothy Browne, 1963-1974; Sister M. Trinita Flood, 1974-1981; Sister Jeanne O'Laughlin, 1981-2004; and Sister Linda Bevilacqua, July 2004 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 student population. The physical plant includes 55 buildings, with indoor and outdoor athletic facilities, spread over 80 of the University's 122-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.

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## University Life

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

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 supportive environment.

### **Student Right to Know Act**

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

### **General Graduation Rate Data**

Currently, the six-year graduation rate is 35 percent for full-time, first-time freshmen entering in the fall of 2011.

### **Family Educational Rights and Privacy Act of 1974**

Barry University is in compliance with the 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.

### Theatre, Music, and Dance Performances

The Department of Fine Arts produces a diverse program of dramatic, dance, and music presentations. All departmental performances are free of charge and open to the entire campus and local community.

### Fine Arts Exhibitions

A new exhibition space, the Andy Gato Gallery, was opened in fall 2008. The 4,100-square-foot gallery has approximately 350 linear feet of exhibition space with 12-foot high walls. Part of the gallery serves as a student lounge area with 24/7 open access. A secured exhibition space within the larger gallery is monitored and open during posted gallery hours.

The Art and Photography faculty schedule student and faculty exhibitions, and on an occasional basis exhibitions by outside contemporary artists. Barry University exhibits with pride the graphic design, art, and photographs created by senior Art and Photography majors, and they are displayed throughout campus buildings.

### Publications

University publications include the Alumni Newsletter and BUCWIS, an online, daily employee newsletter. A number of schools and departments also publish their own newsletters. In addition, the Barry Buccaneer is written and published monthly by students.

### Alumni Association

It's never too early to think about graduation. That's why students are doing their part to enhance the connection between our graduates and the Barry community through the Barry University Student Alumni Association. This select group of student leaders has developed a number of mentoring programs and special events to give their peers opportunities to preserve the valued traditions here on campus, while also leaving a legacy of their own. Whether it's building connections within Barry's growing network of alumni or showing school spirit at athletic events, the Student Alumni Association is a great way to make the most of the Barry University experience.

The Alumni Association offers scholarship opportunities to those students who believe in the importance of an inclusive Barry community and volunteer their time to ensure its success. Scholarships are available to all current, full-time students who meet the minimum academic requirements set forth and participate regularly in Alumni Association events.

The Barry University Alumni Association is proud to offer many great benefits to all of our alumni and students, including access to a network of over 56,000 alumni and invitations to exclusive events. Each year the Alumni Association hosts the Distinguished Alumni Awards, Reunion, and Alumni and Student Networking receptions.

In conjunction with local volunteers, the Alumni Association establishes programs and services in alumni communities around the nation and the world. These regional chapters of alumni and friends continue their relationship with the university, fulfill the Barry core commitments of Inclusive Community and Collaborative Service, as well as encourage excellence, lifelong learning, and supporting Barry students. Each regional chapter, with its particular alumni population and local characteristics, will have opportunities tailored to meet its needs. Depending on the size of the alumni population, examples of regional group programs may include, but are not limited to: lectures, presidential visits, student send-off parties, cultural events, picnics, tours, sporting events, networking socials, and happy hours.

The Alumni Relations Office is located in the Vivian A. Decker Alumni House at 103 NE 115th Street in Miami Shores, across from the main campus. For information about the Alumni Association or to learn more about how you can get involved, please visit the Vivian A. Decker Alumni House, call the Alumni Relations Office at [\(305\) 899-3175](tel:305-899-3175), or email [alumni@mail.barry.edu](mailto:alumni@mail.barry.edu). You may also visit our website at [www.barry.edu/alumni](http://www.barry.edu/alumni). We hope to see you at a future Barry University Alumni Association event!

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## Buildings & Facilities

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### Barry University—Miami Shores Main Campus

**ADRIAN**—Constructed in 1940 and originally named Angelicus, Adrian houses the Office of the Registrar, the Center for Community Service Initiatives, health and science classrooms, chemistry labs, and fine arts studios.

**D. INEZ ANDREAS BUILDING**—Constructed in 1984 and named in honor of Barry's Chair Emerita of the Board of Trustees, the D. Inez Andreas Building houses the School of Business. It contains the School's administrative offices, two large executive training classrooms, 38 faculty offices, and 10 classrooms, two of which have been specifically designed to be used for accounting classes.

- ANDY GATO GALLERY**—The fine art gallery was established in the fall of 2008. Built in memory of Andy Gato, a Miami businessman and friend to the university, this spacious facility is located on the second floor of Thompson Hall and has over 4,000 square feet of exhibition space. The Andy Gato Gallery also serves as a lecture facility, reception hall, and student lounge. The exhibition space reflects the long history of Barry University's visual arts programs and features the work of graduate and undergraduate art, graphic design, and photography students, faculty, and alumni.
- ARCHIVES AND HISTORICAL COLLECTIONS**—The Barry University Archival Program, located on the second floor of Lehman Hall, was established in the fall of 1991 to manage and preserve inactive university records that have administrative, historical, or legal value and to make them available for use. It also receives the donated papers of faculty, staff, and alumni. The Historical Collections contain papers and memorabilia of the Barry University founders, Congressman William Lehman's papers, the case histories and program files of Operation Pedro Pan/Cuban Children's Program-Catholic Charities. Materials in the Archives and Historical Collections are available for use by faculty, staff, students, and alumni.
- ATHLETIC FACILITIES**—The main campus includes the Buccaneer Soccer Fields, Buccaneer Softball Field, Feinbloom Baseball Field, the Buccaneer Tennis Center, and locker and training rooms. The gymnasium is located inside the Health and Sports Center.
- BENINCASA HALL**—Named for St. Catherine of Siena, Benincasa opened in the fall of 2005. Located on NE 115th Street behind the Health and Sports Center, Benincasa is a mirror-image of Kolasa Hall and is comprised of double and single rooms with private bathrooms in each. Benincasa houses sophomore, junior, and senior students.
- BROWNE HALL**—Built in 1985, Browne Hall was named after Sister M. Dorothy Browne, Barry's third president. It houses male and female students in double suites; a bathroom is shared between two rooms. Browne houses first-year students.
- COMPUTER LAB**—As part of the Division of Information Technology, Barry's main computer lab provides computing resources to students, faculty, and staff seven days a week. The computer lab is located in the Monsignor William Barry Memorial Library.
- COR JESU CHAPEL**—Built in 1940 through a donation from Margaret Brady Farrell, Cor Jesu Chapel is the center of many campus ministry activities. Masses are celebrated here on a daily basis. The chapel also serves as a venue for special campus and community gatherings. The Department of Campus Ministry has offices on its west side.
- DALTON AND DUNSPAUGH HALLS**—Originally known respectively as Regina Caeli and Regina Mundi, Dalton-Dunspaugh was built through the Dunspaugh Foundation in 1962. It serves as a co-ed residence hall; a central lobby separates male and female wings. Dalton, the female wing, is composed of suites, which share a bathroom between double rooms. Dunspaugh, the male wing, has a large community bathroom on each floor. Dalton-Dunspaugh is exclusively for first-year students.
- DAVID BRINKLEY STUDIO**—Named after the famed television journalist David Brinkley, this facility provides resources for communication and media students to work and learn with professional-grade equipment and over 2,000 square feet of set space. It is located on the first floor of Garner.
- DOMINICAN HALL**—This three-story, 247-bed residence hall was opened in 2012 to house upperclassmen. The first floor includes a café and convenience store.
- FARRELL**—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 the Cashier/Business Office.
- DR. CECILE ROUSSELL FINE ARTS QUADRANGLE**—The Fine Arts Quadrangle is comprised of art, photography, theatre, and music studios, lecture rooms, the Pelican Theatre, and faculty and administrative offices for the Department of Fine Arts.
- FLOOD HALL**—Built in 1987, Flood Hall was named after Sister Trinita Flood, the fourth president of Barry. It houses male and female students in double suites; a bathroom is shared between two rooms. Flood houses sophomore, junior, and senior students.
- HEALTH AND SPORTS CENTER**—This center houses Sport and Exercise Science programs and the Department of Intercollegiate Athletics. The Health and Sports Center also has a 1,500-capacity gymnasium for basketball and volleyball, a Human Performance Lab, Strength and Conditioning Room, Athletic Training Room, locker rooms, and classrooms.
- HOPPER BUILDING**—Located at 11603 NE 2nd Avenue, the Hopper Building houses the Public Safety Department and the Distribution Center for the Department of Recruitment and Admissions.



- JAMES G. GARNER BUILDING**—Funded through a grant from the Federal Aviation Administration, Garner Hall was opened in the fall of 1989. This building houses the Division of Information Technology, the Department of Communication, the Department of Mathematics and Computer Science, the Glenn Hubert Learning Center, and the Center for Advanced Learning (CAL). It is also home to The Mix 99.5 FM radio station, Digital Media Lab, and David Brinkley Television Studio.
- JOHN & NETA KOLASA HALL**—Located on NE 115th Street behind the Health and Sports Center, Kolasa opened in 2002 and is comprised of double and single rooms with private bathrooms in each. Kolasa houses sophomore, junior, and senior students and has a lounge on each floor.
- KELLEY HOUSE**—Originally named Rosa Mystica, it is dedicated to Mabel Kelley for her generous contributions to Barry University. Kelley House includes the Department of Recruitment and Admissions and Office of Financial Aid.
- LAVOIE**—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, housing the Office of the President, Office of the Provost, Division of Business and Finance, and General Counsel Office.
- LEHMAN**—Lehman houses the administrative offices for the dean of the College of Arts and Sciences, and faculty offices for the Department of English and Foreign Languages and the Department of Sociology and Criminology. The Archives and Historical Collections are located on the second floor. There are also classrooms and meeting rooms.
- MONSIGNOR WILLIAM BARRY MEMORIAL LIBRARY**—As part of the Division of Information Technology, the Monsignor William Barry Memorial Library provides materials and services in support of the educational and cultural objectives of the University. The library building also contains the main computer lab, classrooms, and administrative offices.
- MOTTRAM DOSS HALL**—Mottram Doss Hall was completed in 1990 and is named after Reneé Mottram Doss, one of Barry's benefactors. Two of its buildings serve as a residence hall containing eight five-bedroom/two-bath and three-bedroom/one-bath apartments housing sophomore, junior, and senior students. The central building serves as office space for the departments of Advancement Services, Brand Marketing and Communication, Conference and Event Services, Digital Media Strategy and Development, and Enrollment Marketing Strategy.
- O'LAUGHLIN**—Completed in November 2000, this building houses the Department of Theology and Philosophy and the Department of History and Political Science on the second floor, and classrooms on the first floor.
- PELICAN THEATRE**—This small black-box theatre is a popular venue for intimate theatrical productions. With a 50-seat capacity, it is used by fine arts students and outside professional theatre companies.
- PENAFORT POOL**—Built in 1941 through a donation from Margaret Brady Farrell, Penafort Pool serves as both a recreational and instructional facility for students of Barry University.
- POWERS**—Built in 1994, Powers 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.
- R. KIRK LANDON STUDENT UNION**—Built in 2004, the Student Union houses the Roussell Dining Hall, Barry Bookstore, fitness center, a Public Safety Department satellite office, Bucky's Cove sports bar, the Student Union Office, and all departments within the Division of Student Affairs, including but not limited to the Center for Student Involvement, Career Development Center, Campus Recreation and Wellness, and Student Health Services.
- SAGE HALL**—Built in 1984, Sage Hall was named after Robert F. Sage, one of Barry's benefactors. Sage houses first-year freshman students in double suites; a bathroom is shared between two rooms.
- SCHOOL OF PODIATRIC MEDICINE**—This building houses classrooms and administrative offices for the School of Podiatric Medicine and the Physician Assistant Program.
- SCHOOL OF PROFESSIONAL AND CAREER EDUCATION**—The School of Professional And Career Education building was acquired in 1983 and named in honor of Frank J. Rooney, a longtime friend of Barry University.
- SHEPARD AND RUTH K. BROAD CENTER FOR THE PERFORMING ARTS**—This 970-seat venue hosts educational, university, theatrical, and musical events.
- SIENA**—Located in the quadrangle between Adrian Hall, the Wiegand Center, and Fine Arts, this facility includes health and science classrooms, science labs, and the offices for the Department of Biology and several allied health programs.
- THOMPSON**—Built in 1962, Thompson presently houses the Division of Human Resources, Buc Stop café, Andy Gato Gallery, business center and postal services, the Miller Studio which is used for sport and fitness instruction, Kostka Room, a laptop kiosk as well as computer and study stations.

**SUSANNE AND MICHAEL TWOHIG SCIENCE CENTER**—Built in 1987, Twohig Science Center (formerly known as the Wiegand Annex), houses science labs.

**VIVIAN A. DECKER ALUMNI HOUSE**—Opened in 1995 to provide a place for alumni to meet and gather, the Vivian A. Decker Alumni House is home to the Department of Alumni Relations and Annual Giving and includes a memorial to Barry's fourth president, Sister Trinita Flood.

**WEBER HALL**—Built in 1946 through the generosity of the Edyth Bush Foundation, Weber Hall was named for former Barry President Mother Genevieve Weber. It houses female, predominately first-year students. It contains single, double, triple, and quad rooms, with en-suite and community bathrooms.

**WEBER GRAND HALL**—This meeting and event space located on the south side of Weber Hall was renovated in 2015.

**EDWIN WIEGAND SCIENCE CENTER**—Built in 1970 through a donation from Edwin L. Wiegand, Wiegand Center contains health and science classrooms, science labs, and a large lecture hall. Administrative and faculty offices for the College of Nursing and Health Sciences and the Department of Physical Sciences are located here. In 1987 an additional science wing was added and named Wiegand Annex (now Twohig Science Center).

### **Dwayne O. Andreas School of Law—Orlando Campus**

**ANDREAS LAW CENTER**—This two-story building greets you at the end of Barry Law's main entrance. It includes the Office of Admissions, Career Services, the Center for Earth Jurisprudence, and the Office of Student Life.

**BUILDINGS A, B, AND C**—These units on the northeast side of campus house Barry Law's Legal Advocacy Clinics, Bookstore, Academic Success and Bar Preparation Center, and the Student Center.

**EULIANO LAW LIBRARY**—This three-story building houses library services, the computer lab, multimedia study rooms, and offices.

**FACULTY BUILDING**—This one-story building houses Barry Law faculty offices and meeting rooms.

**LEGAL ADVOCACY CENTER**—This three story, 32,400 sq. ft. LEED building built in 2011 houses several administrative and executive offices, including the Dean's Suite, Institutional Advancement, Finance, Human Resources, Registrar, and Financial Aid. The building also contains two large classrooms, five small courtrooms, two seminar rooms, and a large multipurpose room.

**MOOT COURTROOM**—This one-story building houses Barry Law's main moot courtroom and the Sidebar Café.

# Admissions

## General Information

Anyone wishing to pursue graduate studies at Barry University must complete an appropriate application. There are five ways in which an applicant may be accepted:

1. Non-degree acceptance—See section entitled “Non-Degree Seeking Applicants.”
2. Degree seeking provisional acceptance—Upon review of his/her file by the school/department, an applicant may be granted provisional status for a limited number of credits while stipulated admission or academic provisions are being satisfied. Under this status a student may qualify for financial aid.
3. Degree seeking full acceptance—May be granted when all requirements for admission have been met.
4. Conditional Admission—Some schools/colleges and programs offer conditional admission to applicants who meet Barry University’s academic requirements but who lack evidence of English proficiency (TOEFL or IELTS or equivalent). Applicants admitted conditionally must provide evidence of English proficiency before they will be permitted to register for classes.
5. Admission To Class—Some schools/colleges and programs allow applicants to pursue a limited number of credits before the application process is completed and a decision rendered. Applicants admitted to course work under this designation are NOT yet admitted to the program. **Full admission to the program is neither implied nor guaranteed. Furthermore, applicants with this designation are NOT eligible for any forms of federal financial aid.** Not every program allows this option.

For complete details, please contact the Office of Graduate Admissions.

Degree programs differ in specific requirements for admission. Applicants should refer to the specific school section of this catalog to learn about entrance exams and school specific requirements.

An admission decision cannot be reached unless the file is current and ALL necessary credentials have been received. To facilitate the registration process, it is highly recommended that the application and all credentials be received at least **thirty (30)** days prior to the published first day of registration. Some programs have specific application deadlines. Contact the appropriate school/college for these deadlines.

All credentials submitted in support of the application become the property of the University and will not be returned or photocopied. The applicant is responsible for understanding and following all procedures and requirements as outlined in this catalog.

Any concealment or misrepresentation of previous college registration or course work, academic or disciplinary record, both undergraduate and graduate, may immediately cancel and nullify the application or admission to Barry University.

For the duration of their program of study, admitted students will use the catalog current during their first enrollment as reference for University policies and procedures as well as program requirements. For applicants seeking readmission, the catalog being used at the time of readmission will serve as the reference document.

### Readmission

Students who have been academically inactive for at least one calendar year and who wish to be readmitted must complete an application for readmission, available at [www.barry.edu/apply](http://www.barry.edu/apply). Readmission is contingent upon approval by the dean of each school/college involved and by the Vice President of Mission and Student Engagement.

### Change of Graduate Program

Applicants who wish to change their graduate program at Barry University prior to registration must inform the Office of Admissions **in writing** and, in some cases, must reapply or submit other documentation. Admitted students who wish to change to another academic program must complete a Change of Major/Change of School form, available at [www.barry.edu/graddocuments](http://www.barry.edu/graddocuments). Acceptance to the new program is not guaranteed. Change of program

after registration is contingent upon approval by the dean of each school/college involved and by the Vice President of Mission and Student Engagement.

### Change of Address/Phone

Applicants are responsible for informing the Office of Admissions in writing of any change of address, email or telephone number. Changes may be sent to [GradAdmissions@barry.edu](mailto:GradAdmissions@barry.edu). The Office of Admissions does not accept responsibility for communications sent to a wrong address if no change of address has been submitted in a timely manner.

### Name Change

Applicants are responsible for immediately informing the Office of Admissions **in writing** of any name change. This information must be supported by official documentation (e.g., marriage license, court documentation, etc.).

### Degree Seeking Applicants

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

1. have earned a bachelor's degree (master's degree or higher for specialist or doctoral applicants) or equivalent from an institution which is regionally accredited or internationally recognized.
2. submit a completed application form with a \$30.00 **nonrefundable** application fee or appropriate waiver. The online application may be found at [www.barry.edu/apply](http://www.barry.edu/apply) or on your specific program website. Some programs still accept paper applications, a PDF of which can be obtained from [www.barry.edu/graddocuments](http://www.barry.edu/graddocuments).
3. submit a statement of purpose (goals) or career narrative statement or essay answers as required by the specific school or program.
4. provide complete official transcripts from each college or university attended. Transcripts in the applicant's possession will not be accepted unless in an official envelope sealed by the institution issuing the transcript. An applicant whose degree has not yet been posted may submit a letter, on official letterhead, from the dean of the institution, verifying completion of degree requirements, until the official transcript reflecting degree is submitted. Transcripts must be provided from each college or university attended. If credits have been transferred to another university the official transcript from the originating school must still be provided.  
Submission of transcripts required by the Office of Graduate Admissions may be waived at the discretion of the Dean of the College/School offering the applicant's program.
5. provide the required recommendations in support of graduate study. An electronic recommendation form may be found at [www.barry.edu/recommendations](http://www.barry.edu/recommendations). Recommendations will also be accepted on the Barry University recommendation form, on official letterhead from the recommender's institution (must be signed and dated) or from the recommender's official (not personal) email address. Email recommendations should be sent to [GradAdmissions@barry.edu](mailto:GradAdmissions@barry.edu).
6. supply current admission entrance examination scores, or documentation for the appropriate waiver, as required by the individual school/college or program.
7. submit any additional information required by the Office of Graduate Admissions or the individual school or program.
8. Applicants who do not give evidence of being native English speakers, including those applying for transfer from U.S. institutions, or who have not graduated from an institution where English is the primary language of instruction must submit a TOEFL or IELTS score. The minimum required scores are:
  - IELTS: 6.5
  - TOEFL iBT: 79
 The minimum acceptable score may be higher for some programs. The TOEFL or IELTS may be waived for applicants with a minimum of 24 college level academic credits earned from an institution in which English is the basis of instruction and classroom interaction.
9. International applicants should refer to the International Applicants section of this catalog.

The responsibility for obtaining all admission credentials rests with the applicant.

### Active/Inactive Status

A degree seeking student remains active unless not enrolled in consecutive sessions. If a student is not enrolled in two consecutive sessions (e.g. Fall/Spring; Spring/Fall) he/she will become inactive. When readmitted, he/she will be required to meet admission and program requirements in place at the time of readmission. See above section entitled "Readmission." Exceptions apply to continuous and sequential programs. See specific program for details.

### Non-Degree Seeking Applicants

Applicants who wish to take courses for purposes of personal enrichment, teacher certification, or to secure credits to transfer to another institution (guest student) are considered non-degree-seeking students. Such applicants must:

1. submit a completed non-degree application form (available at [www.barry.edu/graddocuments](http://www.barry.edu/graddocuments)) with a \$30.00 **non-refundable** application fee or appropriate waiver.
2. present evidence of receipt of a bachelor's degree or higher (master's degree or higher for specialist or doctoral applicants) from a regionally accredited or internationally recognized institution.

Non-degree-seeking students may register for a limited number of credits as prescribed by the specific school/college in which classes are being taken. Guest students should refer to the section below.

Applicants should note that application procedures to some certificate programs differ from the non-degree application procedure described above in that additional credentials may be required and the general graduate application should be used, not the non-degree application. (See specific school/college for details.)

Under non-degree status, students do not qualify for financial aid unless they are seeking teacher certification.

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

### Guest Students

A guest student is defined as a person who wishes to take credits at Barry University for the purpose of transferring these credits back to the institution in which they are matriculated. A guest student at Barry must submit a non-degree application (available at [www.barry.edu/graddocuments](http://www.barry.edu/graddocuments)), pay the application fee, and present a letter from the dean or department chair of the institution in which they are enrolled as a degree seeking student, stating that they are in good standing.

### Non-Degree Seeking to Degree Seeking Students

Students who wish to change their status from non-degree seeking to degree seeking must complete the required application and meet all the requirements for degree seeking applicants of the school/college in which entrance is desired. Enrollment as a non-degree seeking student in no way implies admission to a degree program.

With the approval of the dean, schools/colleges may accept a maximum of six credits to be applied from non-degree to degree-seeking. For additional information students should speak with their academic advisor.

### Appeals

Applicants who wish to appeal a rejection of their application should present their appeal in writing addressed to the Office of Graduate Admission, clearly stating their reasons for the appeal and why they believe they are qualified to be admitted to the program in question.

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## International Applicants

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### Eligibility for Admission

International applicants may be admitted to Barry University if they meet the University's admission requirements. For the purpose of graduate admission to Barry University, an international applicant is one who has received university level education outside of the United States of America and/or an applicant 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 of America.

### Certification of Eligibility (Form I-20 A)

A Certificate of Eligibility (Non-Immigrant “F-1” Student Status) from the United States Bureau of Citizenship and Immigration Services will be provided to admitted applicants upon completion of all admission requirements and receipt of required financial statements.

The financial statement should include:

1. an official 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) (A copy of the financial verification form may be obtained from [www.barry.edu/graddocuments](http://www.barry.edu/graddocuments)); and,
2. a bank letter stating that the applicant or his/her sponsor has the funds available to pay the total cost associated with attending Barry University for one year. The required amount is determined by the program. (Current sponsorship amounts and a sample bank letter may be obtained from [www.barry.edu/graddocuments](http://www.barry.edu/graddocuments)).

The University does not award need-based financial assistance to international graduate students. Payment of tuition and fees is required at the beginning of each semester in accordance with Barry’s policies. All checks should be made payable to Barry University in U.S. funds.

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 (I-20A) 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 9 credit hours at the master’s/specialist level each semester or 6 credit hours at the doctoral level).
- Obtain permission from the U.S. Bureau of Citizenship and Immigration Services before transferring schools or working off-campus.
- Hold a current valid passport and a current visa that is valid for the duration of the full course of study.

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.

Medical Requirements—It is assumed that applicants are in good health and able to maintain a serious program of study. Please see the Student Health Office section of this catalog or refer to [www.barry.edu/health-services](http://www.barry.edu/health-services) for health requirements for international students and all students residing in campus housing.

#### *Note:*

Students may not reside in University housing or register for classes without having met the requirements of Barry University’s Student Health Office.

### Application Procedures for International Applicants

1. Please follow application procedures for degree seeking applicants as stated earlier in this catalog. International applicants requiring the F-1 (Student Visa) are not permitted to study as non-degree or guest students, but may apply to certificate programs.
2. Submit a completed application form with a \$30 **nonrefundable** application fee or appropriate waiver. All monies must be paid in U.S. dollars. The on-line application may be found at [www.barry.edu/apply](http://www.barry.edu/apply). A PDF of the paper application is available at [www.barry.edu/graddocuments](http://www.barry.edu/graddocuments).
3. Educational documents must be supplied to the Office of Admissions as follows:
  - a. Official transcripts or statements of marks 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, they become the property of Barry University and will not be photocopied or returned to the applicant.**

4. **Transcript Evaluation Policy:** International credentials from an educational system other than the United States must be evaluated by a foreign credential evaluator who is a member of the National Association of Credential Evaluation Services. The evaluation must be “course-by-course with GPA,” and should be sent directly from the evaluating agency to Barry University. For a list of NACES members, please visit [www.naces.org/members.htm](http://www.naces.org/members.htm). The admission decision and transfer evaluation require official transcripts and professional evaluation. The cost of the professional evaluation is the responsibility of the applicant.
5. **English Proficiency:** All international applicants who do not give evidence of being native English speakers, including those applying for transfer from U.S. institutions, or who have not graduated from an institution where English is the primary language of instruction must submit a TOEFL or IELTS score. The minimum required scores are:
  - ELTS: 6.5
  - OEFL iBT: 79

The minimum acceptable score may be higher for some programs. The TOEFL or IELTS may be waived for applicants with a minimum of 24 college level academic credits earned from an institution in which English is the basis of instruction and classroom interaction. Conditional Admission may be offered to applicants who meet Barry University’s academic requirements but who lack evidence of English proficiency (TOEFL or IELTS). Applicants admitted conditionally must provide evidence of English proficiency before they will be permitted to register for classes. For complete TOEFL information refer to [www.toefl.org](http://www.toefl.org), email [toefl@ets.org](mailto:toefl@ets.org) or write to: TOEFL/TSE Services, P.O. Box 6151, Princeton, New Jersey 08541. For complete IELTS information refer to [www.ielts.org](http://www.ielts.org), email [ielts@ieltsintl.org](mailto:ielts@ieltsintl.org), or write to: IELTS International, 825 Colorado Boulevard, Los Angeles, CA 90041.

### **Intensive English Instruction**

Intensive English instruction is offered at Barry University through the ELS Language Centers. More information is available at [www.els.edu/MiamiShores](http://www.els.edu/MiamiShores). Students who complete Masters Level 112 are not required to submit results from the TOEFL or IELTS (see above). Applicants who wish to study in the ELS Language Centers prior to applying for a graduate academic program should contact the Director of ELS Language Centers either via e-mail at [mia@els.edu](mailto:mia@els.edu), by calling (305) 899-3390, by fax at (305) 892-2229 or by letter to:

#### ***Director, ELS Language Centers***

Barry University  
11300 N.E. 2nd Avenue  
Miami Shores, FL 33161-6695  
United States of America

### **Financial Information**

Barry University offers limited scholarships, grants and graduate assistantships to international graduate students for some programs. Please contact the Office of Admissions for more details.

All international students entering Barry University in F-1 visa status must have adequate funding to meet their expenses. (This includes personal, travel, and vacation, as well as all University related expenses). For more information, refer to the Tuition and Fees section of this catalog.

# Mission and Student Engagement

Recognizing the Catholic and Dominican heritage of Barry University, the Division of Mission and Student Engagement offers a mission centered, student focused and development approach to *transformative Catholic education* through a wide range of programs and services. Staff members incorporate the University Mission into all operations, emphasizing Barry's Core Commitments of *Knowledge and Truth, Social Justice, Inclusive Community and Collaborative Service*.

The Division of Mission and Student Engagement comprises Campus Ministry, Campus Recreation & Wellness, Career Development, Counseling and Psychological Services, Commencement, Dean of Students, De Porres Center for Ethical Leadership, Accessibility Services, Housing and Residence Life, Student Life, International & Multicultural Programs, Mission Engagement, Student Health Services, Business Services, Public Safety and Emergency Management.

Faculty and Staff are involved through the Missional Integration Council. Students actively participate in the Student Government Association (SGA), Student Organization Council (SOC), departmental advisory committees, and involvement with each staff member of the division.

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## Mission Engagement

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The Office of Mission Engagement (OME) provides students, faculty, and staff with university wide mission education and leadership development opportunities. Through scholarly activities, reflection and dialogue, OME facilitates transformational experiences that support the ongoing development of current and future leaders of Barry's mission. Programs that highlight Barry's Catholic identity, Mission and Core Commitments include Founders' Week, Peace Month, Earth Justice Month and Leading the Legacy programs. All members of the Barry community are invited to participate in these annual collegiate traditions that embody our institutional commitment to Learn, Reflect and Serve.

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## Campus Ministry

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The Department of Campus Ministry, in accordance with the mission of Barry University, our Catholic identity, Dominican Heritage, and Adrian Dominican foundation, seeks to provide students, faculty, and staff with spiritual and religious opportunities for spiritual formation, education, and transformation. Grounded in our Catholic Tradition, the teachings of the Second Vatican Council and Jesus' call to love God and love thy neighbor, the Campus Ministry staff seeks to provide a presence and be a resource for Barry University and its' members of all faiths and religions. We offer opportunities for individual and communal prayer, retreats, worship and sacramental celebrations, community service, and reflection. All students are encouraged to seek a fitting response to the presence of God in their lives while fulfilling their academic pursuits.

In collaboration with the Dean of Students and the Vice-President for Mission and Student Engagement, the Office of Campus Ministry promotes a non-proselytization policy.

## Worship Schedule

Sunday Community Masses	11:00 a.m. 7:30 p.m. (during the academic year)
Daily Mass	12:00 p.m. (Monday-Friday)

Campus Ministry oversees the sacramental life of the community by offering daily and Sunday Mass, the RCIA (Rite of Christian Initiation of Adults), and opportunities for communal penance services. The Sacrament of Reconciliation (Confession) is available on an individual basis by appointment with the University Chaplain. All Masses are held in Cor Jesu Chapel. For information on the Sacrament of Baptism and Matrimony, please contact the University Chaplain for a description of the Campus Ministry policy and the Archdiocese of Miami guidelines. A listing of Worship Services (Ecumenical and Interfaith) in the Miami area is available in the Campus Ministry Office.



The Campus Ministry staff is committed to meeting the faith, religious, and spiritual needs of all students. Non-Catholic students are encouraged to meet with Campus Ministry staff about their needs. The Department of Campus Ministry serves as an advocate in meeting those needs (e.g., Bible Study, Prayer Space, Religious celebrations, and Holy Days). For non-Christian students, a Prayer space is available in the Monsignor William Barry Memorial Library.

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## De Porres Center for Ethical Leadership

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Barry University prepares graduates to become 21st century leaders, advocates for social change, and active citizens in their communities. The De Porres Center for Ethical Leadership (DCEL) empowers students to lead through a social justice lens that is grounded in Barry University's Mission and Core Commitments. Opportunities in leadership education, mentoring, conferences, speakers, and retreats are offered each semester to build professional skills, foster ethical decision-making, and inspire students to get involved in organizations and causes they are passionate about. All students are invited to discover their passion and leadership potential through DCEL programs such as the Emerging Leaders Program, Ethical Leadership Conferences, and Leadership Adventure.

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## Dean of Students

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The Office of the Dean of Students provides support for the intellectual and personal development of all students—undergraduate, graduate, and adult learners—through a combination of advocacy, programming, and services that enhance the quality of campus life. Additional areas of responsibility include: fostering educational goal attainment, making appropriate referrals, promoting faculty-student collaboration, resolving conduct matters as chief student conduct officer, facilitating conflict resolution, and coordinating medical withdrawals. The Dean also manages crisis situations and responds personally in the event of a life-threatening situation.

The office provides students with information, advice, intervention, and referrals to ensure that all students in the university receive fair and equitable treatment and can access the information they need. The aim is to help students become better informed so that they can focus on classes, make important decisions about their future and ultimately achieve a college degree.

The Dean of Students serves as the University's Title IX Deputy Coordinator for Students.

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## Accessibility Services

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The purpose of the Office of Accessibility Services (OAS) is to uphold Barry University's commitment to legal standards for students with disabilities (Section 504 of the Federal Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990). Students in higher education are entitled to reasonable accommodations if they have a disability. Accommodations are modifications or adjustments to the tasks, to the environment, or to the way things are usually done so that students with disabilities have an equal opportunity to participate in an academic program and campus life. The OAS staff collaborate with the students they serve to develop an accommodation plan that allows them access to all curricular and co-curricular opportunities offered by Barry University.

### Procedures and Guidelines

To get started with the OAS, students with disabilities should make an appointment with the OAS Director. To do so, call the OAS at 305-899-3488 or visit us in the Landon Student Union, Room 102. If possible, students should bring documentation of their disability to the meeting. Documentation requirements vary according to each student's disability and situation. In general, documentation is provided by a licensed healthcare professional who establishes the existence of the student's disability, describes the nature of the disability, explains the limitations of the student, and offers accommodation recommendations. Documentation should be current (no more than three years old), but in some cases older documentation may be accepted. The OAS has forms to help a healthcare provider easily communicate the information needed. Students may access healthcare provider forms and comprehensive information about the OAS at [www.barry.edu/accessibility-services](http://www.barry.edu/accessibility-services).

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## Campus Recreation and Wellness

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Our mission is to provide current Barry students, faculty and staff with a well rounded Campus Recreation and Intramural Sports program. We aim to provide a safe, fun and organized environment that will allow participants the opportunity to meet new people and develop a lifestyle of fitness and fun!

Current students, faculty and staff can join our FREE Intramural sports leagues and tournaments by creating a team with others who may be interested, OR by joining the FREE AGENT teams that will be available for each league. We offer different competition levels for our Intramural Sports leagues and Tournaments and Co-Ed leagues may be available for some sports as well. No prior experience is necessary to participate in any of our programs!

Have a question about Campus Recreation & Wellness? Stop by the office in Landon 112

<b>Wellness/ISR Classes: Undergraduate Students must register through Web Advisor or their academic advisor. Faculty, Staff &amp; Graduate Students may register for FREE in the Campus Recreation &amp; Wellness office (Landon 112) *Current Barry ID card is required to register.</b>	
Aerobic Exercise	Spinning
Boot Camp	Pilates
Body Sculpting	*Crossfit (Off-Campus)
Mind & Body Meditation	Yoga
Strength Training	Zumba®

<b>Intramural Sports</b>	
Basketball	Dodgeball
Flag Football	Volleyball (Indoor/Outdoor)
Soccer (Indoor/Outdoor)	Softball

<b>Recreational Facilities</b>	
These Facilities are available during regularly scheduled hours and are used for Intramural Sports Leagues & Tournaments, Wellness/ISR Classes and Weekly Open Gym hours. *Weekly Open Gym schedule is posted outside of CRW and the HSC Gym every Friday for the following week.	
Fitness Center	Landon Atrium/Bucky's Cove
HSC Gymnasium	Penafort swimming pool
Lighted Tennis Courts	Outdoor Sand Volleyball Court
Miller Studio	Lighted Multipurpose Recreational Fields

The Fitness Center is part of Campus Recreation and Wellness. The Fitness Center is open to current students, faculty, staff and Alumni with a Barry ID card. The Fitness Center is open from 7:00 am to 11:00 Monday through Friday and from 12:00 PM-5:00 PM on the weekends. The equipment is well maintained and individualized personal training is available.

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## Career Development Center

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The purpose of Career Development is to empower students and alumni to take personal responsibility for their lifelong career development. The overall goal is to challenge every student to examine their values, interest, skills, and abilities, and to define his or her life in terms of vocation by providing opportunities for students to:

LEARN about themselves and the needs of society.  
REFLECT on who they are in relation to the needs of society and their role in it.  
SERVE the community while finding purpose in their lives.

The following services are offered in an effort to give students a transformative education in their career development:

1. Career Counseling
2. Career Assessments
3. Resume and Cover Letter Assistance
4. Job Searching Assistance
5. Interview Preparation
6. On Campus Interview Opportunities
7. Graduate and Professional School Application Assistance

In addition to the above services, Career Development also collaborates with faculty and staff as well as local and global businesses and organizations to host the following events:

- Part-Time Job Fair
- Major and Minor Fair
- Discover Your Calling Workshops
- Graduate School Awareness Week
- Industry Specific Career Fairs
- Mentoring and Networking Opportunities
- “Careers in Panels”

The goal of Career Development is to encourage each student to take personal responsibility to utilize the services provided to explore their calling, and develop his or her career planning skills from freshman through senior year and beyond. Career counseling is available on an appointment basis. In order to serve all students, evening appointments are available by request.

### Course Description

Orientation; Prefix: ORI

300 Career Readiness (1)

Career Readiness is a one-credit seminar style course. The goals of the course are to begin the adjustment process from the undergraduate academic life to graduate school or the workplace.

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## Commencement

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Commencement is a time to celebrate our graduates. There are two commencement ceremonies held during fall and spring. Graduating students from all of the Barry University campuses are invited to participate.

### Graduation fee

The graduation fee applies to all graduating students regardless of whether or not students attend the ceremony. The fee covers the cost of the diploma, cap & gown, printing of programs, rental of the ceremony site, the Graduation Survey, and other items associated with graduation.

### Regalia

In order to receive a cap and gown, the student's account balance must be under \$1,000.00.

Barry University conforms to the Intercollegiate Code for academic dress which regulates what is worn with the academic gown, hood, and cap for the commencement ceremony. Students may only wear honor cords given by Barry Academic Honors societies. **Honor society, sorority/fraternity satin scarves may not be worn.**

## Diploma

The diploma will not be awarded at the time of Commencement. Students will receive their diploma approximately six weeks after the date of graduation, either through the mail or by picking it up at the Office of the Registrar.

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## Counseling and Psychological Services

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The purpose of the Center for Counseling and Psychological Services (Counseling Center) is to provide personal counseling services in an atmosphere of respect and confidentiality.

- Personal counseling and educational programs are provided to enhance personal development to all enrolled students
- Personal counseling is available on an appointment basis, if possible. In order to serve all students evening appointments are available by request. Twenty-four hour emergency personal counseling services are available, for residential students, through their resident coordinators who have counselors' cell phone numbers.

Confidential personal counseling is available to all registered students at Barry University. Students are encouraged to use the counseling services when those services would be helpful. When requested, or when appropriate, referrals are made to the university's consulting psychiatrist, to physicians and/or community agencies. Some students may require a level of care beyond the scope of Barry University Counseling Center so these students may be referred off campus for more intense and frequent therapy. These referrals are made through the Counseling Center. The following charges apply to psychiatric appointments only: an initial fee of \$85 and a follow up fee of \$45 will be charged to the student's Barry insurance. This fee will be billed through United Health Care. Students who have private insurance will have their student account billed \$100 for an initial psychiatric evaluation and \$65 for all follow-up psychiatric appointments. Many private insurance companies may accept a Super Bill which student must request from CCPS.

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## First Year Experience and New Student Programs

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The first year of college is critical to the long-term success of students; the difference between a successful first year and an unsuccessful one can be as simple as getting help with a class or roommate. In an effort to assist new students in navigating the ins and outs of their first semester, Barry offers Barry 101. The program is designed to introduce first-year undergraduates to life at Barry and support each student's transition into university life. Attended by both freshman and transfer students, Barry 101 guides students through informational sessions, placement and challenge testing. Students will meet with representatives from their academic schools and register for their first semester classes.

New Student Orientation offers an overall introduction to Barry University, inclusive of academic, cultural, spiritual, and social information and events. Undergraduate student leaders assist with Orientation's programs and activities, allowing for a give-and-take pattern of learning and establishing new relationships among new students and their peers. Finally, New Student Orientation offers an important opportunity for students and their families to meet faculty and staff and to learn firsthand about the philosophy of education that will guide students' studies at Barry University.

The Orientation course below assists new freshmen to explore the components of a liberal arts education and to develop skills and competencies for academic and social success.

### Course Description

#### Orientation; Prefix: ORI

#### 100 First-year Experience Seminar (1)

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

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## Housing, Residence Life & Student Conduct

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The purpose of the Housing and Residence Life department 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. The department provides ways in which students can better understand themselves and others in their community.

### Residency Requirement

Residing on campus within the campus community is an extremely vital aspect of a student's personal and educational development. Research on this experience continues to indicate that students who live on campus tend to attain higher GPAs, have a higher satisfaction with their college experience, are more involved in campus activities, experience greater personal growth, and are less likely to drop out. The residential experience contributes significantly to a student's education. To support this educational development of students both inside the classroom and within the residential facilities, Barry University has made living on campus part of its educational design.

All new full-time undergraduate students are required to live on campus for their first academic year. Exceptions to this policy are those who reside with their parents or guardians within Miami-Dade or Broward County, or students in the School of Adult Continuing Education. The university does encourage new students from Miami-Dade and Broward County to live on campus.

A new student may apply for an exemption to this policy with the Office of Housing and Residence Life. In the case an exemption is granted, it will ordinarily be for one of the following reasons:

- Students who are married and/or have children;
- Students who have completed two semesters of college as a full-time student; or
- Students twenty-one years of age or older.

On-campus accommodations within the residence halls are available to full-time, degree-seeking students. 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-applied, first-served basis, in priority order of the date of application.

In applying for housing, each applicant must pay a one-time \$200.00 room security deposit. The deposit is credited to the student account when the student is billed for housing the first time. Deposits made for fall semester housing are refundable prior to May 1 of the preceding spring. Deposits made for spring semester housing are refundable prior to October 1 of the preceding fall.

All students residing in any/all university provided housing are required to provide proof of adequate health insurance and immunizations (see following Student Health Services section) to Student Health Services (SHS) prior to checking into their residence and/or before the first day of classes. Proof of insurance is considered complete when a copy of the students' insurance card has been provided to SHS and the primary insurance waiver is completed. The health insurance waiver is available for completion through MyBarry. Proof of insurance and completion of the insurance waiver is required on an annual basis each fall semester thereafter. If proof of insurance and an approved insurance waiver are not provided prior to the start of classes, the fee for the Barry sponsored student insurance plan will be assessed to the student's account. If a student insurance fee has been assessed to a student's account due to lack of compliance with the university policy, such fees are irrevocable and will not be credited under any circumstance.

In addition, all students residing in any/all university housing are required to submit a health history form and medical documentation of vaccinations (two MMR's, a Tdap in the past ten years, and a meningitis vaccination received on or after age sixteen) and health insurance information to SHS prior to checking into campus housing. Failure to comply with the University policy will negatively affect the student's arrangements for campus housing and/or their registration process. PLEASE SEE THE STUDENT HEALTH SERVICES SECTION FOR MORE INFORMATION.

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## International Student Services and Multicultural Programs

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The Office of International Student Services and Multicultural programs provides resources, services, and programs designed to develop the multicultural and international dimensions of Barry University. IMP provides immigration advising, advocacy, support, and other key resources and services to international students and scholars.

### ***Enrollment Requirement***

International students are required to be registered full time: 12 credit hours per semester for undergraduates, 9 credit hours per semester for graduate, and 6 credits for doctoral students. If an international student begins their program of study in the summer, they must be enrolled full time during the summer sessions. At all times, a student must make satisfactory progress toward completion of a degree program.

All international students attending Barry University on an F-1 or J-1 visa are required to provide the Student Health Services (SHS) with all proper immunization and insurance documentation. Failure to comply with the University health policy may negatively affect the student's registration process and/or campus housing arrangements. PLEASE SEE THE STUDENT HEALTH SERVICES SECTION FOR MORE INFORMATION.

International and Multicultural Programs also provides advising on any financial, personal, and immigration matters during business hours, Monday thru Friday from 9:00 a.m. to 6:00 p.m. A mandatory check-in and orientation program for new international students is held prior to registration for Fall and Spring semesters. In accordance with USCIS regulations, students are responsible for bringing the following documents during check-in: endorsed I-20 or DS-2019 form, a valid passport, a valid visa, and a print out of I-94. Failure to submit these documents will subject the student to IS restriction which prevents registration of classes.

Every effort is made to promote student awareness of the benefits available to international students under federal regulations. To provide efficient service, IMP requires all international students to provide up-to-date information regarding changes in personal and/or academic status. These changes may include a new academic program, change in address, financial status, and transfer to another university. In accordance with United States Citizenship and Immigration Services regulations, IMP maintains a complete file on each international student that includes: a copy of an endorsed I-20, passport, visa, I-94 card, and related documents.

### ***Internship Requirement***

The United States Citizenship and Immigration Services (USCIS formerly INS) defines "curricular practical training" as employment which is an integral or important part of each student's curriculum, including: internship, externship, practicum, or any other type of required internship or practicum which is offered by sponsoring employers through cooperative agreements with Barry University. All international students must receive employment authorization on the back of their I-20 form specifying permission to engage in curricular practical training (CPT) and must be careful to limit CPT to no more than twenty hours per week. For more information about IMP services refer to our website [www.barry.edu/imp](http://www.barry.edu/imp).

### ***Programming Component***

IMP seeks to enhance student, faculty, and staff awareness of the perspectives and needs of its diverse community members and to aid the University's mission of achieving a multicultural living and learning community through collaborative service and the pursuit of social justice. Finally, IMP functions as a crucial liaison among the Barry community, and various local, state, and federal agencies, for and on behalf of Barry's international student population.

IMP promotes awareness to the Barry Community by sponsoring:

1. Festival of Nations
2. Immigration Seminars, IMP forums, workshops, and events
3. International Assistant Program
4. International Education Week
5. Black History Month
6. Hispanic Heritage Month
7. Women's History Month
8. LGBTQ Awareness

Students should feel free to bring their ideas, concerns, and questions regarding the international and multicultural community to IMP.

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## **Public Safety and Emergency Management**

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The **Public Safety Department (PSD)** at Barry University is committed to working with the community to facilitate the development and maintenance of a safe environment and to support the continued evolution of the Barry University Mission.

A safe campus is everyone's responsibility. Do your part to protect yourself and others. Increased awareness by all of us can help prevent crime and keep our community safe. Crime prevention and awareness is not the sole responsibility of the Public Safety department. It is a joint venture with the community which it serves. The Public Safety department provides information, assistance, and service to aid campus occupants in the protection process.

### Emergency Numbers

Public Safety Department (Campus Security) 24 hours a day, 7 days a week	<a href="tel:(305)899-3333">(305) 899-3333</a>
Public Safety Office (Non-Emergency) Monday-Friday, 9 a.m.-5 p.m.	<a href="tel:(305)899-3335">(305) 899-3335</a>
Student Health Services (University Provider) Monday-Friday, 9 a.m.-5 p.m.	<a href="tel:(305)899-3750">(305) 899-3750</a>
Dade County Emergency	<a href="tel:911">911</a>
Miami Shores Police	<a href="tel:(305)759-2468">(305) 759-2468</a>
North Miami Police (for Holly House Residence)	<a href="tel:(305)891-8111">(305) 891-8111</a>
Metro Fire-Rescue	<a href="tel:(305)759-2468">(305) 759-2468</a>
Metro-Dade Police (Non-Emergency)	<a href="tel:(305)595-6263">(305) 595-6263</a>
University Hotline	<a href="tel:(305)899-4000">(305) 899-4000</a>

Barry University has a full-time security force supplied by Allied Barton under the direction of the University's Director of Public Safety. This trained group of security officers helps to preserve the academic environment and high quality of life on this beautiful South Florida campus.

The security force provides complete campus protection services to all of the students, faculty, and staff. Security officers equipped with radios are centrally dispatched. Their vehicles routinely patrol the campus area.

The Public Safety department utilizes patrolling officers to observe and detect crimes and threats on the campus. The Public Safety department's function is primarily informational and advisory, rather than regulatory. Public Safety personnel are not police officers and are not empowered as such. The primary protective means used are restricting campus access to only authorized persons for reasonable and safe purposes. The inspection and maintenance of locks, doors, windows, lights, and alarms are coordinated by both the Public Safety department and the Physical Plant department.

Extra security is available for all University functions including athletic competition, social events, and other special activities as required.

The security force patrols all student parking areas and provides free assistance for keys locked inside cars and dead battery starts. Campus security is also responsible for the enforcement of campus parking and traffic regulations.

### Timely Warnings

In the event a serious situation arises, either on or near campus, which constitutes an ongoing or continuing threat, a campus wide "timely warning" will be issued. The warning will be issued to students, faculty, and staff.

The **Silent Witness** program is a confidential way of providing information to Barry University Public Safety if you have witnessed a crime. If you know of a crime that has occurred on campus and would like to report it anonymously, please go to <http://www.barry.edu/publicSafety/silentwitness.htm> to fill out an anonymous web form.

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## Student Health Services

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Student Health Services (SHS) serves as the primary advocate for the health of Barry University students by integrating the critical role of college health into the university mission.

SHS provides quality health care utilizing a nursing model in primary care delivery and in collaboration with local physicians to promote a healthy community and healthy individuals as critical components of student learning.

### *Fee Schedule*

**Beginning with registration for fall 2018, all graduate students (excluding online programs and PACE) are required to be fully insured in the state of Florida. To assist with this process, all full-time undergraduate students (9 credits) and all full-time graduate students(4 credits) will be front billed for one semester of student health insurance through**

United Health Care Student Resources. **If you have private insurance coverage** that meets the waiver standards, you may waive the student health insurance fee to have the semester cost credited back to your account. You will receive an email to your **Barry Student email** 24-48 hours after you have registered for the semester that will have a link to the insurance waiver where you will be asked to submit your private insurance information. This must be completed prior to the first 30 days of each semester.

Once an approved waiver is processed your student account will be credited within a 2 week period.

Please note: If an approved waiver is received, the student will be credited for the UHCSR student insurance. The \$60 per semester Health Fee is optional for all Graduate students who wish to use Student Health Services unless they reside in campus housing, then the Health Fee and accident insurance is mandatory. The \$22 per semester accident plan may be mandated by specific graduate academic program.

### ***Services Offered at SHS***

- Assessment of injury or illness by a registered nurse;
- Evaluation and treatment by a board certified Family Nurse Practitioner (co-pay may apply)
- Access to select non-prescription medications
- Limited in-house prescriptive medications dispensary (co-pays apply);
- Immunization (provided at a discounted rate to all students regardless of insurance coverage) (*Immunizations are covered at 100% for students enrolled in the Student Health Insurance Plan*);
- In addition to providing primary care services SHS is here to assist in the removal of health-related barriers to students' academic success.

### ***Services Not Offered***

- X-rays and other sophisticated diagnostic testing
- Specialty physician care
- Dental care
- Vision Care
- Emergency care after-hours Overnight infirmary services
- Student transportation

Services provided at the Student Health Services are available to all fulltime registered students.

### **Responsibility of Students**

- Beginning with the Incoming class In the fall 2018 semester, all international students attending Barry University on an F-1 or J-1 visa, are required to provide SHS current medical documentation with proof of an adult (1) Tetanus/Diphtheria/Pertussis (Tdap, preferred) vaccination within the past ten years, (2) measles, mumps, rubella (MMR) vaccines (first dose at the age of twelve to fifteen months or later, second dose at age four to six years or later) or, laboratory proof of immunity to measles, mumps, rubella. and proof of the Hepatitis B series or waiver. A Meningitis vaccination after the age of sixteen is required if residing in campus housing. All students are strongly encouraged to provide a statement of good health and proof of Hepatitis B, Hepatitis A, Varicella, annual Influenza, and HPV vaccinations and PPD screenings prior to attending Barry University. This documentation must be received prior to class registration: Additional immunization requirements may be necessary for certain academic programs. **Acceptable records of immunizations may be obtained from the following sources and must be presented to SHS prior to arriving to campus to begin your studies:** High school records, personal shot records (signed or stamped by a healthcare provider), Health Department or physician records, military documents or World Health Organization documents, previous college or university immunization records (these records do not automatically transfer, you must request a copy).
- According to Barry University class attendance policy it is the responsibility of the student to notify the professor in advance of an absence regardless of the reason. The SHS never provides an excused absence. The excusal is at the professors' discretion. Reasons for medical absences are limited to hospitalization, communicable disease, or long-term illness, and are only sent at the request of the student seen in the SHS.
- The SHS hours are Monday—Friday, 9 a.m.—5 p.m. All students covered by the Barry University student insurance policy have access to a twenty-four hour nurse line.



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## Student Life

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The Office of Student Life is committed to the mission of Barry University and the Division of Mission and Student Engagement. The guiding philosophy of the Office recognizes that the development of the whole student is achieved through in-class and out-of-class learning opportunities and experiences provided through programs designed to enhance cultural, intellectual, leadership, personal, and professional development. When afforded these opportunities for learning and growing, students will graduate from the institution with a better understanding of themselves and their peers, as it relates to their organizations, chosen professions, and responsibilities as part of a larger community.

The Office of Student Life encompasses student organizations, leadership development, campus events and programs, club and organization governance, Greek life, Commuter Student Resources and Bucky the Mascot. The staff, through the implementation of student development theories in a variety of instructional settings, assists students in developing environments which enhance diversity, promote ethical and moral development, encourage civic engagement, promote the establishment of meaningful interpersonal relationships, and provide leadership and experiential learning opportunities.

### Campus Events & Programming

While academics will be a major focus of any college career, the Office of Student Life at Barry University believes that a complete college education requires involvement in activities, events, and programs outside the classroom. Therefore, the center plays a major role in the social and educational programming throughout the campus. Campus Programs offer an array of programs to engage students and connect the entire campus community. The collection of programs vary from traditional programs such as Weeks of Welcome, Barry Community Fest, Martin Luther King Day of Service, and Homecoming, to Campus Activities Board events, and workshops offered by the Adventure Series: Mosaic: Culture and Creative Arts Series. The Campus Activities Board (CAB)—is a programming board within the Office of Student Life. CAB is a student-operated organization, which plans, coordinates, and implements many of the campus wide events and off-campus trips and events. CAB strives to provide dynamic and diverse programs and events that meet the needs and interests of the Barry University student community. Programs include evening entertainment such as bands, comedians, talent shows, and game shows.

### Student Organizations

The opportunities for student involvement in campus activities are myriad. There are more than forty student organizations that meet the needs and interests of students. United by the Student Organization Council (SOC) and funded by the Student Government Association (SGA), these groups encompass a wide range of interests and welcome your participation. An annual listing of student organizations is available on Barry's Student Web. ALL STUDENT ORGANIZATIONS ARE SUBJECT TO REGISTRATION RENEWAL.

### Fraternity and Sorority Life

The Greek organizations represented at Barry University are founded upon the principles of developing quality leaders through commitment to academic excellence, dedicated service to the University and its surrounding community, and the promotion of healthy and responsible social interaction while maintaining a unified Greek environment.

Greek affiliation is an excellent way to enhance one's college career. Governed by the All Greek Council (AGC), Barry's fraternities and sororities encourage interpersonal, academic, moral, ethical, and professional development through a wide range of leadership and involvement opportunities. The fraternities and sororities at Barry University include:

- Alpha Delta Gamma Fraternity
- Alpha Phi International Sorority
- Lambda Theta Phi Fraternity

### Commuter Student Resources

Commuter students currently comprise two-thirds of the Barry University student body. The purpose of services specifically designed for the commuter population is to meet the practical, social, academic, informational, and advocacy needs of all commuter students, including undergraduate, graduate, ACE, and off-campus site commuters. It also functions as a resource to commuter students about the university and local community.

Commuter Student Resources provides a variety of programs and services which are intended to enhance the commuter experience by broadening students' knowledge of resources, events, services, and opportunities that will assist them during their college experience. Services include transit information, discounted metro passes and metro decals, locker rentals, carpooling, commuter meal plans, off-campus housing listings, a commuter lounge, and a private study area.

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## Student Union and Business Services

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The Student Union and Business Services department provides integral assistance to student life and accommodates the needs of the Division of Mission and Student Engagement. Located in the main lobby of the R. Kirk Landon Student Union Building, the Union office delivers to students, faculty, and staff services such as ID card management, university television services, food service, union facility management, concierge amenities, event reservations, and planning and implementation assistance. The Student Union is also the community center of the University, providing an environment that supports the mission and values of the institution through programs and services that meet the needs of our diverse campus population. The Student Union is committed to providing students with a comfortable studying and recreational environment while creating a "living room" feel.

### Concierge Center and Information Desk

Staff members offer information about services available on campus and in the local community as well as local and state-wide events and attractions. They can also assist with local phone calls, sending and receiving faxes, copying, scanning, vending machine refunds, information and more.

### ID Services

Photo identification cards are issued to each student at the time of initial registration at the university. It is expected that the ID card will be retained throughout the students' university experience. Replacement ID cards are \$15.

### *Students are Expected to Carry University ID at All Times while on Campus*

The card is the property of Barry University and is intended solely for its use. When requested by a University official, students are required to produce their University identification. It is not transferable and must be returned upon request. Misuse of the ID card will result in disciplinary action.

Currently the library, the computer lab, athletic facilities, sporting events, select residence halls, and parking are using a contactless card access system. Dining services, the Follett bookstore, and Le Café accept the Barry ID card as a mode of payment. However, money or a meal plan must be added to your ID card prior to making any purchases with your card. Flex bucks for use in these locations can be added to the ID card account through the Cashier/Business Office (Farrell Hall, Room 110).

### Union Facility Services

#### *Room Reservation*

The Landon Student Union serves as the primary facility for students to meet and gather on campus. Specific spaces within Landon Student Union can be reserved for student-oriented functions on a first come, first serve basis. All Landon Student Union space reservations must be requested through the Student Union Office via the online EMS system. For more details please contact the office.

#### *Posting and Publicity*

Only registered student organizations, academic units, University departments, and approved non-university entities may publicize in the Landon Student Union. All publicity material intended for the Landon Student Union and/or Thompson Hall must be approved and stamped by the Student Union Office.

For more information about any of the services listed above, please contact the Student Union Office at [\(305\) 899-4900](tel:3058994900) or [studentunion@barry.edu](mailto:studentunion@barry.edu).

### Dining Services

Barry University Dining Services offers a variety of dining choices for students and visitors to the Miami Shores campus. There are a variety of restaurants to choose from, all conveniently located within walking distance of on-campus housing, labs/classrooms, and many off-campus apartments.

Dining on campus provides the social experience essential to campus life. It gives the opportunity to gather with friends, take study breaks, hang out, relax, and unwind after a hard day of classes and activities.

### **Campus Dining Locations**

#### ***Roussell Dining Hall: [R. Kirk Landon Student Union, 2<sup>nd</sup> Floor]***

Roussell Dining Hall is an all-you-care-to-eat facility featuring a wide variety of fresh food designed to satisfy anyone's appetite. This facility serves resident students, commuter students, and faculty/staff who are on meal plans. It is also open to all students, faculty, staff, and guests of the University. Purchases can be made using cash, credit /debit card, Dining Dollars, or Flex Bucs. Full-service meals are served seven days per week.

#### ***Chick-N-Grill: [Buc Stop Café @ Thompson Hall]***

Billed as the "tasty way to stay healthy," Chick-n-Grill utilizes an open kitchen format and design that is meant to highlight the freshness of the products. These include marinated chicken and steak cooked over a hot, flaming grill along with freshly prepared salads, rice and bean bowls, Latin-Style wraps, and more. This Latin/Caribbean style menu is sure to appeal your appetite.

#### ***Subway: [Buc Stop Café @ Thompson Hall]***

Subway has earned a reputation for offering a healthier alternative to traditional greasy and fatty fast food. Subway offers fresh, nutritious, and of course made-to-order sandwiches. Subway is open for breakfast, lunch, and dinner.

#### ***Outtakes: [Buc Stop Cafe @ Thompson Hall / Dominican Hall]***

With convenience on the mind, our Outtakes brand is a "Grab-n-Go" concept. This location will feature freshly made sushi, gourmet salads, sandwiches, fruit cups, and bottled beverages. If you need a meal on the fly, Outtakes is your stop choice! Additional Outtake is located at Dominican Hall. The Outtake at Dominican Hall will feature a meal plan equivalency combo.

#### ***We Proudly Serve: [Buc Stop Café @ Thompson Hall]***

Need a wakeup call? Come to *We Proudly Brew*, featuring popular Starbucks' products. This location will feature breakfast pastries and deserts to complement any beverage selection.

#### ***Create: [Dominican Hall]***

*Your wish is our command* as your meal is created right in front your eyes. With sandwiches, wraps, salads, and Sushi, this location is made simple with ingredients that are fresh, delicious, and, of course, healthy. The possibilities are endless with over twenty-nine ingredients to choose from. You will never have to order the same thing twice!

#### ***Juiceblendz: [Dominican Hall]***

Take four parts customer service, three parts nutrition, two parts taste, and a dash of moxie then blend till smooth. Juiceblendz is a uniquely fresh concept redefining the smoothie and nutrition industry. With the growing demand for fresh, nutritious ingredients and delicious blendz, Juiceblendz aims to satisfy your healthy lifestyle. Each "blendz" is formulated to feed the mind, body and tastebudz. They only use the freshest ingredients with no smoothie mixes or sugary purees.

#### ***Bucky's Cove: [Landon Student Union]***

Barry's very own sports bar and grill is full of exciting entertainment like karaoke night, talent night, and trivia night, as well as two full-size billiard tables, ping pong, and board games! Try our gourmet burgers, appetizers, pizza, or fries along with our wide selection of beer and wine. Bucky's Cove will also feature a breakfast option with coffee and espresso. This location is the perfect place to go before and after a big game!

### **Dining Hall Policies & Procedures**

1. Students must present their valid Barry University ID card. This card may only be used by the person to whom it is issued. Fraudulent use of a Barry University ID card will result in confiscation of the card and all persons involved being referred to the Dean of Students office.

2. Students on the go can grab a meal from the Roussell to-Go set up front of Roussell.
3. All buffet food must be consumed inside the dining hall.
4. Foods not prepared in this facility are not permitted in the Dining Hall.
5. Students are expected to practice proper behavior while using the dining facilities.

### Flex Bucs

The Flex Bucs account is used as a declining balance account for all debit functions on campus. At this time the ID card handles the following debit functions:

- Bookstore purchases
- Dining Services
- Roussell Dining Hall, Subway, Chick-n-Grill, Outtakes, We Proudly Brew [Buc Stop Café @ Thompson Hall], Juiceblendz, Outtakes [Dominican Hall], and Bucky's Cove.
- Business Center
- Flex Bucs accounts can be opened at the Cashier Business Office (CBO). Payments of cash, check, or credit card are accepted. Requests for billing against excess Financial Aid, loans, or scholarship funds to your university account are done at the same office. A refund request of Flex Bucs begins at the Student Union Office located in Landon Student Union.
- Flex Bucs can also be added to an individual's account by logging on to [get.barry.edu](http://get.barry.edu)
- Cash deposits are accepted at the Flex Bucs Terminal located in the Landon Student Union.
- Deposits in this account carry over from semester to semester.
- Additional funds can be added to this account at any time during a semester.
- Unused funds will be refunded upon request.
- University ID card is required for all Flex Bucs account purchases.
- A university ID card can only be used by the person to whom it is issued.
- Unauthorized or fraudulent use of an ID card will result in the card being confiscated and all persons involved being referred to the University Judicial System.
- Any systematic problems with the university ID card must be taken to the Student Union Office for resolution.
- Payments of cash, check, or credit card to the Flex Bucs account are made at the office of Cashiers/Business Office, Farrell Hall, Room 110 (Andreas 112 during arena registration) or the Frank J. Rooney Bldg. for PACE students. Requests for billing against excess Financial Aid, loans, or scholarship monies to your university account are done at the same office. Refunds of Flex Bucs money begins with a request made at the Office of the Student Union located in Landon Student Union.

### Campus Bookstore

Barry Bookstore, operated by Follett Higher Education Group, is open for the services and needs of Barry students. The bookstore, located on the first floor of the R. Kirk Landon Student Union, supports your academic needs with textbooks—new, used, and rental, reference materials, supplies, and academic software. Barry Bookstore also carries bestsellers, gift cards, DVDs, CDs, snacks, electronics, and a wide variety of Barry Merchandise. Purchases may be made using cash, Flex Bucs, or credit/debit card with a VISA or MasterCard logo. Items may also be purchased on line at [www.barry.bkstr.com](http://www.barry.bkstr.com).

# Tuition, Fees, and Financial Aid

## Statement of Responsibility

In consideration of acceptance for enrollment at Barry University, the student and/or guarantor guarantee the payment of all costs for tuition, fees, room, board, and all other financial obligations incurred while in attendance at the University.

In addition, all financial obligations to the University must be met as a condition of graduation and participation in commencement ceremonies.

## 2018–2019 Tuition and Fee Schedule

*Effective July 1, 2017—June 30, 2018*

(With the exception of Podiatry who begins the increase in Summer I)

### Tuition

Master's Level (Graduate) Programs, per credit	\$990.00
Technology Fee, per credit (mandatory per semester)	\$5.00
PACE GR, per credit	\$699.00
Technology Fee, per credit (mandatory per semester)	\$5.00
All Doctoral (except D.P.M.) Programs, per credit	\$1,125.00
Post Baccalaureate Doctor in Nursing Practice with Specialization in Anesthesiology	
Flat rate fee per semester and per cohort year	\$10,850.00
Technology Fee (mandatory per semester)	\$75.00
Post-Baccalaureate Certificate in Histotechnology	\$12,900.00
Technology Fee (mandatory per semester)	\$75.00
Graduate Certificate in Biotechnology	\$12,900.00
Technology Fee (mandatory per semester)	\$75.00
Post-Baccalaureate Pre-Med Certificate	\$12,900.00
Technology Fee (mandatory per semester)	\$75.00
Audit Graduate—Masters & Specialists, per credit	\$990.00
Technology Fee, per credit (mandatory per semester)	\$5.00
Ph.D., per credit	\$1,125.00
Technology Fee, per credit (mandatory per semester)	\$5.00

### Podiatric Medicine

Full-time, per year	\$38,960.00
Part-time, per credit	\$1,125.00
	<i>Continued</i>

<b>Continued</b>	
5 <sup>th</sup> Year and beyond, per year	\$19,480.00
Student Accident Plan (mandatory per semester)	\$22.00
Technology Fee (mandatory per semester)	\$75.00
*Students exercising the dual D.P.M./M.B.A. option will incur an additional expense of \$4,710 per year.	

<b>Physician Assistant</b>	
Full-time, per year	\$33,460.00
Student Accident Plan (mandatory per semester)	\$22.00
Technology Fee (mandatory per semester)	\$75.00

<b>Law School</b>	
Full-time, per year	\$37,280.00
Technology Fee (mandatory per semester)	\$75.00
Part-time, per term	\$14,080.00
Technology Fee (mandatory per semester)	\$50.00
Summer, per credit	\$1,330.00
Technology Fee, per credit (mandatory per semester)	\$5.00

### **Fees**

CLEP (per credit)	\$100.00
Credit by examination (per credit)	\$100.00
Professional Liability	Variable
Corporate Deferred Payment Fee	\$150.00
Returned Check	\$100.00
Non-Reversible Late Payment Fee	\$250.00
Lost I.D. Card	\$15.00
Transcript, each official	\$10.00
Health Insurance	Variable
Graduation Application Fee** Graduate	\$200.00
Graduation Application Fee** PhD & Law	\$250.00
Late Registration	\$100.00
Special Course Fee	Variable
PACE Distance Education Fee	\$125.00
**Fee applies each time a student registers for graduation	

**Note:**

Graduate students must be enrolled in 4 or more credits to qualify for Health Insurance unless authorized by the Student Health Center. Health Insurance is available on semester basis. A student may choose to pay the insurance company directly or have it charged to the student account.

**ALL COSTS ARE SUBJECT TO CHANGE WITHOUT PRIOR NOTICE AND MAY BE INCREASED BY ACTION OF THE BOARD OF TRUSTEES.**

At Barry University, the purpose of the Office of Cashier/Business Office (CBO) and the Office of Financial Aid is to act in partnership with students to provide the necessary guidance in financial planning related to enrollment. Students are encouraged to contact the Office of Financial Aid, at [\(305\) 899-3673](tel:3058993673), or the Office of Cashier/Business Office, at [\(305\) 899-3585](tel:3058993585), for information and assistance. All students are assessed tuition and fees on a semester basis. **All rates given are subject to change without notice.**

The following terms and conditions are financial requirements of your education related to this registration:

- Once you formally register for classes, you assume the responsibility for understanding Barry University's official policies concerning schedule changes, satisfactory academic progress and the financial policies of the University as described in the Barry University Student Handbook.
- Registration constitutes a financial agreement between you and the University. Tuition, fees, and other charges you incur, including but not limited to housing, meal plans, health insurance, and bookstore charges ("Charges"), shall be added to your student account. Any Charges that are not covered by financial aid shall be the responsibility of the student and shall be paid within the term in which the Charges incurred. Students assume responsibility for all costs incurred as a result of enrollment at Barry University. It is the student's responsibility to be aware of their account balance and financial aid information and to maintain current valid postal address information at all times to ensure receipt of all University correspondence in a timely manner. Barry University recognizes the University e-mail system as the primary electronic communication between the student and the University. Students are expected to check their e-mail on a frequent and consistent basis in order to stay current with University-related communications. The University reserves the right to cancel registration of any student if a balance due from a previous term remains unpaid at the start of a subsequent term.
- The University reserves the right to recover all costs related to the collection of delinquent accounts, including attorney's fees.

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### Professional Discounts Provided by the University

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**Clergy/Religious:** Members of religious communities who work a minimum of thirty hours per week for their respective churches receive a 30 percent tuition discount for all graduate programs. Proof of affiliation is required at each registration. Please contact the Department of Theology and Philosophy for further information.

**Doctor of Ministry:** A 30 percent tuition discount is available for students in the Doctor of Ministry program.

**Nurses:** A 30 percent tuition discount is available for registered nurses enrolled in the M.S.N. program. Students enrolled in the Doctoral Nursing Program are entitled to a 20 percent tuition reduction. Please contact the Division of Nursing for additional information. Registered nurse students enrolled in the post-baccalaureate D.N.P. nursing program are entitled to a 25 percent reduction in tuition.

**Social Work:** See School of Social Work Section for information regarding scholarships and tuition discounts.

**Note:**

- Various tuition discounts exist in other schools of the University. Please inquire within each school for details.
- These discounts do not apply if tuition is paid through a grant or other subsidy, nor do they apply to discounted tuition, nor to programs with special rates.
- These discounts are not applied retroactively.

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### Official Payments Payment Plan

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All balances, generated by tuition and fees, are due at the time of registration. If you are unable to pay your tuition costs after financial aid in full at that time, payment plans are available. This payment plan is an alternative option to the regular **Fee Free** University semester payment due dates. Please see website for the **Fee Free** payment due dates. <http://www.barry.edu/cbo/tuition-payment>.

Official Payments provides affordable payment schedules to help students budget their semester's charges. Through Official Payments, a payment plan enables you to divide the balance into multiple installment payments instead of paying in one lump sum. Enrollment and managing your plans is fast, easy, and secure. You will be able to view available plans and select one that meets your budget. You can schedule automatic payment plans. Please be aware that with all payment plans, there is an enrollment fee. This fee will be required to be paid at the time of plan enrollment and down payment.

Interested students are urged to review the Cashier/Business Office website for more Information. <http://www.barry.edu/cho/tuition-payment/payment-plans.html>

I (Student) agree that if I default on my payments, the entire balance will become immediately due and payable. I further agree to waive demand, notice of non-payment, and protest.

I understand that delinquency may result in assignment to a collection agency, an attorney, or both.

I agree to pay the full balance due plus any late payment fees, collection agency fees (which may be based on a percentage at a minimum of 33 1/3 percent of the debt), attorney's fees (including a reasonable hourly attorney's fee for time spent by any in-house attorney), court costs, and all other charges associated with the collection of this debt.

If I default on this debt I authorize Barry University to disclose any relevant information to credit bureau organizations and collection agencies, and further authorize Barry University to contact my employer.

### **Payment Due Dates**

The University offers flexible minimum payment due dates for each term. Each student must be aware of all payment due dates for each term they are registered.

#### **Payment Due Dates**

Fall	8/1, 9/1, 10/1
Spring	12/20, 1/20, 2/20
Summer 1	5/1, 6/1
Summer 2	6/1, 7/1
Both Summer 1 & 2	5/1, 6/1, 7/1
Corporate Dates 4 weeks after the end of the term	

#### **School of Professional and Career Education Payment Due Dates**

Fall A	8/1, 9/1
Fall B	10/1, 11/1
Spring A	12/20, 1/20
Spring B	2/20, 3/20
Summer	5/1, 6/1, 7/1
Corporate Dates 4 weeks after the end of the term	

**A NON-REVERSIBLE \$250.00 FEE SHALL BE CHARGED TO YOUR STUDENT ACCOUNT IF A BALANCE REMAINS AFTER THE LAST PAYMENT DUE DATE OF THE TERM.**

### **Corporate Reimbursement Deferment**

Students who receive corporate reimbursement may defer the portion of the reimbursable tuition until four weeks after the last day of class. There is a \$150.00 non-refundable deferment fee per semester. Proper documentation on company



letterhead must be submitted stating eligibility, amount/ percentage reimbursed, grade requirement, etc. Additionally you must complete a deferred payment plan form with the Cashier/Business Office. This must be completed within the first two weeks of the semester. Any forms received after the two weeks will not be accepted and you must follow the regular payment due dates for the semester. Under no circumstances will payment be deferred for more than one term (e.g., incomplete grades, continuous matriculation, etc.). Payment becomes due immediately upon course withdrawal or course failure.

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### **Florida Prepaid College Program**

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If you wish to apply Florida Prepaid to your semester's charges, you must bring an updated copy of your Florida Prepaid card to the Cashier/Business Office at the time of registration. We will assist you in filling out the necessary paperwork required and bill Florida Prepaid on your behalf.

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### **Sponsor/Third Party Billing**

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Students who are eligible to receive third party sponsorship are required to submit proof of sponsorship at the time of registration. This paperwork must be submitted with each registration. It is the student's responsibility to make sure that payment is made upon submission of third party billing.

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### **Withdrawal Policy for Individual Courses**

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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. The Period of Schedule Adjustment ends on the last day of late registration or on the Wednesday of the first week of class for each semester or summer session.

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### **Changes Made During the Period of Schedule Adjustment**

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Students dropping courses during the Period of Schedule Adjustment (begins first day of registration for a specific semester or summer session; ends on the last day of late registration) will receive total credit for the course and special course fee, if applicable, as long as the student remains enrolled in the University. The Period of Schedule Adjustment ends on the last day of regular registration.

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### **Student Dismissal**

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A student dismissed for academic or disciplinary reasons at any time shall not be entitled to any claim, credit, or refund.

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### **Transcript/Diploma Release**

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As long as money is owed to the University, release of diplomas, an official or unofficial transcript, certification of attendance or statements of degree completion is prohibited. Payment by a check drawn on a local bank requires a minimum of ten business days for check clearance before a University document can be released. For payment with other types of checks please contact the Cashier/Business Office.

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### **Health Insurance**

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Health insurance is required for all undergraduate students attending class on main campus (non-PACE) and all graduate students taking 4 or more credits (excluding online programs).

To assist with this process, all full-time undergraduate students and all graduate students taking 4 credits or more will be front billed at registration for the semester of the student health insurance through United Health Care Student Resources. If you have private insurance coverage that meets the waiver standards, you may waive the student health insurance fee to have the semester amount credited back to your student account.

Students **MUST** complete the insurance waiver and upload a copy of their insurance card prior to the first 30 days of the semester. The insurance cost is nonrefundable after the waiver period ends. The waiver will only be available for completion after the student has registered for the semester. An email will be sent to the students Barry email account 24-48 hours after they register notifying them of the billing and where to go to complete the waiver. This waiver will need to be completed with each subsequent semester.

If a student insurance charge has been assessed to a student's account due to lack of compliance with the university policy, or denial of waiver, such charges are irrevocable and will not be credited under any circumstance.

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### Mandatory Accident Insurance

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All fulltime undergraduate students attending classes on the university's Main Campus, graduate students living in university housing, and students enrolled in the Division of Medicine will be billed a per semester charge for a Student Accident Plan for medical treatment for injuries that occur due to an on/off campus accident. This plan will provide coverage for visits to off-campus providers at 100% to a maximum of \$2,500.00 per accident per semester (fall and spring). The accident insurance is mandatory and cannot be waived for any reason. Other students who wish to enroll on a voluntary basis may do so through SHS. Voluntary enrollment in the Student Accident Plan is available for all other graduate students with a personal primary insurance plan regardless of their housing status.

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### Student Health Fee

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All full-time undergraduate students will be billed \$60 per semester (once in the fall and once in the spring) for the Student Health Access Plan. All graduate students living in university housing will also be billed. All other graduate students requesting primary care services at SHS will be billed the semester charge of \$60 for the Student Health Access Plan at the time services are provided. This plan cover all primary care services provided at SHS with the exception of the following:

- Female Wellness Exams (PAP Test)
- Laboratory Services provided at an off-site laboratory\*\*
- Select In-house prescriptive drugs (copay will apply )
- Select Immunizations. Certain Immunizations provided will be assessed a nominal charge.

\*\*These services are independently billed from the retailer and insurance company.

The Student Health Fee is mandatory and cannot be waived for any reason. This plan will continue to renew for each subsequent semester for Graduate students that remain in University housing. It is the responsibility of the Graduate student to notify SHS if they make the decision not to reside in University housing for the subsequent semester.

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### Delinquent Accounts

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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, which may be based on a percentage at a minimum of 33⅓ percent of the debt, 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.

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## Institutional Refund Policy

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### 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 monetary reimbursement or tuition 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 toward tuition will be determined by this date.

Tuition and fees will be credited towards reimbursement on this basis: If the student leaves within the first two weeks of the semester, 80 percent of the full semester charge is credited; within the first three weeks, 60 percent is credited; within the first four weeks, 40 percent is credited; within the first five weeks, 20 percent is credited. After the fifth week there is no credit. For purposes of determining the percentage of credit, the first week of classes will be considered the start of the semester.

*These calculations are based on a normal thirteen week semester.*

### Summer School Tuition and Fees Credits

If the student leaves within the first week of the summer session, 60 percent of tuition, room, and board is credited; within the second week, 20 percent 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.

*These calculations are based on a normal five week semester.*

**ALL FEES, OUTSIDE OF TUITION AND ROOM AND BOARD, ARE NONREFUNDABLE.**

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## Refunds/Overpayments

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The Cashier's office has automated the process of issuing refund checks. All credit balances generated by financial aid will be automatically issued and mailed to your preferred address in the Registrar's system. Please make sure your address is correct with the Office of the Registrar to ensure you receive your checks.

To simplify the disbursement of your funds, direct deposit is available. If you wish to participate in direct deposit, please go to Web-Advisor to enter your banking information.

Refunds are disbursed within fourteen calendar days from when the credit balance has been created or fourteen calendar days from the start of the term, whichever date is later.

#### **Note:**

If a credit card payment was made to your account within ninety calendar days of the refund date, funds will be issued to the credit card first. Any additional credit that remains will then be issued to you.

The refund of a credit balance is not intended as a final accounting of all charges incurred on your account.

### Total Withdrawal and Return of Title IV Funds

When a student receiving Title IV student financial aid withdraws from all courses, the aid must be adjusted in accordance with rules established by the U.S. Department of Education. These calculations may result in the student owing the University a balance.

If you withdraw or stop attending classes before completing 60 percent of the term, a portion of the total federal aid you received, excluding Federal Work Study earnings, may need to be repaid immediately. The amount of federal aid that you must repay is determined via the Federal Formula for Return of Title IV funds. This law also specifies the order in which funds are to be returned to the financial aid programs from which they were awarded, starting with loan programs.

Institutional funds will be reversed if a student withdraws during the add/drop period.

### Order of Return of Title IV Funds

1. Unsubsidized Direct Loans
2. Subsidized Direct Loans
3. Federal Perkins Loans
4. Direct PLUS Loans
5. Other Title IV assistance (not including FWS)

You may be required to make a repayment when cash has been disbursed from financial aid funds in excess of the amount of aid that you earned (based on the date of your total withdrawal) during the term. The amount of Title IV aid earned is determined by multiplying the total Title IV aid (other than FWS) for which you qualified by the percentage of time during the term that you were enrolled.

- If less aid was disbursed than was earned, you may receive a late disbursement for the difference.
- If more aid was disbursed than was earned, the amount of Title IV aid that you must return (i.e., not earned) is determined by subtracting the earned amount from the amount actually disbursed.

The responsibility for returning unearned Title IV aid is shared between the University and you. It is allocated according to the portion of disbursed aid that could have been used to cover University charges, and the portion that could have been disbursed directly to you once those charges were covered. Barry University will distribute the unearned aid back to the Title IV programs, as specified by law. You will be billed for the amount that you owe to the Title IV programs, as well as any amount due to the University as a result of Title IV that were returned that would have been used to cover University charges.

For additional information on refunds to Title IV sources, please contact the Office of Financial Aid at [\(800\) 695-2279](tel:8006952279) or [\(305\) 899-3673](tel:3058993673).

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### Use of Federal Student Aid Authorization

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Federal regulations require that Federal Student Aid be automatically applied to tuition, mandatory fees, and room and board. The University must receive authorization from you to apply excess federal funds to all charges incurred and up to \$200 in charges from a prior year.

If we do not receive authorization from you, any excess federal funds will not be applied to other charges incurred or up to \$200 in charges from a prior year. This may result in an outstanding balance on your student account which could prevent future registrations, cause late fees, and/or prevent the release of official documents such as transcripts and diplomas.

To grant authorization for the University to use your Federal Student Aid for all current charges and up to \$200.00 of prior year charges, please log into Web Advisor. Go to Student menu then click on Federal Student Aid Authorization Form and submit your authorization.

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### Financial Aid for Graduate Students

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The purpose of the Office of Financial Aid is to provide financial aid and financial planning services to students who need assistance in order to enroll or to continue their enrollment at Barry University. The Office of Financial Aid fulfills its purpose 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 students for the purpose of determining eligibility primarily for federal student financial aid. This information is processed by a federally-approved Multiple Data Entry processor, and the results are sent to Barry at the request of the student.

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## Determining Eligibility for Federal Financial Aid

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

- Enrollment, or acceptance for enrollment, in a degree-seeking program of study.
- Registration as at least a half-time student in courses required for completion of the degree program.\*
- U.S. citizenship or qualification as an eligible non-citizen.
- Satisfactory academic progress.
- Completion of the necessary financial aid applications by the appropriate deadlines.

\*Half-time enrollment for most graduate programs is defined as 4 or more credits per semester. For further information regarding academic progress and what constitutes “half-time” enrollment, refer to the specific requirements pertaining to the academic program the student is pursuing.

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 an eligible non-citizen. Note that the I-688A and I-688B do not qualify the student as an eligible non-citizen. No federal financial aid is available to international students.

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## Applying for Financial Aid

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After applying for admission, students should submit the Free Application for Federal Student Aid (FAFSA).

Students are encouraged to complete the FAFSA online at [fafsa.ed.gov](https://fafsa.ed.gov). Please use Barry University’s Federal School Code of 001466, and sign your application electronically with your FSA ID. If you do not have an FSA ID, you may create one online at [fsaid.ed.gov](https://fsaid.ed.gov). You may also print the signature page and mail it to the address specified.

Incoming students who apply for financial aid can expect to receive notification of their financial aid awards following notification of acceptance to Barry. Returning students will be notified of their financial aid awards upon completion of their financial aid file. If additional documentation is required, such as proof of citizenship or Selective Service registration, you will be notified. Students who borrow federal student loans and are first-time borrowers at Barry University are required to complete a Master Promissory Note and Loan Entrance Counseling online at [studentloans.gov](https://studentloans.gov).

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## Types of Financial Aid

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A number of sources of financial aid are available to qualified students, including federal loans, scholarships, and discounts. These are detailed in this Financial Aid section and in the chapters of specific schools and programs.

### Grants

**The Teacher Education Assistance for College and Higher Education (TEACH) Grant** offers grant funding to students who intend to teach critical shortage subjects in an elementary or secondary school, or educational service agency that serves low-income students and families. Graduate students may receive up to \$4,000 annually, with an aggregate limit of \$8,000. TEACH Grant recipients must teach four complete academic years in the subject for which they received the grant, otherwise the grant will convert to an unsubsidized Direct Loan. Students must meet the following criteria to qualify for the TEACH Grant at Barry University:

- Complete the Free Application for Federal Student Aid (FAFSA).
- Be a U.S. Citizen or eligible non-citizen.
- Be accepted or enrolled in either the M.S. in Exceptional Student Education or Reading.
- Have a minimum cumulative 3.25 undergraduate GPA or score above the 75<sup>th</sup> percentile on a college admissions test, such as the GRE or MAT.
- Complete TEACH Grant Entrance and Subsequent Counseling as well as the Agreement to Serve each year.

## Loans

Barry University participates in the William D. Ford Federal Direct Loan Program. The Direct Loan Program offers students low-interest loans to pay their educational costs. There are two types of federal loans for graduate and professional students: the Unsubsidized Federal Stafford Loan and the Graduate PLUS Loan.

**The Federal Direct Unsubsidized Loan** provides funds for educational expenses. This is a non-need based loan. Graduate and professional students can borrow up to \$20,500 per year, with an aggregate loan limit (lifetime limit) of \$138,500 minus any funds received under the Subsidized Loan program. For loans first disbursed after July 1, 2018, the interest rate is a fixed rate of 6.6 percent. Beginning October 1, 2017, there is an origination fee of 1.066 percent. Both the interest rate and origination fee are subject to change annually. Repayment begins six months after the student ceases to be enrolled at least half-time. Podiatric Medicine (D.P.M.) students are eligible for increased annual and aggregate unsubsidized Direct Loan amounts. The maximum a first year student may borrow cannot exceed \$40,500 and the maximum a second, third, or fourth year student may borrow cannot exceed \$47,167 per year. The total aggregate debt that can be accumulated is \$224,000, including any debt assumed during undergraduate study.

**The Federal Direct PLUS Loan for Graduate and Professional Students**—The Graduate PLUS Loan is an additional loan that graduate or professional students can apply for after they apply for Federal Stafford loans. Students may borrow up to the cost of attendance less other financial aid. Students interested in this program must be credit worthy, but the credit review is less stringent than with private loans. For loans first disbursed after July 1, 2018, the interest rate is a fixed rate of 7.6 percent with no aggregate limit. Beginning October 1, 2017, there is an origination fee of 4.264 percent. Both the interest rate and origination fee are subject to change annually. Repayment begins six months after the student ceases to be enrolled half-time.

**The Alternative or Private Loan Programs** are for students who find the federal loans insufficient to meet their educational expenses. These loans are offered by private lending institutions 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. Students who are interested in alternative loans should contact the lender of their choice.

## Scholarships

Various academic schools provide scholarships, either at the time of admission or during the course of the program to eligible students. Scholarship availability is dependent upon the funding level, as well as the qualifications of the student. Students should inquire with the program to which they are applying regarding the availability of scholarships as well as the eligibility requirements. Students are also encouraged to research and apply for any outside scholarships for which they may be eligible.

## Discounts

Barry University offers a variety of discounts to qualified students. All full-time Florida teachers, as well as ordained clergy employed in full-time active ministry and members of religious communities (sisters, brothers, etc.), receive a discount through the Professional Recognition Scholarship Program. Registered Nurses are also eligible for program discounts. Proof of eligibility must be submitted. Please contact the Office of Graduate Admissions or the program of interest for additional information.

## Graduate Assistantships

Graduate research assistantships provide graduate students with well-rounded, professional experience in their chosen area of study. Barry University has a limited number of assistantships available. Research assistantships may cover up to 18 credits of tuition yearly; however, the amount is dependent upon departmental funding. For information on available assistantships, please contact the program to which you are applying.

## State of Florida Programs

Financial assistance programs offered through the state of Florida are subject to change. Additional programs for graduate students may also be available. The most current information regarding state of Florida financial programs is available online at [www.floridastudentfinancialaid.org](http://www.floridastudentfinancialaid.org).

**The Jose Marti Scholarship Challenge Grant Fund** is a need-based merit scholarship that offers financial assistance to students of Hispanic origin. The student will be a Florida resident and U.S. Citizen or eligible non-citizen, enrolled full-time, and not owe a repayment or be in default on any state or federal grant, loan, or scholarship program. Preference is given to undergraduate students.

**Florida Bright Futures Scholarship Program** recipients who graduate with a baccalaureate degree after the 2010–2011 academic year may be able to apply the unused portion of the Florida Academic Scholarship (FAS) or Florida Medallion Scholars (FMS) award toward one semester of graduate study.

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## Satisfactory Academic Progress

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### Satisfactory Academic Progress Will Be Reviewed at the End of Each Semester

Barry University, in compliance with federal regulations, has established the following standards of academic progress (SAP) that must be met to receive federal financial aid. To maintain financial aid eligibility, a student must make satisfactory progress toward a degree. Satisfactory progress is determined by both a qualitative and a pace measurement.

#### Qualitative Component: (Cumulative Grade Point Average)

All graduate students must meet the minimum academic standards of their school in order to remain in good standing. A student can meet Barry University's definition of "good standing" and be allowed to enroll, but may not meet the minimum federal standard of satisfactory progress to receive financial aid. Graduate students must maintain a minimum cumulative grade point average of 3.0.

#### PACE Component: (Maximum Time Frame and Completion Ratio)

Students must complete their education program within a maximum time frame (measured by attempted credit hours) and must earn (receive a passing grade) a minimum percentage of all attempted credit hours. The time frame for graduate students cannot exceed 150 percent of the published length of the academic program. The published length of the academic program is the minimum number of credit hours required to earn a degree.

To complete the degree requirements for graduation within the maximum time limit and to be considered as having made SAP, a student should successfully complete 67 percent of the cumulative credit hours attempted each semester.

The maximum timeframes for students to finish their degree will be verified at the end of each semester to ensure compliance toward graduation and to monitor the student's SAP.

Podiatric Medicine and Physician Assistant students should refer to their respective handbooks for minimum grade point average and completion timeframes for their programs.

### Understanding Satisfactory Progress

#### *Attempted Credit Hours*

Attempted credits include any hours for which a student is registered for at the conclusion of the relevant drop/add period. Any attempted credits that are canceled and removed from a student's transcript (e.g., via withdrawal) are still considered attempted credits for purposes of determining financial aid eligibility under this policy. Attempted credits include all grades, including "F," "IP," "I," "NC," "W," "WP," and "WF."

**Withdrawals:** Grades of "W," "WP," and "WF" after the add/drop period are considered attempted credits for purposes of determining financial aid eligibility under this policy.

**Incomplete Grades:** Credits earned in a course for which an "I" grade was initially assigned, and for which a Satisfactory Grade is then replaced, count as earned credits. Grades of "CR" credit are considered satisfactory grades under this policy. If a student is required to repeat a course, the repeated course is counted toward the number of attempted credits.

**Transfer Credit Hours/CLEP/Study Abroad/AP Credits:** Credits accepted by Barry University for a degree program do count as attempted and earned credits for SAP purposes. Audited courses are not counted as attempted credits.

**Change of Major:** Some courses from the previous major can be accepted as electives into the new major. These courses count as attempted and earned credits for SAP purposes.

***Satisfactory Academic Progress Review***

The Financial Aid Office will review satisfactory academic progress for financial aid recipients at the end of each semester.

This policy is applicable to all students receiving federal financial aid.

If a student is not making satisfactory academic progress at the end of the semester, the student will be notified in writing and placed on financial aid warning for one semester. Federal aid will be disbursed for the following semester, but at the end of that semester, the Financial Aid Office will review the student academic record and termination actions will be taken if satisfactory academic progress has not been met. If federal student aid is terminated, notification will be sent concerning the appeal process.

***Warning Status***

The first time that a student does not meet the required completion or cumulative grade point average, the student will be placed on financial aid warning. The student will retain federal financial aid eligibility.

***Termination Status***

The student will not be eligible to receive any federal, state, or Institutional financial aid, even if the student is permitted to continue enrollment at Barry University.

***Regaining Eligibility After Financial Aid Termination***

Please note that a warning status is not subject to appeal. Students who have become ineligible to receive financial aid may appeal the termination status if there is an extenuating circumstance that prevented the student from maintaining the standards of academic progress.

***Appeal Procedure***

If federal aid is terminated, a student may appeal this decision. The student must complete the Barry University Satisfactory Academic Progress Appeal form with all required documentation. The student must clearly document two things to have their appeal approved:

1. The unusual circumstance that explains why they were unable to meet the standards. This should be beyond the student's control.
2. Evidence that the circumstance either no longer exists or the student has taken steps to limit it from interfering with their academic progress.

Submit all documentation that substantiates the student's circumstances, such as a letter from a doctor or copies of medical bills if a student cites medical reasons for not meeting the requirements (i.e., copy of a doctor's statement, hospital bill, bills related to the emergency, police report, divorce documents, obituary/death certificate, etc.).

All appeals should be submitted to the Appeal Committee in the Financial Aid Office, no later than thirty calendar days from notice of student financial aid termination. Decisions are based on the Information provided by the student and a review of the student academic record. All decisions made by the appeal committee are final.

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## **Veterans and Eligible Dependents**

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The Federal Government has programs which provide financial assistance for veterans and eligible dependents. Information may be obtained by the following methods:

- The University webpage [www.barry.edu/veterans](http://www.barry.edu/veterans)
- The GI Bill Website <http://www.benefits.va.gov/gibill/> or calling (888) GIBILL-1
- The local or regional Veterans Administration Offices
- The Barry Veteran Center in Adrian Hall, Room 113, by contacting the Office of the Registrar at (305) 899-3884 or via email at [veterans@barry.edu](mailto:veterans@barry.edu)
- The Cashier Business Office (CBO) for assistance regarding Vocational Rehabilitation and Military Tuition Assistance



A student must be fully accepted into a degree-seeking program or certificate program approved by the State Approving Agency for Veterans Training to use educational benefits. The Veterans Administration will make determination of eligibility for benefits. Enrollment certification for Veterans Programs is completed by the Office of the Registrar.

### **VA Yellow Ribbon Program**

Barry University participates in the United States Department of Veterans Affairs' Yellow Ribbon GI Education Enhancement Program, making a Barry education possible for men and women who joined the military after September 11, 2001.

A provision of the Post-9/11 Veterans Educational Assistance Act of 2008, this program allows institutions of higher learning (degree granting institutions) in the United States to voluntarily enter into an agreement with the Veterans Affairs (VA) to fund tuition expenses that exceed the annual VA tuition. The institution can contribute up to 50 percent of those expenses and the VA will match the same amount as the institution. For detailed information regarding the Barry Yellow Ribbon Program, please visit <http://www.barry.edu/veterans/post-911.html>.

### **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, he or she 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

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## Knowledge of Regulations

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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.

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## Policy on Release of Information

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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.

Original 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 to the Office of the Registrar. 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 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, and/or
  - b. the person making the recommendation has noted on the form that the student is not to see the comments.

Students may receive a copy of their records except for the above-listed documents, at the discretion of the University official.

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## Advisors

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Prior to registration, students are assigned faculty advisors. Students should meet regularly with their advisors 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.

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## Attendance

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

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## Summer Sessions

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Summer sessions are held every year. Requirements for admission to the summer sessions are the same as for the regular academic year.

The length of the summer sessions may vary within individual schools.

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## Withdrawals

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### Course Withdrawal

Students withdrawing from a course(s)\* must do so officially by obtaining the Course Withdrawal Form from either their advisor or the Office of the Registrar. The Course Withdrawal Form must be signed by the student, academic advisor, and the course instructor (signature of instructor is required for courses in the School of Arts and Sciences, and the College Nursing and Health Sciences). Once all of the above signatures are obtained, the completed Course Withdrawal Form must be received by the Office of the Registrar within seven working days from the date signed by the academic advisor or by the published withdrawal deadline date, whichever comes first. The effective date of course withdrawal will be the date on which the notice is received by the academic advisor.

No withdrawals (university or course) will be accepted after the deadline. This policy is strictly enforced.

\*If student is withdrawing from all coursework within a semester, a University Withdrawal Form must be completed whether the student is returning the next semester or is permanently leaving the university.

It is the responsibility of the student to initiate a withdrawal during the designated withdrawal period. Otherwise, an F grade will be issued at the end of the term.

### Official University Withdrawal

Students withdrawing from the University must do so officially by submitting a written notice of withdrawal to the dean of their respective school before the deadline for withdrawing (dates for each semester/term are available online at <http://www.barry.edu/classschedule>). The effective date of withdrawal will be the date on which the notice is received by the dean. The university withdrawal form must be signed by the academic advisor and the dean, and then sent to the office of Financial Aid and lastly to the Office of the Registrar for final processing.

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## Non-Attendance or Stopped Attending/Administrative Withdrawal Policy

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### Non-Attendance

In order to comply with federal student aid requirements, the Office of the Registrar contacts class instructors after the second week of the term to request that they verify in Web Advisor which students listed on their class roster(s) have not attended any class sessions or participated in an academic-related activity.

An academic-related activity is defined by the U.S. Department of Education, and includes:

- Physically attending a class where there is an opportunity for direct interaction between instructor and students
- Submitting an academic assignment
- Taking an exam, an interactive tutorial or computer assisted instruction
- Participating in an online discussion about academic matters
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course

An academic-related activity does NOT include:

- Logging into an online class with active participation
- Academic counseling or advising

**Students who are marked as “never attended” for all of their classes in the term** are administratively withdrawn from the University by the Office of the Registrar. The students’ courses are deleted (non-punitive) and their financial aid is canceled. The student, his/her academic advisor, course instructor(s) and the Financial Aid and Housing Offices are notified of this withdrawal.

**Students who are reported as “never attended” for one or some of their courses (but not all)** are assigned a “W” grade for the “never attended” course(s) in the fourth week of class by the Office of the Registrar unless notification via email is received by the Registrar’s Office from the instructor stating the student is now attending class. The student, his/her academic advisor, course instructor(s) and the Financial Aid and Housing Offices are notified of this/these course withdrawal(s).

### Stopped Attending

Students who stop attending classes shall be considered as having been administratively withdrawn and may be required to repay a portion of the federal financial aid for that term. Ceasing to attend classes will result in non-passing grades, therefore, it is imperative that the student speak with his/her instructor(s) if personal or academic difficulties are encountered which disrupt class attendance. Grades, financial aid, and housing can potentially be affected by dropping out of class(es). Early intervention and action reduces complications for all concerned.

During final grade entry in Web Advisor, a course instructor will enter the last date of attendance along with a non-passing grade “F or NC”. The non-passing grade may be due to poor academic performance or because the student has stopped attending class.

At the end of each term, all federal financial aid recipients who receive non-passing grades, “F” and “NC”, are reported to the Office of Financial Aid. Financial Aid staff will calculate the Return of Title IV funds amount to be returned to federal financial aid programs, if any, in accordance with federal regulations. Any refund owed to a federal financial aid program is the student’s responsibility and will appear as a charge on the student’s account.

If a student’s instructor initiates a course withdrawal or the student’s academic advisor completes a University Withdrawal after a discussion with the student, then the student does not fall under the Unofficial Withdrawal Policy, and will be assigned final grades(s) according to the University’s Course/University Withdrawal Policy.

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## Incomplete

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Only in an emergency situation may a student request an incomplete “I” grade. It is the student’s responsibility to arrange with the instructor for satisfactory completion of course requirements. An incomplete grade must be redeemed within the semester following its receipt, unless otherwise stated, or the student will be automatically awarded a final grade of “F.” Effective Spring 2018, the “I” grade is no longer retained on the official transcript once redeemed.

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## Class Adjustments

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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.

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## Grade Reports

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Students may view final grades online via their WebAdvisor account at the end of each term. Any error in grading, the omission of a course, etc. should be reported to the Office of the Registrar within two weeks following the end of the term. Effective December, 2008 the mass mailing of grade reports was discontinued. For employment, corporate reimbursement or other needs, a comprehensive registration statement may be requested from the Cashier/Business Office. This statement includes billing information and final grades once they have been posted.

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## Good Standing—Probation—Suspension

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A graduate student is in Good Academic Standing if his/her cumulative grade point average (GPA) is 3.00 or above.

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. Reference should be made to the Readmission section of this catalog.

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.

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## Transferability of Credits

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Transferability of credits from another institution to Barry is at the discretion of the dean (or his/her designee) of the respective graduate school into which the applicant is seeking acceptance. Please review the appropriate section of this catalog to determine that school's specific policy. It is the applicant's responsibility to confirm with the respective graduate school whether or not these credits will be accepted for transfer. Credits used to earn a degree at another institution are not acceptable.

The number of credits acceptable for transfer from another institution toward a Barry graduate degree is limited to six (6) credits. The types of courses acceptable for transfer into a graduate program may also be limited by the respective school. Such credits must meet the following criteria:

- Only courses for which a grade of A or B was earned will be considered;
- Previously earned credits, if accepted for transfer, will be counted as having been taken in one year of the time limitation to complete the degree;
- Only credits will be transferred, not grades or grade point averages; and

Credits used to earn a degree at another institution will not be accepted.

Domestic credits must originate from institutions accredited by any of the following six regional associations:

- New England Association of Schools and Colleges, Commission on Institutions of Higher Education;
- Middle States Association of Colleges and Schools, Commission on Higher Education;
- North Central Association of Colleges and Schools, Commission on Institutions of Higher Education;
- Northwest Association of Schools and Colleges, Commission on Colleges;
- Southern Association of Colleges and Schools, Commission on Colleges; or
- Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities.

International credits must originate as follows:

- Institutions must be approved by the government as degree-granting institutions in countries where they are located; and
- The accreditation status of all foreign institutions must be evaluated by an agency accredited by the NACES (National Association of Credential Evaluation Services).

The academic advisor will facilitate the process for the acceptance of graduate credit to be transferred into Barry University.

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## Graduate Credit for Qualified Barry Undergraduate Seniors

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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. These credits may be applied towards fulfillment of undergraduate degree requirements if they satisfy a specific requirement. However, these credits cannot be used towards both undergraduate and graduate degree requirements.

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; and
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.

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### Doctoral Credit for Qualified Master's Level Students

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Master's level students in the final semester of their program with a 3.5 GPA or higher in their program may be authorized to enroll in six doctoral credits while completing master's level requirements. Such course work will require the written approval of the dean. This approval does not presume automatic admission into a doctoral program. These credits may be applied towards fulfillment of master's degree requirements if they satisfy a specific requirement. However, these credits cannot be used towards both master's and doctoral degree requirements.

Master's level students who wish to enroll in doctoral courses must follow the steps below:

1. Have a faculty advisor certify to the dean that all master's level 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 master's degree; and
3. Student must complete a Non-Degree Seeking Admissions Application prior to registering for doctoral courses if doctoral courses are not counted towards the Master's degree.

**Note:**

Student will be limited to six doctoral credits under the non-degree status.

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### Request to Register at Another Institution

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Once matriculated, 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 Barry University school within which the student's major is offered. Substitute coursework intended to satisfy graduation requirements will only be accepted when this approval has been granted in advance by the dean on the TRANSIENT STUDENT COURSE REQUEST FORM. This form must be submitted to the office of the dean *a minimum of thirty days prior to the anticipated class start date*. A copy of the course description from the respective institution's catalog must be included with the form. Additional documents (e.g., course syllabus) may also be requested in order to validate that the content of the substituted course is comparable to Barry's course.

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.

Barry accepts transfer credits only from colleges and universities that have regional accreditation (i.e., schools that are accredited by one of the six regional accrediting bodies).

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### Second Master's Degree

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

- A formal application must be submitted to the appropriate graduate program.
- The student must fulfill all admissions, prerequisite, and course requirements in the second degree program.
- A minimum of thirty (30) semester hours over and above the requirements for the first master's must be completed at Barry. These courses must be completed with a letter grade. If enrolled in a program with clinical hours where a letter grade is not earned, but credits are earned (CR), they will be counted in the required 30 semester hours in lieu of a letter grade.
- The student must achieve a cumulative grade point average of 3.00 or higher, with 3.00 or higher in the second major.
- Students who have earned a master's degree from Barry University may qualify for a second master's degree from Barry University under the following conditions:
  - A formal application must be submitted to the appropriate graduate program.
  - The student must fulfill all admissions, prerequisite, and course requirements in the second degree program.
  - A minimum of thirty (30) semester hours over and above the requirements for the first master's must be completed at Barry. These courses must be completed with a letter grade. If enrolled in a program with clinical hours where a letter grade is not earned, but credits are earned (CR), they will be counted in the required 30 semester hours in lieu of a letter grade.
  - The student must achieve a cumulative grade point average of 3.00 or higher, with 3.00 or higher for the second degree program.
  - The same degree with a different major from Barry University may be awarded more than once only if all degree requirements are met for the second degree program according to the academic regulations in the course catalog for the academic year of acceptance to, and enrollment in, the second degree program.

**Note:**

As stated previously, a minimum of thirty (30) semester hours over and above the requirements for the first master's must be completed at Barry. Additional coursework may be required for specific programs.

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## Graduate Degree Programs

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<b>School of Professional And Career Education</b>	
Administration, M.A.A.	Public Administration, M.P.A.
<b>College of Arts and Sciences</b>	
Clinical Psychology, M.S. Forensic Psychology Specialization	Pastoral Ministry for Hispanics, M.A. Photography, M.A. Photography, M.F.A. Practical Theology and Ministry, M.A.P.T Doctor of Ministry, D. Min.
<b>Andreas School of Business</b>	
Accounting, M.S.A. Business Administration, M.B.A. Accounting Specialization Finance Specialization Health Services Administration Specialization International Business Management Specialization Marketing Specialization	Dual Juris Doctor/Master of Business Administration, J.D./M.B.A. Dual Program Business Administration & Podiatry, D.P.M./M.B.A. Dual Masters Degree in Sport Management & Business Administration. M.S./M.B.A. Dual Masters Degree in Nursing & Business Administration, M.S.N./M.B.A. Dual Masters in Movement Science & Business Administration, M.S./M.B.A. Entrepreneurial Management, M.S.E.M. Sport Management, M.S. Sport Management, B.S. to M.S.

<b>Adrian Dominican School of Education</b>	
<p>Counseling:                      Counseling, M.S., Ed.S.                      With specializations in:                      Clinical Mental Health Counseling                      Marital, Couple, Family Counseling/Therapy                      School Counseling</p> <p>Counseling, Ph.D.                      With specialization in:                      Marital, Couple, Family Counseling/Therapy                      School Psychology, M.S., S.S.P.</p> <p>Curriculum and Instruction:                      Curriculum and Instruction, M.S.                      With specializations in:                      Early and Middle Childhood Education                      English                      Social Sciences</p> <p>Curriculum and Instruction, Ph.D.                      With specializations in:                      Teaching English to Speakers of other                      Languages (TESOL)                      Curriculum Evaluation and Research                      Early and Middle Childhood Education                      Reading, Literacy and Cognition                      Montessori Early Childhood Education, M.S.,                      Ed.S.                      Montessori Elementary Education, M.S., Ed.S.</p> <p>Educational Leadership:                      Educational Leadership, M.S., Ed.S.</p>	<p>Exceptional Student Education:                      Exceptional Student Education (ESE), M.S.                      Endorsements (Non-degree):                      Autism                      Certificates                      Autism</p> <p>Higher Education Administration Program:                      Higher Education Administration, M.S.</p> <p>Organizational Learning and Leadership:                      Organizational Learning and Leadership (OLL),                      M.S.                      Organizational Learning and Leadership (OLL),                      Ed.D.</p> <p>With specializations in:                      Human Resource Development (HRD)                      Educational Leadership</p> <p>Reading and Literacy Studies                      Reading, M.S., Ed.S.                      Reading Endorsement Non-degree                      Certificates                      Adult Literacy</p> <p>Leadership and Education Program                      Leadership and Education, Ph.D.                      With specializations in:                      Exceptional Student Education                      Higher Education Administration</p>

<b>School of Podiatric Medicine</b>	
<p>Doctor of Podiatric Medicine, D.P.M.</p>	

<b>School of Law*</b>	
<p>Juris Doctor, J.D.</p>	
<p>*Admissions and Academic information published in Barry University at Orlando, School of Law Catalog. Contact (407) 275-2000 for further information.</p>	



<b>College of Nursing &amp; Health Sciences</b>	
Biomedical Science, M.S. Clinical Biology, M.S. Histotechnology specialization Laboratory Management specialization Health Services Administration, M.S. Health Services Administration/Public Health Dual Degree, M.S. Nursing, M.S.N., Nurse Practitioner (Family) Nurse Practitioner (Acute Care)	Post-Baccalaureate (D.N.P.)-Doctor of Nursing Practice Adult-Gerontology Acute Care Nurse Practitioner specialization Family Nurse Practitioner specialization Anesthesiology specialization Post-Master's (D.N.P.)-Doctor of Nursing Practice Post-Master's (D.N.P.)-Doctor of Nursing Practice Anesthesiology Specialization Doctor of Philosophy in Nursing, Ph.D. Occupational Therapy, M.S. Doctor of Occupational Therapy Human Performance and Wellness, M.S., Human Performance and Wellness, M.S., Specialization in Sport, Exercise, and Performance Psychology Specialization in Sport, Exercise, and Performance Psychology/MBA Dual Degree Physician Assistant Program, M.C.M.S.

<b>School of Social Work</b>	
Master of Social Work, M.S.W.	Doctor of Philosophy in Social Work, Ph.D.

## Graduate Non-degree Programs

<b>College of Arts &amp; Sciences</b>	
U.S. Hispanic/Latino(a) Theology Certificate Healthcare Ethics Certificate Certificate in Liturgical Studies	

<b>College of Nursing &amp; Health Sciences</b>	
Clinical Biology Post-Baccalaureate Certificate in Histotechnology Graduate Certificate in Biotechnology Nursing APRN Post Graduate Certificate Programs: Adult gerontology-acute care nurse practitioner Certified registered nurse anesthetist Family nurse practitioner	

<b>School of Business</b>	
Postgraduate Certificates in Accounting, Finance, Health Services Administration, International Business, Management, Marketing	

<b>School of Education</b>	
Educational Leadership Certification only Modified Core Florida Catholic Schools Option	Exceptional Student Education Autism Endorsement Autism Certificate

**Undergraduate Degrees**

(Further information may be found in the Barry University Undergraduate Catalog.)

Accounting, B.S.B.A.	International Business, B.S.B.A.
Administration, B.S.	International Studies, B.A.
Advertising, B.A.	Liberal Studies, B.L.S.
International Advertising Specialization	Management, B.S.B.A.
Applied Sport and Exercise Sciences (B.S.)	Marketing, B.S.B.A.
Art B.F.A., B.A.	Mathematical Sciences, B.S.
Art History Specialization	Music, B.A., B.M.
Studio Art Specialization	Instrumental Performance Specialization
Graphic Design Specialization	Music Education Specialization
Athletic Training, B.S.	Vocal Performance Specialization
Biology, B.S.	Nursing, B.S.N.
Broadcast and Emerging Media, B.A.	Philosophy, B.A.
Cardiovascular Perfusion, B.S.	Photography, B.F.A., B.A.
Chemistry, B.S.	Photography Specialization
Biochemistry Specialization	Biomedical/Forensic Photography Specialization
Pre-Pharmacy Specialization	Political Science, B.S.
Pre-Veterinary Specialization	Pre-Engineering (Non-Degree)
Pre-Medical Specialization	Pre-Law, B.A.
Pre-Dental Specialization	Pre-Major (Undeclared)
Clinical Biology, B.S.	Psychology, B.S.
Histotechnology	Forensic Psychology Specialization
Medical Technology	Industrial/Organizational Psychology
Communication and Media Studies, B.A.	Specialization
Computer Information Sciences, B.S.	Public Administration, B.P.A.
Cybersecurity Specialization	Public Relations, B.A.
Multimedia Specialization	Social Work, B.S.W.
Computer Science, B.S.	Sociology, B.S.
Criminology, B.S.	Spanish, B.A.
Education, Bachelor of Science in Education with	Translation & Interpretation Specialization
M.S. Option	Language & Literature Specialization
Specializations:	Sport, Exercise, and Performance Psychology
Infancy through Early Childhood Education	Sport Management, B.S.
Early and Middle Childhood Education	Sport Management 5 year B.S. to M.S.
Special Education	Sport Management Minor
Emergency Management, B.S.	Theatre, B.F.A., B.A.
English, B.A.	Acting Specialization
Literature Specialization	Dance Theatre Specialization
Professional Writing Specialization	Technical Theatre Specialization
Exercise Physiology, B.S.	Theology, B.A.
Pre-Medical Option	
Pre-Physical Therapy Option	
Exercise Physiology Minor	
Finance, B.S.B.A.	
General Studies, B.A.	
Health Services Administration, B.S.	
History, B.A.	
Honors	
Information Technology, B.S.	

## Graduate Student Status

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

Full-time	9 credits or more
Part-time	4 to 8 credits

## 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
	*A-	3.7 honor points per credit
	*B+	3.4 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
Audit	AU	No honor points per credit
Not Reported	NR	No Grade Reported is given when the professor fails to turn in his/her grades on the due date. Upon submission the NR is changed accordingly.
In Progress	IP	An in progress grade is reserved for special cases and means that the particular course is not required to be completed by the end of the term. Examples are Thesis, practicum, and dissertation courses. Intercession courses (condensed time frame) and clinical capstone courses may also result in IP grades if the work to complete them takes more than the initial semester of enrollment. Students should check with their specific program director for further information. The "IP" grade remains on the student's academic record until the work is completed and a letter grade or Credit/No Credit grade (whichever grade applies to the course) is reported to the Registrar's Office. If a new grade is not submitted, the "IP" grade will remain on the student's academic record.
No Credit	NC	No credit
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.

<b>Incomplete Grade</b>		
redeemed with grade of A	A	4.00 honor points per credit
redeemed with grade of A–	A–	3.70 honor points per credit
redeemed with grade of B+	B+	3.40 honor points per credit
redeemed with grade of B	B	3.00 honor points per credit
redeemed with grade of C	C	2.00 honor points per credit
redeemed with grade of D	D	1.00 honor point per credit
redeemed with grade of F	F	No honor points per credit
redeemed with grade of CR	CR	Credit but no honor points awarded
redeemed with NC	NC	NC No credit

<b>Withdrew</b>	
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. Does not calculate into GPA; does count as attempt for repeat purposes.
*The plus/minus grading option is not used in the School of Education, School of Podiatric Medicine, College of Nursing & Health Sciences, and the School of Social Work.	
**The grade of D is not used in the School of Business, College of Nursing & Health Sciences Division of Nursing, School of Social Work, or the School of Education.	

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### **School of Podiatric Medicine**

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

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### **Course Repeat Policy**

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A College/School or Academic Program may have specific rules for repeating a graduate level course—please refer to the specific College/School and academic program section of the Graduate Catalog. If a College/School or Program does not have a graduate student course repeat policy the University policy applies and is as follows. A graduate level course may not be attempted more than twice. Prior written authorization to repeat a course is required from the student's Academic Advisor, Program Director, and Dean. A withdrawal is considered an attempt. Grades from both attempts will remain on the student transcript. The cumulative grade point average will reflect only the grade and credits earned on the second attempt unless the repeat grade is an I (Incomplete), IP (In-Progress), or W (Withdrew).

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### **Requirements for Degree Conferral**

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Most graduate programs at Barry University allow candidates seven years to complete their degree requirements. However, the time limitations imposed by some programs may vary and it is the responsibility of the degree candidate to determine the applicable time limit. Please refer to the section of the catalog outlining your program of study for requirements specific to your degree.

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

1. achieve a minimum cumulative GPA of 3.00 in their graduate program;
2. complete all degree requirements specified for the appropriate degree program; and
3. submit a “Graduation Application” 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; a \$150 graduation application fee applies each time a student registers for graduation.

*Note:*

**With the exception of the School of Law, honors are not awarded at the graduate level.**

Graduating students with outstanding financial obligations of \$1,000 or greater will not receive a cap and gown and will not be permitted to participate in the graduation ceremony.

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## Transcript Requests

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To request an official transcript, current students may order transcripts online at <http://webadvisor.barry.edu>. Alumni and former students may order transcripts online at <http://www.barry.edu/registrar/transcript.html>, and then click on the transcript plus logo. Alumni and former students are asked to complete a one-time consent form the first time a transcript is requested.

### Additional Information

- The fee for each official transcript is \$10.
- A major credit/debit card (Visa, MasterCard, American Express, or Discover) is required to place an order.
- Transcripts can be sent electronically, by 1<sup>st</sup> Class Mail, or by FedEx for an additional fee. Barry University assumes no responsibility for final delivery of 1<sup>st</sup> Class Mail.
- Transcripts are generally processed within 2–3 business days.
- Transcript requests will not be processed on days that the University is closed—weekends, holidays, and the week between Christmas Eve and New Year’s Day.

*Note:*

**Transcripts cannot be processed or released if there are outstanding financial obligations to Barry.** Please visit <http://www.barry.edu/registrar/transcript.html> for further information.

# Policies and Procedures

## 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. This does not apply to students enrolled in the School of Podiatric Medicine and the School of Social Work, in which the deans of the schools have final authority on grade appeals.

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 Provost. One of the faculty members on the committee will be named chair by the Provost. 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 (except for the School of Podiatric Medicine and the School of Social Work) 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 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 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.
- b. If the student's school 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. 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. Except in the School of Podiatric Medicine, 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 Provost in writing. The decision will be either that the grade will stand, or that the faculty member should 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 Provost, 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 Provost no later than five working days after notification of the Committee's decision. The decision of the Provost is the final University appeal. The Provost will make a decision within thirty calendar days and inform the student and faculty member in writing. In instances where the Provost recommends a grade change and the faculty member does not follow the recommendation, the Provost 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.

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### Policy on Medical Leave

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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.

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. The student requesting the leave must submit documentation from a physical or mental health professional stating that a medical leave is required. If the requested leave is approved by the Dean of Students, the student will be withdrawn from the university, 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 issue which caused the medical leave has been treated and resolved. If a student is granted a medical leave, all financial obligations to the university remain intact.

Similarly, the University may require a student to take a medical leave if, in the judgment of the Dean of Students or his/her designee, the student (a) poses a threat to the lives or safety of other members of the Barry community, and/or (b) 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 Dean of Students, 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 Dean of Students, or his/her designee, will have to consider whether there is a likelihood that the student will pose a threat to 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. While on medical leave a student may not return to campus and/or any university leased or owned property and/or participate in any university activity until officially readmitted with the permission of the Dean of Students or his/her designee.

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

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### Readmission Requirements for Medical Leaves

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If a student must leave Barry for medical reasons, he or she must take sufficient time away (normally six months to one year) to adequately address the issues that necessitated the leave. During this absence, the university expects the student to undergo professional health care and/or mental health care treatment as the primary method of resolving the issue(s). Failure to seek ongoing treatment of a kind appropriate to the health (physical or psychological) problems will raise serious doubt as to the student's readiness to resume student status, and in such cases the university may withhold re-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 Dean of Students, or his/her designee, detailing what has been accomplished during the absence. The student's letter and a supporting letter from an appropriate health care or mental health care professional are the basis upon which the Dean of Students, or his/her designee, 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 or mental 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 Dean of Students. The information gathered is reviewed by the appropriate

health-care professionals at Barry and by the Dean of Students or his/her designee. The decision to readmit a student from a medical leave is a provisional 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 might be asked to meet periodically with the Dean of Students 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 Student Health and/or Center for Counseling and Psychological Services.

The Dean of Students 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.

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## Alcohol and Other Drugs

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The abuse of alcohol and the use of illegal drugs by members of the Barry University community are incompatible with the goals of the institution. The university does acknowledge the problem of substance abuse in our society and perceives this problem as a serious threat to employees and students. The university does hold its students and employees responsible for the consequences of their decisions to use or distribute illicit drugs or to serve or consume alcohol. 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, any 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. <http://www.barry.edu/student-handbook/handbook/alcohol-and-drug-policy.html>.

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## Policy on Hazing

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Hazing is defined as any act whether physical, mental, emotional, or psychological, which subjects another person, voluntarily or involuntarily, to anything that may abuse, mistreat, degrade, humiliate, harass, or intimidate him or her, or which may in any fashion compromise his/her inherent dignity as a person.

Hazing is inherently in conflict with the mission of Barry University and therefore will not be tolerated. Every effort will be made to insure that students will not encounter the humiliation and danger of hazing.

Please see complete policy at: <http://www.barry.edu/student-handbook/handbook/hazing-policy.html>.

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## Policies and Procedures Relating to Sexual Harassment

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Barry University seeks to prevent harassment of its students, employees, and those who seek to join the campus community in any capacity.

Sexual harassment includes sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature directed toward an employee, student, or applicant, when:

- 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; or
- 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.

University Title IX Coordinator-Jennifer Boyd-Pugh ([jpugh@barry.edu](mailto:jpugh@barry.edu)); Deputy Coordinator for Students-Maria L. Alvarez ([malvarez@barry.edu](mailto:malvarez@barry.edu)); Deputy Coordinator for Athletics-Mike Covone ([mcovone@barry.edu](mailto:mcovone@barry.edu)); Deputy Coordinator for Faculty/Staff-Jasmine Santiago ([jsantiago@barry.edu](mailto:jsantiago@barry.edu))

Please see complete policy at: <http://www.barry.edu/student-handbook/handbook/sexual-offense-policy.html>.

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## Academic Dishonesty Policy

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(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 or a designated representative 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 Provost. 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 Provost 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 Provost.

The student may appeal any of the above decisions in writing to the Provost within thirty 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.

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## **Research Integrity Policy**

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### **Purpose**

The University relies on its members to establish and maintain the highest standards of ethical practice in academic work including research. Misconduct in research is forbidden and represents a serious breach of both the rules of the University and the customs of scholarly communities.

This policy establishes an administrative process for dealing with misconduct to ensure that the integrity of research undertaken at Barry University is maintained and to assure federal agencies that Barry University complies with all federal regulations for institutional oversight of scientific misconduct.

Although instances of research misconduct are relatively rare, the University has a responsibility to detect and investigate possible misconduct and to resolve cases of possible misconduct fairly and expeditiously. The primary responsibility for maintaining integrity in research must rest with those who perform it. In light of this responsibility, the University expects each individual member:

- To maintain and further the highest standards of ethical practice in research. Especially important are integrity in recording and reporting results, care in execution of research procedures, and fairness in recognition of the work of others.
- To be responsible for the integrity of the research carried out under his or her supervision, no matter who actually performs the work or under what circumstances.
- To accept that a claim of authorship implies a definable and significant contribution to the work and an acceptance of responsibility for the methods and findings of the work.
- To keep thorough and verifiable records of research and to insure that exact copies of these records are preserved by the unit in which the work is done.
- To report suspected research misconduct to the Provost.

Please see complete policy at <http://www.barry.edu/student-handbook/handbook/research-integrity-policy.html>

# The Center for Academic Success and Advising

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## The Center for Academic Success and Advising (CASA)

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Director: Elisa M. Pearson, PhD

Writing Center and Reading Center Coordinator: Olena Drozd, PhD

*Garner Hall, 113*

[\(305\) 899-3687](tel:(305)899-3687)

[CASA@barry.edu](mailto:CASA@barry.edu)

The Barry University Center for Academic Success and Advising (CASA), located in Garner Hall 113, seeks to support student success by delivering an extensive array of customized services, including first-year advising, undergraduate academic coaching, tutoring, and academic support services, designed to meet the diverse needs of Barry students. CASA strives to foster the academic skills and mindset needed for students to achieve their fullest potential and realize their academic successes and aims to empower all Barry University students to be independent and confident learners.

Within the Center for Academic Success and Advising, the Glenn Hubert Learning Center, emphasizes the provision of strategies to meet the demands of successful college writing, reading, mathematics, critical thinking, and test taking. The Glenn Hubert Learning Center offers this intensive instruction through individual and small group work with professional staff, collaborative study groups, and technology-based, independent learning groups using computer-assisted and videotaped materials.

The Glenn Hubert Learning Center provides a variety of scheduled seminars. Supplemental support seminars are offered to support specific courses in the academic disciplines. In addition, special support seminars are provided for students, focusing on developing skills and strategies necessary to academic success. The Glenn Hubert Learning Center has a Writing Center, Mathematics Laboratory, and a Reading Center which are open throughout the day and evening, where the students work largely on a one-to-one basis with a professional staff. The Writing Center provides writing assistance to the University community and serves the undergraduate population's needs for writing essays and research papers and assists graduate and postgraduate students with specific writing problems. The Mathematics Laboratory offers a full range of support for students on a one-to-one basis, supporting courses ranging from basic developmental mathematics through trigonometry, calculus, statistics, computer science, physics, and other math related subjects. The Reading Center provides diagnostic testing, individualized one-to-one tutoring, and computer-based instruction to students who wish to improve their reading comprehension, reading fluency, vocabulary development, and study skills.

# Center for Community Service Initiatives

Glenn A. Bowen, Ph.D., Executive Director  
Courtney A. Berrien, M.A.T., Associate Director  
Lizbeth M. James, M.S.W., Experiential Learning Coordinator

The Center for Community Service Initiatives (CCSI) is Barry University's community engagement clearinghouse. By providing programs, services, and resources to students, faculty, and administrators/staff, the CCSI supports community-engaged teaching and learning, research, and service. The Center functions as both a catalyst and the coordinating unit for mutually beneficial partnerships between the University and the community, at the local, regional, state, national, and global levels.

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## Programs, Projects, and Events

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Located in Adrian 208 & 209, the CCSI organizes a variety of programs, projects, and events in support of its mission. The major ones (except those restricted to faculty) are summarized below.

- Federal Work-Study Community Service Program: Students eligible for Federal Work-Study are placed in community settings, with public institutions and nonprofit organizations, where they assist in meeting the needs of disadvantaged populations.
- Barry Service Corps Fellows Program: A select group of students participate in this yearlong civic learning and leadership development program designed to foster civic-mindedness and promote social justice.
- Days of Service: Students, including student clubs/organizations, engage in service with the community on designated days. These include Make a Difference Day and Martin Luther King, Jr. Day of Service.
- Alternative Breaks: During Fall and Spring Break, students take trips to underserved communities in the United States and abroad, where they collaborate typically with nonprofit or faith-based organizations to work intensively on projects addressing social issues.
- Campus Democracy Project: Students, faculty, and staff participate in this nonpartisan initiative that promotes civic learning and democratic (political) engagement.
- Community Engagement Fair: Community partners come to campus for this fall-semester event, offering opportunities for service and research in various communities.
- Deliberative Dialogue Series: Students and alumni, faculty and staff, and community partners take part in these facilitated forums, working towards a shared understanding of specific social issues and practical solutions to those issues.
- Community Engagement Symposium: Students make oral and poster presentations at this annual event in March. This year the presentations will focus on the personal and social responsibility outcomes of Barry's Quality Enhancement Plan (QEP).
- Community Engagement Awards: The University, together with community partners, celebrate community-engaged learning, teaching, service, and scholarship at this major annual event. Individual students and student clubs/organizations receive the Community Impact Award.
- Barry FairShare: The CCSI has developed this project in partnership with Urban GreenWorks, a local environmental and food-access organization whose Cerasee Farm is located in Liberty City. The project is a community-supported agriculture project focused on providing locally sourced organic produce to campus.

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## Services and Resources

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The services and resources provided by the CCSI support academic, co-curricular (student development), and partnership-building endeavors. Services and resources for students include:

- CEMS—Community Engagement Management System (accessed via [www.barry.edu/service](http://www.barry.edu/service))
- Service-learning community-site placement
- Community-Based Research Incentive Program
- Community Engagement News (CCSI newsletter)
- Opportunities for non-credit (enrichment) internships
- Library resources—books, journal articles, service-learning reflection guide, etc.
- Research, presentation, and publication opportunities ([www.barry.edu/service](http://www.barry.edu/service))

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## Service-Learning

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Course Work + Community Service + Critical Reflection = Service-Learning

Service-learning is a teaching and learning strategy that integrates meaningful community service with course work and critical reflection to enrich the learning experience, foster social responsibility and civic engagement, and strengthen communities. The community service component may address issues related to education, public health, the environment, economic opportunity, disaster preparedness, or other human/social needs.

**BENEFITS FOR STUDENTS:** Service-learning has many benefits for students as well as the community. For example, service-learning extends learning beyond the classroom while increasing your ability to apply what you learn in the classroom to real-life situations. Students often report that service-learning facilitates a deeper understanding of course content; improves their critical-thinking, communication, and leadership skills; and deepens their appreciation of diversity. Moreover, service-learning contributes to your résumé and portfolio, and it can help you clarify your professional goals and prepare for your career.

Most service-learning courses carry a special designation and notation in the Course Schedule. The notation indicates the deep integration of thoughtfully organized community service into the curriculum and high standards of service-learning practice. The official transcripts for students who successfully complete designated service-learning courses have the following note: “This course met the criteria for the service-learning designation, requiring applied learning, student engagement with the community, and critical reflection.”

# Division of Information Technology

Yvette Brown Kootungal, M.S., Vice President for Technology & Chief Information Officer

The administrative offices of the Division of Information Technology are housed in the Garner building. The division provides library, distance education, and technology services for the University. It is the mission of the division to provide the user community with the highest level of technical service and support; to provide the University with a strong, dynamic, competitive edge through the strategic planning and deployment of new technologies; and to maximize cost-effective use of resources through the use of a centralized model for technology management. The division consists of an administrative layer called IT Administration, and eight support departments addressing the different resource needs of the University. All support from the division is coordinated through a centralized helpdesk.

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## Technology & Service Delivery

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Darrell Duvall, M.S., Associate Chief Information Officer, Technology Delivery

**Technology & Service Delivery** provides students, faculty, and staff a single point of contact for customer focused, quality technical support, as well as secure computing resources for instructional and administrative purposes. These services contribute to the intellectual life and collaboration among all University constituents. The unit is comprised of Technology Delivery, Workplace and Instructional Technologies, and Conferencing, Media and Learning Spaces.

### Technology & Service Delivery

John Baldwin, B.S., Director, Technology Delivery

Carmen Ramirez, M.S., Associate Director, Service Delivery

**Technology Delivery** provides an efficient and cost effective support structure for the University's computers and peripherals, advises on technology needs and is responsible for the configuration, installation, and maintenance of end-point hardware. 149 computers are available for students to use throughout campus, including 48 laptops that can be checked-out for up to one day through a self-service dispensing kiosk. There are 9 classrooms for hands-on computer use, each equipped with 24 student computers, an instructor's computer and a multimedia projection system. Students can print from public access PC's around campus or from their own device to printers located throughout campus.

### IT Support Desk

Audrey Johnson, M.S., Manager, IT Service Desk

The IT Support Desk provides a wide range of services for students, including support to students connecting to BarryNet, the University's wired and wireless network. The Desk also provides support to students accessing online resources such as WebAdvisor and student Barry email accounts. Students are also assisted with username and password issues. Hours of operation are available from the resources mentioned below.

- Walk-in support: Library 226
- Phone: [\(305\) 899-3604](tel:3058993604)
- Support website: <http://help.barry.edu>
- Email: [helpdesk@barry.edu](mailto:helpdesk@barry.edu)

Barry University has an arrangement with Dell Computer Corporation in which educational pricing is extended to students, faculty, and staff interested in purchasing PC's, peripherals, and software. In addition to this, software, such as Adobe products and SPSS, is available to students for purchase at a significantly discounted price. Visit <http://help.barry.edu> for further information.

### **Conferencing, Media & Learning Spaces**

Guillermo Dopico, M.B.A., Director, Conferencing, Media & Learning Spaces

The Conferencing, Media and Learning Spaces unit provides, maintains, and supports multimedia equipment in over 100 classrooms throughout the main campus, as well as supports distance learning courses and meetings through the use of several videoconferencing platforms. The unit also delivers computers, conferencing equipment, projection systems and several other types of equipment that faculty and staff can check out. Students need to coordinate with their professors if they need equipment for presentations. Faculty and staff can reserve equipment online at <http://bucwis.barry.edu/doiit/departments/io/forms/cms/audiovisualRequest.html>. A twenty-four hour advance notice is required to reserve equipment. For additional information, please call [\(305\) 899-3765](tel:3058993765).

The Streaming Media Services unit provides online video streams of live events, video filming, video editing and streaming of recorded video lectures. Faculty and staff can request a live video stream online at <http://bucwis.barry.edu/doiit/departments/io/forms/cms/streamingRequest.html>.

### **Workplace and Instructional Technologies Services (wITs)**

Keva Boone, Manager, M.S., Workplace & Instructional Technologies Services

Workplace and Instructional Technologies Services (wITs) supports faculty and staff through training, troubleshooting and designing technical solutions. Training for faculty and staff is held in the wITs training lab, Library 301, and is also customized according to topic, time, and location for the convenience of training participants. wITs' two full-time trainers extend support to students via in-class orientations and guest lectures on the use of Barry's learning management system and other technologies that support the fulfillment of learning objectives. wITs also maintains an online orientation for students that addresses student computing in general, with a special focus on learning in a digital environment (<https://go.barry.edu> > Resources for Students). wITs collaborates with the Faculty Senate to provide special faculty development events. Call [\(305\) 899-4005](tel:3058994005) for more information.

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## **Infrastructure and Operations**

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Hernan Londono, Ph.D., Associate Vice President & Chief Technology Officer

Infrastructure and Operations supports students, faculty, and staff by providing and ensuring secure and sustained voice and data networks, server services, and data storage. In addition, software solutions, collaboration solutions, and media services enhance the learning experience at Barry University.

### **Data Center Operations**

Justin Moses, B.S., Director

Data Center Operations provides consistent and secure access to the University's mission-critical systems such as messaging, collaboration, data, backups, virtualization, and domain authentication services.

#### ***BarryNet Accounts***

All registered students are provided with a BarryNet account. The account provides access to all University computing resources, which include email, web resources, and network applications.

#### ***Email System***

Email is an official method for communication at Barry University. The University may send communications to students via email. Students are responsible for the consequences of not reading in a timely fashion University-related communications sent to their official Barry University student email account. Students are expected to check their Barry University official email on a frequent and consistent basis in order to remain informed of University-related communications. Email can be accessed by visiting <http://webmail.barry.edu>.

**Barry Remote Access Services**

<https://go.barry.edu> provides secure access to multiple sources of campus information and services including:

- Email
- Applications such as SPSS and Minitab
- Academic resources such as electronic journals and databases provided by the Library
- Canvas, the University's Learning Management System
- Web resources such as the Student Web

Microsoft Office is also available to students free of charge, and can be installed on up to 5 devices. Visit <http://help.barry.edu> for further information.

**Network and Telecommunications**

Maximo Ramirez, B.S., Director

The Network and Telecommunications group designs, installs, and maintains the information transport system, which includes both inter-building and intra-building media paths. This department designs, implements, and manages networking systems that power the capabilities of the network in general. It molds the network to fit the needs of the users in terms of functionality, capacity, and performance. Wireless connectivity is currently available throughout the entire Miami Shores campus, as well as all of the other University's locations.

**University Business Solutions**

Tracy Graham, M.S., Associate Chief Information Officer, University Business Solutions

University Business Solutions configures, manages and supports the centralized systems and applications that allow members of the Barry University community to process human resources, financial, and student data.

They maintain the University's administrative databases Colleague and Workday, as well as other systems and applications related to business intelligence reporting, document imaging and archiving and self-service portals for students.

University Business Solutions engages in a multitude of projects throughout the year, in addition to standard incident management services, and include:

- Software design, planning and implementation
- Change Management
- Documentation and training
- Incident resolution
- Business Process administration
- BI Reporting
- Integrations development, support and maintenance
- Security Administration

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## IT Business Operations

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Glendon Redway, M.Phil., Director, IT Business Operations

In support of the growth and development of the institution, IT Business Operations provides financial planning and analysis of information technology assets and resources and carries out technology sourcing and procurement strategies to optimize Barry University's fiscal position. Services provided include the following:

- IT Procurement/Vendor Management
- IT Financial Planning and Management
- IT Asset Management
- Business Continuity Planning



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## Project Portfolio Management

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Wesley Ng-A-Fook, M.B.A., Project Portfolio Manager

The Project Portfolio Management Office (PMO or PPMO) provides oversight of large-scale IT initiatives. This consists of the intake, prioritization and execution of individual projects as well as the management of those that run concurrently with standard operations, all collectively known as the IT Portfolio. The office is also responsible for developing processes, standards and communications that support the Division's efficiency, transparency, and continued value to the University.

The IT Portfolio typically runs 40-60 projects in a given period in addition to its standard incident management services. Examples of IT projects include the following:

- Remote site expansions
- Email system migration
- Colleague migration to Workday
- Web-based applications development
- Network infrastructure upgrades
- Telephone system upgrades

# Library Services

TBD—Director of Library Services

The Monsignor William Barry Memorial Library provides information resources, services, and facilities to support the educational objectives of the University. Students have access to a huge collection of over 205,036 physical items, over 144 electronic databases, 354,297 online journal titles, 322,318 eBooks, and over 65,331 streaming videos and music.

## Public Services

Public Services are responsible for circulation, reserves, stacks maintenance, interlibrary loan, and study room usage. Library hours (during fall and spring semesters) are:

Sunday	10:00 a.m.—12:00 a.m.
Monday—Thursday	7:30 a.m.—12:00 a.m.
Friday	7:30 a.m.—10:00 p.m.
Saturday	8:00 a.m.—10:00 p.m.

Special hours are kept over holidays, semester breaks, finals, and summer sessions. Hours are posted at the library and on the library's web page at <http://www.barry.edu/library-services/>. For more information call (305) 899-3760.

Graduate students may check out materials for 6 weeks. Two renewals are allowed as long as there is not a hold request for an item. Interlibrary Loan and reserves policies may be found at the library's web page: <http://www.barry.edu/library-services/interlibrary-loan.html>. A valid University ID is used to borrow materials.

## Reference Services

The Library provides reference services to support education, research, and general information. Library instruction is offered in several convenient ways:

- at the 2nd floor reference area
- via telephone
- by appointment
- through bibliographic instruction classes scheduled by the faculty
- the Library also participates in a state-wide, real-time, reference chat service

In-person reference services are available at the library during the following hours:

Sunday	10:00 a.m.—6:00 p.m.
Monday—Friday	9:00 a.m.—7:00 p.m.
Saturday	10:00 a.m.—6:00 p.m.

In addition, 24/7 reference information is available via LibAnswers on the Library Web page.

## Technical Services

Marietta De Winter, M.L.S., Associate Director Library Technical Services

Technical Services is responsible for acquiring and processing material selected for the Library by librarians and faculty, and with input from students. Library materials selected for purchase follow the Library's *Collection Development Policy*, which is available on the Library's Web page.

**Archives and Special Collections**

Ximena Valdivia, M.L.I.S., Associate Director, Archives and Special Collections

The Barry University Archives and Special Collections Department manages and preserves non-current university records and papers that have historical, administrative, or community value. Collections also include rare books, manuscripts, photographs, maps, art work, and other materials of research value. Collections are available for in-house use by faculty, staff, students, alumni, and researchers from around the world.

# College of Arts and Sciences

Karen A. Callaghan, Ph.D., Dean and Associate Vice President for Undergraduate Studies  
Gloria Schaab, S.S.J, Ph.D., Associate Dean for General Education  
Ricardo Jimenez, Ph.D., Associate Dean for Undergraduate Studies  
Rev. Mark Wedig, O.P., Ph.D., Associate Dean for Graduate Studies  
Tamara Hamilton, Ph.D., Associate Dean for Grants and Sponsored Programs  
Deborah Montague, M.B.A., Assistant Dean  
William Russell, Ph.D., Assistant Dean, General Studies and Undeclared Programs

Faculty: Bacheller, Boudreau, Capó-Iriarte, DesRosiers, Estevez, Ewing, Fairbanks, Feldman, Hall, Heller, Jones, Kncsol, Lizama, Miranda, Muscarella, Presmanes, Rivard, Rytteke, Schaab, Wated, Weber, Wedig

Graduate education in the College of Arts and Sciences is grounded in the mission of the University. At the graduate level, faculty and students work together as a community of scholars exploring questions and creating knowledge in their fields. The graduate experience contributes to the development of professionals who will have leadership roles in society. In this capacity, they are charged with carrying out Barry's mission through their contributions to their professions and to their communities.

Graduate education is designed to train students to be professionals who will practice the following ideals:

- Personal and professional integrity,
- Personal responsibility to maintain professional competence through lifelong learning,
- Service to the community,
- Respect for diversity of people and ideas, and
- Promotion of social justice.

The College of Arts and Sciences offers eight graduate programs. These programs are designed to provide successful graduates with the knowledge, skills, and abilities to make contributions to their profession and community at an advanced level.

Departments in the College of Arts and Sciences offer the following graduate degree programs:

## **Department of Fine Arts**

- Photography, M.F.A.
- Photography, M.A.

## **Department of Psychology**

- Clinical Psychology, M.S.

## **Department of Theology**

- Practical Theology and Ministry, M.A.
- Certificate in Healthcare Ethics
- Certificate in Liturgical Studies
- Certificate in U.S.Hispanic/Latino(a) Ministry
- Ministry, D.Min.
- Pastoral Ministry for Hispanics, M.A. (SEPI)

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

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## Admission Requirements and Policies

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- Bachelor's degree from a regionally accredited or internationally recognized institution with at least a 3.0 grade point average (B) as indicated by official transcripts.
- Sufficient undergraduate preparation or life experience. Some departments may choose to administer an examination.
- A short essay on personal career goals specifying how a graduate degree from Barry will help to fulfill these goals.
- See individual degree programs for test requirements.
- Admission is selective.
- Provisional acceptance may be granted by the department.

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 receiving a B or better, and/or the completion of departmental requirements. Requires departmental approval.

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

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## Transfer Credits

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

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## Time Limitation

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

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## Advisement

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Advisement of all students pursuing graduate courses originates at the office of the Department Chair.

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## Thesis Copies

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Each student is required to provide three bound copies and an electronic copy on a CD of the master's thesis, one to remain in the Department and two copies and the cd to remain in the Library.

The Doctor of Ministry student is required to provide three bound copies and an electronic copy on a CD of the D.Min. Thesis, one to remain in the Department and two copies and the cd to remain in the Library.

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## Leave of Absence

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

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## Readmittance

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

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## Probation and/or Dismissal

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Any student who has received two C grades while in the program is liable to departmental or college 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.

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## Assistantships

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

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## Undergraduate Programs

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The College of Arts and Sciences also offers the following undergraduate programs:

<b>Advertising</b>	
International Advertising Specialization	

<b>Art</b>	
ART History Specialization Studio Art Specialization	Graphic Design Specialization

<b>Biology</b>	
Biology, General	Pre-Professional Specialization

<b>Broadcast and Emerging Media</b>	
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<b>Chemistry</b>	
Biochemistry Specialization Pre-medical Specialization	Pre-dental Specialization Pre-pharmacy Specialization

<b>Communication and Media Studies</b>	
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<b>Computer Information Sciences</b>	
Cybersecurity Specialization	Multimedia Specialization

<b>Computer Science</b>	
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<b>Criminology</b>	
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<b>English</b>	
Literature Specialization	Professional Writing Specialization

<b>General Studies</b>	
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<b>History</b>	
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**International Studies****Marine Biology****Mathematical Sciences****Music**

Instrumental Performance Specialization Music Education Specialization	Vocal Performance Specialization
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**Philosophy****Photography**

Photo Specialization	Photo/Biomedical/Forensic Specialization
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**Political Science****Pre-Engineering (Non Degree)****Pre-Law****Psychology**

Forensic Psychology Specialization	Industrial/Organizational Psychology Specialization
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**Public Relations****Sociology****Spanish**

Translation and Interpretation Specialization	Language and Literature Specialization
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**Theatre**

Acting Specialization Technical Theatre Specialization	Dance Theatre Specialization
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**Theology**

Please refer to the Barry University Undergraduate Catalog for detailed information.

# Department of Fine Arts

Faculty: Brewer, Ewing, Heller, Lizama (Chair), Rytteke, Weber

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## Master of Arts in Photography

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### Mission Statement

Based upon the tradition of the liberal arts, the Fine Arts at Barry (art, dance, music, photography, and theatre) provide students with a broad foundation in the methods, practical skills, and historical context of each discipline. Through classes and events the Department strives to foster individual creativity, develop aesthetic sensitivity, and encourage self-expression. The Department's activities provide cultural enrichment to both the campus and the larger community through public performances, exhibitions, lectures, and collaborations with outside arts organizations. Students are advised and encouraged to study, reflect, and participate in the intellectual life of the University and community. The Department is committed to the transformative power of the arts and their ability to explore issues of ethics, social justice, and affecting change.

Through an indepth understanding of the course materials, students gain the tools, knowledge, skills, and confidence that allow them to be problem solvers and become independent thinkers. The graduate coursework cultivates creative and logical thinking, as well as research and reflection, which will continue the intellectual and professional growth beyond the classroom. Embracing diversity of cultures and religions is explored through critiques and assignments in photography and art history courses. Students learn to bridge the gap between the classroom and the world of professional and fine art photography, encouraging the growth of initiative and development of leadership skills.

### Purpose Statement

The M.F.A. and M.A. programs in photography offer selected students the opportunity to pursue goals in the areas of creative work in photography and digital media. The program stresses acquisition of a broad range of knowledge and skills in the area of fine art photography. The primary emphasis of this program is the use of the photographic medium for creative expression and communication. Graduate photography students are individuals in transition between being students who are learning techniques not available in previous undergraduate study and being independent working artists/photographers developing a personal style of art and aesthetics. Often they are refining already learned techniques to a higher level of sophistication. Barry University offers two graduate degrees in photography, the M.F.A. (66 credits minimum) and the M.A. (36 credits minimum). The 66 credit-hour program can be completed in six semesters and must be completed within seven years, including the written thesis and thesis exhibition.

The M.F.A. and M.A. programs in photography offer graduate swing courses in traditional black & white and color photography, alternative processes, large-format photography, lighting, digital media, fine art printing, and the history of art and photography. Independent studies are offered in part to create an environment to resemble real life where the working artist is involved in supervised but independent production of art without the structure of a class. Developing a philosophy of one's own art and verbally expressing aesthetic ideas are also part of the graduate curriculum. M.F.A. candidates are required to produce a written thesis and a thesis exhibition. M.A. candidates are required to participate in a group exhibition.

The Master of Fine Arts (M.F.A.) is the terminal degree in photography. This degree has become the standard for those who intend to teach at the college level. Courses are offered to help students wishing to pursue a career in college level teaching. The M.F.A. is also appropriate for individuals seeking to further develop their professional careers as practicing artists and photographers. The M.F.A. program consists of a minimum of three years of graduate study emphasizing an individualized, interdisciplinary approach to photography. The M.A. degree in photography offers personal enrichment and enhanced technical skills, with limited opportunity to teach. An M.A. degree consists of 36 semester hours, usually taken over four semesters.



### Program Goals

- To develop and support the mastery of traditional photography, as well as contemporary digital photographic processes.
- To stimulate creative and technical photographic excellence at an advanced level, as an expression of the student's aesthetic.
- To facilitate the process of artistic development by encouraging mentoring relationships between faculty and students, in an open learning environment.

### Admissions Requirements

- Bachelor's degree with a minimum 3.0 GPA from a regionally accredited or internationally recognized institution.
- Portfolio of no more than twenty copy slides or CD of original photographs. Portfolio guidelines can be found on our website (<http://www.barry.edu/fine-arts/photography-mfa/home/>).
- Two official copies of transcripts from each institution attended.
- Official test score copies of either:
  - MAT (Miller's Analogies Test), or
  - GRE (Graduate Record Examination).
  - Waived for applicants with Master's degree)
- Applicants who do not give evidence of being native English speakers, including those applying for transfer from U.S. institutions, or who have not graduated from an institution where English is the primary language of instruction must submit a score of 550 or better on the TOEFL examination (213 on the computer-based TOEFL or 79 on the internet-based TOEFL).
- Two letters of recommendation.
- Portfolio review form with self-assessed photography skill listed which can be found on our website (<http://www.barry.edu/fine-arts/photography-mfa/home/>).
- After portfolio is submitted an informal personal or phone interview with photography faculty may be required.
- A 350 word statement on how the M.F.A. or M.A. degree from Barry University will help fulfill your goals.
- Completed application form.
- A non-refundable application fee.
- Application packet, official transcripts and official examination scores should be sent to:

#### *Barry University*

Division of Enrollment Services  
11300 NE Second Avenue  
Miami Shores, Florida 33161-6695

- Deadlines for submission of portfolio/application:
  - March 31 for Fall enrollment.
  - October 31 for Spring enrollment.
  - No portfolio materials will be reviewed from May to August.

### Program Standards

- Full-time study may not exceed 12 credits per semester. 9 credits per semester is considered full time.
- Maximum length of time to complete the M.F.A. degree is seven years, to include a successful written thesis and solo thesis exhibition.
- Maximum length of time to complete the M.A. degree is seven years, to include a successful thesis exhibition.
- Students interested in changing from the M.A. program into the M.F.A. must do so prior to completing the M.A. degree. Coursework may be applied to only one degree. Students wishing to change from the M.A. to the M.F.A. program must notify the Fine Arts Graduate Committee, formally apply, submit a portfolio for committee review, and be officially accepted by the committee.
- Students wishing to change from the M.F.A. program into the M.A. must give formal notice three months in advance and be formally approved.

- Assessment of the M.F.A. candidate's creative and technical outcomes will be through faculty evaluation and approval of a substantial one-person thesis exhibition. The M.A. candidate will be similarly judged, but as part of a group exhibition.
- M.F.A. candidates should express their artistic intentions and philosophies in a written formal thesis.
- If the graduate student's work or performance is unsatisfactory, the University may remove the student from the graduate program.
- Individuals with undergraduate degrees may take a maximum of nine graduate credits as non-degree-seeking students.

## Curriculum Outlines

### Master of Fine Arts (M.F.A.) in Photography

<b>PHO, COM, and ART Elective Graduate Courses</b>			<b>33 credits</b>
PHO	559/659	Independent Study in Photography	15
ART/PHO		Art History graduate courses	6
PHO	520	History of Photography	3
PHO	691A	M.F.A. Grad. Thesis Exhibition	5
PHO	691B	M.F.A. Grad. Thesis	4
<b>Total</b>			<b>66 cr minimum</b>

Minimum time to complete the M.F.A. degree: 6 semesters (12 cr max. per semester)

### Master of Arts (M.A.) in Photography

<b>PHO, COM, and ART Elective Graduate Courses</b>			<b>18 credits</b>
PHO	559/659	Independent Study in Photography	9
ART/PHO		Art History graduate courses	3
PHO	520	History of Photography	3
PHO	690	M.A. Grad. Thesis Exhibition	3
<b>Total</b>			<b>36 cr minimum/ 48 cr maximum</b>

Students seeking the M.A. take a minimum of 36 credit hours and a maximum of 48 credit hours.

Minimum time to complete the M.A. degree: 3 semesters (12 cr max. per semester)

Over 50 percent of the courses in the M.A., M.F.A. list of electives must have the PHO prefix.

<b>PHO, COM, and ART Courses for M.F.A. and M.A. in Photography</b>			
PHO	500	Special Topics in Photography	3
PHO	501	Color Photography	3
PHO	502	Color Processes	3
PHO	504	Advanced Photography	3
			<i>Continued</i>

<b>Continued</b>			
PHO	505	Advanced Digital Imaging	3
PHO	506	Advanced Digital Photographic Imaging	3
PHO	507	View Camera	3
PHO	508	Large Format Photography	3
PHO	512	Studio Lighting	3
PHO	511	Lighting Techniques	3
PHO	515	Influences of the Masters	3
PHO	516	Alternative Process Photography	3
PHO	517	Manipulated Photography	3
PHO	519	Digital Fine Art Printing	3
PHO	520	History of Photography	3
PHO	521	History of Photography, Film, & Art	3
PHO	526	Documentary Photography	3
PHO	529	Fine Arts Digital Portfolio	3
PHO	559	Independent Study	3
PHO	601	Photography Practicum I	3
PHO	602	Photography Practicum II	3
PHO	659	Independent Study	3
PHO	660	College Teaching Prep I	3
*PHO	661A	College Teaching Prep. IIA	1
*PHO	661B	College Teaching Prep. IIB	2
*PHO	662A	College Teaching Prep IIIA	1
*PHO	662B	College Teaching Prep IIIB	2
PHO	690	M.A. Graduate Thesis Exhibition	3
*PHO	691A	M.F.A. Graduate Thesis Exhibition	5
*PHO	691B	M.F.A. Graduate Thesis	4
PHO	699	Internship	3-6
ART	509	Renaissance Art	3
ART	510	Art in the Age of Rembrandt	3
ART	511	Nineteenth Century European Art	3
ART	517	Twentieth Century Art	3
ART	550	Collage	3
COM	514	Audio and Video Production	3
COM	591	Television Directing	3
COM	603	Visual Storytelling for the Web	3
COM	605	Advanced TV Production	3
COM	694	Graduate Internship	3
COM	701	Independent Study	3
*M.F.A. only			

### Independent Studies

As part of the graduate photography curricula, students are involved in directed independent study. In addition to fostering a mentoring relationship with the faculty, independent study most closely resembles the real-life scenario which working artists/photographers must face. Students must complete 12 credits of graduate courses prior to enrolling in an Independent Study.

### M.F.A. Thesis

The most important component of the final studies for the M.F.A. degree is the Thesis Exhibition. The graduating M.F.A. student must mount a substantial solo exhibition of his or her work illustrating the highest level of originality and professionalism. Development of the M.F.A. thesis exhibition can take up a year, and includes in-progress reviews with the Graduate Faculty Committee. The second major component of the graduation requirement is a written thesis. The content of your written thesis must include an in-depth, critical examination of your own work, a biography, high-quality photographic reproductions of your images, as well as work by other artists whose influence may be of importance. Grammar and composition should be of graduate level, with formal committee approval necessary. The exhibition and thesis are requirements for the courses PHO 691A M.F.A. Graduate Thesis Exhibition and PHO 691B M.F.A. Graduate Thesis, which are the final requirements for the degree. As these are the most important final requirements and must have formal faculty committee approval, it is not uncommon for a student to prolong his or her graduate study to help insure a successful exhibition and thesis. See course descriptions for details.

### Teaching Preparation for M.F.A. Students

The terminal M.F.A. degree is the standard academic credential to teach photography at the university level. With the permission of the Fine Art Graduate Committee, M.F.A. students have the opportunity to take up to three semesters of College Teaching Prep (PHO 661A&B and PHO 662A&B) courses to provide teaching experience under the tutelage of knowledgeable photographic educators. In addition, students may elect to participate in the practical running and maintenance of a university photography facility (PHO 660 College Teaching Prep I).

### Course Descriptions

Art; Prefix: ART

#### 509 Renaissance Art (3)

Art and architecture of the Renaissance in relation to the political and social structures of the fifteenth and sixteenth centuries. Emphasis upon the Italian Renaissance, with Northern Renaissance art also covered.

#### 510 Art in the Age of Rembrandt (3)

European art and architecture from 1600–1700, during the Baroque era. Emphasis upon the achievements of Rembrandt, Vermeer, Caravaggio, Bernini, Rubens, and Velazquez in relation to social and intellectual developments, plus the innovations in architecture and the dominance of Versailles.

#### 511 Nineteenth Century European Art (3)

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

#### 517 Twentieth Century Art (3)

Art and architecture in Europe and America from Fauvism and Cubism at the beginning of the century to Postmodernism at the end. The multiculturalism of recent art will be emphasized.

#### 550 Collage (3)

The study of the collage medium of two dimensional art made by pasting together varying materials on a flat surface. (Special fee)

**Course Descriptions**

Photography; Prefix: PHO

501 Color Photography (3)

Printing color enlargements from color negatives using automated RA-4 processing. Emphasis on creative usage of color and quality color printing techniques. (Special fee)

502 Color Processes (3)

An exploration of various color processes including printing from color negatives and making color transfers. (Special fee)

505 Advanced Digital Imaging (3)

A refined study of digital manipulation through the use of image editing software. More complex layer techniques, use of scanner as an input device, various source materials and non-traditional presentations are explored. Discussions will include aesthetics and ethics of using digitally modified images. Prerequisite: proficiency in Photoshop. (Special fee)

506 Advanced Digital Photographic Imaging (3)

Application of advanced digital camera techniques as an expressive visual medium along with the use of image editing software. The class will reinforce digital photographic manipulation skills, as well as, discussions about digital artists, critical thinking, and aesthetics in relation to personal creativity and expression. Prerequisite: proficiency in Photoshop. (Special fee)

507 View Camera (3)

Projects provide exploration of the view camera. Student's photographic experiences are broadened through take-home access to the University's view cameras. (Special fee)

508 Large Format Photography (3)

Perspective and scale are important factors to be considered when two-dimensional art is being created using medium and large format cameras. Large scale printing in either black and white and/or color introduce the important element of scale into the students' images. (Special fee)

511 Lighting Techniques (3)

An exploration of a variety of lighting techniques. Projects involve use of natural, available, incandescent, on-camera flash, and studio strobe lighting. (Special fee)

512 Studio Lighting (3)

Students will learn artificial lighting techniques in a studio setting to provide creative solutions to visual problems. The class will cover discussions about the principles of light and its impact on personal expression, as well as past and contemporary visual artists' use of light. (Special fee)

515 Influences of the Masters (3)

A combination of art history and applied studio study. Styles and techniques of selected creative photographic masters will be studied, analyzed and discussed. Students will then create their own original photographic images reflecting the influence, subject matter and techniques of those master photographers. Prerequisite: PHO 520 or 521 or permission of Instructor. (Special fee)

516 Alternative Process Photography (3)

This course will explore various photographic processes that are an alternative to contemporary photographic image-making techniques. Photographic techniques used throughout the history of the medium have subtle qualities and properties that are unique in their creative possibilities. The use of precious metals to produce images is the basis for all photography prior to the introduction of digital (electronic) photography. These images created from metals are not only distinctive but extremely stable as well. Historical references and examination of the work of contemporary photographers using these techniques will accompany assignments. Prerequisite: PHO 303 and either PHO 313 or PHO 305. (Special fee)

- 517 Manipulated Photography (3)  
Exploration of alternative methods of making and displaying photographic images. (Special fee)
- 519 Digital Fine Art Printing (3)  
An advanced course investigating the printing of fine art digital images. Several types of digital printers and substrates will be utilized. A component of the course is in the development of a coherent digitally printed body of creative photographic imagery. Prerequisites: PHO 501 or PHO 502 and proficiency in Photoshop. (Special fee)
- 520 History of Photography (3)  
An overview of the evolution of photography from its invention in the 1800s up to contemporary experimental work.
- 521 History of Photography, Film and Art (3)  
Integration of the stylistic and technical developments in the history of photography, cinema, and painting from 1839 to the present. Emphasis upon the interrelationship of aesthetic movements and cross-fertilizing influence of the different media. Analysis of classic movies as representative examples from film history.
- 526 Documentary Photography (3)  
Documentary Photography will explore the use of the camera as a tool for documentation. Emphasis will be placed on the development of individual and group projects dealing with topics which arise from cultural, political, and social issues that focus on truth and justice. Historical references and examination of the work of documentary photographers will accompany assignments. Digital Single Lens Reflex camera (or equivalent) required. (Special fee)
- 529 Fine Art Digital Portfolio (3)  
The emphasis of the course is the development of a cohesive body of work. The class will cover digital portfolio making using printed and time-based digital media techniques, sequencing, and narrative structure. Photographic artists, critical thinking, and aesthetics in relation to personal creativity and expression will be discussed. Prerequisites: Proficiency in Photoshop. (Special fee)
- 559 Independent Study (3)  
Opportunity for research in areas of special interest to the graduate student. Students must complete 12 credits of graduate courses prior to enrolling in an Independent Study. May be repeated. Permission of Advisor, Faculty Supervisor, Chair, and Dean. (Special fee)
- 601 Photography Practicum I (1-3)  
Practical development of photographic skills beyond the objectives of regular course offerings through collaborations on photographic projects for a client from the University. May be repeated for a maximum of 3 credit hours. Permission of Advisor and Faculty Supervisor.
- 602 Photography Practicum II (1-3)  
Advanced development of practical photographic skills beyond the objectives of regular course offerings through collaborations on photographic projects for a client from the University. May be repeated for a maximum of 3 credit hours. Prerequisite: PHO 601 and permission of Advisor and Faculty Supervisor.
- 659 Independent Study (3)  
An opportunity for advanced research in areas of special interest to the graduate student. May be repeated. Prerequisite: 6 credits of PHO 559 and permission of Advisor, Faculty Supervisor, Chair, and Dean. (Special fee)
- 660 College Teaching Prep. I (3)  
Practical training in classroom preparation, responsibilities, characteristics of university-level teaching in the photography discipline. By faculty assignment, the graduate student maintains, repairs, prepares, and inventories the University's photography facilities and supplies and supervises student studio monitors. Permission of Fine Arts Graduate Committee.

**661A College Teaching Prep. IIA (1)**

A course designed to expose the M.F.A. student to teaching methodology, techniques, and design in PHO 203 Basic Photography. The student must attend and assist faculty in all PHO 203 lectures and labs during the semester. Prerequisite: Permission of Fine Arts Graduate Committee. (M.F.A. students only)

**661B College Teaching Prep. IIB (2)**

The M.F.A. student will team teach lectures and labs in PHO 203 with a faculty member during the semester. Faculty members will mentor, assist, observe, and evaluate the student in the classes. Prerequisite: PHO 661A and permission of Fine Arts Graduate Committee.

**662A College Teaching Prep. IIIA (1)**

A course designed to expose the M.F.A. student to teaching methodology, techniques, and design of PHO 303 Intermediate Photography. The student must attend and assist faculty in all PHO 303 classes during the semester. Permission of Fine Arts Graduate Committee. (M.F.A. students only)

**662B College Teaching Prep. IIIB (2)**

The M.F.A. student will team teach lectures and labs in PHO 303 with a faculty member during the semester. Faculty members will mentor, assist, observe and evaluate the student in the classes. Prerequisite: PHO 662A and permission of Fine Arts Graduate Committee.

**690 M.A. Graduate Thesis Exhibition (3)**

Graduating M.A. students participate in a group exhibition at the culmination of their studies, demonstrating high creative and technical standards. Graduation is contingent upon successful completion of the exhibition. This 3 credit course for M.A. students assists them in preparing for the exhibition. Prerequisite: Permission of Fine Arts Graduate Committee. (Special fee)

**691A M.F.A. Graduate Thesis Exhibition (5)**

The graduating M.F.A. student must successfully complete both PHO 691A and PHO 691B (9 credits total) as the final requirements for graduation. In PHO 691A the student must create and mount a substantial one-person exhibition demonstrating creativity, originality, and technical proficiency within the medium of photography. The artwork must be a body of visually and conceptually interrelated pieces. Prerequisite: Permission of Fine Arts Graduate Committee. (Special fee)

**691B M.F.A. Graduate Thesis (4)**

After successful completion of PHO 691A, the graduating M.F.A. student enrolls in PHO 691B to write his/her graduate thesis on the works in the exhibition. Guidelines for the written thesis may be found in the Department of Fine Art's current Graduate Handbook. Graduation is contingent upon successful completion of the one-person exhibition and written thesis. Prerequisite: PHO 691A and permission of Fine Arts Graduate Committee.

**699 Internship (3-6)**

Practical experience within a professional setting. All paperwork must be completed before the end of the semester preceding the internship. Prerequisite: Permission of Advisor, Instructor, Chair, and Dean.

# Department of Psychology

Faculty: Bacheller, DesRosiers, Hall, Koncsol, Murray, Muscarella (Chair), Rivard, Wated

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## Mission Statement

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The mission of the Department of Psychology is derived from the mission of the University. Grounded in the tradition of the liberal arts, the study of psychology offers students the opportunity to engage in scientific inquiry into human thought, emotion, and behavior in order to formulate important questions and discover meaningful answers. The faculty encourages students to apply their skills and knowledge for the betterment of local and global communities as well as for personal growth. Students are guided to solve individual, interpersonal, and societal problems with sensitivity to diversity and awareness of their own values. Thus, the mission of the Department of Psychology is to prepare students to be thoughtful, contributing citizens of the world committed to engaging in collaborative service and social justice.

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## Clinical Psychology Program

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### Master of Science in Clinical Psychology

The overall mission of the Master of Science degree program in Clinical Psychology is to educate students using the scientist-practitioner model of training with faculty actively involved in research and clinical practice. This offers students the opportunity to obtain the theoretical, scientific, technical, and personal experience necessary to enter into the practice of mental health evaluation and treatment of diverse populations with appropriate guidance and supervision, or to enter into doctoral-level training. Training is provided in an environment that promotes knowledge of the discipline, basic clinical skills, and the establishment of an identity as an ethical professional in the field of psychology.

The Master of Science in Clinical Psychology was first offered in fall 1982 to respond to community needs for mental health services. There are two options for completing the degree.

- a. The 60-credit option is designed to prepare the student to meet the educational requirements for licensure as a mental health counselor in the State of Florida. The student may also choose to pursue doctoral study after completing the 60-credit option. A Forensic Psychology Specialization can be completed with an additional 6 credits of course work and other specified requirements.
- b. The 36-credit option is the core of the 60-credit option but is not sufficient by itself for licensure. The student who decides to pursue doctoral study with less than a 60-credit master's degree, or who decides to embark upon an alternative career path, can choose the 36-credit option.

### Program Goals

1. To assure that the program curriculum is consistent with the scientist-practitioner model of training as described by the American Psychological Association. This includes study of the core areas of psychology, opportunities for participation in ongoing research, and completion of an independent research project (thesis) that contains an acceptable experimental method and design, data collection, and statistical analysis. Students are encouraged to submit their work for presentation or publication in a professional venue. To this end, also consistent with the scientist-practitioner model, students learn to read psychological research and to apply it to practice in both the conceptualization of psychopathology and the use of appropriate treatment interventions.
2. To offer didactic instruction and clinical skills training in psychological evaluation and reporting, including diagnostic interviewing, intellectual assessment, and objective personality assessment.
3. To offer didactic instruction and clinical skills training in psychiatric diagnosis using the most current version of the *Diagnostic and Statistical Manual*.
4. To provide clinical skills training in the general and specific technical skills associated with the practice of standard psychologically based therapy.



5. To assure that all aspects of training emphasize issues of ethical practice and individual and cultural diversity.
6. To assure that the 36-credit master's degree option provides the academic and clinical training most useful for entry into a doctoral program in clinical psychology.
7. To assure that the 60-credit master's degree option curriculum meets the State of Florida guidelines for licensure as a mental health counselor.
8. To assure that students in the Forensic Psychology Specialization are trained in the most current psycholegal theory, research, assessment and intervention techniques applicable to clinical work in the legal system.

### Expected Outcomes

Upon successful completion of the program, based on the scientist-practitioner model, all graduates will have acquired the ability to do the following with awareness of individual and cultural diversity and an understanding of the ethical standards of the American Psychological Association:

**Psychological Research:** Students will conduct ethical empirical research resulting in a master's thesis: They will write an integrative literature review, formulate a rationale for the study, generate hypotheses, and devise an appropriate method. They will compute and report statistical results and discuss the results. The format will be according to the style of the American Psychological Association.

**Psychological Assessment:** Students will demonstrate proficiency in all aspects of ethical psychological assessment: They will perform a clinical interview, intelligence test, and personality tests. They will write an integrated psychological report; give a multiaxial diagnosis based on the most current version of the *Diagnostic and Statistical Manual*; and develop a clinical conceptualization, treatment goals, and a treatment plan to achieve those goals.

**Psychological Intervention:** Students will demonstrate proficiency in the ethical use of basic psychological interventions including crisis intervention, individual psychotherapy, and group psychotherapy: They will establish rapport, engage in reflective listening, facilitate ventilation of feelings, make psychological interpretations, apply the technique of cognitive restructuring, guide in problem solving, teach stress reduction techniques, and facilitate group processes. They will critically evaluate research for the most appropriate interventions for specific problems.

**Graduates who complete the 60-credit option** will receive an additional 24 credits of education and advanced clinical training to prepare them to meet the educational requirements for licensure as a mental health counselor in the State of Florida.

**Graduates who complete the Forensic Psychology Specialization** will demonstrate the knowledge and skills necessary to provide clinical services within the legal system.

### Admission Requirements and Policies

- See School of Arts and Sciences requirements, graduate section.
- Prerequisites in lifespan developmental psychology, theories of personality, tests and measurements, physiological psychology, and abnormal psychology (15 undergraduate credit hours).
- Scores at a minimum of the fiftieth percentile on the verbal and quantitative sections of the GRE are preferred.
- Two letters of recommendation.
- Students are admitted for the fall semester only.
- Application deadline is February 15. After that date students may be admitted on a space-available basis.

### Additional Requirements and Technical Standards for Admission, Enrollment, and Graduation

The Department of Psychology has a responsibility to society and the profession to admit and graduate students who will be competent master's-level psychologists and mental health professionals. Therefore, students must adhere to the *Ethical Principles of Psychologists and Code of Conduct* of the American Psychological Association. Students in the Clinical Psychology Program are under continuous evaluation by the faculty to ensure that they have the intellectual, psychological, emotional, and interpersonal readiness to engage in professional activity with the public. Thus, the faculty in the Clinical Psychology Program reserve the right to require entry into personal counseling or psychotherapy for assessment and/or treatment as a condition of continuation in the Clinical Psychology Program. The faculty also reserve the right to dismiss from the Clinical Psychology Program any student whose behavior suggests potential harm to the public in the role of a mental health professional. The technical standards that follow are required for admission, enrollment, and graduation from the Clinical Psychology Program:

- Ability to participate in oral demonstrations, presentations, and role-plays of clinical situations.
- Ability to participate in the audio and video recording of simulated and actual clinical situations for the purpose of practice and supervision.

- Ability for effective oral communication.
- Ability for effective written communication.

Graduation from the program is recommended when students are personally and academically ready for entry into the profession. In cases of misconduct, including legal, ethical, or academic violations, the faculty will refer the case to the University Judicial Board.

### Practicum and Internship

Although students are assisted in identifying program-approved practicum and internship sites, students are accepted by sites based on their own merits and qualifications. Most sites require that students be present during regular daytime working hours, Monday through Friday. Drug screening and criminal background checks, including fingerprinting, may be required by some sites. Students are charged a fee for liability insurance coverage for each semester they are enrolled in clinical psychology practicum or internship.

### Dismissal

The following are academic causes for dismissal:

- More than two C and/or NC grades
- Any one grade lower than C
- A C and/or NC in a repeated course

### Graduation Requirements

Students must complete the degree with a minimum grade point average of 3.0 (B) with no more than two Cs for the duration of the program. If a student earns a C in any of the following courses, the course must be repeated: PSY 596, PSY 602, PSY 610, PSY 615, and PSY 628. No more than two courses may be repeated. The 60-credit Clinical Psychology option requirements may be adjusted due to changes in the licensing law.

Required Courses			60 credits
PSY	507	Statistics and Research Design	3
*PSY	528	Human Sexuality	3
PSY	564	Advanced Lifespan Development	3
*PSY	594	Physiology and Treatment of Substance Abuse	3
PSY	596	Techniques of Therapy	3
PSY	602	Clinical Psychopathology	3
PSY	610	Clinical Assessment	3
PSY	615	Legal, Ethical, and Professional Issues for Clinicians	3
PSY	621	Cognitive-Behavioral Family Therapies	3
PSY	625	Advanced Personality	3
PSY	628	Case Conceptualization and Treatment Planning	3
PSY	635	Group Therapy	3
*PSY	637	Advanced Forensic Psychology: Assessment and Treatment	3
*PSY	643	Vocational Psychology	3
*PSY	645	Community Psychology	3
*PSY	646	Social and Multicultural Foundations of Practice	3
PSY	665	Clinical Psychology Practicum	3
Continued			

<b>Continued</b>			
*PSY	675	Clinical Psychology Internship	6
PSY	699	Master's Thesis	3
**PSY	627	Law and Forensic Psychology: Research and Practice	3
**PSY	634	Principles and Applications of Forensic Psychology	3

\*Students completing the 36-credit option do not complete these courses.

\*\*Students completing the Forensic Psychology Specialization take these additional courses.

### **Forensic Psychology Specialization**

The Forensic Psychology Specialization is available to all students who are following the 60-credit MS Clinical Psychology option. While all students are required to take Advanced Forensic Psychology: Assessment and Treatment, PSY 637, the Forensic Psychology Specialization requires an additional two courses (6 credits), Law and Forensic Psychology: Research & Practice, PSY 627, and Principles and Applications of Forensic Psychology, PSY 634, as well as a forensic focused master's thesis and forensic practicum and internship experiences.

The specialization has a focus on training master level clinicians in the laws that govern the field of clinical forensic psychology. Students will attain skills necessary to provide clinical services within the legal system. This will also enhance the eligibility of psychology masters students for doctoral study in forensic and clinical psychology. Graduates with the Forensic Psychology Specialization may be eligible for positions related to providing expert testimony, conducting competency evaluations, providing clinical services to incarceration programs, juvenile detention, social and legal agencies, and agencies working with victims and offenders.

### **Course Descriptions**

Psychology; Prefix: PSY

*Certain courses numbered at the 500 level are open to undergraduates properly qualified to take them by permission of the Department Chair.*

#### 507 Statistics and Research Design (3)

Emphasis on theoretical and practical interpretation of psychological research results. Prerequisite: PSY 320 or equivalent (Fall)

#### 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. (Summer biannually)

#### 531 Psychological Disorders (3)

This course is intended for professionals in mental health related fields who are peripherally engaged in the direct diagnosis and treatment of mental disorders but require sufficient knowledge of such disorders to make appropriate referrals. Description of selected mental disorders from a DSM perspective and empirically based intervention options will be emphasized. Prerequisites: Introduction to Psychology. (Occasional offering)

#### 564 Advanced Developmental Psychology (3)

Physical, intellectual, social, and emotional development throughout the lifespan. Prerequisite: PSY 283 or equivalent. (Spring)

#### 594 Physiology and Treatment of Substance Abuse (3)

Consideration of habituating and addicting drugs, including alcohol, and their effects upon society. Prerequisite: PSY 490 or equivalent. (Fall)

#### 596 Techniques of Therapy (3)

Counseling theories and techniques of behavior change and psychotherapeutic intervention. Prerequisite: PSY 602. (Fall)

- 598 Advanced Topic Seminars (3)  
Detailed presentation and discussion of topical issues within the field of clinical psychology. (Occasional offering)
- 602 Clinical Psychopathology (3)  
Detailed description and analysis of the DSM with an exploration of case history materials. Diagnostic and therapeutic issues are considered. Prerequisite: PSY 413 or equivalent, PSY 625. (Spring)
- 610 Clinical Assessment (3)  
Rationale, administration, scoring, and interpretation and report writing of the Wechsler Adult Intelligence Scale-IV, the MMPI-2, and other personality measures. Prerequisites: PSY 320 or equivalent, PSY 602. (Fall) (Special fee)
- 615 Legal, Ethical, and Professional Issues for Clinicians (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. (Spring)
- 620 Behavior Modification (3)  
Reviews psychology of learning, integrating applied behavior management techniques. Students are trained in functional behavior assessment. (Occasional offering)
- 621 Cognitive-Behavioral Family Therapies (3)  
This course provides an in-depth examination of cognitive-behavioral family therapies. Students will critically analyze the psychological empirical evidence supporting the use of Cognitive-Behavioral psychotherapy techniques with families, children and adolescents. Students will examine the DSM-5 disorders that occur within the family setting. Students will develop the skills to provide evidence-based psychological interventions, such as Cognitive Therapy, Behavioral Therapy, Cognitive-Behavioral Therapy, Mindfulness and Acceptance Therapies that attempt to change behavior by altering thoughts, interpretations, assumption and strategies of responding within the family environment. Prerequisite: PSY 596. (Spring)
- 625 Advanced Personality (3)  
Historical foundations, contemporary theory, and research in the area of personality. Prerequisite: PSY 325 or equivalent. (Fall)
- 627 Law and Forensic Psychology: Research and Practice (3)  
This course examines the intersection of law and forensic psychology. This course explores the legal history that forms the foundation of psycholegal research and the caselaw that underpins clinical forensic psychology practice. Students will critically analyze the role of psycholegal research in court rulings, policy setting, and the development of statutes within the judicial system. Further, students will examine the landmark legal cases that have informed the practice of forensic psychologists. The focus will be on cases pertaining to principles of clinical forensic practice, such as competency, confidentiality and privilege, expert testimony, as well as cases relevant to forensic psychologists practicing within the legal system, such as duty to warn, criminal dangerousness, criminal responsibility, and child abuse. (Fall)
- 628 Case Conceptualization and Treatment Planning (3)  
Capstone course which integrates knowledge of assessment, personality, human behavior, and DSM diagnostic criteria into a diagnostic model of case conceptualization, including theoretical frameworks for underlying causes and manifestations of disorders in treatment planning. The course will focus on the use of specific empirically based treatment methods using case history materials and the application of behavioral assessments to assess treatment outcomes. Prerequisite: PSY 596; Co-requisite: PSY 610. (Spring)

**634 Principles and Applications of Forensic Psychology (3)**

This course examines the role of psychological principles and research in contemporary issues within the legal and law enforcement systems. The focus of this course will be the application of experimental areas of psychology (e.g., social, cognitive, developmental) to evaluating various aspects of the criminal justice system, which will serve as a foundation for research and practical work in the field of forensic psychology. Students will gain an appreciation for the application of psychological principles in and out of the courtroom, critically analyzing empirical research on topics such as police investigations, interrogations and false confessions, deception detection, eyewitness memory and identification procedures, juries, and legal decision making. (Spring)

**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. Prerequisite: PSY 602. (Fall)

**637 Advanced Forensic Psychology: Assessment and Treatment (3)**

This course is designed to develop critical skills in, and applied knowledge of, the field of forensic psychology. The rationale of the course is to provide advanced training for students in the application of forensic based assessment and treatment modalities commonly used by the forensic psychologist in legal, civil, and correctional settings. Students will critically analyze forensic assessment techniques and apply them to the treatment and management of mentally disordered offenders. This course will also focus on the role of the forensic psychologist in the daily operation of correctional facilities, including typical duties. Also discussed will be how the forensic psychologist provides aid to law enforcement (local, state, and federal) in profiling, interrogation, and providing psychological evaluations used in the hiring and selection of officers. Prerequisites: PSY 596 (or equivalent), PSY 602 (or equivalent), PSY 610 (or equivalent). (Spring)

**643 Vocational Psychology (3)**

Exploration of issues surrounding the role of the psychologist in career counseling, including theoretical approaches and research related to vocational development and adjustment. Also addressed are the relationship between career choice and personality style, personal development within diverse populations in a variety of settings, and work as a social issue. Students explore the use and administration of appraisals of interest and aptitude in conjunction with personality assessments. They examine methods used in obtaining, organizing, integrating, and utilizing educational and occupational information for psychological reports. (Summer biannually)

**645 Community Psychology (3)**

Overview of community psychology as it applies to needs assessment, program planning, development, delivery, and evaluation. The role of the psychologist as change agent and consultant is explored with emphasis on an ecological perspective, focusing on the individual in the social environment and the influences that shape and change behavior and mental health. Federal, state, and local programs, including location, classification, and utilization for referral purposes, are addressed. (Summer biannually)

**646 Social and Multicultural Foundations of Practice (3)**

Students apply their understanding of clients' cultural, historical, and sociopolitical context to develop and inform accurate assessment, interpretation, and treatment interventions. Culturally based interventions for working with diverse clients who present with a range of clinical issues are reviewed, with a special emphasis on crisis intervention and the influence of culture in the therapeutic context. Treatment approaches developed from a cultural frame of reference with attention to the intersections of the client's race, ethnicity, gender, class, acculturation level, and presenting problem are explored and applied to a variety of social settings, including assessments and interventions with children, parents, faculty within schools and human-service agencies. Materials are presented in an interactive seminar format using problem-based learning techniques and role playing. (Summer biannually)

665 Clinical Psychology Practicum (3)

165-hour practicum that includes clinical skills training and supervised experience in applied mental health facilities eight to ten hours per week with a minimum of forty client contact hours. Diagnostic and therapeutic skills are practiced. Weekly meetings with both faculty supervisors and field supervisors are required. Offered with the credit/no-credit option only. Prerequisites: approval of the faculty, acceptance by placement site, and successful completion of all core courses except PSY 610 and PSY 628 (these courses are required Co-requisites unless they have been previously completed). (Spring)

675 Clinical Psychology Internship (2, 2, 2)

1000-hour internship that provides the opportunity for the student to perform, under supervision in a mental health facility, a variety of clinically related activities that a licensed professional with a master's degree in clinical psychology would be expected to perform. The clinical experience includes a minimum of 240 hours of direct client contact hours. Weekly meetings with both faculty supervisors and field supervisors are required. Offered with the credit/no-credit option only. Prerequisites: Successful completion of PSY 665, approval by the faculty, and acceptance by placement site. (Summer, Fall, Spring)

699 Master's Thesis (3)

Supervised independent research study. Ongoing research must be presented at the Annual Psychology Student Research Forum. The proposal and completed study must be formally presented to the faculty. Offered with the credit/no credit option only. Co-requisite: PSY 507. (Fall)

729 Continuous Registration (1)

Research in residence or continuous registration for all departments/schools offering graduate programs. Offered with the credit/no-credit option only.

# Department of Theology and Philosophy

Faculty: Boudreau, Capó-Iriarte, Jones, Nickoloff, Padilla, Presmanes, Schaab (Chair), Wedig

## Graduate Programs in Theology and Ministry

The Mission of the Department of Theology and Philosophy promotes the ongoing search for truth and the practice of justice by interpreting the historical and contemporary world, engaging human experience and God's revelation, through the Catholic and Dominican traditions of reasoned analysis and faith.

The graduate programs in the Department of Theology and Philosophy are accredited by the Association of Theological Schools in the United States and Canada (ATS).

The Department of Theology and Philosophy offers three graduate degree programs in theology and ministry: Master of Arts in Pastoral Ministry for Hispanics, Master of Arts in Practical Theology and Ministry, and the Doctor of Ministry.

## Master of Arts in Practical Theology and Ministry

The M.A. in Practical Theology and Ministry is designed to equip students for competent leadership in communities of faith. The program is an advanced degree in Theology and integrates theological formation with a lived practice of ministry. The program consists of a core curriculum in Biblical, Systematic, Liturgical, Moral, and Practical Theology. The Supervised Ministerial Formation component is designed to give students the theological and ministerial tools necessary for ecclesial ministry in a variety of ministerial settings. Participation in the Master of Arts in Practical Theology and Ministry degree program provides foundational theological education for ministerial competence in diverse communities of faith.

### Program Objectives

The Program Objectives of the M.A. in Practical Theology and Ministry are designed to develop theological and ministerial competence through:

- rigorous academic engagement in the areas of biblical, systematic, liturgical, and moral praxis and theology.
- critical and constructive theological reflection and case study analysis.
- engagement with diverse cross-cultural contexts and global worldview.
- promotion of personal and spiritual maturity.
- formation for the lay ecclesial minister.

### Admission Requirements and Policies

- Completed application form.
- Application fee (or waiver).
- Baccalaureate degree from a regionally accredited or internationally recognized institution with at least a 3.0 grade point average.
- Sufficient undergraduate preparation or life experience, usually 18 hours of under-graduate theology or religious studies.
- Theology Pre-Test.
- Academic Writing Sample.
- Two letters of recommendation.
- An interview with the members of the Graduate Theology Committee (when possible).
- See the College of Arts and Sciences requirements.

- Provisional acceptance may be granted on an individual basis. See “Admission Requirements and Policies” section for the College of Arts and Sciences.
- Non-degree seeking acceptance: See “Admission Requirements and Policies” section for the College of Arts and Sciences.

## **Requirements for Graduation**

### ***Course Work***

For completion of the M.A. in Practical Theology and Ministry degree, students must: 1) complete a minimum of 40 hours of course work (34 course credit hours and 6 Supervised Ministry credit hours), and 2) pass synthesis paper, written and oral comprehensive examinations.

### ***Orientation Program***

All new students are required to participate in an orientation program at the start of their studies. The orientation will provide: 1) an overview of the program, 2) an explanation of the various requirements and stages of the program, 3) information and guidance about the resources of Barry University, and 4) an opportunity to meet professors and students in order to be more fully integrated on a personal level in the M.A. in Practical Theology and Ministry program.

### ***Supervised Ministry***

During the program of study, with the assistance of the Director of Ministerial Formation, the student takes two courses in Supervised Ministry (6 credits) designed to address the four Pillars of Formation: Personal, Intellectual, Spiritual, and Ministerial, as outlined in *Co-Workers in the Vineyard of the Lord* (USCCB).

### ***Formation Plan***

In conjunction with the Director of Ministerial Formation, the student in the M.A. in Practical Theology and Ministry develops a supervision schedule and Ministerial Formation Plan. This plan is based on the ministerial competencies of each student and their relevant life experiences.

### ***Capstone Process***

The Capstone Process for the Master of Arts in Practical Theology and Ministry consists of three components: a Synthesis Project, Written Comprehensive Examinations, and an Oral Examination on the contents of the thesis and the comprehensives.

The Synthesis Project includes application of Practical Theological Methodology to a ministerial situation and the sustained integration of at least one other theological discipline. It includes a 1-credit Research Seminar conducted as an independent study by an assigned faculty member during one semester and not longer than two consecutive semesters or one full academic year. The Research Seminar culminates in the satisfactory completion of a twenty-five—thirty page Synthesis Project paper which must engage the four tasks of practical theology in sustained engagement with another theological discipline (Biblical, Systematic, Moral, Sacramental/Liturgical). The synthesis paper is assessed by examiners in the areas of theological methodology and the theological discipline used in the project.

Students also complete Written Comprehensive Examinations in the four theological disciplines not utilized in the Synthesis Project. Using historical critical method, as well as contemporary, contextual/practical theological perspectives, students are expected to integrate course content as well as other bibliographic resources into each theological area. The written exams are timed (one hour per question) and proctored by the Comprehensive Examination Committee of the Graduate Theology Committee.

Students then sit for Oral Examination on the contents of the Synthesis Project and the Written Comprehensives. This examination is conducted by at least three members of the Graduate Theology Committee and may take up to one and a half hours. Examiners question students on the theological content and methodology of the synthesis project and written examination.

### ***Written and Oral Comprehensive Exams***

The Department provides students with questions and a reading list for examinations in Hebrew Scriptures, New Testament, Systematic theology, Sacramental/Liturgical theology, and Moral theology with their matriculation into the program. Each of these areas of theology is examined from historical and practical perspectives. The student is expected to prepare all topic areas and questions for the comprehensive exams. On the day of the examination, the student is given one question from each area.



The oral examination is based on the responses to the written exams as well as on other topics and questions in the five areas. The oral examination lasts one hour and is conducted by at least three faculty examiners.

### Transfer of Credit

A maximum of 6 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, with the students having earned a minimum of 3.0 within the seven-year time limitation of the degree. Transfer credit must have the approval of the Chair of the Department.

### Time Limitations

A minimum of three years is required to complete the degree. Students pursuing the Master of Arts in Practical Theology and Ministry are permitted seven years from the date of initial matriculation to complete requirements. Degrees may be completed on a full- or part-time basis.

### Core and Required Curriculum for the Masters of Arts in Practical Theology and Ministry (40 Credit)

Required Core			
THE	552G	Method in Practical Theology	3
THE	609G	Introduction to Systematic Theology	3
THE	636G	Christology OR THE 637G CHRISTIAN GOD	3
THE	620G	Supervised Ministry I	3
THE	621G	Supervised Ministry II	3
THE	687G	Synthesis Project Seminar	1

Required Curriculum Distribution	
One Hebrew Scripture Course	3
One New Testament Course	3
One Liturgical/Sacramental Theology Course	3
One Fundamental Morality Course	3
Elective coursework	12
<b>Total</b>	<b>40</b>

### *Master of Arts in Practical Theology and Ministry Course Listings*

(Course descriptions are found following the description of the Doctor of Ministry Program)

### Certificate in U.S. Hispanic/Latino(a) Theology

The Department offers a Certificate in Hispanic/Latino(a) Theology and Ministry as an opportunity for those who wish to acquire professional training in theology in light of the increasing number of Hispanic/Latino(a) Catholic congregations and to “reflect on the fundamental questions of human experience and study the responses to these questions proposed by the liberal arts and sciences [and] pursue continued spiritual, intellectual, physical, and professional growth and development.”

The Certificate program coheres with both the University mission and the mission of the Department to provide quality educational opportunities in the search for truth and the practice of justice through the Catholic and Dominican traditions of reasoned analysis and faith. The program is designed for personal enrichment and a greater understanding of the realities of Hispanic/Latino(a) Catholics.

The Certificate program requires a total of 15 course credit hours from among the curricular offerings of the graduate programs that are dedicated to Hispanic/Latino(a) Theology and Ministry. Students are required to take a distribution core of two courses and three additional courses designated for distribution in Hispanic/Latino(a) Theology and Ministry.

Students studying for the degrees of Doctor of Ministry or the Master of Arts in Practical Theology and Ministry may pursue a Concentration in Hispanic/Latino(a) Theology and Ministry within their degree programs.

The Doctor of Ministry with a concentration in Hispanic/Latino(a) Theology and Ministry provides the student with an opportunity for advanced theological study and examination of particular ministerial practice. The Hispanic/Latino(a) Concentration requires five courses from the Hispanic/Latino(a) Theology and Ministry curriculum, including the Foundational Courses (THE 630 and THE 632), contingent on enrollment and availability.

The Master of Arts in Practical Theology and Ministry with a Concentration in Hispanic/Latino(a) Ministry and Theology requires that students select three (3) of their four (4) elective courses from the Hispanic/Latino(a) Theology and Ministry curriculum. The three courses required for the Hispanic/Latino(a) Concentration include both of the Foundational Courses (THE 630 and THE 632), contingent on enrollment and availability, and one other course from the Hispanic/Latino(a) Theology and Ministry curriculum.

<b>Core</b>			
THE	630G/630	US Hispanic/Latino(a) Theology	3
THE	632G/632	Hispanic/Latino(a) Ministry and Practical Theology	3

<b>Distribution (3 Courses)</b>			
THE	716G/716	Latino(a) Popular Religiosity and its Ethics of Solidarity	3
THE	717G/717	Feminista/Mujerista Theology	3
THE	718G/718	Liturgy and Preaching in Latino(a) Congregations	3
THE	720G/720	Christian Spirituality and US Hispanic/Latino(a) Experience	3

Students in the Certificate program participate in class along with students in the other graduate programs of the Department, studying with the same faculty, and subject to the same evaluation.

### **Certificate in Healthcare Ethics**

Health care in the United States has its roots in the hospital care that congregations of Catholic women religious have provided. Many of these congregations, such as the Sisters of Bon Secours, Religious Sisters of Mercy, Sisters of Charity, and Franciscan Sisters, among others, founded hospitals to serve those who were sick and poor when no other care options existed. Many of these congregations continue to sponsor these hospitals. Increasingly, as women religious retire, lay persons have taken up the responsibilities of directing operations. Both the congregations and lay persons sharing their ministry are concerned with continuing the original mission and charism of the founding orders. The Department program in Healthcare Ethics addresses some of these concerns as it provides an examination of the ethics that informs healthcare ministries.

The purpose of the certificate is to provide a fundamental background in health care ethics. The program examines the following:

- The rise of bioethics as an academic discipline and its place in health care ministries.
- Local and national health policy and health law.
- Emergent issues surrounding reproductive and genetic technologies, neo-natal health and the welfare of children, death and dying.
- Organizational ethics.
- Healthcare mission and advocacy outreach.

The Certificate in Healthcare Ethics at Barry includes a minimum of 15 course credit hours (5 courses) with a core of 3 courses. The Certificate program coheres with the specialized D.Min. in Institutional and Military Ministry, particularly as it applies to hospital and hospice chaplains.

**Coursework for the Program in Healthcare Ethics Includes:**

<b>Core</b>			
THE	552G/552	Method in Practical Theology or THE 609: Introduction to Systematic Theology	3
THE	653G/653	Classics in Bioethics	3
THE	667G/667	HSA 525 Health Care Policy	3

<b>Distribution and Electives (2 Courses)</b>			
THE	658G/658	Death and Dying	3
THE	669G/669	HSA 530 Health Law	3
THE	671G/671	Organizational Ethics for Healthcare Providers	3
THE	672G/672	Mission and Advocacy	3
THE	674G/674	Ethical Concerns of Reproductive and Genetic Technologies	3
THE	675G/675	Ethical Concerns in Neo-Natal Care and the Welfare of Children	3
THE	712G/712	Topics in Bioethics	3

**Certificate in Liturgical Studies**

The Certificate in Liturgical Studies provides specialized instruction and professional preparation for those desiring to deepen and expand their understanding of the Christian sacramental and liturgical tradition. It serves the needs of Catholic and Protestant catechists, worship coordinators, church musicians, teachers, chaplains, and other lay ecclesial ministers seeking a strong foundation in liturgical/sacramental studies. The Certificate will meet the ministerial competency needs and national certification standards of these ecclesial ministers and is the only Certificate program of its kind in Florida.

The Certificate in Liturgical Studies requires a minimum of 15 credit hours (5 courses) which includes two (2) core liturgical/sacramental courses plus three (3) electives from liturgical/sacramental curriculum.

**Coursework for the Certificate in Liturgical Studies Includes:**

<b>Core</b>			
THE	639G/639	Foundations of Liturgy	3
THE	642G/642	Sacramental Theology	3

<b>Electives</b>			
THE	641G/641	Liturgical Time and Prayer	3
THE	643G/643	Rites of Christian Initiation	3
THE	668G/668	Psalms in Worship	3
THE	709G/709	Special Topics in Liturgy	3
THE	718G/718	Liturgy and Preaching in Latino Congregations	3

Students studying for the degrees of Doctor of Ministry or the Master of Arts in Practical Theology and Ministry may also pursue a Concentration in Liturgical Studies within their degree programs.

The Doctor of Ministry with a Concentration in Liturgical Studies provides the student with an opportunity for advanced theological study and examination of particular ministerial practice. The Liturgical Studies Concentration requires five courses from the sacramental/liturgical curriculum, including the two Core Courses (THE 639 and THE 642) and three electives.

The Master of Arts in Practical Theology and Ministry with a Concentration in Liturgical Studies requires that students complete a total of four courses from the sacramental/liturgical curriculum including the two Core Courses (THE 639 and THE 642) and two electives.

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## Doctor of Ministry Degree Program (D.MIN.)

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The Doctor of Ministry degree (D.Min.) at Barry University is an advanced degree for ordained and non-ordained women and men engaged in full-time ministry from a variety of denominations. The program of study leading to the D.Min. degree prepares experienced ministers for advanced leadership activities and develops analytical skills of theological reflection on specialized ministerial or pastoral practices.

The purpose of the Doctor of Ministry degree program is to provide advanced theological reflection on and understanding of ministerial praxis and leadership through the study of practical biblical, systematic/liturgical, and moral theology for minister-leaders in the churches. The Program Goals of the Doctor of Ministry degree program are designed to develop theological and ministerial leadership and to enhance the practice of ministry by:

- providing advanced theological study of ministry and reflection on the purposes of particular ministerial practices;
- investigating theological issues and ministerial practices in the context of academic study;
- examining the praxis of ministry and fostering the knowledge and skills necessary for the development of a clear conception of the church's ministry;
- forming a critical understanding of a particular ministerial practice, correlating a theological theory, and proposing a new understanding of that practice for contemporary ministerial needs; and
- developing those skills and competencies necessary for ministerial leadership advancing theological understanding of ministerial praxis.

### Course of Study

The D.Min. program utilizes multiple pedagogical approaches in its seminars, coursework, directed research and writing, and ministerial formation. The two seminars in practical theology provide the core of the student cohort experience. Each course is designed to address theological and ministerial questions through the methodologies of practical theology.

### Areas of Concentration and Research

- Practical Biblical Theology
- Practical Sacramental/Liturgical Theology
- Practical Systematic Theology
- Practical Moral Theology
- Institutional Ministry, Military Ministry
- Hispanic/Latino(a) Theology & Ministry
- Institute and Ministry, Health Care Ethics

### Admissions Requirements

- Completed application form identifying intended concentration in Practical Biblical Theology, Practical Systematic Theology, Practical Sacramental/Liturgical Theology, Practical Moral Theology, Institutional Ministry or Military Ministry, or Hispanic/Latino(a) Theology and Ministry; Liturgical Studies
- Application fee (or waiver);
- Master of Divinity or its equivalent;
- three years of ministry experience;
- written autobiography of ministry and theological journey;
- interview with members of D.Min. Committee; and
- three letters of recommendation; one must be an academic reference.

### Requirements for Graduation

For completion of the D.Min. degree, students must: 1) complete a minimum of 44 credit hours comprised of 24 credit hours of coursework, 6 credit hours of core seminars, 6 credit hours of ministerial formation, and 8 credit hours of thesis;

2) students must defend the thesis-project proposal; 3) students must participate in the Exit Experience; and 4) students must register the thesis with UMI Dissertations Publishing (effective with 2007-2008 admissions).

### Orientation Program

All new students are required to participate in an orientation program at the start of their studies. The orientation will provide: 1) an overview of the program, 2) an explanation of the various requirements and stages of the program, 3) information and guidance about the resources of Barry University, and 4) an opportunity to meet professors and students in order to be more fully integrated on a personal level in the D.Min. program.

### Curriculum Distribution

The D.Min. degree requires a curriculum distribution and the completion of 44 credit hours comprised of seminars, coursework, formation, and a thesis-project.

<b>Core</b>			
THE	800A	Fundamentals of Practical Theology Seminar	3
THE	800	D.Min. Integrative Seminar	3
THE	801A	D.Min. Thesis in Ministry I	4
THE	801B	D.Min. Thesis in Ministry II	4
THE	802A	Doctoral Ministerial Formation and Pastoral Skills	3
THE	802B	Doctoral Ministerial Formation and Professional Ethics	3

<b>Required Curriculum Distribution</b>	
Biblical Theology	3
Systematic Theology	3
Sacramental/Liturgical Theology	3
Moral Theology	3
Elective coursework	12
<b>Total</b>	<b>44</b>

All graduate courses include peer learning.

At the start of studies the student participates in a 3 credit hour D.Min. Fundamentals of Practical Theology Seminar (THE 800A). This seminar is designed to prepare students in the praxis-theory-praxis methodologies of practical theology. Students are expected to use these methodologies in subsequent coursework and in the thesis-project.

Six hours of elective courses may be completed as directed independent studies. Guidelines for directed studies are available from the Chair of the Department.

Upon completion of a minimum of 21 credit hours of course work, the student may participate in the D.Min. Integrative Seminar (THE 800). This seminar is designed to assist students in the final integration of their studies with the methods of practical theology, the identification of the ministerial issue to be examined, and the method of investigation that will be employed to facilitate the development of the thesis-project proposal. Students receive credit for this seminar upon approval of a mentor for the subsequent work of the thesis-project.

The D.Min. Thesis in Ministry (THE 801A and THE 801B) demonstrates satisfactory integration of theological reflection with ministerial praxis; through the praxis-theory-praxis approach, the thesis achieves a new vision of the candidate's ministry which may be applied broadly to other ministerial contexts.

Doctoral Ministerial Formation (THE 802A and THE 802B) provides an arena to critically reflect on ministerial skills and competencies, to develop strategic planning and assessment methods, and to create a "thick description" of ministerial contexts. This process must be completed before Thesis-Project proposal defense.

### Transfer Credit

A student may transfer up to 6 credit hours from another regionally accredited institution toward course work requirements. These credits must be at an advanced level and appropriate to the goals of the D.Min. program.

Intention to study at another institution and transfer credit must be approved first by the Chair of the Department. Upon completion of the course work at another institution, transcripts must be sent to the Chair of the Department. Students who complete the D.Min. degree through the winter and summer terms with two-week residencies only are not eligible to transfer credits from other institutions for the completion of the required distribution.

### Thesis-Project Proposal Defense

With the Thesis-Project Proposal Defense the student demonstrates, before a community of scholars and peers, the defense of the thesis-project subject matter and the use of practical theology within a particular discipline of theology.

### Exit Experience—D.MIN. Commissioning

This exit experience is designed for the candidate to formally present the thesis to mentors and faculty. The focus of the experience is the integration of the thesis into the candidate's theological perspective as applied to ministry.

### Study Options

A student who participates in the D.Min. program at Barry University may complete course work requirements through the following options:

1. **Traditional Academic Year**—graduate courses in theology and ministry are offered during the fall and spring semesters of each academic year.
2. **Winter and Summer Terms**—to meet the needs of students who are actively engaged in ministry, the Department devised the Winter and Summer Terms with Two-Week residencies. Each term begins seven weeks prior to the residency period and ends six weeks following the residency for a total of fourteen weeks of course activity. Students may register for two courses during the Winter and Summer terms.
3. **Study Through the Year**—occasionally students have the opportunity for a full-year immersion that can be accommodated with registration for each of the four periods of study the Department offers (fall, winter, spring, and summer).

NB: Fundamentals of Practical Theology (THE 800A) and D.MIN. Integrative Seminar (THE 800) are offered only during the residency terms.

### Residency Requirements

The D.Min. program requires a minimum of one full year of resident academic study followed, ordinarily, by the completion of the thesis-project.

- Our Doctor of Ministry program residency requirements commit active ministers to the opportunity of significant disengagement from the usual routines of ministry in order to satisfy the time necessary for concentrated study and theological reflection.
- Students following Study Option 1 fulfill residency requirements by registering for a minimum of one course each semester.
- Students following Study Option 2 fulfill residency requirements by registering for a minimum of one course each term. In addition to a regular rotation of these term residencies, students following this Study Option must spend an additional month in residence for sustained research, interaction with faculty and student colleagues, and thesis direction.
- Students following Study Option 3 fulfill residency requirements by registering for a minimum of two courses in two separate periods of the four periods of study through the year.

### Time Limitations and Completion Deadlines

A minimum of one full year of academic study and the completion of the thesis-project are required. Except under extenuating circumstances, a student will be allowed no more than seven years to complete the D.Min. degree.

Requests for exceptions to these limits (such as reduction or extension of time) due to extenuating circumstances should be directed to the Chair of the Department and will be considered by the D.Min. Committee.

Students not registering per the study options and residency requirements above must register for THE 729 to maintain status and matriculation in the program.

### **Areas of Research**

During their course of study in the Program, D.Min. students are required to choose a particular area of interest and research which relates their academic pursuit of practical theology to church ministry. This focus of research interest enables the student to see the practical implications of theological study in the lives of the members of the faith community. The Doctor of Ministry Program offers six areas of interest: Practical Biblical Theology, Practical Sacramental/Liturgical Theology, Practical Systematic Theology, Practical Moral Theology, Institutional and Military Ministry, and Hispanic/Latino(a) Theology and Ministry.

### **Practical Biblical Theology**

The Bible arises from the actual experience of the people of Israel in their relationship to God and from the actual experience of Jesus by his followers as expressing their relationship to God. This area of research emphasizes both the origins of the Bible as the record of people's relationship with God in Israel and through Jesus and how this record affects people today. Students study the Bible to bring guidance to the faith community in their present search for God and to assist the community in its identification of a proper response to the offer of a relationship to God through Jesus.

### **Practical Sacramental/Liturgical Theology**

Theology as faith seeking understanding and the *lex orandi* as the *lex credendi* (the rule of praying affecting the rule of believing) is part of the experience of God and Church in the Roman Catholic and Protestant Christian communities. This area of research investigates the insights and implications of sacramental and liturgical theology for their influence upon the experience of faith and prayer in the contemporary Christian church. Sacramental and liturgical theology are studied to further appreciate and enrich the understanding of the experience of God as it is expressed, especially in the prayer and liturgy of the people of faith as the people of prayer.

### **Practical Moral Theology**

Created in the image of God and redeemed by the sacrifice of Jesus, people are called to life in the Spirit; the practice of this life is the focus of moral theology. This area of research investigates personal and communal activity and institutional and structural systems that promote or obstruct Christian justice and love. As a practical discipline, moral theology demands a critical and faith-filled evaluation of conduct and policy in every area of human involvement; from bioethics to social justice, this study offers its resolutions to the human community for the realization of the reign of God.

### **Practical Systematic Theology**

Rooted in the critical nexus of *fides et ratio*, systematic theology studies the sources, methods, and outcomes of Christian theological investigation and reflection in the context of a pluralist world. As its name suggests, systematic theology seeks to analyze and articulate the principle doctrines of Christian theology in a comprehensive and coherent manner in dialogue with contemporary culture, emerging thought paradigms, and ongoing human experience. These doctrines include the theology of God, Christology, pneumatology, ecclesiology, theological anthropology, and eschatology.

### **Institutional Ministry**

Military chaplains, chaplains engaged in similarly institutionalized ministries, and persons engaged in healthcare ministries are confronted with many challenges that are critical to institutions—challenges with colleagues, administrators, and their service corps. This area of research enhances the institution-sponsored certifications and provides opportunities for an advanced focus on the specialized field of ministry. Vital issues arising in the context of institutional life invite critical theological reflection to meet the pastoral needs of minister-leaders and those they serve. For students in healthcare ministries, a concentration in healthcare ethics offers focus to questions unique to contemporary care settings.

### **Hispanic/Latino(a) Theology and Ministry**

The 2000 Census and its most recent revisions indicate that the Hispanic/Latino(a) population constitutes the largest minority group in the United States; the Regional Offices of Hispanic Ministry estimate that Hispanics/Latinos(as)

represent nearly half of the U.S. Catholic community. This area of research articulates the lived experience of a culturally mediated faith and explores U.S. Hispanic/Latino(a) contextual theologies as a framework to analyze issues that arise in Hispanic/Latino(a) communities. As a contextualized study of theology and ministry, an understanding of the experiences of Hispanic/Latino(a) communities is attained.

### **Liturgical Ministry**

Research in liturgical studies responds to the interests and needs of Catholic and Protestant catechists, worship coordinators, church musicians, teachers, chaplains, and other lay ecclesial ministers seeking insight to address the sacraments and liturgy within their ministries. Research in this area deepens and expands the understanding of the Christian sacramental and liturgical tradition and its influence and implications for ecclesial ministry

### **Course Descriptions**

Theology; Prefix: THE

*Courses numbered 500 are for Master of Arts credit (designated by G), courses numbered 600 or 700 are for Master of Arts (designated by G) and Doctor of Ministry credit, and courses numbered 800 are for Doctor of Ministry credit.*

#### 552G Method in Practical Theology (3)

This course, required of all students in the Master of Arts in Practical Theology program, helps them make essential connections between theology and ministry. A selection of foundational methods in practical theology will introduce the relationship between the descriptive, historical and systematic tasks of theology. In addition to this, skills for theological reflection, critical description of ministry, and the strategic role of theology will be established.

#### 600G/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.

#### 601G/601 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. Formerly THE 534.

#### 605G/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.

#### 608G/608 Dominican Spirituality: Medieval and Modern (3)

An introduction and overview of the sources and development of Dominican spirituality, this course analyzes the fundamental structures of the spirituality, and surveys its evolution over its 800 year history. Locating the foundations of Dominican spirituality in the life and milieu of St. Dominic and the evangelical and ecclesial movement that he began in the thirteenth century, this course traces his legacy through the representative persons and events that shape its history. Through the hermeneutical analysis of the primary sources and the study of diverse patterns of historical praxis, dominant themes emerge as characteristic of the whole tradition. Special attention will be given to the contemporary situation of Dominican spirituality.

#### 609G/609 Introduction to Systematic Theology (formerly 511) (3)

An overview of the history of the study of theology, an introduction to the major concerns and authors in the main areas of contemporary theology, and an introduction to the methods of theological research is provided by this course. It is required of all students in the M.A. in Practical Theology and Ministry.

#### 610G/610 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 the role of the prophets. Major emphasis will be on the prophets from the eighth to the sixth centuries. Formerly THE 535.



**611G/611 Pauline Literature (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.

**612G/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.

**613G/613 Christian Anthropology (3)**

This course explores contemporary perspectives on the seminal question: What does it mean to be human in light of Christian Scripture and tradition? Particular consideration will be given to contemporary theological efforts to retrieve the classic anthropological themes of creation in the image of God, created male and female, human development and freedom, the structure of moral evil, and human suffering, original sin, grace, Incarnation, Trinitarian communion, salvation/divinization, the function of the church in the process of redemption, forgiveness and reconciliation, death, the resurrection of the body, and the end of all things.

**615G/615 Dominican Theologians of the Twentieth Century (3)**

This course examines the renewal of the Dominican tradition and charisms in the areas of philosophy and theology responding to modernity and the needs of the contemporary church. Beginning with the renewed interest in Thomism in the latter part of the nineteenth and the early part of the twentieth centuries, special attention is given to the contribution of LaGrange in biblical studies, the ressourcement of the French Dominicans to the influences of the Dominicans at Vatican II.

**616G/616 Prudential Reasoning in the Dominican Moral Tradition (3)**

The Dominican tradition of growth and development in the spiritual life figures prominently in the development of a moral theology of prudential reasoning and the virtues. This moral theology follows a Thomistic approach of the immanent nature of human action and its subsequent influence on the formation of a rightly ordered life. Acquired and theological virtues and grace become the source of the transformation from sin to new life. This course will explore the Dominican influence in the contemporary retrieval of virtue theory and its implications for the moral and spiritual growth of the person in community.

**620G Supervised Ministry I (3)**

One of the two required courses for the M.A. in Practical Theology and Ministry includes an immersion project in conjunction with an intentional community made up of students registered in the course; semester-long ministerial setting, ministerial learning contract, and theological reflection will be provided.

**621G Supervised Ministry II (3)**

One of the two required courses for the M.A. in Practical Theology and Ministry; field placement in a semester-long ministerial setting, ministerial learning contract, and theological reflection will be provided.

**623G/623 Leadership in the Old Testament (3)**

Survey of the Old Testament with particular attention to the theme of political and religious leadership. Introduction to the history of biblical interpretation in the Jewish and Christian traditions and how the theme of biblical leadership continues to influence contemporary politics and religion.

**625G/625 The Origins and End of the City of God (3)**

A study of the biblical traditions of creation and apocalypse and how they are related to each other and other aspects of Scripture. Particular attention to how these biblical traditions have been interpreted in ancient and modern times. Includes study of the intersection of religion, science, and politics.

**626G/626 Historical Books (3)**

An analysis of the historical books to explore the influence these writings had on Israel's self-understanding and the role that this biblical material has had in Christian belief. The theological importance of these books for messianic expectations and the promise to David will be related to the understanding of who Jesus was as the Son of David.

628G/628 Deutero—Pauline and Early Catholic Letters (3)

A study of “letters” attributed to Paul but regarded by many today as having different authors, namely: 2 Thessalonians, Colossians, Ephesians, 1 & 2 Timothy, Titus, and Hebrews, and of later literature: 1 & 2 Peter, James, and Jude. The concept of pseudepigraphy in the ancient world. The relation between: a) 1 and 2 Thessalonians, b) Colossians and Ephesians, and c) Jude and 2 Peter.

630G/630 US Hispanic/Latino(a) Theology (3)

This course examines US Hispanic/Latino(a) theology from the perspective of practical theology. Special attention will be given to US Hispanic/Latino(a) contribution to theological method, inculturation, systematic theology, ecclesiology, theology of ministry, social ethics, biblical interpretation, and feminist thought.

632G/632 Hispanic/Latino(a) Ministry and Practical Theology (3)

The course exposes graduate students to the historical perspective of Hispanic/Latinos(as) in the United States. It will survey the National plan for Hispanic ministry and documents of the USCCB and other pertinent pastoral criteria for Hispanic ministry.

635G/635 Ecclesiology: The Mystery of the Church (3)

An examination of the foundations for ecclesiology in the New Testament and its development in different Christian traditions with a view of the kerygmatic, sacramental, and charismatic dimensions of the Church. Church life, structure, and mission will also receive attention.

636G/636 Christology (3)

An examination of the New Testament foundations for Christology and of doctrinal developments in the tradition of the Church. Attention will also focus on contemporary issues in Christology, including methodology and the meaning of incarnation.

637G/637 The Christian God and the Human Response (3)

A study of the Christian God as Trinity and the human response to this revelation. Foundations and developments in Trinitarian theology will receive considerable attention. The course will also consider the nature and destiny of humankind in relation to the Triune God; special references to secularization and faith in God. Formerly THE 536.

638G/638 Theology of Ministry (3)

This course will examine the evolution of Christian ministry spanning from biblical times through the present. Attention will be given to the characteristics and foundations of ministry, the theology of priestly ministry, the theology of lay ministry, and the ecclesiologies and theologies of revelation and grace that undergird different theologies of ministry. Consideration will also be given to the model and method for reflection in ministry.

THE 639G/639 Foundations of Liturgy (3)

This course introduces graduate students to the fundamental structures, history, and theology of Christian worship with an emphasis on the Roman Catholic liturgical tradition. Particular attention is given to the ritual nature of human experience, the Christian interpretation of ritual, and liturgy as primary source and expression of Christian faith and identity. Students are introduced to multiple approaches and methods essential to the academic study of Christian worship today.

641G/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).

642G/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.

**643G/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.

**644G/644 Issues in Ecumenism (3)**

An examination of the ecumenical movement and its importance for Christian unity. Ecclesiological models as well as classical doctrinal conflicts will be the subject of investigation as various ecumenical dialogues (both multilateral and bilateral) are considered.

**645G/645 Salvation, Eschatology, and Hope (3)**

An examination of the traditional place of eschatology in dogmatics (death, judgment, heaven, hell) and its relationship to soteriology, atonement, and parousia. Attention will be given to the role of eschatology and hope in contemporary theologies and its significance for preaching.

**646G/646 Pneumatology, Grace, and the Christian Life (3)**

An examination of the theology of the Holy Spirit with reference to the order of salvation, theologies of grace, charisms, and gifts. Attention will be given to the differences in Catholic, Protestant, and Orthodox approaches with an emphasis on changing models of understanding the work of the Holy Spirit and its relationship to theological anthropology.

**647G/647 New Trends in Moral Theology (3)**

This course will examine new theories and applications of moral theology and Christian ethics to contemporary concerns. Attention will be given to the return to virtue ethics, the ongoing debate between proportionalism and deontology, and the use of Scripture as the primary guide of moral theory.

**648G/648 War and Violence in Hebrew Scripture (3)**

An examination of biblical passages involving war and other violence, with a focus on Hebrew Scripture, includes study of the tension between the Testaments on the issues of war and violence, the moral critique of Scripture, and how interpreters through the ages have responded to this tension and this critique. Biblical roots of just war theory and pacifism.

**651G/651 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 the theological and philosophical discourse. Five 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.

**652G/652 Critical Issues in Bioethics (3)**

This course will examine some of the major debates in contemporary bioethics. The focus will be on theoretical as well as practical issues.

**653G/653 Classics in Bioethics (3)**

This course will examine the historical development of the discipline of bioethics from its roots in the pilgrim hospices of the medieval period through the rise of 'modern' hospitals to high tech medical practices. This history shows that systematic reflection on the ethical value of medical intervention depended on deontological and casuist reasoning. Attention will be given especially to the key authors of the Roman Catholic and Protestant denominations: John Ford and Gerald Kelley, Richard McCormick, Kevin O'Rourke, Joseph Fletcher, James Gustafson, and Paul Ramsey.

**655G/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.

656G/656 Catholic Social Thought (3)

An examination and evaluation of the teachings on major social issues in the papal encyclicals, conciliar documents, and episcopal pronouncements from Leo XIII to the present day. Formerly THE 538.

658G/658 Death and Dying: Theology and Ministry (3)

This course will examine recent theology of death and dying, and relate to the ministry of chaplains, pastors, and educators.

659G/659 Pastoral Care and Human Sexuality (3)

An inter-disciplinary, inter-personal, and cross-cultural exploration of goals, dynamics, and skills as they affect ministries relating to issues of human sexuality; i.e., goals-ethics-moral foundations; definitional-developmental perspectives; sexual issues within congregations; male-female relationships, etc.

660G/660 Pastoral Care and Cross-Cultural Counseling (3)

An exploration of the literature and practices in pastoral theology of counseling cross-culturally. Issues of mission and globalization will be explored, as well as a definition of culture that prepares participants to offer care within and between cultures of a congregation.

661G/661 The Gospel and Conflict in the Church (3)

A study of conflict in biblical and theological traditions and implications for a contemporary parish or congregation. Attention will be given to the theological, pastoral, and social origins of conflict within the church.

662G/662 Liberating Theologies (3)

A study of the major writings of contemporary Latin American, African, feminist, and African-American liberation theologians to explore implications for the social ministry within the contemporary church.

663G/663 Pastoral Care Ethics (3)

This course presents issues related to professional functioning in a pastoral context. Issues of power abuse, sexual abuse, financial mismanagement, etc., will be explored in the context of moral theology and professional ethics.

664G/664 Theology of Evangelization (3)

An exploration of models of evangelization and mission activity from an historical and theological perspective to discover effective models of ministry at home and abroad.

665G/665 Historical Resolutions in Moral Theology (3)

This course will examine the historical development of the discipline of moral theology through the causes of debates and the vigorous exploration of resolutions. Attention will be given to the influence of the great thinkers, how their influence is still prevalent, and whether their influence is still valid.

667G/667 Health Care Policy (Same as HSA 525) (3)

This course provides a critical overview of health policy, its development, implementation with emphasis on existing government programs, and evolving changes. Emphasis will be placed on understanding the important health care policy issues of our times and how these policies drive the economics of the entire health care system in the United States. (This course builds on the students' knowledge of theories and concepts gained in HSA 510 Principles of Health Services Administration.) This course is designed to provide an understanding of the complex policy dynamics and challenges of an industry in a constant state of flux. Through readings, lectures, discussions, projects, and case analysis students will learn fundamental principles of policy making. They will learn how to better utilize appropriate and effective management skills in their own organization. Prerequisite: THE 552, 609, or 653.

668G/668 The Psalms in Worship and Tradition (3)

Detailed study of the book of Psalms, including its interpretation through history, and its use in worship and liturgy. The Psalms as a summary of the Bible.

**669G/669 Health Law and Ethics (Same as HSA 530) (3)**

The provision of healthcare services is one of the most regulated industries in the United States. As the law and healthcare delivery become more interconnected, it is essential for those in the industry to keep pace with the significant changes in health law and their impact on the healthcare system. A strong background in health regulation is therefore becoming increasingly relevant to both clinical practice and to organizational management. Completion of this course will provide a basic understanding of such legal issues as civil liabilities including medical malpractice, professional fees splitting, self-referrals, and licensing, administrative, and corporate law/governance pertaining to health services. Appropriate health administration requires not only understanding of applicable laws and regulations, but of the distinct ethical and social issues presented by the provision of healthcare services. Administrators, health professionals, patients, and even communities as a whole are stakeholders in the ethical provision of health services. Qualified administrators and managers therefore are able to competently focus not only on the legal and business aspects of their field, but also on the social and behavioral aspects of the health administration from an ethical standpoint. This course therefore provides a practical and applicable framework to analyze the many complex issues and competing interests that arise in the modern healthcare industry. Prerequisite: THE 552 or 609 and THE 653.

**671G/671 Organizational Ethics for Healthcare Providers (3)**

Medical ethics has traditionally focused on the individual patient, the individual doctor, and the patient-doctor relationship. However, today health care includes cooperation and collaboration with complex organizational settings—group practices, HMOs, JCAHO, VA, home care. Insurers and other third parties influence the exam room. Medicare shapes care for people who are elderly and/or disabled; Medicaid does the same for those who are poor. The cultures and policies of healthcare facilities affect the experience patients will have, for both better and worse. The ethical quality of health care is profoundly influenced by the ethics of organizations. This course will examine the foundations of organizational ethics and search for best practices. Prerequisite: THE 552 or 609 and THE 653.

**672G/672 Mission and Advocacy (3)**

This course examines the role of the original founding mission and charisms of Catholic-sponsored health care. Healthcare in the United States has its roots in the hospital care that congregations of Catholic women religious provided. Many congregations, such as the Sisters of Bon Secours, Religious Sisters of Mercy, Sisters of Charity, Franciscan Sisters, among others, founded hospitals to serve those who were sick and poor when no other care options existed. Increasingly, as religious retire from active ministry, lay persons have taken up the responsibilities of directing operations of their healthcare institutions. Both congregations and lay persons sharing their ministry are concerned with the continuing original mission and charism of the founding orders. This course provides an examination of those charisms and how they continue to inspire health care. Prerequisite: THE 552 or 609 and THE 653.

**674G/674 Ethical Concerns of Reproductive and Genetic Technologies (3)**

This course considers the ethical issues surrounding medical-technological intervention in reproduction, protections of fetal life, and emerging advances in genetic sciences. Questions of right-to-life and the introduction of genetic manipulations in vitro or in utero are investigated under the rubrics of the principles of biomedical ethics—autonomy, beneficence, non-maleficence, and justice—as well as from the concerns of the common good and the preferential option for the poor. Prerequisite: THE 552 or 609 and THE 653.

**675G/675 Ethical Concerns in Neo-Natal Care and the Welfare of Children (3)**

This course explores the critical care of neonates and children who present to a health care facility (at birth or admitted as a result of disease or trauma). Children are especially vulnerable to aggressive treatment OR under-treatment (both arguably instances of child abuse). Questions of parental consent, child-liberation, and child protections are raised with reference to autonomy and non-maleficence above other considerations. Prerequisite: THE 552 or 609 and THE 653.

680G/680 Theology and Ministry of Reconciliation (3)

The phenomenon of increased violence in our world and the traumas suffered by great numbers of people has compelled theologians and ministers to call for a mission and ministry of reconciliation as a critical task for our contemporary Church. The course will survey recent works addressing the questions of healing of memories and forgiveness in situations for extreme violence and provide a cross-cultural lens to understand the various experiences of suffering among diverse human groups. The course will present the dynamics of reconciliation from the foundational works of Robert Schreier, John Lederach, John De Gruchy, and other authors.

683G/683 Spirituality in Ministry (3)

This course prepares D.Min. and MAPTM students to delineate the essential dynamics of spiritual formation as an integral component of ministerial practice both for the minister and the community. Particular attention will be given to the role of prayer, images of God and the religious encounter, spiritual guidance, psychology and the spirituality of wholeness, discernment in the spiritual life, and the dynamics of spirituality with specific populations.

THE 687G Synthesis Project Seminar (1)

This course is designed as a 1-credit tutorial that provides a comprehensive review of practical theological methodologies, including perspectives and approaches contextualized by gender, race, ethnicity, and economic status, and offers theologically discerning accompaniment to students working on their Synthesis Project as one element of the Capstone Process in the Master of Arts in Practical Theology and Ministry Program. Prerequisite: 36 credits in the M.A.-PRTM program.

701G/701 Independent Studies (1-6)

A faculty member will direct a student in individual research with the approval of the Chair.

705G/705 Exegesis of Hebrew Scripture (3)

A course including specialized topics in Old Testament, designed for students who have completed courses in the areas of Prophetic literature, Torah, Wisdom literature, and historical books.

706G/706 New Testament Exegesis (3)

A course including specialized topics in New Testament, designed for students who have completed courses in the areas of Synoptic Gospels, Johannine literature, Pauline theology, and Deutero-Pauline and Early Catholic letters.

707G/707 New Testament Christology (3)

An examination of the manner in which a modern systematic theologian develops a Christology based on the New Testament, with detailed attention to key New Testament passages cited by the author.

708G/708 Advanced Liturgical Preaching (3)

An advanced study of the theology of preaching within the context of the tradition of the church and its place in contemporary worship. Methods, content, and various context will be examined to enrich the student's preaching ability.

709G/709 Topics in Liturgy and Sacraments (3)

Selected topics of contemporary interest in liturgical and sacramental theology.

710G/710 Topics in Systematic Theology (3)

Specialized topics of interest to Faculty/Students.

711G/711 Topics in Moral Theology (3)

This course will examine issues of contemporary import and their presumable resolutions.

712G/712 Topics in Bioethics (3)

Selected topics in contemporary health care that challenge persons in ministry to search for ethical behaviors.

713G/713 Topics in Pastoral Ministry (3)

Topics of interest to faculty and students.

**715G/715 Life, Times, and Thought of Thomas Aquinas (3)**

An introduction to the theology of St. Thomas Aquinas, this course presents the major themes of Thomistic thought in the historical and intellectual milieu in which they emerged. In particular, through the study of various primary sources, the contribution of this medieval Dominican to the Catholic understanding of God, Christian anthropology, the moral life, the person of Jesus Christ, and the work of the Holy Spirit will be examined; and his significance of the contemporary theology and pastoral practice will be explored.

**716G/716 Latino(a) Popular Religiosity and its Ethics of Solidarity (3)**

This course examines US Hispanic/Latino(a) theology from the perspective of popular religiosity. Special attention will be given to the diverse popular religious expressions of the US Hispanic/Latino(a) community and their origins in Latin America and the Medieval Iberian piety.

**717G/717 Feminista/Mujerista Theology (3)**

This course will critically reflect on the voices of Hispanic/Latino(a) women engaged in theology in the United States, surveying the works of Feminista/Mujerista theologians in their attempt to understand and articulate the struggle of women in the US Hispanic/Latino(a) context.

**718G/718 Liturgy and Preaching in Latino(a) Congregations (3)**

A comprehensive examination of how both liturgical praxis and preaching in US Hispanic/Latino(a) contexts mediates a particular ecclesial expression and therefore both challenges and accentuates contemporary liturgical theology and theologies of proclamation. This course will emphasize how a practical liturgical theology can advance both the practice and evaluation of contemporary preaching in Latino(a) congregations.

**720G/720 Christian Spirituality and US Hispanic/Latino(a) Experience (3)**

An in-depth examination of Christian Spirituality in light of US Hispanic/Latino(a) experience. This course models Hispanic/Latino(a) spirituality as a public pursuit of wholeness and investigates the subject matter through organizing principles of the Family, Mestizaje, Popular Religion, and Festive Hope. This course will show how practical theological methods can assist in the critical examination of contemporary Christian spirituality, especially in the Hispanic/Latino(a) context.

**727G/727 Dominican Women Through The Ages (3)**

This course examines the change and expansion of Dominican Life through the various movements of women beginning in the thirteenth century through the present day. It will sketch out the primary patterns of development of these movements and investigate the cultural, sociological, and ecclesiological impact of these women in their milieu. It will examine the changes in the Counter-Reformation and Baroque period and the unique historical development of Dominican women in the United States in the nineteenth and twentieth centuries. These contexts will be analyzed and contemporary questions, problems, and possibilities concerning Dominican women's life will be explored.

**729G/729 Continuing Registration (1)****800 D.Min. Integrative Seminar (3)**

This course is the capstone course for the D.Min. program. It is designed for D.Min. students who have completed at least the distribution requirement of the program and preferably those who are enrolled in the last course(s) of their program. The Integrative Seminar allows the D.Min. student to bridge his/her course work to the thesis/project by focusing on an aspect of their ministry for theological reflection and clarifying the theological methods which will best inform that task.

**800A Fundamentals of Practical Theology Seminar (3)**

This course is for the beginning D.Min. student. It will explore the pastoral and the theoretical foundations of practical theology in its intentionality of enhancing the Church's praxis. It will enable the students to use critical methods of theological reflection on specialized ministerial or pastoral practices.

**THE 801A D.Min. Thesis in Ministry I (4)**

The thesis-project represents the candidate's ability to integrate both the theoretical and practical dimensions of theological research and to demonstrate competent application of appropriate theological research methods and ethical guidelines in the investigation of the ministerial praxis. Prerequisite: Approved Thesis Proposal and IRB protocol.

**THE 801B D.Min. Thesis in Ministry II (4)**

The thesis-project represents the candidate's ability to integrate both the theoretical and practical dimensions of theological research. The thesis-project should demonstrate competent application of appropriate theological research methods and ethical guidelines in the investigation of the ministerial praxis. Students must have completed their empirical research and two reviewed and approved chapters of the thesis before registering for this course. Pre-requisite: THE 801A.

**THE 802A Doctoral Ministerial Formation and Pastoral Skills (3)**

One of two required courses in ministerial formation for the Doctor of Ministry student, this course provides theologically discerning accompaniment of students with a focus on the development of pastoral skills and methods of theological reflection required for ministers. Through course readings, class activities, an integrative paper, and one-on-one meetings with the Director of Ministerial Formation, students engage the human, spiritual, intellectual, and ministerial components of theological formation for ministry necessary for ministerial effectiveness. Prerequisite: Master of Divinity degree/equivalence.

**THE 802B Doctoral Ministerial Formation and Professional Ethics (3)**

One of two required courses in ministerial formation for the Doctor of Ministry student, this course provides theologically discerning accompaniment of students with a focus on the development of professional behavior in accord with ethical standards for pastoral practice. Through course readings, class activities, an integrative paper, and one-on-one meetings with the Director of Ministerial Formation, students engage the components of professional functioning in a pastoral position in the context of moral theology and ethics for ministry and mission. Prerequisite: Master of Divinity degree/equivalence.

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## **Master of Arts in Pastoral Ministry for Hispanics**

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The M.A. in Pastoral Ministry for Hispanics program provides leadership formation inculcated to the Hispanic culture in the United States that will help people to live and promote a style of Church which will be a leaven of the Kingdom of God in society. The program is designed to equip students for competent leadership in Hispanic/Latino communities of faith. The program is an advanced degree In Theology that integrates theological formation with a lived practice of Hispanic pastoral ministry. The program consists of a core curriculum In Biblical, Systematic, Liturgical, Moral, and Hispanic Pastoral Theology. The program provides the students with a capacity to reflect on their pastoral experience and gives them theological and ministerial tools for ecclesial leadership in Catholic Hispanic Ministry.

As a response to Barry University's commitment to the theological education of the growing Hispanic population, courses are offered through a collaborative effort with the Southeast Pastoral Institute (SEPI), located at 7700 SW 56 Street, Miami, Florida 33155. SEPI is the educational branch of the Southeast Regional Office for Hispanic Affairs, Regions V and XIV of the United States Conference of Catholic Bishops. All coursework offered In the MAPMH Is conducted in Spanish.

The Program Goals and Objectives of the MAPMH are designed to develop theological and pastoral competence through:

- Rigorous scholarly engagement in the areas of Biblical, Systematic, Liturgical, Moral, Hispanic;
- Hispanic Pastoral Theology, and US Hispanic/Latino(a) Theology;
- Critical and constructive Theological reflection of the Hispanic Pastoral experience;
- Increased knowledge of the multicultural reality of the Hispanic Catholic Church in the United States;
- Promotion of personal and spiritual maturity; and
- Promotion of skills and competencies for ecclesial pastoral ministry with Hispanics.



These goals were developed by faculty in consonance with the Mission and Core Commitments of Barry University and the Southeast Pastoral Institute (SEPI) and in compliance with the standards of The Association of Theological Schools and the Commission on Colleges of the Southern Association of Colleges.

### Graduate Admission Requirements and Policies

- Bachelor's degree from a regionally accredited or internationally recognized institution with at least a 3.0 cumulative grade point average (B) as indicated by transcripts.
- Sufficient undergraduate preparation (usually 18 credit hours in Theology/Religious Studies at the undergraduate level) or life experience as verified by objective norms.
- Two letters of recommendation.
- A short essay indicating why a graduate degree will help fulfill one's career goals.
- Admission is selective, but provisional acceptance may be granted by the Chair of the Department of Theology and Philosophy.

### Transfer Credits

A maximum of six graduate credit hours may be transferred from another college or university towards a graduate degree at Barry University. Such coursework must be approved by the administration before credit is awarded.

### Time Limitation

A student will be allowed no fewer than three years and no more than seven years to complete the program. An extension may be granted for sufficient reason by the Chair of the Department of Theology and Philosophy.

### Advisement

Each student pursuing graduate courses will be assigned a faculty advisor.

### Special Occurrences

- Any student seeking a leave of absence from the program must have the written approval of the Chair of the Department of Theology and Philosophy.
- No student will graduate with a cumulative grade point average below 3.0. Any student receiving a grade below C may be considered for dismissal from the program.

### Graduation Requirements

1. Completion of a minimum of 42 credit hours with a 3.0 average. Six (6) of the credit hours may be obtained by presentation of a satisfactory research paper.
2. Satisfactory performance in an oral comprehensive exam.
3. Completion of a pastoral project report.

Required Courses			27 credits
RSP	521	Planificacion y Evaluacion Pastoral/Pastoral Planning and Evaluation	3
RSP	533	Teologia de los Ministerios/Theology of Ministries	3
RSP	560	Fundamentos de Teologia/Foundations of Theology	3
RSP	561	La Biblia: Su Mensaje Liberador/The Bible: Its Liberating Message	3
RSP	562	Jesus Liberador y Su Comunidad de Fe/Jesus Liberator & His Community of Faith	3
RSP	563	Los Sacramentos y la Creatividad Liturgica/The Sacraments & Liturgical Creativity	3
RSP	565	Antropologia y Religiosidad Popular del Pueblo Hispano/ Anthropology & Spirituality of Hispanics	3
Continued			

<b>Continued</b>			
RSP	566	Principios de Pastoral Hispana/Pastoral Principles for Hispanic Ministry	3
RSP	567	Principios Morales y Sociales de la Iglesia/Ethical Principles & Social Doctrine	3

<b>Elective Courses</b>			<b>15 credits</b>
RSP	509	Seminario Pastoral I/Pastoral Seminar I	3
RSP	510	Seminario Pastoral II/Pastoral Seminar II	3
RSP	512	Seminario Pastoral III/Pastoral Seminar III	3
RSP	522	Trabajo y Decisiones en Equipo/Team Work & Team Decisions	2
RSP	523	Desarrollo Psicologico Personal y de la Fe/Psychological Growth and Faith Development	2
RSP	524	Tecnicas de Comunicacion/Techniques of Communication	2
RSP	526	Dinamicas de Fe/Faith Dynamics	2
RSP	531	Evangelizacion y Cultura Hispana/Evangelization & Hispanic Culture	2
RSP	532	Comunidad Eclesial Basica/Basic Ecclesial Community	2
RSP	534	Catequesis Hispana/Hispanic Catechesis	2
RSP	535	Pastoral Juvenil Hispana/Hispanic Youth Ministry	2
RSP	536	Pastoral Juvenil para Asesores Adultos/Youth Ministry for Adult Advisors	2
RSP	538	Musica y Liturgia Hispana/Hispanic Music & Liturgy	2
RSP	539	Religion y Sociologia/Religion & Sociology	2
RSP	540	Espiritualidad Contemporanea/Contemporary Spirituality	2
RSP	564	Historia de la Iglesia En Estados Unidos/History of the Church in USA	3
RSP	587	Seminario/Seminar	1-6
RSP	592	Workshop	1-2
RSP	570	Directed Research	6

### **Course Descriptions**

South East Pastoral Institute; Prefix: RSP

**509 Seminario Pastoral I/Pastoral Seminar I (3)**

Overview of the Christian journey with reference to anthropological foundations, vocation, covenant, ecclesiology, and present models for pastoral ministry.

**510 Seminario Pastoral II/Pastoral Seminar II (3)**

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.

**511 Seminario Pastoral III/Pastoral Seminar III (3)**

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.

- 521 Planificacion y Evaluacion Pastoral/Pastoral Planning and Evaluation (3)  
Guidelines and skills toward designing and implementing a pastoral plan; emphasis on coordination, delegation of authority, and on-going evaluation in joint pastoral planning.
- 522 Trabajo y Decisiones en Equipo/Team Work and Team Decisions (3)  
Nature and development of groups; elements of group dynamics; types of leadership, defense mechanisms, techniques for group decision-making.
- 523 Desarrollo Psicologico Personal y de la Fe/Psychological Growth and Faith Development (2)  
Structure of personality as a channel of faith; personal wholeness, psychological growth, and conditioning by family, history, and culture as it affects pastoral action.
- 524 Tecnicas de Comunicacion/Techniques of Communication (2)  
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.
- 526 Dinamicas de Fe/Faith Dynamics (2)  
Process of faith; stages in faith development; faith experiences related to person, family, and community; fundamental values clarifications; revisions of life; communal prayer.
- 531 Evangelizacion y Cultura Hispana/Evangelization and Hispanic Culture (2)  
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 guidelines for evangelizing of U.S. Hispanics.
- 532 Comunidad Eclesial Basica/Basic Ecclesial Community (2)  
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.
- 533 Teologia de los Ministerios/Theology of Ministries (3)  
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.
- 534 Catequesis Hispana/Hispanic Catechesis (2)  
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.
- 535 Pastoral Juvenil Hispana/Hispanic Youth Ministry (2)  
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.
- 536 Pastoral Juvenil Para Asesores Adultos/Youth Ministry for Adult Advisors (2)  
Youth groups and the role of the adult advisor in the various religious states; interior dynamics of spiritual exercises for youth; study of the process of conversion; essential elements of formation; dynamics to create commitment.
- 538 Musica y Liturgia Hispana/Hispanic Music and Liturgy (2)  
Theological reflection on the history, faith, and cultural values of the Hispanic people; analysis of Hispanic musical forms and rhythms; incorporation of these into creating new community liturgical expressions.

- 539 Religion y Sociología/Religion and Sociology (2)  
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, and socio-religious problems arising from cultural pluralism.
- 540 Espiritualidad Contemporánea/Contemporary Spirituality (2)  
Contemporary trends in spirituality, ecclesial renewal and its influence on new forms of communal and personal prayer and holiness, and Jesus seen as the integrating force in a person's individual and communal conversion.
- 560 Fundamentos de Teología/Foundations of Theology (3)  
Study of the concepts of revelation, faith, grace, dogma, tradition, and the magisterium.
- 561 La Biblia: Su Mensaje Liberador/The Bible: Its Liberating Message (3)  
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.
- 562 Jesus Liberador y Su Comunidad de Fe/Jesus Liberator and His Community of Faith (3)  
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 Hispanic people.
- 563 Los Sacramentos y la Creatividad Litúrgica/The Sacraments and Liturgical Creativity (3)  
Sacramental theology and its liturgical implications; special emphasis on liturgical creativity of the sacraments of initiation within the present norms of the church.
- 564 Historia de la Iglesia en Estados Unidos/History of the Church in USA (3)  
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.
- 565 Antropología y Religiosidad Popular del Pueblo Hispano/Anthropology and Spirituality of the Hispanic People (3)  
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.
- 566 Principios de Pastoral Hispana/Pastoral Principles for Hispanic Ministry (3)  
Contemporary problems and methodologies of pastoral theology, and its application in the religious and sociological context of the local Hispanic situation.
- 567 Principios Morales y Sociales de la Iglesia/Ethical Principles and Social Doctrine (3)  
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.
- 570 Investigación Dirigida/Directed Research (3-6)  
Topic to be determined by Director.
- 587 Seminario/Seminar (1-6)  
Selected topics as determined by special needs and/or interests of students in collaboration with faculty member and approval of the Director.
- 592 Workshop (1-2)  
Topic to be determined by Director.

# D. Inez Andreas School of Business

Joan M. Phillips, Ph.D., Dean

Orlando R. Barreto, Ph.D., Assistant Dean

Jessica Fernandez, Assistant Dean

Faculty: Beauchesne, Broihahn, Carioni, Castater, Doss, Kemerer, Morrell, Payne, Rosenberg, Rutherford, Sadler,

Sheng, Tejada, Tyler, Wong, Workman

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## Mission

Our mission is to deliver high quality education that will enable our students to succeed as responsible business practitioners and leaders.

We strive to develop in our students a strong sense of ethics, social responsibility, and an entrepreneurial attitude within a global perspective.

We are committed to excellent teaching, engaged learning, and collaboration with our community. Our intellectual contributions emphasize practical applications, with our faculty also engaging in theoretical and empirical research and instructional development.

We operate in a highly cosmopolitan, multicultural setting, with students from around the world, as part of a Catholic, international University, and we function as a collaborative, inclusive community of caring faculty, staff, and students in the tradition of the Adrian Dominicans.

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## Uniqueness

We offer a student-friendly, caring environment and international diversity that allows our students to not only study the global business environment but to experience it on a daily basis, in a dynamic and vibrant center of global trade and finance. We are positioned as the only institution in South Florida that strives to meet the most rigorous international standards while still offering all the attractions of a small, private school including small class size, an accessible faculty whose first responsibility is teaching, and the ability to respond quickly to the evolving needs of our students and the business community. Barry is accredited by AACSB-International, the gold standard for schools of business. It is a major part of our uniqueness that we are the only AACSB-accredited Catholic school in Florida.

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## Vision

Our aim is to become the school of choice for students desiring a truly international, high-quality, ethically-based, student-centered education in a uniquely diverse, exciting yet intimate environment.

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## Graduate Programs

### Admission Requirements

Admission to graduate programs requires a bachelor's degree or equivalent from a regionally accredited or internationally recognized college or university. Some programs may have additional requirements.

Admission to the School of Business graduate program is granted only to those with a high promise of success in graduate business study. The School of Business recognizes that many factors determine a person's potential. Consequently, the School adopts a comprehensive application review by taking into consideration all aspects which support the candidate's admission. The Admissions Committee evaluates undergraduate preparation, entrance exam scores, managerial work experience, community service, and motivation.

The documents required for submission include:

**GMAT Score.** The Graduate Management Admissions Test (GMAT) is a standardized exam, delivered in English, which helps business schools assess the qualifications of applicants for advanced study in business and management. The GMAT exam is scored out of 800 and it does not require previous knowledge of business subjects. The GMAT is offered throughout the year in the United States and regularly in most other countries. Applications are available from the Educational Testing Service, Princeton, NJ 08541, from the Graduate Admissions Offices at Barry, or by visiting the GMAT official website ([www.MBA.com](http://www.MBA.com)) The GMAT is required for those applicants who:

- Have little managerial-level work experience.
- Want to be considered for the merit grant or scholarship (only for the face-to-face program).
- Wish to apply for a graduate assistantship.

**Transcripts.** Official college and/or university transcript attesting to the receipt of a bachelor's degree or equivalent from a regionally accredited college/university or a listed international institution and your cumulative undergraduate Grade Point Average (GPA).

**References.** Two references that directly address the applicant's potential for study at the graduate level and for a successful career in business.

**Resume.** All applicants must submit an updated professional resume. The resume needs to outline relevant work experience and, where applicable, include detailed information on managerial/supervisory roles.

**Statement of Purpose.** The statement of purpose is an essay where applicants have the opportunity to express why they wish to pursue graduate studies in business and the desired career path. The Admissions Committee in the School of Business asks of all applicants to be thoughtful and succinct when writing the statement of purpose. Applicants are welcome to include, if applicable, a detailed description of the applicant's business or management experience, preferably in positions of significant or increasing responsibility.

**Admission Interview.** The Admissions Committee may require an interview.

In addition, the general admission requirements for graduate business programs must be met (See: Graduate Program Admissions Requirements).

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## Transfer Credit

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Acceptance of graduate transfer credits from approved institutions is dependent on the pertinence of the work to the M.B.A. program. No more than six credits may be transferred to the School of Business graduate programs from all sources regardless of whether the credits are from other institutions or other programs within Barry University. At the discretion of the Dean or the Dean's designee, the transfer of up to six credits of graduate work before 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 elective courses in the M.B.A. program. If the credits originate from a business program, that program must be accredited by AACSB International.
2. Graduate credits are not transferable if they were previously applied to a graduate degree that was awarded to the applicant.
3. No graduate credit will be allowed for correspondence or extension work.
4. Students may not transfer credits after they have entered the program.

### Grading Policy

The A grade is for the outstanding student, one who has mastered nearly all the material presented in the course and demonstrates exceptional performance or who, in very difficult courses, has mastered much more than the typical student in the class.

The B grade is for the student who has mastered most of the material presented and who is deemed ready for more advanced study in the discipline or for practical application.

The C grade is for students who grasp much of the material, but who have not mastered some important or basic material.

The D grade is not used in the School of Business for graduate students.

The F grade is for students who must repeat the course and perform at a much higher level to be deemed worthy of a graduate degree.

Instructors may use, at their discretion, 1/2 grading as noted in the course syllabus.

### Graduate Writing Proficiency

All students enrolled in any School of Business graduate program will be required to demonstrate writing proficiency at the graduate level in English before the end of the first semester of study. This requirement may be met in one of two ways:

1. A score of at least 4.5 on the writing section of the GMAT or GRE.
2. Successful completion of the graduate writing workshop, BUS 518W.

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## Master of Business Administration

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Businesses of every size and type, non-profit institutions, and government agencies require effective and efficient management of human and material resources to achieve their objectives. The Barry M.B.A. program provides the preparation required to succeed in an increasingly challenging, complex and competitive workplace environment. In keeping with our mission, the M.B.A. is designed to provide the tools and the breadth and depth of knowledge necessary to succeed in middle and senior management positions.

### M.B.A. Program Goals

The Master's degree in Business Administration is designed to challenge students to demonstrate an integrative and interdisciplinary approach to business so that their current and future employers can achieve and sustain a competitive advantage. The specific learning goals are:

1. Our students will use their conceptual understanding to manage in a strategic, socially responsible, and entrepreneurial manner;
2. Our students will be able to apply knowledge in new and unpredictable circumstances, to develop innovative solutions to strategic challenges;
3. Our students will be able to lead and manage people ethically in organizational situations, so that a competitive advantage can be achieved and/or maintained; and
4. Our students will demonstrate an integrated perspective of global trends and issues.

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## Academic Program

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The M.B.A. degree program consists of 36 credits of course work for students with a typical undergraduate degree in business. Students without business degrees will be required to successfully complete one or several not-for-credit workshops in various business disciplines, as applicable. Students may choose to complete the requirements for either the general M.B.A. or a specialization chosen from among the following: Accounting, Finance, Health Services Administration, International Business, Management, or Marketing.

### 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 credits of required, elective, and specialization courses with a cumulative grade point average of 3.0 (B) or greater;
3. Repeat only once any specialization course with a grade below "B" to attain a grade of "B" or better;

4. Complete all course requirements with no more than two “C” (2.0) grades in the final grade point average; any “C” grades beyond this limit must be repeated for a grade of “B” or better with only one repeat per course allowed;
5. Repeat any failed course and obtain a grade of at least “C”; only one repeat for a failed course will be allowed; any student who fails a course a second time or who fails three courses will be dismissed from the program; and
6. Meet all general requirements of the University for a Master’s Degree and complete the program within five years from the date of initial matriculation.

**Note:**

A student is placed on academic probation when the cumulative GPA falls below 3.00. In this event, the student must raise the cumulative GPA to at least 3.00 within one calendar year following the semester in which the GPA fell below 3.00.

**Prerequisite and Preparatory Workshops**

M.B.A. students must have undergraduate preparation in specific courses/areas (detailed below) from an accredited institution prior to admission to graduate programs in the School of Business. The Dean, or the Dean’s designee, will review each applicant’s undergraduate record to determine which preparatory workshops are required of the student. The decision whether to accept an undergraduate course as equivalent preparation for entry into M.B.A. coursework is at the discretion of the Dean or the Dean’s designee. M.B.A. students must have taken the following undergraduate courses, obtaining a grade of “C” or better in each.

6 credit hours of Financial and Managerial Accounting
6 credit hours of Macro and Microeconomics
3 credit hours of College Algebra or Pre-calculus
3 credit hours of Statistics
3 credit hours of Finance
3 credit hours of Management
3 credit hours of Operations Management
3 credit hours of Marketing

The Accounting, Macroeconomics, Microeconomics, Pre-calculus, and Statistics prerequisites may be taken at any regionally-accredited, two-year (associate degree) or four-year (baccalaureate degree) institution. The Finance, Management, Operations Management, and Marketing prerequisites may be taken only at a regionally-accredited, four-year institution. The not-for-credit preparatory workshops will be taken online, as listed below:

BUS	511W	Pre-calculus and statistics	20 hour workshop
BUS	512W	Accounting Principles	20 hour workshop
BUS	513W	Economics	20 hour workshop
BUS	514W	Finance	6 hour workshop
BUS	515W	Management	6 hour workshop
BUS	516W	Marketing	6 hour workshop
BUS	517W	Operations Management	6 hour workshop
BUS	518W	Writing for Business	20 hour workshop



<b>M.B.A. Required Core Courses: 27 Required Credits (Except for the Accounting Specialization)</b>			
MBA	603	International Business	3
MBA	617	Technology and Information Systems	3
MBA	621	Managerial Finance	3
MBA	646	Marketing in a Dynamic Environment	3
MBA	660	Managerial Accounting	3
MBA	681	Economics for Strategic Decisions	3
MBA	682	Strategy Formulation, Implementation, and Entrepreneurship	3
MBA	683	Leadership and Advanced Management Concepts	3
MBA	692	Social, Legal, and Ethical Aspects of Business	3

### **M.B.A. Specializations**

<b>Accounting—The Required Core Courses (With the Exception of MBA 660) and the Following 12 Required Credits</b>			
MSA	660	Contemporary Accounting Theory and Research	3
MSA	663	Business Taxation	3
MSA	664	Advanced Auditing	3
MSA	668	Not-For-Profit & Governmental Accounting	3

Accounting specialization students may not substitute any other M.B.A. or M.S.A. courses in place of those stated above without the permission of the Dean or the Dean's designee.

<b>Finance—The Required Core Courses Plus 9 Required Credits Chosen From the Following</b>			
MBA	612	International Finance	3
MBA	622	Investment Analysis	3
MBA	624	Financial Markets and Institutions	3
MBA	627	Student Managed Investment Fund	3
MBA	628	Advanced Topics in Financial Management	3

<b>Health Services Administration—The Required Core Courses Plus 9 Required Credits Chosen From the Following</b>			
HSA	530	Health Law and Ethics	3
HSA	540	Quality Management and Utilization Review	3
HSA	610	Finance and Delivery of Health Care Services	3
HSA	620	Health Care Budgeting and Financial Management	3

<b>International Business—The Required Core Courses Plus the Following 9 Required Credits</b>			
MBA	612	International Finance	3
MBA	613	Global Marketing	3
MBA	614	Cross-Cultural Management	3
MBA	700	Independent Study (Must be approved by advisor in advance)	3

<b>Management—The Required Core Courses Plus 9 Required Credits Chosen From the Following</b>			
MBA	601	Human Resource Management	3
MBA	604	Research in Management	3
MBA	605	Entrepreneurial Management	3
MBA	607	Business Consulting	3
MBA	608	Leadership and Organizational Behavior	3
MBA	614	Cross-Cultural Management	3
MBA	630	Managing Continuous Improvement	3
MBA	652	Diversity in the Workplace	3
MBA	665	Special Topics in Business	3

<b>Marketing—The Required Core Courses Plus 9 Required Credits Chosen From the Following</b>			
MBA	613	Global Marketing	3
MBA	643	Consumer Behavior	3
MBA	644	Marketing Research	3
MBA	645	Marketing Strategy	3

### **General M.B.A.**

A specialization in the M.B.A. program is not required. Students who do not choose to specialize can earn a General M.B.A. A General M.B.A. requires students to complete the M.B.A. core courses and select any three additional graduate specialization courses in the School of Business, for which prerequisites have been met.

## **Dual Degree Programs**

The M.B.A. is offered in conjunction with the following programs: Doctor of Podiatric Medicine, Juris Doctor, Master of Science in Nursing, Master of Science in Movement Science-Sport, Exercise & Performance Psychology, and Master of Science in Sport Management. Those interested should see the pertinent sections of this Catalog under the School of Podiatric Medicine, Law, and the College of Nursing and Health Sciences, respectively. All students pursuing dual degree programs must be admitted to the School of Business, in accordance with normal admission procedures and requirements, and all prerequisite requirements will apply.

## **Graduate Certificate Programs**

For students who hold graduate business degrees but wish to undertake advanced study in a new business discipline, the School of Business offers postgraduate certificate programs in Accounting, Finance, Health Services Administration, International Business, Management, and Marketing. To obtain the certificate, students must complete three 600-level courses within the chosen specialization with a cumulative GPA of 3.00. Prerequisites may apply to some courses.

## **Master of Science in Accounting**

The Master of Science in Accounting (M.S.A.) program is designed to prepare students to become successful accounting professionals with a global orientation and a strong sense of ethics and social responsibility. The faculty demonstrates a strong commitment to deliver a high-quality educational experience by embedding contemporary recommendations from well-respected academic and practitioner organizations into the curriculum. The course work is structured to achieve

the *assurance of learning goals* prescribed by AACSB International (the Association to Advance Collegiate Schools of Business), to develop the necessary *core competencies* for entry into the accounting profession endorsed by AICPA (the American Institute of Certified Public Accountants), and to acquire the relevant *knowledge, skills, and abilities* specified by IMA (The Institute of Management Accountants).

The M.S.A. program provides the necessary preparation to be eligible to sit for the Certified Public Accountant (CPA) and Certificate in Management Accountant (CMA) certification examinations.

The combination of the Bachelor of Science degree in Accounting and the Master of Science in Accounting from Barry University meets the educational requirements for CPA licensure in the state of Florida. M.S.A. graduates are also eligible to sit for the CMA exam. The CPA track enables students to pursue rewarding careers in assurance services (auditing) and taxation, while the CMA track prepares students for important financial and management accounting positions within business, government, and not-for-profit entities.

### **M.S.A. Program Goals**

After completion of the required graduate courses for the Master of Science in Accounting Degree:

1. Our students will apply critical thinking and analytical skills including gathering, analyzing, interpreting, and reporting of accounting and financial data;
2. Our students will demonstrate professional oral and written communication skills;
3. Our students will recognize the importance of social responsibility and demonstrate knowledge regarding ethical responsibilities in the accounting profession; and
4. Our students will demonstrate a global perspective of accounting practices.

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## **Admissions Requirements**

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1. If the applicant has an AACSB-school Bachelor degree with a major in Accounting, then he/she must have a minimum overall GPA of 2.5 or an acceptable GMAT score.
2. If the applicant has a non-AACSB-school Bachelor degree with a major in Accounting, then the degree must be verified by the Accounting Discipline in the School of Business:
  - a. If the degree is equivalent, then #1 above applies;
  - b. If the degree is not equivalent, then the applicant must take appropriate accounting courses so his/her coursework parallels the Barry University undergraduate degree with a major in Accounting; after which he/she is admitted to the M.S.A. if he/she has a minimum GPA of 2.5 in such courses.
3. If the applicant does not have a Bachelor degree with a major in Accounting, then he/she must take appropriate accounting courses so his/her coursework parallels the Barry University undergraduate degree with a major in Accounting, after which he/she is admitted to the M.S.A. if he/she has a minimum GPA of 2.5 in such courses.

In addition, the general admission requirements for graduate business programs must be met (See: Graduate Program Admissions Requirements).

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## **Academic Program**

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### **Degree Requirements**

To qualify for the degree of Master of Science in Accounting, candidates must:

1. Be fully accepted into the program;
2. Complete at least 30 credits of required and elective courses with a cumulative grade point average of 3.0 (B) or greater;
3. Repeat only once any M.S.A. course with a grade below "B" to attain a grade of "B" or better;
4. Complete all course requirements with no more than two "C" (2.0) grades in the final grade point average; any "C" grades beyond this limit must be repeated for a grade of "B" or better with only one repeat per course allowed;

5. Repeat any failed course and obtain a grade of at least “C”; only one repeat for a failed course will be allowed; any student who fails a course a second time or who fails three courses will be dismissed from the program; and
6. Meet all general requirements of the University for a Master’s Degree and complete the program within five years from the date of initial matriculation.

**Note:**

A student is placed on academic probation when the cumulative GPA falls below 3.00. In this event, the student must raise the cumulative GPA to at least 3.00 within one calendar year following the semester in which the GPA fell below 3.00.

**Prerequisite and Preparatory Workshop**

M.S.A. students must have undergraduate preparation in specific courses/areas (detailed below) from an accredited institution prior to admission to graduate programs in the School of Business. The Dean, or the Dean’s designee, will review each applicant’s undergraduate record to determine which preparatory workshops are required from the student. The decision whether to accept an undergraduate course as equivalent preparation for entry into M.S.A. coursework is at the discretion of the Dean or the Dean’s designee. M.S.A. students must have taken the following undergraduate courses, obtaining a grade of “C” or better in each.

3 credit hours of College Algebra or Pre-calculus
3 credit hours of Statistics
3 credit hours of Finance

The Pre-calculus, and Statistics prerequisites may be taken at any regionally-accredited, two-year (associate degree) or four-year (baccalaureate degree) institution. The Finance prerequisite may be taken only at a regionally-accredited, four-year institution. The not-for-credit preparatory workshops will be taken online, as listed below.

BUS	511W	Pre-calculus and statistics	20 hour workshop
BUS	514W	Finance	6 hour workshop
BUS	518W	Writing for Business	20 hour workshop

**Courses: 27 Required Credits, Plus One Three Semester Hour Elective Course**

MSA	650	International Accounting	3
MSA	660	Contemporary Accounting Theory & Research	3
MSA	662	Advanced Managerial Accounting	3
MSA	663	Business Taxation	3
MSA	664	Advanced Auditing	3
MSA	668	Not-For-Profit & Governmental Accounting	3
MBA	617	Technology and Information Systems	3
MBA	621	Managerial Finance	3
MBA	692	Social, Legal, and Ethical Aspects of Business	3
MBA	Elective		3

**Note:**

M.B.A. students with an undergraduate degree in accounting, or its equivalent, may take M.S.A. courses as M.B.A. electives.

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## Master of Science in Entrepreneurial Management

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The Master of Science in Entrepreneurial Management (M.S.E.M.) is a lockstep program specifically designed to prepare individuals to lead entrepreneurial ventures in a global environment by offering comprehensive study and proficiency enhancement of decision making, human resource responsibilities, entrepreneurial, and management skills. The program is designed for individuals from diverse management undergraduate backgrounds and will provide a high-level of interaction with international organizations and students.

Graduates of the M.S.E.M. program are required to complete 30 credit hours of core coursework. Students without an AACSB-school Bachelor degree with a major in Management or similarly related degree may be required to additionally comply, as applicable, with the M.S.E.M. Program workshop requirements.

### M.S.E.M. Program Goals

Graduates of the M.S.E.M. Program should be able to:

1. Critically analyze business situations to facilitate effective managerial decision-making,
2. Demonstrate professional written and oral communication skills,
3. Master the essential elements of entrepreneurship for the creation and implementation of new ventures, and
4. Become ethical and socially responsible business leaders.

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## Admissions Requirements

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1. If the applicant has an AACSB-school Bachelor degree with a major in Management or similarly related degree then he/she must have a minimum overall GPA of 2.5 or an acceptable GMAT score.
2. If the applicant has a non-AACSB-school Bachelor degree with a major in Management, then the degree must be verified by the Management Discipline in the School of Business:
  - a. If the degree is equivalent, then #1 above applies;
  - b. If the degree is not equivalent, then the applicant must take appropriate workshops so his/her coursework parallels the Barry University undergraduate Business degree with a major in Management, after which he/she is admitted to the M.S.E.M. if he/she has passed all the prerequisites (see section below).
3. If the applicant does not have a Bachelor degree with a major in Management, then he/she must take appropriate workshops so his/her coursework parallels the Barry University undergraduate Business degree with a major in Management, after which he/she is admitted to the M.S.E.M. if he/she has passed all the prerequisites (see section below).

In addition, the general admission requirements for graduate business programs must be met (See: Graduate Program Admissions Requirements).

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## Academic Program

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### Degree Requirements

To qualify for the Master of Science in Entrepreneurial Management, the candidates must:

1. Be fully admitted to the program;
2. Successfully complete the program, with an overall cumulative grade point average of 3.0 (B) or greater;
3. Repeat only once any course with a grade below "B" to attain a grade of "B" or better;
4. Complete all course requirements with no more than two "C" (2.0) grades in the final grade point average, any "C" grades beyond this limit must be repeated for a grade of "B" or better with only one repeat per course allowed;
5. Repeat any failed course and obtain a grade of at least "C"; only one repeat for a failed course will be allowed, any student who fails a course a second time or who fails three courses will be dismissed from the program; and

6. Meet all general requirements of the University for a Master's Degree and complete the program within five years from the date of initial matriculation.

**Note:**

A student is placed on academic probation when the cumulative GPA falls below 3.00. In this event, the student must raise the cumulative GPA to at least 3.00 within one calendar year following the semester in which the GPA fell below 3.00.

**Prerequisite and Preparatory Workshop**

M.S.E.M. students must have undergraduate preparation in specific courses/areas (detailed below) from an accredited institution prior to admission to graduate programs in the School of Business. The Dean, or the Dean's designee, will review each applicant's undergraduate record to determine which preparatory workshops are required from the student. The decision whether to accept an undergraduate course as equivalent preparation for entry into M.S.E.M. coursework is at the discretion of the Dean or the Dean's designee. M.S.E.M. students must have taken the following undergraduate courses, obtaining a grade of "C" or better in each.

3 credit hours of Management
3 credit hours of Operations Management

The Management and Operations Management prerequisites may be taken only at a regionally-accredited, four-year institution. The not-for-credit preparatory workshops will be taken online, as listed below.

BUS	515W	Management	6 hour workshop
BUS	517W	Operations Management	6 hour workshop
BUS	518W	Writing for Business	20 hour workshop

<b>Courses</b>			
MBA	682	Strategy Formulation, Implementation, and Entrepreneurship	3
MBA	692	Social, Legal, and Ethical Aspects of Business	3
MBA	609	Accounting for Business	3
MBA	605	Entrepreneurial Management	3
MBA	601	Human Resource Management	3
MBA	607	Business Consulting	3
MBA	614	Cross-Cultural Management	3
MBA	608	Leadership and Organizational Behavior	3
MBA	695	New Venture Strategies	3
MBA	697	Capstone Project	3

## **Master of Science (M.S.) in Sport Management**

The Master of Science (M.S.) Degree in Sport Management combines theory and practice in preparing students for management positions in areas of sport in its global sense (e.g., amateur and professional sports, scholastic and collegiate athletics, facility and event management, sport marketing, resort and tourism, parks and recreational centers, sport and community transformation, etc.). Degree preparation includes theoretical frameworks in management applied to sport settings, enabling graduates to practice and promulgate ethical decision making and human value-driven initiatives.

The Sport Management graduate program 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 (M.S./M.B.A.)**. Both of the Master's degree programs in Sport Management include the opportunity to select coursework best suited to individual interests. 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.

### **Sport Management Program Goals**

Students will:

1. Integrate advanced practice core competencies and professional competence and development in the application of sport management.
2. Integrate appropriate theory and research in sport management and related fields as paradigms for organizational decision making.

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## **Admission Requirements**

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1. Two (2) letters of recommendation. One from an academic source and one from a professional source.
2. Official GRE Scores: \*The GRE may be waived if an applicant holds a Master-level (or higher) degree from a regionally accredited university or bachelor-level degree from Barry University with a GPA of 3.0 or higher

### **Note:**

*The Andreas School of Business Dean reserves the right to establish a minimum undergraduate GPA as well as a minimum GRE or GMAT score for applicants. Check with the Sport Management Program Coordinator for specifics on minimum requirements for the above.*

In addition, the general admission requirements for graduate business programs must be met (See: Graduate Program Admissions Requirements).

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## **Academic Program**

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### **Degree Requirements**

The M.S. in Sport Management consists of a total of 36 semester hours; the M.S./ M.B.A. option totals 57 credit hours.

To qualify for the Master of Science in Sport Management, the candidates must:

1. Be fully admitted to the program;
2. Successfully complete the program, with an overall cumulative grade point average of 3.0 (B) or greater;
3. Repeat only once any course with a grade below "B" to attain a grade of "B" or better;
4. Complete all course requirements with no more than two "C" (2.0) grades in the final grade point average, any "C" grades beyond this limit must be repeated for a grade of "B" or better with only one repeat per course allowed;
5. Repeat any failed course and obtain a grade of at least "C"; only one repeat for a failed course will be allowed, any student who fails a course a second time or who fails three courses will be dismissed from the program; and
6. Meet all of the requirements for the Internship/thesis and comprehensive examination.

### **Note:**

A student is placed on academic probation when the cumulative GPA falls below 3.00. In this event, the student must raise the cumulative GPA to at least 3.00 within one calendar year following the semester in which the GPA fell below 3.00.

<b>Sport Management Core Requirements</b>			<b>18–21 credits</b>
SMB	532	Facility and Event Planning	3
SMB	533	Sport Marketing Management	3
SMB	544	Financial Applications to Sport	3
SMB	585	The Law in SES	3
SMB	616	Research Methodology in Sport and Exercise Sciences	3
*SMB	621	Ethical Issues in Sport and Exercise Sciences	3
SMB	634	Sport Governance	3

<b>Internship Option (total 6 credits)</b>			
SMB	679A	Internship/Project I	3
SMB	679B	Internship/Project II	3

OR

<b>Thesis Option</b>			
SMB	689	Thesis I	3
SMB	690	Thesis II	3
SES	624	Advanced Statistics for Sport & Exercise Sciences	3
OR			
SES	630	Qualitative Research in SES (3)	3

\*Upon special request by the advisor to the Andreas School of Business Dean, consideration may be given for substituting an approved elective for this course when evidence can be provided that the student has satisfactorily completed an Ethical Issues In Sport course at Barry University.

### **Sport Management Electives: 6–9**

**Thesis Option:** Two electives (6 cr) required

**Internship Option:** To increase academic flexibility, students are permitted three (9 cr) electives in their course of study.

These tracks of specializations, or “clusters,” may be developed in areas of interest such as sport media, international sport, business, law, research, or others. Select from the Sport Management and Business course electives listed under the M.S. in Sport Management, subject to Graduate Committee approval.

\*\*Choose three electives from the list below, totaling a minimum of 9 credit hours and approved by one’s Graduate Committee.

SMB	531	Media Relations and Sport	3
COM	590	P.R. Principles and Case Studies	3
*SMB	530	Managing the Sport Enterprise	3
SES	537	Sport Psychology	3
SES	618	Fitness and Wellness Promotion	3
SMB	638	Sport & Film—Narratives in Society	3
Continued			



<b>Continued</b>			
SMB	652	Labor Relations in Sport	3
SMB	663	Risk Management in Sport and Exercise Science	3
SMB	613	Sport Tourism	3
SMB	600	Advanced Studies	3
MBA	601	Human Resource Management	3
MBA	603	International Business	3
MBA	605	Entrepreneurial Management	3
<b>Degree Total: (M.S. in Sport Mgmt.)</b>			<b>36</b>

\*SMB 530 is a prerequisite for students without a degree in sport management or business.

\*\*Other courses may be substituted as electives, subject to approval by the student's Graduate Advisor with appropriate prerequisites for M.B.A. course enrollment.

### **Master of Science (M.S.) in Sport Management/Master of Business Administration (M.B.A.)**

#### **Degree Requirements**

<b>Sport Management Core Requirements</b>			<b>18–21 credits</b>
SMB	532	Facility and Event Planning	3
SMB	533	Sport Marketing Management	3
SMB	544	Financial Applications to Sport	3
SMB	585	The Law in SES	3
SMB	616	Research Methodology in and Exercise Sciences	3
*SMB	621	Ethical Issues in Sport and Exercise Sciences	3
SMB	634	Sport Governance	3

<b>Internship Option (total 6 credits)</b>			
SMB	679 A	Internship/Project I	3
SMB	679B	Internship/Project II	3

OR

<b>Thesis Option</b>			
SMB	689	Thesis I	3
SMB	690	Thesis II	3
SES	624	Advanced Statistics in SES	3
OR			
SES	630	Qualitative Research in SES	3

<b>Sport Management Electives</b>			<b>3 credits</b>
<b>Thesis option:</b> No electives are required.			
<b>Internship option:</b> Choose one (1) elective from the list below as approved by one's graduate committee.			
SMB	531	Media Relations and Sport	3
COM	590	P.R. Principles and Case Studies	3
*SMB	530	Managing the Sport Enterprise	3
SES	537	Sport Psychology	3
SMB	613	Sport Tourism	3
SES	618	Fitness and Wellness Promotion	3
SMB	652	Labor Relations in Sport	3
SMB	663	Risk Management in Sport and Exercise Science	3
SMB	600	Advanced Studies	3

<b>Business Course Requirements</b>			<b>27 credits</b>
MBA	603	International Business	3
MBA	617	Technology & Information Systems	3
MBA	621	Managerial Finance	3
MBA	646	Marketing in a Dynamic Environment	3
MBA	660	Managerial Accounting	3
MBA	681	Economics for Strategic Decisions	3
MBA	682	Strategy Formulation, Implementation & Entrepreneurship	3
MBA	683	Leadership and Advanced Management Concepts	3
MBA	692	Social, Legal, and Ethical Aspects of Business	3

\*SMB 530 is a prerequisite for students without a degree in sport management or business.

### **Prerequisite and Preparatory Courses**

M.B.A. students must have undergraduate preparation in specific courses/areas (detailed below) from an accredited institution prior to admission to graduate programs in the School of Business. The Dean, or the Dean's designee, will review each applicant's undergraduate record to determine which preparatory workshops are required from the student. The decision whether to accept an undergraduate course as equivalent preparation for entry into M.B.A. coursework is at the discretion of the Dean or the Dean's designee. M.B.A. students must have taken the following undergraduate courses, obtaining a grade of "C" or better in each.

Financial and Managerial Accounting	6 credit hours
Macro and Microeconomics	6 credit hours
College Algebra or Precalculus	3 credit hours
Statistics	3 credit hours
Finance	3 credit hours
Management	3 credit hours
Operations Management	3 credit hours
Marketing	3 credit hours

The Accounting, Macroeconomics, Microeconomics, Precalculus, and Statistics prerequisites may be taken at any regionally-accredited, two-year (associate degree) or four-year (baccalaureate degree) institution. The Finance, Management, Operations Management, and Marketing prerequisites may be taken only at a regionally-accredited, four-year institution. The not-for-credit preparatory workshops will be taken online, as listed below.

BUS	511W	Precalculus and statistics	20 hour workshop
BUS	512W	Accounting Principles	20 hour workshop
BUS	513W	Economics	20 hour workshop
BUS	514W	Finance	6 hour workshop
BUS	515W	Management	6 hour workshop
BUS	516W	Marketing	6 hour workshop
BUS	517W	Operations Management	6 hour workshop
BUS	518W	Writing for Business	20 hour workshop
<b>Degree Total: (M.S./M.B.A. dual degree)</b>			<b>57 hours</b>

**B.S. in Sport Management and Business Administration  
to M.S. in Sport Management**

Students may opt for the M.S. degree in Sport Management while completing their undergraduate studies at Barry University. Students may apply for graduate study in the junior year. To be considered for this program they must have achieved a cumulative GPA of 3.0 or better and have strong faculty recommendations. Students must complete the required 120 credit hours of undergraduate coursework in sport management and business administration (see the Barry University undergraduate catalog for specific details). Students complete 36 graduate credit hours (6 of which count in the Undergraduate Sport Management and Business Administration degree), including 15 credit hours of required courses and 21 customized elective credits for the internship option and 18 credit hours of required courses and 18 customized elective credits for the thesis option. The customized elective credits must be approved by the student’s graduate committee. Graduate coursework begins in semester 7 and includes one summer term. Information on the B.S.in Sport Management and Business Administration to M.S. Sport Management program is available from the academic advisor or the program coordinator for Sport Management.

**M.S. Degree Requirements**

<b>Sport Management Core Requirements</b>			<b>15 credits</b>
SMB	585	The Law in SES	3
SMB	616	Research Methodology in and Exercise Sciences	3
SMB	634	Sport Governance	3
*SMB	532	Event and Facility Planning	3
SMB	533	Sport Marketing Management	3
SMB	544	Financial Applications to Sport	3
*SMB	621	Ethical Issues in Sport and Exercise Sciences	3
*can be counted in undergraduate degree			

<b>Internship Option</b>			<b>6 credits</b>
SMB	679 A	Internship/Project I	3
SMB	679B	Internship/Project II	3

OR

<b>Thesis Option</b>			
SMB	689	Thesis I	3
SMB	690	Thesis II	3
SES	624	Advanced Statistics in SES	3
OR			
SES	630	Qualitative Research in SES	3

### **Customized Electives (12–15 Credits)**

To increase academic flexibility, students are permitted to choose electives in their course of study. These tracks of specializations, or “clusters”, may be developed in areas of interest such as sport media, international sport, business, law, research, or others. Select from the Sport Management and Business course electives listed under the M.S. in Sport Management, subject to Graduate Committee approval.

<b>Degree Total: (B.S. in Sport Management and Business Administration to M.S. in Sport Management)</b>	<b>30 credits</b>
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## **Course Descriptions**

### **Workshops**

Workshops offered by the School are graded as CR/NC (credit or no credit, respectively). Students who take workshops will not earn graduate credits. Workshops will be done online.

### **Course Descriptions**

Workshops; Prefix: BUS

#### 511W Pre-calculus and Statistics (20 hour workshop)

This workshop introduces the M.B.A. students to statistical thinking and statistical methods necessary for understanding market, organizational, and economic data. Students are exposed to the basics of statistical decision making, forecasting, as well as some essential methods for gathering and analyzing data.

#### 512W Accounting Principles (20 hour workshop)

The specific objectives of the Financial Accounting Workshop are to assist students in acquiring a basic understanding of bookkeeping and accounting; introducing concepts necessary in constructing financial statements (Income Statement, Balance Sheet and Statement of Cash Flows); differentiating between the cost and accrual methods of accounting; interpreting basic annual reports and financial information.

#### 513W Economics (20 hour workshop)

The workshop is designed to provide entering M.B.A. students with a basic knowledge of economic concepts and theories for understanding how markets work and the impact of economic policy in capitalistic economies. Topics include economic concepts and introduction to economic analysis; analysis of market supply and demand; principle determinants of market demand; technology, production, and costs; analysis of market supply analysis of competition under four basic market structures; the macroeconomic environment; analysis of business cycles; macroeconomic policy; and principles of international trade and finance.

#### 514W Finance (6 hour workshop)

The first three hours are on financial statement analysis, and the last three are on the mathematics of finance, including the use of hand held calculators and Excel to facilitate the mathematics.

**515W Management (6 hour workshop)**

This workshop is designed to give the student a grounding in strategic management principles. There will be a brief review of basic management principles followed by a discussion of corporate vision and social responsibility. This workshop will focus on competitive advantage, Porter's Five Forces Model, key success factors, and the SWOT analysis. Cases will be used to practice the application of these concepts.

**516W Marketing (6 hour workshop)**

The workshop is designed to cover the major concepts in Marketing that are needed for entry into the Marketing Management course in the M.B.A. sequence. The concepts covered include the classic '4 Ps' and the modern additions focused on relational marketing and the value added proposition/unique selling proposition. There is an examination component to verify that the participant has absorbed the relevant information.

**517W Operations Management (6 hour workshop)**

This workshop covers the essentials of the operations process for M.B.A. students. The course discusses the basics of design, management and quality in the value creation process and throughout the supply chain.

**518W Writing for Business (20 hour workshop)**

This workshop will help the student plan, organize, and execute business documents for more effective communication with their targeted audience. Common grammatical mistakes will be reviewed. Exercises and written exercises will be used to assist the student in producing work that is more clear, concise and interesting.

**Course Descriptions**

Graduate Courses; Prefix: MBA

**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.

**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.

**604 Research in Management (3)**

This course emphasizes developing research methodology. Library resources are used extensively. Research projects are directed at specific industrial segments 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.

**607 Business Consulting (3)**

This course concerns itself with the planning and implementation strategies for a consulting concern. The course will focus on elements of a consulting practice such as defining, structuring, and positioning of the business for financial success. The importance of proper marketing techniques, as well as fee-setting and legal considerations of a consulting practice will be examined.

## 608 Leadership and Organizational Behavior (3)

A careful analysis of selected behavioral science concepts and their applications to management. Examines the interactions that occur at three different levels: the individual, the group, and the organization. Attention is focused on the blending of traditional topics such as perception, motivation, and group behavior with current topics which include organizational citizenship behaviors, teamwork, cooperation, conflict, new communication technology, cross-cultural issues, coaching, empowerment, and leadership.

## 609 Accounting for Business (3)

This course is a survey course in accounting. It begins with the study of accounting fundamentals, including basic bookkeeping techniques. It is followed by the study of financial accounting principles, including an examination of financial statements and concludes with the study of managerial accounting concepts and techniques. The discussion of managerial accounting includes product costing, preparation and use of budgets and use of accounting information in management decision-making, planning and performance measurement. Discussion of management decision-making will include a focus on corporate governance with an emphasis on social responsibility.

## 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. Prerequisite: MBA 621; Co-requisite: by consent of the instructor.

## 613 Global 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. Prerequisite: MBA 646.

## 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.

## 617 Technology and Information Systems (3)

This course examines the role of information systems in supporting a wide range of organizational functions. Areas to be explored include the use of information systems to support administrative operations, to support decision making and to support overall strategic initiatives and corporate philosophies. This course is oriented toward the general business student, not the technical specialist. The course will provide a managerial perspective on the use, design, and evaluation of information systems.

## 620 Direct Marketing (3)

This course will provide an integrated framework of Direct Marketing with emphasis on integrating direct marketing into the overall marketing mix, database marketing, strategic business planning, importance of the offer, selecting and selling merchandise, business-to-business direct marketing, fundraising, mailing lists, retail direct marketing, magazines, newspapers, electronic and interactive media, co-ops, telemarketing, production, lead generation, direct marketing math, idea development, and research. Prerequisite: MBA 646.

## 621 Managerial Finance (3)

The objective of this course is the development of the student's understanding of financial theory, and the ability to apply the techniques and methods of finance to business problems. Topics include the financial environment, value maximization, capital budgeting, valuation techniques, financial planning and forecasting, capital structure and the cost of capital, options theory, and corporate restructuring. Prerequisites: BUS 514W or its equivalent and MBA 660, or permission of the instructor.

- 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 621; Co-requisite: by consent of the instructor.
- 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. Prerequisite: MBA 621; Co-requisite: by consent of the instructor.
- 627 Student Managed Investment Fund (3)  
This is an experiential learning course in which students are provided firsthand experiences in investing and managing a portfolio of securities. Students synthesize, integrate, and extend theoretical knowledge of market and security valuations, security selection, asset allocation, portfolio management, and economics to make decisions about security valuation, selection, and trading. Students apply quantitative and qualitative research methods to design, develop, construct, and evaluate portfolios of securities. A service-learning activity is added so students gain experience identifying and addressing unmet community financial literacy needs and, in the process, enhance their understanding and comprehension of finance principles as well as strengthening the community. Prerequisites: Students who have completed MBA 621 with a grade of B or higher and who have a minimum cumulative GPA of 3.0 may apply for an interview with faculty advisors for enrollment. Enrollment is limited and not guaranteed.
- 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 621; Co-requisite: by consent of the instructor.
- 630 Managing Continuous Improvement (3)  
This course describes and illustrates techniques that lead to improved organizational performance and effectiveness, greater productivity, improved customer satisfaction, as well as speed and dexterity in managing uncertainty. The course reviews the history, concepts, and tools of quality. Topics include defining product and service quality requirements, costs of quality, assessment and measurement, benchmarking, statistical control, process improvement, deployment, managing change, and team building. Prerequisite: BUS 517W or equivalent.
- 643 Consumer Behavior (3)  
Marketing begins and ends with the consumer from determining consumer needs to providing consumer satisfaction. A clear understanding of consumers is critical in operationalizing marketing concepts. This course develops an understanding of the consumer from the perspective of the marketing manager as well as marketing's problem solving processes and strategic planning decisions involving the consumer market. The impact of the environment on the consumer, the behaviors of consumers, and consumer cognitions are discussed. Strategic marketing actions in relation to behavior of consumers are also studied and methods to implement consumer theory into the marketing mix are developed. Prerequisite: MBA 646
- 644 Marketing Research (3)  
Research methodology is applied to marketing problems. Topics covered include measurement, survey research, experimentation, and statistical analysis. Prerequisite: MBA 646.
- 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 646.
- 646 Marketing in a Dynamic Environment (3)  
This course will examine current marketing concepts and practices using an analytical approach to the development of marketing policies in a dynamic environment. Major topic areas that will be covered are: advertising, sales promotion, personal selling, pricing, product mix development, and analysis; selection of distribution channels; marketing research; consumer behavior; and strategy development. Prerequisite: BUS 516W or equivalent.

## 652 Diversity in the Workplace (3)

Explores the training and development of a culturally sensitive work force. Examines and explores innovative techniques for dealing with institutional “isms” (e.g., sexism, ageism, etc.), as they relate to management training, conflict resolution, career development, mentoring, performance appraisals, team-building, and peer rating methods.

## 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: BUS 512W or equivalent.

## 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 Dean or the Dean’s designee is needed to take this course. Prerequisite: As needed.

## 679A Graduate Business Internship (3)

Prerequisite: 9 graduate credits including MBA 682 and MBA 660, or permission of the instructor.

## 679B Graduate Business Internship (3)

Prerequisite: 9 graduate credits including MBA 682 and MBA 660, or permission of the instructor.

## 681 Economics for Strategic Decisions (3)

This course emphasizes the application of macroeconomic and microeconomic theory in management decision-making and in the development and implementation of business strategy and tactics. The course focuses on techniques and models for monitoring and analyzing macroeconomic conditions; international economic trends; and the production, cost, and pricing decision of firms under different market structures. Prerequisites: BUS 511W and 513W or their equivalents.

## 682 Strategy Formulation, Implementation, and Entrepreneurship (3)

This course introduces the graduate student to the global environment of business, the nature and state of competition, and competitive strategy at the corporate, business, and operational levels, the cross-relationship among business functions, entrepreneurial attitudes, the interests of the various stockholders in the firm, and the social and ethical responsibilities of business. Prerequisite: BUS 515W or equivalent.

## 683 Leadership and Advanced Management Concepts (3)

Effective leadership in implementing strategy within organizations requires the ability to initiate and influence change, perhaps even radical transformation. This in turn requires understanding the dynamics of organizational learning and change, as well as the nature of collective action in organizations. This understanding will be pursued by using different theories and models to examine organizational processes, culture, knowledge, politics, ethics, and their relationship to each other and to the organization’s external environment. Prerequisites: MBA 617, MBA 621, MBA 646, MBA 681, MBA 682.

## 692 Social, Legal, and Ethical Aspects of Business (3)

This course is structured to create an awareness of and sensitivity to the social, legal, and ethical issues which influence the management of business enterprises. Topics such as strategy and the non-market environment, non-market strategies and government institutions, government and markets, international business and non-market issues, and ethics and responsibility are considered.

## 695 New Venture Strategies (3)

This course helps students develop skills needed to critically evaluate the viability of a new idea and complete the preparatory work for the deployment of a new venture. Students work in groups to construct a viable business plan that organizes the functional areas of the business and comprises market research and a strategy formulation. This is the first course of a two part sequence that culminates with the Master of Science in Management (M.S.E.M.) capstone course. Students must complete a viable business plan in this course to proceed to the second part of the capstone sequence. Prerequisites: MBA 605, MBA 682.



- 697 Capstone Project Integration: Current Business Issues (3)  
Second course of a two part sequence that provides for the implementation of an international business project/venture that demonstrates synthesis of the knowledge and skills gained throughout the curriculum. The project requires students to plan, deploy, analyze, and evaluate the venture's effectiveness against best practice benchmarks. The course is dynamic in that the business landscape is fluid yet structured by known strategies developed by practice and theory to manage new ventures through unpredictable times. Prerequisite: MBA 695.
- 700 Independent Study (3)  
Opportunity for research in areas of special interest. Prerequisite: MBA 603 along with co-requisites MBA 612, MBA 613, MBA 614.

### Course Descriptions

Graduate Courses, Accounting; Prefix: MSA

- 650 International Accounting (3)  
Conceptual and practical applications of accounting are investigated from a global perspective. Special emphasis is placed on managing multinational enterprises with respect to how accounting applies to global strategies and the key accounting issues that influence multinational decision making. Three perspectives are used: theoretical, major national, and international harmonization efforts (i.e., International Accounting Standards Board) to respond to contemporary international accounting problems and case studies. Prerequisite: Undergraduate degree in Accounting or accounting equivalency.
- 660 Contemporary Accounting Theory and Research (3)  
Current issues that are confronting the accounting profession involving complex financial reporting issues are investigated. Through research and case analysis, emphasis is on both the Financial Accounting Standards Board's Conceptual Framework and the practical utilization of GAAP (Generally Accepted Accounting Principles). Formerly MPA 660 Professional Accounting and Auditing Issues. Prerequisite: Undergraduate degree in Accounting or accounting equivalency.
- 662 Advanced Managerial Accounting (3)  
This course is an advanced course in management or cost accounting and will emphasize real world intra-company decision making. MSA 662 is essential to the preparation and understanding of reports utilized by a company's management for internal financial decision making. A variety of pedagogical techniques, including cases and student presentations, to address real world management accounting issues related to costing of products and/or services, pricing, budgeting, variance analysis, and strategic finance decisions (e.g., product choice, make or buy, and special order) will be utilized. This course will also include significant coverage of international issues. Prerequisite: Undergraduate degree in Accounting or accounting equivalency.
- 663 Business Taxation (3)  
Study of the theory of federal income taxation and practical applications related to business entities. Federal tax laws, related regulations, and their impact on the operations of partnerships and corporations, with special emphasis on practical tax planning through tax problems and the preparation of actual tax returns relating to these areas are investigated. Formerly MPA 663. Prerequisite: Undergraduate degree in Accounting or accounting equivalency.
- 664 Advanced Auditing (3)  
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. Formerly MPA 664. Prerequisite: Undergraduate degree in Accounting or accounting equivalency.

## 668 Not-For-Profit &amp; Governmental Accounting (3)

This course is an in-depth investigation into the conceptual and practical application of accounting principles for not-for-profit organizations and governmental entities. Special emphasis on the authoritative pronouncements issued by the GAO, GASB, FASB, and AICPA literature. Assignments include both problem solving and case studies. Formerly MPA 668 Fund Accounting. Prerequisite: Undergraduate degree in Accounting or accounting equivalency.

### Course Descriptions

Graduate Courses, Sport Management; Prefix: SMB

## 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.

## 531 Media Relations and Sport (3)

Study of the interaction between professional and collegiate sports and the media. Knowledge of studio equipment is helpful but not required. (Same as COM 531)

## 532 Event and Facility Planning (3)

An in-depth study of the principles, guidelines, and recommendations for facility planning, management, and operations as well as a foundation for event planning and production.

## 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.

## 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.

## 544 Financial Applications to Sport (3)

Applies financial principles to various professional collegiate or high school level sport programs, as well as exercise-related settings. The course will provide the student with a practical background regarding the principles of financial management and financial statements for the purposes of planning, administering, reporting, and evaluating the financial performance of sport-related entities. Prerequisites: MAT 152, ACC 201, ECO 201, FIN 319, or equivalents.

## 585 The Law 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.

## 600 Advanced Studies in (2-4)

Opportunity for further study and research in areas of special interest. Prerequisite: Department Coordinator approval

**613 Sport Tourism (3)**

This course examines sport tourism, an important niche of human activity within the global industry of tourism, and investigates economic and sociological reasons for its exploding development and growth. Prerequisite: Permission of instructor.

**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, and 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).

**621 Ethical Issues in Sport and Exercise Sciences (3)**

A seminar style course which reviews and discuss current issues impacting the sport and exercise professional in the fields of sport management, exercise physiology, athletic training, biomechanics, and sport and exercise psychology. 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 and operating professionally within any sport and exercise enterprise.

**634 Sport Governance (3)**

General principles of administration and governance structures in amateur and professional sport will be the foci of the course. Emphasis will be placed on the International Olympic Committee, the United States Olympic Committee and the National Governing Bodies, the Special Olympics, the National Collegiate Athletic Association, High School Leagues, and various other amateur and professional sport organizations.

**638 Sport & Film—Narratives in Society (3)**

This course examines how sport-themed films impact society by both reflecting and influencing cultural norms. The course focuses on dominant ideologies associated with gender, race, and social class and how directors and screenwriters use sport as a metaphor for exploring deeper social issues. Movie narratives and sub-texts are analyzed to illustrate how filmmakers use a variety of cinematic techniques to both entertain and deliver sharp cultural critiques. Various film genres are presented including comedy, drama, and tragedy. Film analysis is integrated with readings drawn from sport sociology and themes relating sport to economics, deviance, violence, power, and ethics.

**652 Labor Relations in Sport (3)**

An in depth analysis of employment and labor relations encountered in the contemporary practice and business of sport, the course will allow students to gain expertise in contract, employment, labor, and antitrust. Civil rights, and federal and state statutes will also be addressed.

**663 Risk Management in Sport and Exercise Science (3)**

An introduction to risk management and its application to sport and physical activity, the course will enable students to identify, evaluate, and control loss to personal and real property, clients and students, employees, and the public. Losses may result in injury, death, destruction of property, financial failure, or harm to reputation. Students will become familiar with systems used in assessing risks in the sport industry.

**679 (A, B) Internship/Project (3-6)**

Designed in close consultation with one's Graduate Committee and the industry sponsoring organization or site. Intended to develop greater breadth and depth of understanding of a respective discipline through a full immersion experience in a real life setting outside the classroom. Requires a written project to be submitted to a graduate faculty committee for evaluation. Concludes as the student presents orally the findings related to his/her project and defends conclusions against questions raised by the faculty review committee. Prerequisite: Passing grade on written comprehensive exam and Graduate Committee approval. All students must enroll in a total of six (6) credits, which can be split across two consecutive terms at three (3) credits per term, subject to prior approval from one's Graduate Committee.

686 (A, B) Advanced Practicum in (1-3)

An intensive field or laboratory experience in sport management. Emphasis will be on independent work and research experience, and assignments may include assisting with research projects, collecting pilot study data for the thesis or internship project.

689 Thesis I (3)

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 thesis proposal report as well as submission of IRB documents for approval. Prerequisite: SES 616, passing grade on written comprehensive exam, and Graduate Committee approval.

690 Thesis II (3)

Provides the implementation and culmination of a scholarly investigation. Requires students to submit a final written thesis document and successfully present an oral thesis defense to the thesis committee. This course culminates with a final thesis document being submitted to the Barry University Library. This final thesis document will include all final changes required and signatures by the thesis committee members. Prerequisites: SES 689 Thesis I, pass with B or better. May be taken concurrently with SES 689 subject to approval from one's Graduate Committee.

699 Continuous Registration (1)

Satisfies research in residence or continuous enrollment. Credit/No Credit.

# Adrian Dominican School of Education

Jill B. Farrell, Ed.D., Dean  
 David M. Kopp, Ph.D., Associate Dean  
 Lilia C. DiBello, Ed.D., Associate Dean

Faculty: Ban, Borgen, Buckreis, Casani, DiBello, Farrell, Feldman, Fischweicher, Gaffney, Gonzalez, Harris-Looby, Kopp, Machuca, Maki, Markovic, Matusevich, McAtavey, McCoy, McCrink, Ney, Perkins, Rice, Ricketts-Duncan, Sacco-Bene, Roseman, Rudes, Shatz, Shine, Shure, Starratt G., Türegün, Whitford, Winkle, Wolman

Dean Emerita: Sister Evelyn Piche, Ph.D.  
 Faculty Emeritus: John Dezek, Ed.D., Ann Murphy, Ed.D.

## Mission

The Adrian Dominican School of Education is committed to promoting the mission of the University through teaching, advising, scholarship, research, and supportive service to the University, its students, and the community-at-large. Respecting life in all its diversity, we are committed to continuous improvement through collaborative processes. Thus, we:

- offer a comprehensive range of professional courses and programs to prepare leaders for the twenty-first century in teaching, curriculum and instruction, educational leadership, higher education administration, counseling, school psychology, and organizational learning;
- continuously update programs to reflect changing societal needs; and
- strive to nurture a student body who will succeed as highly accomplished professionals, living with integrity and leading with a sense of service and stewardship.

## School-Wide Goals

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 develop skills which enable graduates to practice in their career choices; and
- develop attitudes which encourage a life-long commitment to quality teaching and learning.

## Graduate Degrees Offered at the Master's, Specialist, and Doctoral Levels in the Adrian Dominican School of Education

<b>Interdisciplinary Units</b>	
<b>Clinical Practice</b>	
Counseling, M.S. With specializations in: Clinical Mental Health Counseling* Clinical Rehabilitation Counseling Marital, Couple, Family Counseling/Therapy*	School Counseling* Counseling, Ph.D. With specialization in: Marital, Couple, Family Counseling/Therapy* School Psychology, M.S., S.S.P. **, +

<b>Curriculum, Pedagogy, and Research</b>	
<p>Curriculum and Instruction, M.S.                      With specializations in:                          Early and Middle Childhood Education                          English                          Mathematics Education                          Social Sciences</p> <p>Exceptional Student Education (ESE), M.S.                      Endorsement (Non-degree):                          Autism</p> <p>Montessori Early Childhood Education, M.S., Ed.S.**                      Montessori Elementary I &amp; II Education, M.S., Ed.S.**                      Reading, M.S.**, Ed.S.                      Reading Endorsement ** (Non-degree)</p>	<p>Curriculum and Instruction, Ph.D.                      With specializations in:                          Curriculum Evaluation and Research                          Early and Middle Childhood Education                          Special Education                          Reading, Literacy and Cognition                          Teaching English to Speakers of Other                          Languages (TESOL)</p>

<b>Leadership Studies</b>	
<p>Educational Leadership, M.S., Ed.S.                      Higher Education Administration, M.S.                      Human Resource Development (HRD), M.S.</p>	<p>Organizational Leadership (O.L.), Ed.D.                      With specializations in:                          Educational Leadership,                          Human Resource Development (HRD)                          Higher Education Administration</p>

**Certificates Offered in the Adrian Dominican School of Education**

The following certificates are available to professionals in related fields seeking to develop proficiency in working with specialized populations. These certificate programs require individuals to hold a Bachelor’s Degree from an accredited university.

- Adult Literacy Certificate
- Autism Certificate
- Instructional Design Certificate

\*Indicates programs that are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

\*\*Indicates programs that are approved by the Florida State Department of Education.

\*\*\*Indicates programs that are accredited by the Montessori Accreditation Council for Teacher Education.

+Indicates program that is approved by the National Association of School Psychologists.

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**Program Sites**

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The School of Education programs are offered both on the main campus in Miami Shores and at a variety of off-campus sites throughout Florida and the Caribbean. See the Barry University website at [www.barry.edu](http://www.barry.edu) for locations of off-campus sites.

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**Course Delivery Formats**

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Programs in the Adrian Dominican School of Education offer courses in multiple delivery formats to include: face-to-face, hybrid, or fully online (either synchronous or asynchronous). As appropriate, students will be provided instruction related to the course format, technology requirements, and course management system. All delivery formats meet the same requirements for course integrity and rigor.

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## General Requirements for Full Admission (Master's Level)

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The following are reviewed through a holistic, multi-factor approach:

A baccalaureate degree from a regionally accredited or internationally recognized college or university. Official transcript of Bachelor's degree or highest degree earned must be submitted.

A minimum GPA of 3.0 is required for admission. Candidates with less than a 3.0 cumulative GPA for their Bachelor's degree will be required to take the GRE or MAT for full admittance. However, provisional acceptance may be granted for up to 6 credits.

To meet the recommendation requirement, a current professional resume, to include work history/experience and two references with phone and email contact information may be submitted, or the applicant may submit two professional letters of recommendation on letterhead, or two recommendation forms available through the MyBarry portal. For the Counseling Programs, one letter must be from a former instructor or academic advisor.

To meet the Statement of Purpose requirement, applicants must respond to the prompts provided as part of the online application process.

International applicants whose previous college or university studies were not in English must earn a minimum score of 550 on the Test of English as a Foreign Language (TOEFL) or 70 on the internet-based versions of this test. Applicants must also satisfy all criteria which are outlined in the section of the University Graduate Catalog on International Applicants. If an applicant submits the IELTS results, Barry University requires a band score of 6.5 or higher. Visit <http://www.barry.edu/future-students/graduate/admissions/gradrequirements.html> for additional instructions on application for international students.

In order to be reviewed for admission to the program, all of the above items should be submitted before applicants register for their first courses. Applicants may be granted provisional acceptance and may be allowed to register for six credit hours while stipulated admission or academic requirements are being satisfied. **In this situation, full admission to the program is neither implied nor guaranteed.**

**Note:**

*Falsification of any information in this documentation will be considered a violation of the University's Academic Dishonesty Policy and appropriate measures will be taken. Measures may include rejection of an application or dismissal from the degree program, if the applicant has begun course work.*

### Additional Requirements for State Approved Programs

The student has the sole responsibility to comply with and to maintain currency with the Florida Department of Education certification requirements. The student is responsible for securing the application and submitting the necessary documents and fees to the State to be eligible for the certificate.

- Recent score on the Miller Analogies Test or Graduate Record Examination for a state-approved teacher certification program for undergraduate cumulative grade point average between 2.5 and 2.999.
- Other requirements for full admission may vary by program.

### Additional Requirement for Reading and Educational Leadership

- A valid Florida Professional Teacher Certification (for M.S. REA certification only).

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## General Requirements for Full Admission (Specialist Level)

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The following are reviewed through a holistic, multi-factor approach:

- Completed application including applicant's statement of purpose and goals;
- Original transcripts from all post-secondary institutions attended;
- Bachelor's degree from a regionally accredited or internationally recognized college or university with appropriate credits in related disciplines and/or professional education courses as indicated by transcripts;
- Master's degree from a regionally accredited or internationally recognized college or university, as indicated by transcripts;

- Undergraduate cumulative grade point average of 3.00 (B) or higher (on a 4 point scale);
- Graduate grade point average of 3.0 (B) or higher (on a 4 point scale); and
- Two (2) recent letters of professional recommendation for graduate study; for the Counseling programs, one letter must be from a former instructor or academic advisor.

#### **Additional Requirement for Educational Leadership**

- A valid Florida Professional Teacher Certification.

#### **Additional Requirements for Reading**

- Graduate grade point average of 3.25 or higher (on a 4 point scale), and
- Acceptable and recent score on the MAT or GRE (may be waived by the Dean).

### **General Requirements for Full Admission (Doctoral Level)**

The following are reviewed through a holistic, multi-factor approach:

- Completed application, including submission of required essays;
- Original transcripts from all post-secondary institutions attended;
- Master's or higher degree from a regionally accredited or internationally recognized college or university;
- Graduate grade point average of at least 3.25;
- Graduate Record Examination (GRE) scores in all three areas: Verbal, Quantitative, and Analytical Writing; scores must be from a test date within five years of date of application;
- Three recent letters of professional recommendation for doctoral study; and
- An interview with two faculty members in the program.

The following are application deadlines for priority consideration to the doctoral degree program(s).

<b>Start Term</b>	<b>Application Due to Enrollment Services</b>
Fall	June 1
Spring	October 1
Summer	February 1

The Ph.D. in Counseling and the Ph.D. in Curriculum and Instruction have **only** a Fall start term with applications due to Enrollment Services by March 1.

### **Provisional Admission (Master's and Specialist Levels)**

- Provisional acceptance may vary by program.
- For teacher certification programs, if the undergraduate cumulative grade point average is between a 2.5 and a 2.99, the student may be admitted provisionally for one semester. Full acceptance into a graduate teacher certification program is contingent upon a minimum GPA of 3.0 in graduate studies during the provisional admission period.
- For a GPA below 3.0, a recent score on the Graduate Record Examination (GRE) or the Millers Analogies Test (MAT) is required (may be waived by the Dean).
- Applicants who have been provisionally accepted must complete all outstanding admission requirements before they are fully admitted and permitted to register beyond the credit limit. That limit is six (6) credits for all programs *except* Montessori, for which the limit is nine (9) credits; and Organizational Learning and Leadership (OLL), Counseling, and School Psychology, for which the limit is 12 credits.



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### Provisional Admission (Doctoral Level)

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Applicants who have been provisionally accepted must complete all outstanding admission requirements before they are fully admitted and permitted to register beyond the credit limit. That limit is six (6) credits for all doctoral programs.

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### Admission to Class (Master's & Specialist Levels)

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Applicants who have not completed the application process may be permitted to take up to six (6) graduate credits on the basis of a signed application and proof (copy of diploma or transcript) of a bachelor's degree (master's degree for specialist level) from a regionally accredited or internationally recognized institution of higher education. The limit is 12 credits for OLL, Counseling, and School Psychology. Any of the courses taken under Admission to Class status may be applied to a degree program with the advisor's approval only after the student is fully accepted and admitted and only if he/she applies to a particular program within the limited number of hours. Students under this status will not be allowed to register for courses beyond the credit limit. Student is not eligible for financial aid during admission to class status.

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### Admission to Class (Doctoral Level)

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Applicants may be permitted to take two (2) doctoral courses [six (6) credits] on the basis of a signed application and proof of a master's degree from a regionally accredited or internationally recognized institution of higher education, with the approval of the specialization coordinator. The limit is three (3) doctoral courses [nine (9) credits] for students in the Ph.D. in Counseling.

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### Non-Degree and Guest Students

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The normal limit is 6–12 credits, as noted above in the Admissions Section. Exceptions will be considered by the Office of the Dean. Those admitted to the Graduate Reading Endorsement program may take up to 15 credits.

Any of the courses listed in the Adrian Dominican School of Education section of this catalog may be taken for recertification.

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### Transfer Credit

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- A maximum of six (6) graduate credit hours may be transferred from an accredited or internationally recognized college/university as appropriate to the program. (See Transferability of Credits section under Academic Information at the front of this catalog.)
- Coursework must be relevant to the discipline, with a grade of B or higher (3.0 on a 4 point scale).
- Credits must be earned within the seven (7)-year or eight (8)-year time limitation for the degree.
- Courses must not have been applied towards another degree.
- Must be approved by the advisor and the Office of the Dean.

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### Requisites

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All matriculated students in M.S. and Ed.S. programs must take EDR 601 Methodology of Research (M.S.) or EDR 708 Directed Research (Ed.S.), respectively, ordinarily within the first 6–15 semester hours of their program.

All students must purchase a LiveText membership in their first semester of enrollment. Students are required to use LiveText in all courses to submit class assignments. LiveText memberships can be purchased at the University Book Center. This one-time purchase, which is comparable in price to the cost of a textbook, lasts for duration of your time at Barry University and continues for up to a period of five years from purchase date.

Any student who earns an IP in a course must be enrolled in the program specific Continuous Enrollment course during subsequent semesters until requirements are complete.

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### Standards of Progress (Master's and Specialist Levels)

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All students must maintain a cumulative grade point average (GPA) of 3.0 or higher to remain in good academic standing and to graduate. Any student who receives less than a 3.0 and/or more than two (2) C's in the program is subject to departmental or School action, including dismissal. Failing grades must be replaced by a passing grade in the same course or the student is subject to dismissal. Not maintaining good standing (3.0) may result in probationary action. During the probation, students must meet requirements to be in good standing by the end of two (2) semesters or face dismissal.

The faculty and the Office of the Dean of the Adrian Dominican School of Education reserves the right to retain, progress, matriculate, and graduate those students who, in the judgment of the faculty, satisfy the requirements of scholarship and personal suitability.

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### Standards of Progress (Doctoral Level)

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All students must maintain a cumulative grade point average (GPA) of 3.25 or higher to remain in good academic standing and to graduate. Any student who receives less than a 3.25 and/or more than one (1) C in the program is subject to departmental or School action, including dismissal. Failing grades must be replaced by a passing grade in the same course or the student is subject to dismissal. Not maintaining good standing (3.25) may result in probationary action. During the probation, students must meet requirements to be in good standing by the end of two (2) semesters or face dismissal.

The faculty and the Office of the Dean of the Adrian Dominican School of Education reserves the right to retain, progress, matriculate, and graduate those students who, in their judgment, satisfy the requirements of scholarship and personal suitability.

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### Grades

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Grades in graduate courses in the Adrian Dominican School of Education are A, B, C, and F. A course in which an F is received may be retaken only once.

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### Incomplete Grades

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A student who is passing a course, but has not completed all the required work because of extenuating circumstances (e.g., accident, severe or long term illness, and death in the immediate family) may, at the discretion of the instructor, receive a grade of Incomplete ("I").

The grade of Incomplete is neither passing nor failing, and is not used in computing a student's grade point average; it indicates a grade deferred. Unfinished work must be completed and submitted to the instructor no later than two weeks before the end of the semester following the semester in which the Incomplete grade was obtained. Should the work not be submitted or completed within these timeframes, the Incomplete grade will automatically be converted to an "F."

The grade of "I" is not to be used to allow students to complete field experiences, or to subsequently do extra work to raise the grade earned during the regular semester in which the course was taken. Individuals with an Incomplete during their graduation semester will forfeit graduation and must re-apply as well as encumber existing graduation fees.

Incomplete grades used for practicum and/or internship courses are denoted by a grade of "IP," In Progress.

All course work for the IP grade must be completed and submitted to the instructor within the time limit established for the degree. If not, the grade of "NC" will be assigned.

Each semester that the student has an "IP" that has not been completed, the student must be enrolled for one credit of Continuous Enrollment.

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### **Additional Information**

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Criminal background checks, including fingerprinting, are required of all students in programs which include field-based or clinical experiences. Criminal background checks, including fingerprinting, are typically required of students who are working with minor children in any capacity. Students incur all costs associated with criminal background checks, including fingerprinting.

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### **Comprehensive Exams (Master's and Specialist Levels)**

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Comprehensive exams are required for some master's and specialist degree programs. A student who fails the examination, or a portion thereof, may request to take the examination (or portion) a second time. The comprehensive exam may only be taken twice.

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### **Comprehensive Exams (Doctoral Level)**

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Comprehensive exams are required for all doctoral degree programs. A student who fails the examination, or a portion thereof, may request to take the examination (or portion) a second time. The comprehensive exam may only be taken twice. A student who fails the comprehensive exam a second time may not proceed further and will be dismissed from the doctoral program.

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### **General Graduation Requirements for State-Approved Programs**

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All requirements for Florida certification must be achieved before the University recommends the student for graduation. These requirements include:

- Successful demonstration of the Ten Educational Leadership Standards or the Florida Principal Leadership Standards (Students must meet current standards in place at time of graduation).
- Successfully pass all State exams for licensure as appropriate to each program. Scores must be received prior to the graduation date.

In order to complete their major, all students seeking Florida state certification, including endorsements, must comply with any new requirement prescribed by the State with or without notification in this Catalog. As the State implements new requirements for certification or endorsement, they will be compulsory with or without notice in this Catalog. The student has the sole responsibility to comply with and to maintain currency with the State Department of Education's certification or endorsement requirements. The student is responsible for securing the application and submitting the necessary documents and fees to the State to be eligible for the certificate and/or endorsement.

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### **General Graduation Requirements (Master's and Specialist Levels)**

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- Successful completion of the stated number of required semester hours for each program, including the requisites listed, and all required specialization courses.
- Obtain an overall GPA of 3.0 with no more than two C's. Limit is one C in School Psychology.
- Passing grade on a final written and/or oral comprehensive examination in a specific area of specialization (in some programs, a different "culminating experience" is required); a 3.0 GPA is required before taking the comprehensive exam in programs that require the exam.
- Seven (7) years are permitted to complete degree requirements from the date of initial matriculation.

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### General Graduation Requirements (Doctoral)

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- Successful completion of the stated number of required semester hours for each program, including the requisites listed and all required specialization courses.
- Obtain an overall GPA of 3.25 with no more than one C.
- Passing grade on a final written comprehensive examination in a specific area of specialization; a 3.25 GPA is required before taking the comps.
- Eight (8) years are permitted to complete degree requirements from the date of initial matriculation.
- Successful defense of a completed dissertation or successful completion of a Dissertation in Practice for Doctor of Education, specialization in HRD or Educational Leadership.

# Clinical Practice

Program Directors:

Agnes Shine, Ph.D., School Psychology  
Lauren Shure, Ph.D., Counseling (Masters)  
Raul Machuca, Ph.D., Counseling (Ph.D.)

Faculty: Casani, Feldman, Machuca, Maki, Ney, Roseman, Rudes, Sacco-Bene, Shatz, Shine, Shure

## Counseling Programs Master of Science in Counseling Mission Statement

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The mission of the Master's Counseling Program at Barry University is to provide education and training in clinical assessment, leadership, and counseling practice. Consistent with this mission is the goal of graduating ethical professionals with expert knowledge and skills in counseling practice. The Counseling Program espouses the four core values set forth in the mission of the Adrian Dominican School of Education and Barry University: knowledge and truth, inclusive community, social justice, and collaborative service. Our Program is a community of learners in which the study, development, and improvement of effective practice is promoted through scholarly and critical analysis. The Program fosters an inclusive academic atmosphere that encourages collaboration, respect, and sharing of ideas. In keeping with the importance of diversity and multiculturalism, the Program expects students to accept social responsibility and place value on the function of social justice in the curriculum and society. The Program is also committed to offering services to communities for various human, social, economic, and environmental problems.

### Program Goals

1. Develop the knowledge of counseling theories and the respective skills and techniques, and their application in counseling relationships with individuals, couples, families, and groups within a variety of practice settings and contexts in a multicultural society;
2. Develop the knowledge and skills to interpret the results of clinical assessments, evaluate professional research, and apply to counseling practice;
3. Develop a counselor professional identity, adhere to ethical counseling practice, and promote social justice, advocacy, and wellness; and
4. Develop knowledge of social and cultural diversity, advocacy, human growth and development, career development, and group work and to apply this knowledge to the counseling process.

### Clinical Mental Health Counseling Specialization Student Learner Outcomes

1. Describe historical perspectives and development of the clinical mental health counseling specialty;
2. Apply knowledge and skills to provide counseling in a clinical mental health setting or agency;
3. Distinguish the specific roles and functions of the clinical mental health counselor;
4. Apply the knowledge and skills necessary to function as part of a multi-disciplinary clinical mental health team in a community agency, with other mental health service providers;
5. Develop a knowledge and understanding of psychopathology and psychopharmacological medications as applied to mental health counseling; and
6. Apply ethical, legal, and professional considerations related to the practice of clinical mental health counseling.

### Clinical Rehabilitation Counseling Specialization Student Learner Outcomes

1. Describe the history, philosophy, and trends in rehabilitation counseling;
2. Apply knowledge and skills to provide clinical rehabilitation counseling in a rehabilitation counseling setting or agency;

3. Distinguish the specific roles and functions of rehabilitation counselors in various practice settings and the importance of relationships between counselors and other professionals;
4. Demonstrate knowledge of legal and ethical standards relevant to clinical rehabilitation counseling;
5. Demonstrate the knowledge of implications of environmental, attitudinal, and individual barriers for people with disabilities; and
6. Apply principles and practices of rehabilitation counseling concerning issues such as etiology, diagnosis, treatment, and referral for clients with disabilities and appropriate use of assistive technology principles to enhance client quality of life.

### **Marital, Couple, Family Counseling/Therapy Specialization Student Learner Outcomes**

1. Describe historical perspectives and development of marital, couple, and family counseling/therapy as a specialization;
2. Distinguish the specific roles and functions of marital, couple, and family counselors;
3. Classify influences of culture, family life cycle, diversity, and societal trends on the practice of marital, couple, and family counseling/therapy;
4. Apply a systemic perspective to client behaviors and the processes of problem-formation, problem-maintenance, and problem-resolution;
5. Define the major and emerging models and theories of marital, couple, and family counseling/therapy; and
6. Develop skills in marital, couple, and family counseling/therapy interviewing, assessment, and intervention.

### **School Counseling Specialization Student Learner Outcomes**

1. Develop knowledge, skills, and practices necessary to provide counseling and developmental guidance activities that promote academic, career, and personal/social development of all K–12 students;
2. Apply knowledge and skills of comprehensive developmental guidance programs in a K–12 school setting;
3. Distinguish the specific roles and functions of the school counselor;
4. Demonstrate knowledge of legal and ethical standards relevant to school counseling;
5. Demonstrate the knowledge and skills necessary to consult with teachers, administrators, parents, and other professionals within the school setting; and
6. Apply appropriate processes and technology in comprehensive counseling program development, implementation, and evaluation that include counseling, prevention, intervention, diversity, and advocacy.

### **Prerequisites for Clinical Experience Classes**

For the Master of Science in Counseling degree program, attainment of a minimum grade of “B” or higher in CSL 694 is a prerequisite of CSL 693, CSL 695, CSL 696, or CSL 697.

### **Program Outline**

All counseling specializations require completion of 42 semester hours of core courses plus the stated required courses for each specialization:

<b>Core Courses</b>			<b>42 credits</b>
CSL	501	Orientation to the Counseling Profession*	3
CSL	588	Crisis Intervention	3
CSL	600	Legal & Ethical Issues in Counseling*	3
CSL	610	Human Growth and Development*	3
CSL	621	Psychological Measurements	3
CSL	629	Social and Cultural Issues in Counseling	3
CSL	652	Individual Counseling Procedures*	3
CSL	653	Career Development and Life Work Planning	3
			<i>Continued</i>

<b>Continued</b>			
CSL	658	Group Counseling Procedures	3
CSL	680	Family Counseling and Therapy*	3
CSL	686	Counseling Theories and Interventions*	3
CSL	694	Counseling Practicum**	6
EDR	601	Methodology of Research*	3

\*Required in first year of coursework.

**Note:**

Each counseling program area of specialty (i.e., “marriage, couple, and family counseling/therapy,” “clinical mental health counseling,” “clinical rehabilitation counseling,” and “school counseling”) requires completion of a clinical field experience—consisting of a practicum course (CSL 694), followed by an internship experience (CSL 693, CSL 695, CSL 696, or CSL 697)—in a clinical setting appropriate to the student’s area of specialization. A Lab Fee and Insurance Fee are assessed for practicum and internship courses.

\*\*Any student who earns an IP in Practicum or Internship must be enrolled in CSL 700 during subsequent semesters until hours are complete.

**Areas of Specialization**

The counseling specializations require the following:

**Clinical Mental Health Counseling (21 Credits)**

The Clinical Mental Health Counseling specialty provides the coursework necessary for functioning as a clinical mental health counselor in applied settings and addresses the academic requirements for licensure as a mental health counselor in the State of Florida, and many other states.

CSL	569	Psychopathology: Diagnosis and Treatment in Counseling	3
CSL	589	Introduction to Mental Health Counseling	3
CSL	605	Treatment of Substance Abuse in Counseling	3
CSL	650	Human Sexuality	3
CSL	695	Clinical Mental Health Counseling Internship	6
One approved elective course			3
CMHC Program Specialty			63 credits

**Clinical Rehabilitation Counseling (24 Credit Hours)**

The Clinical Rehabilitation Counseling specialty provides the coursework necessary for functioning as a clinical rehabilitation counselor and addresses the academic requirements for licensure as a mental health counselor in the State of Florida, and many other states. Graduates will also meet eligibility requirements for the Certified Rehabilitation Counselor (CRC) credential.

CSL	569	Psychopathology: Diagnosis and Treatment in Counseling	3
CSL	605	Treatment of Substance Abuse in Counseling	3
CSL	635	Medical and Psychological Aspects of Disability	3
CSL	650	Human Sexuality	3
			<i>Continued</i>

<b>Continued</b>			
CSL	672	Foundations of Clinical Rehabilitation	3
CSL	677	Rehabilitation Issues	3
CSL	697	Clinical Rehabilitation Counseling Internship	6
Clinical Rehabilitation Counseling Program Specialization			66 credits

### **Marital, Couple, Family Counseling/Therapy (24 Credits)**

The Marital, Couple, Family Counseling/Therapy specialty provides the coursework necessary for meeting licensure academic requirements as a marriage and family therapist in the State of Florida, and most other states, and also as a licensed professional counselor (LPC) in many states. The curriculum focuses on brief, relational-systemic perspectives for understanding and working with couples and families.

CSL	569	Psychopathology: Diagnosis and Treatment in Counseling	3
CSL	605	Treatment of Substance Abuse in Counseling	3
CSL	650	Human Sexuality	3
CSL	687	Marriage and Family Systems	3
CSL	688	Marital and Couples Counseling and Therapy	3
CSL	689	Issues in Marriage and Family	3
CSL	696	Couples, Marriage and Family Counseling Internship	6
MCFC Program Specialization			66 credits

### **School Counseling (18 Credit Hours)**

The School Counseling specialization program in counseling meets the academic requirements for provisional certification as a school counselor in the State of Florida.

CSL	586	Student Services Personnel within the Public Schools	3
CSL	612	Child Guidance and Therapy	3
SPY	571	Exceptionality in Learning and behavior	3
CSL	682	Consultation Procedures	3
CSL	693	School Counseling Internship	6
School Counseling Program Specialization			60 credits

**Students in all specializations must pass comprehensive examinations.**

### **Additional Specializations and Licensure/Certification Information**

A student may complete more than one area of specialization by completing all program specialization courses, practicum, and an internship in each specialization. Only students who have completed the licensure/certification requirements for a given specialization will be endorsed for employment in that area. It is the sole responsibility of the student to comply with the requirements for licensure in the State of Florida (and other states, as appropriate) and to keep up to date with any changes in licensure and/or certification requirements that may take effect during their program of study.

### **Course Times**

The majority of course class sections are offered in 4:00–7:00 p.m. and 7:00–10:00 p.m. time slots (Monday–Thursday). Classes offered in the Bahamas cohort are typically taught in an intensive weekend format—every other weekend—over an eight-week term. Summer classes typically meet twice per week for 3.5 hours over two (2) six-week terms. Students are encouraged to take at least 18 credits per year in order to facilitate completion of the program in a timely fashion.



### Additional Information and Admission Requirements

A personal interview may be required of students seeking the M.S. in Counseling degree program. Criminal background checks, including fingerprinting, are required of all students in the School Counseling Specialization prior to commencement of practicum and internship field experiences. Criminal background checks, including fingerprinting, are typically required of students in all other specializations who are working with minor children in any capacity. At the Program's discretion, criminal background checks, including fingerprinting, may be required.

### Additional Requirements: Professional Standards for Matriculation and Graduation

All students are expected to uphold personal and professional ethical standards and practices both inside and outside of the classroom. Adherence to such personal and professional ethical standards is an intrinsic and essential component of the professional standards of the counseling field. All students must adhere to the "Code of Ethics and Standards of Practice" of the American Counseling Association.

Professional liability insurance coverage is required during enrollment in the clinical components of the Counseling Program. Please note: Student membership in the American Counseling Association currently provides professional liability insurance. ACA membership information may be found at [www.counseling.org](http://www.counseling.org).

The Counseling faculty has a responsibility to society and to the profession to matriculate and graduate only ethical and competent counseling professionals. Therefore, the following professional standards are required for matriculation and graduation from the Counseling Program:

- The student must be able to participate in oral demonstrations, presentations, and role-plays of counseling situations and be video-recorded for the purposes of developing skills and receiving supervisory feedback;
- Because counseling professionals must be able to respond immediately in counseling and crisis situations, the student must be able to participate in role-plays or other practice simulations as a counselor without advance knowledge of the scenario or preparation for the role-play;
- The student must be able to conduct a counseling session with actual clients under live or video-recorded supervision;
- The student must be able to participate in reflecting team processes during live clinical supervision;
- The student must be able to communicate and interact respectfully and sensitively with clients;
- The student must be able to communicate effectively in oral and in written form with all referral sources, (e.g., court and community agencies);
- The student must be able to communicate effectively in oral and in written form with all members of a mental health care team; and
- The student must possess the emotional and mental health needed for the full use of one's intellect, perception, and sound judgment; such emotional and mental health is required for the efficient completion of all responsibilities related to the diagnosis, treatment, and referral of clients and to the communication with others in the mental health care network.

The Counseling faculty reserves the right to refer a student to a qualified mental health professional for consultation, assessment, and treatment as may be warranted, as a condition of continuation in the Counseling Program. Graduation from the program is recommended when students are determined by the School of Education to be personally, academically, and clinically ready for entry into the counseling profession.

### Student Counseling Organizations

The Barry University Counseling Program sponsors and supports two (2) student counseling organizations. The Counseling and School Psychology Association (CSPA) and Chi Sigma Iota—Beta Upsilon are professional student and alumni associations offering educational and social experiences. The Beta Upsilon chapter of Chi Sigma Iota is an award-winning international honor society of counseling professionals dedicated to excellence in scholarship, research, and clinical practice.

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## Doctor of Philosophy in Counseling

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### Ph.D. Program Overview

The Ph.D. Program in Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) as a doctoral-level counseling program in “Counselor Education and Supervision.” A unique aspect of the program is a specialization emphasis in the area of “Marital, Couple, and Family Counseling/Therapy.”

### Mission Statement

The mission of the Doctoral Program in Counseling at Barry University is to provide advanced education and training in clinical practice, leadership, research, supervision, and teaching. Consistent with this mission is the goal of graduating doctoral-level ethical professionals with expert knowledge and skills in counseling, leadership, supervision, counselor education, and conducting and evaluating research relevant to the profession. These professionals are committed to continued development and promotion of the profession of counseling.

The Doctoral Program in Counseling espouses the four core values set forth in the mission of the Adrian Dominican School of Education and Barry University: knowledge and truth, inclusive community, social justice, and collaborative service. The Doctoral Program is a community of learners in which the study, development, and improvement of effective counseling theories are promoted through scholarly and critical analysis. The Doctoral Program fosters an inclusive academic atmosphere that encourages collaboration, respect, and sharing of ideas. In keeping with the importance of diversity and multiculturalism in counseling, the Program expects students to accept social responsibility and places great value on the function of social justice in the curriculum and society. The Program is also committed to offering services to communities for various human, social, economic, and environmental problems.

### Program Goals

1. Develop advanced knowledge and application of counseling theories and their respective skills and techniques in counseling relationships with individuals, couples, families, and groups within a variety of practice settings and contexts in a multicultural society.
2. Develop advanced appraisal skills in the use of models and methods of clinical assessment and use of data in treatment planning.
3. Demonstrate a counselor professional identity, adhere to ethical counseling practice, and promote social justice, advocacy, and wellness within clinical supervision and counselor education contexts.
4. Develop understanding and application of instructional theories and methods relevant to counselor education.
5. Develop knowledge of major and emerging theories and practices of counselor supervision.
6. Evaluate, design, and conduct counseling research, particularly in the area of marriage, couple, and family counseling/therapy.
7. Develop knowledge and skills to assume leadership positions in the counseling profession including academic, clinical, professional counseling organizations, and administrative.

### Student Learner Outcomes

1. Apply advanced knowledge of counseling theories and their respective skills and techniques in counseling relationships with individuals, couples, families, and groups within a variety of practice settings and contexts in a multicultural society.
2. Apply, from a systemic perspective, knowledge of contextual elements and client behaviors to the processes of problem-formation and change.
3. Demonstrate knowledge of major and emerging theoretical and practice models in marriage, couple, family counseling/therapy including social justice and multicultural implications of those models.
4. Demonstrate advanced interviewing, assessment, and intervention skills in marriage, couple, and family counseling/therapy.
5. Demonstrate knowledge and skills of wellness, prevention, and relationship enhancement programs in the practice of marriage, couple, and family counseling/therapy.

### Admissions Requirements

- Completed application including statement of purpose which serves as an academic writing sample;
- Master’s or higher degree in counseling or a related mental health field from a regionally accredited or internationally recognized college or university;

- Graduate GPA of at least 3.25;
- Official Transcripts from all undergraduate and graduate programs attended;
- Graduate Record Examination (GRE) in all three areas: Verbal, Quantitative, and Analytical Writing; scores must be from a test date within five (5) years preceding application;
- Three (3) recent letters of professional recommendation [one (1) must be academic instructors or advisors] regarding the prospective student’s capacity to successfully complete a research-oriented doctoral program;
- Resume; and
- Successful completion of an interview with faculty member(s).

Students who have limited academic credentials may be required to take Master’s level courses that will not be applied towards the doctoral degree.

This program can accommodate only a limited number of students; therefore, there is a possibility of being denied admission even when all criteria are met. The Counseling Program reserves the right to refuse student entrance or terminate a student after admission to the doctoral program if, in the judgment of the faculty, the student demonstrates unacceptable personal fitness to work in the counseling field with children, youth, and/or adults.

A two-step process is used for screening applicants for program admission:

1. The Ph.D. program admissions committee will review application materials followed by a personal interview, and
2. The Ph.D. program approves or disapproves the application and makes its recommendation to the Dean of the School of Education.

**Additional Admissions Requirements**

At the time of application to the Ph.D. program, students must identify transfer courses. Upon program approval, a maximum of six (6) post-master’s credits may be transferred into the student’s program of study. Courses must have been taken within eight (8) years of the date of admission and must have an earned grade of “B” or better. Graded course credits earned at institutions outside of the United States that are submitted for transfer consideration will be evaluated according to Barry University policies. Applicants must a) have graduated from a CACREP accredited Counseling Program or b) demonstrated that they have completed graduate coursework that meets (a) CACREP entry-level core curricular standards, (b) CACREP entry-level professional practice standards, and (c) CACREP entry-level curricular requirements of a specialty area (e.g., marriage, couple and family counseling/therapy) so that any missing content can be completed before or concurrently with initial doctoral-level counselor education coursework. Students without these co-requisites *may be* admitted into the doctoral program *with deficiencies*. A student admitted with deficiencies must meet with his or her doctoral advisor, prior to course enrollment, and outline a plan to take the required co-requisite coursework.

Orientation to Counseling Crisis Intervention Psychopathology: Diagnosis and Treatment in Counseling Legal and Ethical Issues in Counseling Research Methodology Treatment of Substance Abuse in Counseling Human Growth and Development Psychological Measurements Social and Cultural Issues in Counseling Human Sexuality	Individual Counseling Procedures Career Development and Life Work Planning Group Counseling Procedures Family Therapy Counseling Theories and Intervention Marriage and Family Systems Marital Therapy Issues in Marriage and Family Counseling Practicum Counseling Internship (minimum of 600 clock hours)
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## Ph.D. Program Curriculum Outline

<b>Counseling Core Courses</b>			
CSL	740	Leadership in Counseling and Counselor Education	3
CSL	758	Advanced Counseling Procedures	3
CSL	761	Advanced Multicultural Issues in Counseling	3
CSL	765	Advanced Professional Issues in Counseling	3
CSL	768	Advanced Appraisal Techniques	3
CSL	784	Counseling Supervision	3

<b>Marital, Couple, and Family Counseling/Therapy Cognate Courses</b>			
CSL	729	Counseling for Change	3
CSL	763	Advanced Family Systems Theory	3
CSL	767	Advanced Counseling Techniques with Families	3

<b>Research Core Courses</b>			
CSL	798	Seminar in Counseling	3
HSE	705	Qualitative Methods	3
HSE	707	Quantitative Methods of Inquiry	3
HSE	706	Advanced Qualitative Methods	3
OR			
HSE	708	Advanced Quantitative Methods	3

<b>Clinical Courses*</b>			
CSL	786	Counseling Supervision Internship <sup>#</sup>	3
CSL	792	Counseling Leadership and Advocacy Internship <sup>#</sup>	3
CSL	794	Advanced Counseling Practicum <sup>#</sup>	3
CSL	795	Counseling Teaching Internship <sup>#</sup>	3

<b>Dissertation Courses</b>			
CSL	796	Dissertation Seminar	3
CSL	797	Dissertation	3
CSL	800	Continuous Matriculation**	1

**Note:**

\*Any student who earns an IP in CSL 786, CSL 792, CSL 794, or CSL 795 must be enrolled in CSL 700 during subsequent semesters until hours are complete.

\*\*Students are expected to enroll in CSL 800 Continuous Matriculation every subsequent semester until the dissertation is completed.

<sup>#</sup>A lab fee may be assessed for all Internship courses.

### Course Times

Doctoral courses are usually offered from 6:00–9:00 p.m. (Monday–Thursday). Summer classes typically meet for twelve weeks and meet from 6:00–9:30 p.m.

### Additional Information

Criminal background checks, including fingerprinting, are typically required of students who are working with minor children in any capacity. At the Program's discretion, criminal background checks, including fingerprinting, may be required. Costs encumbered through the criminal background checks and fingerprinting are the sole responsibility of the students.

### Degree Requirements

The doctoral degree requires that students complete a minimum of 57 post-master's credits as noted in the published curriculum. After completion of the three (3) dissertation credits, students must continually register for one (1) credit per semester until they have finished the dissertation and met all the requirements for the degree.

The Dr. Maureen Duffy Family Enrichment Center is the facility for supervised counseling and supervision-of-supervision. Rooms are set up for live viewing through closed circuit television with telephones and microphone-speakers for live supervision of counseling and live supervision-of-supervision.

### Other Requirements for the Ph.D. in Counseling Include

**Plan of study**—The published curriculum must be completed to satisfy the pre-dissertation academic requirements. The faculty advisor must approve modification of the plan of study.

**Residency**—Two (2) semesters of continuous registration for six (6) or more course credits.

**Standards of progress**—All students must maintain a cumulative grade point average (GPA) of 3.25 or higher to remain in good academic standing and to be eligible for graduation. Any student who receives two (2) C's in the program is subject to school action, including dismissal. Failing grades must be replaced by a passing grade in the same course or the student is subject to dismissal.

**Scholarly paper or workshop proposal**—Students are required to submit a scholarly paper to a counseling or counseling-related journal or a workshop proposal to a state, national, or international counseling or counseling-related conference. This must be submitted prior to student's eligibility to take comprehensive examination.

**Comprehensive examination**—A written examination taken upon completion of course requirements. A 3.25 GPA is required to take the comps.

**Admission to candidacy**—Upon passing the comprehensive examination and verification that all coursework and other requirements have been satisfied, admission to candidacy status allows a candidate to formally begin the dissertation.

**Research proposal and oral defense of said proposal**—This requirement must be completed prior to proceeding with the dissertation.

**Dissertation**—A written thesis which adds substantively to the theory and/or practice in the field of Counseling.

**Oral defense of the dissertation**—A public presentation of the results of the dissertation at which members of the Dissertation Committee and others are given the opportunity to ask questions before approving or disapproving the dissertation.

**Time limitations**—Requirements, including the dissertation, must be completed by the end of eight (8) calendar years beginning with the date the student first registers as a student for the Ph.D. in Counseling.

All fees must be paid and requirements for the degree must be completed and reported to the faculty advisor no later than two (2) weeks prior to graduation. Counseling doctoral applicants must have a Master's degree in Counseling, or in a closely related field, to be admitted to the Ph.D. program. To complete the Ph.D. in 57 credits, students must have the equivalent of a Master's degree in Marital, Couple, and Family Counseling and Therapy. Students matriculating in Counseling will be exposed to basic concepts and techniques in clinical intervention and treatment, research, and clinical supervision, and may apply these concepts and practices to employment in health and human service organizations, academic institutions, private practices, community mental health facilities, schools, addiction programs, and business settings where professional counselors are employed.

Students are required to complete a dissertation that demonstrates originality, creativity, and scholarship in the field of Counseling. Students who complete all the requirements for the Ph.D. degree will be properly equipped to lead and promote purposeful change in organizations, groups, and individuals.

### **Additional Requirements and Professional Standards for Matriculation and Graduation**

All students are expected to uphold personal and professional ethical standards and practices both inside and outside of the classroom. Adherence to such personal and professional ethical standards is an intrinsic and essential component of the professional standards of the counseling field. All students must adhere to the “Code of Ethics and Standards of Practice” of the American Counseling Association.

Professional liability insurance coverage is required during enrollment in the clinical components of the Counseling Program. Please note: Student membership in the American Counseling Association currently provides professional liability insurance. ACA membership information may be found at [www.counseling.org](http://www.counseling.org).

The Counseling Program faculty has a responsibility to society and to the profession to matriculate and graduate only ethical and competent counseling professionals. Therefore, the following professional standards are required for matriculation and graduation from the Counseling Program:

- The student must be able to participate in oral demonstrations, presentations, and role-plays of counseling situations and be video-recorded for the purposes of developing skills and receiving supervisory feedback;
- Because counseling professionals must be able to respond immediately in counseling and crisis situations, the student must be able to participate in role-plays or other practice simulations as a counselor without advance knowledge of the scenario or preparation of the role-play;
- The student must be able to conduct a counseling session with actual clients under live or video-recorded supervision;
- The student must be able to participate in reflecting team processes during live clinical supervision;
- The student must be able to communicate and interact respectfully and sensitively with clients;
- The student must be able to communicate effectively in oral and in written form with all referral sources; e.g., court and community agencies;
- The student must be able to communicate effectively in oral and in written form with all members of a mental health care team; and
- The student must possess the emotional and mental health needed for the full use of one’s intellect, perception, and sound judgment; such emotional and mental health is required for the efficient completion of all responsibilities related to the diagnosis, treatment, and referral of clients, and to the communication with others in the mental health care network

The Counseling Program faculty reserves the right to refer a student to a qualified mental health professional for consultation, assessment, and treatment—as may be warranted, as a condition of continuation in the Counseling Program. Graduation from the program is recommended when students are determined by the School of Education to be personally, academically, and clinically ready for entry into the counseling profession.

### **Student Counseling Organizations**

The Barry University Counseling Program sponsors and supports two (2) student counseling organizations. The Counseling and School Psychology Association (CSPA) and the Chi Sigma Iota—Beta Upsilon are professional student and alumni associations offering educational and social experiences. The Beta Upsilon chapter of Chi Sigma Iota is an award-winning international honor society of counseling professionals dedicated to excellence in scholarship, research, and clinical practice.

## **School Psychology Programs Master of Science in School Psychology Mission Statement**

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The mission of the Master’s and Specialist in School Psychology Programs at Barry University is to provide foundational and advanced education and training in clinical assessment, leadership, practice, and research. Consistent with this mission is the goal of graduating ethical professionals with expert knowledge and skills in the practice of school psychology. The School Psychology Programs espouse the four core values set forth in the mission of the Adrian Dominican School of Education and Barry University: knowledge and truth, inclusive community, social justice, and collaborative service. Our Programs are communities of learners in which the study, development, and improvement of effective practice is

promoted through scholarly and critical analysis. The Programs foster an inclusive academic atmosphere that encourages collaboration, respect, and sharing of ideas. In keeping with the importance of diversity and multiculturalism, the Programs expect students to accept social responsibility and place value on the function of social justice in the curriculum and society. The Programs are also committed to offering services to communities for various human, social, economic, and environmental problems. The Master’s Degree in School Psychology at Barry University is considered a foundational degree that is designed to prepare students for entry into the Specialist in School Psychology program or other areas of advanced graduate work. Completion of all courses in both the School Psychology Master’s degree program and the Specialist in School Psychology program is necessary for employment as a School Psychologist.

**Program Goals**

1. Prepare future school psychologists with the skills needed in today’s job market and in the future.
2. Prepare future school psychologists who can provide psycho-educational assessment services to all children.
3. Prepare future school psychologists who understand the unique needs of culturally and linguistically diverse children, their families, and educators within the schools and larger community.
4. Prepare future school psychologists who are able to conduct research and evaluate the efficacy of school-based programs and to integrate empirically based research into their practice as a school psychologist.
5. Prepare future school psychologists who use a problem solving approach when consulting with parents and educators and when designing, implementing, and evaluating interventions for academic or behavior concerns.
6. Prepare future school psychologists who work within ethical and legal guidelines.

**School Psychology Student Learner Outcomes**

1. Apply skills learned throughout the program when providing psychoeducational services to all children.
2. Select appropriate models of consultation and problem solving when working with parents and educators.
3. Apply research skills when to developing, implementing, and monitoring interventions for children and adolescents and when evaluating programs within the schools.
4. Demonstrate their ability to adhere to national and state guidelines for ethical/legal conduct.
5. Develop skills to support preventive services and the mental health functioning of children and adolescents within the school setting.
6. Demonstrate their knowledge of the content areas within school psychology.

**Additional Admission Requirements**

In addition to the requirements of the Adrian Dominican School of Education, requirements for admission include the following:

- Successful completion of at least 15 credit hours of undergraduate psychology; preferred courses include: Developmental Psychology, Abnormal Psychology, Theories of Personality, Tests and Measurement, Physiological Psychology, Psychology of Learning, Statistics, Research Methods and Design, Child and Adolescent Psychology, Biopsychology, Cognition.

**Program Outline (Minimum of 30 Credits)**

<b>Psychological Foundations</b>			<b>3 credits</b>
SPY	610	Human Growth & Development	3
<b>Educational Foundations</b>			<b>6 credits</b>
SPY	571	Exceptionality in Learning and Behavior	3
SPY	586	Student Services Personnel in the Public Schools	3

<b>Psychoeducational Evaluation Methods</b>			<b>9 credits</b>
EDR	601	Research Methodology	3
SPY	612	Psychoeducational Assessment of Children and Adolescents#	3
SPY	613	Intellectual Assessment of Children and Adolescents#	3

<b>Psychoeducational Interventions</b>			<b>12 credits</b>
SPY	620	Behavior Modification	3
SPY	629	Social and Cultural Issues	3
SPY	652	Individual Counseling Procedures	3
SPY	686	Counseling Theories and Intervention	3

#Lab fee assessed.

### Standards of Progress

Any student who receives less than a 3.0 and/or more than one C is subject to departmental or School action, including dismissal. Failing grades must be replaced by a passing grade in the same course or the student is subject to dismissal.

Because of the applied nature of the program and the variety of interpersonal relationships that the profession demands, successful applicants must demonstrate a high level of maturity and flexibility. The faculty in the School Psychology program reserves the right to recommend entry into personal counseling or psychotherapy as a condition of continuation in the School Psychology program. In cases of misconduct, including legal, ethical, or academic violations, the faculty will refer the case to the University Judicial Board. Student progress will be reviewed at least one time per year by faculty within the School Psychology program.

### Graduation Requirements

Students must earn a minimum of 30 semester hours with a minimum grade point average of 3.0 (B) with no more than one (1) C. If a student earns the C in any of the following courses, the course must be repeated: SPY 571, SPY 612, SPY 613, SPY 620, and EDR 601. Only one (1) course can be repeated. A student who receives a second C or a grade below a C in any course is subject to dismissal. Students must take and pass the General Knowledge portions on the Florida Teacher Certification Exam.

### Student Counseling Organizations

The Counseling and School Psychology Association (CSPA) is a professional student and alumni association offering educational and social experiences. Membership is open to any student in the department. In addition, students in the School Psychology program may be eligible for membership in Chi PSI, the National Honor Society for students in Psychology.

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## Specialist in School Psychology (S.S.P.)

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### Mission Statement

The mission of the Specialist in School Psychology Program at Barry University is to provide advanced education and training in clinical assessment, leadership, practice, and research. Consistent with this mission is the goal of graduating ethical professionals with expert knowledge and skills in the practice of school psychology. The School Psychology Programs espouse the four core values set forth in the mission of the Adrian Dominican School of Education and Barry University: knowledge and truth, inclusive community, social justice, and collaborative service. Our Programs are communities of learners in which the study, development, and improvement of effective practice is promoted through scholarly and critical analysis. The Program fosters an inclusive academic atmosphere that encourages collaboration, respect, and sharing of ideas. In keeping with the importance of diversity and multiculturalism, the Program expects students to accept social responsibility and place value on the function of social justice in the curriculum and society. The Program is also committed to offering services to communities for various human, social, economic, and environmental problems.



**Program Goals**

1. Prepare future school psychologists with the skills needed in today’s job market and in the future.
2. Prepare future school psychologists who can provide psycho-educational services to all children.
3. Prepare future school psychologists who understand the unique needs of culturally and linguistically diverse children, their families, and educators within the schools and larger community.
4. Prepare future school psychologists who are able to conduct research and evaluate the efficacy of school based programs and to integrate empirically based research into their practice as a school psychologist.
5. Prepare future school psychologists who use a problem solving approach when consulting with parents and educators and when designing, implementing, and evaluating interventions for academic or behavior concerns.
6. Prepare future school psychologist who work within ethical and legal guidelines.

**School Psychology Student Learner Outcomes**

1. Apply skills learned throughout the program when providing psychoeducational services to all children.
2. Select appropriate models of consultation and problem solving when working with parents and educators.
3. Apply research skills when developing, implementing, and monitoring interventions for children and adolescents and when evaluating programs within the schools.
4. Demonstrate the ability to adhere to national and state guidelines for ethical/legal conduct.
5. Apply skills learned to support preventive services and the mental health functioning of children and adolescents within the school setting.
6. Demonstrate their knowledge of the content areas within school psychology.

**Additional Admission Requirements**

In addition to the requirements of the Adrian Dominican School of Education, requirements for admission include the following:

- A master’s degree in School Psychology or a related field with a minimum of a 3.4 grade point average from a regionally accredited institution;
- Successful completion of at least 15 credit hours of undergraduate psychology, preferred courses include: Developmental Psychology, Abnormal Psychology, Theories of Personality, Tests and Measurement, Physiological Psychology, Psychology of Learning, Statistics, Research Methods and Design, Child and Adolescent Psychology, Biopsychology, Cognition;
- Passing score on ALL parts of the General Knowledge portion of the Florida Teacher Certification Exam (FTCE); and
- Two (2) recent letters of professional recommendation for graduate study.

Since all courses in the M.S. in School Psychology are considered foundational for the S.S.P. degree, students must complete the courses or the equivalent as determined by program faculty. In cases where the courses have not been completed, they will be added to the student’s S.S.P. requirements.

**Program Outline (Minimum of 41 Credits)**

<b>Psychological Foundations</b>			<b>9 credits</b>
SPY	552	Child and Adolescent Psychopathology <sup>#</sup>	3
SPY	569	Psychopathology	3
SPY	639	Introduction to Neuropsychology	3

<b>Educational Foundations</b>			<b>6 credits</b>
SPY	608	Research Design	3
SPY	682	Consultation Procedures	3

<b>Psychoeducational Evaluation Methods</b>			<b>8 credits</b>
SPY	614	Behavior and Personality Assessment of Children and Adolescent <sup>#</sup>	3
SPY	636	Psychological Assessment of Children 0-5 <sup>#</sup>	3
SPY	701	Directed Research* (1 credit each semester)	1-2

<b>Psychoeducational Interventions</b>			<b>6 credits</b>
SPY	642	Diagnostic Teaching Techniques	3
SPY	658	Group Counseling Procedures	3

<b>Field Placement</b>			<b>12 credits</b>
SPY	648	School Psychology Practicum <sup>##</sup>	6
SPY	649	School Psychology Internship <sup>##</sup>	6

\*If the directed research is not completed by the second semester enrolled, students must enroll in SPY 729 Continuous Enrollment in each subsequent semester until the Directed Research is completed.

<sup>#</sup>Lab fee assessed.

<sup>##</sup>Insurance fee assessed.

### Standards of Progress

Any student who receives less than a 3.0 and/or more than one (1) C is subject to departmental or School action, including dismissal. Failing grades must be replaced by a passing grade in the same course or the student is subject to dismissal.

Because of the applied nature of the program and the variety of interpersonal relationships that the profession demands, successful applicants must demonstrate a high level of maturity and flexibility. The faculty in the School Psychology program reserves the right to recommend entry into personal counseling or psychotherapy as a condition of continuation in the School Psychology program. In cases of misconduct, including legal, ethical, or academic violations, the faculty will refer the case to the University Judicial Board. Student progress will be reviewed at least one time per year by faculty within the School Psychology program.

### Graduation Requirements

Students must earn a minimum of 41 credits of graduate course work (at Barry University) beyond the master's degree (minimum of 30 credits) with a minimum grade point average of 3.0 (B) with no more than one (1) C. If a student earns the C in any of the following courses, the course must be repeated: SPY 552, SPY 614, SPY 636, SPY 648, and SPY 649. Only one (1) course may be repeated.

Prior to graduation, School Psychology Specialist students are required to have passed the Professional Knowledge and Subject Area tests of the Florida Teacher Certification Exam (FTCE) and the Praxis exam for School Psychologists. Specialist students must also present evidence that they have completed three (3) semester hours of teacher education in each of the following:

- reading/literacy,
- classroom management, and
- ESOL survey course.

School Psychology Specialist students must demonstrate competency in the 6 Florida Educator Accomplished Practices as required by the Florida Department of Education.

### Student Counseling Organizations

The Counseling and School Psychology Association (CSPA) is a professional student and alumni association offering educational and social experiences. Membership is open to any student in the department. In addition, students in the School Psychology program may be eligible for membership in Chi PSI, the National Honor Society for students in Psychology.

# Curriculum, Pedagogy, and Research

Program Directors:

Ruth Ban, Ph.D.—Curriculum & Instruction (Ph.D.)  
Carter A. Winkle, Ph.D.—Curriculum & Instruction (Masters)  
Judy Harris-Looby, Ph.D.—Exceptional Student Education  
Elizabeth Kpenkaan, Ed.S.—Montessori (Interim)  
Sam Perkins, Ph.D.—Undergraduate Education (B.S. with M.S. option)

Ombudsman: Sam Perkins, Ph.D.

Faculty: Ban, Buckreis, DiBello, Farrell, Gonzalez, Harris-Looby, Perkins, Ricketts-Duncan, Starratt G., Türegün, Winkle, Wolman.

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## Mission Statement

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The mission of the Curriculum, Pedagogy, and Research unit is to provide education practitioners with a broad foundation in curriculum and instruction that includes philosophical, historical, cultural, and critical perspectives. Faculty are committed to the preparation of teacher leaders, scholars, and researchers who will be thoroughly grounded in multiple aspects of curriculum, including constructs related to analysis, design, development, implementation, and evaluation of programs and models.

The programs provide grounding in research and related skills that will allow educators to engage in the critical praxis necessary to effectively adapt and adjust principles of curriculum, along with instructional and assessment strategies to meet the needs of a diverse student body and to be critically reflective about their own teaching practices. Coursework is intended to integrate theory and practice so as to prepare individuals who will have the necessary expertise and knowledge in order to be leaders in the improvement of learning and transformation of schools and organizations in a wide range of settings.

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## Master of Science in Curriculum and Instruction

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The Master of Science in Curriculum and Instruction program is offered through the Adrian Dominican School of Education (ADSOE) in collaboration with the College of Arts and Sciences. The program is a 36 credit hour program leading to a Master of Science degree. The program was designed to specifically meet the needs of educators currently working in schools who desire to strengthen their knowledge in the content areas. Working collaboratively with faculty in the ADSOE and the College of Arts and Sciences, graduates are provided with a solid foundation in a content area, along with advanced study in curriculum and pedagogy. The Master of Science in Curriculum and Instruction offers professional development opportunities for teachers. The aim of this program is to provide graduate courses which will lead to degrees in critical shortage areas where there is a need for highly qualified teacher leaders with content area expertise.

### Program Goals

The Master's in Curriculum and Instruction Program has six programmatic goals identified to be met throughout the program. Aligned with each programmatic goal, specific Student Learning Outcomes were identified. The Program Goals are as follows:

- design, develop, implement and evaluate effective, collaborative, and innovative P–12 learning contexts through an engaging, discipline-specific curriculum that incorporates evidence-based practice, appropriate materials, resources, and technologies;
- engage in on-going professional development for oneself and provide professional development opportunities for peers to ensure continuous improvement in their discipline and pedagogical practice;

- consider, reflect upon, and respect social and cultural influences on student learning within richly diverse educational settings and adapt curricular, instructional, and assessment practices using a social justice framework;
- continuously evaluate curricular, instructional, and assessment decisions as they impact the intellectual, social, emotional, and personal development of diverse learners;
- practice on-going interpretation and application of research as educational leaders; and
- continuously develop knowledge and expertise in the chosen disciplinary area(s).

### Student Learning Outcomes

The twenty-nine Student Learning Outcomes for the Master's in Curriculum and Instruction are fully articulated to each of the Program Goals identified above. Below is a brief sampling of Student Outcomes. The fully articulated alignment of Student Learning Outcomes to Program Goals is available <http://www.barry.edu/curriculum-and-instruction-ms/> by contacting the Master of Science in Curriculum and Instruction Department Chair Program Director.

- compare and contrast processes and/or approaches to curriculum development;
- implement innovative curriculum in tune with learning context;
- participate in professional development as related to one's goals;
- coordinate, mentor, and coach other teachers so as to provide professional development in specific content areas;
- foster awareness of social justice issues in education, taking purposeful action to advocate when necessary;
- critique and analyze historical, political, and social influences that impact curricular and instructional decisions;
- continuously meet learners' needs by supporting a responsive curriculum;
- evaluate multiple models for analyzing the curriculum and determining needed curricular changes;
- examine and evaluate current research in education and determine applicability to particular settings;
- apply knowledge of appropriate research methodology when evaluating curriculum and making instructional decisions; and
- apply disciplinary thinking to the development of rich conceptual subject matter understanding.

### Admissions Requirements

- Bachelor's degree from an accredited Institution;
- Minimum overall undergraduate GPA of 3.0 and minimum of 3.0 in the content major for GRE/MAT waiver;
- Application, transcript, and portfolio review by interdisciplinary admissions committee; and
- Writing sample.

### Prerequisites for Entrance into English and Social Sciences Content Area Specializations

#### *English*

- 30 credits in literature and/or writing at the 300 level or above,  
OR
- 12 credits in literature and/or writing at the 300 level or above
- And a passing score on the FLDOE Subject Area Examination for English\*

#### *Social Sciences*

- 30 credits in Social Sciences with at minimum:
  - 15 credits in Sociology (including Introductory and Social Problems courses)
  - 9 credits at the 300 level or above
  - 3 credits in American History
  - 3 credits in American Government,
 OR
  - 15 credits in Social Sciences
  - 3 credits in Sociology, including Introductory and two courses at the 300 level or above
  - 3 credits in American History
  - 3 credits in American Government
- And a passing score on the FLDOE Subject Area Examination for English\*

\*National Board Certification in a content area may be considered to supplant certain requirements for English and Social Sciences specialization

**Program Outline**

<b>Required Core Courses</b>			<b>21 credits</b>
EDR	601	Methodology of Research	3
EDU	513	Curriculum Development and Renewal	3
EDU	628	Historical and Contemporary Issues in Curriculum and Instruction	3
EDU	633	Pedagogical Principles and Practices	3
EDU	640	Mentoring and Collegial Coaching	3
EDU	651	Instructional Assessment and Decision Making	3
EDU	605	A. Action Research Practicum in Curriculum and Instruction: Early and Middle Childhood Education B. Action Research Practicum in Curriculum and Instruction: Mathematics Education C. Action Research Practicum in Curriculum and Instruction: Social Sciences D. Action Research Practicum in Curriculum and Instruction: English	3

<b>Areas of Specialization</b>		<b>15 credits</b>
Students select an area of specialization from the following:		
Early and Middle Childhood		
English		
Mathematics Education		
Social Sciences		

<b>Early and Middle Childhood Specialization</b>			<b>15 credits</b>
EDU	551	Problem Solving in Early and Middle Childhood Mathematics	3
EDU	566	Teaching Early and Middle Childhood Social Studies	3
EDU	594	Teaching Early and Middle Childhood Science	3
EDU	611	Reading, Literacy, and Thinking Skills	3
EDU	661	Community-Based Teaching and Learning	3

<b>English Specialization</b>			<b>15 credits</b>
ENG	506	Rhetorical Analysis	3
ENG	507	Shakespeare	3
ENG	515	Literature and Film	3
ENG	529	English Studies/Special Topics	3
ENG	561	Literature 1945-Present	3
ENG	576	Methods of Teaching English*	3

<b>Mathematics Education Specialization</b>			<b>15 credits</b>
EDU	679	Teaching and Learning Number and Operations	3
EDU	681	Teaching and Learning Data & Measurement	3
EDU	688	Teaching and Learning Algebraic Thinking	3
EDU	689	Teaching and Learning Geometry	3
EDU	690	Teaching and Learning Data Analysis, Statistics, and Probability	3

<b>Social Sciences Specialization</b>			<b>15 credits</b>
HIS	556	African American History Since Reconstruction	3
POS	515	American Institutions	3
SOC	504	Ethical Issues in Social Science	3
SOC	505	Sociology of Race, Class, and Gender	3
SOC	526	Sociology of Violence	3
SOC	555	Sociology of the Family	3
HIS	576	Methods of Teaching Social Sciences	3

## \_\_\_\_\_ **Doctor of Philosophy in Curriculum and Instruction (Ph.D.)** \_\_\_\_\_

### **Program Goals**

The Curriculum, Pedagogy, and Research faculty is strongly committed to the integration of theory, research, policy, and practice throughout the program.

Hence the program goals are to:

- produce scholars who can enhance the knowledge base underlying curriculum and instruction;
- provide leaders for all levels of instruction in the design, implementation, and evaluation of educational programs; and
- prepare individuals who can provide expertise and leadership to the evolving field of curriculum and instruction.

The interdisciplinary core exposes students to multiple educational perspectives on issues of design and policy. The Curriculum, Pedagogy, and Research Program is dedicated to the preparation of professionals for college or University teaching and research; leadership positions in community, state, and government agencies; classroom teaching; and personnel preparation positions.

### **Program Overview**

The five (5) specializations of the Curriculum and Instruction Program include:

- Curriculum Evaluation and Research
- Early and Middle Childhood Education
- Reading, Literacy, and Cognition
- Special Education
- Teaching English to Speakers of Other Languages (TESOL)

The program emphasizes advanced graduate study of curriculum concepts and issues related to educational assessment, language, literacy, curriculum change, and policy. Faculty mentor students in the areas of research, scholarship, and professional development, which are critical for positions in higher education and curriculum leadership.

The Early and Middle Childhood Education Specialization not only prepares professionals who can conduct research on the care, education, and welfare of children, but also prepares professionals for higher education academic positions, as well as in urban, multicultural environments where policy decisions, issues, and curriculum development require careful study and analysis.

The TESOL Specialization emphasizes second language and literacy acquisition as well as bilingualism; thereby preparing professionals for academic positions in the U.S. and abroad. These graduates will be equipped to make informed decisions for finding innovative ways of educating English language learners and to conduct research in second language acquisition, instructional methods, assessment and evaluation, and programmatic issues related to linguistically and culturally diverse students.

The Curriculum Evaluation and Research Specialization will prepare graduates for positions as evaluators, scholars, and researchers in academic, governmental, and research institutes. This specialization emphasizes interdisciplinary perspectives, theories, and methodologies related to contemporary issues in curriculum and assessment.

The specialization in Reading, Literacy, and Cognition is designed for individuals who aspire to University teaching, policy, research, and curriculum development positions in Reading and literacy-related fields. The goals of the Reading, Literacy, and Cognition specialization are to produce scholars who will enhance the knowledge base of curriculum and instruction for literacy; provide leaders for all levels of Reading instruction in the design, implementation, and evaluation of preparation programs for educators; and prepare individuals who can provide expertise and leadership to the evolving fields of Reading and Literacy.

The Special Education specialization addresses the critical need to prepare well qualified special education leaders, who through their work, will strive to develop equitable and appropriate educational programs that promote the highest educational potential and quality of life for individuals with disabilities. Special education leaders must be prepared to seize all opportunities to uphold and improve, wherever necessary, the laws, regulations, and policies governing the delivery of special education and related services; and to remain steadfast in their attempts to affect the way in which society accepts and interacts with people with disabilities from diverse backgrounds.

Students within each of the Specializations receive thorough grounding in the leadership issues in their disciplines, research methodology, and curriculum.

### **Admission Requirements**

- Completed application.
- A master's or higher degree in their chosen field of specialization or a related field from a regionally accredited or internationally recognized college or university.

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 full admission to the program.

- Graduate GPA of at least 3.0.
- Graduate Record Examination (GRE) in all three areas: Verbal, Quantitative, and Analytical Writing; scores must be from a test date within five years preceding application.
- Three recent letters of professional recommendation (two must be academic instructors or advisors) regarding the prospective student's capacity to successfully complete a research-oriented doctoral program.
- An interview with two faculty members.
- The Curriculum, Pedagogy, and Research Unit reserves the right to terminate a student after admission to the doctoral program if, in the judgment of the faculty, the student demonstrates unacceptable progress in these areas.

A three-step admission process is used for screening applicants:

1. A faculty member in the student's specialization area will review the application materials for completeness and evaluate coursework within the specialization.
2. Two faculty members will interview each applicant.
3. The Curriculum, Pedagogy, and Research Unit approves or disapproves the application and makes its recommendation to the Office of the Dean of the School of Education.

At the time of doctoral study application, students must 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 according to the Barry University policies. No credits that were applied towards another degree will be considered for transfer.

### Required Coursework: Doctoral Program

<b>Required Curriculum Core</b>			<b>18 credits</b>
EDU	707	Curriculum: Theory and Research	3
EDU	713	Advanced Theories and Models of Instruction	3
EDU	724	Leadership for Change in Curriculum	3
		A Curriculum Evaluation and Research	
		B Early and Middle Childhood Education	
		C Reading, Literacy, and Cognition	
		D Special Education	
		E TESOL	3
EDU	728	Curriculum Evaluation	3
EDU	736	Research and Policy Trends	3
		A Curriculum Evaluation and Research	
		B Early and Middle Childhood Education	
		C Reading, Literacy, and Cognition	
		D Special Education	
		E TESOL	
EDU	775	Doctoral Colloquium in Curriculum: Special Topics, Issues, and Scholarship	3
		A Curriculum Evaluation and Research	
		B Early and Middle Childhood Education	
		C Reading, Literacy, and Cognition	
		D Special Education	
		E TESOL	

<b>Required Research Core</b>			<b>15 credits</b>
HSE	703	Philosophy of Science and Theory Development	3
HSE	705	Qualitative Methods of Inquiry	3
HSE	707	Quantitative Methods of Inquiry	3
Two of the three following advanced courses:			
HSE	706	Advanced Qualitative Methods	3
OR			
HSE	708	Advanced Quantitative Methods	3
OR			
RES	716	Mixed Methods Research	3



**Area of Specialization (15 Credits)**  
**Curriculum Evaluation and Research Specialization**

<b>Required</b>			<b>15 credits</b>
EDU	702	Contemporary Issues in Urban Education	3
EDU	719	Issues in Educational Assessment	3
EDU	735	Advanced Curriculum Theory and Planning	3
EDU	745	Research on Teaching and Learning	3
RES	750A	Applied Research in Curriculum	3

**Early and Middle Childhood Education Specialization**

<b>Required</b>			<b>15 credits</b>
EDU	709	Urban Issues and Historical Perspectives in Early and Middle Childhood Education	3
EDU	715	Early and Middle Childhood Assessment: Practices, Policies, and Theories	3
EDU	721	Language and Literacy Development	3
EDU	745	Research on Teaching and Learning	3
RES	750B	Applied Research in Early and Middle Childhood Education	3

**Reading, Literacy and Cognition Specialization**

<b>Required</b>			<b>15 credits</b>
EDU	714	Literacy Assessment and Evaluation	3
EDU	721	Language and Literacy Development	3
EDU	723	Advanced Seminar in Reading	3
EDU	730	Psychology of Reading	3
RES	750C	Applied Research in Reading, Literacy, and Cognition	3

**Special Education Specialization**

<b>Required</b>			<b>15 credits</b>
ESE	770	School Law and the Exceptional Student	3
ESE	775	Seminar in Special Education	3
ESE	785	Future Trends and Issues in Special Education	3
ESE	789	Conducting Empirical Studies in Special Education	3
ESE	795	Administration and Supervisor of Special Education Programs	3

**TESOL Specialization**

<b>Required</b>			<b>15 credits</b>
TSL	738	Theories and Models of Second Language Acquisition	3
TSL	745	Theories and Principles of Bilingual Education	3
TSL	760	Advanced Seminar in TESOL	3
TSL	770	Advanced Assessment and Evaluation of English Language Learners	3
RES	750D	Applied Research in TESOL	3

<b>Required Dissertation Credits (Minimum of 6 Credits, Upon Passing the Comprehensive Exam)</b>			
EDU/ESE	798	Dissertation Seminar	3
EDU/ESE	799	Dissertation	3
EDU/ESE	800	Continuous Matriculation (1 credit per semester until successful defense of Dissertation)	1

**Degree Requirements**

The doctoral degree requires that students complete a minimum of 54 post-master's credits as noted in the published curriculum. After completion of the six (6) dissertation credits, students must continually register for one to three (1–3) credits per semester, until they have finished the dissertation and met all the requirements for the degree.

**Other Requirements for the Ph.D. in Curriculum and Instruction Include**

**Plan of study**—The published curriculum must be completed to satisfy the pre-dissertation academic requirements. The faculty advisor and the Doctoral Program Director must approve modification of the curriculum.

**Residency**—Two (2) semesters of continuous registration for six (6) or more credits

**Standards of progress**—All students must maintain a cumulative grade point average (GPA) of 3.25 or higher to remain in good academic standing and to graduate. Any student who receives two C's in the program is subject to school action, including dismissal. Failing grades must be replaced by a passing grade in the same course or the student is subject to dismissal.

**Comprehensive examination**—A written examination taken upon completion of course requirements; a 3.25 GPA is required to take the comprehensive exam. The Curriculum, Pedagogy, and Research Unit requires an oral follow-up to the written examination.

**Admission to candidacy**—Upon passing the comprehensive examination and verification that all coursework and other requirements have been satisfied, admission to candidacy status allows the candidate to register for Dissertation Seminar (EDU 798).

**Research Prospectus**—All students completing Dissertation Seminar will have completed a Dissertation Prospectus. The Prospectus is presented formally to the committee for approval, at which time the Dissertation Committee is formally established and the student moves on to prepare the Research Proposal (First 3 Chapters of the Dissertation).

**Research proposal and oral defense of said proposal**—These must be completed, in addition to gaining IRB approval, prior to proceeding with the dissertation.

**Dissertation**—A written thesis based on completed research which adds substantively to the theory and/or practice in Curriculum and Instruction. Students are required to complete a dissertation that demonstrates originality, creativity, and scholarship in the field of curriculum and instruction.

**Oral defense of the dissertation**—A public presentation of the results of the dissertation at which members of the Dissertation Committee and members of the academic community are given the opportunity to ask questions before approving or disapproving the dissertation.

**Time limitations**—Requirements, including the dissertation, must be completed by the end of eight (8) calendar years beginning with the date the student first registers as a student for the Ph.D. in Curriculum and Instruction.

All fees must be paid and requirements for the degree must be completed and reported to the faculty advisor no later than two (2) weeks prior to graduation.

Students who complete all the requirements for the Ph.D. degree will be properly equipped to lead and promote educational change in policy, organizations, and teacher education. Following the completion of the **Ph.D. DEGREE IN CURRICULUM AND INSTRUCTION**, students will have acquired the ability to:

- Analyze and synthesize the theoretical underpinnings of curriculum, instruction, and leadership;
- Apply the theories and concepts of curriculum to policy decisions at the local, state, national, and international levels;
- Clarify one's ethical and theoretical perspectives and relate these to professional goals;
- Develop and implement an independent research agenda;
- Make formal oral presentations and communicate findings in a scholarly manner; and
- Evaluate and contribute to the knowledge base in the field of curriculum and instruction.

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## Exceptional Student Education Programs

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### Mission Statement

The Exceptional Student Education (ESE) program at Barry University responds to the general tenet that all persons are entitled to an equal educational opportunity that appropriately addresses their academic, social, and physical needs. Course instructors aim to motivate graduates to teach responsibly, accommodate students' learning styles, promote high academic standards and learner outcomes, and prepare K–12 students for post-secondary education and living.

Teacher candidates are nurtured through strong instructional programming, field experiences, practicum, and individual mentoring. In addition, teacher candidates are made aware of the importance of providing a quality education that is as much culturally responsive as it is developmentally appropriate.

### Program Goals

The M.S. in Exceptional Student Education is based on the fundamental principle that all children, including students with disabilities, can learn and exceptional student educators should hold high expectations for all their students. Exceptional student educators must strive to motivate and enhance students' cognitive, social, and emotional development, instilling within them an internal locus of control and a sense of autonomy and empowerment. As such, the program goals are to provide opportunities for special education teacher candidates to:

1. Accurately assess students' academic strengths and weaknesses,
2. Monitor student progress appropriately,
3. Design effective instructional goals and activities based on the students' individual needs, and
4. Use effective best practices and strategies when instructing students with disabilities.

### Student Learner Outcomes

Upon completion of the degree program, graduates will have acquired the ability to:

1. Assess exceptional students' learning needs,
2. Plan appropriate and individualized program goals in collaboration with a multidisciplinary team,
3. Monitor students' progress and attainment of the goals and objectives stated In the Individualized Education Program (IEP),
4. Work collaboratively with other education professionals to provide appropriate instruction,
5. Integrate the use of appropriate assistive technologies and devices when instructing students with exceptionalities, and
6. Develop and implement culturally responsive teaching practices.

## Master of Science in Exceptional Student Education (ESE) Program

The M.S. degree in Exceptional Student Education (ESE) offers a comprehensive background for education professionals interested in meeting the needs of children and youth with exceptionalities. Current issues and trends in the field are addressed throughout the coursework. The program serves two distinct graduate student populations: 1) persons with a non-education or non-ESE baccalaureate degree who wish to complete an initial degree program in ESE for K-12 students with mild disabilities (Group 1) and 2) persons with a baccalaureate degree in education who are seeking an M.S. degree for a second teaching certification with a specialization in ESE (Group 2). The coursework for each group meets different levels of interest in ESE, based on students' backgrounds. Students are required to complete a minimum of 36 credits for this degree program.

In addition to the Master's Degree in ESE, the ESE program offers both an Autism Endorsement and an Autism Certificate. The Autism Endorsement consists of four courses (12 credits) that meet the Endorsement requirements of the Florida Department of Education. Teachers who are already certified and wish to work specifically with students with autism spectrum disorders (ASD) may complete the prescribed four courses and add the Endorsement to their existing teacher certificate. Autism courses may be added to a Bachelor's or Master's degree in ESE.

The Autism Certificate program was designed specifically to address the needs of professionals who are not teachers but work in related fields such as school psychology, social work, counseling, or mental health and who are not eligible to obtain a Florida Endorsement in Autism, but want to be trained in the requisite skills and competencies to provide appropriate services to students diagnosed with autism spectrum disorders (ASD). The Certificate program is also applicable to international or out-of-state candidates who will be eligible to work with individuals on the spectrum in their own township or country, since the Endorsement is more state specific.

The Certificate program consists of five courses, totaling 15 credits. The four Autism Endorsement courses are required (12 credits), plus a practicum course (3 credits). Individuals who wish to complete the Certificate program must have at least a bachelor's degree and have worked or intends to work with children or adolescents in any of the human service professions.

Both the Master's Degree in ESE and the Autism Endorsement/Certificate programs provide a quality education in a caring environment that is closely aligned to the University's Mission, while emphasizing community service and student advocacy.

### Program Outline

Required ESE Courses			
EDR	601	Methodology of Research *	3
ESE	510	Educational Management of Students with Exceptionalities	3
ESE	511	Language Development and Communication Skills Deficits in Exceptional Children	3
ESE	514	Transition: Teaching Interpersonal and Post-Secondary Life Skills	3
ESE	524	Instructional Strategies for Students with Learning Disabilities	3
ESE	528	Instructional Strategies for Students with Emotional and/or Behavioral Disorders	3
ESE	570	Introduction to Children with Exceptionalities	3
ESE	583	Educational Assessment of Students with Exceptionalities	3
ESE	599	Teaching Internship in ESE**	6
ESE	665	Collaborative Practices in Inclusive Curriculum Design	3
ESE	690	Curriculum Design in Exceptional Student Education	3
ESE	673	Nature and Needs of Students with Autism Spectrum Disorders (ASD)	3
<i>Continued</i>			

<b>Continued</b>			
ESE	683	Instructional Strategies for Students with ASD: Technical and Communication Interventions	3
ESE	699	Practicum in Exceptional Student Education**	3

\*Required in the second semester of coursework.

\*\*Depending on the graduate student's prior classroom experience and certification credentials, the ESE 699 Practicum course may be waived; graduate students with no prior teaching experience are recommended to complete ESE 599 Teaching Internship (6 credits) course.

Please note that these courses have a required field experience component.

<b>Autism Endorsement</b>			<b>12 credits</b>
ESE	527A	Behavior Management & Positive Behavior Support for Children with Autism Spectrum Disorders (ASD)	3
ESE	583A	Educational Assessment of Students with Exceptionalities: Focus on Autism Spectrum Disorder (ASD)	3
ESE	673	Nature and Needs of Students with Autism Spectrum Disorder (ASD)	3
ESE	683	Instructional Strategies for Students with ASD: Technical and Communication Interventions	3

<b>Autism Certificate</b>			<b>15 credits</b>
ESE	527A	Behavior Management & Positive Behavior Support for Children with Autism Spectrum Disorder (ASD)	3
ESE	583A	Educational Assessment of Students with Exceptionalities: Focus on Autism Spectrum Disorder (ASD)	3
ESE	673	Nature and Needs of Students with Autism Spectrum Disorder (ASD)	3
ESE	683	Instructional Strategies for Students with ASD: Technical and Communication Interventions	3
ESE	699	Practicum in Exceptional Student Education	3

### **Additional Graduation Requirement**

All graduate students enrolled in the M.S. in ESE degree program (Groups 1 and 2) are required to pass the Master's Comprehensive Exam. The Comprehensive Exam is a three-hour written exam that graduate students register to take during their last semester in the program and receive a "credit" (pass) or "no credit" (fail) score. The Exam assesses graduate students' cumulative knowledge and critical reasoning skills relative to course content and pertinent topics addressed throughout their program of study. In addition to all the other program requirements, graduate students must pass this Exam in order to be eligible for graduation.

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## **PH.D. Program**

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For information on the doctoral program with a specialization in Special Education, see the Ph.D. Program in Curriculum and Instruction.

## Montessori Education Programs

### Master of Science in Montessori Education

#### Mission Statement and Program Goals

The Master of Science in Montessori with a specialization in Early Childhood (PreK–3) Education is a 37–40 semester-hour program. The purpose of the graduate Montessori Early Childhood program is to educate teachers with the professional competencies to implement the Montessori approach in the early childhood classroom.

The Master of Science in Montessori with a specialization in Elementary Education (1–6) 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.

#### Student Learning Outcomes

Following completion of the **MASTER OF SCIENCE DEGREE IN MONTESSORI EDUCATION** with a specialization in Early Childhood Education or a specialization in Elementary Education, graduates will have acquired the ability to:

1. Identify the learning needs of each early childhood 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 early childhood age group or the elementary age group in accordance with the Montessori philosophy; and
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 credits
EDM	600**	Introduction to Montessori Education	3
EDR	601	Methodology of Research *	3
EDM	603	Montessori and Child Development	3
EDM	649	Classroom Leadership for Montessori Early Childhood Teachers	3
OR			
EDM	650	Classroom Leadership for Montessori Elementary Teachers	

\*Required in first semester of coursework

\*\*Waived for students with previous Montessori certified training.

#### Specialization in Early Childhood Education (40 Credits)

Required Courses			25 credits
EDU	567	Foundations of Reading Instruction	3
EDU	593	Child Study Skills (PreK–3)	3
EDM	601	Montessori Methods and Materials I	3
EDM	602	Montessori Methods and Materials II	4
EDM	607	Humanities in the Montessori Early Childhood Classroom	3
EDM	626	Sciences in the Montessori Early Childhood Classroom	3
EDM	656	Practicum I	3
EDM	657	Practicum II	3

<b>Electives</b>			<b>3 credits</b>
EDU	505	Introduction to Technologies in Education	3
EDU	509	Multicultural PreK/Primary Education (PreK-3)	3
EDU	515	Guiding PreK/Primary Learning (PreK-3)	3
EDU	548	Literature for Young Children	3
EDU	595	Advanced Curriculum and Assessment	3
EDU	605	Action Research Practicum in Curriculum and Instruction	3
ESE	570	Introduction to Exceptional Children	3

### **Additional Certification Information**

Graduates of the program who fulfill practicum requirements set by the American Montessori Society will be recommended for the American Montessori Society Early Childhood teaching certificate for ages 2-1/2 through six years.

As stipulated in the AMS Handbook for Teacher Education Program Affiliation “For college or university programs, the adult learner registration and fee is due at the conclusion of the academic phase, or when the adult learner enters the practicum phase (whichever comes first), and no later than six calendar weeks from the start of the practicum phase.” Upon enrollment in Practicum I (EDM 656 for Early Childhood Students and EDM 659 for Elementary students). AMS/MACTE Adult Learner Fees will be collected as an additional student fee tied to the course. Payment of the professional Adult Learner fees will allow the Montessori Program Director to submit registration information and Adult Learner fee payments to the American Montessori Society and to the Montessori Accreditation Council for Teacher Education. Adult learners will receive a practicum membership in AMS with its accompanying rights and privileges. AMS and MACTE do not accept fees directly from the adult learners.

### **Specialization in Elementary Education (39 Credits)**

<b>Required</b>			<b>24 credits</b>
EDM	605	Language Arts for Montessori Teachers	3
EDM	628	Life Sciences for Montessori Teachers	3
EDM	629	Physical/Social Science for Montessori Teachers	3
EDM	631	Math I for Montessori Teachers	3
EDM	632	Math II for Montessori Teachers	3
EDM	633	Humanities in the Montessori Classroom	3
EDM	659	Practicum I	3
EDM	660	Practicum II	3

<b>Electives</b>			<b>3 credits</b>
EDU	552	Critical Thinking in Elementary School Science and Social Studies	3
EDU	567	Foundation of Reading Instruction	3
ESE	570	Introduction to Exceptional Children	3

### **Additional Certification Information**

Graduates of the program who fulfill practicum requirements set by the American Montessori Society will be recommended for the American Montessori Society Elementary level I and II teaching certificate for ages six through twelve years.

### **Additional Graduation Requirement**

Written verification of Practicum EDM 656, EDM 657, EDM 659, and EDM 660 completion must be filed with the advisor.

## Specialist in Education in Montessori Education

### Mission Statement and Program Goals

The Specialist in Education degree in Montessori Education is 42 to 46 semester hour programs beyond the Master's degree. This degree is designed for educators who have completed a Master's degree in any field in education. Two (2) fields of specialization are available: early childhood (PreK–3) education and elementary education (1–6). Specific courses have been incorporated to deepen and broaden the student's educational perspective and to prepare the practitioner to conduct a higher level of research beyond the Master's level.

The program meets certification requirements prescribed by the American Montessori Society (AMS) and the Montessori Accreditation Council for Teacher Education (MACTE). Two (2) semesters of practicum are required. Each practicum consists of supervised student teaching and a written practicum project report.

The programs include 39 semester hours of required courses and 6 semester hours of elective courses. Students in the early childhood (PreK–3) option are required to take EDM 641, Montessori Elementary Curriculum, which gives an overview of the elementary curriculum. Students in the elementary option (1–6) are required to take EDM 640, Montessori Early Childhood Curriculum, which gives the Montessori early childhood perspective.

The advanced degree provides students with the knowledge and experience to plan, implement and evaluate a Montessori program for the early childhood or elementary level and be able to articulate the theory and practice of the Montessori approach to the public.

### Student Learning Outcomes

Following completion of the **SPECIALIST DEGREE IN MONTESSORI EDUCATION**, graduates will have acquired the ability to:

1. Identify the learning needs of each early childhood 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, implement, and evaluate a developmentally appropriate program for the early childhood age or the elementary age group in accordance with the Montessori philosophy;  
Interpret student and classroom observable data to administrators, parents, and the community; and
6. Provide instructional leadership to the Montessori and educational community.

### The Following Core Courses are Required for Both the Early Childhood and Elementary Specialization

Core Courses			15 credits
EDM	600*	Introduction to Montessori Education	3
EDR	708	Directed Research	3
EDM	603	Montessori and Child Development	3

\*Waived for teachers with previous Montessori Training

One of the Following Courses			3 credits
EDM	640	Montessori Early Childhood Curriculum or	3
EDM	641	Montessori Elementary Curriculum	3



**Specialization in Early Childhood Education (46 Credits)**

<b>Required</b>			<b>25 credits</b>
EDU	567	Foundations of Reading Instruction	3
EDU	593	Child Study Skills	3
EDM	601	Montessori Methods and Materials I	3
EDM	602	Montessori Methods and Materials II	4
EDM	607	Humanities in the Montessori Early Childhood Classroom	3
EDM	626	Sciences in the Montessori Early Childhood Classroom	3
EDM	656	Practicum I	3
EDM	657	Practicum II	3

<b>Electives</b>			<b>6 credits</b>
EDU	505	Introduction to Technologies in Education	3
EDU	509	Multicultural PreK-Primary Education	3
EDU	515	Guiding PreK-Primary Learning	3
EDU	548	Literature for Young Children	3
EDU	567	Foundations of Reading Instruction	3
ESE	570	Introduction to Exceptional Children	3

**Additional Certification Information**

Graduates of the program who fulfill practicum requirements set by the American Montessori Society will be recommended for the American Montessori Society Early Childhood teaching certificate for ages 2 1/2 through six years.

**Specialization in Elementary Education (45 Credits)**

<b>Required</b>			<b>24 credits</b>
EDM	605	Language Arts for Montessori Teachers	3
EDM	628	Life Sciences for Montessori Teachers	3
EDM	629	Physical/Social Sciences for Montessori Teacher	3
EDM	631	Math I for Montessori Teachers	3
EDM	632	Math II for Montessori Teachers	3
EDM	633	Humanities in the Montessori Classroom	3
EDM	659	Practicum I	3
EDM	660	Practicum II	3

<b>Electives</b>			<b>6 credits</b>
EDU	505	Introduction to Technologies in Education	3
EDU	509	Multicultural PreK-Primary Education	3
EDU	515	Guiding PreK-Primary Learning	3
EDU	548	Literature for Young Children	3
EDU	567	Foundations of Reading Instruction	3
ESE	570	Introduction to Exceptional Children	3

**Additional Certification Information**

Graduates of the program who fulfill practicum requirements set by the American Montessori Society will be recommended for the American Montessori Society Elementary Level I and II teaching certificate for ages six through twelve years.

**Additional Graduation Requirement**

Acceptable performance evaluation on classroom management. Written verification of Practicum EDM 656, EDM 657, EDM 659, and EDM 660 completion must be filed with the advisor.

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## Reading and Literacy Studies Programs

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**Mission Statement**

The mission of the Master's and Education Specialists Reading programs is to provide and foster the education and integration of theory and practice which meet the continuing professional requirements for literacy educators. The goal is to graduate highly quality professionals with expertise in literacy learning at all levels. The Reading programs are aligned with the core commitments of Barry University: knowledge and truth, inclusive community, social justice, and collaborative service as these ideals are inherent in the nature of literacy education and its practices.

**Program Goals**

The Reading and Literacy Studies Program prepares reading and literacy practitioners by providing graduate students with the theoretical background, research-based strategies, and specific instructional techniques needed to meet K–12 students' literacy needs. Graduates of the program meet the requirements of Florida Department of Education (FDOE) Educator's Certification for Reading (K–12), the Common Core State Standards and the International Reading Association. Upon completion of the program graduates are qualified to be reading specialists working directly with students, reading coaches mentoring peers, interventionists in school based reading programs, and administrators leading district level reading programs. Specific program goals are to provide graduate students with the:

1. theoretical background, research-based strategies, and specific instructional knowledge and techniques needed to meet students' literacy needs in today's P–12 schools;
2. skills and strategies to become reflective practitioners who administer and interpret, evaluate, and apply the results of assessment data; and
3. ability to assume leadership roles and responsibilities in the field of education as it applies to literacy practice, instruction, management, and implementation of standards.

**Student Learner Outcomes**

1. Apply research-based reading and literacy strategies for successful learning;
2. Integrate research-based reading skills, strategies, and concepts into disciplinary areas of curriculum;
3. Plan, develop, and implement research-based literacy programs in the school, district, and community;
4. Administer and utilize assessment data results to interpret and evaluate for developing and implementing differentiated plans for strategic literacy instruction within and across the curriculum; and
5. Act as literacy leaders.

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## Master of Science in Reading

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The Master of Science Degree (M.S.) in Reading is a 30 semester hour initial certification program committed to offering opportunities for personal and professional growth for educators who desire to extend their knowledge and skills in literacy education.

The program provides grounding in research and related skills that will allow educators to engage in the critical practice necessary to effectively adapt and adjust principles of literacy instruction, along with instructional and assessment strategies to meet the needs of a diverse student body and to be critically reflective about their own teaching practices. Coursework is intended to integrate theory and practice so as to prepare individuals with the necessary expertise and knowledge in order to be leaders in the support and improvement of literacy instruction.

Graduate students in the Reading program broaden their knowledge and gain greater teaching competencies with the goal of helping all students become lifelong readers. The Reading program is approved by the Florida State Department of Education and leads to Florida certification in Reading K–12. This state approved program requires the student candidate to hold a professional educator’s certificate prior to full admission. The MAT or GRE is required for those with an undergraduate GPA between 2.999–2.5. For those who do not hold a teacher’s certification, please see the non-certification Master’s option below.

### Program Outcome

Required Courses			30 credits
EDR	601	Methodology of Research*	3
EDU	535	The Teaching of Language Arts	3
EDU	567	Foundations of Reading Instruction	3
EDU	568	Reading in the Content Areas	3
EDU	584	Reading Assessment	3
EDU	590	Reading Intervention Practicum	3
OR			
EDU	607	Beginning Reading for the Primary Years	3
OR			
EDU	613	Roles of the Reading Specialist	3
EDU	634	Remedial Reading	3
EDU	716	Reading Diagnosis and Remediation	3
EDU	717	Practicum in Reading	3
EDU	718	Developmental Reading	3

\*Required within first 12 credits of coursework

Elective Courses			3 credits
EDU	604	Teaching Vocabulary and Reading Comprehension	3
EDU	611	Reading/Literacy and Thinking Skills	3
EDU	612	Teaching Reading to Secondary, College, and Adult Students	3
EDU	630	Essential Readings in Adult Literacy	3
EDU	673	Technology Applications in the Teaching of Reading	3

### Additional M.S. Program and Graduation Requirements

#### Students Must

- Have completed a course in children’s or adolescent literature which is a requirement for Reading certification (K–12), if not taken previously, EDU 554 is required;
- Pass the Reading Subject Area Test of the Florida Teacher Certification Examination (FTCE) prior to graduation, unless already certified in Reading; and
- Have a 3.00 grade point average prior to registering for EDU 717.

#### Note:

As the state implements new requirements for the Reading certification, these requirements will be compulsory with or without notice in this catalog. The student has the sole responsibility to comply and maintain currency with the State Department of Education certification requirements. The student has responsibility to secure application documentation and submit the necessary paperwork and fees to the State in order to be eligible for Reading Certification.

## Non-Certification Master's Option

Students seeking a Master of Science (M.S.) degree in Reading who do not hold a teaching certification or do not desire a State of Florida Reading certification may enter the Non-certification (REAN) Master's option. A non-certification option form must be signed by the student, the faculty advisor, and the Office of the Dean. This acknowledges that Barry University does not recommend the student for certification in Reading (K–12). The student has sole responsibility to secure application documentation and submit the necessary paperwork and fees to the State in order to be eligible for Reading Certification. After completing six (6) credits in the REAN, M.S. program, the student may not switch to the certification option. While the courses are aligned with state and national standards for Reading K-12, candidates will be encouraged to take the FTCE Reading Exam at least one time, but are not required to demonstrate a passing score on the state certification exam in order to be eligible for graduation. All other program requirements must be met.

### Specialist In Education In Reading

The Specialist in Education (Ed.S.) degree program in Reading is a 30 semester hour program beyond the Master's degree. This degree program is designed for those who wish to be teachers, literacy coaches, and other leaders in literacy education at the K–12, community college, and adult levels, or for those who wish to enter the field of reading education.

### Student Learner Outcomes

1. Apply knowledge of Reading research to improve literacy instruction,
2. Demonstrate refined research-based reading and literacy strategies and skills for improved reading and learning,
3. Model the integration of Reading and English Language Arts into literacy and disciplinary curriculum.
4. Provide literacy leadership, and
5. Administer and utilize assessments data results to interpret and evaluate for developing and implementing differentiated plans for strategic literacy instruction across the curriculum.

The Specialist in Education in Reading is not state approved for the Florida Reading Certification. If the Ed.S. graduate desires the state Reading Certification, the student has the sole responsibility to secure application documentation and submit the necessary paperwork and fees to the state in order to be eligible for Reading Certification.

### Special Prerequisites

Three (3) Reading courses at undergraduate or graduate level (9 credits) are required as prerequisites for full admission to the program.

### Program Outcome

Required Courses			9 credits
EDR	708	Directed Research*	3
EDU	717	Practicum in Reading	3
OR			
EDU	727	Advanced Practicum in Reading	3
EDU	739	Non-Thesis Research in Reading	3
OR			
EDU	740	Thesis Research in Reading	3

\*Offered in the spring only and must be taken during the first 12 credits.

<b>Elective Courses</b>			<b>21 credits</b>
EDU	535	The Teaching of Language Arts	3
EDU	554	Literature for the Elementary Classroom	3
EDU	567	Foundations of Reading Instruction	3
EDU	568	Reading in the Content Areas	3
EDU	584	Reading Assessment	3
EDU	590	Reading Intervention Practicum	3
EDU	604	Teaching Vocabulary and Reading Comprehension	3
EDU	607	Beginning Reading for the Primary Years or EDU 718	3
EDU	611	Reading/Literacy and Thinking Skills	3
EDU	612	Teaching Reading to Secondary, College, and Adult Students	3
EDU	613	Roles of the Reading Specialist	3
EDU	630	Essential Readings in Adult Literacy	3
EDU	673	Technology Applications in Teaching Reading	3
EDU	716	Reading Diagnosis and Remediation	3
EDU	718	Developmental Reading or EDU 607	3

**Note:**

Certain M.S. courses will be required if the student plans to be eligible for the Reading certification.

Courses accepted in lieu of any of the above must be approved by the advisor and the Office of the Dean.

**Additional Ed.S. Program and Graduation Requirements**

- Have a 3.25 grade point average prior to registering for EDU 717 and/or EDU 739 or 740.
- As the state implements new requirements for the Reading certification, these requirements will be compulsory with or without notice in this catalog. The student has the sole responsibility to comply and maintain currency with the State Department of Education certification requirements.

**Note:**

Other Reading courses may be substituted for those listed above to meet the Florida Reading certification requirements in Reading (K–12), if desired by the student and with permission of the advisor and the Office of the Dean.

**Special Reading Endorsement Option**

The Graduate Reading Program offers a state approved Reading Endorsement option. This option allows a certified teacher to become a highly qualified teacher of reading by taking five (5) graduate level reading courses which meet the five (5) Reading Endorsement competencies required by the state for the Florida Reading Endorsement.

<b>The Courses Are</b>			
EDU	567	Foundations of Reading Instruction	3
EDU	568	Reading in the Content Areas	3
EDU	584	Reading Assessment	3
EDU	590	Reading Intervention Practicum	3
EDU	717	Practicum in Reading	3

**Note:**

As the state implements new requirements for the Reading certification, these requirements will be compulsory with or without notice in this catalog. The student has the sole responsibility to comply and maintain currency with the State Department of Education endorsement requirements.

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### Adult Literacy Certificate

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The Adult Literacy Certificate (ALC) option is available for individuals who wish to become highly-qualified literacy professionals to teach secondary, college, and adult learners. The ALC Program introduces andragogy (the art and science of teaching adult learners), seminal research-based literacy theories, differentiated effective instructional practices, and literacy intervention strategies relevant to teaching secondary, college, and adult learners.

This program requires individuals to hold a Bachelor's Degree from an accredited university. The requirements for the Adult Literacy Certificate Program are met by completing the following four Barry University graduate reading/literacy courses (12 credits):

EDU	630	Essential Readings in Adult Literacy	3
EDU	604	Teaching Vocabulary and Reading Comprehension	3
EDU	612	Teaching Reading to Secondary, College, and Adult Students	3
EDU	634	Remedial Reading Practicum	3

# Leadership Studies

Program Directors:

Carmen L. McCrink, Ph.D., Educational Leadership / Higher Education / Leadership and Education  
Jean McAtavey, Ph.D., Organizational Learning & Leadership / Human Resource Development

Faculty: Borgen, Fischweicher, Gaffney, Harris-Looby, Kopp, Markovic, Matusевич, McAtavey, McCoy, McCrink, Rice, Sacco-Bene, Whitford, Wolman.

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## Educational Leadership Programs

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### Mission Statement

The degree programs (M.S., Ed.S., Ed.D.) offered in Educational Leadership reflect the latest issues and knowledge in education and are responsive to the needs of a diverse student population. Faculty members draw upon students' life experiences to facilitate mutual professional and personal growth and to promote meaningful change. Students completing the program are prepared to assume leadership positions in various organizations in their community.

### Program Goals

The program integrates the knowledge, skills, and competencies necessary to become highly accomplished professionals and outstanding leaders of public and non-public educational organizations. These include:

- the ability to be proactive and decisive with a moral and ethical commitment to the organization's mission;
- the cognitive and communication skills necessary to facilitate meaningful change;
- the flexibility in using decision making and motivational strategies for effective stewardship of time, resources, and personnel;
- the assumption of roles which require Florida State Certification in Educational Leadership;
- the assumption of teacher leadership positions within public and non-public schools; and
- the assumption of leadership roles in general education settings.

### Student Learner Outcomes

Upon completion of the M.S. or Ed.S. program in Educational Leadership, graduates will have increased their abilities to:

- plan and assess effective change processes and lead organizational development within a caring environment;
- make sound decisions, allocate with scarce resources, and manage complex systems;
- demonstrate and inspire integrity in instructional and institutional leadership;
- apply current technologies to improve instructional and administrative processes and envision, plan, implement, and evaluate new applications of technology; and
- critically address the challenges of education, yet champion a positive vision of its future.

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## Master of Science (M.S.) and Specialist in Education\*\* (Ed.S.) in Educational Leadership

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### (Certification Track)

The M.S. and Ed.S. certification track, are 36-credit degree programs. Upon completion candidates are eligible for the Florida Educational Leadership Certification (All Levels). The program, which is approved by the Florida Department of Education, includes study of the dynamics of educational organizations and successful practices that inspire the full

realization of human potential. Completion of either the M.S. or Ed.S. degree qualifies the student to pursue his/her individual career goals.

\*\*The Ed.S. program, referred to as the Modified Core, permits students to take all of the courses in the Florida State Approved Program and upon completion, the student is eligible for the Florida Educational Leadership Examination which leads to certification in Educational Leadership (All Levels).

**Note:**

Students participating in the MS Educational Leadership with Certification, who reside out of state, must check with their home state Department of Education for acceptance and/or transfer. Barry University does not guarantee certification acceptance in any state other than the state of Florida.

### **Prerequisites for the Certification Track**

- Application for Admission;
- Response to the prompts provided as part of the online application process;
- Two most recent annual performance evaluations with a rating of “effective” or higher;
- A resume, which includes two professional references (with phone numbers and email addresses) and highlights the applicant’s educational leadership experience and potential;
- Copy of current professional educator’s certificate\*;
- Official transcripts from a regionally accredited or internationally recognized college, or university, indicating conferral of a Bachelor’s degree with a GPA or at least 3.0 on a 4.0 scale; and
- ESOL endorsement on teaching certificate or documentation attesting to the completion of one ESOL survey course.

## **Master of Science (M.S.) and Specialist in Education (Ed.S) in Educational Leadership**

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### **(Non-Certification Track)**

The M.S. and Ed.S. non-certification track are 36-credit degree programs. Upon completion, candidates are prepared to assume leadership positions in educational organizations for which state certification is not required. While the courses are aligned with state and national standards for Educational Leadership, candidates are not required to demonstrate a passing score on the state certification exam in order to be eligible for graduation.

### **Prerequisites for the Non-Certification Track**

- Application for Admission;
- Responses to the prompts provided as part of the online application process;
- A resume which includes two professional references;
- Documentation of at least two years of teaching or school experiences; and
- Official transcripts from a regionally accredited or Internationally recognized college, or university, indicating conferral of a Bachelor’s degree with a GPA of at least 3.0 on a 4.0 scale. NOTE: Students whose GPA falls below a 3.0 must submit a MAT or GRE score.

### **Graduation Requirements (M.S. & Ed.S.)**

- Achieve an overall 3.0 GPA.
- Have no more than 2 “C” grades in coursework; and all F grades, I grades, and IP grades have been replaced with passing grades.
- Pass all sections of the Florida Educational Leadership Examination (FELE).\*
- As the state implements new requirements for this certification, they will be compulsory with or without notice in this Catalog. The student has the sole responsibility to comply with Florida State Department of Education certification requirements. It is the student’s responsibility to secure the application and submit the necessary documents to the State to be eligible for the certificate.

\*Not required for students in the non-certification track.



### Program Outline

The M.S. and Ed.S. in Educational Leadership incorporates the ten Florida Principal Leadership Standards within the courses and internship.

<b>Each Course is Three</b>			<b>3 credits</b>
EDR	601	Methodology of Research*	3
OR			
EDR	708	Directed Research (for Ed.S. students)*	3
EDU	614	Visionary Leadership in Education	3
EDU	615	Ethics and Communication for Leaders	3
EDU	623	School and Community Relations	3
EDU	624	Instructional Design, Measurement and Evaluation	3
EDU	637	Educational Decision Making	3
EDU	662	Leadership for Assessment and Accountability	3
EDU	674	The Legal Environment in Education	3
EDU	675	School Finance	3
EDU	676	School Personnel Administration and Development	3
EDU	687	Emerging Technologies and Educational Leadership	3
EDU	697	Practicum in Educational Leadership**	3
EDU	699	Internship in Educational Leadership	3
TSL	609	Cultivating Culturally Responsive Educational Leaders***	3

\*Required in first 12–15 credits.

\*\*Required for the non-certification option and supplants EDU 699.

\*\*\* No longer required in program of study.

In response to the increasing demand for high quality, alternative delivery formats of courses, students are advised that some future courses may be delivered through one of the following: Face-to-face, Hybrid, or Fully Online (either synchronous or asynchronous).

Students will be notified during the prior semester of the intended delivery format of the course(s). In addition to notification, students will be provided with an orientation and instruction related to the course design, technology requirements, and course management system.

All courses delivered through distance formats will meet the same requirements for course integrity as those delivered as traditional face-to-face courses. Goals, objectives and standards of each course will be aligned with the Barry University standards for distance learning courses.

# Higher Education Administration Programs

## Master of Science in Higher Education Administration

### Mission Statement

The M.S. degree program in Higher Education Administration is a 36 semester hour program designed for individuals already in the field of higher education, as well as for those who wish to explore this career option. The course of study prepares individuals for academic support positions in the field of higher education at the entry and mid-management level (e.g., professional positions in Academic Affairs, Admissions, Financial Aid, Registrar, Student Activities, Residential Life, Adult and Continuing Education) and specific federal, state, and/or local-level funded programs in community colleges and universities. Through the various courses, students will be introduced to the areas of research, management, organizational theory, and human behavior that will prepare them to deal with issues facing practitioners in the field.

### Program Goals

The Master of Science in Higher Education Administration focuses on key competencies for academic support positions in the field of higher education at the entry and mid-management level including:

- Individual, group, and organizational learning for professional positions in Academic Affairs, Admissions, Financial Aid, Registrar, Student Activities, Residential Life, Adult and Continuing Education;
- Ability to understand specific federal, state, and/or local-level funded programs in community colleges and universities; and
- Is 36 credits and is designed to meet needs of a working professional.

### Student Learner Outcomes

Following completion of the Master of Science Degree in Higher Education Administration, graduates will have acquired the ability to:

- Project societal and political trends for the future of higher education and make necessary administrative decisions based upon this knowledge;
- Apply human relations and leadership skills in diagnosing and resolving conflict within the institution;
- Use effective communication skills in diagnosing and resolving conflict within the institution;
- Analyze major organizational models in order to choose structures and procedures appropriate to higher education organizations;
- Apply appropriate change models to higher educational institutional settings;
- Design appropriate research methodologies to administrative issues; and
- Understand the role higher education has played, continues to play, and will play in American society.

### Note:

- Work experience in postsecondary institutions is not a requirement for admission into the program of study.
- Courses need not be taken in a specific sequence except for the HED 645/Practicum in Higher Educational as noted under “Core Courses.”
- Students with an undergraduate cumulative grade point average of less than 3.0 (B) must have an acceptable and recent score on the Miller Analogies Test or Graduate Record Examination for consideration and/or admission into the program of study.

### Program Outline

Students must complete 36 semester hours from the core courses and the electives listed.

<b>Core Courses</b>			<b>12 credits</b>
HED	648	Practicum in Higher Education (to be taken after all other courses have been completed)	3
HRD	648	Work Group Behavior in Organizations	3
HRD	659	Adult Learning and Motivation	3
EDR	601	Methodology of Research (required in first semester of coursework)	3

<b>Specialization Courses</b>			<b>15 credits</b>
HED	626	History of American Higher Education	3
HED	601	Current Issues in American Higher Education	3
HED	630	Higher Education and the Law	3
HED	634	Administration of Higher Education	3
HED	646	College Student Development	3

<b>Electives</b>			<b>9 credits</b>
<b>(Students are to select three courses from the following list; however, at the discretion of the advisors, other courses may be identified)</b>			
CSL	629	Social and Cultural Issues in Counseling	3
EDU	587	Student Services Work in Higher Education	3
HRD	592	Workshop: Human Resource Development	3
EDU	622	Leadership Skill and Change	3
EDU	623	School and Community Relations	3
HED	637	Seminar in Current Issues in Higher Education	3
HRD	644	Human Resource Development Theory and Practice	3
HRD	645	Communication in Human Resource Development	3
HRD	646	Dynamics of Change and Planning	3
HRD	647	Instructional Design	3
HRD	652	Diversity in the Workplace	3
HRD	653	Career Development and Life Work Planning	3
HRD	667	Presentation Principals, Methods and Techniques	3
HRD	669	Consultant Practices in Human Resource Development	3

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### **Ph.D. Program**

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For information on the Higher Education Administration specialization of the Ph.D. Program in Leadership and Education, see the Ph.D. section.

# Organizational Leadership Programs

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## Mission Statement

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The Organizational Leadership (O.L.) programs prepare students to effectively lead the change process and enhance performance within profit or non-profit organizations. The program provides students with necessary expertise to create a learning organization and enhance performance throughout the workplace. Specifically, this program assists aspiring O.L. practitioners in becoming successful change agents and performance analysts, coaches, mentors and team leaders in informal learning environments, as well as trainers and instructors in formal learning programs. The curriculum goal of the program centers around a framework that is grounded in an assumption that organizational effectiveness is linked to learning at the individual, group, and organizational levels.

## Master of Science Program

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### Master of Science in Human Resource Development

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#### Program Goals

The Master of Science in Human Resource Development (MSHRD) program at Barry University focuses on human and organizational performance improvement through learning. Professionals in the field of HRD work on identifying performance gaps and designing strategic solutions with the purpose to enhance individual and organizational effectiveness.

- The MSHRD program provides students with the skill set necessary to develop people in the context of work and to effectively drive individual, team, and organizational performance improvement initiatives within both public and private sectors.
- Students acquire expertise in planning, designing, implementing, and evaluating evidence-based learning and development and organization development solutions in a variety of organizational contexts.
- The program prepares students to assume leadership and expert roles in the areas of learning and development, talent development, organization development, and diversity and inclusion.

This 33- to 36-credit program is designed to meet the needs of the working professional and is offered through face-to-face, hybrid, and online delivery options. The program's coursework integrates research, theory, and hands-on experiences and has a strong skill-building focus.

#### Student Learner Outcomes

Following completion of the Master of Science Degree in Human Resource Development, graduates should be prepared to:

- Project trends in training and development and discuss their implications, including aspects of training's return-on-investment (ROI);
- Apply adult learning principles in presenting a formal workshop, or facilitating informal learning situations, from work teams to an organizational restructuring;
- Use effective communication and behavioral skills in diagnosing and resolving learning problems in an organization;
- Identify separate and overlapping roles and responsibilities among professionals who facilitate, support, and manage organizational learning and growth;
- Apply appropriate change models to a select organizational setting; and
- Apply appropriate research methodologies to an H.R.D. problem or concern.

#### *Note:*

Organizational experience is recommended but not required to enter the Human Resource Development (H.R.D.) Program.

<b>Core Courses</b>			
HRD	644	Human Resource Development Theory and Practice	3
HRD	645	Communication in the Human Resource Development	3
HRD	646	Dynamics of Change and Planning	3
HRD	647	Instructional Design	3
HRD	659	Adult Learning and Motivation	3
HRD	678	Human Resource Development Directed Research	3
HRD	679	Human Resource Development Internship (waived for O.L.L. professionals)	3
EDR	601	Methodology of Research	3

<b>Electives (Typical Electives Include)</b>			
HRD	648	Work Group Behavior in Organizations	3
HRD	652	Diversity in the Workplace	3
HRD	653	Career Development and Life Work Planning	3
HRD	667	Presentation Principles, Methods and Techniques	3
HRD	669	Consultant Practices in Human Resource Development	3

Core courses are required; electives are chosen by the student with advisor approval. Each course is three (3) semester hours.

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 MS In Human Resource Development program advisor. The program is not designed for certification by the Florida Department of Education.

## **Doctor of Education in Organizational Leadership with a Specialization in Educational Leadership**

### **Program Goals**

The Doctor of Education (Ed.D.) degree in Organizational Leadership with a specialization in Educational Leadership is designed to specifically meet the needs of educational practitioners who seek advanced leadership positions in a range of educational institutions encompassing PK–12 through technical/vocational schools; who desire to strengthen and apply their knowledge and experience; and who endeavor to broaden and deepen reflection about values, trends, and ethical issues in educational leadership. Graduates of the program will be provided with a solid foundation to lead and transform educational institutions to meet the demands of an ever changing, culturally diverse, and technology rich society. The philosophy of the Ed.D. specialization in Educational Leadership is based on the belief that future educational leaders are called to be creative and competent change agents who are committed to advocacy and action, and are attentive to social justice issues.

### **Student Learner Outcomes**

The Educational Leadership specialization seeks to enhance the opportunities for current educational practitioners by preparing them to:

- Develop on-going inquiry and innovation around challenges in professional practice;
- Evaluate, design, and apply research to make a positive difference in the lives of students, families, and all members of the educational community;
- Construct, lead, and change learning organizations and systems that are purposeful, successful, and socially just contexts for learning;

- Develop skills and knowledge needed for the effective leadership and management of complex organizations in a global technological and culturally diverse society;
- Contrast and compare educational issues that affect the educational enterprise;
- Design sound, educational policy and practice, including data-driven decision making; and
- Create and sustain a community of leaders committed to collaboration, mutual support, and continuous learning.

### Graduation Requirements

- A GPA of 3.25 or higher with no more than one C;
- A passing score on a comprehensive written examination;
- Approval of capstone project by a faculty committee and the Institution; and
- Completion of degree within eight years from the date enrolled in the program.

### Program Outline

The doctoral program requires completion of a minimum of 54\* credits beyond the master's degree. The credit distribution is as follows:

- 12 credits in Leadership Core Courses
- 15 credits in Educational Leadership Specialization Courses
- 9 credits in Research Courses
- 12 credits in Educational Leadership Elective Courses
- 6 credits in Capstone Project

\*Up to 12 credits from a Barry Specialist in Education (Ed.S.) degree may be applied to the Ed.D. degree, reducing the number of required credits from 54 to a minimum of 42. Please note: those credits are not internally transferred and will only appear on the Ed.S. transcript.

<b>Leadership Core Courses</b>			<b>12 credits</b>
ADL	705	Theories of Leadership	3
ADL	717	Team Building for Leaders	3
ADL	739	Ethical Issues in Leadership	3
ADL	745	Organizational Change	3

<b>Research Courses</b>			<b>9 credits</b>
HSE	703	Philosophy of Science	3
HSE	705	Qualitative Methods of Inquiry	3
HSE	707	Quantitative Methods of Inquiry	3

<b>Educational Leadership Specialization Courses</b>			<b>15 credits</b>
ADL	713	Program Planning and Evaluation	3
ADL	721	Policy Development	3
ADL	729	Seminar in Educational Leadership	3
EDU	710	Politics of Education	3
HRD	719	Organizational Learning	3

### Educational Leadership Elective Courses (12 Credits)

Educational Leadership elective courses are oriented towards the student's area of interest and action learning capstone project.

<b>Capstone Project</b>			<b>6 credits</b>
EDU	796	Capstone Seminar I—Analysis, Design, and Development Phases	3
EDU	797	Capstone Seminar II—Implementation and Results Phases	3

## **Doctor of Education in Organizational Leadership— with a specialization in Higher Education Administration**

The Higher Education Administration specialization represents one of three areas of concentration under the Doctor of Education in Organizational Leadership. The Higher Education Administration specialization pertains specifically to postsecondary education with a focus on the governance of institutions; the scholarship of teaching and the scholarship of research, vis-à-vis their role within each unique frame of governance or perspective; the international higher education community; and the identification of current issues across institutions.

### **Program Goals**

The Doctor of Education (EdD) degree in Organizational Leadership with a specialization in Higher Education Administration is designed to prepare individuals to assume leadership positions in post-secondary institutions; specifically, community colleges, private colleges, for-profit institutions, and universities, as well as government agencies, or organizations that are closely related to the post-secondary education terrain. Within this context, individuals pursuing this specialization will assume the role of a scholar-practitioner and identify the need for change across their respective institutions, through the implementation of action research, vis-à-vis the commitment to social justice. Graduates of this specialization will be prepared to advance the field of higher education from a myriad of perspectives, while being cognizant of internationalization forces and an entrepreneurial-driven economy.

### **Student Learning Outcomes**

The EdD specialization in Higher Education Administration prepares scholars-practitioners to:

- Evaluate current trends within multidisciplinary frames, ranging from community college and university administration as well as student affairs administration, based on The Council for the Advancement of Standards in Higher Education (2006);
- Analyze the dimensions of leadership to identify opportunities for continuous improvement and organizational learning across postsecondary institutions, or organizations;
- Understand governance models across institutions and how these may impact on institutional change and policy development agendas;
- Evaluate the myriad of action research traditions to identify appropriate solutions to problems of practice within institutions, or organizations;
- Create synergies within institutions, or organizations, to promote an ongoing commitment to social justice and community engagement; and
- Develop an understanding of entrepreneurial elements, such as academic capitalism and the international student market, vis-à-vis the internationalization of colleges and universities.

### **Program Outline**

<b>Common Core</b>			<b>12 credits</b>
ADL	705	Theories of Leadership	3
ADL	737	Information Technology Administration	3
ADL	745	Organizational Change	3
			<i>Continued</i>

<b>Continued</b>			
One of the following:			
ADL	720	History of Education	3
ADL	730	Sociology of Education	3
ADL	739	Ethical Issues in Leadership	3

<b>Higher Education Specialization Core</b>			<b>12 credits</b>
HED	713	Teaching & Learning at the University Level	3
HED	726	Governance of Higher Education	3
HED	730	Higher Education and the Law	3
HED	745	Seminar in Higher Education Admin.	3

<b>Electives</b>			<b>6 credits</b>
ADL	713	Program Planning and Evaluation	3
EDU	750	Leadership Exploration & Expression	3
HED	646	College Student Development	3

<b>Research Foundations</b>			<b>18 credits</b>
EDU	701	Advanced Study in Education: Quasi-Experimental Design & Analysis	3
HSE	703	Philosophy of Science & Theory Dev.	3
HSE	705	Qualitative Methods of Inquiry	3
HSE	706	Advanced Qualitative Methods	3
HSE	707	Quantitative Methods of Inquiry	3
HSE	708	Advanced Quantitative Methods	3

<b>Dissertation</b>			<b>6 credits</b>
ADL	798	Dissertation Seminar	3
ADL	799	Dissertation	3

## **Doctor of Education in Organizational Leadership with a Specialization in Human Resource Development**

### **Program Goals**

The Doctor of Education (Ed.D.) degree in Organizational Leadership with a specialization in Human Resource Development prepares professionals to:

- Lead and promote purposeful change in individuals, work groups, and/organizations;
- Frame learning around questions of equity, ethics, and social justice to bring about solutions to complex problems of HRD practices;
- Provide opportunities for candidates to develop and demonstrate collaboration and communication skills to work within diverse organizational communities and to build partnerships;
- Provide a field-based action learning opportunity to analyze problems of practice using multiple frames to develop meaningful solutions;



- Ground and develop a professional knowledge base that integrates both in practice and theory and links systemic and systematic inquiry; and
- Emphasize the generation, transformation, and use of professional knowledge and practice.

### Student Learner Outcomes

Upon completion of the program, designed for practicing and potential leaders, students will be able to:

- Acquire the competencies and attitudes necessary to become outstanding leaders in Human Resource Development;
- Engage in a variety of settings including: education, health care, social service, religion, business, and government;
- Investigate problems with originality and scholarship;
- Be involved in study that enhances and improves professional practice in Human Resource Development;
- Lead a high priority project at a client organization to effect change;
- Serve as a consultant to the client organization; and
- Utilize their analytical abilities, contextual knowledge, conceptual tools, and professional judgment, developed during their doctoral program, and apply these capabilities to solving real world problems within the client organization.

### Graduation Requirements

A GPA of 3.25 or higher with no more than one C.
A passing score on a comprehensive written examination.
Approval of capstone project by a faculty committee and the Institution.
Completion of degree within eight years from the date enrolled in the program.

### Program Outline

The doctoral program requires completion of a minimum of 54\* credits beyond the master's degree. The credit distribution is as follows:

- 12 credits in Leadership Core Courses
- 15 credits in HRD Specialization Courses
- 9 credits in Research Courses
- 12 credits in HRD Elective Courses
- 6 credits in Capstone Project

\*Up to 12 credits from a Barry University Specialist in Education (Ed.S.) degree may be applied to the Ed.D. degree, reducing the number of required credits from 54 to a minimum of 42. Please note: those credits are not internally transferred and will only appear on the Ed.S. transcript.

Leadership Core Courses			12 credits
ADL	705	Theories of Leadership	3
ADL	717	Team Building for Leaders	3
ADL	739	Ethical Issues in Leadership	3
ADL	745	Organizational Change	3

Research Courses			9 credits
HSE	703	Philosophy of Science	3
HSE	705	Qualitative Methods of Inquiry	3
HSE	707	Quantitative Methods of Inquiry	3

<b>HRD Specialization Courses</b>			<b>15 credits</b>
HRD	644	HRD Theory and Practice	3
HRD	711	Performance Analysis and Improvement	3
HRD	719	Organizational Learning	3
HRD	728	Program Evaluation in HRD	3
HRD	745	Seminar in HRD	3

### **HRD Elective Courses (12 Credits)**

HRD elective courses are oriented towards the student's area of interest and action learning capstone project.

<b>Capstone Project</b>			<b>6 credits</b>
HRD	794	Capstone Seminar I : Dissertation of Practice : —Analysis, Design, and Development Phases	3
HRD	795	Capstone Seminar II : Dissertation of Practice: —Implementation and Results Phases	3

# Adrian Dominican School of Education

## 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 Legal Issues in Leadership (3)

Explores the issues of 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 and Evaluation (3)

Provides opportunities to apply a systematic planning process, examine approaches to policy development and program implementation, and analyze evaluation procedures.

717 Team Building for Leaders (3)

Uses team building, group dynamics, and interpersonal sensitivity to motivate and inspire individuals and groups to work toward common goals.

720 History of Education (3)

This course provides a holistic approach and comprehensive "map" of education—from its rudimentary elements in the Fertile Crescent, to medieval societies, to the cybernetics revolution of our present day. Emphasis is given to the historiography of education in several contexts.

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 Seminar in Educational Leadership (3)

This seminar is designed to provide an opportunity for students to demonstrate a clear understanding of the interrelated nature of the experiences within the program through critical discourse and projects which explore contemporary issues as they relate to leadership.

730 Sociology of Education (3)

This course examines the school and University systems as well as other educational organizations, from a social and cultural perspective. Issues related to social, economic, and demographic changes are emphasized.

733 Advanced Study in Leadership (3)

Offers a supervised advanced study experience in recent developments, issues, and trends in leadership and administration.

735 Foundations of Cognitive Development (3)

Analyzes cognitive development and explores the relationship and interface between cognitive neuroscience and educational practice. Explores implications for change in current educational practices.

- 737 Information Technology Administration (3)  
Explores the leadership and administrative roles in the implementation and management of information technology within a professional organization.
- 739 Ethical Issues in Leadership (3)  
This course provides ethical frameworks and components in leadership experiences in both education systems and public service organizations. It provides opportunities to interpret, apply, and evaluate theoretical frameworks, resources for choices, and impacts of decisions.
- 745 Organizational Change (3)  
Explores organizational theories and development from a leadership perspective with a focus on change within organizations, groups, and individuals.
- 760 The Reflective Leader: Vision and Strategies (3)  
This course is designed to promote and enrich a student's personal and professional quest to integrate being reflective and being an educational leader. It seeks to inspire and guide a journey of discovery into the application of reflective practice in the leadership of educational institutions. A dialogue based on the contemporary situation and issues in education will yield deepened understandings of leadership theories and applications, organizational climate and real life in various educational arenas. This dialogue will provide a framework for students to formulate a personal vision and to generate practical strategies for actualizing his vision in education and re-establishing healthy and successful workplaces.
- 798 Dissertation Seminar (3)  
Assesses researchable questions in leadership and administration in a student's area of specialization resulting in a dissertation proposal.
- 799 Dissertation (3)  
Culminates the research of the doctoral program; methods of inquiry must be appropriate to the problem being investigated. Prerequisite: ADL 798.
- 800 Continuous Matriculation (1)  
Enrollment is required each fall and spring semester after the completion of ADL 798 and 799 until the dissertation is successfully defended. Prerequisite: ADL 799. CR/NC only.

Counseling; Prefix: CSL

- 501 Orientation to the Counseling Profession (3)  
This course is designed to provide an overview of the counseling profession as well as to serve as an introduction to the Clinical Mental Health Counseling, Marriage, Couple, and Family Counseling/Therapy, Clinical Rehabilitation Counseling, and School Counseling specialties. This course will familiarize students with the history and evolution of the counseling profession, its foundational principles, the scope of practice for each counseling specialty, the basic clinical and administrative components of the counseling process, as well as professional counselor identity.
- 522 Guidance and Counseling of Gifted Children (3)  
Focuses on the guidance and counseling of exceptional children, addresses special developmental and personality needs, and considers strategies for intervention.
- 569 Psychopathology: Diagnosis and Treatment in Counseling (3)  
Examines the diagnosis and treatment of psychopathology within the counseling relationship. Introduces the most current edition of the *Diagnostic and Statistical Manual of Mental Disorders*, explores the dynamics of psychopathology, identifies the criteria associated with specific mental disorders, and considers the role of psychopharmacology in treatment. Case material and analyses are presented. Students are expected to demonstrate knowledge and skills related to the use of the DSM and conducting diagnostic interviews, including the mental status examination, bio-psychosocial history, and treatment planning.

- 585 Introduction to School Counseling (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.
- 586 Students Services Personnel within the Public Schools (3)  
This course focuses on the theoretical, scientific, and practical issues in professional School Counseling and School Psychology, and their development within the framework of the American public school systems. The impact of the development of the profession, of national organizations and accreditation, and ethical and legal guidelines of the professions will be examined. The structure of guidance programs and psychological services within various school settings, with particular attention to the context of a multicultural urban educational setting will be reviewed. The role of prevention/mental health programs within the American public school will be explored.
- 588 Crisis Intervention (3)  
This course presents the major theories and techniques in crisis intervention and counseling. Topics include the history, models, current trends, and systemic issues of crisis counseling. Particular emphasis on trauma and crises will be examined as they relate to individuals, families, and communities (i.e., schools, cities, countries, cultural groups).
- 589 Introduction to Mental Health Counseling (3)  
Examines the history and philosophy of mental health counseling. Surveys the roles and responsibilities of the mental health counselor, including ethical, legal, organizational, professional, and research considerations. Compares the relationship between mental health counselors and other human service professionals in multi-disciplinary settings. Prepares students to conduct comprehensive intake evaluation and develop treatment plans.
- 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 legal, ethical, and professional standards of practice of mental health, counseling, school/guidance counseling, rehabilitation counseling, and marriage and family counseling/therapy, which includes goals and objectives of related professional organizations, codes of ethics, legal considerations, standards of preparation, state and national certifications, and state licensure. Examines the role identify of counselors and overviews the rights of consumers.
- 605 Treatment of Substance Abuse in Counseling (3)  
Focuses on substance abuse assessment and treatment issues and practice, especially those relevant to marriage and family therapy, mental health, school, and rehabilitation counseling settings. As this course is intended to prepare the counselor for clinical work in a variety of settings, extensive experiential practice in both assessment and intervention will be included. It will additionally provide an overview of the history, theory, and current research perspectives in the etiology, assessment, and treatment of substance abuse, as they related to the role of the professional counselor. Prerequisites: CSL 569 or PSY 594, or permission of instructor.
- 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; addresses developmental interventions and relates them to the needs of specific client populations.
- 612 Child Guidance and Therapy (3)  
The course is designed to provide the primary and secondary school counselor with the knowledge and skills he or she requires to work with children. The counselor working in the elementary setting must be able to perform tasks in three areas to be effective: Child Counseling/Therapy, Prevention/Developmental Guidance, and Consultation. Prerequisite: CSL 610.

616 Introduction to Pharmacology for Counselors (3)

This course introduces students to the basic principles of pharmacology as it relates to behavioral, mental and emotional health. Students explore how select drugs are ingested, distributed, and metabolized, with an emphasis on drug selection, dosage, side effects, interactions, and toxicity. Cultural and ethical components of drug therapy in counseling and the role of the professional counselor are integrated.

621 Psychological Measurement (3)

Examines the theory, administration, scoring, and interpretation of standardized intelligence, interest, personality, psychomotor, and aptitude testing. Students are expected to demonstrate competency in the administration and interpretation of a broad range of assessment tools, as well as the ability to integrate and present this information appropriately. Prerequisite: EDU 601.

629 Social and Cultural Issues in Counseling (3)

Identifies the needs and issues relevant to counseling special populations. This course will explore the influence of gender, age, race, ethnicity, culture, sexual orientation, socioeconomic status, and physical and mental disabilities in the counseling relationship. Counseling interventions appropriate for specific populations will be addressed.

635 Medical and Psychological Aspects of Disability (3)

This course is a survey of the medical, psychological, and social aspects of disability. Students will learn the principles and practices of rehabilitation counseling concerning issues such as etiology, diagnosis, psychosocial aspects of disabilities, and treatment for clients with disabilities. This course familiarizes students with the most current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD). Assistive technology and basic classifications, indications, and contraindications of commonly prescribed medications will be introduced. Case material and analyses are presented. Students are expected to demonstrate knowledge and skills related to clinical rehabilitation counseling models and approaches to clinical evaluation of clients with disabilities.

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. Emphasis is placed on development of counseling micro skills within the context of the helping relationship.

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. Lab fee will be assessed for this course.

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 658 and permission of instructor.

658 Group Counseling Procedures (3)

Discusses major concepts in group counseling theory and practice. Students develop competence in group counseling relationship development and application of group counseling theory and practice to coordination of group work.

- 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.
- 672 **Foundations of Clinical Rehabilitation (3)**  
This course reviews the history, relevant legislation, and philosophy of rehabilitation counseling. In addition, the course surveys the roles and responsibilities of the clinical rehabilitation counselor in various clinical settings and orients the student to the nature of the interdisciplinary interactions that lead to meaningful participation in a treatment team. Students practice developing comprehensive intake evaluations for clients with disabilities, including diagnostic interviews, biopsychosocial assessments, mental status examinations, symptom inventories, psychoeducational and personality assessments, and career assessments to evaluate functional abilities, transferable skills, and application of assistive technologies in developing individualized treatment plans.
- 677 **Rehabilitation Issues (3)**  
This course is designed to examine societal issues, trends, and developments affecting individuals with disabilities and the rehabilitation counseling profession. Students will consider the linkages and needs of rehabilitation programs and agencies in the community. Special attention will be given to the role of the rehabilitation professional in prevention, intervention, consultation, education, and advocacy initiatives that address environmental, attitudinal, and individual barriers experienced by people with disabilities. Finally, students will assess how government relations on local, state, and national levels impact services for individuals with disabilities and the practice of rehabilitation counseling.
- 680 **Family Counseling and Therapy (3)**  
Investigates the theories and practices of family counseling and therapy. Major and emerging models of counseling and therapy are studied and applied in practice sessions. Emphasis is placed on the development of a systemic perspective.
- 682 **Consultation Procedures (3)**  
Presents the principles and theories of consultation and examines the practices of the counselor and school psychologist as a consultant in schools and related settings. Process models of consultation are discussed.
- 684 **Counseling Supervision (3)**  
Discusses the theories and models of counselor supervision. Requires students to apply knowledge and skills to supervision of counselor trainees. Clinical supervision is offered for practitioners interested in updating their clinical skills and for marriage and family therapy interns and mental health counseling interns who are pursuing their supervised clinical experience for licensure. Prerequisites: CSL 652, 658, 686, 694.
- 686 **Counseling Theories and Interventions (3)**  
Examines major and emerging counseling models and theories and interventions, and their application to the counseling process. Students are expected to begin to develop a personal model of counseling.
- 687 **Marital and Family Systems (3)**  
Explores the systems approach to marital and family counseling and facilitates understanding of marital and family problems from a systems perspective. Prerequisite: CSL 680
- 688 **Marital and Couples Counseling and Therapy (3)**  
Examines the theory and techniques associated with marital and couples counseling and therapy. Case examples are provided. Prerequisite: CSL 680
- 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 functioning. Prerequisite: CSL 680

691 Personality Theories (3)

Surveys major and emerging models and theories of personality development. Focuses on identifying and analyzing theoretical models of personality development and clinical implications.

692 Counseling Practicum (4)

CSL 692 Counseling Practicum (4 crs.) requires 300 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: Students must complete all didactic coursework prior to beginning practicum. Three credit hours will be allowed with the permission from the academic advisor in consultation with the practicum and internship coordinator. None of the core courses will be allowed in this exception. Any other arrangements will be allowed at the discretion of the academic advisor in consultation with the practicum and internship coordinator.

693 School Counseling Internship (6)

This course, CSL 693- School Counseling Internship, requires the completion of 600 clock hours of field experience 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 conceptualization, counseling skills and techniques and service delivery systems are discussed in weekly group sessions. Prerequisites: CSL 694.

694 Counseling Practicum (6)

Requires 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. All core and specialization courses, except CSL 699, must be completed before beginning Practicum. Exceptions need advisor and Department Chair approval. Insurance fee will be assessed for this course.

695 Clinical Mental Health Counseling Internship (6)

This course, CSL 695- Clinical Mental Health Counseling Internship, requires the completion of 600 clock hours of field experience in mental health organizations, human service organizations, and hospital behavioral medicine units. Specific emphasis is placed on direct contact with consumers of counseling services. Weekly meetings with faculty and field supervisors are required. Case conceptualization, counseling skills and techniques and service delivery systems are discussed in weekly group sessions. Prerequisites: CSL 694.

696 Marriage and Family Counseling Internship (6)

This course, CSL 696 Marriage and Family Counseling Internship, requires the completion of 600 clock hours of field experience in a marriage and family setting. Specific emphasis is placed on direct contact with consumers of counseling services. Weekly meetings with faculty and field supervisors are required. Case conceptualization, counseling skills and techniques and service delivery systems are discussed in weekly group sessions. Prerequisites: CSL 694.

697 Clinical Rehabilitation Counseling Internship (6)

This course, CSL 697 Clinical Rehabilitation Counseling Internship, requires the completion of 600 clock hours of field experience in community health organizations, human service organizations, and/or rehabilitation service institutions and settings. Specific emphasis is placed on direct contact with consumers of counseling services. Weekly meetings with faculty and field supervisors are required. Case conceptualization, counseling skills and techniques and service delivery systems are discussed in weekly group sessions. Prerequisites: CSL 694.

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 organizations, marriage and family settings, 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. Exceptions require advisor and Department Chair approval. Attainment of a minimum grade of "B" or higher in CSL 694 is a prerequisite of CSL 699. Insurance fee will be assessed for this course. The Counseling Internship course completed is designed specific to each area of specialization.

**700 Continuous Enrollment (1)**

Continuous Enrollment is required every Fall, Spring, and Summer until all clinical hour requirements have been met for either Practicum (CSL 694) or Internship (CSL 699). Prerequisite: Student has not completed the required clinical hours for either Practicum (CSL 694) or Internship (CSL 699) in the semester of enrollment and has a current grade of IP in the course. Insurance fee will be assessed for this course.

**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 systemic issues involved in interpersonal and organizational change. Critically examines the existing research base in relationship to effective change processes in counseling, and marital, couple, and family counseling and therapy.

**740 Leadership in Counseling & Counselor Education (3)**

Examines the theories, research, and processes that influence leadership, pedagogy, scholarship, and consultation. This course fosters the development of specific philosophies, skills, and intervention strategies required to perform effectively in these functions.

**758 Advanced Counseling Procedures (3)**

Analyzes 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. Prerequisite: CSL 652 or CSL 686 or equivalent.

**761 Advanced Multicultural Issues in Counseling (3)**

Examines theories and research for counseling culturally different clients. Exploration of cultural biases in the existing theories and current research is encouraged throughout this experience. Students will actively participate in experiential approaches designed to develop a higher skill base when working with and treating individuals from different socioeconomic/cultural/ethnic and religious backgrounds and those with varying sexual identities. This course is designed to maximize the effectiveness of culturally sensitive counseling approaches and interventions through the identification of differences and similarities of multicultural populations. Prerequisite: CSL 629 or equivalent.

**763 Advanced Family Systems Theory (3)**

Reviews and critically analyzes contemporary theories and research that impacts the practice of couples and family counseling and therapy. Emphasizes various contemporary approaches to couples therapy ranging from early systemic and modernists approaches to later systemic, integrative, and postmodernists approaches. Critically reviews empirical findings on attachment, intimacy, relational conflict, or parenting research and related clinical implications for a wide range of therapeutic and psycho educational interventions with couples and families. Prerequisite: CSL 687 or equivalent.

## 765 Advanced Professional Issues in Counseling (3)

Explores central professional, legal, and ethical issues surrounding contemporary counseling practice. The counselor's advocacy role is stressed, both in advocacy for clients; i.e., topics of gender, ethnicity, religion, spirituality, and disability; and advocacy for the profession; i.e., including guild issues and utilizing the legislative process to better serve clients. Professional codes of ethics as well as virtue and organizational ethics serve as the foundation for analyzing the complex issues facing counseling professionals. The process of achieving and maintaining CACREP accreditation is considered. Also, the evolving impact of federal; i.e., HHS and HIPAA, and state laws and regulations on counseling practice is explored. Prerequisite: CSL 600 or equivalent.

## 767 Advanced Counseling Therapy Techniques with Families (3)

Addresses the development of advanced level skills and competencies in the practice of family counseling/therapy. Multiple systemic models for practice in a complex, multi-cultural society will be explored. Diverse and emerging contexts for clinical practice will be studied. These contexts include home, school, and community-based settings, detention facilities, and health-care settings. Models and techniques from both the modernist and postmodernist traditions will be studied. Prerequisites: CSL 680, CSL 687, CSL 688, CSL 689 or the equivalent with permission from advisor.

## 768 Advanced Appraisal Techniques (3)

Reviews the process of assessment and effective utilization of assessment data in working with individuals, couples and families in various clinical and human services contexts. Focuses on the relationship between clinical interviewing, formal assessment, case formulation and treatment planning. A wide variety of clinical appraisal methods; e.g., standardized inventories, structured observation, and other self-report measures, are reviewed and critically evaluated. Students are encouraged to apply these assessment methods to a wide variety of individual, couple, and family issues; e.g., alcohol/substance abuse, child abuse, custody, pre-marriage, marriage, divorce, mediation, work-family, and health problems. Prerequisite: EDU 621 or equivalent.

## 784 Counseling Supervision (3)

Discusses the theories and models of counselor supervision. Requires students to develop a theoretically based personal model of counseling supervision. Prerequisites CSL 758 and CSL 767.

## 786 Counseling Supervision Internship (3)

Emphasizes the process of supervising counselor trainees in laboratory and field settings. Stresses the integration of supervision theory and practice. Group supervisory meetings are required weekly. Prerequisites: CSL 784, permission of program advisor. Insurance fee will be assessed for this course.

## 792 Counseling Leadership and Advocacy Internship (3)

This course requires supervised field experience in a setting that provides significant opportunities to engage in advocacy and leadership. Students are expected to demonstrate advanced knowledge and skills in the implementation of advocacy competencies, as well as leadership within the counseling profession. Individual and group supervisory meetings are required weekly. Prerequisite: CSL 740 Leadership in Counseling & Counselor Education

## 794 Advanced Counseling Practicum (3)

Requires supervised field experience in a setting that provides significant opportunities to engage in marital, couple, and family counseling/therapy. Students are expected to demonstrate advanced knowledge and skills in the practice of counseling. Students will also engage in counseling-related activities, such as case preparation and note-keeping, treatment team meetings, and attendance of professional development workshops. Individual and group supervisory meetings are required weekly. Insurance fee will be assessed for this course.

## 795 Counseling Teaching Internship (3)

Requires supervised teaching experience that provides significant opportunities for students to participate in classroom teaching. Students will demonstrate teaching methods and strategies at the college/university level; explore topics such as adult learning, teaching and learning styles, and societal and cultural factors and their impact on teaching at the collegiate level. Individual and group supervisory meetings are required weekly. Insurance fee will be assessed for this course.

- 796 **Dissertation Seminar (3)**  
Assesses researchable questions in counseling, with application to family, couples, and marital counseling, resulting in a completed dissertation prospectus. Prerequisite: Successful completion of coursework and doctoral comprehensive examination.
- 797 **Dissertation (3)**  
Culminates the research of the doctoral program, methods of inquiry must be appropriate to the problem being investigated. Prerequisite: CSL 796.
- 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)**  
Requires completion of 600 hours of field experience in a counseling setting that provides significant opportunities to do marital, couple, and family counseling/therapy. 300 hours must consist of direct clinical contact with clients. 180 hours must include marital, couple, and family counseling/therapy with the following categories of cases: Unmarried dyads, married couples, separating and divorcing couples, and family groups, including children. Students must receive one hour of clinical supervision for every fifteen hours of direct clinical contact. The remaining 300 hours of internship can consist of activities related to the practice of counseling, including case preparation and discussion, supervision, treatment planning and note-writing, treatment team meetings, etc. Thirty of the related hours must include professional development activities, such as attendance at the American Counseling Association's Annual Conference. Students are expected to demonstrate an advanced level of knowledge and skills in the practice of counseling with special attention to the practice of couple, marital, and family counseling/therapy. Prerequisite: CSL 694, CSL 699 or equivalent. Insurance fee will be assessed for this course.
- 800 **Continuous Matriculation (1)**  
Enrollment is required each fall and spring semester after completion of CSL 796 and 797 until the dissertation is successfully defended. Prerequisite: CSL 797.

### **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 areas of the curriculum.
- 601 **Montessori Methods and Materials I (3)**  
Introduces students to the philosophy and rationale for everyday living and sensory-motor curriculum areas. Students learn how to design and maintain developmentally appropriate activities in these two areas for the young child.
- 602 **Montessori Methods and Materials II (4)**  
Examines how a child develops linguistic skills and presents strategies for facilitating development in a holistic approach to language. The math curriculum provides foundation for the understanding of quantity and the development of number sense through specially-designed, hands-on materials sequenced to correspond with the child's development.
- 603 **Montessori and Child Development (3)**  
Explores the philosophy, theory, and strategies of the Montessori approach to early childhood 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.

## 604 Secondary Montessori Philosophy (3)

This course examines Dr. Maria Montessori's life and philosophy, specifically how they apply to the adolescent child's intellectual, social-emotional, psychological and personal development, inclusive of the correlation to current research and evidence-based practices.

## 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.

## 606 Adolescent Psychology for the Montessori Educator (3)

Students will study the biological, social-emotional and cognitive developmental stages during the adolescent period (ages 12 to 18). With a focus on Montessori philosophy, the course will focus on the transitions occurring within these domain areas and on developmentally relevant influences and issues such as peers, family, identity, autonomy, sexuality, school, achievement and adjustment.

## 607 Humanities in the Montessori Early Childhood Classroom (3)

Includes the teaching of the history, physical and cultural geography, fine arts, and the performance arts (drama, music, movement/dance). Emphasis is placed on the role of the related arts in the development of the young child and how activities in these areas can be incorporated into the day's schedule.

## 608 Montessori Secondary Curriculum Design and Implementation (3)

This course will focus on providing students an opportunity to analyze, plan, design and evaluate developmentally appropriate curriculum. Additionally, students will gain a deeper understanding of the Montessori secondary core curriculum and its practices.

## 609 Communication and Partnership with Montessori Families (3)

This course will consider the role of teacher as facilitator and model in creating a positive classroom environment for the purpose of effective interactions with adolescents and their families. Students will examine policies, practices, and strategies in schools for the purpose of building community and effective group dynamics.

## 610 Leadership in the Secondary Montessori Environment (3)

This course explores implementation of Montessori principles for classroom leadership. Topics discussed will lead to effective management of a Montessori classroom, with special emphasis on the Montessori approach to assessment, observation, and communication at the secondary level.

## 626 Sciences in the Montessori Early Childhood 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/Social Sciences for Montessori Teachers (3)

Introduces beginning concepts of the physical sciences through hands-on materials, experiments, and stories. The course seeks to awaken a sense of wonder and an appreciation of the earth's history through the timeline of life and the role of humans in the evolution of life through the timeline of people.

## 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.
- 640 Montessori Early Childhood Curriculum (3)  
Designed for the Montessori Specialist Degree candidate with specialization in Elementary Education, the course presents an integrated view of philosophy, instructional strategies, and the didactic apparatus used in the early childhood (ages 3 to 6 years) prepared environment. Special attention is given to how a young child learns through observation, through the use of concrete objects, and through movement.
- 641 Montessori Elementary Curriculum (3)  
Designed for the Montessori Specialist Degree candidate with a specialization in Early Childhood Education, the course gives a synthesis of the Montessori curriculum for children ages six to twelve years. Key experiences will be highlighted in each of the academic areas with the aim of understanding how the curriculum is designed to meet the developmental needs of the school age child.
- 649 Classroom Leadership for Montessori Early Childhood Teachers (3)  
Classroom Leadership for Montessori Early Childhood Teachers equips 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 Early Childhood (2.5–6 years) classroom, and interpret classroom observations to the public.
- 650 Classroom Leadership for Montessori Elementary Teachers (3)  
Classroom Leadership for Montessori Elementary Teachers equips 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 Elementary (6–12 years) classroom, and interpret classroom observations to the public.
- 656 Practicum I (3)  
Student teacher applies Montessori instructional strategies in implementing early childhood 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 early childhood 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.
- 661 Montessori Secondary Practicum I (1)  
Applies the Montessori philosophy and method in implementing the Montessori Secondary I-II curriculum. The field-based experience is supervised by a site supervisor and a University instructor.

## 662 Montessori Secondary Practicum II (1)

Continues the application of Montessori curriculum and instruction techniques at the secondary level under the supervision of a Montessori-certified teacher and a University advisor.

### Course Descriptions

Education; Prefix: EDU

## 505 Introduction to 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.

## 509 Multicultural PreK—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.

## 513 Curriculum Development and Renewal (3)

Through the study of the basic principles of curriculum development, educators and curriculum leaders are provided with knowledge, skills, and experiences to be actively involved in multiple facets of curriculum development, including planning, design, developmental processes and approaches, implementation, evaluation, and improvement/change. Development of curriculum will systemically address technology integration, evidenced-based practices, innovative and collaborative learning experiences, and the impact of social, political, psychological, and economic factors.

## 514 Classroom Management (3)

Provides knowledge, skills, and dispositions to effectively manage classrooms. Provides teachers with a repertoire of strategies, competencies, and attitudes necessary to effectively work with all aspects of classroom management to create a positive learning environment. Includes legal issues pertaining to management, ethics and professional behavior, and school safety. ESOL strategies are infused. Field experiences required. Prerequisite: Fully admitted to Barry University's Graduate programs or teacher certification.

## 515 Guiding PreK—Primary Learning (3)

This course focuses on the elements of child guidance and classroom management skills incorporating cooperative learning strategies. An overview of philosophical orientations are reviewed in order to develop an understanding of the interrelations of school and community and the formulation of a workable school philosophy based on accepted standards. Issues of school safety, law, and ethics are addressed within the content of appropriately managing a classroom.

## 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.
- 534 Child-Home Study for PreK/Primary Education (3)  
Includes issues and practices to promote family and community involvement
- 535 The Teaching of Language Arts (3)  
This course utilizes interdisciplinary and differentiated approaches to the teaching of language arts. Studies research-based models and methods for interrelating language arts. Projects which interrelate and integrate reading, writing, listening, speaking, viewing, visually representing and thinking are required.
- 535P Early Childhood Language Arts (3)  
This course uses an interdisciplinary approach to the teaching of language arts. Methods for interrelating the language arts and social studies are studied and participation in a parent involvement project is required.
- 536 Strategies for PreK/Primary Instruction (3)  
Develops a framework for working with young children. Includes early childhood classroom organization, materials, and instructional strategies.
- 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.
- 539 Early Childhood Programs, Curriculum, and Instruction (3)  
Examines the foundations of early childhood curriculum and instructional practices. Includes understandings about play blocks and symbolic expression. Research paper required.
- 542 Secondary School Curriculum (3)  
Explores current trends in modern secondary school curriculum. Offers practical experiences in developing criteria for valid practices and curriculum changes. Projects will be related to student's content area.
- 543 Research and Current Trends in PreK/Primary Health Education (3)  
Uses a research foundation for incorporating health, nutrition, and safety education as an essential part of an integrated learning environment for children age three through grade three.
- 544 Problem Solving in PreK/Primary Mathematics (3)  
Examines the curriculum foundations and instructional methods for early childhood education mathematics. Presents the knowledge and methods for classroom applications.
- 547 Primary (PreK-3) Science Studies (3)  
Presents the knowledge and methods for providing inquiry based science experiences for young children. 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 and responses to literature 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 Early and Middle Childhood Mathematics (3)**  
Provides knowledge, skills, and dispositions to effectively establish mathematical foundations for students. Provides methods and instructional strategies for teaching early and middle childhood mathematics. Examines NCTM Standards, the Florida Sunshine State Standards, Subject Matter Content, and ESOL strategies as related to mathematical teaching and learning. Field experiences required. Prerequisite: Fully admitted to Barry University's Graduate programs or teacher certification.
- 552 **Critical Thinking in Elementary School Science and Social Studies (3)**  
Provides knowledge, skills, and dispositions to effectively establish science and social studies foundations for students. Provides methods and instructional strategies for teaching elementary school science and social studies. Emphasis is on developing critical thinking skills in these areas and integrating content. Examines NSTA and NCSS Standards, the Florida Sunshine State Standards, Subject Matter Content, and ESOL strategies as related to science and social studies teaching and learning. Field experiences required. Prerequisite: Fully admitted to Barry University's Graduate programs or teacher certification.
- 554 **Literature for the Elementary Classroom (3)**  
Current trends and issues in children's literature for the elementary student are addressed. Focuses on literature genres and how to embed them into the curriculum. Uses literature to differentiate and support content areas and students with cultural and linguistic differences. Provides ways to develop positive attitudes toward books and reading.
- 555 **Integrating Fine Arts in the Elementary Classroom (3)**  
Philosophy, curriculum, and methods pertinent to the development of creative expression in music and the visual arts for students in grades K–6. This course approaches the actual classroom situation from the standpoint of the elementary teacher and provides practice in formulating aims, preparing lesson plans and materials, demonstrating processes, integration of multicultural perspectives, and evaluating works in the fine arts. Field experiences are a required component. Course goals and objectives are specific to benchmarks and standards of the Florida Sunshine State Standards, Florida Subject Matter Content Standards, Florida Performance Standards for Teachers of ESOL, and National Elementary Education Standards (ACEI). Prerequisite: Admission to Graduate Elementary Education Program or teacher certification.
- 565 **Language Acquisition in Young Children (3)**  
Deals with the concepts and questions of language acquisition and communication for children age three through grade three.
- 566 **Teaching Early and Middle Childhood Social Studies (3)**  
Provides knowledge, skills, and dispositions to effectively establish social studies foundations for students. Provides methods and instructional strategies for teaching early and middle childhood social studies. Emphasis is on unit development and integrating content. Examines NCSS Standards, the Florida Sunshine State Standards, Subject Matter Content, and ESOL strategies as related to social studies teaching and learning. Field Experience required. Prerequisite: Fully admitted to Barry University's Graduate programs or teacher certification.
- 567 **Foundations of Reading Instruction (3)**  
Surveys the knowledge and research-based teaching strategies necessary to understand the nature of reading and the basic principles of reading instruction with a focus on phonemic awareness, phonics, fluency, vocabulary, and comprehension and their integration. Includes use of professional resources to investigate historical and current trends differentiating in reading instruction. Field experience required.
- 568 **Reading in the Content Areas (3)**  
Assists elementary and secondary classroom teachers with research-based reading and study skill strategies as they apply to the subject areas in their curriculum. Projects involving the use of differentiated lessons planning, practice and demonstration activities, and informal screening devices will be designed for specific content areas in the classroom. Field experience required.



- 571 **Psycho-Social Foundations in Early Childhood 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 **Early Childhood Programs and Practices (PreK-3) (3)**  
Addresses the foundations of curricula for children age three through grade three as related to developmental patterns. Explores the use of technology, policy issues, and the development of a professional code of ethics. Project required which includes working with parents as well as children.
- 584 **Reading Assessment (3)**  
Using research, the course focuses on the diagnosis of reading difficulties. It includes the administration, interpretation, and use of informal assessment data to impact, prescribe, and plan for differentiated instruction. Prerequisites: EDU 567, or equivalent. Field experience required.
- 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 **Reading Intervention Practicum (3)**  
Utilizes research-based classroom instructional methods, materials, and differentiated strategies based on informal assessment for use in correcting reading difficulties with students in the K-12 classroom. Prerequisite: EDU 567 and 584 or equivalent. Field experience required.
- 592 **Workshop in Education (Variable Credits)**  
Provides 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 Early and Middle Childhood Science (3)**  
Provides knowledge, skills, and dispositions to effectively establish science foundations for students. Provides methods and instructional strategies for teaching early and middle childhood science. Emphasis is on developing critical thinking skills and hands-on science methodology. Examines NSTA Standards, the Florida Sunshine State Standards, Subject Matter Content, and ESOL strategies as related to science teaching and learning. Field experiences required. Prerequisite: Fully admitted to Barry University's Graduate programs or teacher certification.
- 595 **Advanced Curriculum and Assessment (3) A PreK/Primary B Elementary  
C Middle School D Secondary School**  
Presents the basic principles of development, implementation, and assessment of students' work from a backward curricular design model, based on precepts of assessment—for—and as—learning and checking for understanding. Emphasis is given to the historical and philosophical development of assessment practices as applied to P-12 grades, the emergency of performance-based authentic assessments, and the issues involved in the importance, development, organization, evaluation, and implementation of traditional, authentic, and performance-based assessments. Discusses how schools are assessed and rated based on FCAT and the relationship of the FCAT to the Florida Sunshine State Standards. Utilizes differentiated instruction and assessment approaches for all students, especially ELLs and ESE. Field experiences required. Prerequisite: Fully admitted to Barry University's Graduate programs or teacher certification.

## 596 Accomplished Practices Seminar (1)

This is an introductory seminar designed to acquaint students with portfolios, portfolio development, the Florida Educator Accomplished Practices, and the Portfolio Assessment Process. Students are exposed to the theory and practice of standards-based professional portfolios. Key elements of the Portfolio process include organization, selecting evidences, connecting evidences to standards, rubrics, and reflective practice and writing. The development and assessment of the Initial Portfolio will be an outcome of this seminar.

## 599 Teaching Internship (Grades K-6) (6)

Provides the graduate intern teacher with a minimum of 10 weeks full-time school-site teaching experiences under the supervision of a certified teacher and University personnel. The student teacher will be required to synthesize and apply theory acquired in coursework to realistic classroom situations. Prerequisites: FTCE and a 3.00 GPA or better. A grade for this course is contingent upon passing all components of the FTCE, including General Knowledge, Subject Matter and Professional Education exams. Requirements for the year-long internship include: FTCE scores, 3.00 GPA or better, and full-time employment in a K-6 setting.

## 599E Teaching Internship (Middle/Secondary) (6)

Provides the graduate intern middle/secondary teacher with school-site teaching experiences under the supervision of a certified teacher and University personnel. Prerequisites: 3.00 GPA; be eligible for Middle/Secondary Education temporary certification.

## 599P Teaching Internship (PreK-3) (6)

Provides the graduate intern PreK-3 teacher with a minimum of 10 weeks full-time school-site teaching experiences under the supervision of a certified teacher and University personnel. The student teacher will be required to synthesize and apply theory acquired in coursework to realistic classroom situations. Prerequisites: FTCE; 3.00 GPA. A grade for this course is contingent upon passing both components of the FTCE Subject Matter and Professional Education exams.

## 599S Teaching Internship (E.S.E.) (6)

Provides the graduate intern Exceptional Student Education teacher with school-site teaching experience under the supervision of a certified teacher and University personnel. Prerequisites: 3.00 GPA; must be eligible for K-12 Exceptional Student Education Certification.

## 603 Trends and Current Issues (3) A. PreK/Primary B. Elementary C. Middle School D. Secondary School

Explores student-selected trends and issues and their application to practice, with the focus area on primary/early childhood and developmental education.

## 604 Teaching Vocabulary and Reading Comprehension (3)

Assists teachers improve teaching vocabulary and comprehension. Research-based vocabulary and comprehension strategies are taught through modeling and differentiated lesson planning. Focus on the impact of vocabulary knowledge and reading comprehension. Field experience required. Prerequisites: EDU 567, or equivalent. Field experience required.

## 605 Action Research Practicum in Curriculum and Instruction (3)

- A.** Early and Middle Childhood Education
- B.** Mathematics Education
- C.** Social Sciences
- D.** English

Advances the concepts, ideas, and learning gained in curriculum and instruction. Serves as a capstone course which results in an applied action research project in classroom settings. Field Experience required. Prerequisite: Fully admitted to Barry University's Graduate programs or teacher certification and completion of EDR 601 Methodology of Research.

- 607 **Beginning Reading for the Primary Years (3)**  
Introduces theoretical foundations of emergent literacy, reading curriculum for primary children and research-based best practices for teaching primary reading with a focus on phonemic awareness, phonics, fluency, vocabulary, and comprehension and their integration. Prerequisite: EDU 567 or equivalent.
- 608 **Practicum in PreK—Primary Curriculum and Instruction (3)**  
Implements early childhood curriculum and instruction in meaningful situations when working with children age three through grade three. Computer applications included. Field-based experience under the supervision of a University instructor. Prerequisite: Approval of program advisor.
- 609 **Advanced Practicum in PreK—Primary Curriculum and Instruction (3)**  
Implements knowledge and skills about curriculum and instruction for young children through applied action research. Field-based experience under the supervision of a University instructor.
- 611 **Reading/Literacy and Thinking Skills (3)**  
This advanced course supports teachers by providing theories, models, and techniques necessary to improve literacy/reading and thinking skills in the P–12 classroom. Teachers will learn strategies to help organize children’s thinking, with an emphasis on reading/literacy skills.
- 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 research-based diagnostic-prescriptive procedures and the organization and implementation of corrective instruction in vocabulary, structural analysis, fluency, comprehension, and study strategies. Prerequisites: EDU 567 and EDU 568, or equivalents. Field experience required.
- 613 **Roles of the Reading Specialist (3)**  
Focuses on research-based methods for implementing the duties and responsibilities of the reading professional. Includes consultative and coaching skills. The focus includes human relations and leadership skills. Prerequisite: EDU 567 or equivalent.
- 614 **Visionary Leadership in Education (3)**  
Explores models and theories of organizational development and their application to the development and maintenance of educational organizations.
- 615 **Ethics and Communication for Leaders (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 Wechsler and Stanford-Binet. Requires students to write psychological reports on client’s performance on the tests. Prerequisite: EDU 621 and/or consent of instructor.
- 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, Measurement, 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.

- 628 Historical and Contemporary Issues in Curriculum and Instruction (3)  
This course surveys historical and current trends in educational curriculum development and their impact on public and non-public schools from an instructional leadership perspective.
- 630 Essential Readings in Adult Literacy (3)  
Provides an introduction to adult literacy as it relates to the development and implementation of integrated curricular, linguistic and cognitive theories, sociocultural and socio-political issues pertaining to literacy that are the foundation for current directions in literacy practices and instructions.
- 633 Pedagogical Principles and Practices (3)  
This course will prepare educators to be proficient in the application of a variety of instructional strategies. A study of pedagogical models will provide the foundation upon which educators can reflect upon best practice and meet the needs of diverse learners.
- 634 Remedial Reading (3)  
Focuses on research-based remedial techniques for students who evidence reading problems. Prerequisites: EDU 567 and 584, or equivalent, or permission of advisor. Field experience required.
- 637 Educational Decision Making (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.
- 640 Mentoring and Collegial Coaching (3)  
This course is designed to provide the experienced teacher with a comprehensive perspective on the principles of mentoring and coaching. Class sessions will focus on providing awareness of the knowledge base related to mentoring, as well as a set of mentoring skills and various strategies for applying the functions and behaviors associated with effective mentoring. Individuals responsible for the planning and implementation of teacher induction and orientation programs will also benefit from this course.
- 651 Instructional Assessment and Decision Making (3)  
The focus of this course is upon how assessment data is used to inform instruction and enhance student learning. Outcomes of student learning need to be connected to activism and advocacy for appropriate assessment practices. Consideration of assessment practices and instruments will be in light of students' diverse needs and cultures and the communities within which they live and learn. Presents the basic principles of development, implementation, and assessment of students' work in light of desired learner outcomes within the current sociopolitical context. Emphasis is given to differentiated assessment practices with a focus on problem-based standards-based systems. Discusses statewide accountability systems; the issues surrounding high-stakes assessment practices; and the interrelationships between statewide PK-12 standards, accountability, and teacher quality. Identifies appropriate assessment strategies for diverse needs and populations found within inclusionary educational settings.
- 654 Spirituality and the Art of Leadership (3)  
Explores challenges faced by professional educators and leaders in promoting institutional conversion through shared responsibility, curricular interdependence, creative problem-solving, and the empowerment of people.
- 656 The Reflective Educator: Vision and Strategies (3)  
Provides a foundation to enrich the educator's role as a classroom leader through reflective inquiry. Various forms of reflective practice will be examined as educators explore individual and collective beliefs, assumptions and practices, leading to insights about instructional effectiveness. The goal of the course is to gain self-awareness through reflection so as to initiate changes in practice that will enhance student learning and provide for significant and sustained school improvement.

- 661 Community Based Teaching and Learning (3)  
The emphasis in this course is on the application and infusion of community resources and service learning in support of Early and Middle Childhood student-learning achievement. Through experiential learning, collaboration, and interdisciplinary curriculum and instruction, this course models and exemplifies how to place community-based service learning concepts into action. There will be opportunities to interact with the community through field experiences.
- 662 Leadership for Assessment and Accountability (3)  
Provides a broad overview of the field of data-driven teaching and learning, and analyzes the leadership qualities needed to transform educational environments through constructive, meaningful development and implementation of assessment practices and evaluation of data.
- 664 Educational Application of Cognitive Neuroscience (3)  
Relates cognitive, social, moral, and psycho-social theories of human development to research findings in brain science. Assesses implications for teaching and learning during the PreK through early adult years. Identifies critical periods and windows of opportunity for specific types of learning with an emphasis on developmental stages, brain plasticity, and strategies for effective teacher/student interactions during the different developmental periods. Explains how learning changes the brain. Analyzes existing educational practices and explores ways to use brain research to reshape classroom teaching practices, enhance growth in cognitive and emotional intelligence, and more effectively promote intellectual, moral, and social development in students.
- 673 Technology Applications in the Teaching of Reading (3)  
Prepares the Reading teacher to use a variety of technologies in the teaching of reading, and to augment instruction in a whole language classroom.
- 674 The Legal Environment in Education (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.
- 676 School Personnel Administration and Development (3)  
Introduces students to the field of school personnel administration by providing an indepth look at those topics the student will utilize within a school setting. This course encourages reflective thinking that will assist the student in making ethically sound decisions in the planning, recruitment, selection, retention, evaluation, and termination processes within the school environment.
- 679 Teaching and Learning Number and Operations (3)  
This course investigates the concept of number as it is aligned with the Number and Operations strand of the National Council of Teachers of Mathematics (NCTM). It includes the following topics: number systems, numbers sets, infinity and zero, place value, meaning and models for operations, divisibility tests, factors, number theory, fractions, decimals, rations, percents, rational numbers, and proportional reasoning.
- 681 Teaching and Learning of Data and Measurement (3)  
This course investigates topics from data and measurement as they are aligned with the Data & Measurement strand of the National Council of Teachers of Mathematics (NCTM). The topics of discussion include basic measurement properties of length, area, perimeter, volume, weight, time, and temperature with their historical connections, realistic and relevant applications.
- 687 Emerging Technologies and Educational Leadership (3)  
Designed to prepare educational leaders with the skills needed to understand the changing nature of educational technology and apply these technologies to improve communication, increase student engagement, promote educational opportunities, enhance operational procedures, and build strategic partnerships.

## 688 Teaching and Learning Algebraic Thinking (3)

This course investigates algebraic thinking as it is aligned with the Algebra Strand of the National Council of Teachers of Mathematics (NCTM). It includes the following topics: patterns, functions, and algorithms; proportional reasoning, linear functions, and slopes; solving equations, non-linear functions, and algebraic structure; and analysis of change in various contexts.

## 689 Teaching and Learning Geometry (3)

This course investigates geometry as it is aligned with the Geometry Strand of the National Council of Teachers of Mathematics (NCTM). It includes the following topics: analyzing characteristics and properties of two- and three-dimensional geometric shapes and developing mathematical arguments about geometric relationships; specifying locations and describing spatial relationships using coordinate geometry and other representational systems; applying transformations and using symmetry to analyze mathematical situations; using visualization, spatial reasoning, and geometric modeling to solve problems.

## 690 Teaching and Learning of Data Analysis, Statistics and Probability (3)

This course investigates topics from statistics and probability as they are aligned with the Data Analysis & Probability strand of the National Council of Teachers of Mathematics (NCTM). The topics of discussion include collecting, organizing and displaying data, measures of center and spread, tree diagrams, independent and dependent events, combinations and permutations with their historical connections, realistic and relevant applications.

## 697 Practicum in Educational Leadership (3)

Required for students seeking a graduate degree in Educational Leadership without certification. This course is a culminating experience that addresses and assures demonstration of the Principal Leadership Standards as well as competencies and skills needed for successful leadership in private and parochial education. This course provides an opportunity for each candidate to engage in extensive research, utilize a problem-solving process, collaborate with peers and supervisors, and apply theory to formulate a plan for school improvement. Completion of this course will provide the Educational Leadership student with the opportunity to engage in service-learning to bring about a significant, research-based improvement in the area of curriculum, school procedures, community partnerships, assessment, communication, technology, and/or professional development.

## 699 Internship in Educational Leadership (3)

Provides leadership experiences in an educational organization or agency commensurate with the student's graduate program, certification objectives, educational experiences, and career goals. *Prerequisites include:* Completion of EDU 637. Completed 24-30 credit hours in Educational Leadership. All "I" and "F" grades have been supplanted with passing grades.

## 700 Continuous Enrollment (1)

Continuous Enrollment is required every Fall and Spring semester and is optional every Summer until an "IP" (In Progress) grade has been converted to a letter grade. Grades of IP turn into a grade of "F" when students have exceeded the time limits on their degree.

## 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.

## 702 Contemporary Issues in Urban Education (3)

This course will explore the social, cultural, and philosophical forces that impact upon schools in the urban setting and is intended to provide doctoral students with continued in-depth grounding in related areas of knowledge. Issues endemic to the student in the urban setting, as well as the context of the surrounding community will also be explored. Approaches for teachers and school leaders working in these settings will be emphasized, through an interdisciplinary approach using philosophy and sociology as applied to pedagogy and leadership.

707 Curriculum: Theory & Research (3)

This course provides theories of curriculum organization and a survey of curriculum research focusing on historical patterns of curriculum development and current curriculum trends. It requires students to analyze and interpret educational literature, especially the social contexts of schooling and society's influences on curriculum development.

709 Curriculum: Urban Issues and Historical Perspectives in Early and Middle Childhood Education (3)

This course will explore the theoretical underpinnings of various curriculum models. It requires students to research the latest trends and issues associated with curriculum—the social, cultural, and philosophical forces that impact schools in the urban setting.

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.

713 Advanced Theories and Models of Instruction (3)

This course will focus on theories of instruction and research integral to the learning process. The thought process (i.e., cognition, human relations, group dynamics, creativity, brain development, and research) and other topics related to the development of instructional theory and practice will be explored.

714 Literacy Assessment and Evaluation (3)

Investigates effective assessment strategies for examining literacy processes and evaluating literacy trends, issues, programs, materials, and resources. Graduate students will join with faculty to engage in critical explorations and intensive study of the intersections between literacy assessment theory and practice and those implications for the partnership of home, school, and community. Prerequisite: EDU 584, EDU 590, and EDU 716, or equivalents.

715 Early and Middle Childhood Assessment: Practices, Policies, & Theories (3)

This course provides advanced graduate level students the opportunity to apply assessment instruments for the purpose of observing, recording, diagnosing, and analyzing the different systems available. Legal and ethical responsibilities are explored within the contemporary context of accountability. Assessment tools will be analyzed from a variety of perspectives for their distinct uses: assessment of learning environments, curriculum, academic achievement, instruction, staff/ professional development (concept of self-reflection). Prerequisite: Introductory assessment course.

716 Reading Diagnosis and Remediation (3)

Examines the administration of standardized assessments and interpretation of data and results for diagnosing disabilities which impact learning to read and success with the reading process. The focus is development and implementation of research-based, instructional, differentiated remedial lessons. Prerequisite: EDU 567, 584 and 590 or equivalent. Field experience required. (This course is for the M.S. or Ed.S. Degree, not the Ph.D. degree.)

717 Practicum in Reading (3)

Provides a supervised practicum which focuses on educators using research-based literacy techniques, assessments and differentiated methodology for working with and coaching students, educators, administrators, other teachers, and community members. Prerequisite: Admission to the M.S. or Ed.S. program in Reading or permission of reading program faculty. This is the capstone course in the graduate reading program. Prerequisite: Permission of advisor. (This course is for the M.S. or Ed.S. Degree, not the Ph.D. degree.)

- 718 **Developmental Reading (3)**  
Explores the objectives, techniques, and procedures for research-based programs of developmental reading in K–12 schools. Serves as the foundation of studies to integrate differentiated reading instruction within total academic programs. Prerequisites: EDU 567 or equivalent or permission of instructor. (This course is for the M.S. or Ed.S. Degree, not the Ph.D. degree.)
- 719 **Issues of Educational Assessment (3)**  
The role of the teacher as an assessment diagnostician is examined. This new role includes the design, development, reflection, and restructuring of classroom instruction based on students' performance and assessment data. Current models used to assess students' learning are examined, including the use of performance criteria. Issues impacting this role and the restructuring of standards-based instruction based on students' performance, progression, and learning are the focus.
- 721 **Language and Literacy Development (3)**  
Focuses on socio-cultural and cognitive processing models of young children's language and literacy development. It requires students to analyze recent research on the influences of home, community, and schooling on children's development. Prerequisite: EDU 567 or EDU 607 or equivalents.
- 723 **Advanced Seminar in Reading (3)**  
Examines current research and theories in Reading. Includes research-based 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: Completion of all four (4) previous courses in the specialization.
- 724 **Leadership for Change in Curriculum (3)** A. Curriculum Evaluation and Research  
B. Early and Middle Childhood Education C. Reading, Literacy, and Cognition  
D. Special Education E TESOL  
Surveys models for facilitating change and the leadership roles used in the curriculum development process.
- 725 **Grant Writing for Curriculum Resources (3)**  
Students will examine the steps in the grant writing process, explore potential funding sources, and write a grant for procuring curriculum resources.
- 726 **Educational Evaluation (3)**  
Examines program assessment and organizational outcomes with an emphasis on terminology, models, standards, practices, and common problems associated with evaluation.
- 727 **Advanced Practicum in Reading (3)**  
A supervised study in reading to apply advanced knowledge and skills in professional settings. Focus is on the reading teacher-leader developing research-based literacy projects in the school and community. Prerequisite: EDU 717 or permission of advisor. (This course is for the M.S. or Ed.S. Degree, not the Ph.D. degree.)
- 728 **Curriculum Evaluation (3)**  
This course enables graduate level students to develop skills and strategies necessary for curriculum evaluation and improvement of ongoing programs. Included will be a historical review of evaluation in curriculum and an analysis of approaches to curriculum evaluation, both traditional and innovative. This graduate-level course prepares students for evaluation positions in the social and behavioral sciences.
- 730 **Psychology of Reading (3)**  
Examines the reading process psychologically, physiologically, and socially. Current research-based methods and trends in teaching reading and historical and current research are examined. Prerequisite: EDU 567 or equivalent.
- 735 **Advanced Curriculum Theory and Planning (3)**  
Examines curriculum designs to identify and determine an optimum set of educational objectives for students' settings, and the 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.



- 736 Research and Policy Trends (3) A. Curriculum Evaluation and Research B. Early and Middle Childhood Education C. Reading, Literacy, and Cognition D. Special Education E. TESOL  
This course explores a range of contemporary issues, research studies, and policy decisions that affect learners in public and private school systems in the United States. The role of qualitative and quantitative research in education, and the subsequent impact of research on policies and practices that impact educators will be examined. Students will be asked to locate, analyze, and critique current research studies and trends relevant to the P–12 classroom. Practitioner generated research and teachers' application of research findings will also be explored. Prerequisite: HSE 703, Philosophy of Science, and Theory Development.
- 739 Non-thesis Research in Reading (3)  
Requires the specialist student in education to complete a project relating to a research-based problem in reading. Supervised by a University faculty member. Prerequisite: Admission to the Ed.S. program in Reading and permission of advisor. (This course is for the Ed.S. Degree, not the Ph.D. degree.)
- 740 Thesis Research in Reading (3)  
Requires the specialist student in education to complete a thesis related to a research-based problem in reading. Supervised by a University faculty member. Prerequisite: Admission to the Ed.S. program in Reading and permission of advisor. (This course is for the Ed.S. Degree, not the Ph.D. degree.)
- 745 Research on Teaching and Learning (3)  
This course examines policy and research in teaching and learning, including relationships among research and educational policy for teaching and teacher education. It is intensive study in an area of curriculum, teaching, and learning; educational policy and social analysis; and teacher education and teacher learning.
- 750 Leadership Exploration and Expression (3)  
This course will assist students in developing a framework for acceptable academic writing. As such, students will be engaged in evaluating journal articles, developing a topical outline in relation to their topic of interest and/or research question, and writing a literature review in preparation for dissertation work and/or specific publications.
- 775 Doctoral Colloquium in Curriculum: Special Topics, Issues and Scholarship (3) A. Curriculum Evaluation and Research B. Early and Middle Childhood Education C. Reading, Literacy, and Cognition D. Special Education E. TESOL  
Advanced study of special topics and current issues related to curriculum; provides continuous support and direction in developing areas of inquiry and research, identifying professional development activities including writing professional publications, developing research proposals, and designing presentations.
- 796 Capstone Project: Dissertation in Practice I (3)  
This is the first of two capstone courses that together will provide a field-based action learning opportunity to analyze problems or practice using multiple frames to develop meaningful solutions. Similar to the dissertation, the Capstone Project should be a demonstration of the student's ability to perform disciplined inquiry in accordance with traditional standards for doctoral performance.
- 797 Capstone Project: Dissertation in Practice II (3)  
This is the second of two capstone courses that together will provide a field-based action learning opportunity to analyze problems of practice using multiple frames to develop meaningful solutions. Similar to the dissertation, the Capstone Project should be a demonstration of the student's ability to perform disciplined inquiry and in accordance with traditional standards for doctoral performance.
- 798 Dissertation Seminar (3)  
Assesses researchable questions in leadership and administration in a student's area of specialization resulting in a dissertation proposal.

799 Dissertation (3)

Culminates the research of the doctoral program; methods of inquiry must be appropriate to the problem being investigated. Prerequisite: EDU 798.

800 Continuous Matriculation (1)

Enrollment is required each fall and spring semester after the completion of EDU 798 and 799 until the dissertation is successfully defended. Prerequisite: EDU 799. CR/NC only.

### Course Descriptions

Exceptional Student Education; Prefix: ESE

510 Educational Management of Students with Exceptionalities (3)

Analyzes the various forms of classroom organization, behavior management, and communication skills appropriate for managing the spectrum of students with exceptionalities. Supervised experience required.

511 Language Development and Communication Skills Deficits in Exceptional Children (3)

Identifies language development and communication deficits and selects appropriate instruction to meet individual student needs across educational settings.

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.

513 Sign Language I (3)

Explores the historical development of manual communication, studies the relationship between manually coded English and American Sign Language, deaf culture, and the implementation of signs in a variety of settings. Eight hours of field experience; minimum of 8 hours language lab required.

514 Transition: Teaching Interpersonal and Post-Secondary Life Skills (3)

Evaluates special needs of students with exceptionalities in the areas of employability skills, career awareness, and transition planning for adult living. Field experience required.

516 Curriculum and Instructional Material for Students with Learning Disabilities (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.

518 Educating Special Gifted Populations (3)

Examines the education of special gifted populations including, but not limited to culturally and/or linguistically diverse students, highly gifted, children from low socio-economic status families, and students with disabilities to include student characteristics and programmatic adaptations.

520 Instructional Strategies for Students with Intellectual and Developmental Disorders (3)

Examines and evaluates instructional strategies for students with educable, trainable, and profound mental retardation based on the development, implementation, and evaluation of individualized education plans. Supervised field experience required.

521 Physiology of Hearing and Speech Mechanisms (3)

Examines the physics of sound, anatomy of the speech/hearing mechanisms. Provides an overview of audiometric testing, assistive listening devices, and classroom acoustics. Eight hours of field experience required.

522 Guidance and Counseling of Gifted Students (3)

Focuses on the guidance and counseling of children with gifts and talents, 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 children with gifts and talents. The unique nature and nurture situations in the development of the gifted child are discussed.
- 524 Instructional Strategies for Students with Learning Disabilities (3)  
Surveys instructional techniques for teaching children with learning disabilities, including specialized approaches in basic skills and adaptation of curriculum materials. Supervised field experience required.
- 525 Theories and Research of Students with Emotional Handicaps (3)  
Examines the nature and needs of students with emotional handicaps to include etiology, prevention, and intervention, as well as use of community resources.
- 526 Educational Programming for Students with Emotional Handicaps (3)  
Appraises the curriculum and program for students with emotional handicaps. Programs for the child with multiple disabilities with dominant emotional problems will be evaluated. The individual program as it affects the group curriculum will be analyzed. Supervised field experience.
- 527 Classroom Management for Children with Emotional Handicaps (3)  
Compares various classroom management techniques and specific situations within the classroom involving the management of children with emotional handicaps.
- 527A Behavior Management & Positive Behavior Support for Children with Autism Spectrum Disorders (ASD) (3)  
This course compares various behavioral management techniques appropriate for children with autism and children with emotional handicaps. A minimum of eight (8) hours of field experience required.
- 528 Instructional Strategies for Students with Emotional and/or Behavioral Disorders (3)  
Surveys instructional strategies for teaching students who are identified as having emotional handicaps, including instructional techniques, motivational strategies, development, implementation, and evaluation of individualized education plans, as well as data base management. Supervised field experience required.
- 529 Education of Students with Hearing Impairments (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 child who is deaf or hard of hearing.
- 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 Typical and Atypical Early Development (3)  
Focuses on the development of young children with disabilities (ages 0-5). Children's normal development, genetic, and environmental factors that contribute to various disabilities, and the impact of disabilities on development and learning will be studied. Includes medical information regarding the etiologies of various disabilities.
- 532 The Young Handicapped Child: Part II (3)  
Focuses on the cognitive and social development of the young child with disabilities. Information on language disorders, visual, and hearing impairments will be studied.
- 533 Sign Language II (3)  
Examines the linguistic structure of American Sign Language and the nature of bilingualism (i.e., English/manual communication) within the deaf community. Students demonstrate a clear understanding between manually coded English and American Sign Language. Prerequisite: Introduction to Sign Language I ESE 513. Eight hours field experience; a minimum of hours of language lab.

- 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 Students with Gifts and Talents (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.
- 536 Literacy for the Hearing Impaired (3)  
Examines current theories of language acquisition of typical and atypical children; examines strategies for teaching reading, writing, and language acquisition to hearing impaired students; provides an overview of materials, administration, and interpretation of assessment instruments. An eight hour field experience is required.
- 539 Sign Language III (3)  
Examines curricular vocabulary and its use in manually coded English and American Sign Language. Provides an opportunity to expand signing skills in social and academic settings. Prerequisite: Sign Language II ESE 533. Eight hours field experience required.
- 540 Foundations of Individuals with Mental Handicaps (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 children and adults with mental disabilities.
- 570 Introduction to Children with Exceptionalities (3)  
Presents an overview of the physical, mental, emotional, and social exceptionalities in children and their educational and social implications. Field experience required.
- 570P Introduction to Children with Exceptionalities (PreK-3) (3)  
Presents an overview of the physical, mental, emotional, and social exceptionalities in young children age three through grade three and their educational and social implications.
- 571 Speech for the Deaf and Hard of Hearing (3)  
Examines speech development of typical and atypical children; studies how impaired hearing effects articulation, fluency, and rhythm; provides students with opportunities to administer and interpret speech assessments for children birth to five years. Eight hours of field experience required. Prerequisite: ESE 536 Literacy for the Hearing Impaired.
- 573 Teaching of Students with Mental Disorders (3)  
Appraises the objectives, methods, materials, and curriculum content in arithmetic, science, and social studies for students who are educable and trainable mentally disabled.
- 578 The Child with Learning Disabilities (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 Advanced Learning Strategies for Students with Exceptionalities (3)  
Focuses on research-based principles, instructional procedures, and organizational techniques that enables students with learning disabilities to learn, to solve problems, and to complete tasks independently.
- 583 Educational Assessment of Students with Exceptionalities (3)  
Proposes educational assessment techniques and procedures to provide an objective data base for individualizing instruction for children with exceptionalities. Field experience required.

- 583A Educational Assessment of Students with Exceptionalities: Focus on Autism Spectrum Disorders (ASD) (3)  
Proposes educational assessment techniques and procedures to provide an objective data base for individualizing instruction for children with exceptionalities. A major emphasis is placed on exploring assessment and diagnosis of children with Autistic Spectrum Disorders (ASD). A minimum of eight (8) hours of field experience required.
- 599 Teaching Internship in ESE (6)  
Provides the graduate Exceptional Student Education teacher intern with practical school-site teaching experiences under the supervision of a certified teacher and University personnel. Prerequisites: 3.00 GPA.
- 616 Assessment and Intervention in Prekindergarten Special Education (3)  
Selects assessment instruments useful in the evaluation of infants and young children. Formal and informal evaluation techniques are emphasized, as well as the use of assessment to inform program planning. The need to develop multidisciplinary teams for assessment and intervention will be discussed.
- 620 Working with Families and Communities in Prekindergarten Special Education (3)  
Focuses on the environments in which the exceptional infant and child must function. Family collaboration and support, including family systems theory and family-centered practice, are emphasized. 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 Students with Mental Handicaps (3)  
Surveys the education, management, and curriculum for individuals with mental disabilities with emphasis on individual as well as classroom management techniques.
- 643 Evaluation of Children with Learning Disabilities (3)  
Evaluates the instructional diagnosis of the child with learning disabilities 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 Research (3)  
Provides students with opportunities to examine and compare the content, interpretation, and utilization of Exceptional Student Education research, including single subject and action research.
- 655 Issues in Educating the Prekindergarten Special Education Child (3)  
Focuses on issues surrounding the Pre-K child with disabilities (ages 0-5). Developmentally appropriate curricula, methods, and Intervention strategies are presented. The need for multidisciplinary education to facilitate Inclusion and to serve the child and the family are emphasized throughout the course. The course includes 8 hours of field experience.
- 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 the ESE laws will be reviewed.
- 665 Collaborative Practices In Inclusive Curriculum Design (3)  
Concentrates on current programming practices and the development of appropriate learning environments for students with disabilities, including all resources within the continuum of services beyond the classroom. The different models, trends, and issues related to collaboration, inclusion, diversity, and mentoring of students with exceptionalities are explored.
- 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.

- 673 Nature and Needs of Students with Autism Spectrum Disorders (ASD) (3)  
Explores the history of autism, as well as neurological, cognitive, and environmental theories. Focuses on the educational characteristics of students with ASD. Describes the social interaction, social communication, and academic needs of students with ASD. Presents issues of identification and referral to special education. A minimum of eight (8) hours field experience required.
- 675 Seminar for the Specialist in Exceptional Student Education (3)  
Affords opportunities for students to explore the specific exceptionality area(s) students need.
- 678 Technology Application in Exceptional Student Education (3)  
Prepares Exceptional Student Education teachers to use the unique strength of computers for diagnostic remediation and record-keeping in the remedial education environment.
- 683 Instructional Strategies for Students with ASD: Technological and Communication Interventions (3)  
Surveys strategies appropriate for students with ASD, particularly the use of assistive and instructional technology, as well as natural, alternative and augmentative communication systems. A minimum of eight (8) hours field experience required.
- 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 Curriculum Design in Exceptional Student Education (3)  
Examines and evaluates curriculum models, including the administration of instructional systems and curriculum materials necessary for students with disabilities. Appropriate curriculum designs based on federal laws, appropriation, staffing, and Individualized Education programs will be explored. This course provides foundational information and competencies regarding the nature and needs of students with mild disabilities. Field experience required.
- 695 Administration and Supervision of Exceptional Student Education Programs (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 Plans, providing due process with the laws, providing for parental involvement in educational planning, and documenting mandated procedures.
- 699 Practicum in Exceptional Student Education (3)  
Applies knowledge, strategies, and skills relevant to exceptional students in the classroom. Field-based experience under the supervision of a University instructor.
- 770 School Law and the Exceptional Student (3)  
Designed to provide in-depth information about the laws pertaining to special education and their appropriate application. Students become familiar with the necessary competencies in dealing with federal and state laws as they pertain to persons with disabilities.
- 775 Seminar in Special Education (3) E. Specific Learning Disabilities (SLD)  
F. Intellectual and Developmental Disorders (InD)  
G. Emotional and/or Behavioral Disorders (EBD) Handicaps  
H. Autism Spectrum Disorders (ASD)  
Focuses on advanced theory and research in exceptional student education. Investigates advanced work in social and psychological research about persons with specific learning disabilities (SLD) and/or intellectual and developmental disorders (InD) and/or emotional and/or behavioral disorders (EBD), and/or ASD. Students focus on advanced theory and research in their area of expertise.

- 785 Future Trends and Issues in Special Education (3)  
Explores and analyzes divergent perspectives about current and future trends and issues in Special Education, including innovative programs, inclusion, placement, labeling, future funding, and controversial issues with regard to the effectiveness of Special Education.
- 789 Conducting Empirical Studies in Special Education (3)  
Provides students with opportunities to conduct empirical research by examining and comparing content, interpretation, and utilization of Exceptional Student Education/Special Education research, including single subject designs. Required by all Ph.D. students in Leadership and Education with a Specialization in Exceptional Student Education (ESE). Prerequisites: ESE 770, ESE 785, HSE 703, HSE 705, and HSE 707.
- 795 Administration and Supervision of Special Education Programs (3)  
Designed to develop knowledge and mastery of competencies necessary in special education administration. Focuses on the administrative roles in the organization and operation of special education programs as well as management issues in the delivery of effective programs, while emphasizing the administrator's ability to work in inclusive settings.
- 798 Dissertation Seminar (3)  
Assesses researchable questions in leadership and administration in a student's area of specialization resulting in a dissertation proposal.
- 799 Dissertation (3)  
Culminates the research of the doctoral program; methods of inquiry must be appropriate to the problem being investigated. Prerequisite: ESE 798.
- 800 Continuous Matriculation (1)  
Enrollment is required each fall and spring semester after the completion of ESE 798 and 799 until the dissertation is successfully defended. Prerequisite: ESE 799. CR/NC only.

### Course Descriptions

Higher Education Administration; Prefix: HED

- 601 Current Issues in American Higher Education (3)  
Explores those issues of a local, state, national, and international nature that impact the policies, personnel, and general day-to-day administration of an institution of higher education.
- 626 History of American Higher Education (3)  
Traces the historical and philosophical roots of higher education in America. Emphasis is given to European contributions to the ideas of the American college, the evolution and diversification of American higher education, and the pattern of higher education as it evolved through the twentieth century.
- 630 Higher Education and the Law (3)  
Analyses the legal structure of higher education including religion, academic freedom, employment, due process, student rights, accreditation issues, desegregation, tort liability, and other issues.
- 634 Administration of Higher Education (3)  
Analysis of colleges and universities as social organizations with special emphasis on issues of administration, organization, and governance of higher education.
- 637 Seminar in Current Issues in Higher Education (3)  
Analyzes current topics and issues as they relate to American Higher Education. The course is designed so that it may be adapted to meet the needs of those students enrolled in the course as well as to look at the most important higher education issues of the day.

## 646 College Student Development (3)

This survey course will introduce participants to many of the theories of development that inform student affairs practice. Students will be exposed to the four major categories of college student development theory which include: 1) cognitive-structural, 2) psychosocial, 3) typological, and 4) person-environment. Given that these four categories represent a high degree of breadth, students will become acquainted with each of these areas. Individual theories and their application to higher education will be broadly explored.

## 648 Practicum in Higher Education (1-6)

Provides opportunity for general experience in the field of higher education. This practicum gives the student a variety of experiences in areas of higher education that would be new to the individual who is currently working in the field.

## 649 Internship in Higher Education (1-6)

Provides opportunity for general experience in the field of higher education. This internship would give the student a variety of experiences in those areas of higher education that would be new to the individual who may be currently working in the field.

## 713 Teaching and Learning at the University Level (3)

Analyzes current teaching methods and strategies at the community college and University level. This course will explore topics such as adult learning (andragogy), societal issues dealing with gender, race, racism, ethnic, and cultural factors and their impact on teaching at the collegiate level. The course covers a variety of teaching and learning styles and gives the students an opportunity to participate in classroom teaching.

## 726 Governance of Higher Education (3)

Analysis of colleges and universities as social organizations with special emphasis on issues of administration, organization, and leadership in higher education.

## 730 Higher Education and the Law (3)

Analyses the legal structure of higher education including religion, academic freedom, employment, due process, student rights, accreditation issues, desegregation, tort liability, and other issues.

## 745 Seminar in Higher Education (3)

Provides students the opportunity to pursue an integrative experience, under the direction of an instructor, an area of interest in higher education administration leadership. Students will share findings in a seminar setting.

### Course Descriptions

#### Human Resource Development and Administration; Prefix: HRD

## 592 Workshop: Human Resource Development (variable) (1-3)

Investigates special interest areas developed from student needs and community requests. Number of credits depends on individual workshop requirements.

## 629 Legal Issues in HRD (3)

Examines the laws that impact the human resource function. Reviews history of labor laws and emphasizes current legislation that includes but is not limited to ADA, FMLA, OSHA, Title VII, ADEA, and wrongful discharge.

## 644 Human Resource Development Theory and Practice (3)

Examines the theory, processes, skills, and understanding related to human resource 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 Human Resource Development (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 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 Work 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.
- 652 Diversity in the Workplace (3)  
Explores the training and development of a culturally sensitive work force. Examines and explores innovative techniques for dealing with institutional “isms” (e.g., sexism, ageism, etc.), as they relate to management training, conflict resolution, career development, mentoring, performance appraisals, team-building, and peer rating methods.
- 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, Wellness, and EAP 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.
- 667 Presentation Principles, Methods and Techniques (3)  
Develops knowledge and mastery of competencies necessary for effective training design and implementation. Key objectives include creating an awareness of alternative goals, strategies, and delivery techniques available to trainers and human resource administrators. Students will be engaged in a variety of presentation exercises culminating in the creation of a self-directed training episode. The course will focus on developing presentation skills on adult learning, communication, and motivation perspectives.
- 669 Consultant Practices in Human Resource Development (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, teamwork, and cooperation as they apply to organizational efficiency.
- 678 Human Resource Development Directed Research (3)  
Requires students to plan a research project approved and directed by the academic advisor. The research study will conclude with a publishable paper following APA guidelines.

- 679 Human Resource 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.
- 711 Performance Analysis and Improvement (3)  
Analyzes performance issues and examines techniques and methods for improving performance.
- 719 Organizational Learning (3)  
Studies psychological and organizational paradigms associated with learning of a collective whole. Examines the implications and challenges for learning brought about by the changing nature of work and global competition. Focuses on processes and procedures for achieving organizational learning through information distribution and interpretation, making meaning, and organizational memory.
- 728 Program Evaluation in HRD (3)  
Examines the principles, practices, and research of training program evaluations. Prepares students to design and conduct evaluation of HRD interventions.
- 745 Seminar in HRD (3)  
Examines current research issues, theories, and models in HRD and implications for practitioners. Students will lead discussions and present papers on topics of their primary interest. Prerequisites: HRD 711, HRD 719, HRD 728, and HRD 644, or permission of advisor and instructor.
- 794 Capstone Seminar I (3)  
This is the first of two capstone courses that together will provide a field-based action learning opportunity to analyze problems or practice using multiple frames to develop meaningful solutions. Similar to the dissertation, the Capstone Project should be a demonstration of the student's ability to perform disciplined inquiry in accordance with traditional standards for doctoral performance.
- 795 Capstone Seminar II (3)  
This is the second of two capstone courses that together will provide a field-based action learning opportunity to analyze problems of practice using multiple frames to develop meaningful solutions. Similar to the dissertation, the Capstone Project should be a demonstration of the student's ability to perform disciplined inquiry and in accordance with traditional standards for doctoral performance.
- 798 Dissertation Seminar (3)  
Assesses researchable questions in leadership and administration in a student's area of specialization resulting in a dissertation proposal.
- 799 Dissertation (3)  
Culminates the research of the doctoral program; methods of inquiry must be appropriate to the problem being investigated. Prerequisite: HRD 798.
- 800 Continuous Matriculation (1)  
Enrollment is required each fall and spring semester after the completion of HRD 794 and HRD 795 until the Capstone Project is completed. Prerequisite: HRD 799, CR/NC only.

### Course Descriptions

School Psychology; Prefix: SPY

- 552 Child and Adolescent Psychopathology (3)  
Comprehensive study of emotional and behavior disorders experienced by children and adolescents, including diagnostic criteria for clinical and school psychology applications. Includes administration, scoring, and interpretation of child/parent interviews, child self-report measures, parent rating scales, and intervention planning and report writing. Prerequisite: SPY 610 and SPY 569. Lab fee will be assessed for this course.

- 569 **Psychopathology: Diagnosis and Treatment in Counseling (3)**  
Examines the diagnosis and treatment of psychopathology within the counseling relationship. Introduces the most current edition of the *Diagnostic and Statistical Manual of Mental Disorders*, explores 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. Students are expected to demonstrate knowledge and skills related to the use of the DSM and conducting diagnostic interviews, including the mental status examination, bio-psychosocial history, and treatment planning.
- 571 **Exceptionality in Learning and Behavior (3)**  
A survey of psychological, physical, cognitive, communication, and social/emotional exceptionalities in human development; application techniques for developing effective classroom behavior management, identification of psychological needs of families and teachers of exceptional children.
- 586 **Students Services Personnel within the Public Schools (3)**  
This course focuses on the theoretical, scientific, and practical issues in professional School Counseling and School Psychology and their development within the framework of the American public school systems. The impact of the development of the profession, of national organizations and accreditation, and ethical and legal guidelines of the professions will be examined. The structure of guidance programs and psychological services within various school settings, with particular attention to the context of a multicultural urban educational setting will be reviewed. The role of prevention/mental health programs within the American public school will be explored.
- 608 **Research Design in Psychology (3)**  
Covers aspects of quasi-experimental design, program evaluation and methods of analysis of psychological data. Prerequisite: EDU 601.
- 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; addresses developmental interventions and relates them to the needs of specific client populations.
- 612 **Psychoeducational Assessment of Children and Adolescents (3)**  
Development of reading, mathematics, and language arts processes and methods for their assessment; assessment of visual, auditory, haptic, and language disorders; assessment of learning styles; learning strategies; special populations; direct methods of assessment of academic behavior. Students will be taught to incorporate the outcomes of these assessments into the psychological report. Lab fee will be assessed for this course.
- 613 **Intellectual Assessment of Children and Adolescents (3)**  
Provides applied learning for the administration, scoring, and interpretation of individual intelligence measures for school-age youth (i.e., ages 5–21 years). Encompasses written and oral reports of results relevant to the multifactorial assessment model used in school psychology. Prerequisites: SPY 610 and SPY 612. Lab fee will be assessed for this course.
- 614 **Behavioral and Personality Assessment of Children and Adolescents (3)**  
Provides applied learning for the administration, scoring, and interpretation of behavioral and personality measures, such as parent/teacher/child interviews, youth self-report measures, standardized rating scales, and projective techniques. Encompasses written and oral reports to integrate results relevant to psychological services in educational settings; for example, identification of emotional handicaps, intervention planning, and crises intervention. Prerequisites: SPY 552 and SPY 613. Lab fee will be assessed for this course.
- 620 **Behavior Modification (3)**  
Reviews psychology of learning, integrating applied behavior management techniques. Students are trained in functional behavior assessment and in counseling parents and teachers in the psychology of behavior management.

- 629 Social and Cultural Issues in Counseling (3)  
Identifies the needs and issues relevant to counseling special populations. This course will explore the influence of gender, age, race, ethnicity, culture, sexual orientation, socioeconomic status, and physical and mental disabilities in the counseling relationship. Counseling interventions appropriate for specific populations will be addressed.
- 636 Psychological Assessment of Children 0 to 5 (3)  
Emphasizes observational, developmental, and psychological assessment of children 0 to 5. Early intervention models are discussed. Prerequisites: SPY 552, SPY 610, SPY 571, SPY 612, and SPY 613. Lab fee will be assessed for this course.
- 639 Introduction to Neuropsychology (3)  
Introduction to the foundations of functional neuroanatomy, neurophysiology, and neuropathology. Brain behavior relationships are introduced using a clinical neuropsychological approach. A lifespan approach is emphasized. Prerequisites: SPY 610 and SPY 612.
- 642 Diagnostic Teaching Techniques (3)  
Focus on collaboration with teachers on design, implementation, and evaluation of intervention strategies tied to the integration of psychological and educational assessment outcomes. Prerequisites: SPY 571, SPY 613.
- 648 School Psychology Practicum (3, 3)  
Students are placed in a public school setting and in The CARE Center, Psychoeducational Assessment Services where they observe school psychologists and provide psychoeducational services to children and their parents. Supervision by School Psychology faculty and an on-site supervisor. Prerequisite: Approval by the faculty and acceptance by placement site. Lab and insurance fees will be assessed for this course.
- 649 School Psychology Internship (3, 3)  
1200–1500 hours of supervised field training designed to refine existing competencies in formal and informal assessment, consultation, and intervention. Prerequisites: Completion of all other coursework, approval by the faculty, and acceptance by placement site (see “additional requirements” above). Insurance fee will be assessed for this course.
- 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. Emphasis is placed on development of counseling micro skills within the context of the helping relationship.
- 658 Group Counseling Procedures (3)  
Discusses major concepts in group counseling theory and practice. Students develop competence in group counseling relationship development and application of group counseling theory and practice to coordination of group work.
- 682 Consultation Procedures (3)  
Presents the principles and theories of consultation and examines the practices of the counselor and school psychologist as a consultant in schools and related settings. Process models of consultation are discussed.
- 686 Counseling Theories and Interventions (3)  
Examines various counseling models, associated theories and interventions, and their application to the rapport building, assessment, problem identification, and intervention phases of the counseling process. Students may be required to prepare case studies and to demonstrate selected techniques.
- 701 Directed Research (Specialist only) (1, 1)  
Independent research is conducted under the direction of a faculty member. Ongoing research must be presented during the second semester of the internship experience and final write-up is expected to be publication quality. Offered with the credit/no credit option only. Prerequisites: EDU 601 and SPY 608.
- 729 Continuous Registration (1)  
Research in residence or continuous registration for all departments/schools offering graduate programs.

**Course Descriptions**

Curriculum and Instruction; Prefix: TSL

500 Comprehensive ESOL Strategies (3)

Surveys the principles and strategies of English for Speakers of Other Languages (ESOL), with emphasis on their practical applications for teaching the basic content areas to classes with English Language Learners (ELLs). Online course for non ESOL-endorsed students.

506 Applied Linguistics (3)

Introduces theories, principles, research, and issues of language acquisition and the teaching and learning of English as a Second Language (ESL); emphasizes the application of linguistic-related research findings to the practical concerns of pedagogy to support social communicative competence and academic achievement in the classroom. Field experience is required.

509 Cross Cultural Communication and Understanding (3)

Develops awareness and understanding of the cultures represented by the different language minorities within the nation, especially within Florida; provides an emphasis on research that will enable participants to plan and implement curriculum, instruction, and assessment activities to meet the special needs of linguistically and culturally diverse students.

511 ESOL Curriculum and Materials Development (3)

Focuses on instructional techniques and materials essential for developing a curriculum appropriate for the needs of English Language Learners (ELLs); based on the theories, principles and current research related to second language acquisition.

515 Instructional and Assessment Practices (3)

This course is designed to build on the foundation course in TESOL for students in professional/teacher education programs. The goal of this course is to link the theory and practice for effective teaching of ESOL students. The course will focus primarily on methods, curriculum and assessment of ESOL students in the areas of language and literacy development and content areas. Prerequisites: TSL 500 ESOL Issues & Strategies.

517 Testing and Evaluation of ESOL (3)

Reviews basic principles of evaluation in order to select, adapt, and/or develop formal and informal assessment instruments appropriate for use with English Language Learners (ELLs); based on the theories, principles, and current research related to second language acquisition.

576 Methods of Teaching English as a Second Language (ESL) Students (K-12) (3)

Examines the specifics of teaching English as a Second Language (ESL) and identifies major ESOL methodologies and approaches applicable to ELLs in a multilingual/multicultural classroom; based on the theories, principles, and current research related to second language acquisition. Field Experience is required.

609 Cultivating Culturally Responsive Educational Leaders (3)

The goal of this course is to develop knowledge, skills, and dispositions necessary to prepare culturally relevant and responsive educational leaders to guide schools and curriculum development necessary to meet the learning needs of culturally diverse students in an increasingly interdependent global society.

680 ESOL Strategies for Exceptional Student Education Teachers (3)

Provides Exceptional Student Education teachers with both practical and theoretical foundations, including learning strategies for teaching Limited English Proficient/Exceptional students. Supervised field experience.

738 Theories and Models of Second Language Acquisition (3)

This course examines the historical development of theories of second language learning. The course includes aspects of factors that influence learning such as characteristics of learners, linguistic factors, the learning process, age, models, and contexts of instruction.

- 745 Theories and Principles of Bilingual Education (3)  
Examination of local, national, and international bilingual curricular models and practices; sociolinguistic and psycholinguistic aspects of bilingualism theories; and approaches to concept development in bilingual students.
- 760 Advanced Seminar in TESOL (3)  
This course involves the in-depth examination of one aspect of the Teaching of English to Speakers of Other Languages (TESOL). The course will provide students an opportunity to engage in scholarly research into an area of their interest in TESOL.
- 770 Advanced Assessment & Evaluation of English Language Learners (3)  
This course addresses multiple dimensions of assessment within the context of second language acquisition and the education of English Language Learners. It will explore current issues in assessment that include competence, performance, cultural bias, language, and content area assessment for students acquiring English as a Second Language. Prerequisites: TSL 517, Testing & Evaluation in ESOL or equivalent.

### Course Descriptions

#### ADSOE Interdisciplinary Research Core

#### M.S./Ed.S Research Courses Educational Research; Prefix: EDR

- 601 Methodology of Research (3)  
Explores major research designs and methods emphasizing underlying assumptions, inquiry aims, participant selection, data collection and analysis, interpretation of findings, conclusions, and reporting.
- 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: EDR 601. (This is a course for Ed.S. Degree, not the doctoral degree.)

#### Doctoral Research Courses Human Sciences Education; Prefix: HSE

- 703 Philosophy of Science and Theory Development (3)  
A critical analysis of philosophy of science and epistemology as applicable to theory development in the human science disciplines.
- 705 Qualitative Methods of Inquiry (3)  
A critical analysis of qualitative methods of inquiry for the human sciences to facilitate the understanding of the aims, processes, and outcomes of these methods. Prerequisite: HSE 703.
- 706 Advanced Qualitative Inquiry (3)  
Seminar discussions of qualitative readings to facilitate an advanced understanding of the qualitative perspective in nursing, education, and social work research. This course is specifically designed to assist students in particular methods for research and practice implications. In depth analysis distinguishes this course from first qualitative course. Prerequisite: HSE 705.
- 707 Quantitative Methods of Inquiry (3)  
Examines advanced competencies to conceptualize, design, execute, analyze, report, and publish quantitative research that delivers new and useful knowledge. Balances its presentations of research theory and computer-based tools with applications to real world problems. Prerequisite: HSE 703.
- 708 Advanced Quantitative Inquiry (3)  
Builds on principles of measurement, design, and sampling presented in HSE 707. Students learn to code, organize, reduce, and analyze quantitative data, and to interpret and report results. Emphasis on a variety of common statistical procedures, the assumptions underlying each, and the criteria for selecting them. Prerequisite: HSE 707.

- 712 Interdisciplinary Theory in the Human Sciences (3)  
(Elective) A critique of prevalent theories utilized in the human sciences and their implications for practice and inquiry.

Research; Prefix: RES

- 710 Analysis of Research Data (3)  
Reviews and expands upon statistical techniques and continues through an introduction to linear and multiple regression, ANOVA, and ANCOVA. Students will apply all of the course's statistical techniques using the computer.
- 711 Quantitative Research Methods (3)  
Examines theory and practice in quantitative research design. Emphasizes hypothesis building, measurement, data collection, and statistical analysis. Prerequisite: RES 710.
- 712 Qualitative Research Methods (3)  
Explores qualitative research traditions and methods, the analysis of qualitative data and the role of qualitative research in education.
- 716 Mixed Methods Research (3)  
This course focuses on both conceptual issues surrounding the use of mixed methods in social science research and analysis of data using mixed methods. An overview will be provided which consists of the history and philosophy of mixed methods research, the emerging literature on it, purposes and characteristics of mixed methods research, types of research problems addressed, the specification of mixed methods purpose statements and research questions, types of major mixed methods designs, data collection and analysis strategies within mixed methods designs, and reporting and evaluating mixed methods studies. Prerequisites: HSE 705 and HSE 707, and one advanced research course.
- 750 Applied Research in Education (3) A. Curriculum Evaluation and Research B. Early and Middle Childhood Education C. Reading, Literacy and Cognition D. TESOL  
Builds and concentrates on research most commonly employed by practitioners in the school context. Develops ability in the application of research methodology (assumptions, inquiry aims, methods, designs, data collection and analysis, interpretation of findings, conclusions, and reporting) to a specific educational setting. Prerequisites: HSE 703; and HSE 705 and HSE 707.

# College of Nursing & Health Sciences

John J. McFadden, Ph.D., CRNA, Dean  
Rev. Carl R. Cramer Ed.D., LAT, ATC, Associate Dean  
Tony Umadhay, Ph.D., C.R.N.A., Associate Dean

Faculty: Ackbarali, Amasay, Antolchick, Beason, Beckley, Chan, Chandra, Chin, Collazo, Collins, Cologgi Cooperman, Cramer, Demshok, Dick, Egret, Fernandez, Fien, Goldberg, Greg, Hanson, Havenstein, Kuo, Landa-Gonzalez, Langen, Lau, Leal, Lee, LePage, Londono, Lopez, Ludwig, Mattox, McFadden, Morton, Packert, Parry, Ramsey, Ritter, Rogers, Ryan, Schugar, Shapiro, Shaw, Stringer, Umadhay, Velis.

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## Introduction to the College

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Barry University has a long history of preparing compassionate health care practitioners who are committed to excellence in practice. In 2008, the faculty and administration united select biological, biomedical, and health care professional courses and programs to create the College of Health Sciences. In 2014, College of Health Sciences was renamed the College of Nursing and Health Sciences to affirm the composition of the College's programs and the collaborative nature of our disciplines. In 2017, Sport and Exercise Science programs from the School of Human Performance and Leisure Sciences and the Physician Assistant Program from the School of Podiatric Medicine became part of CNHS. The College provides students with a vibrant academic environment that supports an inclusive community. Our graduate programs encourage faculty and students to explore ideas and solve professional problems as a scholarly community. The purpose of the College of Nursing & Health Sciences is to provide high quality education that will prepare competent, thoughtful, ethical, and compassionate sport and exercise science, wellness and health professionals and scientists both within the U.S. and at the international level. This is accomplished within a caring environment supportive of the religious dimension of the University. The College also provides biological and biomedical science courses for students from other academic disciplines as part of a liberal education.

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## Vision

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The College of Nursing and Health Sciences advances human potential through the integration of body, mind, and spirit in pursuit of excellence. To reach their full potential, professionals in healthcare, sport, exercise and wellness should become proficient as leaders, change agents, problem solvers, negotiators for conflict resolution, and promoters of multicultural health inclusive of physical, spiritual, emotional, intellectual, social, financial, vocational and global well-being.

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## Mission of the College of Nursing & Health Sciences

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The College of Nursing and Health Sciences is committed to providing a quality education to students and producing self-directed graduates who can make a difference in the local, state, regional, national community and world as highly competent, caring, culturally-sensitive, professionals. We accomplish this in a diverse and inclusive, caring, and nurturing environment with dedicated and professionally competent faculty who excel in teaching, service, and scholarship. Our diverse and inclusive faculty strive to produce graduates who are committed to lifelong learning, providing healthcare, sport, exercise and wellness education, as well as injury, illness and disease prevention services while promoting social justice for all. We aspire to be the college of choice for students who desire an international, premium, ethically based, and relevant education.



## Values

- **INTEGRITY**—All students in the College of Nursing and Health Sciences are expected to adhere to the ethical principles of their profession. They should exercise academic integrity, adherence to federal, state and municipal regulations, and demonstrate respect for the confidentiality and privacy of others.
- **CHARACTER**—Moral character, ethical behavior, and the pursuit of knowledge enable our students to become graduates who will contribute to the reputation we aspire to achieve.
- **COLLABORATION**—College members should exercise civility at all times, as this is crucial to collaborative practices where receiving and relaying information about clients/patients/employees/colleagues is necessary to promote the well-being of those we serve. We engage in service to our university, our profession, and our community to contribute to positive, transformative, social, and intellectual outcomes.
- **CRITICAL THINKING**—Learning is a lifelong endeavor that leads to professional development. All learners should be self-directed and committed to the development, evaluation, and application of knowledge and critical independent thought that is based on scientific inquiry. For our professions, this scientific inquiry informs decisions, interventions, and practices.
- **SCHOLARSHIP**—We strive to create an environment conducive to scholarship and provide opportunities for professional development and personal growth in the Catholic and Dominican intellectual tradition, we facilitate disciplinary content and experiential learning in each student through the development of confidence and competence.
- **RESEARCH**—Scientific inquiry develops students' perspectives about themselves and the world around them and fosters new and creative ways of thinking. It is also the foundation upon which professional practice knowledge, essential for success in a career, is constructed. We contribute to research-based evidence and generate new knowledge in our respective academic fields by producing high-quality research that is locally, nationally and internationally relevant and ethically responsible.
- **SOCIAL RESPONSIBILITY**—Embrace a commitment to lifelong learning, and the knowledge and skills necessary to make a difference for one's profession and in the lives of others. The ability to engage clients, communities, and larger segments of the population in health promotion and disease reducing initiatives will require a strong sense of social responsibility.
- **DIVERSITY**—CNHS professionals should be competent practitioners/providers who represent and advocate for multicultural and diverse populations. Cultural sensitivity, along with mutual respect for others, is necessary to practice in a global society. The cultural aspects of health, sport, exercise and wellness require interventions that can be tailored to individuals, improving adherence and health outcomes.
- **INCLUSION**—We embrace inclusion of all aspects of personhood through the diversity among our scholarly community, as these add to the cultural competence of all and promote mutual respect and tolerance among and between students, faculty, administrators, alumni, patients, clients and all those in need of our expertise. Adding culturally diverse and inclusive professionals to the current workforce is necessary to minimize unjust disparities, and reduce barriers to services and create an inclusive global community.
- **SOCIAL JUSTICE**—Social justice serves as a paradigm by which professionals teach, serve, and conduct research in order to distribute our social capital among all people. It drives the efforts to educate populations about their risk factors and to serve those who live in communities with limited resources. Social justice also relies on scientists and researchers to produce findings that inform the health, sport, exercise and wellness community at large about the plight and needs of disenfranchised segments of the population.
- **RESPECT**—We respect the diversity of our students and their desire to make meaningful contributions locally, nationally and internationally.

## Goals

With the knowledge that the world and human needs are constantly changing, the goals of the College of Nursing & Health Sciences are to:

1. Provide a liberal and professional education in the biological, biomedical, sport and exercise science, wellness and health sciences to a diverse student body within an environment that fosters self-directed analytical thinking and a commitment to life-long learning and scholarship.
2. Offer didactic, laboratory, simulation, and practicum courses and other educational experiences that meet the requirements of Barry University and of entrance into professions and professional programs.
2. Foster a sense of ethical and social responsibility through interprofessional education and collaborative service-learning opportunities.

### Philosophy of Teaching/Learning

In the Catholic intellectual tradition, integration of study, reflection and action inform the intellectual life. Faithful to this tradition, a Barry education and university experience foster individual and communal transformation where learning leads to knowledge and truth, reflection leads to informed action, and a commitment to social justice leads to collaborative service. Barry University provides opportunities for affirming our Catholic identity, Dominican heritage, and collegiate traditions. Catholic beliefs and values are enriched by ecumenical and interfaith dialogue. Through worship and ritual, we celebrate our religious identity while remaining a University community where all are welcome. The Faculty members of the College of Nursing and Health Sciences are committed to providing a quality education to students and producing self-directed graduates, who can make a difference in the community as highly competent, caring, and culturally sensitive sport and exercise science, wellness and healthcare professionals. By using multiple classroom innovations, technology-rich curricula and small group discussions as appropriate, our diverse faculty members encourage active learning and strive to produce graduates who are committed to lifelong learning, providing applied sport and exercise science services, wellness promotion and healthcare, while promoting social justice for all.

The College offers the following graduate degree programs (by degree, in alphabetical order):

- Master of Science degree program in Biomedical Sciences (M.S.)
- Master of Science degree program in Clinical Biology (M.S.)
  - Histotechnology specialization
  - Laboratory Management specialization
  - Seamless BS to MS option (see Undergraduate Catalog)
- Master of Clinical Medical Science
- Master of Science degree program in Health Services Administration (M.S./H.S.A.) Master of Science degree program in Health Services Administration and Master of Public Health Dual Degree Program (M.S./H.S.A.—M.P.H.)
- Master of Science in Nursing (M.S.N.)
  - Adult-Gerontology Acute Care Nurse Practitioner specialization
  - Family Nurse Practitioner specialization
- Master of Science degree program in Occupational Therapy (M.S.)
- Doctor of Occupational Therapy (O.T.D.)
- Post-Baccalaureate-Doctor of Nursing Practice (D.N.P) Advanced Practice Registered Nurse
  - Adult Gerontology Acute Care Nurse Practitioner specialization
  - Family Nurse Practitioner specialization
  - Certified Registered Nurse Anesthetist (C.R.N.A) specialization
- Post Master's-Doctor of Nursing Practice— (D.N.P.)
  - Adult-Gerontology Acute Care Nurse Practitioner specialization
  - Family Nurse Practitioner specialization
  - Certified Registered Nurse Anesthetist (C.R.N.A) specialization
- Doctor of Philosophy in Nursing (Ph.D.)
- Master of Science in Human Performance and Wellness (M.S.)
  - Sport, Exercise and Performance Psychology specialization
  - Sport, Exercise and Performance Psychology specialization/Master of Business Administration Dual Degree (M.S./M.B.A.)
- Graduate Certificate in Health Services Administration
- Post-Baccalaureate Certificate in Histotechnology
- Post-Baccalaureate Pre-Med Certificate
- Post-Graduate Certificate Advanced Practice Registered Nurse (A.P.R.N)
  - Adult-Gerontology Acute Care Nurse Practitioner specialization
  - Family Nurse Practitioner specialization
  - Certified Registered Nurse Anesthetist (C.R.N.A) specialization

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## Highlighted College Policies

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### Background Checks and Drug Screens

Participation in clinical experiences, rotations, or fieldwork is a required part of the curriculum and a requirement for graduation. Clinical rotation and fieldwork sites require drug, criminal, and/or child abuse background checks, and clearance through the HHS/OIG list of excluded individuals and the GSA list of parties excluded from federal programs in order to permit participation in the program's clinical experiences, rotations and/or fieldwork experiences. Clinical and fieldwork sites may deny a student's participation in the clinical experience, rotation, or fieldwork experience because of a felony or misdemeanor conviction, failure of a required drug test, or inability to produce an appropriate health clearance, which would result in delayed graduation or in the inability to graduate from the program. Individuals who have been convicted of a felony or misdemeanor may be denied certification or licensure as a health professional. Information regarding individual eligibility may be obtained from the appropriate credentialing bodies. Drug and background checks will be conducted at the student's expense.

### Curricular and Policy Changes

The curricula described in this catalog are continually subject to review in order to respond to external mandates, including those of both regional and professional accrediting bodies. University policy changes in curriculum may be made without advance notice. The College will make every effort to minimize the impact of such changes on currently enrolled students by stipulating that students complete the requirements of their degree program in effect at the time of admission or readmission to the program. In the event that this is not possible due to accreditation standards or the deletion of courses, students may be required to complete alternative degree requirements in order to graduate.

The programs, policies, requirements, and regulations listed in this catalog are continually subject to review in order to serve the needs of the University's and College's various communities and stakeholders. Changes may be made without advance notice. Please refer to the General Information section for the University's policies, requirements, and regulations. Please refer to the College's website for the most recent information regarding program requirements, policies, and procedures.

### Dismissal

The College of Nursing & Health Sciences strives to graduate professionals who demonstrate the knowledge, skills, and behaviors necessary to be successful in their careers and contribute to the community they serve. As such, the College faculty and leadership reserves the right to remove any students for academic or non-academic reasons as outlined in University, school, or program policies and procedures. Students removed from any program must follow the grievance procedures as outlined by the University and Program.

# Biomedical Sciences Programs

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## Master of Science in Biomedical Sciences (BMS)

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Sathees B. Chandra, Ph.D., Associate Professor and Program Director

### Program Overview

The Biomedical Sciences Program is a graduate level program intended for post baccalaureate students who wish to improve their overall profile in order to gain admission into professional programs such as dental, medical, optometry, pharmacy, physician assistant, podiatry, and veterinary schools, or doctoral (Ph.D.) biomedical science programs. Graduates will be able to advance as biomedical scientists or health care professionals. The core basic science courses are similar to those found in the first year of the medical/dental school curriculum. Program options are as follows:

### Master's Degree in Biomedical Sciences

1. 12 month Track, Pre-Medical or Pre-Dental
2. 18 month Track, Pre-Medical or Pre-Dental
3. 24 month Track, Pre-Medical or Pre-Dental, all Research

The BMS admissions committee determines each student's track selection.

The medical and dental tracks consist of 34 semester credit hours of didactic instruction plus a comprehensive examination (CR). The research track consists of 33 semester credit hours of didactic instruction that includes a capstone project.

### Philosophy and Mission

The philosophy of the Biomedical Sciences Program is consistent with the Barry University mission.

**Our obligation to the graduates:** Our faculty is committed to helping students achieve their goals and producing graduates who can make a difference as leaders in the international health care community. Existing as a scholarly community, we are committed to the highest academic standards in graduate education. As part of the Biomedical Sciences Program, students will learn to grow as individuals committed to lifelong learning and social justice.

**Our obligation to the community:** To provide an educational program that reaches out the local community in the form of service and research. Through health fairs, fundraisers, and research projects we strive to address social justice issues related to health care, while simultaneously providing direct interaction between community members and students.

Graduate students are self-directed learners. Achievement of the behavioral objectives of the Program requires intense commitment, motivation, and initiative. The student is responsible for his/her success in the Program.

The faculty serves as facilitators of learning, providing direction and support to students. Faculty is committed to the responsibilities of teaching, guidance, and professionalism, and provides individualized instruction and counsel as needed. Techniques for facilitating learning vary with the topic and objectives.

### Goals of the Curriculum

Upon successful completion of the Program, all graduates will be able to:

1. Apply knowledge and skills in the biomedical sciences to solve complex health-related problems and engage in advanced medical studies (*Critical Thinking*);
2. Collaborate and communicate with others using verbal, written, and technological skills inherent to health care, healthcare professionals, and healthcare scientists (*Communication*); and
3. Engage in professional practices that adhere to the concepts of integrity, ethics, life-long learning, and patient advocacy (*Professionalism*).

### Educational Objectives/Expected Outcomes

The educational objectives for the Program correlate with the three (3) goals of the curriculum: critical thinking, communication, and professionalism.

Upon completion of the Program, the graduate shall have acquired knowledge, skills and competence related to the Program goals as evidenced by the ability to:

1. Analyze individual case studies and evaluate clinical treatments relative to biochemical, genetic, physical, and microbial diagnostics (*Critical Thinking*);
2. Demonstrate collaboration by actively engaging in interdisciplinary local and global community outreach efforts for health promotion (*Communication, Professionalism*);
3. Engage in leadership and service activities directed at promoting health (*Professionalism*);
4. Participate in health-related research and scholarship (*Professionalism*);
5. Correlate principles of molecular and cellular interactions to selected health and disease states (*Critical Thinking, Communication*);
6. Demonstrate technology skills to enhance overall lifelong learning through peer-reviewed publications (*Communication, Professionalism*); and
7. Demonstrate achievement of the Program's objectives and synthesis of educational activities by completing a scholarly work in the form of a comprehensive examination or research proposal (*Critical Thinking, Communication, Professionalism*).

### Admission Requirements for the BMS Program

1. Applicants must have (at minimum) a bachelor's degree from a regionally accredited or internationally recognized college or university with a record of satisfactory academic work at the baccalaureate and/or graduate level;
2. All applicants for the master's degree should have an undergraduate GPA of 3.0 or better on a 4.0 scale. Any prior graduate level work will also be calculated into the cumulative GPA and this resulting GPA should be 3.0 or higher;
3. Applicants must have grades of C or better in the following undergraduate courses: 8 semester credit hours of study each in General Biology, General Chemistry, Organic Chemistry, Physics; 6 semester credit hours of study in English; 6 semester credit hours of Math; 8 semester credit hours of upper level Biology courses and 6 semester credit hours of Calculus are also strongly recommended; grades of C- or below are not acceptable;
4. Official satisfactory scores, as determined by the Admissions Committee, from the Graduate Record Examination (GRE) taken within five years of application; GRE scores are evaluated in the context of the overall application package submitted by the applicant; other standardized test scores (MCAT, DAT, OAT, PCAT and VAT) may be substituted for the GRE;
5. Two recommendation letters from a basic or medical sciences professor;
6. A resume and a personal statement of educational/professional goals; and
7. International applicants must meet all requirements for international applicants listed in the general admissions section of the catalog.

### Provisional Acceptance for Masters in BMS

At the discretion of the Admissions Committee, students may be admitted as provisional students. If a student is provisionally accepted, his/her credit load will be determined by the BMS Admissions Committee and the Program Director. Graduate students must satisfy all provisions and/or conditional admission requirements prior to registering for second or third semester as indicated in the acceptance letter. Students will not be able to register for the comprehensive exam or the capstone course if they have not fulfilled their provisional requirements. In addition, their respective faculty advisor will not approve the student for graduation until all provisions are met.

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## Curriculum

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### Master's Degree in Biomedical Sciences

The curriculum represents an intense program of study that provides a broad biomedical education. It is delivered by an international team of expert faculty at a level consistent with the first year of medical/dental school. Students in their respective track are required to take the following courses:

<b>Medical</b>			
BMS	527	Biochemistry: Metabolic Pathways	3
BMS	528	Biochemistry: Molecular and Clinical Applications	3
BMS	563	Neurosciences	3
BMS	550/L	Histology and Cell Biology w/ Lab	4
BMS	553	Health Law and Ethics	3
BMS	590/L	Gross Anatomy w/ Lab	6
BMS	595/L	Human Physiology w/Lab	6
BMS	Electives*		6
CMP	699	Comprehensive Examination	CR/NC
<b>Total Credits</b>			<b>34</b>

<b>Dental</b>			
BMS	527	Biochemistry: Metabolic Pathways	3
BMS	528	Biochemistry: Molecular and Clinical Applications	3
BMS	543	Oral Pathology	3
BMS	550/L	Histology and Cell Biology w/ Lab	4
BMS	553	Health Law and Ethics	3
BMS	590/L	Gross Anatomy w/ Lab	6
BMS	595/L	Human Physiology w/Lab	6
BMS	Electives*		6
CMP	699	Comprehensive Examination	CR/NC
<b>Total Credits</b>			<b>34</b>

<b>Research</b>			
CLB	505	Biotechnology	3
BMS	527	Biochemistry: Metabolic Pathways	3
BMS	528	Biochemistry: Molecular and Clinical Applications	3
CLB	521	Laboratory Safety—Principles and Practices	3
BMS	553	Health Law and Ethics	3
CLB	507	Basic Research Methodology	3
BMS	BMS/CLB Electives*		9
BMS	675	Research	3
CLB	671	Capstone Project	3
<b>Total Credits</b>			<b>33</b>

**Notes:**

1. Classes may be offered during the day, late afternoon, or evenings.
2. For the research track, a laboratory research project and capstone project will be evaluated by a graduate committee composed of an outside advisor, a Barry University faculty member, or the Program Director.
3. Medical and Dental students must pass the comprehensive exam to receive their degree (see Comprehensive Exam and Graduation Requirements).

### Progression Requirements

1. Students must comply with policies related to the Academic Dishonesty Policy and Civility Policy. Failure to do so will prevent progression.
2. A student must maintain a cumulative GPA of a 3.0 or above to be in good standing.
3. Receipt of a failing grade is cause for dismissal from the Program.
4. Students may not progress in the Program while on a Medical Leave of Absence.
5. Students may not begin a new semester with a grade of 'T' grade in a didactic from the previous semester without the permission of the Program Director.
6. A student must successfully complete a semester to progress to the next semester.
7. Students who are dismissed from the program may re-apply for admission. Readmission is not guaranteed.

### Academic Standing

A student must maintain a cumulative GPA of a 3.0 or above to be considered in good standing.

### Probation Status

A student with a cumulative grade point average below 3.0 (on 4.0 scale) will be placed on academic probation. Students not in good standing will be periodically reviewed by the BMS graduate admissions committee to determine eligibility to remain in the program. The Program Director will require a student on probation to register for a limited course load.

### Suspension/Dismissal Status

A student will be suspended if on academic probation for two consecutive semesters and has a cumulative GPA below 3.0 or if a minimal semester GPA of 2.0 is not achieved in any given semester. Under academic suspension, a student will not be allowed to register for any BMS courses for one calendar year. Any student receiving a second suspension will be permanently dismissed from the program.

#### *Note:*

For students provisionally accepted, all provisions take precedence over the academic standing guidelines. Your academic standing will be assessed by the Program Director.

1. Students may not progress in the program while on a Medical Leave of Absence.
2. Students may not begin a new semester with a grade of 'Incomplete' in a course from the previous semester except in the advanced study or research class.

### Readmission

Students who have been academically inactive for at least one calendar year and wish to be readmitted must complete an application for readmission. Readmission is contingent upon approval by the Admissions Committee.

### Repeat Course Policy

No course may be attempted more than twice. Withdrawal after the third week of classes is counted as an attempt. 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 will remain as part of the student's permanent record, the cumulative grade point average will reflect only the grade earned on the second attempt. No courses in the biomedical sciences curriculum may be taken for a Credit/No Credit grade.

### Graduation Requirements

A student must have completed 34 credits (Dental and Medical tracks) or 33 credits including a Capstone Project (Research track) of course work with a minimum grade point average of 3.0 (B) with no more than 8 credits of "C" grades in order to graduate with the Master of Science in Biomedical Sciences degree. Courses with F grades must be repeated and replaced with grades of C or better. For graduation, all core classes and the last 9 credits of this degree must be completed at Barry University.

### Comprehensive Examination

Master's students on the Dental and Medical tracks must register for, and pass a comprehensive qualifying examination ("Comprehensive Exam") based on the required course work. Comprehensive Exam fees are non-refundable/non-transferable. To be eligible for the comprehensive exam a student must have achieved a minimum 3.0 GPA for 30 credits with no more than 8 credits of C grades and no F grades and must have satisfied all provisions for admission.

With permission of the Program Director, students may request to submit scores from Step 1 of the United States Medical License Examination (USMLE), the Comprehensive Osteopathic Medical Licensing Examination (COMLEX), or the National Board Dental Examination in lieu of sitting the Program's Comprehensive Exam. Passing scores are required on one of these examinations to be eligible for consideration.

#### Note:

1. A student may only sit for the Comprehensive Exam a maximum of three times.
2. A student has a maximum of seven years from their start of the program to complete all degree requirements, including sitting for and passing the comprehensive examination.
3. Students can apply for graduation after completing all the program core courses. Students enrolled in their final semester of the program may also be allowed to apply for graduation.
4. Students in the Research Track must satisfactorily complete a research project/paper and capstone project in lieu of the comprehensive examination.

### Grading Policy

Students should always refer to the course syllabus. Grading for a course is typically as follows:

A	90%-100% points
B	80%-89.99% points
C	70%-79.99% points
F	Below 70% points
I	Incomplete*
IP	In Progress (incomplete internship, project)
CR	Credit (completes course requirements, no grade points)
NC	No credit (does not complete course requirements, no grade points)
W	Withdrawn from course before the withdrawal deadline

\*An 'I' grade is not automatically given for absence from class or incomplete work. An 'I' grade will need to be requested in writing by the student to the course instructor when course assignments have not been satisfactorily completed. A substantial portion of the required coursework and assignments/assessments, as determined by the faculty member, should be complete to qualify for an 'I' grade. Students who are granted an 'I' grade in a course must complete all the course requirements by the date set by the Registrar's Office. An 'I' grade becomes an F if assignments are not completed.

### Non-Degree-Seeking Applicants

Applicants who wish to take courses for purposes of personal enrichment, teacher certification, or to secure credits to transfer to another institution (guest students) are considered non-degree-seeking students. Such applicants must: 1) submit a completed non-degree application form with a \$30.00 nonrefundable application fee (waived for Barry alumni); and 2) present evidence of receipt of a bachelor's degree from a regionally accredited or internationally recognized institution. Non-degree-seeking students may register for a maximum of six (6) graduate credits. Under non-degree status, students do not qualify for financial aid unless they are seeking teacher certification. Enrollment as a non-degree-seeking student in no way implies admission to a degree program.



### Change of Status from Non-Degree-Seeking to Degree-Seeking Student

Students who wish to change their status from non-degree-seeking to degree-seeking must complete the required application and meet all the requirements for degree-seeking applicants for the College of Nursing & Health Sciences. Enrollment as a non-degree-seeking student in no way implies admission to a degree program. With the approval of the dean, schools may accept a maximum of six credits with a minimum grade of B to be applied from non-degree to degree-seeking. For additional information students should speak with their academic advisor.

### Student Conduct Code

(See Student Handbook)

### Transfer Credits

Acceptance of transfer credits is at the discretion of the Program Director. A maximum of six graduate credits may be transferred from a regionally accredited or internationally recognized institution of higher education at the time of matriculation. The program's sequential design and specialty content prevents transfer credit of specialization coursework from outside of the curriculum. Only courses with a final grade of B or higher will be considered for transfer. Transfer credits must meet the criteria established by Barry University. Transfer credits cannot be applied to the BMS degree if they were already applied toward another degree.

## Course Descriptions

Prefix: BMS

#### 501 Biostatistics (3)

This course provides a survey of fundamental statistical concepts. Methods of data collection, management, presentation, and descriptive and inferential statistics are included in this course. Theoretical concepts, as well as the descriptive and analytic research methods used in research and evaluation of health status and health services.

#### 505 Biotechnology (3)

This course will provide students with an everyday understanding and application of molecular and immunological technique (Special fee).

#### 507 Basic Research Methodology (2-3)

This course is an introduction to principles of biomedical research and critical analysis of the current literature. The course provides an overview of experimental design, statistical analysis and publication preparation.

#### 510 Pathophysiology (3)

A study of the alterations in biological processes that affect homeostasis in the human body. It includes the dynamic aspects of disease, mechanisms involved, signs, and symptoms. Physical and laboratory findings are emphasized.

#### 511 Forensic Pathology (3)

An examination into the field of Forensic Pathology and how this branch of medicine applies the principle and knowledge of the medical sciences in recognizing and interpreting diseases and injuries to the human body in the medico-legal investigation of death.

#### 527 Biochemistry: Metabolic Pathways (3)

Biochemistry: Metabolic Pathways provides an introduction to the fundamental aspects of biochemistry. It gives an overview of the structure, function, and metabolism of biologically important molecules: carbohydrates, fatty acids, proteins, and nucleic acids. Enzyme kinetics, allostery, enzyme inhibition, and control are considered in detail. The course concludes with a review of amino acid metabolism. Throughout, the emphasis is placed on the regulation of metabolic pathways and on their interrelationships in health and disease.

## 528 Biochemistry: Molecular &amp; Clinical Applications (3)

Biochemistry: Molecular & Clinical Applications considers the application of biochemistry to disease etiology, diagnosis, and treatment. Cell membranes and the structure, function, and replication of the cell's genetic material are described. The digestion and absorption of nutrients is reviewed and the consequences of malfunction considered. A number of disease states are used to illustrate selected principles including the relationship between nutrition and disease: atherosclerosis, hyperlipidemia, obesity, and diabetes. The application of clinical biochemistry techniques to disease diagnosis is described and the biochemistry of exercise and aging visited.

## 535 Human Embryology (3)

A study of human embryological development including fertilization, and the cellular and molecular mechanisms involved in embryogenesis. Congenital abnormalities and clinical applications will also be discussed.

## 537 Molecular Genetics (3)

This course discusses the genetic influences that affect the course of human development from reproduction through the prenatal, neonatal, pediatric, adolescent, and adult periods. Screening protocols, early intervention, and new treatment modalities will be discussed.

## 543 Oral Pathology (3)

The course encompasses an intensive didactic study and survey of the diseases of the oral and maxillofacial region. Among the conditions discussed are diseases of the teeth and supporting structures, diseases of the oral epithelium including oral cancer, chronic immune-mediated cutaneous and mucosal diseases, as well as salivary gland and bone lesions. Furthermore, oral manifestations of systemic disorders and infectious diseases mediated by bacteria, viruses, protozoa, and fungi will be covered. Correlations between clinical findings, etiologic factors, and histopathologic features will be emphasized.

## 547 Neuroanatomy w/ Lab (5)

This course will provide an in-depth review of the neuroanatomy of the central and peripheral nervous systems. The course will include presentation of the morphologic and physiologic aspects of the nervous system, including examination of anatomical models, prosections, and histological preparations. Clinical correlations using case studies including normal and pathological imaging studies (e.g., MRI, CT, etc.) are incorporated to emphasize the important anatomic structures and their function. Lecture and Lab. (Special fee)

## 550 Histology and Cell Biology w/ Lab (4)

The course provides an in-depth study of the microscopic anatomy dealing with the structure of cells, basic concepts of cell physiology including structure and function of cellular membranes and organelles, cell growth and communication, and nucleic acid structure and synthesis. The course presents the normal microscopic structure of the human body tissues and organs in relation to their functions. Emphasis will be placed on the integration of the morphology with the biochemical and physiologic processes of the body. Lecture and laboratory. (Special fee)

## 553 Health Law and Ethics (3)

This course will provide a basic understanding of the legal issues as civil liabilities including medical malpractice, professional fees splitting, self-referrals, and licensing, administrative, and corporate law/governance pertaining to health services. The course provides an understanding of applicable laws and regulations, as well as ethical and social issues in health care services. This course provides a practical and applicable framework to analyze the many complex issues in the modern health care industry.

## 555 Immunology (3)

This course presents fundamental concepts of immunology and the role of the immune system in health and disease, and the use of serological and antibody-based methods in the clinical lab. A review of the biological effects of immunologic reactions, antibody formation and interactions, and immunological specificity of normal and diseased cells and tissues will be discussed.

## 563 Neurosciences (3)

This course in neurosciences examines the gross anatomy and physiological processes of the nervous system, from a clinician's perspective. It provides in-depth analysis of the sensory motor control systems. It describes the organizational structure and functional interactions of the nervous structures. It presents current research on how the central nervous system works, with implications for the clinical practice and neuro-rehabilitation. Topics include arousal and motivation, motor control, learning, memory, and emotions.

## 590 Gross Anatomy w/ Lab (6)

An intensive study of the human anatomy that emphasizes the gross structural anatomy of the human body and correlation to clinical medicine. The human body will be correlated with surface anatomy, radiology, osteology, and other relevant clinical information. Lecture and Lab. (Special fee)

## 595 Human Physiology w/ Lab (6)

This course is a comprehensive study of the function and regulation of human organ systems of the body and physiological integration of the systems to maintain homeostasis. Course will include neural & hormonal homeostatic control mechanisms, and study of the musculoskeletal, circulatory, respiratory, digestive, urinary, immune, reproductive, endocrine systems, and fluid electrolyte balance. Lecture and Lab. (Special fee)

## 600 Pathology (4)

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 by means of clinical material and case studies.

## 617 Genomics and Applied Bioinformatics (3)

This course will provide an in-depth exposure to advanced programs in bioinformatics. Lectures will discuss numerous freely available computational tools for extracting biological information from nucleotide and protein sequences. Students will gain application skills using bioinformatics software programs to manage, search, and analyze genomic and proteomic sequences. Current trends and developments in bioinformatics will be emphasized.

## 620 Pharmacology (3)

Course encompasses basic pharmacological principles/classes of drugs. Include drug interactions with biological receptors, absorption, distribution, metabolism, and excretion. Drugs are covered on a systems basis.

## 623 Medical Microbiology (3)

The fundamentals of microbial physiology, genetics, and immunology are presented with important bacterial, viral, parasitic, and mycotic infections discussed from the standpoint of etiology, epidemiology, and pathogenesis and laboratory diagnosis. Treatment, prevention, and control of microorganisms are also discussed.

## 635 Nutrition (2)

The course considers the principles of nutrition and its applications. In particular, selected biochemical aspects of nutrition and the biological effects of excess or deficiency of nutrients will be reviewed. The course has been designed so as to provide the necessary information to allow the student to make informed decisions with regard to nutritional well-being. It prompts the student to learn more about themselves, their diet, and the maintenance of sustainable good health. It also serves to raise awareness of topical nutrition issues.

## 644 Cancer Biology (3)

Major topics considered in this course include: introduction to concepts and principles of cancer, cellular and molecular mechanisms involved in cancer development and progression, epidemiology and current and future diagnostic and therapeutic regimens involved in the treatment of the disease.

648 Epidemiology (3)

This is a general course in epidemiology with emphasis on current topics and applications in the public health arena. Addresses the behavioral models of health and disease, the social barrier to care and the effectiveness of the health system in promoting optimal health behavior in patients and health care personnel as well as the organizations in which they work. Students are expected to gain a fundamental working knowledge of epidemiology methodology. A study of health and health status, and health assessment in the community, is an important goal of this course.

665 Advanced Study (1-3)

Courses in Advanced Study include topics in emerging interdisciplinary fields of biomedical science. May include assigned readings from current literature, reports and presentations. (Special fee may apply)

670 Seminar (2)

This course is specifically designed to expose the student to selected current topics in biomedical and clinical sciences, classroom discussion, assigned reading, reports and presentations. The course is specifically designed to improve student presentation skills and potential for collaborative work. Courses may be evaluated by peer presentations throughout the semester.

675 Research (3-6)

A research project under the guidance of an advisor. Specific guidelines and protocols must be approved by the Program Director prior to the start of the project. (Special fee may apply).

699 Comprehensive Examination (CR/NC)

Master's students must pass a comprehensive qualifying examination based on the required course work in order to receive their degree. (Prefix: CMP)

# Clinical Biology Programs

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## Master of Science in Clinical Biology

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Jorge Lopez, PhD., Program Director

Sumera Ackbarali, M.S., Assistant Professor and Program Director, Medical Technology Specialization

Daniel Packert, M.S., Assistant Professor and Program Director, Histotechnology Specialization

### Program Overview

This master's program in clinical biology is designed to prepare clinical laboratory science professionals for career advancement by providing interdisciplinary educational opportunities in research, biotechnology, clinical practice and health law and ethics, and leadership. Students can choose between two different specializations: Laboratory Management and Histotechnology. Both options culminate in a capstone project, where the students will conduct a directed research project around a clinical-case study.

### Laboratory Management Specialization

The Laboratory Management Specialization requires 31 graduate credit hours for graduation. Students may choose to attend part-time or full-time as their schedules allow, and may choose among a number of elective courses that meet their individual needs and interests. If attending on a full-time basis, students in this specialization option can complete their master's degree in four semesters. This degree option will prepare the student for leadership positions in research, clinical practice, management, and industry.

### Laboratory Management Specialization (B.S. to M.S. Option)

The seamless Bachelor of Science in Clinical Biology with a Specialization in Medical Technology to Master of Science in Laboratory Management is an academic program available to eligible students in the B.S. Medical technology specialization. The program consists of 161 semester hours, separated into 130 undergraduate and 31 graduate semester hours. This seamless B.S. to M.S. option merges the NAACLS accredited Bachelor of Science in Clinical Biology with a Specialization in Medical Technology with the advanced Master of Science in Clinical Biology with a Specialization in Laboratory Management, allowing completion of the entire program in a period of 5 years. Students completing the program successfully will meet the requirements for the Bachelor of Science in Clinical Biology with a Specialization in Medical Technology and the Master of Science in Clinical Biology with a Specialization in Laboratory Management.

### Histotechnology Specialization

The Histotechnology Specialization requires 32 graduate credit hours for graduation, and is designed to be completed in twelve months. Students must attend on a full-time basis. This degree option will prepare the student for leadership positions in research, industry and clinical practice.

### Accreditation

Barry University's Histotechnology Specialization Program and Medical Technology Specialization Program are approved by the Florida Department of Health, Board of Clinical Laboratory Personnel, and accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS): 5600 N. River Rd., Suite 720, Rosemont, IL 60018/ Telephone: [\(773\) 714-3415](tel:7737143415) / Fax: (773) 714-8886/E-mail: [info@naaccls.org](mailto:info@naaccls.org)/Website: [www.naaccls.org](http://www.naaccls.org).

### Mission and Philosophy

The philosophy of the Clinical Biology Program is consistent with the Barry University mission. Our faculty and staff are committed to helping students achieve their goals and producing graduates who can make a difference as leaders in the international health care community. Existing as a scholarly community, we are committed to the highest academic standards in graduate education. As part of the Clinical Biology Program students will learn to grow as individuals committed to lifelong learning and social justice.

This mission of Clinical Biology aligns with the goals of the College of Nursing and Health Sciences at Barry University. The mission of the Clinical Biology Program is to provide our graduates with the skills to apply scientific knowledge, while collaborating with others using verbal, written, and technological skills inherent to health care. We provide them the tools to engage in professional practices that adhere to the concepts of integrity, ethics, life-long learning, and patient advocacy.

### **Program Goals**

Upon successful completion of the Program, all Program graduates will be able to:

1. Apply theoretical knowledge of the sciences and advanced laboratory techniques in the management and analysis of tissue samples (Safe Laboratory Practice);
2. Comprehend and apply knowledge, analyze case studies, and synthesize and apply the best available evidence as the basis for evaluating healthcare practices. (Critical Thinking) Synthesize and apply knowledge, skills, and the best available evidence to solve problems and advance safe clinical laboratory practice (Critical Thinking);
3. Collaborate and communicate with others using verbal, written, and technological skills inherent to health care, healthcare professionals, and healthcare scientists (Communication); and
4. Engage in professional practices that adhere to the concepts of integrity, ethics, life-long learning, and patient advocacy (Professionalism).

### **Program Objectives/Expected Learning Outcomes—Laboratory Management Specialization**

The educational objectives for the Program correlate with the key domains of clinical laboratory practice: Safe Laboratory Practice, Critical Thinking, Communication, and Professionalism. Upon completion of the Program, the graduate shall have acquired knowledge, skills, and competence related to the key domains Program goals as evidenced by the ability to:

1. Assume a leadership role in safe laboratory practice, policy development, and education (Safe Laboratory Practice, Critical Thinking);
2. Demonstrate collaboration by actively engaging in interdisciplinary local and global community outreach efforts for health promotion (Communication, Professionalism);
3. Participate in health-related research and scholarship (Professionalism);
4. Demonstrate technology skills to enhance overall lifelong learning through continuing education (Communication, Professionalism); and
5. Demonstrate achievement of the Program's objectives and synthesis of educational activities by completing a scholarly work in the form of a research project (Safe Laboratory Practice, Critical Thinking, Communication, Professionalism).

### **Program Objectives/Expected Learning Outcomes—Histotechnology Specialization**

The educational objectives for the Program correlate with the key domains of clinical laboratory practice: Safe Laboratory Practice, Critical Thinking, Communication, and Professionalism. Upon completion of the Program, the graduate shall have acquired knowledge, skills, and competence related to the key domains as evidenced by the ability to:

1. Competently demonstrate mastery of knowledge, skills, and attitudes necessary for safe histotechnology clinical laboratory practice (Safe Laboratory Practice, Critical Thinking);
2. Demonstrate collaboration by actively engaging in interdisciplinary local and global community out-reach efforts for health promotion (Communication, Professionalism);
3. Participate in health-related research and scholarship (Professionalism);
4. Demonstrate technology skills to enhance overall lifelong learning through continuing education (Communication, Professionalism); and
5. Demonstrate achievement of the Program's objectives and synthesis of educational activities by completing a scholarly work in the form of a research project (Safe Laboratory Practice, Critical Thinking, Communication, Professionalism).

**Admission Requirements**

- Bachelor’s degree from a regionally accredited or internationally recognized college or university with appropriate undergraduate/graduate credits in biology.
- A minimum grade point average (GPA) of 3.0 on a 4.0 scale. Deference is given to the last sixty hours of undergraduate work. Applicants with a master’s degree from a regionally accredited college or university will have their graduate GPA included for admissions consideration.
- Official satisfactory scores, as determined by the Admissions Committee, from the Graduate Record Examination (GRE) taken within five years of application. GRE scores are evaluated in the context of the overall application package submitted by the applicant.
- Two letters of recommendation in support of graduate work

A personal interview is required and arranged only by invitation after the applicant’s admissions file is reviewed and the candidate deemed eligible. All applicants who do not give evidence of being native English speakers or who have not graduated from an institution where English is a primary language of instruction are required to submit scores of the test of English as a Foreign Language (TOEFL). TOEFL paper-based test total score of 600, or a minimum computer-based test score of 250, or a minimum Internet-based total score of 100 is required for admission.

**Academic Policies and Procedures**

Students are responsible for all material and assignments covered in every course and all examinations, including all unannounced quizzes. Attendance at scheduled exams is mandatory. Examinations may be given outside of normal class hours due to space or time limitations. Acceptance of excuses for absences and administration of make-up examinations are solely at the discretion of the instructor.

**Non-Academic Requirements**

*Vision*

- Read charts, labels, graphs, materials with the aid of a microscope; discriminate colors and record results.

*Speech and Hearing*

- Communicate effectively using standard English, and assess non-verbal information.
- Skills necessary to operate instruments and manipulate tools.

*Psychological Skills*

- Possess the emotional health required to utilize full intellectual abilities.
- Recognize emergency situations and take appropriate actions.

**Curriculum**

The curriculum is reflective of a program of graduate study that provides for intense and analytic exploration of laboratory and clinical science, professional practice, technological applications, and research methodology.

Students will have the opportunity to develop skills that prepare them for leadership positions in health sciences, research, and industry.

**Specialization: Laboratory Management**

**Program Outline**

<b>Science Courses</b>			
CLB	505	Biotechnology	3
CLB	521	Lab Safety	3
CLB	537	Research Methods	3
<i>Continued</i>			

<b>Continued</b>			
CLB	553	Health Law and Ethics	3
CLB	671	Capstone	3
CLB	600	Pathology	4
OR			
CLB	620	Pharmacology	3
AND			
CLB	665	Toxicology workshop	1

<b>Health Services Administration Courses</b>			
HSA	520	Managerial Epidemiology	3
HSA	620	Health Care Budgeting and Financial Management	3
HSA	667	Health Care Leadership	3

<b>Electives</b>			
CLB	527	Biochemistry: Metabolic Pathways	3
CLB	528	Biochemistry: Molecular & Clinical Application	3
CLB	537	Molecular Genetics	3
CLB	555	Immunology	3
CLB	623	Medical Microbiology	3
CLB	644	Cancer Biology	3
<b>Total</b>			<b>31</b>

Fifteen-month program for full-time students. Upon completion, students receive a Master of Science in Clinical Biology with a Specialization in Laboratory Management.

### **B.S. to M.S. Seamless Option**

#### **Program Outline**

Students in the B.S. to M.S. seamless program will complete the curriculum of the MS In Clinical Biology with a Specialization in Laboratory Management after completion of the BS in Clinical Biology with a Specialization in Medical Technology curriculum. Students can begin to take graduate courses towards the end of their BS in Clinical Biology with a Specialization in Medical Technology program, if they have met all requirements for the B.S. to M.S. seamless program.

### **Specialization: Histotechnology**

#### **Program Outline**

<b>Fall</b>			
CLB	550	Histology and Cell Biology	4
CLB	553	Health Law and Ethics	3
CLB	545	Microtechnique	3
CLB	521	Lab Safety	3



<b>Spring</b>			
CLB	603	Advanced Histotechnology	3
CLB	507	Research Methodology	3
CLB	600	Pathology	4
CLB	505	Biotechnology	3
<b>Summer</b>			
CLB	547	Clinical Experience	3
CLB	671	Capstone Project	3
<b>Total</b>			<b>32</b>

Twelve-month program for full-time students. Upon completion, students will receive a Master of Science degree in Clinical Biology with a Specialization in Histotechnology and will be eligible to sit for the American Society for Clinical Pathology (ASCP) histotechnologist (HTL) examination.

### Progression Requirements

- Students must comply with policies related to the Academic Dishonesty Policy and Civility Policy. Failure to do so will prevent progression.
- A student must maintain a cumulative GPA of a 3.0 or above to progress.
- Receipt of a failing grade is cause for dismissal from the Program.
- Students may not progress in the Program while on a Medical Leave of Absence.
- Students may not begin a new semester with a grade of 'T' grade in a didactic from the previous semester without the permission of the Program Director.
- A student must successfully complete a semester to progress to the next semester.
- Students who are dismissed from the program may re-apply for admission. Readmission is not guaranteed.

### Graduation Requirements

M.S. with a specialization in Laboratory Management: Completion of 31 semester credit hours, with a minimum grade point average of 3.00 (B) and no more than 6 semester credit hours of C grade is required for graduation. Courses with D or F grades must be repeated and replaced with grades of B or better. Successful completion of the Capstone Project is a requirement for graduation.

M.S. with a specialization in Histotechnology: Completion of 32 semester credit hours, with a minimum grade point average of 3.00 (B) and no more than 6 semester credit hours of C grade is required for graduation. Courses with D or F grades must be repeated and replaced with grades of B or better. Successful completion of the Capstone Project is a requirement for graduation.

### Grading Policy

The following grades may be recorded for a course:

A	=	90-100 points
B	=	80-89points
C	=	70-79points
D	=	60-69points
F	=	Below 60 points
I	=	Incomplete
IP	=	In Progress (incomplete internship, project); students have six months to complete the course requirements or the grade will be converted to an "F."
W	=	Withdraw from course before the withdrawal deadline.

\*An 'T' grade is not automatically given for absence from class or incomplete work. An 'T' grade will need to be requested in writing by the student to the course instructor when course assignments have not been satisfactorily completed. A substantial portion of the required coursework and assignments/assessments, as determined by the faculty member, should be complete to qualify for an 'T' grade. Students who are granted an 'T' grade in a course must complete all the course requirements by the date set by the Registrar's Office. An 'T' grade becomes an F if assignments are not completed.

### **Immunization and Physical Examination**

Before attending the Clinical Experience, the student must present proof of medical insurance, physical examination, and current immunizations to include annual TB screening (PPD), Diphtheria Inoculation Tetanus (DTP), MMRx2, and Hepatitis B. These documents must be presented before the student will be allowed to progress to Clinical Experience status. Immunizations and physical examinations are done at the student's expense.

### **Program Policies and Procedures**

Students are responsible for compliance with the policies of Barry University and the College of Nursing & Health Sciences. Since these policies are under constant scrutiny the College of Nursing & Health Sciences reserves the right to change any provisions or requirement in this document at any time within a student's term of enrollment.

Information technology resources are integral to the education of the graduate student. Barry University provides a number of information technology resources to students, including email, Internet and intranet services, Web Advisor, library services, and access to computer laboratories (see catalog section for Division of Information Technology). Many course instructors provide student access to course materials on the Blackboard Learning System and communicate with students through email.

Email is considered the standard and official means of communication between the faculty, staff, and students of the Clinical Biology Program. For that reason, students must monitor and maintain their Barry University (mymail.barry.edu) email accounts. Due to identity and privacy concerns, administration, faculty, and staff of the Clinical Biology Program may refuse to respond to email messages from students who use external email providers.

### **Participation in the Clinical Experience**

Participation in the Clinical Experience is a requirement for students in the histotechnology specialization program and is contingent upon successful completion of all didactic coursework. Students may be required to relocate during the clinical session. Students must be financially prepared to enter into and complete the program. Students must be able to provide their own transportation during the Clinical Experience. Every student in the Clinical Experience must secure and retain primary care health insurance coverage that meets the Barry University requirements. Coverage must remain in effect at all times while registered in the school. The University maintains liability insurance for each student entering the Clinical Experience at affiliate sites. There will be an annual fee of \$50 charged to the participating student's account.

The minimum passing grade for each Clinical Experience is: CLB 547 Clinical Experience, "73" (C) or higher.

The grading scale for the Clinical Experience courses only is as follows:

93-100	=	A
83-92	=	B
73-82	=	C

### **Academic Integrity and Behavior**

Promotion of academic integrity and ethical professional academic behavior are objectives of the College of Nursing & Health Sciences. Cheating or plagiarism will not be tolerated. Refer to the policies and procedures section of this catalog and the Barry University Student Handbook for definitions of cheating and plagiarism.

### **Academic Advising**

Every student matriculating into the Clinical Biology Program is assigned an academic advisor by the Program Director. Students are required to make their own academic decisions after consultation with the advisor. The advisor's role is to advise the student but the final decision is the responsibility of the student.

**Readmission**

Students who have been academically inactive for at least one calendar year and who wish to be readmitted must complete an application for readmission. Readmission is contingent upon approval of the Admissions Committee and Program Director.

**Course Descriptions**

Prefix: CLB

**505 Biotechnology (3)**

This course will provide students with an everyday understanding and application of molecular and immunological technique.

**507 Basic Research Methodology (3)**

Introduction to principles of biomedical research and critical analysis of the current literature. The course provides an overview of experimental design, statistical analysis and publication preparation. Same as BIO 507 and PDY 507.

**527 Biochemistry: Metabolic Pathways (3)**

Biochemistry I provides an introduction to the fundamental aspects of biochemistry. It gives an overview of the structure, function, and metabolism of biologically important molecules, carbohydrates, fatty acids, proteins, and nucleic acids. The course concludes with a review of amino acid metabolism. Enzyme kinetics, allostery, enzyme inhibition, and control are considered in detail. Throughout, the emphasis is placed on the regulation of metabolic pathways and on their interrelationships in health and disease.

**528 Biochemistry: Molecular & Clinical Application (3)**

Biochemistry II considers the application of biochemistry to disease etiology, diagnosis, and treatment. Cell membranes and the structure, function, and replication of the cell's genetic material are described. The digestion and absorption of nutrients is reviewed and the consequences of malfunction considered. A number of disease states are used to illustrate selected principles including the relationship between nutrition and disease, atherosclerosis, hyperlipidemia, obesity, and diabetes. The application of clinical biochemistry techniques to disease diagnosis is described and the biochemistry of exercise and aging visited.

**537 Molecular Genetics (3)**

This course will provide students with an understanding of current theories of mechanisms of human inheritance and their application in modern medicine and technology.

**545 Microtechnique (3)**

Theory and extensive hands-on experience in the histotechnology laboratory. Students learn how to use basic instrumentation in preparation for the Clinical Experience. (Special Fee)

**547 Clinical Experience (3)**

Clinical Experience with students' first exposure to the clinical environment. Prerequisite: Completion of didactic portion of the histotechnology specialization.

**550 Histology and Cell Biology (4)**

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. (Special Fee)

**600 Pathology (4)**

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 will be discussed. Lecture and lab.

## 603 Advanced Histotechnology (3)

This course introduces students to advanced aspects of histological procedures used in clinical settings, focusing on the theoretical basis of immunohistochemistry, enzyme histochemistry, and electron microscopy. Working in teams, all students will conduct a directed research project around a clinical case study. Students will be required to work collaboratively in the design, implementation, and presentation of their research findings. Prerequisites: CLB 545. (Special Fee)

## 620 Pharmacology

Course encompasses basic pharmacological principles/classes of drugs. Include drug interactions with biological receptors, absorption, distribution, metabolism, and excretion. Drugs are covered on a systems basis.

## 665 Advanced Study (1-3)

Courses in advanced study include courses in emerging interdisciplinary fields of biomedical science. May include assigned readings from current literature, reports, and presentations.

## 671 Capstone Project (3)

This course is the Capstone Project for the M.S. in the Applied Biology degree program. Students will conduct a directed research project around a clinical case-study. Students will be required to design, implement, and present their research findings.

For course description of all other courses see appropriate section of University Catalog.

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## Post-Baccalaureate Certificate in Histotechnology

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The Post-Baccalaureate Certificate in Histotechnology Program is designed for students who have already earned a bachelor's degree in the biological sciences from an accredited institution and have fulfilled the prerequisites listed below. This is a nine-month program that prepares the student for histotechnology certification. A five-month Clinical Experience at one of the program's clinical affiliate sites is included.

Histotechnology is a structural science concerned with the evaluation of tissues, their cellular morphology, and their chemical composition. Histotechnologists work under the supervision of a pathologist, preparing, cutting, processing, and staining tissue specimens of human, animal, or plant origin for diagnostic, research, and teaching purposes. New technologies and methodologies are constantly being developed in the field, making this allied health care profession one of the most exciting and dynamic in the workplace today.

Barry University's Post-Baccalaureate Certificate in Histotechnology Program is designed to prepare students for this challenging field. Students completing this program are eligible to sit for the American Society for Clinical Pathology (ASCP) HTL certification examination. Please note that certification agencies may change their qualifying requirements; it is the student's obligation to meet those requirements.

Histotechnologists must have critical thinking skills, precision, fine manual dexterity, and the ability to work well under pressure with minimal supervision. Patient contact is limited.

### Program Objectives/Expected Learning Outcomes

The educational objectives for the Program correlate with the key domains of clinical laboratory practice: Safe Laboratory Practice, Critical Thinking, Communication, and Professionalism. Upon completion of the Program, the graduate shall have acquired knowledge, skills, and competence related to the key domains as evidenced by the ability to:

1. Competently demonstrate mastery of knowledge, skills, and attitudes necessary for safe histo-technology clinical laboratory practice (Safe Laboratory Practice, Critical Thinking);
2. Demonstrate collaboration by actively engaging in interdisciplinary local and global community outreach efforts for health promotion (Communication, Professionalism);
3. Participate in health-related research and scholarship (Professionalism);
4. Demonstrate technology skills to enhance overall lifelong learning through continuing education (Communication, Professionalism); and
5. Demonstrate achievement of the Program's objectives and synthesis of educational activities by completing a scholarly work in the form of a research project (Safe Laboratory Practice, Critical Thinking, Communication, Professionalism).

### Admission Requirements

This program has a fall start only. Applications are accepted on an ongoing basis, however admission decisions will not be made until mid-spring prior to the desired fall start date. Students seeking admission to the Post-Baccalaureate Certificate in Histotechnology Program must submit a completed application, write a statement of purpose, provide official transcripts from institutions attended, and submit two satisfactory professional letters of recommendation from faculty or supervisors. A personal interview is required before acceptance into the program. Upon acceptance, a non—refundable deposit in the amount of \$250 is required to hold the applicant’s position in the program. The deposit will be applied toward tuition expenses.

All students must have received a minimum grade of C in all college-level prerequisites listed below, and an overall GPA of 2.75 (on a 4.0 scale).

### Prerequisites

Biology	12 credits
Chemistry	8 credits
Math	6 credits

### Non-Academic Requirements

#### *Vision*

- Read charts, labels, graphs, materials with the aid of a microscope; discriminate colors and record results.

#### *Speech and Hearing*

- Communicate effectively using standard English, and assess non-verbal information.

#### *Fine Motor Skills*

- Skills necessary to operate instruments and manipulate tools.

#### *Psychological Skills*

- Possess the emotional health required to utilize full intellectual abilities.
- Recognize emergency situations and take appropriate actions.

### International Students

International students who have completed all or part of their college coursework outside of the United States at an internationally listed institution must submit their transcripts to an official international transcript evaluation service. Information about professional evaluating services in the United States is available from the Office of Health Sciences Admissions. Official transcripts and the international credit evaluation must be submitted to Barry University for admission and evaluation purposes.

Students are also required to obtain a score of at least 550 (213 on the computer-based test, or 79 on the Internet-based test) on the Test of English as a Foreign Language (TOEFL). Official test results must be submitted to the Office of Health Sciences Admissions, Barry University.

### Core Coursework

All students in the Post-Baccalaureate Certificate in Histotechnology Program are required take the following core courses:

CLB	300A	Special Topics: Orientation	1
CLB	300	QC in the Laboratory	2
CLB	317	Laboratory Management Seminar	2
CLB	445	Microtechnique Lecture	3
<i>Continued</i>			

<b>Continued</b>			
CLB	445L	Microtechnique Lab	1
CLB	450	Histology Lecture	3
CLB	450L	Histology Lab	1
CLB	460	Advanced Histotechnology I	2
CLB	465	Advanced Histotechnology II	2
CLB	484	Clinical Experience I	4
CLB	489	Clinical Experience II	4
<b>Total Credits for Post-Baccalaureate Certificate in Histotechnology</b>			<b>25 credits</b>

See Undergraduate Catalog for course descriptions.

### **Criminal Background Checks and Drug Screening**

Clinical rotation sites require a criminal background check and may refuse to accept students with documented criminal histories. In the event of a reported incident, a determination about the student's continued progress in the academic program will be made by Barry University in accordance with program and University procedures.

Clinical sites also require drug screening of students prior to, and, in some cases, during the course of clinical training. The Clinical Biology Program may therefore require students to undergo drug screening and exclude or dismiss students who are unwilling to comply with these policies. Criminal background checks and drug screenings are done at the student's expense. Individuals who have been convicted of a felony or misdemeanor may be denied certification or licensure as a health professional. Information regarding individual eligibility may be obtained from the appropriate credentialing bodies.

### **Immunization and Physical Examination**

Before attending the Clinical Experience, the student must present proof of medical insurance, physical examination, and current immunizations to include annual TB screening (PPD), Diphtheria Inoculation tetanus (DTP), MMRx2, and Hepatitis B. These documents must be presented before the student will be allowed to progress to Clinical Experience status. Immunizations and physical examinations are done at the student's expense.

### **Participation in the Clinical Experience**

Participation in the Clinical Experience is a requirement for students in the histotechnology specialization programs and is contingent upon successful completion of all didactic coursework. Students may be required to relocate during the clinical session. Students must be financially prepared to enter into and complete the program. Students must be able to provide their own transportation during the Clinical Experience. Every student in the Clinical Experience must secure and retain primary care health insurance coverage that meets the Barry University requirements. Coverage must remain in effect at all times while registered in the school. The University maintains liability insurance for each student entering the Clinical Experience at affiliate sites.

The minimum passing grade for each Clinical Experience is: CLB 484 Clinical Experience I, "73" (C) or higher; CLB 489 Clinical Experience II, "83" (B) or higher.

The grading scale for the Clinical Experience courses only is as follows:

93-100	=	A
83-92	=	B
73-82	=	C
68-72	=	D
below 68	=	F

### Academic Dismissal

Each didactic course must be passed with at least a grade of C or higher. Students will not be able to enroll in Clinical Experience I until all didactic courses have been successfully completed. Should a student fail to meet the minimum passing grade of “73” (C) or higher for Clinical Experience I, the student will be dismissed from the remainder of the program.

### Sites

Didactic courses and CLB 450L Histology Lab and CLB 445L Microtechnique Lab are taught at Barry University on the main campus. Histotechnology Clinical Experiences are offered at clinical affiliate sites.

### Accreditation

Barry University’s Histotechnology Specialization Program and Medical Technology Specialization Program is approved by the Florida Department of Health, Board of Clinical Laboratory Personnel, and accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS): 5600 N. River Rd., Suite 720, Rosemont, IL 60018 / Telephone: [\(773\) 714-3415](tel:7737143415) / Fax: (773) 714-8886 / E-mail: [info@naacils.org](mailto:info@naacils.org) / Website: [www.naacils.org](http://www.naacils.org).

### Course Descriptions

Core Courses; Prefix: CLB

#### 505 Biotechnology (3)

This course will provide students with an everyday understanding and application of molecular and immunological technique (Special Fee).

#### 521 Laboratory Safety: Principles and Practice (3)

This course introduces the students to the principles and practices of laboratory safety in a rapidly changing biotechnology environment. The course is designed to increase student awareness of the importance of safety in the biotechnology laboratory with an emphasis on fire safety, chemical safety, laboratory safety, and bloodborne pathogens. The course is divided into three distinct sections. Section 1 deals with general safety issues regarding the workforce and risk assessment. Section 2 deals with fire, chemical, and laboratory safety issues regarding training, communication, and compliance with CLIA, OSHA and NFPA recommendations. Section 3 covers issues associated with bloodborne pathogens (HIV, TB, Hepatitis B) and how those safety issues relate to a safe laboratory working environment. Completion of the course will prepare students to “work safely” in a biotechnology/health care environment and/or institution.

#### 681 Internship (3)

This course is the capstone requirement for the non-thesis Professional Science Master’s in Medical Biotechnology. Students will be assisted in finding a suitable internship by the Program Director. Students will conduct a directed practical research project in a laboratory/business setting under the guidance of an internship mentor. Students will be required to design, implement, and present their research findings. This course will equip the student with many of the workplace skills desired by the current biotechnology industry.

### Course Descriptions

Science Electives; Prefix: BMS/CLB

#### 510 Pathophysiology (3)

A study of the alterations in biological processes that affect homeostasis in the human body. It includes the dynamic aspects of disease, mechanisms involved, signs, and symptoms. Physical and laboratory findings are emphasized.

#### 511 Forensic Pathology (3)

An examination into the field of Forensic Pathology and how this branch of medicine applies the principle and knowledge of the medical sciences in recognizing and interpreting diseases and injuries to the human body in the medico-legal investigation of death.

## 527 Biochemistry: Metabolic Pathways(3)

Biochemistry I provide an introduction to the fundamental aspects of biochemistry. It gives an overview of the structure, function, and metabolism of biologically important molecules: carbohydrates, fatty acids, proteins, and nucleic acids. Enzyme kinetics, allostery, enzyme inhibition, and control are considered in detail. The course concludes with a review of amino acid metabolism. Throughout, the emphasis is placed on the regulation of metabolic pathways and on their interrelationships in health and disease. Same as GMS 527.

## 528 Biochemistry: Molecular &amp; Clinical Application (3)

Biochemistry II considers the application of biochemistry to disease etiology, diagnosis, and treatment. Cell membranes and the structure, function, and replication of the cell's genetic material are described. The digestion and absorption of nutrients is reviewed and the consequences of malfunction considered. A number of disease states are used to illustrate selected principles including the relationship between nutrition and disease: atherosclerosis, hyperlipidemia, obesity, and diabetes. The application of clinical biochemistry techniques to disease diagnosis is described and the biochemistry of exercise and aging visited. Prerequisites: BMS/CLB 527. Same as GMS 528.

## 537 Molecular Genetics (3)

This course discusses the genetic influences that affect the course of human development from reproduction through the prenatal, neonatal, pediatric, adolescent, and adult periods. Screening protocols, early intervention, and new treatment modalities will be discussed.

## 547 Neuroanatomy (5)

This course will provide an in-depth review of the neuroanatomy of the central and peripheral nervous systems. The course will include presentation of the morphologic and physiologic aspects of the nervous system, including examination of anatomical models, prosections, and histological preparations. Clinical correlations using case studies including normal and pathological imaging studies (e.g., MRI, CT, etc.) are incorporated to emphasize the important anatomic structures and their function. Lecture and laboratory. (Special fee)

## 550 Histology and Cell Biology (4)

The course provides an in-depth study of the microscopic anatomy dealing with the structure of cells, basic concepts of cell physiology including structure and function of cellular membranes and organelles, cell growth and communication, and nucleic acid structure and synthesis. The course presents the normal microscopic structure of the human body tissues and organs in relation to their functions. Emphasis will be placed on the integration of the morphology with the biochemical and physiologic processes of the body. Lecture and laboratory. (Special fee)

## 555 Immunology (3)

A study of antibody formation, antigen-antibody interactions. Review of the biological effects of immunologic reactions, immunological specificity of normal and diseased cells and tissues will be discussed.

## 563 Neurosciences (3)

This course in neurosciences examines the gross anatomy and physiological processes of the nervous system, from a clinician's perspective. It provides in-depth analysis of the sensory motor control systems. It describes the organizational structure and functional interactions of the nervous structures. It presents current research on how the central nervous system works, with implications for the clinical practice and neuro-rehabilitation. Topics include arousal and motivation, motor control, learning, memory, and emotions.

## 590 Gross Anatomy (6)

An intensive study of the human anatomy that emphasis the gross structural anatomy of the human body and correlation to clinical medicine. The human body will be correlated with surface anatomy, radiology, osteology, and other relevant clinical information. Lecture and lab (special fee).

## 595 Human Physiology (6)

This course is a comprehensive study of the function and regulation of human organ systems of the body and physiological integration of the systems to maintain homeostasis. Course will include neural & hormonal homeostatic control mechanisms, and study of the musculoskeletal, circulatory, respiratory, digestive, urinary, immune, reproductive, endocrine systems, and fluid electrolyte balance. Lecture and Lab.



## 600 Pathology (4)

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 by means of clinical material and case studies.

## 620 Pharmacology (3)

Course encompasses basic pharmacological principles/classes of drugs. Include drug interactions with biological receptors, absorption, distribution, metabolism, and excretion. Drugs are covered on a systems basis.

## 623 Medical Microbiology (3)

The fundamentals of microbial physiology, genetics, and immunology are presented with important bacterial, viral, parasitic, and mycotic infections discussed from the standpoint of etiology, epidemiology, and pathogenesis and laboratory diagnosis. Treatment, prevention, and control of microorganisms are also discussed.

## 635 Nutrition (2)

The course considers the principles of nutrition and its applications. In particular, selected biochemical aspects of nutrition and the biological effects of excess or deficiency of nutrients will be reviewed. The course has been designed so as to provide the necessary information to allow the student to make informed decisions with regard to nutritional well-being. It prompts the student to learn more about themselves, their diet, and the maintenance of sustainable good health. It also serves to raise awareness of topical nutrition issues.

## 644 Cancer Biology (3)

Major topics considered in this course include: Introduction to concepts and principles of cancer, cellular and molecular mechanisms involved in cancer development and progression, epidemiology and current and future diagnostic and therapeutic regimens involved in the treatment of the disease.

Prefix: HSA

## 535 Applied Biostatistics (3)

This course provides a survey of fundamental statistical concepts and applied techniques related to the practice of health services management. Methods of data collection, management, presentation, and descriptive and inferential statistics are included in this course, as well as research methodology theory applied to Public Health and Health Services. The course examines theoretical concepts, descriptive and analytic research methods that are used by the main disciplines engaged in research and evaluation of health status and health services.

## Course Descriptions

Business Electives; Prefix: HSA

## 530 Health Law and Ethics (3)

The provision of health care services is one of the most regulated industries in the United States. As the law and health care delivery become more interconnected, it is essential for those in the industry to keep pace with the significant changes in health law and their impact on the health care system. A strong background in health regulation is therefore becoming increasingly relevant to both clinical practice and to organizational management. Completion of this course will provide a basic understanding of such legal issues as civil liabilities including medical malpractice, professional fees splitting, self-referrals, and licensing, administrative, and corporate law/governance pertaining to health services. Appropriate health administration requires not only an understanding of applicable laws and regulations, but also an understanding of the distinct ethical and social issues presented by the provision of healthcare services. Administrators, health professionals, patients, and even communities as a whole are stakeholders in the ethical provision of health services. Qualified administrators and managers therefore are able to competently focus not only on the legal and business aspects of their field, but also on the social and behavioral aspects of the health administration from an ethical standpoint. This course therefore provides a practical and applicable framework to analyze the many complex issues and competing interests that arise in the modern healthcare industry.

## 540 Quality Management and Utilization Review (3)

This course provides a foundation for the implementation of quality management activities in the health care industry. Examines theory, methods, and assessment tools health care managers and health professionals currently use, creating an environment in which quality can be measured and improved. The course introduces the process of performance improvement as continuous and dynamic through process design, data collection, analysis, implementation, and ongoing evaluation.

## 620 Health Care Budgeting and Financial Management (3)

In order to properly manage their assigned areas of responsibility, managers must have an understanding of the various financial management concepts and tools that are available to them to successfully accomplish their assigned tasks. They must be able to identify the sources of revenue and recognize the expenses that have an impact on their areas(s) of responsibility, and master the techniques associated with managing this information. Decisions involving financial and human resources must be based on managers' overall understanding of the organization's mission, goals, and objectives. Good managers work diligently to coordinate their areas of responsibility with their peers, who are managing other diverse areas of the organization. This course will introduce students to the basic concepts and principles of financial management within healthcare organizations. This course is designed to provide the student with an understanding of how health care administrators and managers use financial information to help guide and manage organizations. Students will learn fundamental principles of financial and managerial accounting. They will examine how to better utilize financial information in their own organization. Students who have never taken an undergraduate finance or accounting course will be required to complete BUS 512W Accounting Principles Workshop and BUS 514W Finance Workshop.

## 667 Health Care Leadership (3)

Provides an overview of leadership perspectives and strategies as they apply to health care settings. The course is designed to provide a working knowledge of leadership theory and processes, emphasizing the leader's human resources function in health care settings. Students will develop an understanding and appreciation of how effective health care leaders think, make decisions and solve problems, and accomplish corporate strategy through maximizing employee commitment and other organizational resources. Also, the course endeavors to facilitate self-knowledge and career planning as well as skill development related to health care leadership, particularly skills in gaining commitment, coaching for performance, and developing employees.

## 680 Health Care Marketing (3)

Managers must have an understanding of the various marketing concepts and tools that are available to them to successfully accomplish their assigned tasks. Decisions involving marketing must be based on a manager's overall understanding of the organization's products and services. Effective managers work diligently to coordinate their areas of responsibility with their peers, who are managing other diverse areas of the organization. This course provides methods to evaluate marketing performance and productivity, analyze internal and external resources, perform a SWOT analysis, and present various models and methods for the promotion and positioning of health care services and products. It also emphasizes the importance of a marketing audit and incorporating that audit into the total marketing planning process. The course will also review the importance of marketing research and the analytical tools required to be successful.

## 690 Health Care Strategic Planning (3)

In order to properly manage their assigned areas of responsibility, managers must have an understanding of the various strategic management concepts and tools that are available to them to successfully accomplish their assigned tasks. Decisions involving strategy and marketing must be based on managers' overall understanding of the organization's mission, goals, and objectives. Effective managers work diligently to coordinate their areas of responsibility with their peers, who are managing other diverse areas of the organization. This course provides methods to evaluate organizational performance and productivity, analyze internal and external resources, and perform needs assessment. The course also presents various models and methods for planning and positioning of health care services and interpreting surveys used in health services management information systems. It also emphasizes the importance of creating a strategic plan and incorporating that plan into the total strategic planning process. This course represents the program capstone that integrates all previous courses.

### Course Descriptions

Business Electives; Prefix: MBA

#### 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.

#### 652 Diversity in the Workplace (3)

Explores the training and development of a culturally sensitive work force. Examines and explores innovative techniques for dealing with institutional “isms” (e.g., sexism, ageism, etc.), as they relate to management training, conflict resolution, career development, mentoring, performance appraisals, team-building, and peer rating methods (cross-listed with HRD 652).

#### 682 Competitive Environment & Strategy Formulation (3)

This course introduces the graduate student to the global environment of business; the role and history of business in society; the nature and state of competition and competitive strategy at the corporate, business, and operational levels; the relationship among business functions, processes, and competencies; the interests of the various stockholders in the firm; and the social and ethical responsibilities of business. The course concludes with a segment on personal career planning. Prerequisites: BUS 505A.

#### 692 Social, Legal, and Ethical Aspects of Business (3)

This course is structured to create an awareness of and sensitivity to the social, legal, and ethical issues that influence the management of business enterprises. Topics such as strategy and the nonmarket environment, nonmarket strategies and government institutions, government and markets, international business and nonmarket issues, and ethics and responsibility are considered.

### Course Descriptions

Business Elective; Prefix: NUR

#### 742 Global Leadership Strategies and Diversity Awareness (3)

Provides an in-depth analysis of social, economic and political structures. Design leadership strategies in nursing and health care incorporating an understanding of global and human diversity. Cross-cultural field experiences are included.

### Workshop Electives

Workshop courses in Advanced Study (1) include courses in emerging interdisciplinary fields of biomedical and applied science. Most are taught by industry experts and will include assigned readings from current literature, reports, and presentations. Students may take from 1–4 of these workshops with the approval of the Program Director.

### CLB 665 Advanced Study

Possible topics include the following:

The Business of Biotechnology
Chemistry Manufacturing and Control
Good Manufacturing Practices
Regulatory Affairs
Polymerase Chain Reaction
Protein and DNA Analysis
Chemical Instrumentation

**Post Baccalaureate Pre-Med Certificate**

This certificate program provides the necessary prerequisite courses to be considered for admission into the Masters of Biomedical Sciences program for a student whose bachelor's degree (B.A. or B.S.) is in a field outside the pre-medical sciences (e.g., pre-law, business, psychology, etc.). The curriculum is based on admission requirements set by US medical and dental schools. Credit for courses from other institutions may be granted for courses taken in the past five years with a grade of C or above. Grades of C2 or below are not acceptable. Admission into the Master of Science program in Biomedical Sciences is competitive and is therefore not guaranteed. Students admitted to the certificate program must complete the following undergraduate requirements with a minimum grade of C to be eligible for admission into the Masters of Biomedical Sciences program:

Math (Calculus recommended)	8 credits
General Chemistry with Lab	8 credits
Physics with Lab	8 credits
Organic Chemistry with Lab and/or Biochemistry	8 credits
Biology with Lab	4 credits

**Admission Requirements for Post Baccalaureate Pre-Med**

- Applicants must have (at minimum) a bachelor's degree from a regionally accredited or internationally recognized college or university with a record of satisfactory academic work at the baccalaureate and/or graduate level,
- a minimum undergraduate grade point average (GPA) of 2.70 or better on a 4.0 scale, and
- two letters of recommendation are required (one must be from a science professor).

**Note:**

Students who have completed the above prerequisite courses and are attempting to repeat the courses to enhance their qualifications are not eligible for admission to the Post-Baccalaureate Pre-Med Certificate Program.

# Health Services Administration Programs

## Master of Science Program in Health Services Administration (MS/HSA)

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Evelio Velis, M.D., Ph.D., Program Director

### Program Overview

The Master of Science in Health Services Administration program (MS/HSA) has been designed to meet the societal need for professionals in the healthcare industry to serve in a variety of leadership roles for organizations that provide health services. The program prepares students to critically evaluate and apply theory and research in all specialty areas of healthcare and administration into their professional work. Graduates are taught to become informed, responsible, and ethical leaders in the community.

Health care administrators are responsible for daily operations, strategic planning, decision making, policy development, and the administrative functions of an organization. They contribute to the success of an organization and positive outcomes for the communities they serve.

Continued growth is projected for the employment of health care administrators, partly because of the aging population in America and the rising demand for health services. The Affordable Care Act has changed the health care marketplace as well, creating greater demand for health care professionals. This will support the need for transformational leaders in acute care settings, long term care practices, home health care, managed care organizations, and health care practitioner group practices.

Students in the MS/HSA program are encouraged to explore the complex issues surrounding healthcare in a pluralistic society, applied ethics, and multicultural health. Students are provided with many opportunities to develop analytical and organizational skills in class and apply these skills through course assignments and internships. Specific areas of study include management, marketing, epidemiology, strategic planning, finance, and continuous quality improvement. The diversely rich student body and faculty, representing many ethnic and cultural backgrounds and communities, support the development of cultural competence. Our faculty includes members with strong academic and professional backgrounds who are dedicated to teaching, performing research, and their continued professional development. The program's faculty is accessible and supportive, and strives to be always available to students outside the classroom.

The MS/HSA program offers a flexible schedule to meet the needs of working professionals, as well as full-time students. Classes are conveniently scheduled to meet the needs of working health care professionals and are taught by experienced educators. In addition, we offer courses through a number of cohorts, or strategic partnerships with health care organizations throughout the South Florida area. This allows students to attend classes at the main campus or at a location closer to their home or business. The average length of the program is approximately two years. Students are required to successfully complete 48 didactic credit hours and an individualized 3 credit internship/practicum in a specialty area of their choice.

### Mission and Philosophy

The Master of Science Program in Health Services Administration offers a high-quality educational experience which reflects the missions of Barry University and the College of Nursing and Health Sciences. The program's mission is to provide an educational experience which results in transformational leaders for national and international health care organizations. The Program will provide students with opportunities to learn the analytical and organizational skills necessary to solve complex problems and collaborate with other professionals to meet the healthcare needs of a multicultural community in a safe and ethical manner. The educational philosophy of the Program's faculty is congruent with the philosophy of the University and the College. The faculty believes students are self-directed learners who are responsible for their success in the Program. Faculty members serve as facilitators of learning, where learning leads to knowledge and truth, reflection leads to informed action, and a commitment to social justice leads to collaborative service. The faculty believes diversity of back-grounds and views is essential for discussion and debate. This ultimately leads to a better understanding of the sensitive and complex issues affecting multicultural healthcare.

### Program Purpose

The purpose of the Program is to:

- Prepare graduates as transformational leaders with the required analytical and organizational skills needed by national and international health care organizations;
- Prepare graduates who will serve as leaders within the profession of health care administrators, advocating for informed action and collaborative service; and
- Offer opportunities for a culturally and experientially diverse student body and faculty to participate in scholarship and service while meeting the health care needs of a diverse public.

### Goals of the Curriculum

Upon successful completion of the Program, all graduates will be able to:

- Manage efficient and effective healthcare organizations that are socially responsible and adhere to the highest standards of excellence and professionalism (**Organizational Skills**);
- Analyze and apply the best available research evidence to support organizational decisions (**Research Skills**);
- Collaborate and communicate with other health care professionals and communities of interest using a variety of skills and media (**Communication Skills**);
- Create opportunities for involving health care organizations with their communities of interest through collaborative service (**Community Involvement**); and
- Engage in a management practice that draws upon the principles of ethics, service leadership, belief in life-long learning, and the benefits of a diverse, inclusive community (**Professionalism and Diversity**).

### Student Learning Outcomes

The student learning outcomes for the Program correlate to overarching goals of the curriculum. Upon successfully completing the Program, graduates shall have met the Program's goals, as evidenced by the ability to:

- Apply research methodology to successfully address health care issues in complex business situations,
- Communicate business decisions to colleagues and supervisors competently using modern information technology resources,
- Collaborate effectively to meet the challenges presented by health disparities amongst a diverse community,
- Develop leadership skills to effectively initiate crucial changes that the national healthcare industry requires,
- Synthesize research and utilize financial accounting statements and marketing techniques to develop an effective strategic plan for a healthcare organization,
- Recognize the complexity of health care behavior and organizational design to foster health policy that will lead to improve health for the underserved,
- Articulate the principles of social justice to promote health as a fundamental right of every human being, and
- Display the ability to be a proactive and decisive leader embracing professional ethics and personal integrity.

### Admission Requirements

- Admission requires the applicants with a baccalaureate degree from a regionally accredited or internationally recognized college or university with a cumulative grade point average (GPA) of 3.0 (B) on a 4.0 scale or better. Those with a GPA below 3.0 will be considered on a case by case basis for provisional acceptance.
- An official, acceptable Graduate Management Admission Test (GMAT) score or Graduate Record Examination (GRE) score taken within the last five years must be submitted during the application process. These standardized tests may be waived if the applicant possesses a master's degree or higher from a regionally accredited or internationally recognized college or university. Students possessing a Master's degree (in any discipline) and/or a terminal degree (e.g., M.D. or Ph.D.) may be exempted from taking the GRE and/or GMAT exam. This decision will be made at the discretion of the Admissions Committee and Program Director.
- Applicants will be reviewed by the program's admission committee on a case by case basis to determine exemption eligibility.
- International applicants must meet all requirements for international applicants listed in the general admissions section of the Graduate Catalog.

- Applicants who do not give evidence of being native English speakers, including those applying for transfer from U.S. Institutions, or who have not graduated from institutions where English is the primary language of instruction must submit a score of 550 or better on the TOEFL examination (213 or higher on the computer-based TOEFL, and 79 or higher on the internet-based TOEFL). The minimum acceptable score may be higher for some programs. The TOEFL may be waived for applicants with a minimum of 24 college level academic credits earned from an institution in which English is the basis of instruction and classroom interaction, or for those who graduate from level 112 of an ELS Language Center's program.
- Two letters of recommendation must be submitted in support of graduate work by the applicant's employer, previous instructor, or professional colleagues. Recommendations must specifically address (1) your potential for becoming an effective health care leader, and (2) examples of leadership potential that you have already exhibited.
- A Statement of Purpose must accompany your application. Your statement should focus on three areas: (1) the main reason you are choosing health care leadership as a career choice; (2) the main talents, skills, and competencies that you possess that are indicative of your potential as a health care leader; and (3) the reason you are choosing Barry University's program to help you achieve your goal of becoming a health care leader.
- A current resume or curriculum vitae is required.

### Admission Process

Students entering the Master of Science program in Health Services Administration are required to have basic computer skills in word processing, spreadsheets, database management, and must be able to complete assignments utilizing all three.

Students entering the program must have completed 3 credit hours of undergraduate accounting, finance, and economics or equivalent coursework (grade B or better) within five years of admission. Students who are unable to submit evidence of these prerequisites will be required to enroll in each of these courses: BUS 512W Accounting Principles, BUS 513W Economics, and BUS 514W Finance or similar courses. The courses are designed to help students prepare for the advanced work required in our graduate courses.

Non-degree, non-matriculating students may enroll. To do so, an application form, a transcript from a regionally accredited undergraduate program or an internationally recognized college/university, indication of a Bachelor's Degree award, and a nonrefundable application fee must be submitted prior to beginning courses.

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 at the discretion of the Program Director for the transfer of up to 6 graduate credits of comparable courses.

Students may enter the program at the start of the Fall or Spring semesters.

The admissions committee for the program will review all applications and may request further information of the applicant. Following review, a letter of acceptance or rejection will be forwarded to the candidate. Admission is on a competitive basis; applicants may meet minimum admission requirements, but may not be selected for admission.

### International Students

**International students must register for at least nine semester hours of credit in each semester to maintain full-time status.** International students must comply with all policies and procedures of the Intercultural and Multicultural Programs (IMP), including, but not limited to presentations, in person, of appropriate documentation prior to the start of each semester. Registration materials will not be processed by the University until international students meet with IMP staff. Every international student must secure and retain health insurance coverage at all times while registered at Barry University.

### Transcripts

To request an official transcript, students may order transcripts online at <http://webadvisor.barry.edu>.

Transcripts cannot be processed or released if there are outstanding financial obligations to Barry University. For additional information please visit: <https://www.barry.edu/registrar/transcript.html>

### Curriculum Description

The course of study consists of fifteen (15) required academic courses and one (1) elective course. An internship/practicum experience is required of all degree seeking individuals. Students will be required to successfully complete 51 credit hours to fulfill the requirements of the MS/HSA degree. The internship is an integral part of the graduate program in which students work with preceptors in a health care setting and participate in key managerial decision making processes and

projects. Students with more than five years of health care management experiences will be assigned an applied research project instead of the internship as part of the HSA 700 “Special Topics in Health Services Administration.” Students pursuing nursing home licensure must also complete a series of internships to meet the requirements established by the State of Florida. Students entering the program must have completed 3 credit hours of undergraduate accounting, finance, and economics or equivalent coursework (grade B or better) within five years of admission. Students who are unable to submit evidence of these prerequisites will be required to enroll in each of these courses: BUS 512W Accounting Principles, BUS 513W Economics, and BUS 514W Finance. The courses are designed to help students prepare for the advanced work required in our graduate courses. Specific graduate courses, as part of the program, which require completion of BUS prerequisite workshops, include Health Care Economics (HSA 526) and Health Care Budgeting and Financial Management (HSA 620). It is important to note that the Program’s curriculum is designed in such a manner that each course establishes the foundation for subsequent courses and enhances the students overall learning experience.

### **Prerequisites and Course Offering Availability**

Not all courses described will be offered during any one academic year. Students should consult with their academic advisor to discuss semester schedules and to complete the registration process which coincides with successful progression in the program and that will allow students to meet graduation requirements.

If a course has additional prerequisites (such as the HSA 526 Health Care Economics and HSA 620 Health Care Budgeting and Financial Management courses which may require the enrollment and successful completion of Business workshops in the areas of Accounting, Economics, and/or Finance) and students are determined to not have the adequate undergraduate, graduate, or professional background in these areas of study, the student will be required to complete the prerequisite workshops prior to or in concurrence with enrollment in the respective course(s).

The determination of the fulfillment of the prerequisite requirements is at the discretion of the student’s academic advisor and can only be waived by the advisor after review of the student’s undergraduate and/or graduate record. Failure to have completed or to enroll in prerequisites may result in involuntary withdrawal from a course(s), with a concomitant loss of credits and possible delay in graduation.

### **Internship Practicum and Field Experience Requirements**

All students of the MS/HSAMS/HSA or MS/HSA—MPHMPH. Dual degree programs are required to complete an Internship Practicum or Field Experience (contingent upon their program of enrollment), as part of their studies and to fulfill graduation requirements. Students in the MS/HSA must complete a **minimum** of 200 contact hours and

MS/HSA—MPH. students are required to complete a **minimum** of 240 hours. Students possessing five or more years of Health Care Management experience will **not** be required to complete the Internship or Field Experience, however, they will complete an assigned applied research project, HSA 700 “Special Topics in Health Service Administration.”

### **Placement/Selection of Internship Practicum and Field Experience Preceptor Sites**

Students are typically scheduled for enrollment in the Internship Practicum/Field Experience during or immediately following successful completion of their fourth semester of enrollment in their program of study. The decision and/or recommendation for enrollment will be provided by the student’s respective faculty advisor, at their discretion, and the time of enrollment may be modified based on the student’s progress and academic standing in the program.

Students should discuss with their respective faculty advisor, at least one semester prior to enrollment in the Internship Practicum/Field Experience, if there is a specific clinical site at which they wish to complete their hours. Final approval of the student’s preceptor site selection will be made at the discretion of the Program’s Internship/Field Experience coordinator and is subject to approval by the University’s Legal Affairs Office and the ability to obtain a fully executed Affiliation Agreement. In the event that these terms cannot be met, students will be advised/placed at one of the preceptor sites in which the University has a current affiliation agreement.

### **Registration, Enrollment, & Withdrawals**

Students are responsible for notifying their Academic Advisor, the Registrar, and Financial Aid, in writing, should they decide not to attend the University once they register. Should a student register and then decide not to attend class(es), the student will be held accountable for the academic and financial penalties as outlined in the University policy. It is the responsibility of the student to initiate a withdrawal during the designated withdrawal period. Otherwise, an F grade will be issued at the end of the term. Students are required to also notify the University in writing of address and phone changes. The Barry email system is the only authorized method of written communication. Students who choose not to attend mandatory orientation for new students must meet with their advisor prior to attending classes.



A student's failure to communicate their intentions of withdrawal from the registered course(s) and/or University by the designated deadlines (as provided during the respective Academic Calendar year) will result in the student receiving failing grade(s) in the courses in which they are enrolled and may result in the student being placed on Academic Probation or being automatically dismissed from the program.

<b>Prerequisite</b>			
BUS	512W	Accounting Principles	
BUS	513W	Economics	
BUS	514W	Finance	

Required for students with no undergraduate accounting, finance, or economics courses (non-credit).

### Program Curriculum

<b>Master of Health Service Administration Program</b>				
<b>Course No</b>	<b>Course Name</b>		<b>Credits</b>	
<b>Semester I</b>				
1	HSA	510	Principles of Health Services Administration	3
2	HSA	520	Managerial Epidemiology	3
<b>Semester II</b>				
3	HSA	525	Health Care Policy	3
4	HSA	526	Health Care Economics	3
<b>Semester III</b>				
5	HSA	530	Health Law & Ethics	3
6	HSA	535	Applied Biostatistics	3
<b>Semester IV</b>				
7	HSA	540	Quality Management and Utilization Review	3
8	HSA	610	Financing and Delivery of Health Care Services	3
<b>Semester V</b>				
9	HSA	620	Health Care Budgeting & Financial Management	3
10	HSA	667	Health Care Leadership	3
<b>Semester VI</b>				
11	HSA	668	Health Care Human Resources Management	3
12	HSA	675	Health Information Systems Management	3
<b>Semester VII</b>				
13	HSA	680	Health Care Marketing	3
14	HSA	690	Health Care Strategic Planning (Capstone)	3
<b>Semester VIII</b>				
15	NUR	679	Health Promotion and Disease Prevention	3
16	HSA		Elective	3
17	HSA	660	Internship	3
<b>(14 courses)</b>		<b>HSA Credits (14 core courses, 1 elective course, 1 Capstone Course and Internship)</b>		<b>51</b>

<b>Elective [One of the Following Courses]</b>			
HSA	611	Long-Term Care Facility Management	3
HSA	635	Essentials of Managed Care	3
HSA	650	Health Services Research and Program Evaluation	3
HSA	665	Advanced Study (Topics Vary)	(1-3)
HSA	670	Medical Group Practice Management	3
MBA	601	Human Resources Management	3
MBA	617	Technology and Information Systems	3
MBA	646	Marketing in a Dynamic Environment	3
HSA	700	Special Topics in Health Services Administration	3

### **E-Mail**

All correspondence including messages, meeting requests, and registration notification will be sent to students Barry University e-mail account. No other addresses will be used. Students are responsible for checking e-mails daily and responding in a timely manner (no later than five business days) to any requests.

### **Registration**

All students must complete the appropriate registration forms at the beginning of each semester. Registration forms must be signed by your advisor prior to its presentation to Cashier/Business Office (CBO) and the Office of the Registrar. Students who fail to complete registration requirements, including appropriate financial arrangements, before the semester begins will NOT be permitted to attend classes or participate in other University activities.

### **Financial Aid**

Information about loans, scholarships, and other financial aid is available through the Office of Financial Aid. Students bear the responsibility to seek out financial aid information. Scholarship information specific to the Master of Science Program in Health Services Administration is available in the Program's office.

### **Academic Advisement**

The Program Director assigns to every student matriculating into the Master of Science Program in Health Services Administration an academic advisor. Advising assignments may be changed by the Program Director at the request of the student or faculty member. The responsibilities of the students relevant to advisement are:

- To be aware of the educational objectives of the institution and observe them;
- To comprehend the institution's criteria for evaluating student progress in all academic programs;
- To fulfill the institution's standards for academic success and continuance in programs for graduation;
- To understand and complete all degree requirements for graduation that were published at the time the student matriculated; and
- 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.

### **Upsilon PHI Delta Honor Society Membership**

Students are eligible to apply for the Upsilon Phi Delta Honor Society after completing three semesters of coursework. Students may not apply for membership during the semester in which they are graduating. Incomplete applications will not be accepted. For additional information, please refer to the Honor Society Membership Criteria available in the Program's office.

### **Progression Requirements**

A graduate student is in Good Academic Standing if his/her cumulative grade point average (GPA) is 3.00 or above.

Students in good standing will progress through the program following the course sequencing designated by their academic advisor.

Students may only earn a cumulative maximum of 6 semester credit hours (i.e., two (2) C grades) in order to progress in the Program. Students who earn more than 6 semester credit hours (or two (2) grades of C) while enrolled in the Program will be required to repeat one (1) of the courses in which a grade of C was attained. The repeated course selection will be at the student's discretion and will be contingent upon course offering availability. Students will be required to satisfy this deficiency within a time frame not to exceed two semesters succeeding the term in which the last "C" grade was earned.

Students must maintain a cumulative GPA of 3.0 throughout the Program. Any student who has been provisionally accepted into the MS/HSA or MS/HSA—MPH. programs and obtains a GPA less than 3.0 in the first semester will be dismissed from the program. Fully accepted students or those who earn fully accepted status after their first semester in the program are required to maintain a 3.00 or higher cumulative GPA. Students whose cumulative GPA fall below the required 3.0 will be placed on academic probation, effective in the subsequent semester after which they failed to maintain the progression requirements. Students placed on academic probation must attain a 3.0 or above GPA by the completion of the probationary semester. Students who fail to meet this requirement will be dismissed.

A student who has been dismissed for academic reasons may not petition the Office of Admissions for readmission until one year has elapsed. Readmission is at the discretion of the Admissions Committee and is not guaranteed. Students permitted to re-enter the program after being academically dismissed will meet with their respective Academic Advisor and the Program Director to discuss and establish an individualized curriculum plan. A student's failure to meet the conditions of the individualized curriculum plan will result in permanent dismissal from the Program.

### Graduation Requirements

To graduate, candidates for the degree of Master of Science in Health Services Administration must:

- Satisfactorily complete the program of study, including all courses and assignments.
- Attain a cumulative GPA of 3.0 or better on a 4.0 scale, and have no more than two courses with less than a grade of "B."
- Successfully present and defend a comprehensive research business project as part of the HSA 690 "Health Care Strategic Planning" (Capstone) before a faculty panel. The project's topic must be selected and approved by both the student and the faculty instructor of the Capstone course. The project's content and student presentation will be graded based on competencies developed by the student which have been established by the program's strategic model.
- Complete degree requirements within seven years of the date the student is fully accepted as a degree-seeking student for study in the graduate program.
- File an application for the degree with the University registrar on the appropriate form signed by your academic advisor from the College of Health Sciences.
- An internship/practicum experience (HSA 660) is required of all degree-seeking individuals. Students with more than five years of health care management experience will be assigned an applied research project instead of the internship as part of the HSA 700 "Special Topics in Health Services Administration."

### Grading Policy

The following grades may be recorded for a course:

A	=	90-100 points
B	=	80-89.99 points
C	=	70-79.99 points
F	=	Below 70 points
I	=	Incomplete
IP	=	In Progress (incomplete internship, project); students have 6 months to complete the course requirements or the grade will be converted to an "F."
W	=	Withdrew from course before the withdrawal deadline.

\*An 'T' grade is not automatically given for absence from class or incomplete work. An 'T' grade will need to be requested in writing by the student to the course instructor when course assignments have not been satisfactorily completed. A substantial portion of the required coursework and assignments/assessments, as determined by the faculty member, should be complete to qualify for an 'T' grade. Students who are granted an 'T' grade in a course must complete all the course requirements by the date set by the Registrar's Office. An 'T' grade becomes an F if assignments are not completed

### Transfer Credits

Acceptance of transfer credits is at the discretion of the program director. A maximum of six graduate credits may be transferred from a regionally accredited or internationally recognized institution of higher education at the time of matriculation. Only courses with a final grade of B or higher will be considered for transfer. Transfer credits must meet the criteria established by Barry University. Transferred courses must correlate with those in the Master of Science Program in Health Services Administration curriculum and must have been completed within three calendar years of application.

### Course Descriptions

Health Services Administration; Prefix: HSA

#### 510 Principles of Health Services Administration (3)

This course provides an overview of organizational theory and the conceptual basis of traditional managerial and executive leadership roles in health care facilities. Emphasis will be placed on the application of theory and best practice standards to the demands of the business environment. Special emphasis will be placed on the development of leadership competencies and skills through the selection of a broad range of specialty topics including: The health system, strategic planning, organizational structure, organizational performance, organizational change, motivation, leadership, managerial problem solving, organizational communication and motivation. Students will gain an understanding of the organizational structure, function, and processes of health care organizations in the USA. There will be an emphasis on financial and accounting functions in health care as well as a close look at organizational theory within healthcare systems. A systems perspective enables the student to understand and work with complex health care organizations and their changing environment. Students will develop an understanding of the requisite skills needed by health care executives, the role and functions of management, work processes, organization structure and function, their interrelationships with human factors, as well as methods for assessing organizational performance. Finally, students will learn about governance in the healthcare system and how organizations develop their missions.

#### 520 Managerial Epidemiology (3)

This is a general course in managerial epidemiology and infectious disease with emphasis on current topics and applications in the Public Health arena. Addresses the behavioral models of health and disease, the social barrier to care and the effectiveness of the health system in promoting optimal health behavior in patients and health care personnel as well as the organizations in which they work. Health care managers are constantly surrounded by numbers that they need to manipulate and understand. Managing and interpreting health related indicators are important components of this course. The student is expected to gain a fundamental working knowledge of epidemiology methodology, infectious and emerging diseases, and understand the influence of this field on other disciplines as well as the current and future topics facing health professionals today. A study of health and health status, and health assessment in the community, is an important goal of this course.

#### 525 Health Care Policy (3)

This course provides a critical overview of health policy, its development, implementation with emphasis on existing government programs, and evolving changes. Emphasis will be placed on understanding the important health care policy issues of our times and how these policies drive the economics of the entire healthcare system in the United States. This course builds on the students' knowledge of theories and concepts gained in HSA 510 Principles of Health Services Administration. This course is designed to provide an understanding of the complex policy dynamics and challenges of an industry in a constant state of flux. Through readings, lectures, discussions, projects, and case analysis students will learn fundamental principles of policy making. They will learn how to better utilize appropriate and effective management skills in their own organization.

**526 Health Care Economics (3)**

This course provides a critical overview of the delivery and economics of health care, with emphasis on existing government programs and evolving changes. Emphasis will be placed on understanding the important economic issues of our times and how these theories drive the economics of the entire health care system in the United States. This course is designed to provide an understanding of the complex economic forces, dynamics, and challenges of an industry in a constant state of flux. Specifically, this course applies microeconomic theory to analyze the healthcare market from the perspectives of those who demand and supply healthcare. We will also analyze the market for physicians and hospital services, and the pharmaceutical industry. The structure and performance of the US healthcare system will also be compared to that of other countries. Discussion of empirical studies, current policy debates, and the relevance and limits of the economic approach will be emphasized. Prerequisites: HSA 510 Principles of Health Services Administration, HSA 525 Health Care Policy. Prerequisite: BUS 513 Economics Workshop is also required for students who have not taken an undergraduate Economics course.

**530 Health Law and Ethics (3)**

The provision of health care services is one of the most regulated industries in the United States. As the law and health care delivery become more interconnected, it is essential for those in the industry to keep pace with the significant changes in health law and their impact on the healthcare system. A strong background in health regulation is therefore becoming increasingly relevant to both clinical practice and to organizational management. Completion of this course will provide a basic understanding of such legal issues as civil liabilities including medical malpractice, professional fees splitting, self-referrals, and licensing, administrative, and corporate law/governance pertaining to health services. Appropriate health administration requires not only understanding of applicable laws and regulations, but of the distinct ethical and social issues presented by the provision of health care services. Administrators, health professionals, patients, and even communities as a whole are stakeholders in the ethical provision of health services. Qualified administrators and managers therefore are able to competently focus not only on the legal and business aspects of their field, but also on the social and behavioral aspects of the health administration from an ethical standpoint. This course therefore provides a practical and applicable framework to analyze the many complex issues and competing interests that arise in the modern health care industry.

**535 Applied Biostatistics (3)**

This course provides a survey of fundamental statistical concepts and applied techniques related to the practice of health services management. Methods of data collection, management, presentation, and descriptive and inferential statistics are included in this course, as well as research methodology theory applied to Public Health and Health Services. The course examines theoretical concepts and descriptive and analytic research methods that are used by the main disciplines engaged in research and evaluation of health status and health services.

**540 Quality Management and Utilization Review**

This course provides a foundation for the implementation of quality management activities in the health care industry. Examines theory, methods, and assessment tools health care managers and health professionals currently use, creating an environment in which quality can be measured and improved. The course introduces the process of performance improvement as continuous and dynamic through process design, data collection, analysis, implementation, and ongoing evaluation.

**610 Finance and Delivery of Health Care Services (3)**

This course examines the complex financial systems within today's healthcare environment and provides an understanding of the basics of health insurance and public funding programs, managed care contracting, and how services are paid. This course introduces the student to methods of healthcare reimbursement. An initiation of the student into the language of healthcare reimbursement is also included. Students will explore principles of reimbursement as it applies to various types of health care setting. This course is also designed to get students familiar with the most important principles and applications of healthcare finance, with roughly equal coverage of accounting and financial management, which will provide the student with an understanding of the health system from a financial management perspective. This perspective will enable the student to understand the complex nature of health system organization and to evaluate the financial performance of healthcare firms. Students will develop an understanding of the structure and function of health systems financing, as well as the interrelationships among the component parts. The topics include the types and nature of various health system processes and institutions, how they evolved, and their current status and possible future development. Prerequisites: BUS 514 Finance Workshop

## 611 Long-Term Care Facility Management (3)

This course provides an examination of management policies and practices in the administration of long-term care facilities designed for the rapidly growing senior population. Emphasis will be placed on the application of theory and best practice standards to the demands of the business environment. Special emphasis will be placed on the development of leadership competencies and skills through the selection of specialty topics unique to this health care industry segment. These include licensure, planning, organizing marketing, staffing, and directing complex, multicultural health care organizations, which serve a geriatric population with specific needs.

## 620 Health Care Budgeting and Financial Management (3)

The course applies finance (accounting and financial management) principles and concepts to healthcare organizations. Through various caseworks, students learn to perform basic financial tasks within healthcare organizations and to use statistical and analytical tools to measure and improve organizational performance, especially in the case of assessing a business's financial condition, performing breakeven analysis and assessing capital investment proposals, making sound lease versus buy decisions and analyzing the financial attractiveness of merger opportunities. This course cultivates students in articulating, modeling, and promoting professional values and ethics in business and clinical decision making, and in developing, evaluating, and understanding how to implement strategies that further the mission, vision, and values of the organization. Also the semester long project develops students' ability to assemble a team with balanced capabilities and use effective group processes to hold team members accountable individually and collectively for results, and to identify and effectively use appropriate communication vehicles based on audience characteristics and communication goals. Prerequisites: Students who have never taken an undergraduate finance or accounting course will be required to complete BUS 512W Accounting Principles Workshop and BUS 514W Finance Workshop.

## 635 Essentials of Managed Care (3)

A survey of the managed care continuum in the United States is presented. The concepts of risk and control are studied with particular focus on the management and organizational challenges involved with the continued growth of managed health care. This course includes such topics as managed care contracting, network strategy, integrated delivery systems, care management, disease management, quality, claims, and consumer affairs. In addition, Medicare and Medicaid are examined from a managed care perspective along with the legal, operational, and regulatory environments.

## 650 Research Application in Health Services (3)

This course provides an introduction to basic methods of research and program evaluation within the healthcare context. Throughout the coursework, students learn to comprehend and critique published health services research and health program evaluations, and develop a design for a research or evaluation project. More specifically, students will identify different types of study design, including observational, pre-experimental, and experimental designs, and their inherent threats to internal and external validity. The course is also designed to provide students with understandings on issues in the current health service research, such as measurement errors, data validity and reliability, and sampling methods and procedures. This course is recommended for students who will be carrying out policy research, social science research, or program impact evaluation within health delivery systems. It is also relevant to those who will apply the results of Health Services Research (HSR) done by others.

## 660 Practicum/Internship (3)

Advanced supervised field operation and experience in an approved health care administration setting. Required for students with less than five years health care management experience.

## 665A, 665B, 665C, 665D Advanced Study (1)

A specialized area of study with a faculty member on selected topics in which formal coursework is not offered. Assigned readings, reports, weekly discussions and examinations by arrangement with instructor. Prerequisite: HSA 510 and HSA 610.

**667 Health Care Leadership (3)**

Provides an overview of leadership perspectives and strategies as they apply to health care settings. The course is designed to provide a working knowledge of leadership theory and processes, emphasizing the leader's human resources function in health care settings. Students will develop an understanding and appreciation of how effective health care leaders think, make decision and solve problems, and accomplish corporate strategy through maximizing employee commitment and other organizational resources. Also, the course endeavors to facilitate self-knowledge and career planning as well as skill development related to health care leadership, particularly skills in gaining commitment, coaching for performance, and developing employees. Students learn about critical competencies for Health Care Executives and how to successfully leading a health care organization.

**668 Health Care Human Resource Management (3)**

The processes of managing and developing human resources, complying with professional and governmental regulations, and monitoring policies and culture of the health care organization to maximize productivity, health, and job satisfaction are explored. The course is designed to provide a working knowledge of a leader's human resources function in health care settings. Students will develop an understanding and appreciation of how health care leaders effectively and efficiently manage the human resource function within their organization. Students will complete a strategic human resources plan on a health care organization and provide hiring, compliance, performance measures, and training as some of the key strategic imperatives in human resources.

**670 Medical Group Practice Management (3)**

Medical group practices are developed to assume and manage the economic risk inherent in health care. This course provides an overview of the complex processes involved in developing a viable organization, and emphasizes the application of theory and best practices to the demands of this business environment. An in-depth focus will be placed on the strategic components required to build a successful structure, the requisite ongoing operational assessments, and the methodologies used to effect change.

**675 Health Information Systems Management (3)**

Healthcare is an information-intensive process. High-quality patient care relies on careful documentation of each patient's medical history, health status, current medical conditions, and treatment plans. Management and financial information is essential for strategic planning and efficient operational support of the patient care process. A strong argument can be made that the healthcare industry is one of the most information-intensive sectors of the economy. This course examines the use of health information systems to support various healthcare functions, and emphasizes the health services administrator's use of information systems to integrate clinical, financial, and human resources data and to support managerial decision-making. This course also focuses on the selection, management, and evaluation of various health care information systems. This course is designed to provide a broad overview of the need, selection, and use of information systems in health care organizations. Students will develop an understanding of the needs of health care systems and gain familiarity with various technologies to manage those needs, including management information systems, clinical outcomes systems, and electronic patient records.

**680 Health Care Marketing (3)**

Managers must have an understanding of the various marketing concepts and tools that are available to them to successfully accomplish their assigned tasks. Decisions involving marketing must be based on a manager's overall understanding of the organization's products and services. Effective managers work diligently to coordinate their areas of responsibility with their peers, who are managing other diverse areas of the organization. This course provides methods to evaluate marketing performance and productivity, analyze internal and external resources, and perform a SWOT analysis; present various models and methods for the promotion and positioning of health care services and products. It also emphasizes the importance of a marketing audit and incorporating that audit into the total marketing planning process. The course will also review the importance of marketing research and the analytical tools required to be successful. Students will also create a fifteen—twenty page marketing plan as their final project and present the project to their peers.

## 690 Health Care Strategic Planning/Capstone (3)

In order to properly manage their assigned areas of responsibility, managers must have an understanding of the various strategic management concepts and tools that are available to them to successfully accomplish their assigned tasks. Decisions involving strategy and marketing must be based on managers' overall understanding of the organization's mission, goals, and objectives. Effective managers work diligently to coordinate their areas of responsibility with their peers, who are managing other diverse areas of the organization. This course is designed to provide an understanding of the complex processes involved in strategically positioning an organization to meet the rigorous challenges of an industry in a constant state of flux. Through readings, lectures, discussions, projects, and case analysis students will learn fundamental principles of strategic planning. They will learn how to better utilize planning tools in their own organization. As part of the course, students are required to complete a Capstone Project. This course provides methods to evaluate organizational performance and productivity, analyze internal and external resources, and perform needs assessment. The course also presents various models and methods for planning and positioning of health care services and interpreting surveys used in health services management information systems. It also emphasizes the importance of creating a strategic plan and incorporating that plan into the total strategic planning process. This course represents the program capstone that integrates all previous courses. Once the student has chosen a Capstone Committee Chair, the student and the Chair should develop a topic for the project. After choosing the topic, the student is expected to write a fifteen—twenty page Capstone Project Proposal for review by the Capstone Committee Chair and members. The Capstone Project Proposal should include the following:

- A 250–300 word abstract of the project,
- Brief description of the health services problem to be addressed in the project,
- Review of the most relevant existing literature,
- Clearly identify the data that will be collected and data sources used, and
- Description of the methodology used to address the problem.

Upon completion of the requirements, students will present and defend their findings to the faculty and department chair. Master of Science Health Services Administration students will be required to complete their capstone project in this course. **This does not apply to dual degree students who will complete their Capstone Project under the MPH 697 Special Topics (Capstone in Public Health) required course.** Prerequisite: Students in the MS/HSA-MPH program must successfully complete all other required and elective coursework in the program. The HSA 690 course is a culmination of all previous course work attempted towards the degree and must be completed during the *last semester* of enrollment in the program.

## 700 Special Topics in Health Services Administration (3)

This course is designed as an integrative experience for those students with a strong health care management background. It requires students to utilize knowledge gained in other courses and apply it to a comprehensive practical project. Required for students with more than two years of health care management experience. All others are required to complete the internships.

Prefix: NUR

## 638 Quality Improvement for Nursing Administration (3)

Analyze the theories and principles of performance improvement and quality assurance. Introduces the process of performance improvement as continuous and dynamic through process design, data collection, analysis, implementation, and ongoing evaluation. Explores tools utilized for quality assurance. (\$35)

## 679 Health Promotion and Disease Prevention (3)

Focuses on recognizing, understanding, and respecting health beliefs and practices of individuals, families, and communities. Healthcare disparities are addressed through a comprehensive review of evidence-based healthcare guidelines. (\$125 fee)



## **Master of Science Program in Health Services Administration & Master of Public Health Dual Degree Program (MS/HSA—MPH.)**

Evelio Velis, M.D., Ph.D., Associate Professor and Program Director

### **Program Overview**

The Master of Science in Health Services Administration and Master of Public Health dual degree program (MS/HSA—MPH) is a graduate education program offered through the College of Nursing and Health Sciences. The program consists of a total of nineteen required courses and one Field Experience in the area of Public Health. Students are required to successfully complete a total of 60 credit hours to fulfill the requirements for the H.S.A.—MPH Dual degree.

The MS/HSA—MPH dual master's degree curriculum is structured to include coursework in a number of health disciplines. A foundation in Public Health and Health Services Administration collectively offers diverse career opportunities in federal, state, private, and not-for-profit health care environments. The MS/HSA—MPH dual degree program will prepare students for positions in program and services development, research, leadership, management, and administration.

### **Mission and Philosophy**

The MS/HSA—MPH dual degree Program offers a high-quality educational experience which reflects the missions of Barry University and the College of Nursing and Health Sciences. The program's mission is to provide an educational experience which results in transformational leaders with a background in public health for national and international health care organizations. The Program will provide students with opportunities to learn the analytical and organizational skills necessary to solve complex problems and collaborate with other professionals to meet the public health needs of a multicultural community in a safe and ethical manner. Additionally, students will explore the concept of social justice and strategies for combating health disparities nationally and internationally.

### **Program Purpose**

**In addition to meeting the purposes of the MS/HSA program, the dual degree program seeks to:**

- Prepare graduates with the knowledge and skills needed to identify and manage public health challenges, reduce global health disparities, and promote health care as a fundamental right of all human beings; and
- Prepare graduates as leaders in disease prevention and health promotion for the local, national, and global communities.

### **Goals of the Curriculum**

**In addition to the goals of the MS/HSA program, graduates who successfully complete the dual degree program will be able to:**

- Analyze and apply the best available research evidence to identify and manage public health challenges (*Public Health Translational Research*); and
- Create strategies which reduce disparities in the delivery of health care and promote health locally, nationally, and globally. (*Public Health Focus*).

### **Student Learning Outcomes**

Students who successfully complete the dual degree program will meet the student learning outcomes of the MS/HSA Program and also be able to:

- Collaborate with community groups to assess the health status of populations, identify problems, plan and implement solutions, and evaluate outcomes;
- Construct a plan to identify opportunities and obtain funding for programs that support a public health initiative;
- Create collaborative strategies to overcome disparities in the delivery of health care to diverse and underserved communities; and
- Demonstrate an ability to influence policy development which promotes health as a fundamental right of every human being.

**Admission Requirements/Admission Process**

See admission requirements and process for MS/HSA

**Curriculum Description**

Students interested in the dual degree will follow all of the procedural steps previously described in this section of the catalog.

**Program Curriculum**

<b>MS/HSA and MPH Dual Degree Program Curriculum</b>			
<b>Course No</b>		<b>Course Name</b>	<b>Credits</b>
<b>Fall</b>			
1	HSA 510	Principles of Health Services Administration	3
2	HSA 520	Managerial Epidemiology	3
3	MPH 513	Environmental and Occupational Health	3
<b>Spring</b>			
4	HSA 525	Health Care Policy	3
5	HSA 526	Health Care Economics	3
6	NUR 679	Health Promotion and Disease Prevention	3
<b>Summer</b>			
7	HSA 530	Health Law & Ethics	3
8	HSA 535	Applied Biostatistics	3
9	MPH 606	Health Care Disparities	3
<b>Fall</b>			
10	HSA 620	Health Care Budgeting & Financial Management	3
11	HSA 540	Quality Management and Utilization Review.	3
12	MPH 567	Field Experience in PH	3
<b>Spring</b>			
13	HSA 650	Research Application in Health Services	3
14	HSA 667	Health Care Leadership	3
15	MPH 652	Diversity in the Workplace	3
<b>Summer</b>			
16	HSA 668	Health Care Human Resources Management	3
17	HSA 675	Health Information Systems Management	3
18	MPH 697	Special Topics in Health Care (Capstone)	3
<b>Fall</b>			
19	HSA 680	Health Care Marketing	3
20	HSA 690	Health Care Strategic Planning (Capstone)	3
<b>(14 courses)</b>		<b>HSA Credits</b>	<b>42</b>
<b>(6 courses)</b>		<b>MPH/NUR Credits</b>	<b>18</b>
<b>(20 courses)</b>		<b>Dual Degree Total Credits</b>	<b>60</b>

### Progression Requirements

Please refer to the MS/HSA program section for more information.

### Graduation Requirements

To graduate, candidates for the degree of Master of Science in Health Services Administration and Master of Public Health (MS/HSA—MPH) must:

- Satisfactorily complete the program of study;
- Attain a cumulative GPA of 3.0 on a 4.0 scale, and have no more than two courses with less than a grade of B;
- Successfully present and defend, before a faculty panel, a comprehensive research business project as part of the capstone courses (i.e., HSA 690 Strategic Planning Capstone and MPH 697 Special Topics in Healthcare Capstone); the project's topic must be selected by both the student and his/her academic advisor; the project's content and student presentation will be graded based on competencies development program's strategic model;
- Complete degree requirements within seven years of the date the student is fully accepted as a degree-seeking student for study in the graduate program;
- File an application for the degree with the University registrar on the appropriate form signed by your academic advisor from the College of Health Sciences; and
- Complete Field Experience in Public Health (MPH 567), which is required of all degree-seeking individuals.

### Grading Policy

The following grades may be recorded for a course:

A	=	90–100 points
B	=	80–89.99 points
C	=	70–79.99 points
F	=	Below 70 points
I	=	Incomplete (changes to F if work is not completed by the prescribed time)
IP	=	In Progress (incomplete internship, project); students have six months to complete the course requirements or the grade will be converted to an F.
W	=	Withdrawn from course before the withdrawal deadline.

\*An 'I' grade is not automatically given for absence from class or incomplete work. An 'I' grade will need to be requested in writing by the student to the course instructor when course assignments have not been satisfactorily completed. A substantial portion of the required coursework and assignments/assessments, as determined by the faculty member, should be complete to qualify for an 'I' grade. Students who are granted an 'I' grade in a course must complete all the course requirements by the date set by the Registrar's Office. An 'I' grade becomes an F if assignments are not completed.

### Transfer Credits

Acceptance of transfer credits is at the discretion of the program director. A maximum of six graduate credits may be transferred from a regionally accredited or internationally recognized institution of higher education at the time of matriculation. Only courses with a final grade of B or higher will be considered for transfer. Transfer credits must meet the criteria established by Barry University.

### Course Descriptions

Master of Public Health; Prefix: MPH

Please see H.S.A. related courses under the MS/HSA program section.

513 Environmental and Occupational Health (3)

This course examines health issues, scientific understanding of causes, and possible approaches to control the major environmental health problems in industrialized and developing countries. Topics include how the body reacts to environmental pollutants; physical, chemical, and biological agents of environmental contamination; vectors for dissemination (air, water); solid and hazardous waste; susceptible populations; biomarkers and risk analysis; the scientific basis for policy decisions; and emerging global environmental health problems. Technological enhancements are used to teach this course.

567 Field Experience in Public Health (3)

The purpose of the Supervised Field Experience is to provide MPH students with an opportunity to apply public health academic theory and acquired skills to community health problems. It is conducted under the supervision of a qualified preceptor, and the Master of Public Health student negotiates the gap between the academic and work settings. A carefully structured, thoroughly guided field experience benefits the students by providing opportunities to synthesize and apply theory, principles, and skills.

606 Health Care Disparities (3)

Access to quality care is important to eliminate health disparities and increase the quality and years of healthy life for all persons in the United States. This main purpose of this course is to provide students with an understanding of how social factors contribute to racial/ethnic, socioeconomic, and gender disparities in health and health care. We will examine how dyadic relationships such as interpersonal forms of discrimination, marriage, and social ties may contribute to health disparities. We will also examine the ways in which neighborhood and community context, as well as inequalities in socioeconomic status, materially shapes health and access to health care services. Individual characteristics such as acculturation and patient preferences may also contribute to disparities and will be explored briefly, but are not a major focus of this course.

697 Special Topics (Capstone in Public Health) (3)

The Capstone Project is a highly focused and specialized, extensive research project. The Capstone Project must be completed by each Master of Science in Health Services Administration—Master's Degree in Public Health (M.S./H.S.A.—MPH) Dual Degree student prior to graduation. It is the final requirement for the Dual MS/HSA—MPH degree. This Capstone Project is based on a non-thesis, culminating program experience. Students will demonstrate their ability to communicate orally and in writing the lessons learned during their program's academic portion and practicum on a public health related research project. Each student will choose a specific topic or issue of interest in public health. This issue will then be the focus for the student as they address current issues in health education, health behavior theories and models, and the critical analysis of communication processes. Students develop knowledge and skills in the application of theory, design, and implementation of health education or communication concepts and principles utilized in reaching the public health concerns of the diverse public. Prerequisite: Students in the MS/HSA—MPH dual degree program must successfully complete all other required and elective coursework in the program. The MPH 697 course is a culmination of all previous course work attempted towards the degree and must be completed during the *last semester* of enrollment in the program.

652 Diversity in the Workplace (3)

This course provides the forum for the exploration and discussion of both the theory and research findings needed to understand how to make diverse work groups effective and the skills required to apply that knowledge in practical situations. The theory and exercises are integrated into an inquiry or experiential approach to learning about the dynamics of diversity within small groups. The primary goal of this course is to enhance students' knowledge and understanding of diversity found in virtually all groups. This knowledge and understanding may encourage knowledge of diversity and mastery of the skills to apply that knowledge in practical situations. This course is intended as an introduction to group diversity by presenting theories, research findings, and examples. The central focus of the course is on the diversity characteristics common to all groups.

## Course Descriptions

Nursing; Prefix: NUR

### 638 Quality Improvement for Nursing Administration (3)

Analyze the theories and principles of performance improvement and quality assurance. Introduces the process of performance improvement as continuous and dynamic through process design, data collection, analysis, implementation, and ongoing evaluation. Explores tools utilized for quality assurance. (\$35)

### 679 Health Promotion and Disease Prevention (3)

Focuses on recognizing, understanding, and respecting health beliefs and practices of individuals, families, and communities. Healthcare disparities are addressed through a comprehensive review of evidence-based healthcare guidelines. (\$125 fee)

## Graduate Certificate Program in Health Services Administration

Graduate Certificates are offered through the Master of Science Program in Health Services Administration, located in the College of Nursing and Health Sciences, a multidisciplinary center of excellence at Barry University.

Successful candidates will complete 12 credits; i.e., four (4) graduate courses. These are offered on weekends and/or weeknights, depending on the specific track.

These Certificates provide those involved in the health professions with a number of unique options and serve a variety of needs. Graduate Certificates of Achievement may serve as shorter, more focused alternatives to graduate degrees or they may meet the short term goals of those working professionals who will later seek the master's degree. Alternatively, these programs may serve to update areas of specialization or develop new skills for those with advanced degrees. Credits completed in fulfillment of the requirements for a Graduate Certificate are applicable towards the Master of Science in Health Services Administration and the Master of Science in Health Administration—Public Health dual degree at Barry University.

### Admission Requirements

Admission to a graduate certificate program in Health Services Administration requires completion of a bachelor's degree from a regionally accredited or internationally recognized college or university with a 3.0 GPA. Compensating factors can be taken into consideration for students who do not have a 3.0 GPA. In addition, applicants must submit a statement of purpose indicating which certificate program they would like to pursue and their professional goals upon completion of the program. International applicants must meet all requirements for international applicants listed in the general admissions section of the catalog.

### Curriculum

Graduate Certificates require the completion of four to five (4-5) specified graduate courses. All courses are from the Master of Science Program in Health Services Administration within the College of Nursing and Health Sciences.

<b>Graduate Certificate in Health Care Leadership</b>			
HSA	510	Principles of Health Services Administration	3
HSA	620	Health Care Budgeting and Financial Management	3
HSA	667	Health Care Leadership	3
HSA	668	Health Care Human Resources Management	3

<b>Graduate Certificate in Medical Group Practice Management</b>			
HSA	667	Health Care Leadership	3
HSA	668	Health Care Human Resources Management	3
HSA	670	Medical Group Practice Management	3
HSA	675	Health Information Systems Management	3

This program is designed for managers who run or seek to run group medical management practices in private practice settings, in medical centers, or in the public sector.

<b>Graduate Certificate in Health Care Planning and Informatics</b>			
HSA	620	Health Care Budgeting and Financial Management	3
HSA	675	Health Information Systems Management	3
HSA	680	Health Care Marketing	3
HSA	690	Health Care Strategic Planning	3

<b>Graduate Certificate in Quality Improvement and Outcomes Management</b>			
HSA	520	Managerial Epidemiology	3
HSA	535	Applied Biostatistics	3
NUR	638	Quality Improvement for Nursing Administration/	3
HSA	540	Quality Management and Utilization Review	3
NUR	679	Health Promotion and Disease Prevention	3

### **Graduate Certificate in Clinical & Epidemiological Research Methods**

This certificate is designed for current or aspiring health care managers seeking to develop competencies in the business and scientific research environment. Protocol development and hypothesis testing are important components of the curriculum.

HSA	520	Managerial Epidemiology	3
HSA	535	Applied Biostatistics	3
HSA	620	Health Care Budgeting and Financial Management	3
HSA	675	Health Information Systems Management	3

### **Certificate Requirements**

To earn the Graduate Certificate of Achievement, candidates must:

- Satisfactorily complete the program of study,
- Attain a cumulative GPA of 3.0 on a 4.0 scale, and
- Meet the State of Florida mandated internship requirements.

### **Admission Procedures and Requirements**

Admission is open to applicants with a bachelor's degree from a regionally accredited institution (or listed international institution) and relevant health care or health services experience.

To begin courses, an application form and transcript from a regionally accredited undergraduate program must be submitted along with a non-refundable application fee. Enrollments are open in the Fall or Spring.

Certificate programs may generally be completed within one (1) academic year; however, actual completion timelines are contingent upon course availability. Students interested in the certificate programs should note that courses are offered based on student need and faculty availability.

# Graduate Nursing Programs

## Overview of Graduate Nursing Programs

Students may select from the following graduate programs:

- Master of Science degree in Nursing (MSN), Nurse Practitioner program:  
Adult-Gerontology Acute Care or Family Nurse Practitioner specializations
- Post Graduate Certificate program for Nurse Practitioners
- Post Baccalaureate to Doctorate of Nursing Practice (DNP) programs:  
Adult-Gerontology Acute Care or Family Nurse Practitioner specializations  
Nurse Anesthetist (C.R.N. A. ) specialization
- Post Graduate to Doctorate of Nursing Practice (DNP) program  
Nurse Practitioner specializations  
Anesthesiology specialization
- Doctor of Philosophy in Nursing (PhD) program

## Accreditation

The graduate nursing programs are currently approved by the Florida Board of Nursing (FBON). The FBON is located at 4080 Woodcock Drive, Suite 202, Jacksonville, Florida 32207. The Master of Science in Nursing degree, the Post BS to DNP degree, the Post Graduate to DNP degree, and the Post Graduate Nurse Practitioner Certificate programs are accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K street NW, Suite 750, Washington D.C. 20001 ([202-887-6791](tel:202-887-6791)). The Nurse Anesthesiology program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs, 222 South Prospect Avenue, Suite 304, Park Ridge, IL 60068, ([847-692-7050](tel:847-692-7050)).

## Philosophy of Nursing

This philosophy describes the beliefs of the nursing faculty of Barry University about person, society, health, illness, and professional nursing. The philosophy evolves from the University mission which is congruent with the College of Nursing and Health Sciences (CHS) philosophy and supports the purpose of the Nursing Program.

The faculty believe that all humans are unique beings who have intrinsic value endowed in them by their Creator. Humans manifest a mind-body-spirit unity which encourages creativity, harmony, and health. The essence of human unity is the individual's culture, spiritual experience, environment, and changing life circumstances. We respect diversity, multiple realities, and individual choices of all persons. We place value on the life of all human beings within the context of family, community, and society.

Society is the dynamic and constructed setting within which all persons exist and interact. Nursing occurs in the framework of a global society valuing cultural, social, and intellectual diversity. Professional nursing carries with it the social responsibility to shape and transform the environment, to improve health, and eliminate healthcare disparities for all people. Within society, each defined community provides a unique, multidimensional context for learning.

The faculty believe that health is the balance of mind-body-spirit which is interpreted and expressed in individuals and groups. The experience of illness is an alteration in the harmony of the mind-body-spirit. Health and illness are not considered dichotomous experiences; both are human experiences occurring simultaneously. Understanding simultaneity is fundamental to the diagnosis and treatment of human experiences and responses.

Focusing in a holistic manner across the life span, professional nursing roles involve evidence-based practices that are preventative, restorative, and promotive. Evolving professional roles are acknowledged and fostered.

The knowledge base for professional nursing practice is derived from the liberal arts, nursing science, and related professional studies. Professional nursing education facilitates the socialization process, the development of values and professional behavior, and the social construction of policies which affect health at local, national, and international levels. The faculty believe that the baccalaureate degree in nursing is the entry level for professional nursing practice. Nursing education at the master's level is the minimal preparation for advanced nursing practice. Doctoral nursing education prepares nurses as expert clinicians, educators, leaders, researchers, scholars, policymakers, and visionaries.

Nursing scholarship advances the knowledge base of the discipline by promoting inquiry, generating new knowledge, translating research into practice and selecting theoretical knowledge that is compatible with our professional values and practices. Inquiry is par- amount to competence in professional practice and lifelong learning. The unique focal area of our inquiry is multicultural health.

The curricula of the nursing programs are transformational and based on the belief that society and nursing are ever-changing. This attention to nursing's influence on communities and society supports our focal area of multicultural health by providing opportunities for scholarship, research, teaching, and community service. The curricula promote and facilitate analytical reasoning, critical thinking, evidence-based practice, and the ability to construct knowledge.

The philosophy of the Nursing Program articulates with the philosophy of the CNHS and the University mission through the major characteristics of: knowledge and truth, religious dimension, collaborative service, social justice, and an inclusive community which celebrates the diversity of students, staff, faculty, and community. The nursing faculty embrace Barry University's international dimension, respect for human dignity, Dominican spirit of scholarship and service and commitment to a nurturing environment, social responsibility, and leadership.

### **Mission of the Graduate Nursing Program**

The Graduate Nursing programs embrace the core commitments and values expressed in the University Mission, which includes providing the highest academic standards in graduate and professional education. The programs provide educational experiences, which are transformative and inclusive by building on the knowledge, skills, and values of the Baccalaureate and/or Masters prepared nurse. The faculty support a student-centered approach to education and a commitment to advancing the profession. The programs seek to educate advance practice nurses and scholar/scientists who honor and respect human dignity and who are prepared to serve as senior level nurses in key leadership positions that influence health care delivery locally, nationally and globally.

### **Supplement to the Mission for the Nurse Anesthesiology Program:**

The nurse anesthesiology programs additionally seek to provide curricula that prepare Advanced Practice Registered Nurses (APRNs) at the doctoral level to deliver safe, competent, and ethical anesthesia and anesthesia-related care to patients for diagnostic, therapeutic, and surgical procedures. The curricula are designed to cover the full scope of nurse anesthesia practice with the following focal areas: patient safety, perianesthesia care, critical thinking, communication and leadership, and the professional role of the Certified Registered Nurse Anesthetist (CRNA).



# M.S.N. Programs

Adult-Gerontology Acute Care Nurse Practitioner specialization  
Family Nurse Practitioner specialization

Corvette Yacoob, DNP, ARNP, FNP-BC, Interim Program Director

## Program Overview

The Master of Science in Nursing, Family Nurse Practitioner and Adult-Gerontology Acute Care Nurse Practitioner programs prepares nurses for flexible leadership and critical action within complex, changing healthcare systems. Master's education equips nurses with valuable knowledge and skills to lead change, promote health, and elevate care in various roles and settings. The faculty supports this degree as a critical component of the nursing education trajectory to prepare nurses who can address the gaps resulting from growing healthcare needs. The curriculum supports the National Organization for Nurse Practitioner Faculty guidelines to obtain the nurse practitioner competencies in their selected specialty to improve health outcomes. For some nurses, master's education equips them with a fulfilling lifetime expression of their mastery area. For others, this core is a graduate foundation for doctoral education. The M.S.N. nurse practitioner program is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street NW, Suite 750, Washington D.C. 20001, [\(202\) 887-6791](tel:2028876791).

The program is built on the American Association of Colleges of Nursing Master's Essentials (2011) that education at this level must prepare the nurse practitioner student to meet six primary expectations including: Lead change to improve quality outcomes; advance a culture of excellence through lifelong learning; build and lead collaborative interprofessional care teams, navigate and integrate care services across the healthcare system; design innovative nursing practices, and translate evidence into practice. Graduates of the master's degree programs in nursing are prepared with broad knowledge and practice expertise that builds and expands on baccalaureate or entry-level nursing practice. This provides graduates with a fuller understanding of the discipline of nursing in order to engage in higher-level practice and leadership in a variety of settings and commit to lifelong learning. For those nurses seeking a terminal degree, the new conceptualization for master's education will allow for seamless movement into a research or practice-focused doctoral program (AACN, 2010).

## Purpose

The purpose of the program is to prepare clinically competent advanced practice nurses able to serve as nursing leaders for advanced clinical nursing practice. These specialties can be practiced in a variety of healthcare delivery systems and educational settings.

## GOALS

In accordance with the NONPF Core Competencies Content Criteria for Evaluation of Nurse Practitioner Programs (National Task Force on Quality Nurse Practitioner Education, 2016), criteria for Evaluation of Nurse Practitioner Programs (National Task Force on Quality Nurse Practitioner Education, 2016), graduates from the nurse practitioner specialty tracks shall be able to:

1. Meet educational eligibility to sit for a national NP certification examination that corresponds to the role and population focus of the NP program.
2. Demonstrate on entry-level the NP core competencies and the population-focused competencies in the area of specialization.
3. Meet the complex challenges of translating rapidly expanding knowledge into practice and function in a changing health care environment. (LEADERSHIP)
4. Utilize scientific foundations to critically analyze data for improving advanced practice (SCIENTIFIC FOUNDATIONS)
5. Translate research and knowledge to develop new practice approaches and improve practice processes and outcomes (SCIENTIFIC FOUNDATIONS)

6. Use best available evidence to continuously improve quality of clinical practice (QUALITY)
7. Apply clinical investigative skills to improve health care (PRACTICE INQUIRY)
8. Integrate appropriate technologies to improve health care. (Technology and Information Literacy)
9. Analyze ethical, legal, and social factors influencing policy. (POLICY)
10. Collaborate in the development of health care systems that address the needs of culturally diverse populations, providers and other stakeholders. (Health Care Delivery System)
11. Integrate ethical principles in clinical practice and decision making. (ETHICS)
12. Function as a licensed independent practitioner demonstrating the highest level of accountability for professional practice (Independent Practice)

### Student Learning Outcomes

In accordance with the Essentials of Master's Education for Advanced Practice Nursing of the American Association of Colleges of Nursing (2016) Adult-Gerontology Acute Care Nurse Practitioner Competencies (National Organization of Nurse Practitioner Faculties [NONPF], 2016), the Nurse Practitioner Primary Care Competencies in Specialty Areas: Adult, Family, Geriatric, Pediatric, and Women's Health (NONPF/AACN, 2013), and Criteria for Evaluation of Nurse Practitioner Programs (National Task Force on Quality Nurse Practitioner Education, 2016), graduates from the nurse practitioner specialty tracks shall be able to:

1. Integrate evidence-based principles from advanced pathophysiology, advanced pharmacology, advanced health assessment and health promotion/ disease prevention into clinical decision making related to management of patient health/illness status.
2. Incorporate principles of leadership to develop and implement the nurse Practitioner role in health care delivery, and to generate professional, collaborative, and productive health care teams.
3. Synthesize and apply advanced knowledge, nursing experience, and the best available evidence as the basis for the delivery of safe, competent, and quality advanced nursing practice.
4. Select appropriate patient-care technologies and information systems to assess health status and to manage, enhance, integrate, and coordinate health care delivery.
5. Operationalize quality, cost effective nursing practice principles and function in a leadership role as an advocate for health care policy and health care delivery systems that are equitable, accessible and affordable for all populations across the lifespan.
6. Establish a caring partnership with patients and/or caregivers based on mutual trust. Collaborate with members of the health care team to resolve resistant patient care problems and to establish a safe, high quality health care environment.
7. Apply the best available evidence to provide culturally competent health care services to patients, families, and populations that focus on a framework of holistic illness treatment, as well as disease prevention, risk management, and health promotion.
8. Incorporates evidence-based standards of care, patient preferences, concern for patient safety and appropriate teaching/learning principles to devise and implement an individualized patient management plan.

### Admission Requirements

Candidates are selected for admission on the basis of high promise for program completion and academic success in graduate education. These include:

- A baccalaureate or graduate degree in nursing granted from a regionally and professionally accredited or internationally recognized college or university. A bachelor's degree from another discipline will be considered on a case by case basis. Official transcripts from all colleges and universities attended must be submitted directly to Barry University.
- A current, unrestricted license as a professional registered nurse in the United States. Out-of-state applicants must be eligible for endorsement by the Florida Board of Nursing. An unrestricted Florida license must be received prior to starting the Program and maintained throughout enrollment in the Program.
- A minimum of one year, full-time clinical experience as a Registered Nurse within the last year is required.
- A minimum grade point average (GPA) of 3.0 on a 4.0 scale. Applicants with a master's degree from a regionally accredited college or university will have their graduate GPA included for admissions consideration.
- Transcript evidence of satisfactory completion (grade B or higher) of an undergraduate nursing research course.

- Transcript evidence of satisfactory completion (grade B or higher) of a statistics course, which included descriptive and inferential methods, within five years of program start date.
- Applicants must complete an admission interview upon receipt of all admission documentation.
- Two letters of recommendation from professional references.
- Upon the start of the program, accepted candidates are required to possess a notebook computer with specified software which conforms to criteria established by the Program. Applicants are advised that portions of the didactic coursework are web-based and also provided in conjunction with telecommunications or video teleconferencing instruction. Candidates should possess basic computer literacy skills, including the use of word-processing, Windows operating systems, electronic mail, and navigation of Internet applications. Students without these prerequisite skills are encouraged to take CS 180 Introduction to Computers. This course will not count towards degree requirements.
- Applicants may be required to fulfill specific prerequisites or other conditions of admission prior to an admission decision.
- All applicants must affirm and attest to sound physical health, emotional stability, and personal integrity that will enable them to successfully complete the educational program, comply with criteria for nursing licensure, and adhere to American Nurses Association professional codes of conduct and practice. Applicants must affirm and attest that they are free of addiction to substances of abuse, are not restricted in their practice of nursing or under investigation by any Board of Nursing, and are willing to adhere to Drug Free Workplace policies and procedures of affiliate clinical training sites, to include submission to randomized drug testing and/or testing for cause and upon Program demand.
- Admission is on a competitive basis for a limited number of positions. As a result, applicants may meet minimum admission requirements, but may not be selected for a personal interview or admission. Applicants are advised to contact the Office of Financial Aid to investigate funding options at the time they are considering submission of their application package.

### Admissions Process

All application materials must be complete and be received by the Office of Admissions by June 15 for admission to the Program at the start of the fall semester. Applications received after June 15 will be considered on a space available basis. Only those candidates with a completed application package on file, inclusive of all documentation noted above, will be considered for admission. The above criteria are evaluated as a composite package, serving as an indicator of predictive success in the program. The Admissions Committee will rank all applicants as Accepted, Deferred, or Not Accepted.

### Curriculum

Curricular content is reflective of CCNE standards and standards set forth by the professional associations of the nurse practitioner specialty tracks. Some courses require pre- or co-requisites (see course descriptions), and/or may be sequential. Coursework is offered via a combination of traditional, web-enhanced, and hybrid distance learning formats. In addition to didactic and clinical coursework, students complete a comprehensive examination (NUR 689) and a research project (NUR 625). Students have the option to complete a faculty-guided thesis (NUR 699) in lieu of a research project. Requirements and arrangements for this option must be made in advance through the Program Director in consultation with the student's academic advisor.

An individualized curriculum plan is constructed for those students possessing a Master of Science degree in Nursing and seeking post-graduate certification in the nurse practitioner specializations.

## Family Nurse Practitioner

Core Courses			
NUR	601	Philosophical & Theoretical Bases of Nursing	3
NUR	617	Role Developments for Adv. Practice Nursing	2
NUR	625	Evidenced Based Inquiry in Nursing	4
NUR	679	Health Promotion and Disease Preventio■	3
NUR	654	Public Policy Strategies for Nursing	3

<b>Specialization Courses</b>			
NUR	510	Advanced Pathophysiology	3
NUR	615	Advanced Pharmacology	3
NUR	618	Scientific Foundations of Advanced Pharmacology	1
+NUR	670	Advanced Concepts of Clinical Nursing I (Adult/Primary)	5
+NUR	673	Women's Health	5
+NUR	676	Advanced Concepts of Cl. Nursing III (Pediatric/Primary)	5
+NUR	677	Advanced Concepts of Cl. Nursing IV (Geriatric/Primary)	5
NUR	678	Advanced Health Assessment and Differential Diagnosis	4
NUR	680	Behavioral Health	3
+NUR	689	Nurse Practitioner Practicum	5
" + " denotes a practicum course that requires 125 hours of clinical experiences per course.			
<b>Total Clinical Hours</b>			<b>625</b>
<b>Total Credits</b>			<b>54</b>

### Adult-Gerontology Acute Care Nurse Practitioner

<b>Core Courses</b>			
NUR	601	Philosophical & Theoretical Bases of Nursing	3
NUR	617	Role Developments for Adv. Practice Nursing	2
NUR	625	Evidenced Based Inquiry in Nursing	4
NUR	679	Health Promotion and Disease Prevention	3
NUR	654	Public Policy Strategies for Nursing	3

<b>Specialization Courses</b>			
NUR	510	Advanced Pathophysiology	3
NUR	615	Advanced Pharmacology	3
NUR	618	Scientific Foundations of Advanced Pharmacology	1
+NUR	667	Adult-Gerontology Acute Care I	5
+NUR	668	Adult-Gerontology Acute Care II	5
+NUR	669	Adult-Gerontology Acute Care III	5
NUR	678	Advanced Health Assessment/Differential Diagnosis	4
NUR	680	Behavioral Health	3
+NUR	694	Adult-Gerontology Acute Care Practicum	5
" + " denotes a practicum course that requires 125 hours of clinical experiences per course.			
<b>Total Clinical Hours</b>			<b>500</b>
<b>Total Credit Hours</b>			<b>49</b>

### Progression Requirements

- Students must comply with policies related to the Academic Dishonesty Policy and Civility Policy, failure to do so will prevent progression;

- Students must receive a grade of B in all courses to be allowed to progress in the program; if a student receives less than a B grade, the student may not progress to the next semester;
- Receipt of a failing grade is cause for dismissal from the Program;
- Students may not progress in the Program while on a Medical Leave of Absence;
- Students may not begin a new semester with a grade of 'I' grade in a didactic or clinical course from the previous semester without the permission of the Program Director; and
- A student must successfully complete a semester to progress to the next semester.

### Graduation Requirements

- Students must complete a minimum of 54 credits in the Family Nurse Practitioner specializations or 49 credits in the Adult-Gerontology Acute Care Nurse Practitioner specialization to graduate;
- Satisfactory completion of ALL courses, rotations, final comprehensive examination, research/thesis projects, and clinical requirements is necessary for the student to graduate;
- Students who attain a cumulative GPA below a 3.0 will not be able to graduate; and
- All degree requirements must be completed within four years of the date of full admission into the program.

### Clinical Sites

Students assume an active role in choosing a site for clinical education. All clinical sites must be approved by the Program Director in advance. The Adult-Gerontology Acute Care Nurse Practitioner specialization requires hospital-based clinical education experiences. Only hospitals which have a clinical agreement with Barry University will be considered. Space and residency slot limitations may impact choice of sites.

### Transfer of Credits

Acceptance of transfer credits is at the discretion of the Program Director. A maximum of six graduate credits may be transferred from a regionally accredited or internationally recognized institution of higher education at the time of matriculation. The program's sequential design and specialty content prevents transfer credit of specialization coursework from outside of the curriculum. Only courses with a final grade of B or higher will be considered for transfer. Transfer credits must meet the criteria established by Barry University.

### Grading Policy

The following grading policy exists for students in the Master of Science degree in Nursing:

A	90%-100%
B	80%-89%
C	70%-79%
F	0%-69%

Receipt of a failing grade is cause for dismissal from the Program.

I	=	Incomplete
IP	=	In Progress
Withdrawal from a course after the add/drop period of the semester constitutes a failure.		

Students who are dismissed from the program may re-apply for admission. Readmission is not guaranteed.

An 'I' (Incomplete) grade is not automatically given for absence from class or incomplete work. An 'I' grade will need to be requested in writing by the student to the course instructor when course assignments have not been satisfactorily completed. A substantial portion of the required coursework and assignments/assessments, as determined by the faculty member, should be complete to qualify for an 'I' grade. Students who are granted an 'I' grade in a course must complete all the course requirements by the end of the next semester. An 'I' grade becomes an F if assignments are not completed.

## Course Descriptions

### Nursing; Prefix: NUR

(Courses with theory and clinical components have the hours in theory [T] and clinical [C] indicated.)

#### 510 Advanced Pathophysiology (3)

A system-focused approach delves into normal physiological processes and pathological changes that affect homeostasis of individuals including changes associated with individuals of different ethnic/racial origins, gender, and which occur across the lifespan. This knowledge provides the foundation for clinical assessment, decision making, and disease management. Prerequisite/Co-requisite: 617, 711. (Special fee)

#### 601 Philosophical & Theoretical Bases of Nursing (3)

Seminar discussions focus on the philosophical perspectives grounding contemporary nursing. Provides the history of nursing theory development. Students explore the potentials for nursing's future by examining and critiquing nursing theory, research, and practice through differing philosophical and ethical perspectives. Prerequisite: NUR 617, 711. (Special fee)

#### 615 Advanced Pharmacology (3)

Emphasis is on pharmacotherapeutics with the goal of the safe and effective prescription of pharmaceutical and alternative therapeutic agents for health maintenance, disease prevention, and management for individuals based on evidenced-based guidelines. Consideration of current health status, ethnic/racial origins, socioeconomic status, cultural/spiritual implications, gender, and changes which occur across the lifespan are addressed. Content builds on previously acquired knowledge of advanced pathophysiology and provides foundational knowledge which will be integrated into the other content areas for advanced practice. Professional/legal/ethical standards and scope of practice are addressed as well as health care financing. Prerequisite: NUR 510. (Special fee)

#### 617 Role Development for Advanced Practice Nursing (2)

Emphasizes the development and implementation of essential aspects of the role of the master's prepared nurse in the areas of health care policy, organization, financing, ethics, human diversity, and social issues. Introduces domains and competencies both common and unique to the advanced practice specialization tracks, including advanced role relationships, the teaching-coaching function, managing and negotiating healthcare delivery systems, social, cultural, and political forces affecting the healthcare system, and the leadership role advanced practice nurses must assume to influence ethical and responsible domestic and international health care policy. All students completing this course will articulate the domains and acknowledge the competencies of the advanced practice role. Core course for all degree-seeking students. Prerequisite/Co-requisite: NUR 510. (Special fee)

#### 618 Scientific Foundations of Advanced Pharmacology (1)

This course is designed to provide the basic pharmacologic concepts and foundations necessary for the studies of advanced pharmacology. Covered topics include pharmacodynamics, pharmacokinetics, pharmacogenetics, and pharmacoconomics, and their importance in the selection of proper pharmacotherapeutics and patient safety. In addition, the basic concepts of drug interactions and adverse reactions will be discussed together with pertinent examples and techniques to minimize potential risks to patient safety. Prerequisites: Admission into Doctor of Nursing Practice Program sequence, or special permission of the faculty member.

#### 625 Evidence-Based Inquiry in Nursing (4)

Emphasis is placed upon the relationship between theory and research, synthesis and utilization of research findings, research ethics, emerging research methodologies and technologies, and barriers to building an evidence-based practice. Explores the differences between qualitative and quantitative research methods. Provides opportunities to participate in research aimed at the discovery and translation of nursing knowledge.

#### 654 Public Policy Strategies for Nursing (3)

Understanding the establishment of public policy with a focus on health and well-being. Examines the organization and financing of health care in the United States (US). Considers strategies to impact national and world health.

#### 665 Clinical Procedures for Adult-Gerontology Acute Care (5)

Provides a theoretical foundation and opportunity to develop clinical competency in the performance of selected skills and procedures germane to the care of the acutely ill adult patient. The clinical focus is on the role of the Adult Gerontology Acute Care Practitioner working with a multi-disciplinary team within a culturally diverse environment with varying health disparities. Prerequisite: NUR 678. (Special fee)

**667 Adult-Gerontology Acute Care I (5)**

The role of the acute care nurse practitioner is implemented through the management of health/illness status of adult patients who are acutely/critically ill or experiencing an exacerbation of a chronic health problem. Patients require care in acute or specialty care settings within a culturally/spiritually diverse environment with varying health disparities. Content builds on previously acquired knowledge and skills of advanced health/physical assessment, advanced physiology and pathophysiology, advanced pharmacology, health maintenance/disease prevention, and the domains and competencies unique to the role of the acute care nurse practitioner. Prerequisites: NUR 678. (T, 45 hrs; C, 125 hrs) and/or 665. (Special fee)

**668 Adult-Gerontology Acute Care II (5)**

The role of the adult gerontology acute care nurse practitioner is implemented through the management of health/illness status of adult patients who are acutely/critically ill or experiencing an exacerbation of a chronic health problem and require care in acute or specialty care settings within a culturally/spiritually diverse environment with varying health disparities. Content builds on previously acquired knowledge and skills of advanced health/physical assessment, advanced physiology and pathophysiology, advanced pharmacology, health maintenance/disease prevention, the domains and competencies unique to the role of the acute care nurse practitioner. Evidence-based interventions are planned and implemented for complex pathophysiological alterations in the gastrointestinal, genitourinary, renal, gynecological, immunological, endocrine, and musculoskeletal systems. The level of clinical management is preceptor directed, progressive, and variable depending on patient presentation. Prerequisites: NUR 667. (T, 45 hrs; C, 125 hrs) (Special fee)

**669 Adult-Gerontology Acute Care III (5)**

The role of the acute care nurse practitioner is implemented through the management of health/illness status of adult patients who are acutely/critically ill or experiencing an exacerbation of a chronic health problem and require care in acute or specialty care settings within a culturally/spiritually diverse environment with varying health disparities. Content builds on previously acquired knowledge and skills of advanced health/physical assessment, advanced physiology and pathophysiology, advanced pharmacology, health maintenance/disease prevention, and the domains and competencies unique to the role of the acute care nurse practitioner. Prerequisites: NUR 668. (T, 45 hrs; C, 125 hrs) (Special fee)

**670 Advanced Concepts of Clinical Nursing I: Adult/Family (5)**

The role of the family nurse practitioner is implemented through the evidence-based management of health/illness status of adult patients and their families in primary care settings within a culturally/spiritually diverse environment with varying health disparities. Content builds on previously acquired knowledge and skills of advanced health/physical assessment, advanced physiology and pathophysiology, advanced pharmacology, health maintenance/disease prevention, and the domains and competencies unique to the family nurse practitioner. The level of clinical management is preceptor directed, progressive, and variable depending on patient presentation. Prerequisite: NUR 676. (T, 45 hrs; C, 125 hrs.) (Special fee)

**673 Women's Health /Family (5)**

The role of the family nurse practitioner is implemented through the evidence-based management of health/illness status of female patients and their families in primary care settings within a culturally/spiritually diverse environment with varying health disparities. Content builds on previously acquired knowledge and skills of advanced health/physical assessment, advanced physiology and pathophysiology, advanced pharmacology, health maintenance/disease prevention, and the domains and competencies unique to the family nurse practitioner. The level of clinical management is preceptor directed, progressive, and variable depending on patient presentation. (T, 45 hrs; C, 125 hrs) (Special fee)

**676 Advanced Concepts of Clinical Nursing III: Pediatrics/Family (5)**

The role of the family nurse practitioner is implemented through the evidence-based management of health/illness status of pediatric patients and their families in primary care settings within a culturally/spiritually diverse environment with varying health disparities. Content builds on previously acquired knowledge and skills of advanced health/physical assessment, advanced physiology and pathophysiology, advanced pharmacology, health maintenance/disease prevention, and the domains and competencies unique to the family nurse practitioner. The level of clinical management is preceptor directed, progressive, and variable depending on patient presentation. Prerequisites: NUR 678. (T, 45 hrs; C, 125 hrs.) (Special fee)

- 677 **Advanced Concepts of Clinical Nursing IV: Geriatrics/Family (5)**  
The role of the family nurse practitioner is developed through the professional/legal/ethical management of health/illness status of geriatric patients in primary care settings. Content builds on previously acquired knowledge and skills of advanced health/physical assessment, advanced physiology and pathophysiology, advanced pharmacology, health maintenance/disease prevention, professional/legal standards of practice, and evidence-based interventions for the adult patient. The clinical focus is on the development of the nurse practitioner-patient relationship, the teaching-coaching function, and participation in the provision, management, design, and implementation of quality cost-effective care in collaboration and consultation with an interdisciplinary team within a culturally/spiritually diverse environment with varying health disparities. (T, 45 hrs; C, 125 hrs.) (Special fee)
- 678 **Advanced Health Assessment and Differential Diagnosis (4)**  
The purpose is to establish differential diagnoses based on logical diagnostic reasoning for health maintenance, disease prevention, and detection. Content builds on previously acquired knowledge and skills of advanced physiology and pathophysiology, advanced pharmacology, and the domains and competencies common to the advanced practice roles. Prerequisites: NUR 615. (Special fee)
- 679 **Health Promotion and Disease Prevention (3)**  
Focuses on recognizing, understanding, and respecting health beliefs and practices of individuals, families, and communities. Healthcare disparities are addressed through a comprehensive review of evidence-based healthcare guidelines. (Special fee)
- 680 **Behavioral Health (3)**  
Focuses on assessment and management of behavioral health within a culturally/spiritually diverse environment. Builds on previously acquired knowledge and skills in the nurse practitioner specialization. Prerequisite: NUR 678. (Special fee)
- 689 **Nurse Practitioner Practicum (5)**  
In this capstone course the role of the family nurse practitioner is fully integrated. The didactic content prepares the student to enter the workforce as an advanced nurse practitioner covering such professional issues as contract/salary negotiation, licensure, certification, institutional credentialing, protocol development, and malpractice insurance. The level of clinical management is directed towards safe, comprehensive clinical practice within the confines of professional/legal/ethical standards of practice for the family nurse practitioner and based on the domains and competencies unique to the family nurse practitioner. Prerequisites: Completion of all Theory and Clinical courses. (T, 45 hrs; C, 125 hrs.) (CR/NC only) (Special fee)
- 694 **Adult-Gerontology Acute Care Practicum (5)**  
In this capstone course the role of the acute care nurse practitioner is fully integrated. The didactic content prepares the student to enter the workforce as an advanced nurse practitioner covering such professional issues as contract/salary negotiation, licensure, certification, institutional credentialing, protocol development, and malpractice insurance. The level of clinical management is directed towards safe, comprehensive clinical practice within the confines professional/legal/ethical standards of practice for the adult gerontology acute care nurse practitioner and based on the domains and competencies unique to the acute care nurse practitioner. Prerequisites: Completion of all Theory and Clinical courses. (T, 45 hrs; C, 125 hrs) (CR/NC only) (Special fee)
- 699 **Thesis (3)**  
A scientific research study that the student conducts independently. Prerequisite: core and at least one specialization course. (CR/NC only) (Special fee)
- 729 **Continuous Registration (3)**  
Enrollment is required each semester after three thesis credits of NUR 699 until the thesis is completed. (CR/NC only) (Special fee)



# Doctoral Degree Programs

## Post-Baccalaureate Doctor of Nursing Practice—Nurse Practitioner

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Family Nurse Practitioner specialization  
Adult-Gerontology Acute Care Nurse Practitioner specialization

Corvette Yacoob, DNP, ARNP, FNP-BC, Interim Program Director

### Program Overview

This practice-focused doctoral program prepares advanced practice nurses with the knowledge and skills needed to lead in today's complex health care environment. The program is designed for registered nurses with bachelor's degrees and offers two clinical specialization tracks: Family Nurse Practitioner and Adult-Gerontology Acute Care Nurse Practitioner. This technology-enhanced program is part time and spans twelve consecutive semesters, allowing students to engage in professional nursing practice and graduate studies. Students must complete a minimum of 1000 hours of clinical instruction in their specialization. Students graduate with the knowledge, skills, and judgment needed to apply for A.R.N.P. licensure in Florida and to sit the national certification examination in their chosen specialty area. The M.S.N. nurse practitioner program is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street NW, Suite 750, Washington D.C. 20001, [\(202\) 887-6791](tel:2028876791).

### Purpose

The purpose of the program is to foster the development of a community of expert advanced practice nurses who will transform practice and improve health care outcomes through the application of nursing knowledge.

### Goals

The goals of the program are to prepare graduates as:

1. Nurse experts who provide culturally competent healthcare services that focus on health promotion, population health, and disease prevention within a holistic framework (*Advanced Practice*);
2. Scholars who evaluate, translate, synthesize, and apply knowledge, experiences, and the best available evidence as the basis for the delivery of advanced nursing care (*Critical Thinking*);
3. Leaders who use communication, collaboration, and technology to contribute to the enhancement of health care and health care systems (*Leadership*);
4. Health care professionals who consider the social, economic, and political environments while adhering to the concepts of integrity, ethics, and life-long learning (*Professionalism*); and
5. Advocates who influence health care policy (*Advocacy*).

### Student Learning Outcomes

In accordance with *The Essentials of Doctoral Education for Advanced Practice Nursing* of the American Association of Colleges of Nursing (AACN), 2006, the faculty identified the following expected outcomes of each student at the completion of the D.N.P. program. Essentials 1–8 are foundational. All graduates will be able to:

1. Synthesize, integrate and apply nursing science with knowledge from the arts and sciences, and clinical expertise to delivery of nursing and health care services to diverse populations.
2. Assume leadership roles in the evaluation, design, organization, and improvement of health care delivery.
3. Discover, integrate, connect, disseminate and translate research across disciplines to reduce risk, promote safety, and enhance quality in clinical practice.
4. Use technology resources and demonstrate information and data literacy to manage complex health care decisions and advance quality of care.

5. Advocate for changes in healthcare policy formation, financing, regulation and practice to remediate health disparities local and globally.
6. Employ effective communication and interdisciplinary collaboration skills to solve complex problems, facilitate change, and promote improved quality of care in organizations.
7. Develop, implement and evaluate evidence-based clinical prevention and population health services for individuals and groups.
8. Engage in safe, effective, and efficient advanced nursing practice within a defined specialization.

In accordance with the Adult-Gerontology Acute Care Nurse Practitioner Competencies (National Organization of Nurse Practitioner Faculties [NONPF], 2012), the Nurse Practitioner Primary Care Competencies in Specialty Areas: Adult, Family, Gerontology, Pediatric, and Women's Health (NONPF/AACN, 2002), select AACN (2012) Family Nurse Practitioner Competencies, and Criteria for Evaluation of Nurse Practitioner Programs (National Task Force on Quality Nurse Practitioner Education, 2002), graduates from the nurse practitioner specialty tracks shall be able to:

1. Integrate evidence-based principles from advanced pathophysiology, advanced pharmacology, advanced health assessment, and health promotion/disease prevention in clinical decision making related to management of patient health/illness status (*Advanced Practice; Critical Thinking*);
2. Establish a caring partnership with patients and/or caregivers based on mutual trust (*Advanced Practice; Professionalism; Advocacy*);
3. Incorporate teaching/learning principles to devise and implement an individualized plan of care to meet the needs of patients and families (*Advanced Practice; Critical Thinking; Advocacy*);
4. Incorporate principles of leadership to develop and implement the nurse practitioner role in healthcare delivery (*Critical Thinking; Leadership; Professionalism*);
5. Advocate for equitable, quality, cost effective care by managing and negotiating a variety of healthcare delivery systems (*Leadership; Professionalism; Advocacy*);
6. Ensure and monitor the quality of health care practice through the use of professional/legal standards, collaboration, consultation, referral, and use of evidence-based interventions (*Leadership; Professionalism; Advocacy*); and
7. Respect the rights of individuals to choose, participate, refuse care, and to express cultural and spiritual beliefs regarding their care (*Advanced Practice; Professionalism; Advocacy*).

### Admission Requirements

Candidates are selected for admission on the basis of high promise for program completion and academic success in graduate education. These include:

- A baccalaureate or graduate degree in nursing granted from a regionally and professionally accredited or internationally recognized college or university. A bachelor's degree from another discipline will be considered on a case by case basis. Official transcripts from all colleges and universities attended must be submitted directly to Barry University.
- A current, unrestricted license as a professional registered nurse in the United States. Out-of-state applicants must be eligible for endorsement by the Florida Board of Nursing. An unrestricted Florida license must be received prior to starting the Program and maintained throughout enrollment in the Program.
- A minimum of one year, full-time clinical experience as a Registered Nurse within the last three years.
- A minimum grade point average (GPA) of 3.0 on a 4.0 scale. Applicants with a master's degree from a regionally accredited college or university will have their graduate GPA included for admissions consideration.
- Transcript evidence of satisfactory completion (grade B or higher) of an undergraduate nursing research course.
- Transcript evidence of satisfactory completion (grade B or higher) of a statistics course, which included descriptive and inferential methods, within five years of program start date.
- Applicants to the D.N.P. Family Nurse Practitioner specialization must provide evidence of current BLS-certification.
- Applicants to the D.N.P. Adult-Gerontology Acute Care Nurse Practitioner specialization must provide evidence of current BLS and ACLS certification.
- Official satisfactory scores, as determined by the Admissions Committee, from the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT), taken within five years of application. Scores are evaluated in the context of the overall application package submitted by the applicant. This requirement may be waived at the discretion of the Admissions Committee for alumni of Barry University's B.S.N. program with a GPA of 3.0 or greater, or non-alumni applicants with a GPA of 3.2 or greater.
- Three letters of recommendation from professional references.

- Upon the start of the program, accepted candidates are required to possess a notebook computer with specified software which conforms to criteria established by the Program. Applicants are advised that portions of the didactic coursework are web-based and also provided in conjunction with telecommunications or video teleconferencing instruction. Candidates should possess basic computer literacy skills, including the use of word-processing, Windows operating systems, electronic mail, and navigation of Internet applications. Students without these prerequisite skills are encouraged to take CS 180 Introduction to Computers. This course will not count towards degree requirements.
- Preadmission testing: Applicants may be required to complete the Barry University English Assessment Test (EAT) and achieve a satisfactory score. The EAT provides students with a professional evaluation of their reading and writing skills. Based on the EAT results, an applicant may be required to enroll in an English writing course and/or reading tutorial.
- Applicants may be required to fulfill specific prerequisites or other conditions of admission prior to an admission decision.
- All applicants must affirm and attest to sound physical health, emotional stability, and personal integrity that will enable them to successfully complete the educational program, comply with criteria for nursing licensure, and adhere to American Nurses Association professional codes of conduct and practice. Applicants must affirm and attest that they are free of addiction to substances of abuse, are not restricted in their practice of nursing or under investigation by any Board of Nursing, and are willing to adhere to Drug Free Workplace policies and procedures of affiliate clinical training sites, to include submission to randomized drug testing and/or testing for cause and upon Program demand.
- Admission is on a competitive basis for a limited number of positions. As a result, applicants may meet minimum admission requirements, but may not be selected for a personal interview or admission. Applicants are advised to contact the Office of Financial Aid to investigate funding options at the time they are considering submission of their application package.

### Application Process

All application materials must be complete and be received by the Office of Admissions by August 15 for admission to the Program at the start of the fall semester. Applications received after August 15 will be considered on a space available basis. Only those candidates with a completed application package on file, inclusive of all documentation noted above, will be considered for admission. The above criteria are evaluated as a composite package, serving as an indicator of predictive success in the program. The Admissions Committee will rank all applicants as Accepted, Provisionally Accepted, or Not Accepted.

### Curriculum

Curricular content is reflective of CCNE standards and standards set forth by the professional associations of the nurse practitioner specialty tracks. The program consists of 82 credit hours (Family Nurse Practitioner) and 82 credit hours (Adult-Gerontology Acute Care) delivered over a four year, part-time course of study. Some courses require pre- or co-requisites (see course descriptions), and/or may be sequential. Coursework is offered via a combination of traditional, web-enhanced, and hybrid distance learning formats. In addition to didactic and clinical coursework, students complete a comprehensive examination and a doctoral scholarly project.

### Family Nurse Practitioner

Core Courses			
NUR	711	Role of the D.N.P.	2
NUR	679	Health Promotion and Disease Prevention	3
NUR	601	Philosophical & Theoretical Basis of Nursing	3
NUR	625	Evidenced Based Inquiry in Nursing	4
NUR	727	Healthcare Informatics for Doctoral Nursing Practice	3
NUR	721	Scientific Foundation for Doctoral Nursing Practice	3
NUR	733	Translational Research for Doctoral Nursing Practice	4
NUR	734	Legal & Ethical Issues for Advanced Practice Nursing	3
NUR	747	Evaluation Methods for Doctoral Nursing Practice	3
NUR	751	Healthcare Economics for Doctoral Nursing Practice	3

*Continued*

<b>Continued</b>			
NUR	742	Global Leadership Strategies and Diversity Awareness	3
NUR	741	Epidemiology and Biostatistics	3
NUR	737	D.N.P. Scholarly Project I	2
NUR	753	D.N.P. Scholarly Project II	2
++NUR	803	Residency	4
++NUR	807	D.N.P. Scholarly Project III	3

<b>Specialization Courses</b>			
NUR	510	Advanced Pathophysiology	3
NUR	615	Advanced Pharmacology	3
NUR	618	Scientific Foundations of Advanced Pharmacology	1
+NUR	670	Advanced Concepts of Clinical Nursing I(Adult/Primary)	5
+NUR	673	Women's Health	5
+NUR	676	Advanced Concepts of Clinical Nursing III (Pediatric/Primary)	5
+NUR	677	Advanced Concepts of Clinical Nursing IV (Geriatric/Primary)	5
+NUR	678	Advanced Health Assessment and Differential Diagnosis	4
NUR	680	Behavioral Health	3
+ denotes a practicum course that requires 125 hours of clinical experiences per course.			
++ denotes a practicum course that requires 250 hours of clinical experiences per course			

<b>Total Clinical Hours</b>	<b>1000</b>
<b>Total Credit Hours</b>	<b>82</b>

### **Adult-Gerontology Acute Care Nurse Practitioner**

<b>Core Courses</b>			
NUR	711	Role of the D.N.P.	2
NUR	679	Health Promotion and Disease Prevention	3
NUR	601	Philosophical & Theoretical Basis of Nursing	3
NUR	625	Evidence Based Inquiry in Nursing	4
NUR	727	Healthcare Informatics for Doctoral Nursing Practice	3
NUR	721	Scientific Foundation for Doctoral Nursing Practice	3
NUR	733	Translational Research for Doctoral Nursing Practice	4
NUR	734	Legal & Ethical Issues for Advanced Practice Nursing	3
NUR	747	Evaluation Methods for Doctoral Nursing Practice	3
NUR	751	Healthcare Economics for Doctoral Nursing Practice	3
NUR	742	Global Leadership Strategies and Diversity Awareness	3
NUR	741	Epidemiology and Biostatistics	3
NUR	737	D.N.P. Scholarly Project I	2
NUR	753	D.N.P. Scholarly Project II	2
++NUR	803	Residency	4
++NUR	807	D.N.P. Scholarly Project III	3

<b>Specialization Courses</b>			
NUR	510	Advanced Pathophysiology	3
NUR	615	Advanced Pharmacology	3
NUR	618	Scientific Foundations of Advanced Pharmacology	1
+NUR	665	Clinical Procedures for Adult-Gerontology Acute Care	5
+NUR	667	Adult-Gerontology Acute Care I	5
+NUR	668	Adult-Gerontology Acute Care II	5
+NUR	669	Adult-Gerontology Acute Care III	5
NUR	678	Advanced Health Assessment/Differential Diagnosis	4
NUR	680	Behavioral Health	3
+ denotes a practicum course that requires 125 hours of clinical experiences per course.			
++ denotes a practicum course that requires 250 hours of clinical experiences per course			

<b>Total Clinical Hours</b>	<b>1000</b>
<b>Total Credit Hours</b>	<b>82</b>

### Grading Policy

The following grading policy exists for this program:

A	90%-100%
B	80%-89%
C	70%-79%
F	0%-69%
Withdrawal from a course after the add/drop period of the semester constitutes a failure.	

Students who are dismissed from the program may re-apply for admission. Readmission is not guaranteed.

### Progression Requirements

- Students must comply with policies related to the Academic Dishonesty Policy and Civility Policy; failure to do so will prevent progression;
- Students must receive a grade of B in all courses and maintain a cumulative GPA of 3.0 on a 4.0 point scale to progress in the D.N.P. Program; if a student receives less than a B grade or a cumulative GPA of 3.0, the student may not progress to the next semester;
- Receipt of a failing grade is cause for dismissal from the Program;
- Students may not progress in the Program while on a Medical Leave of Absence;
- Students may not begin a new semester with a grade of 'I' grade in a didactic or clinical course from the previous semester without the permission of the Program Director; and
- A student must successfully complete a semester to progress to the next semester.

### Graduation Requirements

- Students must complete a minimum of 82 in the Family Nurse Practitioner specializations or in the Adult-Gerontology Acute Care Nurse Practitioner specialization to graduate;
- Satisfactory completion of ALL courses, rotations, final comprehensive examination, scholarly doctoral project, and clinical requirements are necessary for the student to graduate;
- Students who attain a cumulative GPA below a 3.0 will not be able to graduate; and
- All degree requirements must be completed within four years of the date of full admission into the program; a student enrolled in NUR 807 D.N.P. Scholarly Project III who does not complete the course requirements by the end of the semester will receive an 'In Progress (IP)' grade, the student will be required to enroll in a continuous matriculation course each additional semester until the project is completed.

### Clinical Sites

Students assume an active role in choosing a site for clinical education. All clinical sites must be approved by the Program Core Courses: The Adult-Gerontology Acute Care Nurse Practitioner specialization requires a hospital-based clinical education experience. Only hospitals which have a clinical agreement with Barry University will be considered. Space and residency slot limitations may impact choice of sites.

### Transfer of Credits

Acceptance of transfer credits is at the discretion of the program director. A maximum of six graduate credits may be transferred from a regionally accredited or internationally recognized institution of higher education at the time of matriculation. The Program's sequential design and specialty content prevents transfer credit of specialization coursework from outside of the curriculum. Only courses with a final grade of B or higher will be considered for transfer. Transfer credits must meet the criteria established by Barry University.

### Grading Policy

The following grading policy exists for this program:

A	90%-100%
B	80%-89%
C	70%-79%
F	0%-69%

Receipt of a failing grade is cause for dismissal from the Program.

I	=	Incomplete
IP	=	In Progress
Withdrawal from a course after the add/drop period of the semester constitutes a failure.		

Students who are dismissed from the program may re-apply for admission. Readmission is not guaranteed.

An 'I' (Incomplete) grade is not automatically given for absence from class or incomplete work. An 'I' grade will need to be requested in writing by the student to the course instructor when course assignments have not been satisfactorily completed. A substantial portion of the required coursework and assignments/assessments, as determined by the faculty member, should be complete to qualify for an 'I' grade. Students who are granted an 'I' grade in a course must complete all the course requirements by the end of the next semester. An 'I' grade becomes an F if assignments are not completed.

Students who are dismissed from the program may re-apply for admission. Readmission is not guaranteed.

### Course Descriptions

#### Nursing; Prefix: NUR

(See M.S.N. section for descriptions of 500 and 600 level courses)

#### 711 Role of the D.N.P. (2)

Emphasis is on the identification of the essentials of the Doctor of Nursing Practice role in preparation for the highest level of nursing leadership and application of evidence based practice. The eight essentials that will be introduced are: scientific underpinnings for practice, organizational and systems leadership for quality improvement and systems thinking, clinical scholarship and analytical methods for evidence-based practice, information systems/technology and patient care technology for the improvement and transformation of health care, health care policy for advocacy in health care, inter-professional collaboration for improving patient and population health outcomes, clinical prevention and population health for improving the nation's health, and advanced nursing practice. Ultimately the course establishes fundamental bases wherein the nurse leader reflects and identifies an area of need in the practice setting. Co-requisite: NUR 721. (Special fee)

- 721 Scientific Foundations for Doctoral Nursing Practice (3)  
This course will explore the development of nursing knowledge and theory, the philosophies of science and epistemologies, their influence on knowledge development for doctoral nursing practice, and strategies for theory development and analysis will be discussed. Co-requisite: NUR 711. (Special fee)
- 727 Healthcare Informatics for Doctoral Nursing Practice (3)  
This course will provide a knowledge and skills base related to information systems/technology to prepare the doctoral practice nurse to apply new knowledge, manage individual and aggregate information, and assess the efficacy of patient care technology appropriate to a specialized area of advanced nursing practice. Computer programs and software relevant to nursing executive leadership, education, research, and practice will be explored. Prerequisite: NUR 711 & 721. (Special fee)
- 733 Translational Research for Doctoral Nursing Practice (4)  
This course focuses on the methodological basis for translational research for the purpose of improving the efficiency and effectiveness of nursing care in diverse practice settings through critical evaluation, synthesis, transference, and application of appropriate evidence-based findings. Students will critically appraise the nature of the evidence for potential inclusion in the capstone project. Prerequisites: NUR 711, 721. (Special fee)
- 734 Legal & Ethical Issues for Advanced Practice nursing (3)  
This course offers doctoral students an in depth examination of select healthcare laws and ethical principles and the impact these have on healthcare delivery and advanced nursing practice. Case studies will be used to illustrate how the principles of ethics can guide the decision making process when clinical, research, and practice management dilemmas arise. Emphasis is placed on ethical and legal issues in practice, scholarly work and research. Exploration of selected topics will provide a practical and applicable framework to analyze the many complex issues and competing interests that arise in the modern healthcare industry.
- 737 D.N.P Scholarly Project I (2)  
This seminar will focus on guiding the student through the organization of the D.N.P. Scholarly project proposal. Emphasis is on the commitment to a clinical practice issue appropriate to the D.N.P. Scholarly project. Course content will include the process of data exploration and substantiating and refining the rationale for issue selection, population, and particular setting. The D.N.P. Scholarly Project includes translation of research in the clinical setting resulting in the potential for change in practice or outcome analysis. (Special fee)
- 741 Epidemiology & Biostatistics (3)  
This course focuses on principles and methods of biostatistics and epidemiology used to assess determinants, distribution, and deterrents of disease in populations. The course includes conceptual and analytical skills required to measure risk, incidence, and prevalence of morbidity and mortality and its impact on healthcare delivery. (Special fee)
- 742 Global Leadership Strategies and Diversity Awareness (3)  
Provides an in-depth analysis of social, economic, and political structures. Design leadership strategies in nursing and health care incorporating an understanding of global and human diversity. Cross-cultural field experiences are included. (Special fee)
- 747 Evaluation Methods for Doctoral Nursing Practice (3)  
The content of this course is focused on methods of inquiry for the systematic appraisal of nursing practice/health care programs. Utilization of outcomes for decision-making, implementation, accountability, and improvement in nursing and health care is included. Prerequisite: NUR 737, 741. (Special fee).
- 751 Healthcare Economics for Doctoral Nursing Practice (3)  
This course will introduce the advance practice nurse to the economic principles that influence and direct the planning and implementation of health care services. The course will focus on how economics plays a crucial role in establishing clinical practice, determining budget and resource allocation, as well as set national and global health policies. Health care issues identified by the students will be examined in light of economic concepts and resources. Pre/Co-requisite: NUR 741, NUR 747. (Special fee)

## 753 D.N.P. Scholarly Project II (2)

This seminar will focus on data exploration for the organization and refinement of all aspects of the D.N.P. Scholarly project design, implementation, and evaluation. Course content includes preparation for Project proposal defense. (CR/NC only) (Special fee)

## 760 Bioethical Imperatives in Nursing (3)

Analysis and application of the historical development of ethical and Bioethical theories and principles. Moral obligations and legal boundaries in the resolution of dilemmas involving nurse scientists will be examined. (Special fee)

## 803 Residency (4)

This course will focus on the integration of knowledge of nursing theory, informatics, translational research, epidemiologic trends, ethical/legal principles, outcome evaluations, healthcare systems, and economics into an advanced clinical practice setting. In consultation with the D.N.P. faculty advisor, students will select an area of clinical practice and will implement their capstone project through a 250 hour clinical residency. Prerequisite: NUR 760. (CR/NC only) (Special fee)

## 807 D.N.P. Scholarly Project III (3)

This course will focus on the continuous application of advance knowledge and skills attained during the D.N.P. coursework and Residency. This intensive clinical experience of 250 clinical hours will enable the doctoral student to refine and critically appraise the capstone project and prepare for dissemination of findings. Prerequisite: NUR 803. (Possible continuous matriculation) (CR/NC only) (Special fee)

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## Post-Master's Doctor of Nursing Practice-Nurse Practitioner

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Nurse Practitioner specializations

Anesthesiology specialization (see Anesthesiology section)

Corvette Yacoo, DNP, ARNP, FNP-BC, Interim Program Director

### Program Overview

This practice-focused post-master's doctoral program is designed to prepare experts in specialized advanced nursing practice. It centers on practice that is innovative and evidence-based, reflecting the application of credible research findings. The DNP Essentials guided the evolution of the curriculum and these 8 concepts include: Scientific Underpinnings for Practice; Organizational and Systems Leadership for Quality Improvement and Systems Thinking; Clinical Scholarship and Analytical Methods for Evidence-Based Practice; Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care; Health Care Policy for Advocacy in Health Care; Interprofessional Collaboration for Improving Patient and Population Health Outcomes; Clinical Prevention and Population Health for Improving the Nation's Health; and Advanced Nursing Practice. The post-master's DNP is a graduate degree and curriculum is based on the DNP candidate's prior education, experience, and choice of specialization. Competencies for the DNP build and expand upon those attained through master's study and achieve the same end-of-program competencies as the post-baccalaureate DNP. All applicants must be board certified in their specialty area and hold a master of science in nursing from an accredited program. It is anticipated that a minimum of 12 months of full-time, post-master's study will be necessary to acquire the additional doctoral level competencies. The post-master's Doctorate of Nursing Practice (DNP) curriculum prepares and requires students to engage in evidenced-based clinical projects that primarily focus on the appraisal and translation of theory and all forms of best evidence to practice.

### Purpose

The purpose of the program is to foster the development of a community of expert advanced practice nurses who will transform practice and improve health care outcomes through the application of nursing knowledge.

### Goals

The goals of the program are to prepare graduates as:

1. Expert Advanced Practice Nurses who are able to provide and lead healthcare services to increasingly complex patients by integrating multiple knowledge bases and methods to develop comprehensive high level advanced practice nursing care (*Advanced Practice Leadership*);



2. Advocates who will improve the quality and safety of care, patient outcomes, and health policies that impact the health of society (*Advocacy*); and
3. Scholar-Practitioners who are rooted in the critical appraisal and application of evidence-based methods in clinical practice (*Scholarship*).

### Student Learning Outcomes

In accordance with *The Essentials of Doctoral Education for Advanced Practice Nursing* of the American Association of Colleges of Nursing (AACN), 2006, the faculty identified the following expected outcomes of each student at the completion of the D.N.P. program. Essentials 1–8 are foundational. All graduates will be able to:

1. Synthesize, integrate and apply nursing science with knowledge from the arts and sciences, and clinical expertise to delivery of nursing and health care services to diverse populations.
2. Assume leadership roles in the evaluation, design, organization, and improvement of health care delivery.
3. Discover, integrate, connect, disseminate and translate research across disciplines to reduce risk, promote safety, and enhance quality in clinical practice.
4. Use technology resources and demonstrate information and data literacy to manage complex health care decisions and advance quality of care.
5. Advocate for changes in healthcare policy formation, financing, regulation and practice to remediate health disparities local and globally.
6. Employ effective communication and interdisciplinary collaboration skills to solve complex problems, facilitate change, and promote improved quality of care in organizations.
7. Develop, implement and evaluate evidence-based clinical prevention and population health services for individuals and groups.
8. Engage in safe, effective, and efficient advanced nursing practice within a defined specialization.

### Admission Requirements

Candidates are selected for admission on the basis of high promise for program completion and academic success in graduate education. These include:

- A Master's degree in Nursing (M.S.N.) from a regionally accredited or internationally recognized school.
- A minimum cumulative grade point average (GPA) of 3.3 on a 4.0 scale in graduate study.
- Current license to practice as a registered nurse or Advanced Registered Nurse Practitioner (A.R.N.P.).
- Have a valid and current national certification in an advanced nursing practice specialty (which attests to the minimum clinical hours for the specialty). If applicant is not nationally certified, certification must be achieved within one year of starting the program.
- D.N.P. Portfolio demonstrating high potential for producing scholarship, including:
  1. CV/Resume.
  2. One essay with a clear statement of goals and expectations for entering the D.N.P. program and how the student anticipates this degree will benefit the profession of nursing and his/her community.
  3. One essay describing the type of clinical project the student plans to undertake in the D.N.P. program.
  4. Three letters of recommendation—one addressing clinical competence and two addressing academic ability.
- Transcript evidence of satisfactory completion (grade B or higher) of an undergraduate or graduate nursing research course.
- Transcript evidence of satisfactory completion (grade B or higher) of a statistics course, which included descriptive and inferential methods, within five years of program start date.
- Official satisfactory scores, as determined by the Admissions Committee, from the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT), taken within five years of application. Scores are evaluated in the context of the overall application package submitted by the applicant. This requirement may be waived at the discretion of the Admissions Committee for Barry University alumni with a graduate GPA of 3.0 or greater, or non-alumni applicants with a graduate GPA of 3.2 or greater.
- Three letters of recommendation from professional references.
- Upon the start of the program, accepted candidates are required to possess a notebook computer with specified software which conforms to criteria established by the Program. Applicants are advised that portions of the didactic coursework are web-based and also provided in conjunction with telecommunications or video teleconferencing instruction. Candidates should possess basic computer literacy skills, including the use of word-processing, Windows

operating systems, electronic mail, and navigation of Internet applications. Students without these prerequisite skills are encouraged to take CS 180 Introduction to Computers. This course will not count towards degree requirements.

- Preadmission testing: All applicants must take and achieve a satisfactory score on the Barry University English Assessment Test (EAT). The EAT provides students with a professional evaluation of their reading and writing skills. Based on the EAT results, an applicant may be required to enroll in an English writing course and/or reading tutorial.
- Applicants may be required to fulfill specific prerequisites or other conditions of admission prior to an admission decision.
- All applicants must affirm and attest to sound physical health, emotional stability, and personal integrity that will enable them to successfully complete the educational program, comply with criteria for nursing licensure, and adhere to American Nurses Association professional codes of conduct and practice. Applicants must affirm and attest that they are free of addiction to substances of abuse, are not restricted in their practice of nursing or under investigation by any Board of Nursing, and are willing to adhere to Drug Free Workplace policies and procedures of affiliate clinical training sites, to include submission to randomized drug testing and/or testing for cause and upon Program demand.
- Admission is on a competitive basis for a limited number of positions. As a result, applicants may meet minimum admission requirements, but may not be selected for a personal interview or admission. Applicants are advised to contact the Office of Financial Aid to investigate funding options at the time they are considering submission of their application package.

### Application Process

All application materials must be complete and be received by the Office of Admissions by August 15 for admission to the Program at the start of the fall semester. Applications received after August 15 will be considered on a space available basis. Only those candidates with a completed application package on file, inclusive of all documentation noted above, will be considered for admission. The above criteria are evaluated as a composite package, serving as an indicator of predictive success in the program. The Admissions Committee will rank all applicants as Accepted, Provisionally Accepted, or Not Accepted.

### Curriculum

Curricular content is reflective of CCNE standards and standards set forth by the professional associations of the nurse practitioner specialty tracks. The program is a sequential locked-step curriculum beginning in the fall semester of each year. The program consists of 35 to 37 credit hours delivered over a five semester part-time course of study. Coursework is completed via a hybrid platform of on-campus and off-campus sessions. Some courses require pre- or co-requisites (see course descriptions). In addition to didactic coursework, students will complete and present their doctoral scholarly project during the last semester of the program as part of their on-campus session requirements. The scholarly project demonstrates the synthesis of concepts and skills learned while enrolled in the program.

### Course Sequence

<b>Semester I (Fall)</b>			
NUR	739	Epidemiology and Population Health in Adv Clin Pract	3
NUR	711	Role of the D.N.P.	2
NUR	721	Scientific Foundations of D.N.P.	3

<b>Semester II (Spring)</b>			
ANE	706	Leadership, Policy & Interdisciplinary Collaboration	3
NUR	732	Adv. Biostatistics for Nursing	3
NUR	737	D.N.P. Scholarly Project I	1

<b>Semester III (Summer)</b>			
NUR	733	Translational Research for D.N.P.	4
NUR	734	Legal & Ethical Issues for Advanced Practice	3
NUR	753	D.N.P. Scholarly Project II	2

<b>Semester IV (Fall)</b>			
NUR	747	Evaluation methods for D.N.P.	3
NUR	803	Residency	4
<b>Semester V (Spring)</b>			
NUR	727	Healthcare Informatics for D.N.P.	3
NUR	807	D.N.P. Scholarly Project III	1-3
<b>Total Credits</b>			<b>35-37</b>

### Progression Requirements

- Students must comply with policies related to the Academic Dishonesty Policy and Civility Policy, failure to do so will prevent progression;
- Doctoral students must obtain a grade of at least B in all courses and maintain a cumulative GPA of 3.0 on a 4.0 point scale to progress in the D.N.P. Program; if a student receives less than a B grade or a cumulative GPA of 3.0, the student may not progress to the next semester;
- Any student who receives a C in a course will be required to repeat the course;
- Any student who receives an F in a course will be dismissed from the D.N.P. Program;
- Students may not begin a new semester with a grade of 'Incomplete' in a course from the previous semester without the permission of the Program Director;
- A student must successfully complete a semester to progress to the next semester;
- Students may not progress in the Program while on a Medical Leave of Absence; and
- A student enrolled in D.N.P. Scholarly Project III who does not complete the seminar requirements by the end of Semester V will get an 'IP' grade; the student will be required to enroll in a one-credit course each additional semester until completion of the D.N.P. Scholarly Project.

### Graduation Requirements

Satisfactory completion of all courses and successful defense of the D.N.P. Scholarly project is necessary for the student to graduate. In addition, a student must have completed all course work with a minimum cumulative GPA of 3.0 on a 4.0 point scale. All requirements for the post-master's D.N.P. must be met within a five year time period from matriculation.

### Transfer of Credits

Acceptance of transfer credits is at the discretion of the program director. A maximum of six graduate credits may be transferred from a regionally accredited or internationally recognized institution of higher education at the time of matriculation. The Program's sequential design and specialty content prevents transfer credit of specialization coursework from outside of the curriculum. Only courses with a final grade of B or higher will be considered for transfer. Transfer credits must meet the criteria established by Barry University.

### Grading Policy

The grading policy for students in the post masters D.N.P. will be as follows:

A	90%-100%
B	80%-89%
C	70%-79%
F	0%-69%

Receipt of a failing grade is cause for dismissal from the Program.

I	=	Incomplete
IP	=	In Progress
Withdrawal from a course after the add/drop period of the semester constitutes a failure.		

Students who are dismissed from the program may re-apply for admission. Readmission is not guaranteed.

An 'I' (Incomplete) grade is not automatically given for absence from class or incomplete work. An 'I' grade will need to be requested in writing by the student to the course instructor when course assignments have not been satisfactorily completed. A substantial portion of the required coursework and assignments/assessments, as determined by the faculty member, should be complete to qualify for an 'I' grade. Students who are granted an 'I' grade in a course must complete all the course requirements by the end of the next semester. An 'I' grade becomes an F if assignments are not completed.

## Course Descriptions

### Nursing; Prefix: NUR

#### 711 Role of the D.N.P. (2)

Emphasis is on the identification of the essentials of the Doctor of Nursing Practice role in preparation for the highest level of nursing leadership and application of evidence based practice. The eight essentials that will be introduced are: scientific underpinnings for practice, organizational and systems leadership for quality improvement and systems thinking, clinical scholarship and analytical methods for evidence-based practice, information systems/technology and patient care technology for the improvement and transformation of health care, health care policy for advocacy in health care, inter-professional collaboration for improving patient and population health outcomes, clinical prevention and population health for improving the nation's health, and advanced nursing practice. Ultimately the course establishes fundamental bases wherein the nurse leader reflects and identifies an area of need in the practice setting. Co-requisite: NUR 721. (Special fee)

#### 721 Scientific Foundations for Doctoral Nursing Practice (3)

This course will explore the development of nursing knowledge and theory, the philosophies of science and epistemologies, their influence on knowledge development for doctoral nursing practice, and strategies for theory development and analysis will be discussed. Co-requisite: NUR 711. (Special fee)

#### 727 Healthcare Informatics for Doctoral Nursing Practice (3)

This course will provide a knowledge and skills base related to information systems/technology to prepare the doctoral practice nurse to apply new knowledge, manage individual and aggregate information, and assess the efficacy of patient care technology appropriate to a specialized area of advanced nursing practice. Computer programs and software relevant to nursing executive leadership, education, research, and practice will be explored. Prerequisite: NUR 711, 721. (Special fee)

#### 732 Adv. Biostatistics for Nursing (3)

Examines statistical concepts and computer applications related to health care, nursing and biomedical research, statistical evaluation and analysis of data. Provides an in-depth examination of both parametric and non-parametric statistics. Specific quantitative perspectives include a wide range of statistical applications to nursing research.

#### 733 Translational Research for Doctoral Nursing Practice (4)

This course focuses on the methodological basis for translational research for the purpose of improving the efficiency and effectiveness of nursing care in diverse practice settings through critical evaluation, synthesis, transference, and application of appropriate evidence-based findings. Students will critically appraise the nature of the evidence for potential inclusion in the D.N.P. Scholarly project. Prerequisites: NUR 711, 721. (Special fee)

#### 734 Legal & Ethical Issues for Advanced Practice nursing (3)

This course offers doctoral students an in depth examination of select healthcare laws and ethical principles and the impact these have on healthcare delivery and advanced nursing practice. Case studies will be used to illustrate how

the principles of ethics can guide the decision making process when clinical, research, and practice management dilemmas arise. Emphasis is placed on ethical and legal issues in practice, scholarly work and research. Exploration of selected topics will provide a practical and applicable framework to analyze the many complex issues and competing interests that arise in the modern healthcare industry.

737 D.N.P. Scholarly Project I (1)

This seminar will focus on guiding the student through the organization of the D.N.P. Scholarly project proposal. Emphasis is on the commitment to a clinical practice issue appropriate to the D.N.P. Scholarly project. Course content will include the process of data exploration and substantiating and refining the rationale for issue selection, population, and particular setting. The D.N.P. Scholarly Project includes translation of research in the clinical setting resulting in the potential for change in practice or outcome analysis. (Special fee)

739 Epidemiology and Population Health in Advanced Clinical Practice (3)

This course is a study of the fundamental principles of epidemiology and the application of epidemiological measurement and analysis in assessing the health needs and outcomes of communities and populations. Students will focus on health promotion, risk screening, disease prevention, and social determinants of health. Clinical strategies and interventions used by the advanced practice nurse are examined, analyzed, and critiqued using research methods and theoretical data.

747 Evaluation Methods for Doctoral Nursing Practice (3)

The content of this course is focused on methods of inquiry for the systematic appraisal of nursing practice/health care programs. Utilization of outcomes for decision-making, implementation, accountability, and improvement in nursing and health care is included. Prerequisite: NUR 737. (Special fee)

753 D.N.P. Scholarly Project II (2)

This seminar will focus on data exploration for the organization and refinement of all aspects of the D.N.P. Scholarly project design, implementation, and evaluation. Course content includes preparation for Project proposal defense. (CR/NC only) (Special fee)

803 Residency (4)

This course will focus on the integration of knowledge of nursing theory, informatics, translational research, epidemiologic trends, ethical/legal principles, outcome evaluations, healthcare systems, and economics into an advanced clinical practice setting. In consultation with the D.N.P. faculty advisor, students will select an area of clinical practice and will implement their D.N.P. Scholarly project through a 250 hour clinical residency. Prerequisite: NUR 760. (CR/NC only) (Special fee)

807 D.N.P. Scholarly Project III (1-3)

This course will focus on the continuous application of advance knowledge and skills attained during the D.N.P. coursework and Residency. This intensive clinical experience of 250 clinical hours will enable the doctoral student to refine and critically appraise the D.N.P. Scholarly project and prepare for dissemination of findings. Prerequisite: NUR 803. (Possible continuous matriculation) (CR/NC only) (Special fee)

## Course Descriptions

### Anesthesiology: Prefix: ANE

706 Leadership, Policy, & Interdisciplinary Collaboration (3)

Study of the use of select leadership skills in the administration of healthcare organizations. A comprehensive overview of the components of the U.S. health care system, theories of change, political influences on practice, group/team process, and communication patterns will be presented to foster development of negotiation skills. The course will also integrate the conceptual methodologies underlying health care policy development and implementation. Students will gain the skills necessary to analyze, synthesize, and enact healthcare policy in organizations and wider public venues.

## Course Descriptions

### Health Services Administration; Prefix: HSA

#### 535 Applied Biostatistics (3)

This course provides a survey of fundamental statistical concepts and applied techniques related to the practice of health services management. Methods of data collection, management, presentation, and descriptive and inferential statistics are included in this course, as well as basic research methodology theory applied to Public Health and Health Services. Theoretical concepts, as well as the descriptive and analytic research methods that are used by the main disciplines engaged in research and evaluation of health status and health services are also included.

## Post Baccalaureate Doctor of Nursing Practice (DNP) with Specialization in Anesthesiology

Rebecca Lee, DNP, CRNA, Program Director

### Program Overview

The Post Baccalaureate Doctor of Nursing Practice (DNP) with a specialization in anesthesiology program is a practice-focused doctoral program. The program prepares registered nurses with a bachelor's degree, a strong science background, and critical care nursing experience for advanced nursing practice in the specialty of anesthesiology. In this thirty-six month technologically-enhanced and residency designed program, students complete more than 1000 hours of didactic or classroom instruction and approximately 3,500 hours of clinical instruction at Barry's partner health care affiliations in five clinical regions of Florida. Students graduate with the specialized knowledge, skills, and judgement needed to administer anesthesia in a variety of settings to patients of all ages after passing the National Certification Examination for Certified Registered Nurse Anesthetists (CRNA). The curriculum is lockstep encompassing a total of 86 credits for completion. The Program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs, 222 South Prospect Avenue, Suite 304, Park Ridge, IL 60068, and (847) 692-7050.

### Philosophy and Mission

The **Graduate Nursing** programs embrace the core commitments and values expressed in the University Mission, which includes providing the highest academic standards in graduate and professional education. The programs provide educational experiences which are transformative and inclusive by building on the knowledge, skills and values of the baccalaureate-prepared nurse. The faculty support a scholarly approach to the discipline and a commitment to advancing the profession. The programs seek to educate advance practice nurses and scholar/scientists who honor and respect human dignity and who are prepared to serve as senior level nurses in key leadership positions that influence health care delivery locally, nationally and globally.

### Mission for the Anesthesiology Program

The anesthesiology programs additionally seek to provide curricula that prepare advanced practice registered nurses (APRNs) at the doctoral level to deliver safe, competent, and ethical anesthesia and anesthesia-related care to patients for diagnostic, therapeutic, and surgical procedures. The curricula are designed to cover the full scope of nurse anesthesia practice with the following focal areas: patient safety, perianesthesia care, critical thinking, communication and leadership, and the professional role of the certified registered nurse anesthetist (CRNA).

### General Goals:

The goals of the DNP in Anesthesiology Program for baccalaureate-prepared Registered Nurses support the Mission and Core Commitments of Barry University and the Mission and Goals of the College of Nursing and Health Sciences.

### Program Goals

1. Create a practice environment for entry into practice as nurse anesthesia professionals at the practice-doctoral level to provide safe, competent and ethical care to patients within the full scope of practice.
2. Prepare graduates to engage in scholarship and life-long learning in order to improve the quality of therapeutic and anesthetic care and to advance the specialty of nurse anesthesia.

3. Engage graduates to assume leadership roles in the healthcare policymaking and advocacy process in order to promote social justice and to improve access to quality healthcare.

### Student Learning Outcomes

The terminal objectives of the DNP in Anesthesiology Program correlate with the six domains of the Graduate Standards as set forth by the Council on Accreditation of Nurse Anesthesia Educational Programs as follows:

- I. Patient Safety
- II. Perianesthesia
- III. Critical Thinking
- IV. Communication
- V. Leadership
- VI. Professional Role

Upon successful completion of the DNP in Anesthesiology Program, the graduate shall have acquired the knowledge, skills and competence in these domains as evidenced by the ability to:

- I. **Patient Safety**
  - a. Incorporate measures into therapeutic and anesthetic plans of care that promote patient safety and prevent iatrogenic complications, including comprehensive equipment check.
  - b. Remain vigilant in the delivery of therapeutic and anesthetic care.
  - c. Refrain from engaging in activities that abandon or minimize vigilance while delivering direct therapeutic and anesthetic care.
- II. **Perianesthesia**
  - a. Deliver individualized and culturally competent care to patients across the lifespan and throughout the therapeutic and perianesthetic continuum.
  - b. Perform a comprehensive history and physical assessment and incorporate differential diagnoses into therapeutic and anesthetic plans of care.
  - c. Administer and manage therapeutic and anesthetic care to patients with a variety of physical conditions and for a variety of surgical and medically related procedures.
  - d. Demonstrate knowledge and skills in resuscitative care as evidenced by BLS, ACLS and PALS recognition by the American Heart Association.
- III. **Critical Thinking**
  - a. Apply scientific knowledge and evidence-based principles to decision-making and problem-solving processes in the delivery of therapeutic and anesthetic care.
  - b. Perform an assessment and formulate a plan of care prior to providing therapeutic and anesthetic care.
  - c. Formulate diagnoses based on the interpretation and utilization of data, including data from noninvasive and invasive monitoring modalities, during the delivery of therapeutic and anesthetic care.
  - d. Recognize, evaluate, and appropriately manage physiological responses and complications that occur during the delivery of therapeutic and anesthetic care.
  - e. Recognize and appropriately manage anesthetic equipment-related malfunctions.
  - f. Calculate, initiate, and manage fluid and blood component therapy for patients across the lifespan undergoing a variety of surgical and therapeutic procedures.
  - g. Incorporate new practice approaches to therapeutic and anesthetic care through the analysis of science-based theories and concepts.
  - h. Pass the national certification exam for nurse anesthesia professionals in accordance to the policies and procedures of the certifying entity.
- IV. **Communication**
  - a. Utilize interpersonal and communications skills that result in the effective exchange of information and collaboration with other healthcare professionals, including comprehensive, timely, accurate, and legible healthcare records.

- b. Utilize interpersonal and communication skills that result in the effective exchange of information and collaboration with patients and their families.
- c. Provide therapeutic and anesthetic care in a manner that maintains the dignity and privacy of patients while maintaining confidentiality in the delivery of inter-professional care.
- d. Utilize interpersonal and communication skills that ensures continuity of care and patient safety during the transfer of responsibility for care of the patient to other qualified providers.
- e. Utilize interpersonal and communication skills that effectively educate and guide patients through complex health and situational transitions.

**V. Leadership**

- a. Provide leadership in a manner that integrates critical and reflective thinking that facilitates inter- and intra-professional collaboration.

**VI. Professional Role**

- a. Interact on a professional level with integrity and in accordance with the ANA Code of Ethics and the Code of Ethics for the CRNA.
- b. Apply ethical principles to the decision-making process in the delivery of therapeutic and anesthetic care.
- c. Function within legal and regulatory requirements in the delivery of therapeutic and anesthetic care.
- d. Incorporate knowledge of wellness and chemical dependency into practice, including the duty to be appropriately rested and fit to provide therapeutic and anesthetic care
- e. Accept responsibility and accountability for practice.
- f. Utilize information systems and current technology to support and improve patient care and integration in healthcare delivery.
- g. Utilize sound and ethical business practices in the delivery of therapeutic and anesthesia services.
- h. Analyze, evaluate and advocate for healthcare policy changes to promote social justice and improve access to quality patient care to the underserved.
- i. Participate in education and training of student nurse anesthesia professionals that promote the advancement of the nurse anesthesia specialty.
- j. Participate in scholarship and professional activities that promote the advancement of the nursing profession.
- k. Function as a role model to mentor and support other Registered Nurses to uphold excellence in nursing practice.

In accordance with The Essentials of Doctoral Education for Advanced Practice Nursing of the American Association of Colleges of Nursing (AACN), 2006, the faculty identified the following expected outcomes of each student at the completion of the DNP Program. Essentials 1-8 are foundational: I. Scientific Underpinnings of Practice; II. Organizational and Systems Leadership; III. Clinical Scholarship and Analytical Methods; IV. Information Systems/Technology; V. Health Care Policy/Advocacy; VI. Interprofessional Collaboration for Improving Patient and Population Health; VII. Clinical Prevention and Population Health; and VIII. Advanced Nursing Practice.

All graduates will be able to:

1. Synthesize, integrate, and apply nursing science with knowledge from the arts and sciences, and clinical expertise to delivery nursing and health care services to diverse populations (Advanced Practice; Leadership; Clinical Scholarship).
2. Assume leadership roles in the evaluation, design, organizations, and improvement of health care delivery (Advanced Practice Leadership; Clinical Scholarship).
3. Discover, integrate, connect, disseminate, and translate research across disciplines to reduce risk, promote safety, and enhance quality in clinical practice (Advanced Practice; Leadership; Clinical Scholarship).
4. Use technology resources and demonstrate information and data literacy to manage complex health care decisions and advance quality of care (Information Systems/Technology; Advanced Practice Leadership; Clinical Scholarship).
5. Advocate for changes in healthcare policy formation, financing, regulation and practice to remediate health disparities locally and globally (Leadership; Professionalism; Advocacy).
6. Employ effective communication and interdisciplinary collaboration skills to solve complex problems, facilitate change, and promote improved quality of care in organizations (Interdisciplinary Collaboration for Improving Patient and Populations Outcomes; Advanced Practice Leadership).



7. Develop, implement, and evaluate evidence-based clinical prevention and population health services for individuals and groups (Clinical Prevention and Population Health; Scientific Underpinnings for Practice). Engage in safe, effective, and efficient advanced nursing practice within a defined specialization (Advanced Practice; Leadership; Advocacy).

### Admission Requirements

Application requirements reflect criteria for admission set forth by the Council on Accreditation of Nurse Anesthesia Educational Programs and Barry University. Candidates are selected for admission on the basis of high promise for program completion and academic success in graduate education. These include:

- A baccalaureate or graduate degree, granted by a regionally accredited or internationally recognized college or university in nursing or an appropriate science. Official transcripts from all colleges and universities attended must be submitted directly to Barry University.
- Graduation from an accredited School of Nursing and a current, unrestricted license as a professional registered nurse in the United States. Out-of-state applicants must be eligible for endorsement by the Florida Board of Nursing. An unrestricted Florida license must be received prior to starting the Program and maintained throughout enrollment in the Program.
- A minimum of one year, full time clinical experience as a registered nurse in a critical care setting within the last three years. Clinical experience should be direct hands on patient care. The “critical care setting” is not limited to a specific work area. However, the complexity of the patient population’s health problems should be routinely require non-invasive and invasive monitoring, continuous pharmacologic infusions, and mechanical ventilation. Other desired skills are outlined in the Program application form. The critical care certification for registered nurses (CCRN) serves as evidence of required knowledge and experience, and is highly recommended.
- Current certification in Basic Life Support (BCLS), Advanced Cardiac Life Support (ACLS), and Pediatric Advanced Life Support (PALS).
- A minimum grade point average (GPA) of 3.0 on a 4.0 scale. Deference is given to the last sixty hours of undergraduate work. Applicants with a master’s degree from a regionally accredited college or university will have their graduate GPA included for admission consideration.
- Official satisfactory scores, as determined by the Admissions Committee, from the Graduate Record Examination (GRE) taken within five years of application. GRE scores are evaluated in the context of the overall application package submitted by the applicant.
- Successful completion (grade B or better) of: one college chemistry course with laboratory component. The course (not laboratory component) must have been taken within five years of beginning the Program. Organic chemistry or biochemistry is strongly preferred. In addition, one previous additional science/mathematics course (examples include: anatomy, physiology, pharmacology, physics, genetics, statistic, algebra) is required.
- Two references from health care professionals who are knowledgeable of the applicant’s academic potential and clinical aptitude.
- Documentation of the understanding of the role of the nurse anesthetist with an essay submission in APA format. Applicants are required to arrange an observation of and discussion with a certified registered nurse anesthetist (CRNA), and document this observation.
- Attendance at a personal interview at the invitation of the Program’s Admission Committee. This interview is required for admission.
- International applicants must meet all requirements for international applicants listed in the general admissions section of the graduate catalog.
- Applicants may be required to fulfill specific prerequisites or other conditions of admission prior to an admission decision.

Admission is on a competitive basis for a limited number of positions. As a result, applicants may meet minimum admission requirements, but may not be selected for a personal interview or admission. At the time of interview, applicants must be prepared to affirm that they have sufficient financial resources and/or planning sufficient to complete the program of study without reliance on outside employment (See Graduate Catalog section for tuition and fees). Applicants are advised to contact the Office of Financial Aid to investigate funding options at the time they are considering submission of their application package.

All applicants must affirm and attest to sound physical health, emotional stability, and personal integrity that will enable them to successfully complete the educational program, comply with criteria for nursing licensure, and adhere to

American Association of Nurse Anesthetist's professional codes of conduct and practice. Applicants must affirm and attest that they are free of addiction to substances of abuse, are not restricted in their practice of nursing or under investigation by any Board of Nursing, and are willing to adhere to Drug Free Workplace policies and procedures of affiliate clinical training sites, to include submission to randomized drug testing and/or testing for cause and upon Program demand.

At the time of application, all applicants will be made aware of the capabilities required to become a Certified Registered Nurse Anesthetist and will be provided with the list of Core Performance Standards for admission, progression, and graduation from the Program. When applying to the Program, all applicants must declare that they are unaware of any deficits which would prevent them from functioning as a CRNA. The Core Performance Standards address the following required capabilities: the ability to observe and communicate, physical capabilities and motor skills, cognitive skills and intellectual capabilities, decision making skills, and behavioral and social attributes.

Applicants who wish to defer an invitation for admission or withdraw from the program and desire readmission must submit a written request to the College of Nursing and Health Sciences Admissions Office and the Chair of the Program's Readmissions Committee. Admission to a previous matriculating year does not guarantee admission to a new start term. Those applicants will be considered for admission along with the applicant pool for the requested start term. Additional credentials might be required to update their application.

### **Admission Process**

All application materials must be complete and be received by the College of Nursing and Health Sciences Admissions Office by November 1 for admission to the Program at the start of the summer semester in May. Applications received after November 1 will be considered on a space available basis.

Application materials should be requested directly from the College of Nursing and Health Sciences Admissions Office by calling 305-899-3379 or 800-756-6000 extension 3379. Only those candidates with a completed application package on file, inclusive of all documentation noted above, will be considered for admission. The above criteria are evaluated as a composite package, serving as an indicator of predictive success in the program. The Admissions Committee will rank all applicants as Accepted, Provisionally Accepted, or Not Accepted. Upon the start of the Program, accepted candidates are required to possess a notebook computer with specified software which conforms to criteria established by the Program. Applicants are advised that portions of the didactic coursework are web-based and also provided in conjunction with telecommunications or video teleconferencing instructions. Candidates should possess basic computer literacy skills, including the use of word-processing, Windows operating systems, electronic mail, and navigation of Internet applications.

### **Curriculum Description**

The curriculum is reflective of a program of graduate education that provides for intense and analytic exploration of the basic medical sciences, clinical anesthesiology, professional practice, technological applications, advanced practice nursing and research methodology. The Program is designed as a continuous (no semester breaks) and sequential program spanning thirty six (36) months and totaling eighty-six (86) semester credit hours. Phase I of the Program (semesters one and two) are offered in a blended distance learning format with web-conferencing synchronous and asynchronous sessions. On site classroom orientation begins in Phase II (semester three) of the Program. Affiliated clinical sites are located throughout the state of Florida. The names of current affiliated clinical sites can be obtained from the Program's office by calling 305-899-3230 or 800-756-6000 extension 3230. Nurse Anesthesia Residents are assigned to an affiliated clinical training cohort at the start of the program. Reassignment may be required to meet the needs of the student, program, and/or clinical sites. Clinical instruction is incorporated through progressive practica throughout all nine semesters. Clinical practica consist of simulation learning activities, in-service education presentations, morbidity and mortality case conferences, clinical instruction, and supervised clinical practice. Course sequencing is critical to the educational program. All applicants must attend a mandatory program orientation.

### **Progression Requirements**

A student shall not be permitted to progress in the Program

1. While on Medical Leave of Absence; or
2. With a grade of "Incomplete" in a didactic course from the previous semester.

In addition, a Student shall not be permitted to progress to the following semester and shall be dismissed from the Program for any of the following:

1. Earning a cumulative GPA below 3.0 at the completion of any academic semester and failing to achieve a minimum cumulative GPA of 3.0 at the conclusion of the following semester;
2. Earning more than two (2) semester credit hours with a grade of C in Clinical Practicum I through IV;
3. Failing to earn a grade of B or higher in Clinical Practicum V, VI, and VII;
4. Receiving an "Incomplete" grade in a Clinical Practicum course and failing to begin and successfully complete the Clinical Practicum course during the immediately following semester; or
5. Receiving a failing grade of F in any course.

The Academic Dishonesty Policy described in the Policies and Procedures section of the graduate catalog is strictly adhered to.

### Graduation Requirements

In order to be eligible for graduation from the Program, the Student must:

1. Satisfactorily complete all Program degree requirements as confirmed by the Dean, including but not limited to all didactic and clinical courses and rotations, the final comprehensive examination or Self Evaluation Examination (SEE), and all clinical requirements;
2. Complete all course work with a minimum cumulative GPA of 3.0 (grade B), no more than two (2) semester credit hours with a grade of C in Clinical Practicum I through IV, and a grade of B or higher in Clinical Practicum V, VI, and VII;
3. Comply with all of the policies and procedures of the Program, the University, and the College of Nursing and Health Sciences at all times and within the applicable timeframes.

### Grading Policy

The grading policy for students in the Program will be as follows:

A	90-100%
B	80-89%
C	70-79%
F	0-69%

Receipt of a failing grade is cause for dismissal from the Program.

### Transfer Credits

The policy for transfer credits follows the Graduate Catalog for the College of Nursing and Health Sciences. The Program's sequential design and specialty content prevents transfer credit from coursework outside of the curriculum. Applicants who seek admission and transfer from another accredited program of nurse anesthesia education must submit a written letter of recommendation from the Program Director of the applicant's former school.

### Course Sequence

\*Distance learning

Course #	Course Name	Credits	Contact hours
<b>Semester 1</b>	<b>Phase I (blended distance learning)</b>		
NUR 711	*Role of the DNP	2	30
NUR 741	*Epidemiology and Biostatistics	3	45
NURA 678	*Advanced Health Assessment & Differential Diagnosis	3	45
ANE 525A	*Professional Aspects of Nurse Anesthesia	1	15
		9	

<b>Semester 2</b>			
ANE 610	*Physical Sciences of Anesthesiology	3	45
NUR 721	*Scientific Foundation of the DNP	3	45
NUR 727	*Healthcare Informatics for the DNP	3	45
NUR 734	*Legal & Ethical Issues for Advanced Practice Nursing	3	45
<b>Total</b>			<b>12</b>

<b>Semester 3 Phase II (on campus sessions)</b>			
ANE 614	General Principles of Anesthesia	4	60
NUR 510	Advanced Pathophysiology	3	45
NUR 618	Scientific Foundations of Advanced Pharmacology	1	15
ANE 617	Advanced Pharmacology for Anesthesia Practice	3	45
ANE 602	Clinical Practicum I	2	30
<b>Total</b>			<b>13</b>

<b>Semester 4</b>			
ANE 619	Advanced Pathopharmacology for Anesthesia Practice I	4	60
ANE 615	Advanced Principles of Anesthesia: Special Populations	3	45
ANE 634	Advanced Principles of Anesthesia: Acute & Chronic Pain Management	3	45
ANE 604	Clinical Practicum II	2	30
<b>Total</b>			<b>12</b>

<b>Semester 5</b>			
ANE 621	Advanced Pathopharmacology for Anesthesia Practice II	4	60
ANE 636	Advanced Principles of Anesthesia: Pediatrics	2	30
ANE 625	Advanced Principles of Anesthesia: Obstetrics	2	30
NUR 733	*Translational Research for DNP	4	60
ANE 623	Clinical Practicum III	2	30
<b>Total</b>			<b>14</b>

<b>Semester 6 Phase III (Scholarly Project)</b>			
NUR 737	*DNP Scholarly Project I	2	30
ANE 642	Advanced Principles of Anesthesia: Cardiovascular & Thoracic	3	45
ANE 706	*Leadership, Policy & Interdisciplinary Collaboration	3	45
ANE 605	Clinical Practicum IV	1	15
<b>Total</b>			<b>9</b>

<b>Semester 7</b>			
NUR 753	*DNP Scholarly Project II	2	30
ANE 650	Anesthesia Seminar I	2	30
ANE 712	*Finance & Business Management in Anesthesia Practice	3	45
ANE 630	Clinical Practicum V	1	15
<b>Total</b>			<b>8</b>

<b>Semester 8</b>			
ANE 750	*Anesthesiology Scholarly Project	2	30
ANE 670	Anesthesia Seminar II	2	30
ANE 660	Clinical Practicum VI	1	15
<b>Total</b>			<b>5</b>

<b>Semester 9</b>			
ANE 724	*Perioperative Safety, Risk Reduction & Outcomes	3	45
ANE 680	Clinical Practicum VII	1	15
		4	
CMP 699	Comprehensive Final Examination	0	
<b>Total</b>			<b>86</b>

### Course Descriptions

#### Prefix: ANE

##### 525A Professional Aspects of Nurse Anesthesia (1 credit)

An overview of the development of anesthesiology as an advanced practice nursing specialty. Emphasis is placed on those factors that shape the practice environment of the nurse anesthetist: U.S. legal system, bioethics, professional standards, global health issues, multiculturalism, and the concept of caring.

##### 602 Clinical Practicum I (2 credits)

This course focuses on student simulation experiences and class discussions in conjunction with in-hospital observation experiences. Applications of concepts gleaned from Basics of Anesthesiology are integrated throughout the Practicum Competencies. An emphasis on patient safety and vigilance, perianesthesia topics of pre-operative evaluation, comprehensive equipment check and prevention of iatrogenic complications for general anesthesia are explored. Experiential learning reflects upon the construction of care plans and bridging of skills and knowledge taught in Basic Principles of Anesthesiology.

##### 604 Clinical Practicum II (2 credits)

This is the second in a series of seven (7) courses. This course builds upon the clinical knowledge and foundational concepts developed in Clinical Practicum I and in-hospital experiences. Applications of clinical concepts specific to obstetrical anesthesia, regional anesthesia and pain management of these patients are fundamentally explored through simulation and hands on workshops. Students begin to incorporate evidence based research practices in the clinical arena. An emphasis is placed on patient safety and vigilance, culturally competent care of the patient throughout the perianesthesia continuum, interpersonal communication and integration of critical and reflective thinking of an anesthesia provider.

## 605 Clinical Practicum IV (1 credit)

This is the fourth in a series of (7) seven courses. This course builds upon the didactic and clinical principles and skills learned in Semesters I, II, and III and integrates the scientific and anesthetic principles introduced in didactic courses during Semester IV. Students use critical thinking skills and best practices in the synthesis and correlation of didactic information to the clinical practice of nurse anesthesia. Students develop, implement, and evaluate anesthesia care plans for all patient populations based on best evidence. Clinical experiences focus on anesthesia care of ASA I through IV patients across the lifespan undergoing elective and emergency surgical and diagnostic procedures. Emphasis on advanced health assessment and differential diagnosis, specialty surgical procedures, insertion of invasive pressure monitoring catheters, advanced airway management and safety and vigilance. Incorporates simulation and focuses upon culturally competent care of the patient throughout the perianesthesia continuum.

## 610 Physical Sciences of Anesthesiology (3 credits)

This course focuses on the concepts of general, organic and biochemistry and their application and interrelationships to the understanding of basic physiologic and pharmacologic principles in anesthesiology. Modern concepts in physics related to the delivery of general anesthesia are delineated. In this course, the student will gain an extensive understanding of the synergic relationship of the principles of anesthesiology as it relates to the scientific foundations of biochemistry and physics

## 614 General Principles of Anesthesia (4 credits)

This course introduces the nurse anesthesia student to concepts that are necessary to formulate a plan and implement a safe and individualized anesthetic in the perioperative setting. The focus of the course includes: preparation of the anesthetizing environment; patient assessment; physiologic monitoring; anesthetic techniques; prevention of complications; utilization of anesthesia equipment; pharmacologic agents; fluid and electrolyte monitoring; communication and documentation; formulation of an anesthesia care plan and evaluation.

## 615 Advanced Principles of Anesthesia: Special Populations (3 credits)

This course focuses on the advanced principles of anesthesia care for patients undergoing unique surgical, diagnostic and therapeutic procedures with an interdisciplinary and collaborative approach. Emphasis is placed on the pre-operative assessment, clinical management, and technology and monitoring of patients for specialty cases. Content includes anesthesia in emergencies and settings outside of the traditional surgical suites.

## 617 Advanced Pharmacology for Anesthesia Practice (3 credits)

This course is designed to follow NUR 618 and provides the third semester anesthesia student with the necessary education in the advanced pharmacology of the primary agents used in anesthetic practice. Building on previously learned scientific knowledge of the general principles of pharmacology, this course provides an in-depth study of physiologic and pharmacotherapeutic principles and agents used in anesthesia including the inhalational and intravenous anesthetic agents and adjuncts, opioids, local anesthetics, and the cholinergic agonists and antagonists. In addition, other important anesthetic concepts such as the gas laws, acid-base chemistry, and selection criteria of the anesthetic agents will be discussed.

## 619 Advanced Pathopharmacology for Anesthesia Practice I (4 credits)

This course is the first of a two (2) semester sequence in pathopharmacology and provides an in-depth systems approach to pathophysiology and the pharmacotherapeutic agents used to treat specific disease states with an emphasis on their impact in anesthesia practice. Building on previously learned scientific knowledge, this course provides an in-depth study of human disease states and pharmacotherapeutic principles and agents used in the treatment of cardiovascular, pulmonary and central nervous system disorders. In addition, other important pathophysiologic topics such as shock and burns will be discussed and their anesthetic relevance explored.

## 621 Advanced Pathopharmacology for Anesthesia Practice II (4 credits)

This course is the second of a two (2) semester sequence in pathopharmacology and provides an in-depth systems approach to pathophysiology and the pharmacotherapeutic agents used to treat specific disease states with an emphasis on their impact in anesthesia practice. Building on previously learned scientific knowledge, this course provides an in-depth study of human disease states and pharmacotherapeutic principles and agents used in the

treatment of movement, endocrine, hematologic, renal, gastrointestinal, cancer and infective disorders. In addition, other important pathophysiological topics such as nutrition, and pregnancy will be discussed together with relevant pharmacotherapy and their anesthetic relevance.

**623 Clinical Practicum III (2 credits)**

This is the third in a series of seven (7) courses. This course builds upon the clinical knowledge and foundational concepts developed in Clinical Practicums I and II and in-hospital experiences. Applications of clinical concepts specific to cardiovascular and thoracic anesthesia, neurosurgical anesthesia and more advanced anesthesia specialty cases are fundamentally explored through simulation and hands on workshops. Students begin to incorporate evidence based research practices in the clinical arena. An emphasis is placed on patient safety and vigilance, culturally competent care of the patient throughout the perianesthesia continuum, interpersonal communication and integration of critical and reflective thinking of an anesthesia provider.

**625 Advanced Principles of Anesthesia: Obstetrics (2 credits)**

This course introduces the nurse anesthesia student to the theoretical and practical principles that are necessary to formulate a plan and implement a safe and individualized anesthetic to the obstetric population. The focus of this course includes: patient assessment, anesthetic techniques and monitoring for the parturient, pharmacologic agents, fluid management, prevention of complications, communication with the parturient and family, and formulation of an anesthesia care plan and evaluation. A special emphasis is placed on recognizing, evaluating and appropriately managing physiological responses and complications that occur during the delivery of anesthesia care for the parturient.

**630 Clinical Practicum V (1 credit)**

This is the fifth in a series of seven (7) courses. This course builds upon the didactic and clinical principles and skills learned in Semesters I, II, III, and IV and integrates the scientific and anesthetic principles introduced in didactic courses during Semester V. Students use critical reasoning skills, best practices and reflective thinking in the synthesis and correlation of didactic information to the clinical practice of nurse anesthesia. Students develop, implement, and evaluate anesthesia care plans for all patient populations based on best evidence. Clinical experiences focus on anesthesia care of ASA I through IV patients across the lifespan undergoing elective and emergency surgical and diagnostic procedures. Emphasis on acute and chronic pain management and crisis resource management. Incorporates simulation with a focus on safety, vigilance and culturally competent care of the patient throughout the perianesthesia continuum.

**634 Advanced Principles of Anesthesia: Acute and Chronic Pain Management (3 credits)**

This course focuses on the theoretical and practical considerations involved in the administration and management of acute and chronic pain patients in the perioperative anesthesia environment. Multi-modal pain therapies and associated anatomy, physiology and pharmacology are reviewed and applied. Advanced regional anesthesia concepts and ultrasound techniques are integrated with principles of pain transmissions, chemical mediators and peripheral nerve blockade.

**636 Advanced Principles of Anesthesia: Pediatrics (2 credits)**

This course presents the theoretical and practical principles of anesthetic management of the pediatric population. There will be an emphasis on the examination of the anatomical and physiological transitions from birth to teenage years. Relevant pediatric disease states will be addressed and anesthetic implications studied. Students will learn the significance of a comprehensive history and physical, perioperative anesthetic management, and prevention of iatrogenic complications as it relates to the pediatric patient.

**642 Advanced Principles of Anesthesia: Cardiovascular & Thoracic (3 credits)**

This course entails the study of advanced principles of anesthesia care for patients undergoing cardiac, vascular, pulmonary and other thoracic procedures. An emphasis on assessment, clinical management and anesthesia equipment and technology is presented. The course content includes on and off bypass procedures, transesophageal echocardiography, one-lung ventilation techniques and minimally invasive cardiovascular and thoracic procedures. Course content builds upon knowledge of normal and altered cardiac and respiratory physiology and pharmacology of vasoactive anesthetics.

## 650 Anesthesia Seminar I (2 credits)

This is the first in a series of two (2) clinical correlation courses. Selected topics and case studies will be applied in an advanced study of scientific principles, principles of therapeutics, and principles of anesthesia practice in order to further develop critical thinking skills and to foster continued integration of theoretical knowledge into clinical practice. Recognition of culturally diverse populations and the influence on care throughout the perioperative environment is considered. This course reviews comprehensive topics encountered on the National Certification Examination (NCE).

## 660 Clinical Practicum VI (1 credit)

This is the sixth in a series of seven (7) courses. This course builds upon the didactic and clinical principles and skills learned in Semesters I, II, III, IV, and V and integrates the scientific and anesthetic principles introduced in didactic courses during Semester VI. Students use critical reasoning skills and best practices in the synthesis and correlation of didactic information to the clinical practice of nurse anesthesia. Students develop, implement, and evaluate anesthesia care plans for all patient populations based on best evidence. Clinical experiences focus on anesthesia care of ASA I through IV patients across the lifespan undergoing elective and emergency surgical and diagnostic procedures. Emphasis on therapeutic and technological advances in anesthesia practice. Incorporates simulation and builds upon the skills sets of interpersonal communication.

## 670 Anesthesia Seminar II (2 credits)

This is the second in a series of two (2) clinical correlation courses. Selected topics and case studies will be utilized in an advanced study of scientific principles, principles of therapeutics, and principles of anesthesia practice in order to further develop critical thinking skills and to foster continued integration of theoretical knowledge into clinical practice. This course reviews comprehensive topics encountered on the National Certification Examination (NCE).

## 680 Clinical Practicum VII (1 credit)

This is the seventh in a series of seven (7) courses. This course builds upon the didactic and clinical principles and skills learned in Semesters I through VI. Students use critical thinking skills and best practices in the synthesis and correlation of didactic information to the advanced practice of nurse anesthesia. Students develop, implement, and evaluate comprehensive anesthesia care plans for all patient populations based on best evidence. Clinical experiences focus on anesthesia care of all patient populations undergoing a wide variety of diagnostic, surgical, and therapeutic procedures. Students develop foundational skills of ultrasound techniques for peripheral nerve blocks. Student teaching and mentorship opportunities are integrated in the simulation lab. In addition, this course provides the third year student with opportunities to further explore the role of the DNP through the synthesis and application of advanced principles regarding patient safety, risk reduction, healthcare law, healthcare policy, and bioethics for anesthesia practice.

## 706 Leadership, Policy &amp; Interdisciplinary Collaboration (3 credits)

Study of the use of select leadership skills in the administration of healthcare organizations. A comprehensive overview of the components of the U.S. health care system, theories of change, political influences on practice, group/team process and communication patterns will be presented to foster development of negotiation skills. The course will also integrate the conceptual methodologies underlying health care policy development and implementation. Students will gain the skills necessary to analyze, synthesize, and enact healthcare policy in organizations and wider public venues.

## 712 Finance &amp; Business Management in Anesthesia Practice (3 credits)

This course builds upon an understanding of leadership and health organizational structure to examine the financial and business aspects of healthcare practice as they relate to the delivery of anesthesia services and social justice. Exploration of basic economic theory, healthcare financing and reimbursement, cost/benefit analysis, and entrepreneurship.

## 724 Perioperative Safety, Risk Reduction &amp; Outcomes (3 credits)

This course explores the theoretical and practical foundation of medical errors, patient safety, perioperative risk reduction, and quality improvement. A comprehensive overview of the human factors involved in errors, crew resource management techniques, simulation, and the impact of the team performance on safety is presented. This



course will also integrate the theories, methods, and statistical tools underlying the quality improvement process. Students will gain the skills needed to design, implement and evaluate evidence-based practices that reduce risk and promote safety in their areas of practice.

750 Anesthesiology Scholarly Project (2 credits)

Completion and formal presentation of the scholarly project begun in Scholarly Projects I and II that demonstrates synthesis of the student's work. The project will require students to engage in scholarly inquiry to analyze, evaluate, and/or transform a relevant aspect of nurse anesthesia clinical practice. Dissemination of the student's scholarly work is culminated by the oral podium presentation and poster presentation of the DNP Scholarly Project.

**Prefix: NUR**

510 Advanced Pathophysiology (3 credits)

This is a required course for students in the RN-to-BSN program and a core course for students in the nurse practitioner and nursing education specialization tracks. A system-focused approach delves into normal physiological processes and pathological changes that affect homeostasis of individuals including changes associated with individuals of different ethnic/racial origins, genders, and which occur across the lifespan. This knowledge provides the foundation for clinical assessment, decision making, and disease management.

618 Scientific Foundations of Advanced Pharmacology (1 credit)

This course is designed to provide the basic pharmacologic concepts and foundations necessary for the studies of advanced pharmacology. Covered topics include pharmacodynamics, pharmacokinetics, pharmacogenetics, and pharmacoconomics, and their importance in the selection of proper pharmacotherapeutics and patient safety. In addition, the basic concepts of drug interactions and adverse reactions will be discussed together with pertinent examples and techniques to minimize potential risks to patient safety.

711 Role of the DNP (2 credits)

Emphasis is on the identification of the essentials of the Doctor of Nursing Practice role in preparation for the highest level of nursing leadership and application of evidenced based practice. The eight essentials that will be introduced are scientific underpinnings for practice, organizational and systems leadership for quality improvement and systems thinking, clinical scholarship and analytical methods for evidenced based practice, information systems/technology and patient care technology for the improvement and transformation of health care, health care policy for advocacy in health care, inter-professional collaboration for improving patient and population health outcomes, clinical prevention and population health for improving the nation's health, and advanced nursing practice. Ultimately the course establishes fundamental bases wherein the nurse leader reflects and identifies an area of need in the practice setting.

721 Scientific Foundation of the DNP (3 credits)

This course will explore the development of nursing knowledge and theory; the philosophies of science and epistemologies, their influence on knowledge development for doctoral nursing practice, and strategies for theory development and analysis will be discussed.

727 Healthcare Informatics for the DNP (3 credits)

This course will provide a knowledge and skills base related to information systems/technology to prepare the doctoral nurse to apply new knowledge, manage individual and aggregate information, and assess the efficacy of patient care technology appropriate to a specialized area of advanced nursing practice. Computer programs and software relevant to nursing administration, education, research, and practice will be explored.

733 Translational Research for DNP (4 credits)

This course focuses on the methodological basis for translational research for the purpose of improving the efficiency and effectiveness of nursing care in diverse practice settings through critical evaluation, synthesis, transference, and application of appropriate evidence-based findings. Students will critically appraise the nature of the evidence for potential inclusion in the DNP scholarly proposal.

## 734 Legal &amp; Ethical Issues for Advanced Practice nursing (3 credits)

This course offers doctoral students an in depth examination of select healthcare laws and ethical principles and the impact these have on healthcare delivery and advanced nursing practice. Case studies will be used to illustrate how the principles of ethics can guide the decision making process when clinical, research, and practice management dilemmas arise. Emphasis is placed on ethical and legal issues in practice, scholarly work and research. Exploration of selected topics will provide a practical and applicable framework to analyze the many complex issues and competing interests that arise in the modern healthcare industry.

## 737 DNP Scholarly Project I (2 credits)

Emphasis is on the identification of the essentials of the Doctor of Nursing Practice role in preparation for the highest level of nursing leadership and application of evidence based practice. The eight essentials that will be introduced are: scientific underpinnings for practice, organizational and systems leadership for quality improvement and systems thinking, clinical scholarship and analytical methods for evidence-based practice, information systems/technology and patient care technology for the improvement and transformation of health care, health care policy for advocacy in health care, inter- professional collaboration for improving patient and population health outcomes, clinical prevention and population health for improving the nation's health, and advanced nursing practice. Ultimately the course establishes fundamental bases wherein the nurse leader reflects and identifies an area of need in the practice setting. This seminar will focus on guiding the student through the organization of the Scholarly project proposal. Emphasis is on the commitment to a clinical practice issue appropriate to the Scholarly project. Course content will guide the process of data exploration and substantiating and refining the rationale for issue selection, population and setting. The Scholarly Project includes the translation of research in the clinical setting resulting in the potential for change in practice or outcome analysis.

## 741 Epidemiology and Biostatistics (3 credits)

This course focuses on principles and methods of biostatistics and epidemiology used to assess determinants, distribution, and deterrents of disease in populations. The course includes conceptual and analytical skills required to measure risk, incidence, and prevalence of morbidity and mortality and its impact on healthcare delivery.

## 753 DNP Scholarly Project II (2 credits)

This seminar will focus on data exploration for the organization and refinement of all aspects of the Scholarly Project design, implementation, and evaluation. Course content includes preparation for Scholarly Project defense with an emphasis on methodology, data analysis and oral presentation.

**Prefix: NURA**

## 678 Advanced Health Assessment &amp; Differential Diagnosis (3 credits)

This is a core course for students in the nurse practitioner and nursing education specialization tracks. The purpose is to establish differential diagnoses based on logical diagnostic reasoning for health maintenance, disease prevention and detection. Content builds upon previously acquired knowledge and skills of advanced physiology and pathophysiology, advanced pharmacology, and the domains and competencies common to the advanced practice roles.

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**Post Master's Doctor of Nursing Practice,  
with a Specialization in Anesthesiology**

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Rebecca Lee, DNP, CRNA, Program Director

**Program Overview**

The Doctor of Nursing Practice (D.N.P.) with a specialization in Anesthesiology Program is a practice-focused doctoral program for Certified Registered Nurse Anesthetists (C.R.N.A.s) holding a master's degree or higher. This program focuses specifically on advanced practice nursing with a specialization in anesthesiology and consists of web-mediated courses that provide opportunities for synchronous and asynchronous learning. Blended distance learning allows CRNAs from various states to participate in web-mediated coursework. The curriculum builds upon the scientific, management,

and leadership knowledge and skills gained during the master's degree in nurse anesthesia education as well as the professional practice experience gained as a C.R.N.A. It prepares nurse anesthetists to acquire advanced clinical, organizational, financial, and leadership knowledge to design and implement programs of care delivery which significantly impact health care outcomes. The program is lockstep and part-time. A total of thirty-six credits (36) are required to complete the degree plan. The Program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA), 222 South Prospect Avenue, Suite 304, Park Ridge, IL 60068, (847) 692-7050.

### Goals

At the completion of the Program, graduates will be able to:

1. Provide healthcare services to increasingly complex patients by integrating multiple knowledge bases and methods to develop comprehensive high level advanced practice nursing care;
2. serve as leaders who will improve the quality and safety of care, patient outcomes, and health policies that impact the health of society; and
3. critically appraise and apply evidence-based methods in clinical practice.

### Student Learning Outcomes

The specific objectives for the specialization correlate with the eight (8) domains required to be addressed by the COA:

1. Biological Systems, Homeostasis, and Pathogenesis
2. Professional Role
3. Healthcare Improvement and Risk Reduction
4. Practice Inquiry
5. Technology and Informatics
6. Public and Social Policy
7. Health Systems Management
8. Ethics

Upon completion of the specialization program, the graduate shall have acquired knowledge, skills, and competence in these domains, as evidenced by the ability to\*:

1. Synthesize, integrate, and apply knowledge from the arts and sciences with clinical expertise to promote best practices in the delivery of anesthesia and healthcare services to diverse populations (Biological Systems; Healthcare Improvement/Risk Reduction; Practice Inquiry; Ethics);
2. Translate theory and research evidence to reduce risk, promote safety, and enhance quality in clinical practice (Healthcare Improvement/Risk Reduction; Practice Inquiry);
3. Assume leadership roles in clinical practice, health policy, clinical education and health care systems organizations (Professional Role; Health Systems Management);
4. Employ effective communication and interdisciplinary collaboration skills to solve complex problems, facilitate change, and promote improved quality of care in organizations (Professional Role; Healthcare Improvement/Risk Reduction);
5. Advocate for changes in healthcare policy formation, financing, regulation, and practice to remediate health disparities locally and globally (Healthcare Improvement/Risk Reduction; Public and Social Policy; Ethics);
6. Demonstrate information and data literacy to manage complex health care decisions (Biological Systems; Technology/Informatics; Health Systems Management);
7. Engage in scholarship and dissemination of new findings through professional activities and life-long learning opportunities (Professional Role; Practice Inquiry);
8. Demonstrate mastery of knowledge and technical skills relevant to an area of advanced anesthesia practice (Biological Systems; Healthcare Improvement/Risk Reduction; Practice Inquiry); and
9. Recognize, analyze, and debate resolutions to the bioethical, social, and legal dilemmas inherent in healthcare practice, research, and policy (Healthcare Improvement/Risk Reduction; Practice Inquiry; Public and Social Policy; Ethics).

\*These objectives are also in accordance with The Essentials of Doctoral Education for Advanced Practice Nursing established by the American Association of Colleges of Nursing (2006).

### Admission Requirements

Application requirements reflect the criteria for admission set forth by COA and Barry University. Candidates are selected for admission on the basis of high promise for program completion and academic success in graduate education. These include:

- A D.N.P. with a specialization in Anesthesiology application form and applicable fee;
- Graduation from a nurse anesthesia education program accredited by the COA;
- A master's degree or higher from a regionally accredited or internationally recognized university;
- A minimum cumulative grade point average (GPA) of 3.0 on a 4.0 scale in graduate study. GPAs are not rounded;
- Verification of C.R.N.A. certification and recertification;
- Verification of current R.N./A.P.R.N. license;
- Two letters of recommendation—one from your current supervisor addressing competence in an area of practice and one from an educator addressing potential for academic success;
- Copy of your CV/resume;
- Essays:
  - A clear statement of your goals and expectations for entering the D.N.P. program,
  - Your vision as to how practice-focused doctoral education will impact your practice as a C.R.N.A.,
  - How your previous life and/or work experience will contribute to your success as a D.N.P. student, and
  - A discussion of the scholarly project that you wish to develop;
- Access to a computer with high-speed Internet connection, which meets the minimum specifications set by the Anesthesiology Program for your entering semester; upon entry to the program, it is expected that you will have prerequisite computer skills in Microsoft Office, use of email, and the ability to use the internet; and
- An interview (by invitation) with the Anesthesiology Admissions Committee in person or via a web-based meeting.

### Application Process

A complete application, including all documents and applicable fees, must be received by the Health Sciences Admissions Office by May 1st for admission to the Program at the start of the fall semester. Applications received after May 1st will be considered on a space available basis. Only those candidates with a complete application package on file, which includes all required documentation as noted above, will be considered for admission.

### Curriculum

Curricular content is reflective of both CCNE and COA standards. The D.N.P. with a specialization in Anesthesiology Program is a sequential locked-step curriculum beginning in the fall semester of each year. The program consists of 36 to 37 credit-hours delivered over a two-year, part-time course of study. Coursework is completed via a hybrid platform of on-campus and off-campus sessions. On-campus sessions will be conducted three days each year during the fall semester at the Hollywood, Florida site, located at 421 N. 21st Avenue, Hollywood, FL 33020. Off-campus sessions will be conducted via on-line classes using distance learning technology as well as synchronous web-conferences.

### Course Sequence

<b>Semester I (Fall)</b>			
NUR	727	Health Care Informatics for DNP	3
NUR	711	Role of the D.N.P.	2
NUR	721	Scientific Foundations of D.N.P.	3

<b>Semester II (Spring)</b>			
ANE	706	Leadership, Policy & Interdisciplinary Collaboration	3
NURA	746	Biostatistics	3

<b>Semester III (Summer)</b>			
NUR	733	Translational Research for D.N.P.	4
NUR	734	Legal and Ethical Issues for Advanced Nursing Practice	3

<b>Semester IV (Fall)</b>			
ANE	712	Finance and Business Management in Anesthesia Practice	3
ANE	716	Advances in Anesthesia Practice	2
NUR	737	D.N.P. Scholarly Project I	1

<b>Semester V (Spring)</b>			
ANE	724	Perioperative Safety, Risk Reduction, & Outcomes Assessment	3
NURA	678	Advanced Health Assessment and Differential Diagnosis (required course for advanced practice nursing)	3
NUR	753	D.N.P. Scholarly Project II	2
WHS	602	The 21st Century Educator (elective)	3

<b>Semester VI (Summer)</b>			
ANE	750	Anesthesiology Scholarly Project	1-2
<b>Total Credits</b>			<b>36-37</b>

### Progression Requirements

- Doctoral students must obtain a grade of at least B in all courses and maintain a cumulative GPA of 3.0 on a 4.0 point scale to progress in the D.N.P. Program;
- Any student who receives a C in a course will be required to repeat the course;
- Any student who receives an F in a course will be dismissed from the D.N.P. Program;
- :Students may not begin a new semester with a grade of 'Incomplete' in a course from the previous semester without the permission of the Program Director;
- A student must successfully complete a semester to progress to the next semester;
- A student enrolled in ANE 750 Anesthesiology Scholarly Project who does not complete the seminar requirements by the end of Semester VI will get an 'IP' grade; the student will be required to enroll in a one-credit course each additional semester until completion of the D.N.P. Scholarly Project; and
- The Academic Dishonesty Policy described in the Policies and Procedures section of this catalog is strictly adhered to.

### Graduation Requirements

Satisfactory completion of all courses and successful defense of the capstone project is necessary for the student to graduate. In addition, a student must have completed all course work with a minimum cumulative GPA of 3.0 on a 4.0 point scale. All requirements for the post-master's D.N.P. must be met within a five year time period from matriculation.

### Transfer Credits

Acceptance of transfer credits is at the discretion of the program director. A maximum of six graduate credits may be transferred from a regionally accredited or internationally recognized institution of higher education at the time of matriculation. Only courses with a final grade of B or higher will be considered for transfer. Transfer credits must meet the criteria established by Barry University.

**Grading Policy**

The grading policy for students in the D.N.P. Program with a Specialization in Anesthesiology will be as follows:

A	90%-100%
B	80%-89%
C	70%-79%
F	0%-69%
I	Incomplete
IP	In Progress

Receipt of a failing grade is cause for dismissal from the Program.

An 'I' grade is not automatically given for absence from class or incomplete work. An 'I' grade will need to be requested in writing by the student to the course instructor when course assignments have not been satisfactorily completed. Students who are granted an 'I' grade in a course must complete all the course requirements by the end of the next semester. An 'I' grade becomes an F if assignments are not completed.

**Course Descriptions**

Prefix: ANE

## 706 Leadership, Policy, &amp; Interdisciplinary Collaboration (3)

Study of the use of select leadership skills in the administration of healthcare organizations. A comprehensive overview of the components of the U.S. health care system, theories of change, political influences on practice, group/team process and communication patterns will be presented to foster development of negotiation skills. The course will also integrate the conceptual methodologies underlying health care policy development and implementation. Students will gain the skills necessary to analyze, synthesize, and enact healthcare policy in organizations and wider public venues.

## 712 Finance and Business Management in Anesthesia Practice (3)

This course builds upon an understanding of leadership and health organizational structure to examine the financial and business aspects of healthcare practice as they relate to the delivery of anesthesia services and social justice. Exploration of basic economic theory, healthcare financing and reimbursement, cost/benefit analysis, and entrepreneurship.

## 716 Advances in Anesthesia Practice (2)

An in-depth study of select evolving clinical anesthesia practices. Focus will include the diagnosis, treatment, and management of acute and chronic pain with an emphasis on interventional pain management and the use of imaging. A comprehensive overview of adult and pediatric advanced airway management techniques will also be presented. This course will require students to analyze the current available science on the assigned topics and develop practice patterns that are evidence-based.

## 724 Perioperative Safety, Risk Reduction, &amp; Outcomes Assessment (3)

This course explores the theoretical and practical foundation of medical errors, patient safety, perioperative risk reduction, and quality improvement. A comprehensive overview of the human factors involved in errors, crew resource management techniques, simulation, and the impact of team performance on safety is presented. This course will also integrate the theories, methods, and statistical tools underlying the quality improvement process. Students will gain the skills needed to design, implement, and evaluate evidence-based practices that reduce risk and promote safety in their areas of practice.

## 750 Anesthesiology Scholarly Project (1-2)

Completion and formal presentation of the scholarly project begun in D.N.P. Scholarly Project I and II courses that demonstrates synthesis of the student's work. The project will require students to engage in scholarly inquiry to analyze, evaluate, and/or transform a relevant aspect of nurse anesthesia clinical practice.

Prefix: NURA

678 Advanced Health Assessment & Differential Diagnosis (3)

This is a core course for students in the nurse practitioner and nursing education specialization tracks. The purpose is to establish differential diagnoses based on logical diagnostic reasoning for health maintenance, disease prevention and detection. Content builds on previously acquired knowledge and skills of advanced physiology and pathophysiology, advances pharmacology, and the domains and competencies common to the advanced practice roles.

746 Biostatistics (3)

This course examines statistical concepts and computer applications related to health care, nursing and biomedical research, statistical evaluation and analysis of data. It provides an in-depth examination of both parametric and nonparametric statistics. Specific quantitative perspectives include a wide range of statistical applications to research. Emphasis is on the utilization and interpretation of multivariate procedures. The focus is on understanding and applying selected multivariate statistical procedures.

Prefix: WHS

602 The 21st Century Educator - Elective (3)

This course examines the role of technology in the educational setting as a means to enhance learning. Discusses and reviews the integration of technology in the classroom and practice settings. Includes distance education delivery methods. This course is offered as an elective.

Prefix: NUR

711 Role of the D.N.P. (2)

Emphasis is on the identification of the essentials of the Doctor of Nursing Practice role in preparation for the highest level of nursing leadership and application of evidence-based practice. The eight essentials that will be introduced are: scientific underpinnings for practice, organizational and systems leadership for quality improvement and systems thinking, clinical scholarship and analytical methods for evidence-based practice, information systems/technology and patient care technology for the improvement and transformation of health care, health care policy for advocacy in health care, inter-professional collaboration for improving patient and population health outcomes, clinical prevention and population health for improving the nation's health, and advanced nursing practice. Ultimately the course establishes fundamental bases wherein the nurse leader reflects and identifies an area of need in the practice setting.

721 Scientific Foundations of Doctoral Nursing Practice (3)

This course will explore the development of nursing knowledge and theory; the philosophies of science and epistemologies, their influence on knowledge development for doctoral nursing practice, and strategies for theory development and analysis will be discussed.

727 Healthcare Informatics for Doctoral Nursing Practice (3)

This course will provide a knowledge and skills base related to information systems/technology to prepare the doctoral practice nurse to apply new knowledge, manage individual and aggregate information, and assess the efficacy of patient care technology appropriate to a specialized area of advanced nursing practice. Computer programs and software relevant to nursing executive leadership, education, research, and practice will be explored.

733 Translational Research for Doctoral Nursing Practice (4)

This course focuses on the methodological basis for translational research for the purpose of improving the efficiency and effectiveness of nursing care in diverse practice settings through critical evaluation, synthesis, transference, and application of appropriate evidence-based findings. Students will critically appraise the nature of the evidence for potential inclusion in the capstone project.

734 Legal and Ethical Issues for Advanced Nursing Practice (3)

This course offers doctoral students an in depth examination of select healthcare laws and ethical principles and the impact these have on healthcare delivery and advanced nursing practice. Case studies will be used to illustrate how the principles of ethics can guide the decision making process when clinical, research, and practice management

dilemmas arise. Emphasis is placed on ethical and legal issues in practice, scholarly work, and research. Exploration of selected topics will provide a practical and applicable framework to analyze the many complex issues and competing interests that arise in the modern healthcare industry.

737 D.N.P. Scholarly Project I (1)

This seminar will focus on guiding the student through the organization of the D.N.P. Scholarly Project proposal. Emphasis is on the commitment to a clinical practice issue appropriate to the D.N.P. Scholarly Project. Course content will include the process of data exploration and substantiating and refining the rationale for issue selection, population, and particular setting. The D.N.P. Scholarly Project includes translation of research in the clinical setting resulting in the potential for change in practice or outcome analysis.

753 D.N.P. Scholarly Project II (2)

This seminar will focus on data exploration for the organization and refinement of all aspects of the D.N.P. Scholarly Project design, implementation, and evaluation. Course content includes preparation for Project proposal defense.

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### Post-Graduate Certificate Program

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This program is designed for the registered nurse who possesses a Master of Science in Nursing degree and desires a different nursing specialization. Students must select the new specialization desired and meet all admission criteria to be admitted into the Program. An individual curriculum plan is constructed by the Program Director, student advisor, and student. Specializations Include: Family Nurse Practitioner specialization, Adult-Gerontology Acute Care Nurse Practitioner specialization, Nurse Anesthetist specialization (CNRA).

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### Doctor of Philosophy in Nursing (Ph.D.)

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Pegge Bell, Ph.D., RN, Interim Program Director

#### Program Overview

The Ph.D. program offers two study options: Traditional Academic Year and Summer Residence Program. The program of study requires at least 48 credit hours beyond the master's degree in nursing. Students begin the program with interdisciplinary core courses taken with students from nursing and education. Faculty members from each of the two disciplines teach interdisciplinary core courses. Nursing courses may be taken in conjunction with the interdisciplinary core or separately. The academic year doctoral program is designed to meet the needs of students who are able to complete 21 to 24 program credits annually through part-time study while maintaining outside employment. The Summer Residence Program is designed to meet the needs of students who can best complete the Ph.D. program in concentrated twelve-week summer semesters and an intensive one to two week spring course, completing 12 to 15 program credits annually. Doctoral students planning to become nursing faculty should take education courses as their electives. Doctoral coursework and dissertation research are based on a broad focal area that is critical to the future of nursing science and practice: Multicultural Health. The faculty and administration of the College of Nursing and Health Sciences believe that the University is a community of scholars. Its central aim is the commitment to search for and disseminate knowledge through scholarship, inquiry, and creative activities.

#### Purpose

The Doctor of Philosophy in Nursing (Ph.D.) curriculum is research focused. The purpose of the program is to prepare students as nurse scientists who, upon graduation, will assume leadership positions in research, education, and in health care systems.

#### Goals

In fulfilling the mission of the University, the Ph.D. program will foster the development of a community of scholars grounded in the Catholic intellectual tradition. The goals of the program are to prepare graduates as nursing scholars who:

1. Use multiple perspectives of knowing and practice to acknowledge multi-disciplinary contributions to knowledge generation and use of evidence-based research in practice (*Integration*);



2. Generate, test, utilize, and extend knowledge through relevant research and theory development and disseminate their findings to the broader nursing and scientific community (*Discovery*);
3. Contribute to ethical solutions that advance health care in a culturally diverse global society through the formulation and implementation of strategies that serve the public interest (*Application*);
4. Are informed by philosophical, social, cultural, ethical, technologic, economic, and political issues (*Teaching*); and
5. Provide leadership in nursing and positively influence society at large (*Application*).

#### Ph.D. Objectives/Expected Learning Outcomes

In accordance with the research focused doctoral program in nursing of the American Association of Colleges of Nursing (AACN, 2011), all graduates will have acquired the ability to:

1. Generate new ideas based on a critical evaluation of existing knowledge (*Discovery*);
2. Conduct original research (*Discovery*);
3. Utilize professional and research ethics and judgment in the conduct of research (*Application*);
4. Assume leadership in the conduct of culturally competent scholarship to improve nursing practice (*Integration*);
5. Communicate scholarship through peer-refereed publications and presentations for professional interdisciplinary audiences (*Integration*);
6. Conduct team science and participate and lead interdisciplinary research teams (*Application*);
7. Contribute to a global community of scholars (*Teaching*); and
8. Contribute to the formal and informal education of future nurses through discovery, application, and integration (*Teaching*).

#### Admission Requirements

Admission requirements for the Doctorate include:

- A master's degree in nursing from a regionally accredited or internationally recognized school or a master's degree in a related field and a Bachelor of Science in Nursing degree from a regionally accredited or internationally recognized school. If a student does not have a M.S.N. degree, a graduate level nursing theory and nursing research course is required before doctoral studies can begin.
- A minimum cumulative grade point average (GPA) of 3.3 on a 4.0 scale in graduate study.
- Graduate-level research course, project or thesis.
- Successful completion of a graduate level statistics course, including inferential statistics, within the past five years.
- Three professional recommendations of leadership competencies or potential, including a letter of recommendation from your academic adviser or a professor who taught you at the master's level.
- Evidence of professional activities as reflected in current curriculum vitae that is submitted with the application.
- The Graduate Record Exam (GRE) or the Miller Analogies Test (MAT) may be required. If required, one of these standardized tests must have been completed within the previous five years and the student must have achieved an acceptable score. GRE and MAT scores are used as part of the data in which admission decisions are made. The scores, however, are never the sole criteria for admission. This requirement may be waived at the discretion of the Admissions Committee for alumni of Barry University with a graduate GPA of 3.3 or greater, or non-alumni applicants with a GPA of 3.5 or greater.
- A personal interview with the admissions committee may be requested.
- Intensive scholarly writing is expected in the doctoral program. As a result it is our expectation that students independently seek additional writing assistance.
- Upon the start of the program, accepted candidates are required to possess a notebook computer with specified software which conforms to criteria established by the Program. Applicants are advised that portions of the didactic coursework are web-based and also provided in conjunction with telecommunications or video teleconferencing instruction. Candidates should possess basic computer literacy skills, including the use of word-processing, Windows operating systems, electronic mail, and navigation of Internet applications. Students without these prerequisite skills are encouraged to take CS 180 Introduction to Computers. This course will not count towards degree requirements.
- The College of Nursing and Health Sciences reserves the right to make any exceptions to the above admission requirements based on an applicant's overall file.

### Application Process

Admission to the doctoral programs is based upon a set of criteria indicative of potential success. These criteria, in addition to professional experience, are evaluated as a composite. The potential for success is determined by the graduate faculty. The outcome of this faculty assessment is acceptance, deferment, or denial. Ph.D. students may be admitted three times each year: fall, spring, and summer.

### International Students

Students from other countries are encouraged to apply for admission to a doctoral program.

### Summer Residence Program

While studying on campus during the summer, students will have a full doctoral experience reading, engaging in faculty/student discussions, and socializing. During the year at home between summers, doctoral students will complete papers and assignments and be in continual contact with professors and their advisor.

- Twelve weeks per summer term;
- Individual planning and advisement;
- Twelve to fifteen credits per summer;
- Courses taken during summer will involve reading, discussion, and written assignments; projects completed during the following fall semester at your home base will be delivered to the professor, as arranged;
- Presence on campus is required during summer and intersession concentration;
- One to two weeks intersession (generally a week in May before summer term); and
- Communication with advisor and professors during the entire year: telephone conference and e-mail.
- Attendance at colloquium one day in Summer Semester
- Attendance at STTI research conference in Spring Semester

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## Curriculum

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### Course Sequence for Ph.D. Courses

<b>Semester I</b>			
HSN	703	Philosophy of Science	3
HSN	705	Qualitative Methods of Inquiry	3

<b>Semester II</b>			
HSN	707	Quantitative Methods of Inquiry	3
*NUR	631	Learning Theory/Curriculum and Course Development	3
**NUR	714	Anthropology	3
**NUR	695	Nurse Educator Integration Practicum 5 credits and 1 credit of independent study	6

<b>Semester III</b>			
NUR	742	Global diversity Strategies & Diversity Awareness	3
NUR	741	Epidemiology and Bio-Statistics	3

<b>Semester IV</b>			
HSN	706	Qualitative methods for Advanced Inquiry	3
NUR	725	Structure of Nursing Knowledge	3

<b>Semester V</b>			
HSN	708	Quantitative Methods for Advanced Inquiry	3
*NUR	642	Technology for Teaching and Learning	3
OR			
*NUR	639	Teaching/learning Strategies for Classroom and Clinical	4
**NUR	760	Bioethical Imperatives	3

<b>Semester VI</b>			
NUR	724	Alternative Paradigmatic Inquiry	3
NUR	744	Nursing Research I	3

<b>Semester VII</b>			
NUR	703	CA Candidacy	3

<b>Semester VIII</b>			
***NUR	798	Dissertation Seminar	3

<b>Semester IX</b>			
***NUR	800	Ongoing Dissertation	3

<b>Total Credits for Graduation</b>			<b>48</b>
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\*Student may take 6 credits of electives or 6 credits of courses from the nurse educator specialization.

\*\*These two courses are delivered at the end of the Spring semester as Intercession courses during a weeklong residency, consisting of five nine-hour days.

\*\*\*Upon completion of NUR 798 student registers each semester until graduation (continuous matriculation).

### Faculty Advisement

Advising in the doctoral program is a critical ongoing process concerned with students' progress and development. Each doctoral student has an academic advisor. When dissertation or capstone planning is in process, doctoral students choose members for their committees best suited for their particular interest.

### Residency

The residency requirement for doctoral students in nursing is defined as registration for 6 or more credits for two consecutive semesters. Registration in Spring followed by a Fall semester is acceptable. Registration for two consecutive summers is required for students in the Summer Option. In addition, students are required to attend the yearly Colloquium and the Sigma Theta Tau annual research conference.

### Candidacy

All required/core courses must be completed before the student is eligible to apply for candidacy. To begin the candidacy process, doctoral students must have a minimum GPA of 3.0 and no incomplete (I) or failing (F) grades. A student may not begin the candidacy process the semester in which an (I) grade is being completed or the course for which an F grade has been received is being repeated. The student submits the Request to Begin the Candidacy Process for the Ph.D. to the Chair of the Candidacy Committee of the Ph.D. Program Director. The Administrative Specialist in collaboration with the chair of the candidacy committee attaches a copy of the student's most recent transcript to the application to begin the candidacy process, and forwards the form to the Ph.D. Program Director. The Ph.D. Program Director verifies the student's readiness, and notifies the student and faculty committee of the student's approval to start the process. The student must register for NUR 703: Candidacy (section CA), 3 Credit hours, for the semester that the candidacy examination is being taken.

### Dissertation Sequence

Following admission to candidacy, students enroll in NUR 798. Students work with the dissertation seminar professor and the dissertation chair. When the dissertation proposal is approved by the student's committee and the IRB, doctoral candidates enroll in continuous dissertation advisement under the direction of the dissertation chair. The defense of the dissertation must take place within four years of the approval of the dissertation proposal, maintaining the overall eight year doctoral program length.

### Dissertation Requirements

Approval of a dissertation proposal involves two steps: approval by the College dissertation committee followed by approval by the University Institutional Review Board. Approval by other hospital, agency, or college IRBs may also be required. A dissertation proposal cannot be implemented until all of these approvals have been secured.

It is essential that the dissertation constitute scholarly, independent original research, which will illuminate a matter of relevance to the profession, and must contribute substantively to the field of nursing and health care. Dissertations will not be restricted to any one research method or design, but will be held to the criteria of rigor for the specific method of inquiry chosen.

### Dissertation Advisement

Candidates must be continuously enrolled in advisement until successful completion of the dissertation defense. Doctoral candidates will be required to register for three credits (NUR 800) each semester. Credits for advisement do not count toward degree.

### Progression Requirements

Doctoral students are required to achieve a minimum of an 80 percent on all tests/exams. If a student does not attain an 80 percent as an average for all tests/exams, the student will receive an earned grade consistent with the averaged test/exam scores for the course, and may not progress to the next core/specialization course. Students are accountable for all course specific evaluation methods, such as quizzes, papers, presentations, etc. Credit earned on written assignments, quizzes, and presentations will not be applied to the final test/exam average if the student has not achieved an unweighted average of 80 percent in all tests/exams.

An 'I' grade is not automatically given for absence from class or incomplete work. An 'I' is negotiated by the student with the course instructor when course assignments have not been satisfactorily completed for reasons acceptable to the instructor. A formal written plan for completing the work must be agreed upon by the student and the instructor giving the incomplete grade. An incomplete grade (I) must be converted to a letter grade before the end of the next full term. The exact date is published in each course schedule and is sent to each student in a letter from the registrar. An incomplete grade becomes an F if assignments are not completed, and a final grade is not reported by the published date.

Students who are enrolled in NUR 800: Continuous Dissertation Advisement will receive grades of 'IP' (In Progress) until they have completed the requirements for dissertation. Summer doctoral students may choose to receive 'I' grades at the end of the summer term in order to complete their assignments during the following semester.

The Academic Dishonesty Policy described in the Policies and Procedures section of this catalog is strictly adhered to.

### Graduation Requirements

- Program completion requires a minimum of 48 credits with at least a 3.0 cumulative grade point average, and successful completion of a dissertation.
- All requirements for the Ph.D. must be met within an eight-year time period.

### Transfer of Credits

Acceptance of transfer credits is at the discretion of the program director. A maximum of six graduate credits may be transferred from a regionally accredited or internationally recognized institution of higher education at the time of matriculation. Only courses with a final grade of B or higher will be considered for transfer. Transfer credits must meet the criteria established by Barry University.

### Continuous Matriculation

Fully matriculated doctoral students must register for continuous matriculation during semesters when they are not registered for formal classes. Failure to register for continuous matriculation or courses for two consecutive semesters will

result in automatic termination from the program. To re-apply, a student will submit a new application, be reviewed by the Admissions Committee, and be interviewed.

Matriculation in the program shall not exceed eight years from the time of admission, with the exclusion of a leave of absence approved by the Chair for the Division of Nursing.

### Grading Policy

The grading policy for students in the Ph.D. in Nursing Program will be as follows:

A	90%-100%
B	80%-89%
C	70%-79%
F	0%-69%

Receipt of a failing grade is cause for dismissal from the Program.

I	=	Incomplete
IP	=	In Progress
Withdrawal from a course after the add/drop period of the semester constitutes a failure.		

Students who are dismissed from the program may re-apply for admission. Readmission is not guaranteed.

An 'I' (Incomplete) grade is not automatically given for absence from class or incomplete work. An 'I' grade will need to be requested in writing by the student to the course instructor when course assignments have not been satisfactorily completed. A substantial portion of the required coursework and assignments/assessments, as determined by the faculty member, should be complete to qualify for an 'I' grade. Students who are granted an 'I' grade in a course must complete all the course requirements by the end of the next semester. An 'I' grade becomes an F if assignments are not completed.

## Course Descriptions

### Human Sciences Nursing; Prefix: HSN

#### Interdisciplinary Courses

#### 703 Philosophy of Science and Theory Development (3)

A critical analysis of philosophy of science and epistemology as applicable to theory development in the human science disciplines. (Special fee)

#### 705 Qualitative Methods of Inquiry (3)

A critical analysis of qualitative methods of inquiry for the human sciences to facilitate the understanding of the aims, processes, and outcomes of these methods. (Ph.D. students) (Special fee)

#### 706 Qualitative Methods for Advanced Inquiry (3)

Seminar discussions of qualitative readings to facilitate an advanced understanding of the qualitative perspective in nursing, education, and social work research. This course is specifically designed to assist students in particular methods for research and practice implications. In-depth analysis distinguishes this course from first qualitative course. Prerequisite: HSN 705. (Special fee)

#### 707 Quantitative Methods of Inquiry (3)

Examines advanced competencies to conceptualize, design, execute, analyze, report, and publish quantitative research that delivers new and useful knowledge. Balances its presentation of research theory and computer-based tools with application to real world problems. (Special fee)

## 708 Quantitative Methods for Advanced Inquiry (3)

Builds on principles of measurement, design, and sampling presented in HSN 707. Students learn to code, organize, reduce, and analyze quantitative data, and to interpret and report results. Emphasis on a variety of common statistical procedures, the assumptions underlying each, and the criteria for selecting them. Prerequisite: HSN 707. (Special fee)

### Course Descriptions

#### Nursing Prefix: NUR

## 703 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 Division of Nursing. Prerequisite: Approval of instructor (For grade or CR/NC as agreed upon by the student and faculty member) (Special fee)

## Candidacy (CA) (3)

All required/core courses must be completed before the student is eligible to apply for candidacy. The Program Director must verify that all course and other requirements have been satisfied. (CR/NC only) (Special fee)

## 714 Anthropology and Nursing (3)

The commonality and shared concerns of anthropology and nursing have been well recognized for the past fifty years or so. Cross Cultural Nursing focuses on understanding and developing professional competence in caring for individuals, families, groups, and communities with diverse cultural backgrounds. It has also allowed us to integrate success procedures from other medical traditions into our biomedical system when it is beneficial to do so. This is a foundational course and presents concepts, theories and models of cross-cultural nursing practice. The diversity of our own culture today means we do not have to go far to meet patients with different concepts of illness, disease, and health. Anthropology offers methodological approaches to data analysis useful for nursing care in cross-cultural encounters of health delivery, diagnosis, and care. This course equips students with a basic model of human diversity and human universalities, and presents measures and models for assessing the part that culture plays in health and disease. The aim is to explore meanings and expressions of health, illness, caring, healing, achieve culturally competent care practices, and establish models applicable to diverse populations. Prerequisite: HSN 703, 705, 706. (Special fee)

## 724 Alternative Paradigmatic Inquiry (3)

Focuses on the social constructionist critique of reality. Students engage in deconstruction, reconstruction, and revisioning of the multiple paradigms that guide their inquiry. Social, cultural, and political systems are analyzed as they relate to inquiry. (Special fee)

## 725 Structure of Nursing Knowledge (3)

Focuses on the epistemological debates about science reflected in the nursing literature. These debates and the formulation of theories and concepts reflect different ways of knowing and arise out of different philosophical traditions. An understanding of this historical context better informs the nature of science and methodological approaches to generating knowledge in nursing. Topics covered include the philosophical and theoretical bases for nursing science and concept development within this context. Prerequisite/Co-requisite: HSN 703. (Special fee)

## 732 Advanced Biostatistics for Nursing (3) (Elective)

Examines statistical concepts and computer applications related to health care, nursing, and biomedical research, and statistical evaluation and analysis of data. Provides an in-depth examination of both parametric and non-parametric statistics. Specific quantitative perspectives include a wide range of statistical applications to nursing research. Prerequisite/Co-requisite: HSN 707. (Special fee)

- 741 Epidemiology & Biostatistics (3)  
This course focuses on principles and methods of biostatistics and epidemiology used to assess determinants, distribution, and deterrents of disease in populations. The course includes conceptual and analytical skills required to measure risk, incidence, and prevalence of morbidity and mortality, and its impact on healthcare delivery. (Special fee)
- 742 Global Leadership Strategies and Diversity Awareness (3)  
Provides an in-depth analysis of social, economic, and political structures. Design leadership strategies in nursing and health care incorporating an understanding of global and human diversity. Cross-cultural field experiences are included. (Special fee)
- 744 Nursing Research I: Techniques and Applications (3)  
Examines advanced competencies in research by drawing upon literature from nursing and other sciences. Students engage in seminar discussions concerning topics that are foundational to advancing nursing research. Topics include ethics, recruitment/retention of research subjects, and evaluation of underutilized research methodologies in nursing. Supervised inquiry, as part of an ongoing research endeavor, is included. Prerequisite/Co-requisite: HSN 705 or HSN 707. (Special fee)
- 750 Special Topics Advanced Inquiry (3)  
Advanced inquiry courses with a focus on evolving subject areas complementary to the achievement of scholarship, leadership, and knowledge development. (For grade or CR/NC as agreed upon by the student and faculty member) (Special fee)
- 760 Bioethical Imperatives in Nursing (3)  
Analysis and application of the historical development of ethical and bioethical theories and principles. Moral obligations and legal boundaries in the resolution of dilemmas involving nurse scientists will be examined. (Special fee)
- 798 Dissertation Seminar (3)  
Examines relevant researchable matters. Dissertation work progresses in an atmosphere of open peer/collegial review, written feedback, and scholarly discourse from prospectus to proposal development and revision in close coordination with the student's dissertation chairperson. Dissertation committee review and approval are sought. IRB submission guidelines are reviewed and submissions prepared in coordination with the dissertation committee. The student must re-enroll until IRB approval is obtained and the research study commences. Prerequisite: Candidacy. (CR/NC only) (Special fee)
- 800 Continuous Dissertation Advisement Matriculation (3)  
Enrollment is required each semester including summer after the completion of NUR 798 until the dissertation is successfully defended. Prerequisite: NUR 798. (CR/NC only) (Special fee)

# Occupational Therapy Program

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## Master of Science in Occupational Therapy

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Belkis Landa-Gonzalez, Ed.D., O.T.R./L., FAOTA Professor and Program Director

Occupational therapy is a health and rehabilitation profession that helps people regain or develop skills important for independent functioning, health, security, and happiness. Occupational therapists work with people of all ages who, because of illness, injury, developmental, or psychological conditions, need specialized assistance in learning skills that would enable them to care for themselves, work, and participate in play or leisure. The settings in which occupational therapists practice include hospitals, schools, skilled nursing facilities, community service agencies, private clinics, and homes.

Barry University offers one of a few full-time programs in the U.S. in which classes are scheduled on weekends, so that students may work and/or raise their families while they complete a Master of Science degree in occupational therapy. The Occupational Therapy Program was founded in 1989 and originally led to a bachelor's degree. The M.S. degree was established in 2000. The program offers a rigorous yet flexible curriculum designed to prepare rehabilitation professionals that would assume leadership roles in a multicultural community. The program is accredited by the Accreditation Council of Occupational Therapy Education (ACOTE).

### Program Mission

The mission of the occupational therapy program is to make quality entry-level master's education accessible to working adult students from diverse cultural and experiential backgrounds. We challenge ourselves to prepare graduates who:

- Value occupation as the means and end goal of client centered practice;
- practice competently through the use of theory, technology and evidence-based principles in both traditional and innovative community settings;
- model the ethical principles and professional behaviors espoused by the university and the profession; and
- assume leadership roles for responsive and effective service delivery in their facilities and communities.

### Curriculum Structure

Classes in the program are scheduled two weekends per month year round. The program integrates face to face with distance education. The curriculum is organized in two sequences of courses, the Clinical Foundations and the Advanced Professional Skills. The Clinical Foundations sequence comprises three semesters of clinical coursework and a full-time twelve-week fieldwork placement. The clinical foundation courses must be taken in sequence. They are followed by the Advanced Professional Skills sequence, which includes three semesters of coursework in advanced topics, leadership and research, and a full- or part-time fieldwork placement or a practicum. Students with bachelor's degrees in fields other than occupational therapy complete all coursework in a total of 2-1/2 to three years, and are then eligible to sit for the National Certification Examination for the Occupational Therapist. Certified occupational therapists (O.T.R.s) with bachelor's degrees join the program for the Advanced Professional Skills sequence, and may complete the program in thirteen months. All students are required to submit a graduate project that synthesizes their educational and clinical experience.

### Educational Outcomes

At the completion of the Occupational Therapy Program, students are expected to demonstrate the following entry level knowledge and professional skills:

#### α. Evaluation

Appraise and administer standardized and non-standardized assessments to determine the needs and priorities for intervention with multicultural clients and populations.



- b. Planning**  
Apply clinical reasoning to formulate intervention plans and goals based on theory and current research in traditional and emerging practice areas.
- c. Intervention**  
Select, grade, and apply methods and activities that are occupation-based and address client centered occupational dysfunction across the lifespan for individuals, groups and populations.
- d. Professionalism**  
Demonstrate ethical behaviors, cultural competency and attitudes that evidence good moral character and advance the values of the profession and lifelong learning.
- e. Leadership**  
Assume leadership and managerial skills for effective service delivery.
- f. Evidence-Based Practice**  
Develop and implement a scholarly project and demonstrate critical reasoning at the novice-intermediate level when appraising the research literature and making clinical decisions.

**Admission Requirements**

A maximum of forty students are typically admitted to the Occupational Therapy Program each Fall. The program participates in the Centralized Occupational Therapy System-OTCAS (<https://otcas.liasoncas.com/applicant-ux/#/login>). Therefore, applications and all documents required for admission consideration are submitted via the OTCAS system. Prospects may contact the College of Nursing and Health Sciences Admissions office for questions or additional information. All application materials including statement of purpose, official transcripts, references, and GRE scores must be received by the deadline of April 1st. Application is encouraged early as admission is a competitive process!

**Applicants who are not certified occupational therapists** are screened for admission to the program based on the following criteria:

- **Bachelor’s degree** from a regionally accredited or internationally recognized college or university;
- **3.2 cumulative college GPA**, including all institutions attended (exceptions may be made for individuals with significant experience in health-related disciplines);
- **Prerequisite courses:**

Human Anatomy or Anatomy and Physiology I,	3 credits
Human Physiology or Anatomy and Physiology II,	3 credits
Kinesiology (taken within the last 5 years and not online),	3 credits
Sociology or Anthropology,	3 credits
Psychology (Developmental or Abnormal),	3 credits

*\*\*\*All prerequisite courses must have a grade of B or above to be accepted;*

- **Two professional recommendations from employers or professors;**
- **Documented observation or volunteer work in an occupational therapy clinic (40 hours minimum) signed by an occupational therapist;**
- **Statement of purpose describing knowledge of occupational therapy, and plan for meeting the challenges of the program;**
- **GRE examination report; and**
- **An interview may be required.**

International students must also submit scores from the Test of English as a Foreign Language (TOEFL) of 79 or higher for the internet-based test (IBT).

**Applicants who have bachelor's degrees in occupational therapy** must meet the following admission criteria for entrance in the Advanced curriculum track:

- **Certification to practice as an O.T.R. in the US;**
- **3.2 cumulative college GPA; and**
- **Two professional recommendations from employers or professors**

*Note:*

Admission to a previous matriculating year does not guarantee admission to the new academic year. Those applicants who defer admission will be considered for admission along with the applicant pool for the next academic year. Additional prerequisites may apply in order to update the application.

Admission is on a competitive basis for a limited number of positions. As a result, meeting the minimum requirements does not guarantee acceptance.

### **Transfer of Credits**

The Program's sequential design prevents transfer of credits from coursework outside of the curriculum. Only 6 credits of graduate work from another occupational therapy program may be evaluated for transfer equivalence. No credit is awarded for work experience.

### **Progression Requirements**

A graduate student is in good academic standing if his/her cumulative grade point average (GPA) is 3.0 or above. Occupational therapy students are placed on academic probation if their GPA falls below 3.0. Students on probation must achieve a cumulative GPA of at least 3.0 the following semester, in order to continue in the program.

- Students who receive a grade below a C in any class are withdrawn from the program.
- Students may not earn more than 12 credits of C grade or no more than 3 Cs in the foundation courses.
- Students who receive an Incomplete grade in a foundation sequence course must complete the requirement by the start of the following semester.
- In addition, students must achieve an 80 percent or higher total score and 70 percent or higher in all sub-scores in the Comprehensive Examination (COMP's exam) administered prior to the first level II fieldwork placement. One opportunity for remediation must be completed successfully.

Students dismissed from the program may petition the Program Director in writing to repeat a failed course the following year.

If readmission into the program is granted, the student will be considered on academic probation until the repeated course is completed in the program with a grade of B or above. If the student fails to achieve a grade of B or better in that course after one repeat attempt, the student is considered to have failed the conditions for reinstatement and will be permanently suspended from the program.

- Only one repeat attempt is granted for fieldwork level II. If a student fails a repeated fieldwork experience, he will be dismissed from the program. A student who is on academic probation must pass the fieldwork experience in order to progress in the program.
- Students enrolled in OTR 660: Graduate Project must show continuous enrollment for at least 1 credit until they have completed the requirement. They will receive a grade of 'IP' (In Progress) until a final graduate project is completed and accepted.

### **Graduation Requirements**

Satisfactory completion of all courses, fieldwork experiences, and graduate project with a cumulative GPA of 3.0 or higher is required for graduation. To qualify for the Master of Science in Occupational Therapy, entry-level students must complete a minimum of 74 credits of required coursework, in the curriculum sequence. O.T.R.s must complete a minimum of 35 credits in the Advanced Professional Skills sequence. Course requirements are individualized for O.T.R.s through meetings with the Program Director and faculty mentors.

## Grading Policy

The grading policy for students in the Master of Science Program in Occupational Therapy is as follows:

A	90%-100%
B	80%-89%
C	70%-79%
F	0%-69%

No letter grades are issued for Level II Fieldwork or Advanced Practicum. Fieldwork performance is evaluated on a credit/no credit (CR/NC) basis.

Students enrolled in OTR 660: Graduate Project will receive an IP (In Progress) grade until the graduate project is completed.

## Fieldwork

Participation in Level I and Level II Fieldwork is a required part of the curriculum and a requirement for graduation for all entry-level occupational therapy students. Fieldwork is completed on weekdays, to ensure that students experience all aspects of service delivery.

### Level I Fieldwork

Level I Fieldwork offers students practice-related experiences, and is integrated with the Clinical Foundations courses. The purposes of Level I Fieldwork experiences is to expose students to the values and traditions of occupational therapy practice, and provide opportunities to build skills in observation, activity analysis, and clinical reasoning for assessment and intervention in traditional and non-traditional/innovative settings. The program's Academic Fieldwork Coordinator (AFWC) places each student in a health-care facility in his or her community for 5 consecutive weekdays during each of the first Fall, Spring and Summer semesters. Students work closely with professional personnel who provide services to children with special needs, adults with psychosocial or cognitive limitations, and aged persons.

### Level II Fieldwork

The goal of Level II Fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II Fieldwork promotes clinical reasoning and reflective practice, transmits the values and beliefs that enable ethical practice, and develops professionalism and competence as career responsibilities.

Fieldwork is arranged by the program's AFWC in collaboration with the student. Entry-level students are required to complete a full-time twelve weeks Level II placement in a general rehabilitation setting during the fourth semester of the program (Fall)—this is a commitment commensurate to a full-time job. A second full or part-time Level II Fieldwork placement in a setting of the student's interest is scheduled during the last semester of the program (Spring). All Level II Fieldwork must be successfully completed within twenty-four months after academic coursework is completed.

### Requirements for Participating in Fieldwork

Barry University contracts with fieldwork centers which require that students be in good health before beginning a placement. The program contracts with Certified Background ([certifiedbackground.com](http://certifiedbackground.com)) to monitor students' compliance with health information requirements. Students are required to submit a Health Information Form signed by their physician to Certified Background by the first Fall semester in the program. Students are also responsible for maintaining the required current health, immunization information and drug screening with Certified Background. Failure to meet this requirement may result in inability to complete fieldwork or withdrawal from the program.

Fieldwork centers also require evidence of training in health and safety topics including HIV/infection control, CPR and HIPPA regulations. Occupational therapy students receive initial CPR certification and training in these areas during the first year of the curriculum.

All students must complete a level II background check before fieldwork placement. **An individual with a felony or misdemeanor conviction may be denied participation in fieldwork.**

### **Advanced Practicum for Certified O.T.R.s**

O.T.R.s enrolled in the Advanced Professionals Skills sequence of the program complete an advanced practicum during the last semester of the program. Ninety hours of work are required, in a setting appropriate to the student's area of interest in occupational therapy. The practicum may be completed on a full or part-time basis.

### **Financial Aid and Housing**

The Financial Aid Office at Barry University offers students help in obtaining assistance with educational expenses. Students who will need financial aid should contact the office as soon as they are admitted to the program. Many students in the Occupational Therapy Program apply for Subsidized and Unsubsidized Federal Stafford Loans (see Tuition, Fees, and Financial Aid section of the Graduate Catalog). Students may apply for competitive scholarships offered by the American Occupational Therapy Foundation (AOTF).

Students who travel to Barry University on weekends must obtain their own housing. The program maintains a list of local hotels used by occupational therapy students; some hotels offer seasonal discounts to students. Students wishing to apply for University housing may do so by contacting the Housing and Residence Life dept.

### **Responsibilities of Students**

#### ***Readiness for Learning***

All prospective and current students in the occupational therapy program must possess the intellectual, physical, and emotional capabilities necessary to undertake the full curriculum and to achieve the level of competency required by the faculty and the occupational therapy profession. Students with documented special learning needs must contact the Barry University Office of Student Services for Students with Disabilities to request accommodations.

#### ***Attendance and Participation***

Occupational therapists believe that people learn best by doing. Occupational therapy faculty and students are members of a teaching/learning team, and all team members must be present and actively involved, in order to make the process of education work. Communication among teachers and students is encouraged, because interaction in class builds skills that will be necessary in the future for relating to clients and families, collaborating with other professionals, and articulating the purpose and goals of occupational therapy. Because of this educational philosophy, and because each class weekend is very intensive, occupational therapy students are expected to be prepared for each weekend, participate actively in class and field experiences, avoid missing class time, and manage absences in a professional manner. Make-up assignments are required for all time missed. If a student misses more than two days of class (equivalent to two weeks in a traditional program), he or she must meet with the Program Director, and the student may be required to withdraw from the program.

#### ***Professional Behavior***

All aspects of the Program's and Barry University's Policy on Dishonesty as described in the Student Handbook apply to students in the Occupational Therapy Program. Students aspiring to become occupational therapists must also conduct themselves in accordance with the principles of the Occupational Therapy Code of Ethics.

Students completing assignments in health-care facilities are required to comply with the facility's policies regarding privacy and confidentiality of patient information. In addition, all students are expected to follow the Program's dress code guidelines.

#### ***Computer Access***

Access to and competency in basic use of a computer is a requirement for all students to complete the Occupational Therapy Program successfully. Students are expected to have a computer, web cam, maintain current Microsoft Office software, and an Internet connection at home. The program incorporates a blended instructional format which includes distance education. Some class modules are offered on-line only and assignments require computer use. In addition, official program correspondence is often sent between weekend sessions via e-mail and the learning management system. Students may use computers while on campus in the computer lab and library.

#### ***Health Insurance and Liability Insurance***

Health insurance coverage is required for all students enrolled in Level I and II Fieldwork. Students may enroll in the insurance policy offered through Barry University.

Students must purchase liability insurance each year through Barry University, in order to participate in fieldwork experiences. Some sites require liability insurance coverage in addition to the general policy purchased through Barry University.

### Accreditation, Certification, and Licensure

The Barry University Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, suite 200, Bethesda, MD 20814-3449. The AOTA's telephone number is [\(301\) 652-AOTA](tel:301652-AOTA).

After successful completion of the Masters of Science program in Occupational Therapy, students are eligible to sit for the Certification Examination for the Occupational Therapist, administered by the National Board for Certification in Occupational Therapy (NBCOT). Upon successful completion of the certification exam, graduates may be required to apply for a license to practice occupational therapy in their state. Graduates should contact the licensing boards in their states for application procedures.

Students should be aware that applicants for certification and licensure are required to answer questions about legal history, including any felony charges (see "Requirements for Participating in Fieldwork" section above). **An individual who has been convicted of a felony or misdemeanor may be denied certification or licensure as a health professional.**

### Sample Course Sequence

<b>Summer Semester Prerequisite</b>			<b>credits</b>
OTR	247	Kinesiology for Health Science Majors (if needed)	3

#### Clinical Foundations Courses

<b>Fall Semester</b>			<b>11 credits</b>
OTR	500	Principles of Occupational Therapy (on-line)	1
OTR	510	Neuroscience Fundamentals for Occupational Therapy	2
OTR	512	Conditions in Childhood (on-line)	2
OTR	514	Evaluation with Children	3
OTR	516	Development and Intervention in Childhood	3

<b>Spring Semester</b>			<b>10 credits</b>
OTR	522	Conditions in Adulthood (on-line)	2
OTR	524	Evaluation with Adults	3
OTR	526	Activities of Daily Living: Strategies for Special Needs	2
OTR	528	Development and Intervention with Adults	3

<b>Summer Semester</b>			<b>10 credits</b>
OTR	530	Conditions in Later Life (on-line)	2
OTR	532	Evaluation with Older Adults	3
OTR	534	Development and Intervention in Later Life	3
OTR	536	Clinical Practicum and Seminar	2

<b>Fall Semester</b>			<b>6 credits</b>
OTR	595	Level II Fieldwork in General Rehabilitation	6

### Advanced Professional Skills Courses

<b>Spring Semester</b>			<b>10 credits</b>
OTR	610	Advanced Neuroscience for Occupational Therapy	2
OR			
OTR	650	Special Topics II	2
OTR	615	Cognition and Occupation	2
OTR	620	Special Topics I	2
OTR	630	Introduction to Clinical Research	4

<b>Summer Semester</b>			<b>10 credits</b>
OTR	635	Advanced Clinical Reasoning	4
OTR	640	Assistive Technology	2
OTR	650	Special Topics II	2
OTR	660	Graduate Project	2

<b>Fall Semester</b>			<b>11 credits</b>
OTR	660	Graduate Project	1
OTR	670	Legal and Ethical Issues in Occupational Therapy	2
OTR	675	Models of Service Delivery	2
OTR	680	Seminar in Professional Issues	2
OTR	685	Leadership and Management in Occupational Therapy	4

<b>Spring Semester</b>			<b>5-7 credits</b>
OTR	660	Graduate Project	1
OTR	695	Level II Fieldwork in Special Interest Area (entry-level students)	6
OR			
OTR	699	Advanced Practicum (O.T.R.s)	4

<b>Total Credits for Graduation</b>			
<b>Entry level students</b>			<b>74-75</b>
<b>Occupational therapists</b>			<b>35-36</b>

### Sample Schedule of Weekend Courses

#### Summer Prerequisite Course (If Needed)

<b>Summer Semester</b>
May to August (eight weekends)
Saturday or Sunday 9:00 a.m. to 12:00 p.m.

**Clinical Foundations Courses****Fall Semester Yr1**

September to December (nine weekends)

Saturday &amp; Sunday 9:00 to 5:30 p.m.

+ 36 hrs. Level I Fieldwork

**Spring Semester Yr1**

January to April (nine weekends)

Saturday and Sunday 9:00 a.m. to 5:30 p.m.

+ 36 hrs. Level I Fieldwork

**Summer Semester Yr1**

May to August (eight weekends)

Saturday and Sunday 9:00 a.m. to 5:30 p.m.

+ 36 hrs. Level I Fieldwork

**Fall Semester Yr2**

Twelve weeks full-time Level II Fieldwork

**Advanced Professional Courses****Spring Semester Yr2**

January to April (nine weekends)

Saturday and Sunday 9:00 a.m. to 5:30 p.m.

+ 36 hours practicum

**Summer Semester Yr2**

May to August (eight weekends)

Saturday and Sunday 9:00 a.m. to 5:30 p.m.

+ 36 hours practicum

Graduate project (independent study)

**Fall Semester Yr2**

August to December (nine weekends)

Saturday and Sunday 9:00 a.m. to 5:30 p.m.

+ 36 hours practicum

Graduate project (independent study)

<b>Spring Semester Yr3</b>
Twelve weeks full-time Level II Fieldwork (entry-level students only)
OR
Advanced Practicum full or part-time (O.T.R.s only)
Graduate project (independent study)

### Course Descriptions

Occupational Therapy; Prefix: OTR

500 Principles of Occupational Therapy (1)

An introduction to the scope of practice, history, philosophy, terminology, and process of occupational therapy. Instruction and practice with analytical thinking and basic computer skills for occupational therapy students.

510 Neuroscience Fundamentals for Occupational Therapy (2)

This course examines the gross anatomy, fundamental elements, and processes of the nervous system from a clinician's perspective. It provides an overview of the sensory and the motor control systems.

512 Conditions in Childhood (2)

Study of the conditions affecting occupational performance in childhood and adolescence. Examination of the effects of health, disability, disease processes, and traumatic injury on the child and adolescents within the context of the family, culture, school, and society. Co-requisites: OTR 514, 516.

514 Evaluation with Children (3)

A survey of selected theoretical frames of reference, occupational therapy evaluation tools, and assessment methods used in intervention planning with children and adolescents. Co-requisites: OTR 512, 516.

516 Development and Intervention in Childhood (3)

An examination of the developmental stages and milestones, occupational roles, and activity patterns of childhood and adolescence. Selection, analysis, and implementation of therapeutic methods for intervention with children and teens. Course includes a Level I fieldwork in a pediatric setting. Co-requisites: OTR 512, 514.

522 Conditions in Adulthood (2)

Study of the conditions affecting occupational performance in young and middle age adults. Examination of the effects of health, disability, disease process, and traumatic injury on the individual within the context of the family, culture, work, home, and society. Prerequisites: OTR 500, 516. Co-requisites: OTR 524, 528.

524 Evaluation with Adults (3)

Survey of selected theoretical frames of reference, models of practice, and occupational therapy evaluation tools and assessment methods used in the physical and psychosocial rehabilitation of young and middle age adults. Prerequisite: Completion of OTR 500, 516. Co-requisites: OTR 522, 526, 528.

526 Activities of Daily Living: Strategies for Special Needs (2)

An introduction to the assessment and training techniques for self-care, splinting, and mobility skills as a multidisciplinary process of interaction between the individual, its occupation, and the environment. Emphasis is placed on adapted techniques and equipment for ADL evaluation and intervention throughout the lifespan. Prerequisites: OTR 500, 516; Co-requisites: OTR 522, 524, 528.



- 528 Development and Intervention in Adulthood (3)  
Review of the developmental stages, milestones, occupational roles, and activity patterns of later adolescence through middle adulthood. Selection, analysis, and implementation of therapeutic methods for intervention with adults. Course includes a Level I fieldwork experience in a non-traditional adult setting. Prerequisites: OTR 500, 516; Co-requisites: OTR 522, 524, 526.
- 530 Conditions in Later Life (2)  
Study of the conditions affecting occupational performance in later life. Examination of the effects of health, disability, disease processes, and traumatic injury on the older adult within the context of family, culture, and society. Prerequisite: Completion of OTR 500, 528; Co-requisites: OTR 532, 534.
- 532 Evaluation with Older Adults (3)  
Survey of the occupational therapy evaluation process, assessment tools, theoretical frames of reference, models of practice, and clinical reasoning for intervention planning with older adults. Prerequisite: Completion of OTR 500, 528; Co-requisites: OTR 530, 534.
- 534 Development and Intervention in Later Life (3)  
An examination of the developmental stages and milestones, occupational roles, and activity patterns of older adulthood. Clinical reasoning for the selection and implementation of intervention methods used in promoting occupational performance with older adults. Course includes a level I fieldwork in a geriatric setting. Prerequisite: Completion of OTR 500, 528; Co-requisites: OTR 530, 532.
- 536 Clinical Practicum and Seminar (2)  
A synthesis of the clinical foundation courses. It includes reflections on Level I Fieldwork experiences, appraisal of learning styles, cultural competence, professional behaviors, and the clinical reasoning skills for client centered assessment and intervention required in preparation for Level II Fieldwork. Course includes initial CPR certification and COMPs examination. Prerequisites: OTR 500, 528; Co-requisites: OTR 530, 534.
- 595 Level II Fieldwork in General Rehabilitation (Adults) (6)  
A full-time twelve-week placement in a general traditional adult rehabilitation clinical setting, for entry level students. It is designed to develop competent, entry-level skills for practice as a generalist occupational therapist. Prerequisite: Successful completion of OTR 500, 536 and approval of Program Director. (CR/NC only)
- 610 Advanced Neuroscience of Occupational Therapy (2)  
This course presents current research on how the central nervous system works, with implications for occupational performance and neuro-rehabilitation. Topics include arousal and motivation, motor control, learning, memory, and emotions. Prerequisite: OTR 595 Level II Fieldwork or NBCOT certification as an occupational therapist.
- 615 Cognition and Occupation (2)  
This course provides a comprehensive view of cognitive rehabilitation in occupational therapy from a theoretical, practical and research perspectives. Prerequisite: OTR 595 Level II Fieldwork or NBCOT certification as an occupational therapist.
- 620 Special Topics I (2)  
This course focuses on a specialty topic in occupational therapy practice. Topics are selected each year based on students' interests and faculty expertise. Prerequisite: OTR 595 Level II Fieldwork or NBCOT certification as an occupational therapist.
- 630 Introduction to Clinical Research (4)  
Overview of the research process, quantitative and qualitative methodology, and basic descriptive and correlational statistical analysis used in clinical research. The course includes practical experience with proposal development, data collection, and analysis techniques. Course includes thirty-six hours practicum. Prerequisite: OTR 595 Level II Fieldwork or NBCOT certification as an occupational therapist.

635 Advanced Clinical Reasoning (4)

This course integrates the application of evidence-based practice models and critical thinking to the development of clinical reasoning for occupational therapy. It includes a Practicum experience. Prerequisites: OTR 595 Level II Fieldwork or NBCOT certification as an O.T.R. and OTR 630.

640 Assistive Technology (2)

An examination of the occupational therapy process for assessment, funding, prescription, and evaluation of the outcomes of assistive technology across the lifespan. Prerequisites: OTR 595 Level II Fieldwork or NBCOT certification as an O.T.R.

650 Special Topics II (2)

This course focuses on a specialty topic in occupational therapy practice. Topics are selected each year based on students' interests and faculty expertise. Prerequisite: OTR 595 Level II Fieldwork or NBCOT certification as an occupational therapist.

659 Advanced Independent Study (3-6)

Tutorial study with a faculty mentor in an area of specialization. Weekly discussions, assignments, and examinations arranged with instructor.

660 Graduate Project (4)

This is an independent study course that integrates research, clinical reasoning, and professional knowledge for the development of a supervised scholarly project that synthesizes the student's educational and clinical experience. The project must provide evidence of the student's leadership skills in innovative service delivery, management, clinical education, or research. Prerequisite: OTR 630 & OTR 635 or approval of Program Director.

670 Legal & Ethical Issues in Occupational Therapy (2)

This course provides an introduction to healthcare law, health policy, professional statutes, ethical responsibilities, and conduct expected of the occupational therapist. It includes discussion on legal and ethical dilemmas faced by occupational therapists and the principles that guide decision-making and action. Prerequisites: OTR 595 Level II Fieldwork or NBCOT certification as an O.T.R.

675 Models of Service Delivery (2)

Study of medical, educational, community, and social models of service delivery, and their effects on the practice of occupational therapy. Prerequisite: OTR 595 Level II Fieldwork or NBCOT certification as an occupational therapist.

680 Seminar in Professional Issues (2)

This course focuses on the transition from the classroom to professional life. Issues relevant to the practice of occupational therapy including preparing for the certification examination, applying for licensure, independent contract, international practice, and participation in professional organizations are discussed. Prerequisite: OTR 595 Level II Fieldwork or NBCOT certification as an occupational therapist.

685 Leadership and Management in Occupational Therapy (4)

A survey of leadership theories, styles, skills, and administrative functions of the occupational therapy manager. Includes Practicum experience. Prerequisites: OTR 595 Level II Fieldwork or NBCOT certification as an O.T.R.

695 Level II Fieldwork in Special Interest Area (6)

Full-time twelve-week placement in a clinical setting or part-time equivalent, for entry-level students. Prerequisite: Completion of OTR 610, 685, and approval of Program Director. (CR/NC only)

699 Advanced Practicum for O.T.R.s (4)

Full or part-time placement which provides in-depth experience in a specialty area. Prerequisite: Completion of OTR 610, 685; NBCOT certification as an occupational therapist; and approval of the Program Director. (CR/NC only)

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## Doctorate in Occupational Therapy

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Belkis Landa-Gonzalez, Ed.D., O.T.R./L., FAOTA Professor and Program Director

### Overview

The College of Nursing and Health Sciences offers a post-professional practice doctorate degree in occupational therapy designed for clinicians certified in the field with a minimum of 6 months experience. The program aims to meet the rehabilitation needs of the US or international population by preparing doctorate level professionals who are capable of serving as healthcare educators and deliver services in advanced areas of practice, to multicultural clients and complex cases in innovative settings.

The high-quality, flexible, distance-delivered degree program is designed for certified and licensed eligible occupational therapists throughout the United States and its territories, as well as internationally trained prospects who meet the admission criteria and wish to advance their education beyond the master's level.

### Admissions Process

The program participates in the online Centralized Occupational Therapy System-OTCAS (<https://otcas.liasoncas.com/applicant-us/#/login>). Therefore, applications and all documents required for admission consideration are submitted via the OTCAS system. Prospects may contact the College of Nursing and Health Sciences Admissions office for questions or additional. The application deadlines are as follows:

- March 1st (to start in the Summer semester), July 1st (to start In the Fall) and November 1st (for a start in the Spring semester)
- Candidates are selected for admission on the basis of high promise for program completion and academic success in graduate education.

### Pre-Requisites

- Be an initially certified OTR with a minimum of an earned master's degree from a regionally accredited or internationally recognized institution.
- Have a minimum cumulative GPA of 3.2 or better on a 4.0 scale.
- Satisfactory Graduate Record Examination (GRE) score
- Completed University application
- Completed statement of purpose or essay indicating motivation to apply, personal and professional strengths, potential contributions to the discipline and commitment to succeed in the program.
- Official transcripts from institutions of higher learning attended
- Minimum of 6 months clinical experience post-graduation and/or certification in occupational therapy
- Knowledge of using distance technology (via acknowledgment & self-assessment form)
- International students must be certified OTRs with MS equivalent from internationally recognized institution. Knowledge of the English Language (TOEFL 79 or above on the computer-based exam)
- Interview required
- Three professional letters of recommendation

### Program Goals

Upon successful completion of the program, graduates will:

1. Demonstrate advanced knowledge of professional domains for evaluation & intervention with multicultural clients (Advanced Clinical Practice)
2. Demonstrate advanced knowledge of professional theoretical foundations (Theory)
3. Demonstrate skills and behaviors for leadership roles in the profession in both traditional and emerging practice settings (Leadership)
4. Integrate research evidence and scholarship into practice (Evidence Based Practice)
5. Demonstrate professional advocacy and community service (Advocacy & Service)
6. Apply technology and innovative principles to practice and education (Technology)
7. Demonstrate competence in working with diverse populations (Diversity)

### Educational Outcomes

1. Demonstrate mastery of professional knowledge and technical skills relevant to areas of advanced occupational therapy practice.
2. Synthesize, integrate, and apply theoretical knowledge with clinical expertise to promote best practices in the delivery of occupational therapy services with complex and diverse cases.
3. Apply research evidence to practice focusing on reduction of risk, promotion of health & wellness, and enhanced quality in healthcare delivery.
4. Serve as transformational leaders in clinical practice, health policy, clinical education and healthcare delivery.
5. Use effective communication, teamwork and interdisciplinary collaboration skills to solve complex clinical problems, facilitates positive change, and improved quality of care for diverse individuals, groups and populations.
6. Engage in scholarship and dissemination of research findings through professional activities and life-long learning opportunities.
7. Demonstrate skill in management of technology and innovative services in various settings.

### Curriculum

The program includes a continuous and sequential structure, beginning with 18 credits in the Core Foundation courses in the discipline (i.e. Theoretical Foundations and Occupation-Centered Practice) and progressing to 18 credits of electives or advanced practice sequence where students complete interdisciplinary courses in specialty topics and advanced areas of practice culminating with a capstone project. The curriculum phases are logically sequenced to build upon previous knowledge and skills gained during the master's degree preparation and professional practice experience as a certified occupational therapist. The curriculum facilitates the development of expert clinicians skilled in the appraisal and translation of theory and best research evidence to occupational therapy practice. The goals of the core sequence are for students to gain competencies in advanced critical thinking, scientific inquiry, integration of theoretical and evidence-based knowledge and professional leadership. During the second phase of the curriculum, students gain advanced clinical expertise, engage in self-reflection, and further lifelong learning in select specialty areas. The scholarly capstone project is the culmination of the learning process for the OTD student. In addition, the curriculum also includes a 16 week doctorate experiential practicum which is interwoven through the curriculum.

Courses in the curriculum are web and multi-media based and include synchronous and asynchronous distance learning formats. They may be completed on a part time or full time basis with a minimum of 3 credits required each semester.

### Transfer Credits

Acceptance of transfer credits is at the discretion of the program director. A maximum of 6 graduate credits may be transferred from a regionally accredited or internationally recognized institution of higher education at the time of matriculation. Only courses with a final grade of B or higher will be considered for transfer. Transfer credits must meet the criteria established by Barry University.

Prospects may submit a Professional Portfolio for up to 6 credits for work experience evaluation. Focus should be on leadership, research or advanced practice. Details may be obtained at the department

### Sample Course Sequence

Spring Yr1			
OTD	703	Occupation Centered Practice	3
OTD	707	Theories and Models of Practice in OT	3
Summer Yr1			
OTD	710	Diversity and Inclusion	3
OTD	713	Assessment of Risk Factors	3

<b>Fall Yr1</b>			
OTD	716	Advanced Clinical Research	3
OTD	724	Leadership and Healthcare Advocacy	3
<b>Spring Yr2</b>			
OTD	803	Resilience and Health	3
OTD	807	Psychosocial Aspects of Aging	3
OTD	831	Applied Research Capstone	3
<b>Summer Yr2</b>			
OTD	811	Role of OT in the Management of Pain	3
OTD	817	Cultivating Motivation and Mentoring	3
OTD	831	Applied Research Capstone	3
<b>Total Credits</b>			<b>36</b>

\* Course offerings are based on enrollment

### Progression Requirements

Doctoral students must obtain a grade of B or above in all courses and maintain a cumulative GPA of 3.0 on a 4.0 point scale to progress in the program

- A student who receives a C in a course will be required to repeat the course
- A student who receives an F in a course will be dismissed from the Program
- Students may not begin a new semester with a grade of 'Incomplete' in a course from the previous semester without the permission of the Program Director
- A student enrolled in OTD 831 Applied Research Capstone Project will receive an 'IP' grade until the project is completed. The student will be required to enroll for 1 additional credit beyond the required 6 credits each semester until completion of the project

### Graduation Requirements

In order for students to be eligible for graduation from the program, students must:

1. Maintain good academic standing earning a grade or "B" or above in all didactic courses.
2. Successfully complete all coursework and degree requirements including the capstone project and experiential practicum within 5 years of initial enrollment.
3. Comply with all of the policies and procedures of the Program, the University, and the College of Nursing & Health Sciences at all times.

### Grading Policy

The grading policy for students in the Doctorate Program in Occupational therapy is as follows:

A	90%-100%
B	80%-89%
C	70%-79%
F	0%-69%

**Doctorate Experiential Practicum**

The practicum experience includes 16 weeks of practical experience working with mentors in advanced areas of interest such as specialized clinical practice, research, administration, leadership, or instruction. This requirement is incorporated within select courses in the curriculum sequence.

**Course Descriptions**

Occupational Therapy Doctorate; Prefix: OTD

**703 Occupation Centered Practice (3)**

This course advances the application of theoretical principles, models of practice, and research evidence that support occupation-based evaluation and intervention for individuals, groups, and populations with physical and/or psychosocial dysfunctions across the developmental continuum. Focus of the course is on the analysis of and therapeutic use of occupations.

**707 Theories and Models of Practice in Occupational Therapy (3)**

This course advances students' knowledge of the theoretical foundations and models that guide the process of occupational therapy practice. The focus of the course is on the analysis and integration of theoretical constructs, research evidence and their application to evaluation and intervention for individuals and populations with physical and/or psychosocial dysfunctions.

**710 Diversity and Inclusion (3)**

This course focuses on issues of diversity, cultural norms, and roles and how individual's biases based on race, ethnicity, culture, religion, age, sex, sexual orientation, social and economic status, political ideology, and disability may potentially engender discrimination. Students will advance their cultural competence for working with diverse populations in clinical practice.

**713 Assessment of Risk Factors and Risk Reduction (3)**

This course provides a comprehensive view of the role of the occupational therapist in determining health risk factors and designing solutions for the prevention of injuries, illness and disabilities across the life span. The course will focus on biomedical and epidemiological perspective for the analysis of complex clinical cases and populations at risk.

**716 Advanced Clinical Research (3)**

This course presents an intermediate to advanced examination and analysis of the research process for quantitative, qualitative and mixed methodologies to support integration of evidence into clinical practice. The course includes experiential learning with proposal design and data analysis

**724 Leadership and Healthcare Advocacy (3)**

This course addresses leadership as a subject of study with specific emphasis on the theories, models, practices, and competencies of leadership within a health organization context. Topics such as cultural competency, leader competencies, quality evaluation, communication, planning, decision-making, and employee development are discussed. Novice and experienced practitioners are empowered to become better leaders in practice and to advocate for patient and organization outcomes.

**803 Resilience and Health (3)**

This course provides a comprehensive view of the role of physical, behavioral, psychosocial and contextual factors in promoting optimal physical and mental health in individuals and groups across the developmental lifespan from an occupational therapy theoretical and evidenced based perspective.

**807 Psychosocial aspects of Aging (3)**

This course focuses on current theories on aging, and psychosocial issues of aging. The concepts of interpersonal relationships, sexuality, coping, major psychological disorders and death and dying will be examined. Therapeutic models and methods for assessment and intervention will be considered utilizing an occupational therapy perspective.

**811 Role of the OT in the Management of Pain (3)**

This course provides an in-depth exploration of the biopsychosocial phenomenon of pain. Emphasis is placed on definitions of pain and its perception, assessment of pain, factors influencing pain management, inter-disciplinary management and occupational therapy interventions for clients with pain. Case studies will be used to acquaint students with the social determinants of pain and the clinical models that guide intervention for acute, chronic, psychogenic, and end-of-life pain. Students will also be introduced to the principles of pharmacological and integrative management of pain.

**817 Cultivating Motivation & Mentoring (3)**

This course integrates the skills an occupational therapist may use to motivate him/herself and her client to improve overall health, mental and physical wellbeing. Occupational therapy practitioner may assist individuals to find the strength within them to make the desired or needed changes toward a healthier lifestyle. The course incorporates the application of motivational theories and mentoring techniques to design and implement strategies that support clients' goals leading to improved wellbeing.

**831 Applied Research Capstone (3-6)**

This is an independent study course that synthesizes the curriculum knowledge into a capstone applied research project in an area of professional interest evidencing the student's leadership skills in innovative service delivery and integration of research evidence into practice. Continuous enrollment is required until project is completed.

Pre-requisite: Completion of core and specialty track courses in the OTD program

# Physician Assistant Program

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## Master of Clinical Medical Science (M.C.M.Sc.)

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Randi Beth Cooperman, DHS, MCMS, PA-C; Associate Professor and Program Director

### Program Overview

A Physician Assistant (PA) is a highly qualified health care provider who has been prepared, through a demanding academic and clinical curriculum, to provide health care services under physician supervision. PAs gather and evaluate medical data and participate in the process of clinical decision-making, diagnosis, and therapeutic management.

All students who successfully complete the Barry University Physician Assistant Program (Program) will be awarded both the Master of Clinical Medical Science degree and the Physician Assistant Certificate.

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued status to the Barry University Physician Assistant Program sponsored by Barry University. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be March 2026. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

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## Mission and Philosophy

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### Vision Statement

Our vision is that our graduates will be PA leaders in health care technology and clinical practice.

### Mission Statement

The Barry University Physician Assistant Program educates students in the practice of collaborative medicine and encourages life-long learning and professional development. It fosters a technology rich environment and clinical training experiences among diverse patient populations. The Program enables students to develop competencies required to meet the health care needs of contemporary society.

### Educational Philosophy

The vast amount of information in medicine can never be mastered by any one person. However, it is each practitioner's responsibility to learn as much as possible each day in order to develop the deepest fund of knowledge possible. The Program encourages its students to engage medicine as a life-long learning experience.

Course syllabi and lecture materials are meant to help the student obtain a broad overview of the identified topics. However, neither tests nor examinations for licensure, nor the patients whom a student may encounter in a clinical rotation, can exhaustively cover the content of any given area in medicine. Therefore, it is incumbent upon the student to study beyond the syllabus and course materials and to develop intellectually to every extent possible.

### Program Goals

Upon graduation from the Barry University Physician Assistant Program, students will demonstrate proficiency in entry-level competencies listed below.

### Program Objectives and Competencies of the PA Profession

Upon graduation from the Barry University Physician Assistant Program, students will demonstrate proficiency in entry-level competencies:



1. Medical Knowledge
2. Interpersonal and Communication Skills
3. Patient Care
4. Professionalism
5. Practice-Based Learning and Improvement
6. Systems-Based Practice

### Admission Requirements

The successful candidate for admission to the Physician Assistant Program will have:

- A baccalaureate degree from a regionally accredited or internationally recognized college or university; it is required that the undergraduate grade point average, especially in science, be 3.0 or higher;
- Completed 6 credits (two courses) in human anatomy and physiology with labs;
- Completed 3 credits (one course) in the biological sciences. (examples include: general biology or zoology, human genetics, cell and molecular biology);
- Completed at least 6 credits (two courses) in psychology, sociology, or human growth and development. Anthropology, humanities, and criminology courses are not accepted;
- Completed a minimum of 6 credits (two courses) in general chemistry and 3 credits (1 course) in either organic chemistry or biochemistry;
- Taken the Graduate Record Examination (GRE); the Medical College Admissions Test (MCAT) will not be substituted for the GRE; applicants with GRE scores more than five years old from the year of matriculation must re-take the GRE and submit more recent scores; GRE scores must be sent to the university by ETS to institutional code 5053, departmental code 0634 before the application is submitted; and
- Submit a complete dossier of official college transcripts to CASPA for verification (prerequisite credits that are more than ten years old may not be considered);
- Submitted three letters of recommendation, (from clinical work supervisors or clinical coworkers, and academicians);
- Evidence of prior experience in health care is highly recommended; and
- Meet the Program Technical and Professional Standards.

Applicants should have all prerequisites completed at the time their application is submitted to CASPA. An Interview is required and is extended only at the Invitation of the Admissions Committee. Once offered a seat of provisional acceptance, ALL official (sealed) transcripts and admission documents must be mailed to Main Campus for processing: Barry University Physician Assistant Program, 11300 NE 2nd Avenue, Miami, Florida 33161-6695 as the Program does not receive copies sent to CASPA.

In addition, though not a requirement for admission, students accepted into the Program must complete a course in medical terminology prior to matriculation. Accepted students must provide a grade for medical terminology on an official transcript or a certificate of completion.

### Admission Process

All applicants to the Barry University Physician Assistant Program must apply through the Central Application Service for Physician Assistants (CASPA). Applicants may begin the application process by visiting the CASPA web site at <https://caspa.liasoncas.com>. Applicants must apply to only one campus (Miami or St. Petersburg). Applicants invited for interviews will be invited only to their first-choice site.

Selection will be made by committee and is based upon the above criteria. Candidates are evaluated in the context of the applicant pool for the year in which they seek to matriculate. Therefore, the admission process for the PA Program is highly competitive. Candidates are considered on the basis of their overall GRE, undergraduate and graduate GPA, their health care experience, commitment to service, letters of recommendation, writing ability, the interview, and their personal statement.

Individuals selected for admission must exhibit the necessary interpersonal skills, and the physical, psychological, and behavioral capacities to satisfactorily fulfill the rigorous requirements of the Program.

**Foreign-Born Non-U.S. or Non-Canadian Citizens**

- Applicants with foreign transcripts or non-grade transcripts must submit a degree equivalent evaluation with GPA provided (an original sealed report from a transcript evaluation service.) A list of transcript evaluation service providers may be found at [www.naces.org](http://www.naces.org);
- Must have attended a college or university in the United States for a minimum of one year prior to application; and
- Submit test scores for the Test of English as a Foreign Language (TOEFL), be able to express themselves clearly to others in spoken English, and have the ability to understand rapidly spoken colloquial English. Curriculum Descriptions

The curriculum leading to the Master of Clinical Medical Science degree, normally takes twenty-eight months to complete. Lecture content is delivered using interactive video conferencing between the two campuses. The first year involves didactic classroom courses (some with laboratories) in the basic and applied medical sciences. The next twelve months involve rotations in hospitals and other approved facilities. Students return to the campus for additional didactic courses and research for their final semester. Successful completion of the entire curriculum is required for graduation.

**Course Sequence**

<b>First Year</b>			<b>credits</b>
<b>Fall</b>			
PHA	585	Physiology	4
PHA	586	Neuroanatomy	2
PHA	580	Clinical Microbiology and Infectious Diseases	3
PHA	590P	Gross Anatomy with Lab	6
PHA	605C	Physical Diagnosis I	3
PHA	621A	Clinical Pharmacology I	1
PHA	530A	The Physician Assistant Role in Modern Health Care	1

<b>Spring</b>			
PHA	510	Human Genetics	1
PHA	535	Human Behavior and Psychiatry	3
PHA	602	Medical Pathophysiology I	6
PHA	605D	Physical Diagnosis II	4
PHA	621B	Clinical Pharmacology II	2
PHA	640P	Surgical Principles	2
PHA	701	Women's Health/Pediatrics/Geriatrics	3

<b>Summer</b>			
PHA	603	Medical Pathophysiology II	3
PHA	649P	General Radiology	3
PHA	705B	Emergency Medicine	2
PHA	605E	Physical Diagnosis III	3
PHA	621C	Clinical Pharmacology III	2
PHA	573	Research in Community Health	4

### Second Year

There will be eight six-week rotations, including Emergency Medicine, Family Medicine, Internal Medicine, Women's Health, Pediatrics, Behavioral Health, Surgery, and an Elective rotation.

Following each rotation there will be End of Rotation exercises at Barry University.

<b>Fall, Spring, &amp; Summer*</b>			<b>credits</b>
PHA	552	Medical Spanish	3
PHA	727	Clinical Orientation (PA)	1
PHA	740	PA Rotation 1	6
PHA	741	PA Rotation 2	6
PHA	742	PA Rotation 3	6
PHA	743	PA Rotation 4	6
PHA	744	PA Rotation 5	6
PHA	745	PA Rotation 6	6
PHA	746	PA Rotation 7	6
PHA	747	PA Rotation 8	6

<b>Third Year*</b>			<b>credits</b>
<b>Fall</b>			
PHA	553P	Biomedical Ethics/Health Care Delivery	2
PHA	806P	Library Research	7
PHA	638	Thanatology	1
PHA	530B	Transition to PA Clinical Practice	1
PHA	690	Clinical Therapeutics	2
PHA	695	Primary Care Review Course	3

<b>Total Credits</b>	<b>126</b>
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\*An elective may be taken in the advanced didactic semester.

### Progressions Requirements

The Program is continuous (no semester breaks) and sequential spanning twenty-eight months. Each semester's successful completion is required to progress.

Extension of studies beyond the prescribed twenty-eight months is not possible. The exception is when a student requests a leave of absence for pressing personal, military, or family reasons, or must repeat a clinical rotation. The student may have the opportunity to return at a later date to complete the curriculum and, depending upon the length of the leave, may be required to complete remediation activities prior to continuing. These situations will be assessed on a case-by-case basis and are at the discretion of the program director and based upon faculty recommendations.

### Academic Standing (calculated using a 0.00 to 4.00 scale)

A student must maintain a semester and cumulative GPA of 3.00 or above to be considered in good academic standing.

**Probation Status Didactic**

A student will be placed on academic probation if:

- Achieves a semester GPA below 2.70

**Probation Status Clinical**

A student will be placed on academic probation with an F grade on a clinical rotation or has a semester GPA below 2.70.

**Dismissal Status Didactic**

A student will be dismissed if:

- Achieves a GPA less than 2.50 In any didactic semester or
- Qualifies for academic probation for two consecutive semesters or
- Earns an F in any didactic semester regardless of GPA.

**Dismissal Status Clinical**

A student will be dismissed if:

- Qualifies for academic or professional probation in two consecutive semesters,
- Or achieves a cumulative GPA below 2.50,
- Or a second F in any clinical rotation, consecutive or not consecutive, regardless of GPA.

**Graduation Requirements**

All candidates for the degree of Master of Clinical Medical Science in the Physician Assistant Program shall have:

1. Satisfactorily complete all courses, rotations, and clinical requirements.
2. Maintained acceptable professional standards (see Professional Conduct Code).
3. Fulfilled all responsibilities and financial obligations to the Program and the University.
4. Completed a summative evaluation, written and practical during their final term. Each student must successfully complete a proctored examination of a standardized patient which includes assessment of their ability to provide care, demonstrate their clinical skills and medical knowledge, interpersonal and communication skills, and professionalism..
5. Achieve a grade of C or higher on the Primary Care Review course examination.

Recommendation for the Master of Clinical Medical Science degree is a discretionary right residing with the faculty and administration of the Program, but shall not be withheld arbitrarily. There is no contract, stated or implied, between the Program and the students, guaranteeing that a degree or certificate will be conferred at any stated time, or at all. Accreditation guidelines mandate that the Program evaluate each graduation candidate to determine the appropriateness of their graduation. If students are found lacking in appropriateness, remediation will be required in their final didactic semester. Such remediation could delay their graduation.

Students who have satisfactorily completed all program requirements are eligible to sit for the Physician Assistant National Certifying Examination (PANCE).

**Grading Policy**

The grading policy for students in the Physician Assistant Program will be as follows:

A	90-100%
B	80-89.9%
C	70-79.9%
F	Less than 70%

### Advanced Standing and Transfer Policy

Due to considerable variation in physician assistant programs throughout the United States, students of other PA programs will not be accepted for transfer into the Program. In addition, applicants to the Program may not receive “advanced standing” based upon previous education or credits taken. Foreign medical graduates must complete the Program in its entirety.

### Course Descriptions Prefix: PHA

#### 510 Human Genetics (1)

An overview of basic genetic science, of common problems in clinical genetics, and of issues in genetic counseling. The course is intended to furnish PA students with a useful overview of human genetics sufficient to enable them to manage issues in genetics that may arise in primary care medical practice.

#### 530A The Physician Assistant Role in Modern Health Care (1)

Introduction to the role of the Physician Assistant (PA) in health care delivery. Examines the historical development of PAs as associates to family physicians and internists, as well as evolving PA roles as medical generalists, primary care health providers, and PA specialty and subspecialty practice. Distinguishes the shared and distinct roles of physicians, nurses, and other members of the health care team. Various aspects of PA professional life, including legal, legislative, regulatory, PA Professional organizations, PA program accreditation, PA certification, and recertification.

#### 530B Transition to PA Clinical Practice (1)

This course examines the competencies and select skills that students need to demonstrate upon completion of the program. Addresses multiple PA practice issues including the competencies required for licensing and clinical practice, including professionalism, practice-based learning and improvement, and systems based practice.

#### 535 Human Behavior and Psychiatry (3)

This course will focus on the signs, symptoms, and therapies of the major mental disorders, emphasizing those most commonly seen and managed in primary care medical practice. Thus, the anxiety disorders, depression, alcohol and drug abuse, and the organic brain syndromes will be considered in detail. Throughout, behavioral science concepts will be introduced as needed to explain both the characteristics of the disorders and of their treatments. Discussion will include how to generate a differential diagnosis and develop and implement an appropriate plan of treatment for the major disorders, as well as appropriate referral of patients.

#### 552 Medical Spanish (3)

This course is intended to enable students to complete a history and physical and conduct a physical examination in Spanish. No prerequisite knowledge of Spanish is required. Focus is upon diversity and cultural issues.

#### 553P Biomedical Ethics/Health Care Delivery (2)

This course focuses on selected topics in bioethics relevant to Physician Assistant practice: valid consent, the definition of death, euthanasia and physician-assisted suicide, advance directive, neonatology, and an intensive examination of the PA code of ethics. Discussion will include the attributes of respect for self and others, professional responsibility, and a commitment to the patient and their welfare. Further discussion will include the concepts of privilege, confidentiality, and informed patient consent.

#### 573 Research in Community Health (4)

An introduction to public health issues, epidemiology, and research methods related to the Physician Assistant practice. This course will provide the PA student with an overview of research designs and analytical statistics, incidence, and patterns of disease states in populations and the practical application of this information to the public health issues in the clinical setting. The PA student will be able to review and critique medical literature and studies for their validity and clinical significance.

## 580 Clinical Microbiology (3)

Introduction to human immunity and medical bacteriology, mycology, virology, and parasitology, followed by topics in infectious disease using a systemic approach: infections of skin and wounds; bones and joints; eye, ear, nose, and throat; dental and periodontal tissues; respiratory tract; gastrointestinal system; urinary tract; nervous system; cardiovascular system; sexually transmitted disease; diseases of the fetus and newborn; AIDS and opportunistic infections.

## 585 Physiology (4)

Introduction to physiology. Normal physiological processes will be discussed including basic principles, physiology of nerve and muscle, essentials of neuro-anatomy, functions of nerve tissues, endocrinology and metabolism, gastrointestinal function, cardiovascular physiology, respiration, and excretion. Biochemical and nutritional issues will also be addressed.

Physiology lecture incorporates concepts from Anatomy, Histology, Biochemistry, Physics, and Molecular Biology and applies them toward the understanding of the normal function of the major organ-systems of the human body. The major organ systems covered are: (i) cardiovascular, (ii) digestive, (iii) endocrine, (iv) muscular, (v) neural, (vi) renal, (vii) reproductive, and (viii) respiratory.

## 586 Neuroanatomy (2)

This course provides the student with a basic understanding of the structural organization of the central nervous system in sufficient depth to form the basis for clinical application. This course will cover the structure and function of the spinal cord, brain stem, cerebellum, and cerebrum. The primary emphasis will be on the major motor and sensory pathways, spinal and cranial nerves, and integrative mechanisms of the central nervous system.

## 590P Gross Anatomy with Lab (6)

Study designed to expose the student to the macroscopic aspects of human morphology and correlate them with clinical information. The whole body will be covered. Software and models are used. Lecture and lab.

## 602 Medical Pathophysiology I (6)

Introduction to pathological processes in human physiology. This course will introduce the PA student with the common cardiovascular, pulmonary, renal/genitourinary, and hematologic/oncologic diseases seen in a primary care practice today. It will emphasize their epidemiology, pathophysiologic basis, presentation, physical and laboratory exam findings, natural history, differential diagnosis, diagnostic workup, and treatment. Content will correspond to those topics listed in the PA National Certification Exam (PANCE) blueprint.

## 603 Medical Pathophysiology II (3)

This course will introduce the Physician Assistant student with the common gastrointestinal, hepatic, endocrinology, neurological, and infectious diseases encountered in a primary care practice today. Similar to PHA 602, it will emphasize their epidemiology, pathophysiologic basis, presentation, physical and laboratory exam findings, natural history differential diagnosis, diagnostic workup, and treatment. Content will correspond to those topics listed in the PANCE blueprint.

## 605C, 605D, 605E Physical Diagnosis I, II, III (3) (4) (3)

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. In addition to the vital communication skills required to meet patient's needs, PHA 605 C emphasizes the organization and integration of the collected information ("clinical data") into the written medical record. The course also introduces the student to the process of clinical reasoning and the skill of differential diagnosis. Also includes EKG and laboratory medicine. Lecture and lab.

## 621A, 621B, 621C Clinical Pharmacology I, II, III (1) (2) (2)

Students develop basic knowledge and practical skills in clinical pharmacology. The first course introduces fundamental concepts of pharmacology, including pharmacokinetic, pharmacodynamic, and therapeutic principles. In the subsequent course, students learn applied concepts of law, pharmacology, and therapeutics, integrating therapeutic principles and patient outcomes with previously established basic concepts. Real-life cases illustrate clinical applications of pharmacotherapeutic principles. Prerequisites/Co-requisites: satisfactory completion of the first course is a prerequisite for the second and the second for the third.

## 638 Thanatology (1)

Seminar course in end-of-life issues including resuscitation, living wills, DNRS, and hospice. This course was developed as a direct result of awareness that current medical training lacks fundamental learning about the dying patient. Students that partake in this discussion course will be able to deal with emotionally charged end-of-life issues and will become more comfortable emotionally to deal with these topics. Includes a practicum experience in the care of patients in long term care settings.

## 640P Surgical Principles (2)

Introduces the student to the evaluation and management of selected acute, chronic and emergent surgical conditions likely to be encountered in primary care. Emphasis is placed on the integration of anatomy and physiology, history and physical skills, pathophysiology diagnostic studies, and surgical interventions. Pre- and post-operative management, including appropriate referral practices, are included.

## 649P General Radiology (3)

Radiation physics, image production, and safety are covered. Evaluation of radiographic changes as they relate to systemic and local pathology.

## 690 Clinical Therapeutics (2)

In this course, students concentrate on the integration of didactic and clinical experiences through critical thinking to determine patient management decisions. In addition to review present conical therapeutics and medical interventions, previous concepts taught in pathophysiology and physical diagnosis are reviewed. Through a combination of lectures, case studies, practice questions and reading assignments, students explore a wide range of medical and surgical topics in preparation for both their clinical careers and the PANCE.

## 695 Primary Care Review Course (3)

This course was designed specifically to assist PA students and PAs in their preparation for the PANCE certification and recertification exams. The design of the course closely follows the NCCPA content blueprint in the selection of topics and overall organization to provide focus for an organized review of the subject matter contained on the certification and recertification exams. The first part of the course consists of a question and answer format using a student response system. Students are required to review and study the assigned reading and PANCE blueprint topics prior to each class session. During the class session, students answer multiple choice questions about the assigned organ system topic by using the student response system. The second part of the course consists of forty hours of lectures given over a five-day period, open to a national audience. The course content closely follows the NCCPA content blueprint in the selection of topics.

## 701 Women's Health/Pediatrics/Geriatrics (3)

This course is intended to provide the student with a background in family health care as it pertains to specific issues in obstetrics, gynecology, pediatrics, and geriatrics.

The obstetrics/gynecology component of the course gives students an understanding of the etiology, pathology, and treatment of commonly occurring conditions of the female reproductive system. The course will also provide students with the knowledge required to monitor and treat patients through uncomplicated and complicated pregnancies.

In the pediatrics portion of the course, the student will learn the evaluation and management of the normal/sick newborn, understand basic growth patterns and child development, correlate signs and symptoms to major pediatric disease entities, and develop an awareness of multicultural process; biculturalism, multiculturalism, and begin to tailor interactions with patients based on this cultural awareness.

The geriatrics portion of the course introduces the basic and specific concepts of geriatric patient care. The focus is on those contemporary and common issues faced in general and family practice medicine when dealing with the aging patient. With this foundational knowledge, the concepts of care of the elderly, which often differ from core adult, adolescent, or pediatric care will become more apparent. The student will be able to describe the process of aging in human health and disease, understand the demography and epidemiology of aging, explain medical entities of the elderly (including, where specified, anatomy, physiology, pathophysiology, diagnosis, and treatment), explain the loss of homeostatic control mechanisms that occur with the aging process, articulate a

greater appreciation for the health care needs of the aging patient with specific reference to highlighted issues, explain the purpose and procedures for a comprehensive geriatric examination, and use the results to determine prescriptions for care.

705B Emergency Medicine (2)

Discussion will include how to competently handle the diverse critical and cultural problems encountered in an Emergency Department. In an effort to foster critical medical decision making and problem solving, topics include, but are not limited to, the following: providing a differential diagnosis for headaches and the approach to evaluating headache; management of hemorrhagic strokes; NIHSS utilization; initial management of a patient with Altered Mental Status (AMS); history and exam of a patient with abdominal pain; history, presentation, and management of ectopic pregnancy; delineation of the types of etiologies for chest pain; how Evidence Based Medicine plays a role in risk stratification and practice recommendations; “red flags” in evaluating patients with neck and back pain; the role of EMS providers in the delivery of emergency care; discussion of how to triage in disaster situations and colors/priorities of patients to be managed; issues related to obtaining parental consent when treating a minor in the ED; management of a pediatric patient and how they differ from adults; the pregnant trauma patient; the Glasgow coma scale; physical exam of a patient with respiratory distress; toxicology; environmental emergencies. Contemporary medicine mandates rapid recognition of strokes and the NIHSS designation.

727 Clinical Orientation (PA) (1)

Students are oriented to numerous aspects of clinical care, patient interactions, and hospital, clinic, and operating room protocols. Lecture, discussion, demonstration, lab, and workshop presentations are used to deliver the course content. Participants also complete ACLS and PALS certification courses, as well as Domestic Violence, OSHA/Infection Control, Prevention of Medical Errors, HIV, and Health Insurance Portability and Accountability Act (HIPPA).

740-747 PA Rotations 1-8 (6 weeks each) (6)

Students attend and participate in clinical practices under the supervision of adjunct clinical faculty. Each clinical rotation will represent a block of six weeks duration. Each rotation is followed by End of Rotation activities designed to assess the students' progress in cognitive, behavioral and professional areas of clinical practice. Required rotations are designated in emergency medicine, family medicine, internal medicine, women's health, pediatrics, behavioral health, surgery, and one elective.

806P Library Research (7)

Successful completion of this research paper is required for physician assistant students and serves to develop skills in literature review and objective interpretation of the same, thereby enabling the student to draw valid conclusions.

**Notice of Right to Amend**

The Barry University Physician Assistant Program reserves the right to withdraw, amend, or add at any time to these policies with or without prior notice and to make such changes applicable to current students, as well as new students. These policies are not intended to and do not create a contract or other binding obligation and may unilaterally be withdrawn, amended, or modified at any time with or without prior notice.



# Sport and Exercise Sciences

Kathryn Ludwig, Ph.D., Program Director

Sharon Kegeles, M.S., Assistant Program Director

The Sport and Exercise Sciences (SES) Programs offers three graduate degrees:

**Master of Science in Human Performance and Wellness (M.S.); Master of Science in Human Performance and Wellness (M.S.) with a specialization in Sport, Exercise, & Performance Psychology (SEPP); and Master of Science in Human Performance and Wellness (M.S.) with a specialization in Sport, Exercise, & Performance Psychology (SEPP)/Master of Business Administration (MBA) dual program.**

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## Vision, Mission, and Values

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### *Vision*

To pursue excellence in Sport and Exercise Sciences as an essential part of a liberal education gleaned from traditional parent disciplines in the humanities: biological, behavioral, sociological sciences, and the arts.

### *Mission*

We aspire to be the program of choice for students majoring in sport and exercise sciences who desire an international, premium, ethically based, and market-related education. We accomplish this in a diverse, caring, and nurturing environment with dedicated and professionally competent faculty who excel in teaching, service, and scholarship.

### *Values*

Scientific inquiry within the Sport and Exercise Sciences develops students' perspectives about themselves and the world around them and fosters new and creative ways of thinking. It is also the foundation upon which professional practice knowledge, essential for success in a career, is constructed.

- We strive to create an environment conducive to scholarship and provide opportunities for professional development and personal growth.
- We engage students in a top quality education based upon critical and independent thinking that facilitates young professionals to become successful in their chosen fields upon graduation.
- In the Catholic intellectual tradition, we facilitate sport and exercise sciences content and experiential learning in each student through the development of confidence and competence while offering the appeal of a small private university.
- We contribute to research-based evidence and generate new knowledge in our respective academic fields by producing high-quality research that is locally and internationally relevant and ethically responsible.
- We engage in service to our University, our profession, and our community to contribute to positive, transformative, social, and intellectual outcomes.

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## Master of Science in Human Performance and Wellness

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The purpose of the Master of Science (M.S.) in Human Performance and Wellness is to prepare qualified students for careers and/or advanced professional study in a variety of exercise-related, sport, and wellness fields. The degree provides a comprehensive selection of options for the practicing professional, the administrator, or the educator seeking advanced

study in the Human Performance and Wellness. Degree preparation will include research-based theory and practical applications with an emphasis on ethical and moral decision-making for leaders. Academic preparation focuses primarily on understanding movement, health and fitness, and performance enhancement, and integrating this knowledge in various areas of concentration.

The M.S. in Human Performance and Wellness provides the student with these options:

- a. Choose the Human Performance and Wellness degree  
OR
- b. Choose a Human Performance and Wellness Degree with a specialization in Sport, Exercise, & Performance Psychology
- b. Choose a Human Performance and Wellness Movement Sciences Degree with a specialization in Sport, Exercise, & Performance Psychology/Master of Business Administration (MBA) dual program

Admission criteria, as well as academic and graduation requirements, can be found under the SES Graduate Program Requirements and Policies and under the respective areas of study.

### Human Performance and Wellness Program Goals

Upon successful completion of the program leading to the Master of Science degree in Human Performance and Wellness, students will demonstrate:

**Research Skills**—Students will critically examine research methods and designs used in a variety of Human Performance and Wellness settings, and develop research techniques, including the ability to define research problems, write hypotheses, review and interpret literature, apply research designs, organize, analyze, and present data.

**Ethical Decision Making Skills**—Students will demonstrate knowledge of and collectively appraise ethical issues in human performance and wellness as they affect individuals, communities, society, and professions. Students will also demonstrate the ability to apply an ethical framework to make personal and professional decisions.

**Professionalism**—Students will demonstrate and integrate the roles of a Human Performance and Wellness professional while assuming personal responsibility for continuing professional competence and development.

**Practical/Clinical Skills**—Students will demonstrate the competencies that meet the standards for the profession in the application of human performance and wellness principles.

**Communication Skills**—Students will demonstrate effective oral and written communication skills, including scholarly writing and academic presentations.

**Theoretical Knowledge**—Students will demonstrate knowledge of, evaluate, and utilize appropriate discipline-related theory within an advanced human performance and wellness context.

### SES Graduate Program Requirements and Policies

The general policies listed below apply to all graduate programs offered within the Sport & Exercise Sciences (SES) Programs. Additional requirements specific to the major may be found under the respective graduate program description in the SES Programs listing. Graduate students may attend full-time or part-time. A full-time graduate course load is nine (9) credit hours per semester or the completion of eighteen (18) credit hours in a calendar year.

### Graduate Admissions Criteria

- Acceptance by the University's Office of Graduate Admissions\*;
- A bachelor's degree from a regionally accredited or internationally recognized institution, as verified by two (2) official transcripts;
- Sufficient undergraduate preparation or life experience, as determined by the Program Director;
- Satisfaction of additional entrance requirements or minimal test scores on national examinations, if specified for particular degree programs;
- Two (2) letters of recommendation (at least one from an academic source);
- Resume; and
- A short essay describing personal career goals and how a graduate degree from Barry will help fulfill these goals.

\*Non-degree seeking or special status, as determined by the Office of Graduate Admissions, requires SES Program Director approval and does not guarantee admission to a degree program. Enrollment is limited to six (6) to nine (9) graduate credits.

Non-degree acceptance will only be changed to regular degree-seeking status upon review and official notification of full acceptance from the Director SES Programs. Grades of 'B' or better are required in all prior graduate coursework. Submission of all documentation required by the Office of Graduate Admissions and/or the respective degree program is also necessary. The student will also receive notification in writing from the Director of SES Programs should the decision be dismissal from the program or extension of current status beyond the nine (9) credit hours for a specified period and under certain conditions.

### **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 SES Program Director 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 Program Director. 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. Credits used to earn a degree at another institution will not be accepted.

### **Time Limitation/Continuous Registration/Financial Aid**

A maximum of seven (7) years is allowed for completing all degree requirements. Candidates for graduate degrees must be continuously enrolled during the regular academic year in a minimum of 1 credit per term. SES 699 satisfies this requirement if not enrolled in regular coursework applicable towards the degree. A candidate must be enrolled in at least 1 graduate credit hour during the term of expected graduation. Students receiving loans must enroll in four credits each term to qualify for loan funding.

### **Advising**

Students pursuing graduate courses will be assigned an advisor by the SES Program Director.

### **Project/Thesis**

All students pursuing M.S. In Human Performance and Wellness are required to complete either a thesis or an internship. Students in the M.S. in Human Performance and Wellness —Sport, Exercise, & Performance Psychology specialization select either the "research" option, which requires the submission of a written thesis at six (6) credit hours, the "applied" option, which involves completion of six (6) credit hours of practicum coursework; or the "dual" option which encompasses both the research and applied options.

Students selecting the thesis option are required to take an additional quantitative or qualitative research course, SES 624 (Advanced Statistics in Sport and Exercise Science) or SES 630 (Qualitative Research in SES) for three (3) credit hours, which replaces the elective requirement (i.e., 3 credits) for thesis option students. The thesis option is strongly recommended in order to refine research skills for those seeking further graduate study.

### **Comprehensive Examinations**

All students choosing the internship option are expected to pass a comprehensive oral and/or written examination prior to being approved for the internship. Students choosing the thesis option are not required to take a comprehensive examination.

### **Academic and Graduation Requirements**

All students must maintain a minimum graduate GPA of 3.0 and are limited to a maximum of 6 credit hours of C grades (Grades below C are unacceptable for continued enrollment.) Any student who fails to meet these requirements is subject

to SES Program Director review and academic jeopardy, including dismissal from the program. Graduation requires a minimum 3.0 GPA.

A student may pursue elective coursework to complement a specialization or interests with prior approval from one's Graduate Advisor.

The SES faculty reserves the right to accept, retain, and recommend for graduation only those graduate students who, in addition to satisfying stipulated academic requirements, meet personal and professional standards established by national governing bodies. Admission to graduate programs in the Programs in SES does not guarantee progression to the internship, thesis, certification, or graduation.

### **M.S. in Human Performance and Wellness**

This program builds on a foundation of knowledge in exercise physiology, biomechanics, sport psychology, and wellness. It will provide the tools and skills needed to analyze performance and make recommendations for improvement in wellness, fitness, strength and conditioning, and injury prevention. The Human Performance and Wellness degree requires a total of 36 credits of coursework, including 15 hours in the Human Performance and Wellness Core. The remaining 21 hours are electives, which can be chosen from among any of the graduate level courses offered within SES OR, which can include up to 6 credit hours chosen from among any other graduate level courses offered within Barry University. The choice of SES 689/690 Thesis I and II or SES 679 Internship *requires prior approval of an intended program of study by one's Graduate Advisor.*

#### **Admission Requirements**

General admission requirements are to be found under School of SES Graduate Program Requirements and Policies. A personal interview arranged with the SES Program Director may be required prior to admission or obtaining "degree seeking" status. In addition, a student seeking admission to the Human Performance and Wellness program must have earned:

- an acceptable score on the Graduate Record Examination (GRE), and
- an "above average" undergraduate GPA.
- undergraduate coursework in anatomy, exercise physiology, and kinesiology or biomechanics.

#### **Note:**

The SES Program Director reserves the right to establish a minimum undergraduate GPA as well as a minimum GRE score for applicants. GRE applications are available from Barry's Office of Graduate Admissions.

#### **Master's in Human Performance and Wellness Graduation Requirements— See Academic and Graduation Requirements**

Human Performance and Wellness <b>Graduate Program Core—See Listing</b>	<b>15</b>
Human Performance and Wellness Course Requirements (Electives as approved by Advisor)	21

#### **Human Performance and Wellness Graduate Program Core (15 Credits)**

<b>To Satisfy the Kinesiology Foundation and Analysis of Human Motion Component</b>			
SES	520	Biomechanics	3
OR			
SES	546	Qualitative Analysis in Biomechanics (3)	

<b>To Satisfy the Ethics Component to The University's Mission</b>			
*SES	621	Ethical Issues in Sport and Exercise Sciences	3
OR			
SES	673	Professional Ethics in Sport, Exercise, and Performance Psychology (SEPP students only) (3)	

<b>To Satisfy the Research or Advanced Applied Studies Component</b>			
SES	616	Research Methodology in SES	3
SES	689 & 690	Thesis I and Thesis II	6
OR			
SES	679	Internship/Project	6
OR			
(for Sport, Exercise & Performance Psychology Applied Option)			
SES	677	Sport, Exercise, & Performance Psychology Service Delivery	3
SES	678	Sport, Exercise, & Performance Psychology Professional Practice	3

\*Upon special request of the SES Program Director, consideration may be given for substituting an approved elective for this course when evidence can be if the student has satisfactorily completed a Sports Ethics course at Barry University.

<b>Human Performance and Wellness Graduate Courses</b>			
Please Note: Some of the classes listed below have prerequisites			
SES	537	Sport Psychology	3
SES	541	Clinical Exercise Physiology	3
SES	541L	Clinical Exercise Physiology Laboratory	1
SES	545	Manual Therapy in Sports Medicine	3
SES	546	Qualitative Analysis in Biomechanics	3
SES	547	Biomechanics of Musculoskeletal Injuries	3
SES	551	Fitness Assessment & Program Development	3
SES	561	Advanced Exercise Physiology	3
SES	563	Applied Physiology of Strength and Conditioning	3
SES	565	Laboratory Techniques in EXP	3
SES	585	The Law in SES	3
SES	618	Fitness and Wellness Promotion	3
SES	624	Advanced Statistics for Sport & Exercise Science	3
SES	625	Motor Learning and Control	3
SES	630	Qualitative Research in SES	3
SES	660	Performance Enhancement Psychology	3
SES	662	Exercise Psychology	3
SES	664	Motor Development	3
SES	672	Exercise and Energy Metabolism	3
SES	686	Advanced Practicum	3
<b>Degree Total</b>			<b>36</b>

## Human Performance and Wellness with Specialization in Sport, Exercise, & Performance Psychology

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The specialization in Sport, Exercise, & Performance Psychology (SEPP) combines both theory and practice in preparing students for leadership roles in sport, exercise, and overall performance enhancement. Teaching, coaching, performance consulting and research are examples of career fields in which professional opportunities are available. Graduates are also prepared to pursue doctoral study. Degree preparation includes advanced coursework in the sport sciences and in psychology, focusing on the thought processes that ultimately influence the behavior of individuals involved in sport, exercise, and other performance activities such as dance or music. Students acquire the knowledge and skills needed to influence those processes. The program offers extensive opportunities for research and applied practice with state-of-the-art equipment housed in the Performance Behavior Laboratory (PBL).

All students who select the “**Applied**” option (total 36 credits) (i.e., requiring SES 677 SEPP Service Delivery, SES 678 SEPP Professional Practice, and SES 660 Performance Enhancement Psychology, at 3 credit hours per course) may have the opportunity to accumulate applied experiences and begin accumulating hours applicable toward Association for Applied Sport Psychology (AASP) provisional status certification. The student is responsible for completing, subsequent to graduation, any remaining supervised applied hours and submitting the AASP application materials required for certification. Some individuals may need to enroll in additional coursework beyond that listed below for completion of the degree in order to satisfy AASP provisional status certification requirements. Consult with the coordinator of the SEPP program in the early stages of planning a program of study so that it can be determined if any additional coursework might be necessary.

Students who intend at some point to pursue advanced graduate study leading to the doctoral degree are strongly encouraged to select the “**Research**” option (total 36 credits), which requires the submission of a written thesis. The research option requires SES 624 Advanced Statistics for SES or SES 630 Qualitative Research in SES (3), AND SES 689 Thesis I and SES 690 Thesis II at 3 credit hours per course).

**Students wishing to pursue the “Dual” track (i.e., both the applied AND research emphasis) in SEPP must include in their plan of study: SES 660 Performance Enhancement Psychology (3) AND SES 624 Advanced Statistics for SES or SES 630 Qualitative Research in SES (3), SES 677 SEPP Service Delivery (3), SES 678 SEPP Practice (3), AND SES 689 Thesis I and SES 690 Thesis II (6). This plan of study will require nine (9) additional credits to complete both emphases for a total of 45 credits. Students choosing this option must successfully complete all requirements in both emphases for M.S. degree conferral.**

### Admission Requirements

General admission requirements are to be found under SES Graduate Program Requirements and Policies. A personal interview arranged with program director may be requested prior to admission or obtaining “degree seeking” status. In addition, a student seeking admission to the Sport, Exercise, and Performance Psychology program must:

- have completed undergraduate coursework in psychology, and
- receive an acceptable score on the Graduate Records Examination (GRE) and possess an “above average” undergraduate GPA.

#### *Note:*

The SES Program Director reserves the right to establish a minimum undergraduate GPA as well as a minimum GRE score for applicants. GRE applications are available from Barry’s Office of Graduate Admissions. Students in the Sport, Exercise, and Performance Psychology specialization who lack undergraduate coursework in anatomy, and kinesiology or biomechanics will be required to complete those courses prior to taking SES 520 or SES 546.

### Graduation Requirements

Refer to the Master of Science in Movement Sciences graduation requirements.

**Human Performance & Wellness Graduate Program Core See Listing (15 Credits)**

<b>Sport, Exercise, &amp; Performance Psychology Course Requirements</b>			<b>21 credits</b>
SES	537	Sport Psychology	3
SES	625	Motor Learning and Control	3
SES	662	Exercise Psychology	3
PSY	531	Psychological Disorders	3

<b>**Plus a Choice of One of the Following Electives</b>			
(3 credit hours minimum)			3
SES	511	Coaching Techniques for Disabled Athletes	3
SES	520	Biomechanics	3
SES	551	Fitness and Wellness Promotion	3
SES	561	Advanced Exercise Physiology	3
SES	563	Applied Physiology of Strength and Conditioning	3
SES	618	Fitness and Wellness Promotion	3
SES	621	Ethical Issues in SES	3
SES	630	Qualitative Research in SES (elective for those in applied track)	3
CSL	652	Individual Counseling (elective for those in thesis track)	3
CSL	658	Group Counseling	3
CSL	610	Human Growth and Development	3
CSL	629	Social and Cultural Issues in Counseling	3
PSY	564	Advanced Lifespan Development	3
PSY	598	Advanced Seminar: Cognitive-Behavioral	3
PSY	625	Advanced Personality	3
MBA	605	Entrepreneurial Management	3
MBA	607	Business Consulting	3
MBA	608	Leadership and Organizational Behavior	3

Students must select one of the following areas of emphasis to complete the program requirements:

<b>Applied Emphasis Course Requirement</b>			
SES	660	Performance Enhancement Psychology	3
CSL	652	Individual Counseling Procedures	3

OR

<b>Research Emphasis Course Requirement</b>			
SES	624	Advanced Statistics for Sport & Exercise Science	3
OR			
SES	630	Qualitative Research in SES	3

<b>Dual Emphasis Course Requirement</b>	
Course requirements of BOTH Applied and Research tracks must be met.	

<b>Degree Total for Applied or Research track:</b>	<b>36</b>
<b>Degree Total for Dual track</b>	<b>45</b>

\*\*Other Barry graduate level courses may be substituted as electives, subject to prior approval by the student's Graduate Committee.

### **MS Human Performance and Wellness, SEPP/Master's of Business Administration, Dual Degree**

This dual degree program, within the Sport & Exercise Sciences Programs and the School of Business, allows students to receive a Master's in Human Performance and Wellness, SEPP specialization and Master's in Business Administration, combined, in a fraction of the time.

#### **Human Performance & Wellness Graduate Program Core—See Listing (15 Credits)** SPORT, EXERCISE & PERFORMANCE PSYCHOLOGY (SEPP) (18)

SES	537	Sport Psychology	3
SES	625	Motor Learning and Control	3
SES	662	Exercise Psychology	3
PSY	531	Psychological Disorders	3

#### **To Satisfy the Sepp Applied Track Component (6)**

SES	660	Performance Enhancement Psychology	3
CSL	652	Individual Counseling Procedures	3

Students may choose to enroll in both applied and research components adding 9 credits to their academic program.

#### **To Satisfy the Research Component (6)**

SES	624	Advanced Statistics for Sport & Exercise Science	3
OR			
SES	630	Qualitative Research in SES	3

#### **MS SEPP Total (33 applied or 42 applied and thesis)**

#### **Master of Business Administration (MBA) Requirements (27)**

MBA	603	International Business	3
MBA	617	Technology & Information Systems	3
MBA	621	Managerial Finance	3
MBA	646	Marketing in a Dynamic Environment	3
<i>Continued</i>			



<b>Continued</b>			
MBA	660	Managerial Accounting	3
MBA	681	Economics for Strategic Decisions	3
MBA	682	Strategy Formulation, Implementation & Entrepreneurship	3
MBA	683	Leadership and Advanced Management Concepts	3
MBA	692	Social, Legal and Ethical Aspects of Business	3

MBA Total (27) Program Total 60 Credits (applied or thesis) or 69 Credits (applied & thesis)

### **Prerequisite and Preparatory Courses**

MBA students must have undergraduate preparation in specific courses/areas (detailed below) from an accredited institution prior to admission to graduate programs in the School of Business. The Dean, or the Dean's designee, will review each applicant's undergraduate record to determine which preparatory workshops are required from the student. The decision whether to accept an undergraduate course as equivalent preparation for entry into MBA coursework is at the discretion of the Dean or the Dean's designee. MBA students must have taken the following undergraduate courses, obtaining a grade of "C" or better in each.

6 credit hours of Financial and Managerial Accounting
6 credit hours of Macro and Microeconomics
3 credit hours of College Algebra or Pre-calculus
3 credit hours of Statistics
3 credit hours of Finance
3 credit hours of Management
3 credit hours of Operations Management
3 credit hours of Marketing

The Accounting, Macroeconomics, Microeconomics, Precalculus, and Statistics prerequisites may be taken at any regionally accredited, two-year (associate degree) or four-year (baccalaureate degree) institution. The Finance, Management, Operations Management and Marketing prerequisites may be taken only at a regionally-accredited, four-year institution. The preparatory workshops may also be taken as not-for-credit in the School of Business, as listed below.

BUS	511W	Pre-calculus and statistics	20 hour workshop
BUS	512W	Accounting Principles	20 hour workshop
BUS	513W	Economics	20 hour workshop
BUS	514W	Finance	6 hour workshop
BUS	515W	Management	6 hour workshop
BUS	516W	Marketing	6 hour workshop
BUS	517W	Operations Management	6 hour workshop
BUS	518W	Writing for Business	20 hour workshop

**Graduate Course Descriptions**

## Sport and Exercise Sciences; Prefix: SES

- 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.
- 520 Biomechanics (3)  
This course provides students the opportunity to study advanced techniques in the analysis of mechanical factors related to human movement. Specific areas of human movement include: sport, aquatics, ergonomics, rehabilitation, disability sport, exercise/fitness, and gait. Students must also complete a comprehensive investigation project. Prerequisite: SES 320 or the equivalent.
- 537 Sport Psychology (3)  
Provides an in-depth focus on the conceptual elements of contemporary psychoanalytic, cognitive, social, 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 optimal performance, 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.
- 540 Medical Recognition of Athletic Injuries (1)  
A course for athletic trainers in the study of differential diagnostic procedures used by sports medicine physicians to assess and plan for the care of injuries and illnesses in physically active people. Prerequisite: An advanced course in assessment of athletic injuries or the equivalent.
- 541 Clinical Exercise Physiology (3)  
Pathophysiology of cardiopulmonary and metabolic diseases with emphasis on the physiological and technical basis of clinical exercise tolerance tests and exercise prescription, and exercise leadership for the cardiopulmonary, diabetic, obese, or elderly patient. Graduate students must complete a comprehensive research paper. Three hour lecture weekly. Prerequisite: SES 361 or equivalent.
- 541L Clinical Exercise Physiology Lab (1)  
Practical applications to clinical exercise tolerance tests and exercise prescription for the cardiopulmonary, diabetic, obese, and elderly patient. Health screening, risk stratification, basic ECG and blood pressure measures, developing and implementing exercise test protocols, and emergency procedures will be emphasized. Graduate students must complete a comprehensive written report based on a cardiac rehabilitation site observation. Two hour laboratory weekly. Laboratory fee required. Prerequisite: SES 361 or equivalent; Co-requisite: SES 541.
- 545 Manual Therapy in Sports Medicine (3)  
A course for athletic trainers on advanced manual techniques in sports medicine: proprioceptive neuromuscular facilitation, joint mobilization, cross-friction massage, eastern and western massage methods, myofascial manipulation, and stretching. Prerequisite: Courses in therapeutic exercise and therapeutic modalities or the equivalent.
- 546 Qualitative Analysis in Biomechanics (3)  
The study of the fundamentals of qualitative analysis of human movement: application of mechanical concepts, use of observational techniques, and development of skills useful for teaching and enhancing human performance in a practical environment. Prerequisite: SES 320 or equivalent.
- 547 Biomechanics of Musculoskeletal Injuries (3)  
The study of the laws and mechanical principles governing the force characteristics, mechanisms of injury, and healing rate of tissues in the human musculoskeletal system. Prerequisite: SES 520.

- 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 non-clinical settings. Prerequisites: SES 360 or 361, or equivalent.
- 561 **Advanced Exercise Physiology (3)**  
Comprehensive analysis of skeletal muscle, metabolic, and cardiorespiratory responses to exercise. Topics include performance and adaptations in the athlete, aging, growth and development, and thermoregulation during exercise. Prerequisite: SES 361 or equivalent.
- 563 **Applied Physiology of Strength and Conditioning (3)**  
Study and critical evaluation of strength and conditioning concepts, and the biomechanical and physiological analyses of various sport movements as they apply to strength and power exercises for sport training. Students are prepared to attempt the National Strength and Conditioning Association's certification exam. Students are given opportunities to work with Barry University athletes in strength and conditioning programs. Prerequisites: SES 361 or equivalent.
- 565 **Laboratory Techniques in Exercise Physiology (3)**  
This course provides in-depth experience in tests and measurements used in an exercise physiology laboratory for purposes of clinical, health and fitness, and sport performance research. Measurements include oxygen uptake, blood lactate, ECG, spirometry, air plethysmography, hydrostatic weighing, and DEXA. Laboratory techniques are applied to exercise tests and body composition analyses with the purpose of evaluating the physiological responses to exercise. \$50 laboratory fee required. Prerequisite: SES 361 or equivalent, and SES 561 or taken concurrently.
- 590 **Gross Anatomy of the Musculoskeletal System (3)**  
Study designed to expose the student to the macroscopic aspects of human morphology. Cadaver prosections will be correlated with surface anatomy, radiology and other clinical information. This course focuses on musculoskeletal gross anatomy of the spine and extremities
- 600 **Advanced Studies in (2-4)**  
Opportunity for further study and research in areas of special interest. Prerequisite: Program Director approval.
- 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, and 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 **Fitness and Wellness 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.
- 621 **Ethical Issues in Sport and Exercise Sciences (3)**  
A seminar style course which reviews and discuss current issues impacting the sport and exercise professional in the fields of sport management, exercise physiology, athletic training, biomechanics, and sport and exercise psychology. 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 and operating professionally within any sport and exercise enterprise.

## 624 Advanced Statistics for Sport &amp; Exercise Sciences (3)

Examines advanced competencies to conceptualize, design, analyze, report, and publish quantitative research that delivers new and useful knowledge. Emphasis is placed on a variety of common statistical procedures in the Sport and Exercise Sciences and the assumptions and criteria for selection that underlies each. The ethical issues associated with design, data collection, data analysis, and data reporting are also emphasized. This course balances its presentation of research theory and computer-based tools with application to real world problems in Sport and Exercise Science. Prerequisite: SES 616.

## 625 Motor Learning and Control (3)

A course of study for graduate movement sciences students in the study of the principles of coordination and control of movement. Emphasis is on the neurophysiological mechanisms that apply to the processes of voluntary movement. Prerequisites: BIO 230, BIO 240.

## 626 Mechanical Analysis of Human Performance (3)

This is a course for graduate movement sciences students in the advanced study of physical laws and mechanical concepts, with an emphasis on those relevant for the analysis of human movement. Includes mathematical computation and application to selected activities in sport and disability sport, gait, industry, and orthopedics. Prerequisites: SES 520, MAT 211, PHY 201.

## 627 Laboratory Instrumentation in Biomechanics (3)

A course for graduate movement sciences students in the study of instrumentation utilized in the collection of motion data in the area of Biomechanics. Emphasis is placed on the technical and analytical aspects of motion analysis, force measurement, and electromyography. Prerequisite: SES 320 or equivalent.

## 630 Qualitative Research in SES (3)

This course examines advanced qualitative research methods and designs used in a variety of exercise and sport-related settings. It is designed to familiarize graduate students with the qualitative research process from the formation of the research question to the submission of a manuscript for editorial review. The course emphasizes the development of qualitative research techniques, including the ability to define research problems, understanding philosophical groundings, develop research question(s), review and interpret literature and methodologies, apply research designs, and organize, analyze, and present data. Prerequisite: SES 616.

## 640 Rehabilitation Science in Sports Medicine (1)

A course for athletic trainers on the application of the most current research on rehabilitative techniques in sports medicine. Prerequisite: Courses in therapeutic exercise and therapeutic modalities or the equivalent.

## 645 Curriculum and Instructional Design in Athletic Training (1)

A course for athletic trainers on planning, designing, and implementing athletic training educational programs in high schools, colleges, and universities. Emphasis on instructional design and sequencing of competency-based experiences. Prerequisite: Admission to graduate program.

## 660 Performance Enhancement Psychology (3)

A course for graduate movement sciences students in the advanced study of psychological theories and intervention in sport and exercise psychology as well as other performance domains. Prerequisite: SES 537.

## 662 Exercise Psychology (3)

A course of study for graduate movement sciences students that examines the reciprocal relations among physical activity, exercise behavior, and biochemical and physiological adaptation. Further, this course provides an in-depth exploration of psychosocial determinants and effects associated with adopting and maintaining an exercise program. Topics include theories of behavior change, exercise psychology interventions, and the relationship between exercise and mental health. Prerequisite: SES 537.

**664 Motor Development (3)**

This course examines human motor development from conception throughout the life span. Through current research and practices, the course examines biological, psychological, sociological, and physiological factors that impact such diverse areas as reflexes, reactions, and postural control, and voluntary and skilled movements. The content includes understanding methodological, measurement, and evaluation issues related to motor development. Prerequisite: SES 625.

**672 Exercise and Energy Metabolism (3)**

This course builds on previous knowledge of exercise physiology and research methodology. It includes an in-depth analysis of the biochemical pathways involving nutrients with emphasis on exercise fuel metabolism and the metabolic adaptations to exercise training. Additional emphasis is placed on the application of theory and knowledge of exercise and energy metabolism to weight control and obesity, aging, and sport performance. Prerequisite: SES 561 or equivalent, and SES 616.

**673 Professional Ethics in Sport, Exercise, and Performance Psychology (3)**

This course examines ethical and legal issues related to sport, exercise, and performance psychology (SEPP) professional conduct. The course includes topics such as ethical reasoning, Association for Applied Sport Psychology (AASP) ethical principles, rules of conduct, confidentiality, releases, records, and the duty to warn. The course addresses ethical issues in areas such as assessment, research, service delivery, and supervisory relationships. Prerequisite: SES 537. (For SEPP students only)

**677 Sport, Exercise, & Performance Psychology Service Delivery (3)**

This course provides an in-depth exploration of the current professional practices in sport and exercise psychology service delivery that utilize both psychological and educational interventions. Emphasis will be placed on advanced applied theories and practice systems of behavior change in sport and exercise. The new knowledge will build on the student growing expertise acquired in a number of previous courses and will be directly applied in an actual athletic setting, exercise setting, or both. Both individual and group (team) interventions will be supervised. Prerequisite: SES 660.

**678 Sport, Exercise, & Performance Psychology Professional Practice (3)**

This course provides an intense examination of the critical components of successful and ethical professional practice and career building in sport and exercise psychology in conjunction with intensive provision of sport and exercise psychology services. The entire body of sport and exercise psychology theoretical and applied knowledge, as well as the skills that the students have acquired, will be intensely used. Additionally, rigorous self-reflective activities and ethical decision-making will aim at intensifying the student professional and personal growth as directly related to the effectiveness in the sport and exercise psychology practice. Emphasis will be placed on diversifying and integrating theoretical knowledge and applied strategies and skills while simultaneously engaged in supervised independent work in real life sport and exercise settings. Prerequisite: SES 677.

**679 Internship/Project (3-6)**

Designed in close consultation with one's Graduate Committee and the industry sponsoring organization or site. Intended to develop greater breadth and depth of understanding of a respective discipline through a full immersion experience in a real life setting outside the classroom. Requires a written project to be submitted to a graduate faculty committee for evaluation. Concludes as the student presents orally the findings related to his/her project and defends conclusions against questions raised by the faculty review committee. Prerequisite: Passing grade on written comprehensive exam and Graduate Committee approval. Sport & Ex. Psych. students pursuing the "applied" option are only required to enroll in three (3) credits. All other graduate students must enroll in a total of six (6) credits, which can be split across two consecutive terms at three (3) credits per term, subject to prior approval from one's Graduate Committee.

686 Advanced Practicum in (1-3)

An intensive field or laboratory experience in athletic training, exercise physiology, exercise leadership, sport management, biomechanics, or sport and exercise psychology. Emphasis will be on independent work and research experience, and assignments may include assisting with research projects, collecting pilot study data for the thesis or internship project, or completing a requisite number of clinical hours in order to pursue professional certification. Exercise Physiology students only: prerequisite: SES 561 & SES 616.

689 Thesis I (3)

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 thesis proposal report as well as submission of IRB documents for approval. Prerequisite: SES 616, passing grade on written comprehensive exam, and Graduate Committee approval.

690 Thesis II (3)

Provides the implementation and culmination of a scholarly investigation. Requires students to submit a final written thesis document and successfully present an oral thesis defense to the thesis committee. This course culminates with a final thesis document being submitted to the Barry University Library. This final thesis document will include all final changes required and signatures by the thesis committee members. Prerequisites: SES 689 Thesis I, pass with B or better. May be taken concurrently with SES 689 subject to approval from one's Graduate Committee.

699 Continuous Registration (1)

Satisfies research in residence or continuous enrollment. Credit/No Credit.

# School of Law

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## Orlando, FL

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### Administration

Leticia M. Diaz, M.S., Ph.D., J.D., Dean

Glen-Peter Ahlers, M.L.S., J.D. Interim Associate Dean for Information Services

Doug Brucker, Manager, Orlando Law IT Operations—DCS

Brigitte Debbarh, Director of Special Events and Alumni Relations

Sean P. Middleton, J.D., Associate Dean for Student Affairs

Angelo J. Milone, B.S., Director of Public Relations and Marketing

Sam Kan, J.D., L.L.M., L.L.M., Assistant Dean for Bar Preparation, Academic Success, and Experiential Learning

Virginia Traver, M.B.A., Director of Finance

Ruth A. Witherspoon, J.D., LL.M., Senior Associate Dean for Academic Affairs

### Law Faculty

Ahlers, Ahmad, Aschenbrenner, Buhi, Cantalupo, Coco, D'Angelo-Corker, Davoli, Day, Deming, Diaz, Dubner, Frank, Freeman, Harris, Henricksen, Hull, Jonassen, Kan, Leacock, Leske, Ngov, O'Gorman, Page, Palmer, Puzone, Rooks, Ross, Schiavo, Schinasi, Simpson-Wood, Sites, Summers, Witherspoon

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## An Overview

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The School of Law educates students to become responsible lawyers, trained to assume an active role in the legal community. Students are trained to act in strict accordance with the highest ethical standards and to exercise their professional skills competently, with sensitivity to the needs and concerns of their clients.

The Law School offers an array of courses that are designed to develop the students as “practice ready.” Through clinical programs focused on juvenile defense, Earth justice, immigration, collaborative family law and bankruptcy, Barry Law gives students real-world legal experience serving those populations traditionally underrepresented by the legal profession. In addition to its traditional core curriculum, the Law School offers three optional concentrations in which students may earn honors certificates in the following three areas: Child and Family Law; Litigation and Advocacy; and Environmental and Earth Law.

Students at the School of Law have many opportunities to experience the “law-in-action” concept, both in the classroom and through practical application. The law faculty is extremely accessible, offering students ample opportunities for out of classroom discussions.

The School of Law offers a three-year daytime program structured for full-time students. The School of Law also offers a four-year extended studies program in the evening to accommodate working adults or anyone who, for whatever reason, is unable to pursue three full-time years of study toward a law degree.

The School of Law also offers an LL.M. program for foreign attorneys who have previously completed a law degree in another country. The program requires the completion of 24 credits and spans a full academic year.

### Mission Statement

Barry University Dwayne O. Andreas School of Law is the only Dominican Law School in the United States and the first American Law School to be part of a University founded by women religious. The School of Law endeavors to offer a quality legal education in a caring environment with a religious dimension so that study and reflection lead to informed action and a commitment to social justice leads to collaborative service. The School of Law promotes the highest standards of ethics and competence in the practice of law and other pursuits. The School of Law seeks to challenge students to embrace intellectual, personal, ethical, spiritual, ecological, and social responsibilities in an atmosphere of academic freedom. The program strives to equip its graduates to apply the knowledge, values, and skills they acquire to enhance personal growth, the legal profession, the judicial system, society, and the Earth community. Within its Catholic Dominican

tradition, the School of Law values matters of faith through religious freedom. The School of Law seeks to enhance diversity in our community and the profession and endorses recruitment and retention of members of underrepresented groups, particularly racial and ethnic minorities, in order to create a more diverse faculty, staff, and student body.

### Statement of Institutional Learning Outcomes

- I. ABA Standard 302(a): Knowledge and Understanding of Substantive and Procedural Law
  - a. Students should have fundamental knowledge of the basic rules, theoretical foundations, and principles of substantive and procedural law.
  - b. Students should understand the structure of the federal and state court systems, the jurisdiction of appellate state and federal courts to review lower court decisions, and the standards of review appellate courts apply.
  - c. Students should have a working knowledge of the practical aspects of pleading and practice.
  - d. Students should be able to demonstrate competence in key foundational areas of U.S. law including areas of substantive law tested on the Multistate Bar Examination and the Florida Bar Examination.
- II. ABA Standard 302(b): Legal Analysis and Reasoning, Legal Research, Problem Solving, and Written and Oral Communication in a Legal Context
  - a. Students should be able to produce effective and properly formatted court memoranda and appellate briefs using predictive and persuasive styles of legal writing, with due attention to correctness of expression, organization, coherent legal analysis, and the structure of legal argument
  - b. Students should be able to identify key concepts and related legal issues raised in hypothetical fact patterns and apply that law to hypothetical fact patterns to resolve the legal issues raised and evaluate possible outcomes.
  - c. Students should be able to plan and implement research to find sources of legal authority from books in the law library, digital legal databases, and the internet
  - d. Students should be able to recognize precedent, know the difference between binding and persuasive authority, and know the sources of primary and secondary authority and their respective weight and be able to provide proper citation forms for such authority
  - e. Students should be able to identify and where appropriate to marshal the facts pertinent to legal issues.
  - f. Students should be able to construct case briefs, interpret judicial opinions, construe rules and statutes, and analogize, synthesize, and distinguish cases and fact patterns.
  - g. Students should be able to communicate effectively both in writing and orally and will know how to state a legal argument one-on-one or to a group, and to coherently and persuasively deliver such an argument to a court, with due attention to civility, decorum and deference to the court.
  - h. Students should be able to integrate doctrine, facts, theory, skills, and ethics.
- III. ABA Standard 302(c): Exercise of Proper Professional and Ethical Responsibilities to Clients in the Legal System
  - a. Students should know and understand the ethical considerations and disciplinary standards governing the practice of law.
  - b. Students should understand and be familiar with professional conduct, standards, and values of the legal profession and be able to exercise professional judgment in oral, written, and technological contexts to include email communication, and social media.
- IV. ABA Standard 302(d): Other Professional Skills Needed for Competent and Ethical Participation as a Member of the Legal Profession
  - a. Pursuant to the Mission of the Barry University School of Law to provide a quality education in a caring environment with a religious dimension, students should accept social responsibility and promote social and ecological justice through performing pro bono work or community service.
  - b. Students should have the ability to work with others of diverse backgrounds and understand the importance of building an inclusive community characterized by interdependence, dignity and equality, compassion and respect for self and others.

Adopted by the School of Law Faculty August 13, 2015



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## Admission to the School of Law KJB

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All admissions decisions are made by the School of Law's Admissions Committee, in conjunction with the Dean. Applicants will be considered for admission to the School of Law if they demonstrate good character, as well as having competitive undergraduate grade point averages and Law School Admission Test (LSAT) scores that indicate they can meet the academic challenge of law school and be admitted to the bar.

**Each application will be given an individual and holistic review, based on the totality of information provided—not just the LSAT score and GPA.** The LSAT score and GPA serve as measures of intellectual and academic abilities, but they do not always provide a complete picture. Applicants may be asked to provide additional evidence of ability as well as information regarding special circumstances.

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## Admissions Process

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**To be accepted to the School of Law's J.D. program, an applicant must:**

- Hold a bachelor's degree from a college or university accredited by an agency approved by the Department of Education.
- Complete and submit the Application for Admission to the School of Law.
- Submit scores for the LSAT, taken within five years of the time you apply.
- Register with the Law School Admissions Council Credential Assembly Service (CAS).
- Submit to the Law School Admission Council an official transcript from each college or university attended. Barry's LSAC Code is #5830.
- Submit a personal statement of one to two pages that addresses one or more of these topics: the applicant's interest in law, any adversity the applicant may have overcome in accomplishing goals, the applicant's aspirations after earning a law degree.
- Submit at least one letter of recommendation, which should be included in the CAS report. Beyond the one required recommendation letter, applicants have the option to submit up to two additional letters. Recommendation letters may be written by someone—a faculty advisor, instructor, employer, commanding officer—who can describe the applicant's aptitude for the study of law. Recommendation letters may also serve as a character reference from someone who can attest to the applicant's integrity.

**To be accepted to the School of Law's LL.M. program, an applicant must:**

- Create an application on LSAC LL.M. Applicant Services.
- Submit a non-refundable \$30 application fee.
- Submit verification of law degree on CAS.
- Demonstrate proficiency in English. If English is not the applicant's first language, the applicant must take the Test of English as a Foreign Language (TOEFL) and earn a minimum total score of 100 on the Internet-Based Exam, a minimum score of 26 on reading and listening skills, a minimum score of 22 on writing and speaking. The test scores must be sent directly to Dwayne O. Andreas School of Law and cannot be older than two years.
- Submit two letters of recommendation provided by professors who can expound on applicant's academic work. Letters can be submitted in English, Spanish, French or Portuguese.
- Submit a resume or CV.
- Submit a statement, not to exceed 600 words, in which the applicant describes why (s)he wants to study law in English and pursue an LL.M. in the United States.
- Participate in a Skype interview.

Applicants are responsible for ensuring that all materials have been received by the School of Law.

After being admitted, the applicant must submit a nonrefundable seat deposit of \$250.00 and mail final official transcripts to the School of Law.

For further information, please call Admissions at [\(321\) 206-5600](tel:321-206-5600), or visit the School of Law's website at [www.barry.edu/law](http://www.barry.edu/law).

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## Traditional Admissions

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Each year the Barry Law Admissions Committee considers about 2,000 applications for 250 to 280 seats available in the entering class. The Law School follows a rolling admissions policy, with a priority deadline of May 1 for Fall admission and November 15 for Spring admission. Applications received after the deadline will be reviewed on a space-available basis.

The Admissions Committee acts on all admissions requests following receipt of a completed application. The LSAT is designed to measure some of the mental and academic abilities that are needed for successful law study. Within limits, it provides a reasonable assessment of these factors. Similarly, undergraduate grades are a significant indicator of potential success in law school. In addition to being one measure of academic ability, a strong scholastic record may indicate the level of a student's perseverance, motivation, and maturity.

Applicants will be accepted for admission to the School of Law if they are of good character and have LSAT scores and GPAs which indicate a likelihood for academic success. This statement applies to those applicants who apply in a timely manner before the class is filled.

Applicants are notified by email or writing of all decisions pertinent to their applications taken by the Admissions Committee. The Committee meets frequently, so decisions are made promptly after receipt of all required admissions documents. Following written notification of acceptance as a student, each degree candidate should send in the required seat deposit, and an official undergraduate transcript conferring a Bachelor's degree.

Barry Law is proud to serve over 600 current student members, and proud to represent the thousands of Barry Alumni working in the legal field across the globe today. With over half of our student population currently represented by women, and nearly half our student body identified as a minority, Barry Law is proud to be distinguished as a vibrant diverse student body.

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## International Admissions

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The application and admission protocol for international students seeking admission to the J.D. program is identical to the process outlined above.

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## Notification of Admission

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Applicants are notified in writing when the Admissions Committee has made decisions on their applications. The Committee meets frequently, so decisions are made promptly after receipt of all required documents. Following written notification of acceptance as a student, each degree candidate should submit the required seat deposit and an official transcript from all institutions attended.

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## Admissions Testing

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For information concerning registration for the Law School Admission Test (LSAT), visit [www.lsac.org](http://www.lsac.org).

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## Transfer Admissions

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An applicant may be admitted as a transfer student according to ABA standards. Applicants must be in good standing at an ABA-accredited institution and eligible to return there, as documented by an official transcript and a letter of good standing. In all respects, transfer students follow standard application procedures. Admitted students may transfer up to 30 credits only for those courses in which they have earned a grade of "C" or higher.

## Student Financial Assistance

At the Barry University School of Law, the Office of Student Financial Services acts in partnership with students to provide the necessary guidance in financial planning and the financial aid application process. The financial aid application process is streamlined with minimal requirements. Step-by-step instructions for completing the process are available by visiting the Financial Services tab on the School of Law's website at [www.barry.edu/law](http://www.barry.edu/law). For further information and assistance, please call the Office of Student Financial Services at (321) 206-5636 or e-mail the staff at [lawfinaid@barry.edu](mailto:lawfinaid@barry.edu).

## Student Employment Policy

Although some students find it necessary to work to finance their legal education, the Law School requires that a full-time student work no more than twenty hours per week. Moreover, outside work during the first year of law school is strongly discouraged in view of the unique educational experience of the first year and the time constraints imposed by the program of study.

### Program Objective

The School of Law combines traditional and innovative teaching methods to provide a dynamic and professional educational program. The J.D. curriculum is also designed to develop students' analytical ability, communication skills, and understanding of the codes of professional responsibility and ethics that are central to the practice of law. Courses designed to develop and refine legal writing and research abilities are required. Seminars and advanced courses provide close interaction with faculty.

### Required Curriculum

<b>Required First-Year Courses</b>	
Civil Procedure	4
Contracts	4
Criminal Procedure	3
Criminal Law	3
Legal Methods I & II	2 [1/1] (two terms)
Legal Research & Writing	6 [3 1 3] (two terms)
Property	4
Torts	4
<b>Total</b>	<b>30</b>

<b>Upper-Division Courses Required for Graduation</b>	
Bar Essay Writing	2
Bar Law Survey	2
Business Organizations	3
Commercial Law Overview	3
Constitutional Law	4
Evidence	4
Florida Civil Practice	3
Florida Constitutional Law	2
<i>Continued</i>	

<b>Continued</b>	
Legal Methods III & IV	2 [1/1] two terms
Professional Responsibility	3
Experiential Component	6
<b>Total</b>	<b>34</b>
<b>Total Required Credits</b>	<b>64</b>

All students are required to complete the Upper Level Writing Requirement and complete six hours of professionalism enhancement offerings. In addition students are required to provide 50 hours of Pro Bono service.

### Grading Scale and Distribution

- Grades and Grade Points.** The numerical equivalent of grades for all course work is as follows:

Grade Point Distribution	
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
F	0.0

- Pass/Fail Courses.** In certain courses, a grade of P (Pass) is assigned if the student satisfactorily completes the course. P does not have a grade point or other equivalent. A grade of F (Fail) has a grade point of 0.0 and shall be factored into a student's GPA accordingly.

### CLASP (Comprehensive Legal Academic Success Program)

Every student from oath to admission to the bar will receive a personal CLASP counselor and individualized report detailing his or her performance throughout Law School. The results will give the student the opportunity to assess knowledge, strengths and weaknesses, and will include recommendations for where to best focus efforts to maximize time and results. CLASP serves a broad array of students and empowers them to succeed academically and on tests like the Florida Bar Exam and the MPRE. Mission directives are achieved through a variety of academic programs, many of which are enhanced each academic year to adapt to market changes and modern learning styles. Empowering students to succeed academically through workshops, one-on-one counseling, and other related functions, CLASP includes programs for all students at Barry Law and encompasses Dean's Writing and Study Fellows who work with each section of 1L students.

### Electives

The remaining 26 credits of the required 90 credit hours for graduation can be chosen from a variety of electives.

The required course load in the full-time division is 13–16 credits per semester. The required course load in the part-time division is 6–12 credits per semester.

## J.D./MBA Dual Degree

The JD/MBA Dual Degree is a program which allows students to gain expertise in both the law and general management practices. The JD/MBA permits completion of both degree programs concurrently. The program prepares students for careers in which an understanding of both legal and business principles is essential. The curriculum will provide students with legal and business knowledge and skills.

The JD/MBA degree program will allow JD students to utilize up to six (6) credits completed at the Law School towards the required thirty-six (36) credit hours required for the MBA program.

An MBA Business student will be able to utilize up to twelve (12) credits completed at the Business School towards the required ninety (90) credit hours required for Barry University's JD program. In total, students completing the JD/MBA program will complete a minimum total of 108 credits (instead of 90 for the traditional JD program and 36 for the traditional MBA program).

### Total Courses Required for the Completion of the JD/MBA

LAW: 78 Total Credits (1up to 12 credits accepted from BUSINESS) = 90 Credits BUSINESS: 30 Total Credits (1up to 6 credits accepted from LAW) = 36 Credits Total Required Credits to be taken: 108 Total Credits

The net benefit of completing the JD/MBA program is a reduction of 18 credit hours when compared to pursuing the two degrees independently.

The current required courses are outlined below (this is subject to adjustment should the mandatory curricular requirements of either program change).

<b>Law</b>			
LAW	6441	Bar Essay Writing	2
LAW	6400	Bar Law Survey	2
LAW	5415	Business Organizations	3
LAW	5011	Civil Procedure	4
LAW	5525	Commercial Law Overview	3
LAW	5302	Constitutional Law	4
LAW	5337	Contracts	4
LAW	5106	Criminal Law	3
LAW	5206	Criminal Procedure	3
LAW	5312	Evidence	4
Many Options		Experiential Course	6
LAW	6136	Florida Civil Practice	3
LAW	6355	Florida Constitutional Law	2
LAW	5010	Legal Research & Writing I	3
LAW	5020	Legal Research & Writing II	3
LAW	5110	Legal Methods I	1
LAW	5210	Legal Methods II	1
LAW	5310	Legal Methods III	1
LAW	5410	Legal Methods IV	1
LAW	5300	Professional Responsibility	3

*Continued*

<b>Continued</b>			
LAW	5288	Property	4
LAW	5219	Torts	4
Many Options		Electives	14
<b>Total Required Credits</b>			<b>78</b>

<b>Business</b>			
MBA	603	International Business	3
MBA	617	Technology & Information Systems	3
MBA	621	Managerial Finance	3
MBA	646	Marketing in a Dynamic Environment	3
MBA	660	Managerial Accounting	3
MBA	681	Economics for Strategic Decisions	3
MBA	682	Strategy Formulation, Implementation & Entrepreneurship	3
MBA	683	Leadership and Advanced Management Concepts	3
MBA	692	Social, Legal and Ethical Aspects of Business	3
MBA	601	Human Resource Management	3
<b>Total Required Credits</b>			<b>30</b>

Students will not be permitted to take MBA courses while concurrently taking JD courses or while studying for the bar examination. Students accepted to the JD/MBA program will not be considered graduates of either institution until they have completed the requirements of the entire JD/MBA Program. That is, students that have completed all of the requirements for the JD but have remaining classes to finish the MBA will not be permitted to sit for the bar examination until they have completed all requirements of the MBA. Students who do not complete the requirements towards any of the individual degrees will not be conferred the degree for which requirements have not been completed. In this case, students will need to formally withdraw from the JD/MBA program and change programs to the program of choice that they wish to complete.

The Business School will only accept Law School credits with a letter grade determined by the Business School. The Law School will only accept Business School credits with a letter grade established by the LAW Academic Standards Committee.

Students in the JD/MBA may utilize up to 6 credits of coursework completed at the Law School to satisfy the degree requirements for the MBA. The Business School will only accept Law School credits with a letter grade established by the Business School. The Dean or Dean's Designee at the Business School shall determine the specific courses for which a student will receive transfer credit. A course for which transfer credit is granted may not overlap with or substitute for any course that is offered at the Business School.

### **Course Descriptions**

Law; Prefix: LAW

*The School of Law reserves the right at any time to delete or add required and elective courses or to modify those courses listed to ensure a comprehensive academic program.*

#### 5429 Administrative Law (3)

A survey of the legal problems associated with regulation by administrative agencies. The course includes discussion of the legislative authority requisite to agency action.

## 6311 Admiralty Law (2)

This seminar is a survey course covering a select number of areas of Admiralty and Maritime law. Topic covered may include jurisdiction, personal injury, cargo claims, collision, charter parties, maritime liens, limitation of liability, towage and pilotage, and salvage. A paper will be required in lieu of a final exam.

## 6174 Adoption Law (3)

The course offers an overview of the adoption process, examining the legal, practical, and emotional aspects of private and state adoptions, including intrastate, interstate, state-federal, and international aspects of adoption. The course examines representative child protection agencies and the Adoption and Safe Families Act of 1997, as well as new reproductive technology.

## 6333 Advanced Appellate Advocacy (3)

This is an intensive course that builds on the foundation laid in the first-year Legal Research and Writing program and allows students to strengthen their written and oral advocacy skills. Students will learn to better understand the intricacies of appellate practice by briefing and arguing an appeal arising from the decision on a motion. Students may also prepare a variety of smaller written and oral advocacy assignments to enhance their ability to complete the course's larger project. Prerequisites: Legal Research & Writing 1 and 2.

## 6697 Advanced Environmental &amp; Earth Law Clinic (2)

Depending on client needs and new student interest, an Advanced Earth Advocacy Clinic may be offered. This is a four credit, one-semester course designed to allow students who have satisfactorily completed the Earth Advocacy Clinic to build on and enhance their previous clinical experience. Students will be accepted into the Advanced Earth Advocacy Clinic by application only.

## 6497 Advanced Juvenile Defense Clinic (4)

Formerly known as Advanced Children and Family Clinic, this course may be offered, depending on client needs and new student interest. This is a four credit, one-semester course designed to allow students who have satisfactorily completed the Children and Family Clinic to build on and enhance their previous clinical experience. Students will be accepted into the Advanced Children and Family Clinic by application only.

## 6555/6554 Advanced Civil Government (2 credits—6555 class component; 3 credits—6554 field component)

Students who have satisfactorily completed a clinical placement or in-house clinic may apply for an Advanced Clinical Placement. This additional semester of practical experience allows students to build upon and enhance their previous skills training experience. Students may choose to work in the same agency or in a different agency. Credits and Hours per week will differ depending on the placement.

## 6553/6552 Advanced Civil Poverty (2 credits—6553 class component; 3 credits—6552 field component)

Students who have satisfactorily completed a clinical placement or in-house clinic may apply for an Advanced Clinical Placement. This additional semester of practical experience allows students to build upon and enhance their previous skills training experience. Students may choose to work in the same agency or in a different agency. Credits and Hours per week will differ depending on the placement.

## 6549/6548 Advanced Criminal Defense Externship (4 credits—6549 class component; 2 credits—6548 field component)

Students who have satisfactorily completed a clinical placement or in-house clinic may apply for an Advanced Clinical Placement. This additional semester of practical experience allows students to build upon and enhance their previous skills training experience. Students may choose to work in the same agency or in a different agency. Credits and Hours per week will differ depending on the placement.

6550/6551 Advanced Criminal Prosecution Externship (2-4 credits—6550 Field component; 2 credits—6551 Class Component)

Students who have satisfactorily completed a clinical placement or in-house clinic may apply for an Advanced Clinical Placement. This additional semester of practical experience allows students to build upon and enhance their previous skills training experience. Students may choose to work in the same agency or in a different agency. Credits and Hours per week will differ depending on the placement. Both classes are variable credits in the database. The class component is 1-2 and the field component is 2-4.

6697 Advanced Environmental & Earth Law Clinic (4)

Depending on client needs and new student interest, an Advanced Earth Advocacy Clinic may be offered. This is a one-semester course designed to allow students who have satisfactorily completed the Earth Advocacy Clinic to build on and enhance their previous clinical experience. Students will be accepted into the Advanced Earth Advocacy Clinic by application only.

6300 Advanced Ethics (2)

Advanced Ethics Seminar explores contemporary issues of ethics and professionalism. This seminar provides a small class experience for students to further their understanding of legal ethics and professionalism beyond the required Professional Responsibility course, which serves as a prerequisite for this seminar. Areas of coverage will be less on ethical rules and more on the profession as a whole; specific practice areas within the profession and their unique ethical and professionalism challenges; the role of lawyers in society; the difference between moral values, ethics, and professionalism; and the “state of the profession” in contemporary society. Students wishing to satisfy their senior writing requirement through this seminar can write a paper on an approved topic related to ethics and professionalism. This is a 2 credit course with limited enrollment for the purpose of maximizing student participation. Prerequisite: Professional Responsibility.

6597 Advanced Immigration Clinic (4)

Depending on client needs and new student interest, an Advanced Immigration Clinic may be offered. This is a 4 credit, one-semester course designed to allow students who have satisfactorily completed the Immigration Clinic to build on and enhance their previous clinical experience. Students will be accepted into the Advanced Immigration Clinic by application only.

6546 Advanced Judicial Externship (2 credits—6546 field and class component)

Students who have satisfactorily completed a clinical placement or in-house clinic may apply for an Advanced Clinical Placement. This additional semester of practical experience allows students to build upon and enhance their previous skills training experience. Students may choose to work in the same agency or in a different agency. Credits and Hours per week will differ depending on the placement.

6320 Advanced Legal Research (3)

This course teaches practical strategies for effective integrated legal research using manual and online search techniques including CD-ROM and Internet instruction. Real practice research situations are used to develop skills and research abilities.

6321 Advanced Legal Writing (3)

This course concentrates on the advanced drafting of pleadings and memoranda of law, building upon and extending the legal research, writing, and analytical skills acquired in the legal research and legal writing courses. The drafting of documents may include complaints, answers, contracts, legislation, and interrogatories. The use of state or federal rules of civil procedure will have as its focus the making of a pleading rather than the interpretation and construction of the relevant statute. The legal problems presented are designed to expose student lawyers to the writing of documents they will use in practice to aid in resolving a client’s problem. Prerequisite: Legal Research & Writing 1 & 2.

6510 Animal Law Seminar (2)

This survey course will provide an overview of how the law considers, treats and interacts with animals and the humans who deal with them in a variety of areas. This course will focus on special issues and rules regarding animals in major legal areas including property, tort, contract, estates and trusts and criminal law.



## 6747 Aviation Law (3)

This course will examine the evolution of federal civil regulations and provide an overview of past and present problems prompting regulation of the industry, the resultant safety regulations, airport development, funding, and international legislation. Students will be introduced to pertinent sections of the U.S. Constitution, as well as federal and state statutes and case and common law applications to aviation. Civil law, including tort, product liability, contract sales, secured credit, property, environmental, and labor law will be studied. Additional studies will include criminal statutory law and government, airman, and operator rights and liabilities, as well as international law and conferences.

## 6124 Bankruptcy (3)

A study of the problems of both the creditor and debtor under the federal bankruptcy code. While emphasizing the federal code, the course also analyzes the relationship between federal and state laws.

## 6444 Bar Law Survey (2 credits—6444) (previous course code 6400 and 4 credits)

Florida Bar Law Survey is a substantive and skills development course that provides students with concentrated review of legal subjects that are tested on the Florida Bar Exam.

## 6441 Bar Essay Writing (2)

Advanced Florida Essay Writing is a skills course designed to prepare students for the essay portion of the Florida Bar Exam. This course will provide a general overview of each essay subject and will provide a strategy for effectively answering each essay subject tested to the Florida Bar Exam. Students will prepare essay outlines, format, and draft sample essay answers during this course.

## 5415 Business Organizations (3)

An introduction to the modern organizational law of private business entities. Agency relationships, the advantages and disadvantages of choice of business form and the necessary steps for organizing and operating sole proprietorships, partnerships, limited partnerships, limited liability companies, and investor-owned business corporations are covered. Substantive areas studied include the concept of corporate entity, the legal structure of corporations, the fiduciary duties owed by directors and officers as they manage and control the corporation, and shareholder action, including the use of derivative suits on behalf of the corporation against directors and officers.

## 6522 Child and Family Law Journal (1)

The Child and Family Law Journal (CFLJ) gives students the opportunity to improve their writing, research, and citation proficiency, while helping spread the word within the academic community about the important fields of child and family law. The Journal is intended to be published electronically. CFLJ participation is open to students with a minimum 2.75 GPA via write-on competition and also by invitation to top students who meet the minimum GPA requirements. Academic credit for Journal participation is available at the rate of one credit per semester consistent with the Journal bylaws.

## 6458/6459 Child &amp; Family Externship (2 credits—6458 class component; 4 credits—6459 field component)

SUMMER: 6 credits—40 hour week, 10 weeks = total 400 hours plus a weekly seminar. SPRING AND FALL: 6 credits—30 hour week, 13 weeks = total 390 hours plus a weekly seminar placement. Requirements: Students placed in the Department of Children and Families Child Welfare Legal Services, Statewide Office of the Guardian Ad Litem, or Orange County Legal Aid Society Guardian Ad Litem Program must meet the following criteria: have completed four semesters and received not less than 48 credit hours by the beginning of the externship, have a 2.0 or higher cumulative grade point average, and satisfactory completion of Professional Responsibility and Evidence; students are required to spend a minimum of thirty to forty hours per week at their placement, depending on the semester, and will receive 6 hours of credit for satisfactory completion; and attendance at a pre-semester orientation and weekly seminar is also required. The seminar portion of the externship is graded; the field portion is pass/fail. Students participating must be certified as legal interns (CLE's) in order to participate. This will be completed as part of the application process. However, the students cannot be certified if they have not received a background clearance from the Florida Board of Bar Examiners. Objective 1: Developing and applying the law of dependency, juvenile procedure, family law, adoption, or other substantive areas of the law. A placement

in a children or family law office provided students with the opportunity to use the law learned in substantive law course to bring a case or defend involving children and families. In real cases, supervised by experienced attorneys, student use the rules of juvenile procedure, rules of civil procedure, substantive abuse/neglect, delinquency, or family law to advocate for their clients in juvenile and family law proceedings. Students participate in all levels of litigation from drafting pleadings, investigations, case plan drafting, and hearings of all kinds. Their experience will include both trial preparation and trial performance. Objective II: Developing and applying the abilities learned in our trial skills program. These children and family offices provide students with the opportunity to put into real life practice those litigation abilities they learned in classroom and mock trial settings. In court, students are able to bring together substantive, procedural, and evidentiary instruction in a way that allows them to understand how the law fits together, and how to effectively use it to protect citizens from those who violate the law. Objective III: Developing witness relation skills. By first observing experienced lawyers, and then applying the skills observed, students develop professional and interpersonal communication skills. Objective IV: Learning negotiation skills. Because the great majority of cases are resolved without a contest on the merits, it is vital for students to learn the alternate and diversionary options available and how to best implement them. At their placements, students initially observe experienced attorneys resolve real cases using these techniques, and then apply the learned skills to resolving their own cases. This process is particularly important to agreements to the issues and then being able to have those agreements accepted by the trial court. Objective V: Improve research and writing skills. Students learn to draft written motions briefs, stipulations, case plans, and related trial documents. Similarly, students provide research materials for their supervisor's case and for their own case. This aspect of the field placement teaches students the interrelationship between through preparation and success. The value of the written work and in professional presentation is highlighted here. Students also learn that the standards for success in a practical setting may be far different from those in an academic setting. Learning how much preparation is sufficient, in light of a busy trial docket, helps students learn how to wisely use their most limited resource time. Objective VI: Gathering and using facts. As in other litigation-based placements, a vital skill for lawyers concerns their ability to collect and use facts crucial to the outcome of their cases. In these placements, students learn how to handle real and demonstrative evidence, and collect government and private records. Interviewing techniques learned in law school are often implemented here as are skills necessary for creating and responding to interrogatories and other written forms of information gathering. Objective VII: Understanding the requirements of Florida's Rules of Professional Conduct. Cases often present difficult ethical issues for attorneys in these cases which involve children. There are questions about the role of the attorneys involved including the issue of who the client is as well as the importance of the best interest of the child. It is important for students working in the children and family law placements to know and abide by the ethical and moral constraints of our profession. In this placement, students have the daily opportunity to observe how their supervisor and others in the office reach effective results by uniformly working within the rules.

6455/6454 Civil Government Externship (2 credits—6455 class component; 3 credits—6454 field component)

***Placement Description:*** *At civil government placements students learn about various aspects of Florida government civil law practice. Legal topics range from taxation and finance to land use, government ethics, administrative, and State Constitutional law issues. Students participate in staff meetings, client meetings, committee meetings, public hearings, and board meetings, as well as depositions and trials. This placement allows students to learn about both the transactional and litigation requirements placed on civil government lawyers and the valuable service they provide to citizens across a wide range of topics.*

***Placement Description:*** Students placed in a Federal, County, or State agency's legal department must meet the following criteria: have completed three semesters and received not less than 36 credit hours; have a 2.4 or higher cumulative grade point average and completion of Professional Responsibility, Evidence, and Administrative Law; students are required to spend a minimum of 25–35 hours per week at their placement, depending on the semester, and receive five hours of credit for satisfactory completion; and attendance at a weekly seminar is also required. The seminar portion of the externship is graded; the field portion is pass/fail.

Students participating in the Civil Government Externship must be certified as legal interns (CLIs) in order to represent the State of Florida.

6453/6452 Civil Poverty Externship (2 credits—6453 class component; 3 credits—6452 field component)

***Placement Description:*** *This placement provides students with the opportunity to learn about the legal problems encountered by our community's less fortunate citizens. Working with experienced attorneys, depending on the placement, students are exposed to the most common problems facing the disadvantaged: divorce, guardianship, child custody, landlord-tenant, consumer, bankruptcy, health care, elder care, and small claims court issues. Students explore administrative and legal solutions to these issues as well as conduct research and appear in judicial and administrative proceedings on behalf of their clients. Client interviewing and counseling techniques will also be developed.*

***Placement Description:*** Students placed in a not-for-profit law office, such as the Seminole County Legal Aid Society, Legal Aid Society of the Orange County Bar Association, or Community Legal Services of Mid-Florida, Inc., provide legal services to this community's disadvantaged and must meet the following criteria: have completed three semesters and received not less than 36 credit hours; have a 2.4 or higher cumulative grade point average, and completion of Professional Responsibility and Evidence; students are required to spend a minimum of 25–35 hours per week at their placement, depending on the semester, and receive five hours of credit for satisfactory completion; and attendance at a weekly seminar is also required. The seminar portion of the externship is graded; the field portion is pass/fail.

Students participating in the Civil Poverty Externship must be certified as legal interns (CLIs) in order to represent live clients.

5011 Civil Procedure (4)

Part one of the basic courses in federal Civil Procedure, exploring the rules and principles that govern the litigation of a civil case. This part of the course focuses on systemic Issues related to how and where a lawsuit is filed, Including: subject matter jurisdiction, personal jurisdiction, notice, venue, removal and remand, the choice between federal and state law in a federal forum, and other selected topics.

6429 Civil Rights\*\* (3)

This course studies the origins and development of civil rights law in the United States with a focus on selected federal statutes enacted to remedy violations of federal constitutional rights. Some topics discussed in this course may include the following: Fourteenth Amendment, Due Process, housing discrimination, employment discrimination, discrimination in education, voting rights, and Americans with Disabilities Act. Prerequisite: 5302 Constitutional Law.

6214 Climate Change Law and Policy (2)

The objectives of this seminar are diverse: Gain in-depth understanding of local, state, federal, and international law, policies, and treaties addressing climate change; develop an understanding and respect for differing legal, scientific, political, and personal viewpoints on climate change, as well as earth and environmental justice issues presented by climate change; expand knowledge of environmental, administrative, and constitutional law issues; improve ability to analyze case law, especially pinpointing key facts, spotting issues, and evaluating legal reasoning of opinions and dissenting opinions; improve proficiency in researching and writing through development of a research paper on a climate change law or policy topic; practice oral advocacy skills through participation in class discussion and through individual presentation of a research paper.

6097 Collaborative Family Law Clinic (3)

This clinic will represent clients involved in divorce proceedings who are committed to arriving at a just resolution without court intervention, allowing their children and the parties to move forward post-divorce in a more amicable and productive fashion. You will work on a collaborative “panel” made up of clients, attorneys, mental health, and financial experts and will see the cases through from start to finish, meeting regularly with both clients and professionals. Students enrolled in the clinic will be expected to attend a two-day Collaborative Law training Institute. This seminar will allow you to represent yourself as a trained family law collaborator. If you have not

previously taken the Collaborative Family Law Seminar you will also be expected to attend a two day practice-ready course on collaborative law prior to the semester. This course requires a commitment to a minimum of approximately ten hours per week, which will include client meetings, panel discussions, class attendance, and case preparation. Prerequisite: 6097 Collaborative Family Law. (Enrollment in the Collaborative Family Law Clinic requires the completion of four semesters and 48 credit hours)

5525 Commercial Law Overview (3)

An introduction to the Uniform Commercial Code and the use of Article 1. The course features the commercial transactions in the financing and sale of goods and in using payment systems and credit instruments under the codal provisions of UCC. Articles 2 and 9.

6010 Commercial Law Trial Advocacy (3)

This course is taught in a “workshop” format where students actually practice the skills needed to prepare and represent a client in a commercial case. Students will learn how to initially interview the client and witnesses, prepare pleadings, conduct motion practice, take discovery, pretrial practice and actually conduct a commercial jury trial. The emphasis will be on a commercial law case and will satisfy the skills requirement. There is a cap on this class. Prerequisites: Commercial Law and Evidence.

6101 Conflict of Laws (3)

This course will examine the choice-of-law theories that courts use to determine the rule of decision to be applied in cases in which the parties’ conduct or the transactions involved have connections with more than one state. The course will also address federal constitutional limitations on these choice-of-law approaches, and the extent to which federal courts are required to apply state choice-of-law rules. Recognition of foreign judgments will also be considered.

5302 Constitutional Law (4)

A study of the U.S. Constitution primarily through the reading of the U.S. Supreme Court Cases. The course examines the allocation of power among the three Branches of federal government, as well as the power balance between federal and state governments. Individual rights are also examined with emphasis on rights arising under the Fourteenth Amendment.

6208 Construction Law (2)

An overview, examination, and understanding of construction law with an emphasis on analysis, problem solving, and presentation. Construction contract principles; the construction process; the rights, responsibilities, and risks of the parties involved in a construction project; and the procedures for conflict resolutions will be approached through a combination of case study, detailed review of standard form contracts, and analyzing actual construction disputes.

6408 Construction Law Procedures & Practices (2)

Construction Law leading to an understanding of rights and responsibilities, including express and implied duties, of contracting parties; liabilities, remedies, and recoveries for non-contracting parties in the construction process; and procedures—common law, statutory, and contractual—for resolving construction disputes and pursuing and defending construction claims. The teaching and learning emphasis is analysis, legal, and factual, of a construction case; preparation and presentation of plain meaning legal memoranda for trial and hearing judges and arbitrators; acting as an advocate and serving as a judge in hearings and arbitrations; and drafting agreements and stipulations entered into after disputes begin. Coverage includes detailed study of quantum merit recovery and defenses; of statutory causes of action such as prompt pay, Florida Deceptive and Unfair Trade Practices Act, the statutory cause of action for damages for violation of building code(s), the required statutory procedures for identification and resolution of construction defects, and modern procedures for speedy and efficient resolution of disputes and claims including declaratory relief and non-binding arbitration. Electronic transmission, use, and control of documents will be addressed. Ethical considerations and the strict duties required of the practicing construction lawyer are emphasized and tested. Prerequisite: Property.

## 5337 Contracts (4)

An introduction to contract law, including, but not necessarily limited to, contract formation, defenses to enforcement, contract interpretation, performance and breach, and remedies for breach.

## 6427 Contracts Drafting (2)

This course seeks to provide students with the practical skills needed to draft contracts. The skills involved in negotiating contracts might also be covered.

## 6407 Contracts Theory (2)

This seminar course is designed to introduce students to the various theories as to why the state does, or should, enforce certain promises, and what the remedies should be for a failure to keep an enforceable promise. Grades will be based on class participation and a paper. Students may use the paper to satisfy their Upper Level Writing Requirement, provided that the paper meets those requirements.

## 6102 Copyright Law (3)

This class is designed to be a survey of legal issues associated with Copyright Law. The topics covered will include: (1) the definition of “original works of authorship”; (2) the definition of “fixed in a tangible medium of expression”; (3) what works are entitled to protection; (4) the bundle of rights granted to the copyright owner; (5) how to obtain a copyright; (6) the duration of copyright protection; (7) copyright infringement; and (8) defenses to copyright infringement actions, including fair use and parody. Prerequisite: 5302 Constitutional Law.

## 6146 Corporate Taxation (2)

An introduction to the taxation of corporations and shareholders. Includes tax treatment of corporate earnings, dividends and other transactions between corporations and shareholders, S Corporations, and the definition of a corporation for tax purposes. Prerequisite: Federal Income Tax.

## 6448 Criminal Defense Externship (2 credits—6448 class component; 4 credits 6448 field component)

**Placement Description:** At this placement, students develop and apply their abilities in the law of evidence, criminal law, and criminal procedure. In real cases, supervised by experienced public defenders, students use the rules of evidence, motions in limine, objections to evidence, and similar provisions to effectively and professionally benefit individual clients. Students may participate in all levels of litigation from jury selection to post trial appeals for relief. Depending on the circumstances of each placement, students may practice in traffic, magistrate, juvenile misdemeanor, or felony courts. Their experience will include both trial preparation and trial participation. Client interviewing and counseling techniques will also be developed. Placement Requirements: Students placed in the State or Federal Public Defenders Office must meet the following criteria: have completed four semesters and received not less than 48 credit hours; have a 2.4 or higher cumulative grade point average, completion of Criminal Law, Criminal Procedure, Professional Responsibility, Evidence, and trial skills or participation as counsel on a mock trial team; students are required to spend a minimum of thirty to forty hours per week at their placement, depending on the semester, and receive six hours of credit for satisfactory completion; and attendance at a weekly seminar is also required. The seminar portion of the externship is graded; the field portion is pass/fail. Students participating in the Criminal Defense Externship must be certified as legal interns (CLI's) in order to appear in court and represent actual criminal defendants.

## 5106 Criminal Law (3)

An analysis of crimes of commission, crimes of omission, attempts, conspiracies, and affirmative defenses. The course distinguishes between degrees of crime, such as murder and manslaughter.

## 5206 Criminal Procedure (3)

This course examines the limits on government power to “search” and “seize” under the Fourth Amendment to the U.S. Constitution. The course also considers constitutional doctrine governing police interrogation of criminal suspects under the Fifth Amendment’s Self-Incrimination Clause, the Sixth Amendment’s Right to Counsel Clause, and the Fourteenth Amendment’s Due Process Clause.

## 6206 Criminal Procedure in the Courtroom (3)

Formerly known as Advanced Criminal Procedure, this course examines various criminal procedure issues beyond search and seizure or confessions which arise under the Federal Bill of Rights. Topics covered include the rights of the criminally accused to: bail, grand jury indictment, speedy trial, jury trial, confrontation of witnesses, and freedom from double jeopardy. Related dynamics of the adversary system such as pre-trial discovery and plea bargaining are also integrated into this course.

## 6451/6450 Criminal Prosecution Externship (2 credits—6451 class component; 4 credits—6450 field component)

**Placement Description:** At these placements, students develop and apply their abilities in the law of evidence, criminal law, criminal procedure, juvenile, or immigration law. In real cases, supervised by experienced prosecutors, students use the rules of evidence, motions in limine, objections to evidence, and similar provisions to effectively and professionally represent the Government. Students may participate in all levels of litigation from jury selection to post trial matters. Depending on the circumstances of each placement, students may practice in traffic, magistrate, juvenile, misdemeanor, felony courts, or immigration matters. Their experiences will include both trial preparation and trial participation.

Students placed in the 9th Circuit State Attorney's Office, 18th Circuit State Attorney's Office, Florida Attorney General's Economic Crimes Office, Florida Attorney General's Office of the Statewide Prosecutor, Department of Homeland Security, or The United States Attorney's Office must meet the following criteria: have completed four semesters and received not less than 36 credit hours; have a 2.4 or higher cumulative grade point average; satisfactory completion of Criminal Law, Criminal Procedure, Professional Responsibility, Evidence, and trial skills or participation as counsel on a mock trial team; students are required to spend a minimum of thirty to forty hours per week at their placement, depending on the semester, and will receive six hours of credit for satisfactory completion; and attendance at a weekly seminar is also required. The seminar portion of the externship is graded; the field portion is pass/fail.

Students participating in the Criminal or Civil Prosecution Externship must be certified as legal interns (CLIs) in order to represent the State of Florida in actual criminal cases. However, students working in the Department of Homeland Security or the U.S. Attorney's Office will be required to meet their certification criteria.

## 6314 Criminal Tax Offenses (3)

This course examines the various criminal income tax offenses, including income tax evasion and filing false income tax returns, as well as related non-tax offenses; for example, conspiracy and filing false claims. It will also cover defenses, tax protester issues, and some aspects of the investigation and trial of a tax case.

## 6281 Dean's Study Fellow (1)

Students are selected by the Director of Academic Success based upon leadership ability, Professor recommendations, work ethic, professionalism, and academic success. Students are required to work up to ten hours per week assisting students with their study skills and other assigned duties for satisfactory completion. Grading is pass/fail. Prerequisite: Successful completion of first year part- or full-time curriculum of law, and be in good academic standing.

## 6285 Dean's Writing Fellow (1)

Students are selected by the Director of Academic Success based upon writing skills, LRW Professor recommendations, work ethic, professionalism, and academic success. Students are assigned to an LRW professor and they are required to work up to ten hours per week in the Writing Center assisting students with law school-related writing and other assigned duties for satisfactory completion. Grading is pass/fail. Prerequisite: Successful completion of first year part- or full-time curriculum of law, Legal Research and Writing 1 and 2, and be in good academic standing. Students must also serve as an LRW Teaching Assistant for at least one semester. This requirement may be waived upon the agreement of the student's assigned LRW professor and the Director of Academic Success.

## 6518 Death Penalty Seminar (2)

This seminar is designed to introduce law students to the complex law and procedure inherent in death penalty practice. Constitutional issues concerning the use of the death penalty will be examined and the five death penalty schemes in use in the United States will be compared with each other, with focus on the Florida death penalty scheme. The impact of recent decisions of the United States Supreme Court and selected state and federal courts will be studied in order for students to understand developments in death penalty practice. Emphasis will be placed upon the different problems presented in the trial of cases involving the death penalty, including jury selection, proof of aggravating and mitigating circumstances, and arriving at an appropriate sentence. Students will be expected to recognize the problems presented by direct appeals in death penalty cases as well as in state post-conviction proceedings and federal habeas corpus actions. A paper on an approved topic relating to the death penalty will be required in lieu of a written final examination.

## 6117 Disability Law (3)

This course will initially consider the definition of disability by focusing on the Americans with Disabilities Act of 1990 as well as other federal and state statutes and applicable case law. Disability Law will then focus on the rights of persons with disabilities to education, employment, public accommodations, housing, and health care.

## 6141 Drafting Wills and Trusts (2)

An introduction to the fundamentals of drafting legal documents with an emphasis on drafting testamentary instrument wills, will substitute, particularly the living trust, and powers of attorney. This seminar will be helpful to any student with lawyering interests in estate planning. Prerequisites: Wills, Trusts, and Estates.

## 6350 Earth Jurisprudence Seminar (2)

In this course students will explore and help create principles of an “Earth-based” jurisprudence. Cormac Cullinan in *Wild Law* proposes there is a “Great Jurisprudence” established by how Earth functions to sustain life. Catholic social teaching emphasizes moral principles that are at the base of a well-ordered society. Modern jurisprudence, in contrast, emphasizes the “positive law”—laws are simply what humans decide in advancing their personal, ideological, and moral interests. This course allows students to step beyond the positive law to question how law may serve the social contexts for Earth-based jurisprudence, modern theories of jurisprudence, *Wild Law*, principles of an ecological worldview, the 1982 US Charter for Nature, the Earth Charter, legal concepts of indigenous people, Catholic social teaching, and possible legal and equitable remedies for Earth jurisprudence. Each student will be asked to write a paper either on a theory or an application of Earth Jurisprudence.

## 6500 Earth Jurisprudence Survey (3)

Earth Jurisprudence seeks earth-centered approaches to law and governance. As an integral part of the broader earth community, humanity has responsibility to act for the well-being of the planet and future generations. Earth Jurisprudence draws forth earth-centered comprehensive solutions from within as well as beyond existing law. The Earth Jurisprudence Survey Course introduces students to emerging principles of Earth Jurisprudence, the need for an earth-based jurisprudence, limitations of Environmental Law, and the history and philosophical underpinnings of Earth Jurisprudence. The course also considers the doctrinal implications of Earth Jurisprudence for Tort Law, Property Law, and Constitutional Law. Finally, the course reviews the Universe Story and its relevance to law and considers Natural Law and Ecofeminism, Environmental Ethics and Environmental Justice, as well as Indigenous Traditions and proposals for new forms of governance. Drawing from the readings, research, and time in nature, each student will prepare a paper on a theory and application of Earth Jurisprudence.

## 6107 Education Law (3)

This course provides an overview of Education Law for those who are interested in analyzing how law shapes post-secondary, higher education in the United States. Topics may include the public/private school distinction, students’ rights, teachers’ rights, discrimination issues, and other contemporary questions facing administrators and educators.

## 6322 EJEJ Journal (1)

The Earth Jurisprudence and Environmental Justice (EJEJ) Journal gives students the opportunity to improve their legal writing, research, and citation proficiency, while helping spread the word within the academic community about the exciting fields of Earth Jurisprudence and Environmental Justice. The Journal is intended to be published electronically. EJEJ Journal participation is open to students with a minimum 2.75 GPA via write-on competition and also by invitation to top students who may not qualify for Law Review. Academic credit for Journal participation is available at the rate of one credit per semester consistent with the Journal bylaws.

## 6119 Elder Law (2)

Elder Law is a survey of laws concerning the special legal issues of the elderly: legal capacity issues; advanced medical directives; planning for catastrophic illness and long-term care; Medicaid, Medicare, and Social Security as they relate to seniors; elder abuse; and health care decision making are among some of the areas we will cover. Ethical issues of dealing with the elder and adult children of the elder are also explored.

## 6505 ELJJ: Environmental Law, Jurisprudence, and Justice (1) (six weeks)

This is a one credit introductory course providing an overview of the substantive areas of Environmental Law, Earth Jurisprudence, and Environmental Justice. In Environmental Law, an array of environmental statutes and government regulations has been adopted to reduce pollution in order to protect the land, water, air, and the creatures of the earth. The Environmental Law segment of the course introduces how modern environmental laws complement and supplement traditional common law actions allowing victims of pollution to seek judicial remedies for environmental harms. Earth Jurisprudence seeks Earth-centered approaches to law and governance. As an integral part of the broader Earth community, humanity has responsibility to act for the well-being of the planet and future generations. In this section of the course, students will be introduced to Earth-centered solutions from within as well as beyond existing law. The Environmental Justice portion of the course provides a summary of legal approaches to the disproportionate environmental burdens experienced by low income and of color communities.

The course is designed for students who are interested in the concentration in Environmental Law, Jurisprudence, and Justice. However, enrollment is open to any upper division student with an interest in the course, space permitting. The course meets in six sessions, with two sessions dedicated to each of the three substantive areas. Students are evaluated on a pass/fail standard, based on a short writing assignment in each of the three areas.

## 6151 Employment Discrimination (3)

A survey of the major federal statutes prohibiting discrimination in the workplace, with special emphasis on practical problems encountered in litigation. The primary focus is on Title VII of the Civil Rights Act of 1964 and race discrimination. Discrimination on the basis of age, sex, religion, national origin, or disability will also be considered. Topics include statutory scope and coverage, establishing liability, defenses, remedies, affirmative action, and enforcement procedures.

## 6152 Employment Law (3)

Few interests are more important to an employee than his or her job. This course examines the legal issues that arise at various stages of the employment relationship. The course begins by considering the history of employment law and the current economic, demographic, and technological developments that are changing the way work is organized and creating new challenges for the law. Following this introduction, students systematically proceed through the issues that arise in hiring, regulating the terms and conditions of employment during the employment relationship, and discharge and termination.

## 6435 Energy Law and Policy (2)

Energy: it lies at the intersection of law, policy, natural environment, technology, and economics. How it is produced, converted and, ultimately, consumed affects virtually all aspects of modern life. The course requires students to understand the legal, regulatory, and environmental concepts relevant to the changing energy industry in the U.S. The course examines the historical and legal origins of energy regulation, provides an introduction to energy industries, including basic terms and concepts, regulatory trends and emerging issues. The course explores transmission issues, externalities, and trends in renewable energy. Finally students will examine the small but growing corpus of case laws, legal theories, and administrative action supporting the regulation of greenhouse gasses in the context of Climate Change issue.



## 6126 Entertainment Law (3)

A study of selected problems in the representation of talented persons and the contracting and dissemination of their performances, services, and creations. Prerequisite: Copyrights

## 6297 Environmental and Earth Law Clinic (6)

This is a six-credit hour one-semester course focused on developing the skills used in an environmental law practice. While litigation is an important tool in addressing some environmental concerns, lasting resolutions are usually achieved through negotiation and consensus-building. Students participating in this clinic will develop an understanding about the interrelationship among environmental laws, regulations, and permits by assessing environmental conditions impacting individuals and communities and working with clients to assess their legal options. Students will also learn client development skills by working with the clinic director to identify environmentally impacted communities within the region and organizations or individuals within those communities who may require or benefit from legal assistance. Students must have completed three semesters and 36 credit hours to participate in this course. Prerequisites: Professional Responsibility; Environmental Law (can be taken concurrently); 6505 Environmental Law, Jurisprudence, and Justice Seminar is recommended.

## 6332 Environmental and Earth Law Journal (1)

The Earth Jurisprudence and Environmental Justice (EJEJ) Journal gives students the opportunity to improve their legal writing, research, and citation proficiency, while helping spread the word within the academic community about the exciting fields of Earth Jurisprudence and Environmental Justice. The Journal is intended to be published electronically. EJEJ Journal participation is open to students with a minimum 2.75 GPA via write-on competition and also by invitation to top students who may not qualify for Law Review. Academic credit for Journal participation is available at the rate of one credit per semester consistent with the Journal bylaws.

## 6495 Environmental Dispute Resolution (2)

The purpose of the course is to learn about the components of environmental disputes that make many of them different from other kinds of legal disputes, to learn about the tools that lawyers can use to assist their clients in evaluating options for resolving environmental disputes, to develop an understanding of the range of dispute resolution processes and their potential use in environmental disputes, and to develop skills in evaluation, negotiation, facilitation, and mediation.

The major focus of this course is the transmission of skills used by lawyers to transform adversarial interactions into collaborative processes. It will include readings and discussions about the nature of environmental disputes and the range of dispute resolution processes, with a focus on those used in environmental disputes. This course will include mock negotiations, mediations, and other consensus-building exercises to develop the skills used by successful environmental lawyers. A major focus will be on the role of legal advisors for parties, to create and to maintain a problem-solving climate, as well as to develop an understanding of ways to communicate more successfully with clients about their alternatives. It will also include consideration of a number of factors, in addition to the law, that must be considered in resolving environmental interest disputes.

## 6112 Environmental Law (3)

An introduction to the fundamentals of environmental law and policy. The course discusses the importance of protecting natural resources and looks at the comprehensive statutory and regulatory scheme designed to protect the environment. Students will become familiar with laws protecting various media (land, water, and air) as well as the special considerations related to toxic pollutants. The interplay between government enforcement, citizen suits under modern environmental statutes, and private party litigation (toxic torts) will be examined.

## 6505 Environmental Law, Jurisprudence, and Justice (1)

Environmental Law, Jurisprudence, and Justice is a one-credit introductory course providing an overview of the substantive areas of Environmental Law, Earth Jurisprudence, and Environmental Justice. In Environmental Law, an array of environmental statutes and government regulations has been adopted to reduce pollution in order to protect the land, water, air, and the creatures of the Earth. The Environmental Law segment of the course introduces how modern environmental laws complement and supplement traditional common law actions allowing victims of pollution to seek judicial remedies for environmental harms. Earth Jurisprudence seeks Earth-centered approaches to law and governance. As an integral part of the broader Earth community, humanity has responsibility to act

for the well-being of the planet and future generations. In this section of the course, students will be introduced to Earth-centered solutions from within as well as beyond existing law. The Environmental Justice portion of the course provides a summary of legal approaches to the disproportionate environmental burdens experienced by low income and of color communities. The course is designed for students who are interested in the Concentration in Environmental Law, Jurisprudence, and Justice. However, enrollment is open to any upper division student with an interest in the course, space permitting. The course meets in six sessions, with two sessions dedicated to each of the three substantive areas. Students are evaluated on a pass/fail standard, based on a short writing assignment in each of the three areas.

6515 Environmental Justice Seminar (2)

This two-credit seminar introduces students to the disproportionate distribution of environmental harms to low income and of color populations and communities. Students will learn about the “Environmental Justice” movement which began in the 1970s, included empirical studies of disproportionate environmental impacts by various government and NGO entities, resulted in several federal government programs—primarily under the Clinton Administration—and merged civil rights law with environmental law practice. The class will follow environmental justice practice history including the late twentieth century groundbreaking case of *Alexander v. Sandoval* which again changed the course of environmental justice practice. Prerequisite: Environmental Law.

6145 Estate and Gift Taxation (3)

A study of the federal tax system as it relates to gratuitous dispositions of property during the owner’s lifetime and at death, including federal income taxation of trusts and estates, and federal estate and gift taxes. Prerequisite: Federal Income Tax.

5312 Evidence (4)

This course is a study of the Federal Rules of Evidence, including the basic concepts of relevance, foundation, authentication, and hearsay. The course may also include other important topics such as opinion and scientific evidence, privileges, character evidence, and the historic and policy considerations underlying the rules, including constitutional barriers to the use of certain evidence in criminal proceedings.

6130 Family Law (3)

Family Law explores the social and legal relationships of traditional and non-traditional family units with emphasis on the rights and duties of husband, wife, biological parent, psychological parent, and child.

6303 Federal Jurisdiction (3)

This course will examine the roles and responsibilities of federal courts in the operation of our system of government. Particular attention will be paid to separation of powers, federalism, and Article III of decision making. Thus, the focus will be on the relationship (1) between federal courts and coordinate branches of the federal government; (2) between federal courts and organs of state government, especially state courts; and (3) among federal courts. Topics include choice of law in the federal court and the development of federal common law; the power of Congress to regulate jurisdiction; Supreme Court review of state court judgments; federal habeas corpus; the federal question jurisdiction, including limitations on its exercise; and topics concerning the Civil Rights Act, 42 U.S.C. §1983. Attention will also be given to various doctrines that limit federal jurisdiction in constitutional litigation against states (the abstention and sovereign immunity doctrines, and limitations on federal injunctions against state proceedings). This is an advanced course in public law, judicial administration, and constitutional and civil rights litigation.

6148 First Amendment (3) (This is a class not the seminar.)

This is a 3 credit doctrinal course that focuses on the First Amendment. It is taught according to the traditional case-law method approach. Students will develop an understanding of First Amendment covering the speech and religion clauses. Prerequisite: Constitutional Law strongly recommended.

6249 Florida Administrative Law & Environmental Regulations (3)

The course will present a survey of Florida environmental regulations and permits. The bases of Florida environmental laws and regulations in Florida are constitutional and statutory, but the regulations and permits required or allowed

under the laws are typically implemented and enforced pursuant to agency rules, hearings, and rulings pursuant to Chapter 120, Florida Statutes, the Florida Administrative Procedures Act. The course will survey the nature and scope of Florida's environmental laws, consider the issuance of permits and enforcement of violations of Florida environmental laws, and introduce students to practice under the Florida Administrative Procedures Act. Students will learn that some permits are voluntarily sought as a condition of land use or development activity, whereas other permits arise out of an obligation imposed as a result of a violation of environmental laws or as a condition of engaging in certain activities or businesses that have environmental impacts. Students will be assessed based on a final examination. There are no prerequisites.

6136 Florida Civil Practice (3)

Florida Civil Practice—One cannot practice civil litigation in Florida without knowing the “Rules.” This is a highly practical pre-trial litigation course in which students will not only learn the Florida rules of Civil Procedure, but how to actually use them (and use them tactically) as they are used in real-world practice. By the conclusion of the course students will know, and will know how to use, not just beginning but advanced real-world civil litigation skills and tactics. This course focuses on an area tested of the Florida Bar Examination.

6355 Florida Constitutional Law (2)

The course offers a review of the text and the principles of the Florida Constitution, including separation of powers, jurisdiction of Florida courts, state and local governmental powers, taxation and finance, eminent domain, Florida's homestead exemption, constitutionality of legislative acts, and individual rights. Prerequisite: Constitutional Law.

6327 Florida Contract Law (3)

This course covers the major contract law topics under Florida law, including contract formation, conditions, the parol-evidence rule, interpretation, defenses, remedies, third-party rights and duties, promissory estoppel, and quasi-contract.

6306 Florida Criminal Procedure Seminar (2)

This course offers a practical study of the Florida Rules of Criminal Procedure in Seminar form. The criminal process, rules, and case law will be studied in the chronology from arrest through trial and sentencing.

6312 Florida Evidence (3)

This course examines the legal principles and practical applications of Florida Evidence law. The course was created to be part preparation for the bar and part preparation for practice. It focuses on a doctrinal understanding of Florida Evidence, its juxtaposition with the Federal Rules of Evidence and practical exercises designed to facilitate both learning and applying the rules.

6031 Florida Family Law Motion Practice (3)

This course would focus on drafting motions in the pre litigation and litigation stages of child and family law cases including divorce, delinquency and dependency, alimony, child support and property division and all other motions.

6254 Florida Probate Practice (2)

The course will illustrate the issues arising in, and the steps to be taken in, probating an estate of a decedent domiciled in Florida; from the time of the decedent's death to the final closing of the estate. Students will be required to participate, prepare documents, and learn the basic essentials of a probate practice. Class discussions will include review of documents drafted by students.

6326 Government Contract Litigation (2)

This course studies unique issues in federal government contracting, including disputes before the Court of Federal Claims and Boards of Contract Appeals. Students learn about pre-trial, trial, and post trial dispute resolution, including motions, depositions, ADR and litigation. Students are required to write a brief and participate in an oral argument in lieu of a final examination.

6412 Hazardous Wastes (2)

Hazardous Waste Law will include a discussion of case law history related to hazardous waste issues. Legislative enactments related to hazardous waste regulation, including the Comprehensive Environmental Response,

Compensation and Liability Act (“CERCLA”), and the Resource Conservation and Recovery Act (“RCRA”) will be discussed in detail. There will be a discussion of current federal and state hazardous waste regulations and how those regulations are applied in practice. A substantial portion of the class will be devoted to discussion of hazardous waste regulation and management in practice. At least one guest speaker from Florida Department of Environmental Protection, Hazardous Waste section, will be invited to speak to the class. The Hazardous Waste Law course is designed for students who are interested in the Environmental regulatory field. However, the material will be selected and explained such that students without prior experience in the environmental field will be able to understand the material. Therefore, enrollment would be open to any upper division student with an interest in this topic.

6116 Healthcare Law (3)

This survey course introduces students to the major legal and policy issues surrounding the provision of health care. Topics include the organization and governance of nonprofit hospitals and other health care organizations, financing of care through public and private insurance programs, health care fraud and abuse, quality control in health care, confidentiality of medical information, informed consent, reproductive health care, and medical decisions at the end of life, and medical research with human subjects.

6397 Immigration Clinic (6)

This is a one-semester course. Students will primarily represent non-citizens seeking immigration benefits or defending against removal proceedings before the Department of Homeland Security or the Executive Office for Immigration Review (federal administrative agencies). Students must have completed three semesters and 36 credit hours to participate in this course. This course will be graded on the traditional A—F grading scale. This class satisfies the graduation requirement for a skills class. Students will be accepted into the Immigration Clinic by application only. Prerequisites: Immigration Law and Professional Responsibility.

6211 Immigration Law (3)

This course is the study of immigration and citizenship and will explore a number of important and difficult questions such as: Who is an American Citizen? Who can come to this country as an immigrant, a visitor, or a refugee? What are rights of non-citizens in the U.S.? When and why can noncitizens in the U.S. be forced to leave? The course will involve lecture as well as student advocacy; its approach will interweave doctrine, theory, and practice. Emphasis will be placed on developing a practical understanding of the effects and operations of the administrative process, as well as a framework for addressing the special problems of the lawyering role which arise in the context of representation of foreign, and especially Third World clients, with uncertain immigration status. All class members will be expected to take part in class discussions, role playing, problem solving, and oral advocacy sessions which will be designed to provide students hands on understanding of how to represent clients faced with immigration problems. A portion of the grade, 25 percent, will be derived from participation in the expected role play for the consular hearing, removal hearings and the political asylum hearings. This course will be limited to twenty students.

5304 Individual Federal Income Tax (3)

Formerly known as Federal Income Tax, this is a study of the federal taxation of individuals. The course examines the identification of income subject to taxation and the credits and deductions allowed in computing taxes. Students develop a familiarity with and appreciation for the Tax Code and regulations by exploring the manner in which Congress balances its need for revenue with many and varied societal interests. The tensions between legitimate tax planning to minimize taxable income and mechanisms to combat abusive tax shelters are explored. Finally, the legal and ethical responsibilities of the taxpayer, tax preparer, and tax attorney are emphasized.

6106 Insurance Law (2)

A consideration of the theory of insurance; the operation and regulation of insurance markets; and the drafting, interpretation, and enforcement of insurance contracts.

6103 Intellectual Property (3)

This class is designed to be a survey of legal issues associated with Intellectual Property Law. The course will address judicial, legislative, and scholarly developments in all areas of intellectual property law (trademark, copyright, and

patent) as well as idea protection, trade secrets, right of publicity, and other areas. There will be some coverage on emerging First Amendment limitations on federal and state intellectual property rights and emerging trends in Lanham Act section 43(a) and newly revised provisions of federal antidilution law. Other topics may include the Internet and domain names, secondary liability, safe harbors and anti-circumvention provisions, software protection, and business method patents.

6140 International Business Transactions (3)

This course examines the legal issues in the following international business transactions areas: international trade terms and financing international trade transactions; legal problems arising from tariffs, countervailing, and antidumping duties, and other statutory provisions applicable to international trade; commercial treaties and international trade agreements; resolution of international trade disputes by arbitration and litigation and the enforcement of awards and judgments; international trade doctrines and agencies.

6207 International Criminal Law Seminar (2)

This course will explore the development of the substantive law of individual liability for international crimes from Nuremberg to the present and the structure and jurisprudence of the ad hoc international tribunals which have been established to prosecute these violations. The final grade will be predicated on a research paper which can be used to satisfy the advance writing requirement.

Law 5999-LD International Human Rights: (3)

This course is a basic introduction to International Human Rights law. Human Rights is an area of international law that has developed rapidly since the end of World War II. This course will begin with a focus on the historical origins and philosophical foundations of human rights as a body of law. The course will go on to cover the United Nations' contributions to the development of substantive principles of international human rights law, including the Universal Declaration of Human Rights and United Nations Charter. It will also examine the other major international human rights conventions, such as the International Covenant on Civil and Political Rights. It will also consider remedies for human rights violations, including the use of force and humanitarian intervention, and the mechanisms for the implementation of human rights and the reporting of violations, including the important regional human rights systems.

Whenever possible, the course will focus on current events as they relate to questions of international human rights law. The survey course in public international law, while not a prerequisite, is useful. Grading will be based on a midterm paper and class presentation and a take-home final examination.

6138 International Law (3)

An introduction to International Law, designed to provide the basics needed for more specific international courses. Students are encouraged to take this course before specialized courses. Focus is on the structure and dynamics of the process in which law beyond the nation-state is generated, changed, and determined in United States courts and other arenas. Topics include domestic and international aspects of treaty law and separation-of-powers issues in the foreign policy area.

6310 International Law of the Sea (3)

This is a public international law course dealing with jurisdictional boundaries such as territorial waters, contiguous zones, high seas, exclusive economic zones, etc. We will also study sea piracy/terrorism and spend considerable time on the 1982 Law of the Sea Treaty. It is different than a course on Admiralty in that the latter course studies "private law" that deals with, inter alia: injuries to seamen, cargo, etc. Students who have taken or may take International Law of the Sea are not eligible to take Sea Piracy and students who have taken (post Fall 2010) or may take Sea Piracy are not eligible to take International Law of the Sea.

6038 International Law Seminar (2)

This is an introduction to the broad field of international law by examining: the sources of international law: several of the fora that may address international law questions, the actors that have rights and duties under international law, and questions concerning the efficacy of international law. Many of the international law sources and fora are different from what you may have met thus far in law school; i.e., different from cases and statutes as sources, national courts as fora. Students compare and contrast international legal sources and processes to United States

national law sources and processes. Students learn what international law is, how it differs from national law and (to some degree) why and in what situations international law actually “works.” A second goal of the course is to familiarize students, through the materials in the casebook with the various “raw materials” with which lawyers who face international legal issues must work. The course covers many topics that fall under the broad heading “international law.” These include foreign investments, human rights, the use of force, international air transportation, diplomatic immunity, the United Nations, extradition, and many more issues.

5220 Interviewing, Counseling, and Problem Solving (2)

This is a skills building practicum course covering issues of effective client interviewing, counseling, and problem-solving. It will include simulation exercises to enhance the student lawyers' abilities to interview and counsel clients. Students will work in groups to develop plans and resolve potential barriers in reaching non-litigation agreements. Prerequisite: Legal Research and Writing 1 & 2.

6446 Judicial Externship (3 credits—6446; class and field)

***Placement Description:*** *Under the guidance of experienced judges, students learn about the process of trying cases from the bench's vantage point. Understanding the role courthouse procedures and personnel play in litigation is also covered. Students' primary responsibilities focus on research and writing.*

***Placement Description:*** Students placed in the Judicial Chambers of a State or Federal Court Judge must meet the following criteria: have completed 48 semester hours of credit, have a 3.0 or higher grade point average, and have received a grade of at least “B” in Legal Research and Writing. Students are required to spend a minimum of ten to fifteen hours per week at their placement, depending on the semester, and receive two hours of credit for satisfactory completion. Attendance at a weekly seminar is also required.

6197 Juvenile Defense Clinic (6)

Formerly known as Children and Family Law Clinic, this is a six credit, one-semester course. Students will represent children in a variety of settings including delinquency, education, special education and possibly some dependency. Students must have completed four semesters and 48 credit hours to participate in this course. Students must also have received their Florida Board of Bar Examiners character. Prerequisites are criminal law, evidence, and professional responsibility. Prior to taking this students may also want to take any of the following recommended courses: Advanced Legal Writing, Children and the Law: Dependency and the Rights to Protection and Services, Children and the Law: Delinquency and Children's Autonomous Rights, Client Counseling, Criminal Procedure, Disability Law, Evidence, Family Law, Florida Civil Practice, and Trial Advocacy. This course will be graded on the traditional A—F grading scale. This class satisfies the graduation requirement for a skills class. Students will be accepted into the Children and Family Clinic by application only.

6150 Labor Law (3)

This course examines federal regulation of the legal relationship among employers, employees, and unions in the private sector. Topics include the right of employees to unionize, the duty of employer and unions to bargain, union election campaigns, strikes and lockouts, and the role of arbitration in labor management relations.

6219 Land Use Planning (2)

This course examines the regulation of land usage by private arrangement such as easements and servitudes, as well as by public regulation utilizing zoning, conservation easements, designation of historical areas, and environmental laws and other legislation.

6127 Law and Psychiatry (2)

This multi-disciplinary course will focus on both the medical and diagnostic aspects of psychiatric disorders and the legal issues that arise in both civil and criminal cases. Some of the topics to be covered include the following: competency to stand trial, insanity defense, civil commitment, forced medication/right to refuse treatment, examination and cross-examination of psychological and psychiatric experts, sexual offenses, domestic violence, prisoner rights related to mental health issues, risk violence assessment, death penalty, duty to protect, and medical/psychiatric malpractice issues. Students will be introduced to the key cases dealing with the above topics and articles written by notable forensic psychiatrists and social scientists.

## 6428 Law and Religion (2)

The primary focus of the course will be the interpretation and application of the Free Exercise Clause and the Establishment Clause of the First Amendment. A variety of judicial, historical, and theoretical readings will be assigned to illustrate historical tensions between law and religion in the United States, such as the establishment of religion in early America, the role of religion in the abolitionist movement, and government aid or endorsement of religion in education and public welfare.

## 6156 Law Office Management (3)

Building a practice around a written career plan, focusing on organizational and operational issues involved in fulfilling the attorneys obligations to his or her clients, as well as key problems of firm leadership, malpractice avoidance, and basic management and finance.

## 5010 Legal Research &amp; Writing 1 (3)

This course introduces students to the primary sources of legal research, such as case law and statutes. It provides students with instruction and practice on how to access these sources through books, data bases, and the internet. The course also instructs students in the principles and conventions of basic writing and objective legal writing, and in the rules of legal citation. In a process-oriented approach, students develop research and writing skills by drafting office memoranda, receiving instructor feedback, and rewriting these memoranda.

## 5020 Legal Research &amp; Writing 2 (3)

Part two of this course introduces students to administrative rules, legislative history, and to the secondary sources of legal research, such as law review articles and legal encyclopedias. While continuing to develop research skills, the course concentrates on persuasive legal writing as students now write drafts of a motion memorandum and an appellate brief. Students also receive instruction and practice in presenting oral arguments. Prerequisites: Legal Research & Writing 1.

## 6109 Legislation (2)

An analysis of the principles and methods of statutory enactment by state legislatures. The course includes discussion of the constitutional authority requisite to legislative action.

## 6509 Legislative Policy Advocacy Externship (4; class and field)

Under the guidance of experienced lawyer, students learn about the legislative process either from the staff of legislative body or with an organization that advocates policy before legislative and other law making bodies. Students' primary responsibilities will focus on research and writing but will also participate with constituents or clients and hearings related to their work. Placement requirements: Students can be placed in State, Federal, or Local entities but must meet the following criteria—have completed 30 semester hours of credit. Students are required to spend a minimum of forty hours per week at their placement, depending on the semester. Attendance in a weekly seminar is also required.

## 6395 Mediation (3)

This course seeks to introduce students to mediation as a concept and as a skill to use as a dispute resolution mechanism. Following some introductory sessions designed to explore the essential characteristics of mediation as assisted negotiation, students will be provided with intensive skills training as background for doing a series of simulations. The remaining class sessions will be devoted to exploring certain emerging conceptual and ethical issues as well as to the application of mediation in various specific settings (i.e., family, neighborhood, labor, and environmental disputes).

## 6203 Mediation Externship (2; class and field component)

**Placement Description:** Students conduct at least fourteen county-civil mediations as either a co-mediator or the primary mediator. Students also observe seven mediations in three of the following areas: dependency, civil circuit, criminal, juvenile restitution, school peer mediation, or domestic relations. Students are similarly encouraged to observe civil trials.

***Placement Description:*** Students must have completed either the Law School's Mediation Course, a certified mediation class or training program, or be a State Certified County Court Mediator. Students are required to spend a minimum of six to seven hours per week at their placement and receive two hours of credit for satisfactory completion. Grading is pass/fail.

***Moot Court:*** Subject to the approval of the Moot Court Faculty Advisor, a student, during his/her law school career, may earn one credit per semester for satisfactory participation in approved interscholastic competitions. A Pass/Fail grade will be awarded.

#### 6030 Motions and Depositions (3)

This skills oriented course will focus on the two areas of practice that all new civil litigation attorneys will find most challenging—motions and depositions. In one-on-one scenarios students will prepare and argue the former, and prepare for, take, and defend the latter. To the greatest extent possible, actual litigation scenarios will be recreated. Florida Civil Practice, as the more substantive/lecture portion of pre-trial litigation, is a prerequisite for this course, along with a sufficient grade therein.

#### 6620 Oil and Gas Law (2)

Oil and Gas Law provides an overview of U.S. oil and gas law and, broadly speaking, will involve the review of the ownership, transfer, and development of oil and gas resources. During the course, students will gain an understanding of basic oil and gas law principles while studying property, contract, administrative/regulatory, tort, and constitutional law. Students will also study the impacts on the natural environment and social systems that are associated with the development of oil and gas resources. Finally, students will examine the small but growing corpus of case law, legal theories, policies, and/or administrative action regarding emerging (or relatively dormant) technologies (e.g., shale gas drilling, underground coal gasification etc.)

#### 6365 Opinion and Scientific Evidence (3)

This course examines the rules established under the common law and the rules of evidence regarding the use of opinion and expert testimony. In addition to a detailed examination of the rules governing admission of opinion evidence, the course will review types of scientific and expert evidence used in civil and criminal cases, including techniques for direct and cross examination of expert witnesses. Prerequisites: Evidence.

#### 6516 Patient's Rights and Health Care Disparities (2)

This seminar will focus on the legal and ethical sources of patients' rights and the legal duties of hospitals and other health care providers as they relate to such rights. The course will also examine issues related to patients' rights such as health care access, race and health care disparities, women's health and the law, and how health care reform affects patients' rights. As opposed to the Health Care Law Course, which focuses on statutory and regulatory health care law, this seminar will focus on bioethics and policy issues. Students may choose to write on any topic related to patients' rights.

#### 5655 Payment Systems (3)

The course will include the following topics: Negotiability, Negotiation, Holders in Due Course, The Nature of Liability, Banks and their Customers, Wrongdoing and Error, Electronic Banking, and Investment Securities. The grade would be based solely on a final exam consisting of essays and multiple choice. It is suggested that Commercial Law Overview be a prerequisite.

#### 6421 Popular Culture and the Law (3)

This three hour seminar will examine social attitudes toward law, lawyers, and legal institutions through the viewing and examination of Hollywood films. Film depictions of law students, juries, and judges will also be considered. Each seminar session will focus in as much depth as possible on a particular film or films and a particular problem or aspect of law, law practice, ethics, or the image and status of the lawyer in American culture raised by the film(s). The majority of the films will be viewed outside the classroom and will be considered as texts providing contemporary depictions of the subject matter to be examined in class. In addition, readings will be assigned for each film and will form the basis for class discussion. The films will be reserved in the library. This will be a paper course which may be used to satisfy the Upper Level Writing Requirement. The course is capped at twenty.



**6770 Practice Ready Institute or PRI (1)**

Students are provided an intensive academic experience during which they earn one credit hour of academic credit for the course while gaining skills that are essential in the practice of law. The course is graded on a pass/fail basis. PRI offers a series of courses during the week immediately prior to the Spring, Summer, and Fall semesters. Students have been able to gain valuable hands-on experience engaging with their courses professors and in stimulations and role-plays with major business clients, leading practicing attorneys, potential jurors, and in some instances, key members of the court staff. Since its inauguration in Spring 2014, the following courses have been offered through the Practice Ready Institute:

**6115 Products Liability (3)**

Products Liability will examine the liability of manufacturers, distributors, retailers, and others for potentially defective products, goods, and services. This is an ever changing and controversial area. We may have the opportunity to explore, in depth, how such litigation is brought and the defenses thereto. We will cover topics in the area of negligence, warranties, strict liability, defects, and causation. We are not able to cover everything thoroughly in this class. As such this course has been designed to provide a general overview of many areas while highlighting certain areas related to the role of the attorney in the delivery of goods, products, and services.

While not necessarily a course in ethics, ethical considerations are an important aspect of the discussion of the legal principles involved in the business of products liability. Discussions regarding defining fault, risk/utility analysis, costs, regulation and government intervention are some of the most important ethical issues of our time. This course will provide an opportunity to develop critical thinking skills in the analysis of such issues.

**5300 Professional Responsibility (3)**

Professional Responsibility introduces students to ethical considerations and disciplinary standards governing the practice of law. The Rules of Professional Conduct articulate basic guidelines for the conduct of lawyers. Setting minimum standards for professional conduct, the Rules are subject to interpretation. Professional discretion is guided by various approaches to lawyering, which give content to individual lawyer's sense of values, justice, and fair play. Professional Responsibility endeavors to provide students with a working understanding of the ABA Model Rules of Professional Conduct, the Florida Rules of Professional Conduct, and the ABA Model Rules of Judicial Conduct. The course encourages students to explore their approach to lawyering and to continue their professional development by examining ideas and values of professionalism.

**5288 Property (4)**

Students survey the Anglo-American law governing the rights, responsibilities, obligations and relationships that arise when dealing with both real and personal property. Topics will include transfer and acquisition of title, the nature of possession, adverse possession, landlord-tenant law, estates in land, future interests, recording statutes, and mortgages.

**6170 Protections, Children, and the Law: Dependency and the Rights to Protection and Services (3)**

Formerly known as Children and The Law I, this course examines the legal status of a child in America, child abuse and neglect, and the failings of child welfare and juvenile court systems in addressing the rights and needs of the child and families. A central issue is the allocation of authority among the child, his or her family, and the state as to decision making for the child, the child's "best interests," and family integrity. Conflicts between parents and the child, parents and the state, and the child and the state raise constitutional and social policy concerns in the context of the law's treatment of the child and broach problems of other groups who are similarly disabled legally, physically, and mentally.

**6204 Public Defender Externship (5)**

Students selecting this externship will be placed in the Public Defender offices for the Ninth or Eighteenth Judicial Circuit, primarily in Orange, Seminole, or Brevard County. During the fourteen week semester, students work a minimum of twenty-five hours per week under the direct supervision of an experienced supervising attorney and must be available every business day throughout the fourteen week semester. Students perform the same legal duties as any other public defender representing indigent persons accused of crimes. This includes participating in factual investigations, conducting legal research, client interviewing, and appearing in court on behalf of their clients. This externship also requires participation in a one-hour seminar held every week. In addition to registering

for this course, students must submit an application and be accepted by the placement. This externship is evaluated on a pass/fail basis. Prerequisites: Professional Responsibility, Criminal Law, Criminal Procedure; Evidence, Trial Skills; four semesters; and 48 credits. Students selecting this placement will be certified under the Florida student practice rules, Chapter 11, Florida Rules Regulating Admission to the Bar.

6114 Real Estate Transactions (3)

A practical course including experience in such skills as searching a title and drafting instruments necessary to convey interests in real property. Topics may include legal requirements for the conveyance of real property, financing real estate, title examinations, recording acts, loan closing, foreclosure practices, and planned unit developments.

6159 Remedies (3)

In Remedies, students study the nature and measurement of relief to which a party may be entitled. Topics include the scope of legal and equitable remedies, injunctions and contempt, specific performance, equitable defenses, contract damages, tort damages, punitive damages, restitutionary remedies, declaratory relief, jury trials, and attorney's fees.

6425 Refugee Law Seminar (2)

This seminar will provide an opportunity for students who have an interest in the refugee aspects of the immigration law area. It will consider how governments and the international community respond to forced migration at the international and the domestic level in providing required protection for forced migrants. The primary focus will be on U.S. practice, procedure, and doctrine concerning such issues as nonrefoulement, political asylum, persecution, persecution and gender, and the Convention against Torture. There will be a limited number of students. No prerequisites.

6524 Research Assistant (1)

Subject to the approval from the faculty member for whom the student is performing research, a student during his/her law school career may earn a maximum of one credit per semester for a maximum of two credits during his/her law school career for satisfactory work as a faculty research assistant. A letter grade will be awarded.

6172 Rights Children and the Law: Delinquency and Children's Autonomous Rights (3)

Formerly known as Children and the Law II, this course examines children's autonomous rights, limitations on minor's liberties, medical treatment and consent, their legal incapacities, and the exercise of control over minors by the state. Topics include: juvenile delinquency, status offenses, emancipation of minors, the rights of minors in schools, curfews and other limitations with respect to rights enjoyed by adults, and privacy rights vis-à-vis parents and the state. Attention is also given to legislative and policy initiatives with respect to the topics outlined above.

6888 Sea Piracy: Human Trafficking, Refugees at Sea, Environmental Disposal, and Other Maritime Crimes (2)

This course addresses crimes at sea, piracy, jurisdiction (courts and prisons), human trafficking, refugees at sea, murder and other crimes committed on board ship, enforcement, terrorism, environmental crimes at sea (toxic wastes, pollution, etc.), jurisdictional problems, and legal regimes at sea. *Students who have taken or may take International Law of the Sea are not eligible to take Sea Piracy and students who have taken (post Fall 2010) or may take Sea Piracy are not eligible to take International Law of the Sea.* 6227 Site Coordinator—VITA (1)

A Volunteer Income Tax Assistance (VITA) Program Site Coordinator (VITA Coordinator) will receive one credit at the end of the semester if the faculty VITA Manager for whom s/he works certifies that s/he has successfully performed a minimum of 120 hours of VITA program support during the semester. No more than two students may serve as VITA Coordinators in any tax year (note the credit would be available only in the Spring Semester). Students qualifying for credit would not be able to count any hours so worked for the pro bono service requirement. No student would be eligible to earn more than two VITA Coordinator credits during their tenure at Barry. The VITA Coordinator(s) must complete bi-weekly timesheets reflecting the number of hours worked during that period. The faculty VITA Manager must keep copies of these timesheets. At the end of the tax season, the faculty manager must certify that the VITA Coordinator has worked the requisite hours and that the service experience

has been educationally valuable. To qualify as a VITA Coordinator, the student must have a minimum of twenty previous hours experience as a certified VITA volunteer. The VITA coordinator must also successfully complete all IRS training concerning tax changes for the present tax year and all present-year IRS instruction for completing and filing VITA returns (including electronic filing using the IRS TaxWise program). In addition, the VITA Coordinator must be qualified and certified by the IRS at the intermediate or advanced level for the present tax year. The faculty VITA manager will retain certificates documenting the VITA Coordinator 146s qualifications. The VITA Coordinator will supervise all VITA Volunteers in the preparation of tax returns. The VITA Coordinator will research and respond to tax law issues identified by the VITA preparers in the course of their volunteer work. As needed, the VITA Coordinator will individually prepare the more complicated returns. The VITA Coordinator will perform quality control reviews on all returns prepared at the site and will transmit the returns electronically to the IRS. The Coordinator will also work with the TaxWise software representatives to overcome any customer service interface problems encountered at the site. The VITA Coordinator will ensure all VITA Volunteers are trained and certified before they are allowed to see clients. In addition to tax training, the VITA Coordinator will train all volunteers on procedures to protect client privacy and the importance of safeguarding personal information. The VITA Coordinator will handle client control issues and respond to client concerns by notifying the faculty VITA manager as necessary.

#### 5999-LC Special Topics: Bankruptcy Externship (2)

The bankruptcy externship course will provide a forum for students to apply bankruptcy law in a practical context. Students will talk with and provide general information to potential bankruptcy court litigants, either debtors or creditors. Students, with the assistance of the professor and other attorneys, will provide general information on a wide range of topics; including filing proof of claims, petition preparation, reaffirmation process, and state exemptions. Students will obtain first-hand experience with clients. **This course does NOT satisfy the skills requirement. (Pre-requisite: Bankruptcy)**

#### 6118 Sports Law (3)

This course examines how various areas of law apply to, first, the conduct of nonprofessional sports and, second, the relationships in the professional league sports industry. Amateur sports topics cover uniquely applied torts and criminal law, governance of non-league sports by international and national governing body's rules of amateurism, and governance of intercollegiate sports. For professional sports the most significant areas covered are antitrust, labor, communications, and contract law. **Prerequisite:** Antitrust Law.

#### 6280 State Attorney Externship (4-5)

Students work in the state attorneys' offices of the 9th or 18th judicial circuit. Students are primarily placed in the Orange, Seminole, Brevard, and Osceola County Offices. Students work with attorneys in these offices twenty hours a week for fourteen weeks. The students assist three attorneys prosecuting persons accused of crimes. The students will assist in the trial work, courtroom presentations, witness interviewing and preparation, negotiations, and drafting. In addition to these hours, the students attend a one-hour class weekly. This is a Pass/Fail course. In addition to registering for this course, students must submit an application and be accepted in the placement. Prerequisites: Professional Responsibility.

#### 6337 Supreme Court Session Review (2)

This seminar course is an in depth review of previous years Supreme Court decisions, providing an opportunity to study the impact the Courts decisions has on the lower courts and on the country. Students may write a paper to satisfy their Upper Level Writing Requirement to satisfy the course requirements.

#### 6224 Teaching Assistant (1)

Subject to approval of the Legal Research and Writing Professor, a student during his/her law school career may earn a maximum of one (1) credit per semester for a maximum of two (2) credits during his/her law school career for satisfactory work as a Legal Research and Writing teaching assistant. A Pass/Fail grade will be awarded.

## 5219 Torts (4)

This course is a survey of modern tort law's most important topics. It focuses on intentional and negligent torts, vicarious liability, strict liability, products liability, medical malpractice and defenses to and damages caused by those torts. Students will gain an appreciation for how tort law affects societal values as it balances the will gain an appreciation for how tort law affects societal values as it balances the interests of an increasingly diverse population and America's entrepreneurial interests.

## 6000 Trial Advocacy (3)

This course is taught in "workshop" format where students actually practice the skills needed to successfully represent a client in a jury trial. Students will learn effective skills for jury selection, opening statement, direct and cross examination of witnesses (both lay and expert), objections, and closing argument. Additionally, students will focus on case theory development and strategies best suited to jury persuasion. The final exam consists of a full simulated jury trial. **Prerequisite:** Evidence.

## 6230 White Collar Crime (3)

This course will examine how prosecutors investigate white collar criminal cases and how defense lawyers represent clients targeted in these investigations. Issues will be considered, not only strategically, but also from an ethical and policy perspective; e.g., when does a prosecutor's pressuring of a witness to cooperate encourage bending the truth, when does a joint defense move into obstruction of justice.

## 6154 Wills, Trusts and Estates (3)

This course is designed to introduce the student to various methods of transferring family wealth—intestacy, wills, and trusts. Will topics include will formalities, will substitutes, will construction, restrictions on disposition. Trust topics include trust creation, trust property, types of trusts, the trustee's fiduciary obligation, trust modification, and termination. Students will be made aware of the emotional obstacles facing the testator, the technical and ethical issues the practitioner must solve, and the counseling role the practitioner assumes.

## 6153 Worker's Compensation (3)

A study of the origin and substance of workers' compensation law and procedures before administrative tribunals and courts. Special emphasis on Florida statutes and procedures.

Law; Prefix: LLM

## 5776 Fundamentals of American Law (2)

This course provides an in-depth overview of substantive and structural law of the United States.

## 5791 US Legal Discourse I (3)

This course introduces students to the primary sources of legal research, such as case law and statutes, administrative rules, legislative history, and secondary sources of legal research, such as law review articles and legal encyclopedias, traditionally utilized in the United States. It provides students with instruction and practice on how to access these sources through books, databases, and the Internet. The course also instructs students in the principles and conventions of basic writing and objective legal writing and in the rules of legal citation and writing skills by drafting office memoranda, receiving instructor feedback and rewriting these memoranda.

## 5891 US Legal Discourse II (2)

This course introduces students to the primary sources of legal research, such as case law and statutes, administrative rules, legislative history, and secondary sources of legal research, such as law review articles and legal encyclopedias, traditionally utilized in the United States. It provides students with instruction and practice on how to access these sources through books, databases, and the Internet. The course also instructs students in the principles and conventions of basic writing and objective legal writing and in the rules of legal citation and writing skills by drafting office memoranda, receiving instructor feedback and rewriting these memoranda.

# School of Podiatric Medicine

Albert V. Armstrong, Jr. D.P.M., Dean  
Shanika Hill, D.P.M., Clinical Education Director  
Sanjay Sesodia, Ph.D., Associate Academic Dean  
Graham Shaw, Ph.D., Chair, Basic Medical Sciences

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## Doctor of Podiatric Medicine Program (D.P.M.)

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Faculty: Armstrong, Brill, Buchman, Cala, Cawley, Cuffy, Hill, Homer, Houseworth, Losito, Merrill, Rodriguez Anaya, Sesodia, Shaw, Singh, Smith, Snyder, Southerland

In 1985, Barry University created the School of Podiatric Medicine (BUSPM) as its first venture into professional medical education. In 1997, the Physician Assistant Program was established to extend Barry University's role in the education of health care professionals, and the name of the school was changed to the School of Graduate Medical Sciences to provide the infrastructure necessary to coordinate the academic activities in Podiatric Medicine and Physician Assistant studies into a cohesive unit. The Professional Master of Public Health, a collaborative program of the Schools of Graduate Medical Sciences and Natural and Health Sciences, was established in the School of Graduate Medical Sciences in 2002. The School of Graduate Medical Sciences was renamed the School of Podiatric Medicine in 2008 at which time the Professional Master of Public Health program was moved to the College of Nursing and Health Sciences.

In addition to the noted programs, other graduate medical science programs, leading to masters and doctoral-level degrees, are anticipated to further utilize the academic resources of the School and Barry University. Students in the School of Podiatric Medicine currently have the opportunity to also earn master's degrees in Business Administration in the D. Inez Andreas School of Business.

The Barry University School of Podiatric Medicine is currently accredited by the Council on Podiatric Medical Education.

### ***Council on Podiatric Medical Education***

9312 Old Georgetown Road  
Bethesda, MD 20814-1621  
Phone: [\(301\) 581-9200](tel:3015819200)

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## Podiatric Medicine Mission and Programmatic Outcomes

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### **Our Mission**

The mission of the Doctor of Podiatric Medicine program is to graduate skilled podiatric physicians qualified to enter residency training. This is accomplished by excellence in podiatric medical education, fostering life-long learning, expressing a commitment to social justice by serving the local and global community through quality patient care, and encouraging research and medical innovation that promotes the common good.

### **Our Vision**

The vision of the Doctor of Podiatric Medicine program is to train the next generation of highly qualified podiatric physicians to be leaders in the profession.

### **CPME Competencies**

The following eight core components of podiatric competence developed by the Council of Deans of the American Association of Colleges of Podiatric Medicine and approved by both the Council of Deans and the Council on Podiatric

Medical Education. The competencies reflect and are guided by the recommendations of the Educational Enhancement Project of the American Podiatric Medical Association.

1. Demonstrate knowledge of the pre-clinical sciences which provide the foundations of podiatric clinical training, residency training, and practice.
2. Prevent, diagnose, and manage diseases and disorders of the lower extremity in a cost effective manner.
3. Assess medical conditions that affect the lower extremity and refer, as appropriate, those patients with conditions identified during the evaluation.
4. Practice with professionalism, compassion, and concern and in an ethical fashion regardless of the patient's social class, gender, racial, or ethnic background.
5. Demonstrate the ability to communicate and work collaboratively with others and to function in a professional manner in an inter-professional setting.
6. Practice and manage patient care in a variety of communities, healthcare settings, and living arrangements.
7. Demonstrate an understanding of podiatric practice in a multitude of health-delivery settings.
8. Demonstrate the ability to understand research methodology and other scholarly activities.

### **Program Goals and Outcomes**

1. Produce highly educated, competent, compassionate doctors of podiatric medicine; BUSPM will graduate students that demonstrate the necessary knowledge, skills, and attitudes to compete for placement in a post-graduate podiatric residency program;
2. Recruit and retain a diverse and qualified student body; Implement a more comprehensive admissions process that would contribute to / enhance the diversity of the class; Retain and graduate all matriculated students;
3. Increase visibility of BUSPM inside and outside the Barry community; Develop a sound marketing plan designed to raise awareness of the profession, the program, and careers and accomplishments of faculty; Develop a 'pipeline to podiatric medicine' program; Increase faculty publications in scholarly journals;
4. Maintain a collaborative, productive learning environment that positively impacts student experience; Enhance basic science experience; Enhance clinical rotation experience; Encourage faculty to engage in professional development; Encourage staff to engage in professional development;
5. Increase alumni engagement: Strengthen existing alumni relations.

### **Basic Medical Sciences Objectives**

Upon completion of the basic medical sciences preclinical curriculum, students will be able to:

1. Describe the normal structure and function of the human body and its components;
2. Evaluate the contribution of molecular, biochemical and cellular mechanisms to homeostasis;
3. State units of measurement appropriate to a medical or scientific parameter;
4. Analyze altered structure and function of the body in disease conditions;
5. Interpret and analyze scientific data;
6. Articulate, using specific examples, various disease etiologies and suggest appropriate current treatment modalities;
7. Retrieve and present medical and scientific information in various forms;
8. Utilize a wide variety of basic science resources to solve clinical problems;
9. Be eligible for the National Board of Podiatric Medical Examiners' Part I examination;
10. Integrate basic medical science knowledge into clinical applications;
11. Identify test values outside the normal range and suggest a diagnosis, given a patient chart;
12. Demonstrate moral and ethical behavior in and out of the classroom.

### Clinical Program Objectives

Upon completion of the clinical sciences curriculum, students will:

1. Perform a complete medical history and lower extremity physical exam;
2. Differentiate between normal and abnormal findings;
3. Analyze and interpret all blood and diagnostic laboratory studies;
4. Recognize and differentiate signs and symptoms of systemic disease that manifest in the lower extremity;
5. Perform a biomechanical examination and gait analysis, recognizing pathology;
6. Assess and evaluate foot and ankle radiographs and other imaging studies and recognize pathology;
7. Order appropriate diagnostic tests;
8. Create a differential diagnosis;
9. Organize a treatment plan;
10. Provide appropriate perioperative podiatric care;
11. Demonstrate proficiency in palliative foot care including strapping, padding, injections, paring of lesions, and casting;
12. Demonstrate proficiency in basic podiatric surgical principles, including soft tissue and osseous procedures;
13. Apply knowledge of pharmacology and therapeutics in prescription writing;
14. Generate appropriate charting, whether electronic or paper;
15. Practice effectively as part of the medical team providing total healthcare to the patient.

### Podiatric Clerkship Objectives

The component of the clerkship combined with didactic background provides the student with the knowledge, skills, and values of podiatric medical practice. The student should develop the philosophy and general skills that would be required of a podiatric resident.

#### A. Interactions (Patients, staff and peers)

1. Demonstrate listening and interviewing skills;
2. Demonstrate compassionate patient care;
3. Demonstrate appropriate communicative skills with patients, attendings, residents, and peers;
4. Demonstrate ability to accept and respond to criticism.

#### B. Professionalism and Ethics

1. Demonstrate reliability and dependability;
2. Demonstrate skillful communication with patients and other clinicians;
3. Demonstrate professional and compassionate rapport with patients and peers;
4. Comprehend the rationale for accepting criticism;
5. Demonstrate motivation to learn and knowledge base;
6. Follow instructions and protocols.

#### C. Clinical: Cognitive, Psychomotor

1. Perform a complete medical history and lower extremity physical exam and be able to differentiate normal from abnormal findings;
2. Demonstrate proficiency in palliative foot care and basic podiatric surgical principles, including digital nail, soft tissue, and osseous procedures;
3. Analyze and interpret all blood and diagnostic laboratory studies;
4. Assess and evaluate foot and ankle radiographs and recognize pathology;
5. Perform a biomechanical examination and gait analysis, recognizing pathology;
6. Differentiate signs and symptoms of systemic disease that manifest in the foot;
7. Analyze a patient case, order appropriate diagnostic tests, create a differential diagnosis, and organize a treatment plan;
8. Apply knowledge of pharmacology and therapeutics in prescription writing;
9. Generate appropriate charting including History and Physical, Prescription notes, and orders;
10. Demonstrate appropriate patient and colleague rapport, empathy, and professionalism.

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## Podiatric Clinical Rotations

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Participation in the clinical rotations is contingent upon successful completion of all the course work in the first and second years.

Treating patients in clinical settings is a privilege. All students must have successfully completed the Clinical Orientation and Skills Workshop (SPM 712) prior to beginning clinical rotations. Clinical rotations generally consist of two- or four-week educational experiences in hospital-based medical, surgical, and podiatric care. Students will actively participate in various rotations such as the emergency room, operating room, physical therapy, vascular lab, radiology, pathology, internal medicine, and podiatric clinics. Faculty, educational objectives, and specific rules and regulations are delineated in the Clinical Rotation *Training Manual*, which serves as the syllabus for all clinical rotations. Each student's clinical rotation schedule will be posted prior to the beginning of each semester. Students may not change, alter, or rearrange their clinical schedule without prior approval of the Clinical Education Director. Attendance at each rotation site is mandatory. All absences must be made up. Unexcused absences will result in a significant punitive reduction in the clinical course grade as stipulated in the Clinical Rotation Training Manual.

The dress code is absolute; cleaned and pressed white jackets for all students; tailored slacks, shirt, and tie for men; tailored slacks or skirts (knee length) and collared blouse for women. Appropriate footwear is required.

Any student who is removed from a clinical or hospital rotation due to improper dress, behavior, or other violation of the *Clinical Rotation Training Manual* may be placed on probation. If the violation recurs, action may be taken by the Clinical Education Director resulting in failure of the rotation and/or possible suspension from BUSPM.

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

At the completion of their rotations, students will:

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

At the end of the rotation each extern will be evaluated by mechanisms established by the School of Podiatric Medicine. At the end of their third year, all students must successfully complete the Objective Structured Clinical Examination (OSCE). Students who fail this examination will be required to take remedial instruction until competency has been demonstrated. Students will not be permitted to enter fourth-year externships until they have passed all clinical rotations and the OSCE.

### Clinical Remediation Policy

All students who fail a rotation will be required to successfully remediate it in its entirety at the site of the failure. This remediation shall occur at a date set by the Clinical Education Director. The maximum grade that may be attained after successful completion of the remediation will be a grade of C. The remedial grade shall replace the previously earned failed grade for the rotation. Students who fail to successfully complete a failed rotation shall not advance to the fourth year. This remediation option is only permitted for one course or rotation per semester and cannot be utilized more than three times in the Program. Students cannot remediate any course or rotation more than once. Successful completion of all clinical rotations, OSCE, externships and Senior Exit Exam are required for graduation.



### **The Professional and Technical Standards for Admission, Enrollment, and Graduation**

Medical education requires that the accumulation of scientific knowledge be accompanied by the simultaneous acquisition of skills and professional attitudes and behavior. The faculty has a responsibility to society to matriculate, educate and graduate the best possible podiatric physicians, and thus admission to medical school is offered only to those with the greatest potential for success in medical school and in the practice of podiatric medicine. Technical standards presented below are requisite for admission, continued enrollment, and graduation from Barry University's School of Podiatric Medicine. Students may be dismissed from the School of Podiatric Medicine for noncompliance with any of the technical standards delineated below. Unless otherwise noted, successful completion and passage of examinations in all courses in the curriculum is required in order to develop essential skills necessary to become a competent podiatric physician.

Graduates of the School of Podiatric Medicine must have the knowledge and skills to function in a variety of clinical situations and to render a wide spectrum of patient care. The School of Podiatric Medicine acknowledges Section 504 of the 1973 Vocational Rehabilitation Act and PL 101-336, the Americans with Disabilities Act (ADA), but ascertains that compliance with certain technical standards must be demonstrated in all prospective candidates.

A candidate for the D.P.M. degree must have aptitude, abilities, and skills in five areas: observation; communication; motor; conceptual, integrative and quantitative; and behavioral and social. Although technological compensation is acceptable for some deficiencies, candidates must be able to perform in the five above areas in a reasonably independent manner. The use of a trained intermediary to perform certain tasks would mean that a candidate's judgment must be integrated with another's power of selection and observation. Therefore, third parties cannot assist students in accomplishing curricular requirements in the five skill areas specified above.

#### **Observation**

The candidate for the D.P.M. degree must be able to observe demonstrations and participate in experiments in the basic sciences, including, but not limited to, physiological and pharmacological demonstrations, microbiological cultures, and microscopic studies of microorganisms and tissues in normal and pathological states. The candidate must be able to observe a patient accurately at a distance and close at hand. Observation necessitates the functional use of the sense of vision and other sensory modalities, especially the functional use of the senses of smell and touch.

#### **Communication**

The candidate for the D.P.M. degree should be able to speak, to hear, and to observe patients in order to elicit information; to describe changes in mood, activity, and posture; and to perceive nonverbal communications. The candidate must be able to communicate effectively and sensitively with patients. Communication includes not only speech, but also reading and writing. The candidate must be able to communicate effectively and efficiently in oral and written form with all members of the health care team. All courses in the School of Podiatric Medicine are conducted in English; communication skills in the English language are therefore requisite.

#### **Motor Coordination or Function**

The candidate for the D.P.M. degree should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers. The candidate should be able to do basic laboratory tests (urinalysis, CBC, etc.), carry out diagnostic procedures (phlebotomy, paracentesis, etc.), and read EKGs and X-rays. The candidate should be able to execute motor movements reasonably required to provide general care and emergency treatment to patients. Examples of emergency treatment reasonably required of podiatric physicians are cardiopulmonary resuscitation, administration of intravenous medication, application of pressure to stop bleeding, opening of obstructed airways, suturing of simple wounds, and performance of simple obstetrical maneuvers. Such actions require coordination of both gross and fine muscular movements, equilibrium and coordinated use of the senses of touch and vision.

#### **Intellectual-Conceptual, Integrative and Quantitative Abilities**

Intellectual-conceptual, integrative and quantitative abilities include measurement, calculation, reasoning, analysis, and synthesis. Problem-solving, the critical skill demanded of physicians, requires all of these intellectual abilities. In addition, the candidate for the D.P.M. degree should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.

### Behavioral and Social Attributes

The candidate for the D.P.M. degree must possess emotional health required for full use of their intellectual abilities, exercise of good judgment, prompt completion of all responsibilities attendant to the diagnosis and care of patients, and development of mature, sensitive and effective therapeutic relationships with patients. The candidate must be able to tolerate physically taxing workloads and to function effectively when stressed. The candidate must be able to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Empathy, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that are assessed at all stages during the admission and educational processes.

The candidate for the D.P.M. degree must have somatic sensation and the functional use of the senses of vision and hearing as well as equilibrium, smell and taste. Additionally, the candidate must have sufficient exteroceptive sense (touch, pain, and temperature), sufficient proprioceptive sense (position, pressure, movement, stereognosis, and vibratory) and sufficient motor function to permit them to carry out the activities described in the section above. The candidate must be able to consistently, quickly, and accurately integrate all information received by all sense(s) employed and must have the intellectual ability to learn, integrate, analyze, and synthesize data.

The Barry University School of Podiatric Medicine will consider for admission an applicant who demonstrates the ability to perform or demonstrates the aptitude to learn to perform the skills listed above. Students are evaluated not only on their scholastic accomplishments, but also on their physical and emotional stability and capacities to meet all requirements of the program's curriculum. Candidates for the D.P.M. degree graduate as skilled and effective practitioners of podiatric medicine.

The following technical queries are relevant to the admissions and student evaluation processes:

1. Is the candidate able to observe demonstrations and participate in experiments in the basic sciences?
2. Is the candidate able to analyze, synthesize, extrapolate, solve problems, and reach medically sound diagnostic and therapeutic judgments?
3. Does the candidate have sufficient use of the senses of vision and hearing and the somatic sensation necessary to perform a physical examination? Can the candidate be trained to perform palpation, auscultation, and percussion?
4. Can the candidate reasonably be expected to relate to patients and establish sensitive, professional relationships with patients?
5. Can the candidate reasonably be expected to communicate the results of an examination to the patient and to the candidate's colleagues with accuracy, clarity and efficiency?
6. Can the candidate reasonably be expected to learn and perform routine laboratory tests and diagnostic procedures?
7. Can the candidate reasonably be expected to perform with precise, quick, and appropriate actions in emergency situations?
8. Can the candidate reasonably be expected to display good judgment in the assessment and treatment of patients?
9. Can the candidate reasonably be expected to possess the perseverance, diligence, and consistency to complete the medical program curriculum and enter podiatric residency and the independent practice of podiatric medicine and surgery?
10. Can the candidate reasonably be expected to accept criticism and respond by appropriate modification of behavior?

### Admission Requirements

A minimum of 90 credits of undergraduate study at a regionally accredited or internationally recognized undergraduate institution is required for admission to the School of Podiatric Medicine. The most satisfactory preparation for admission is the successful completion of a baccalaureate degree from a regionally accredited college or school of arts and sciences in the United States.

Each student's academic credentials must include:

- Biology (8 credits)
- General or Inorganic Chemistry (8 credits)
- Organic Chemistry (8 credits)
- Physics (8 credits)
- English (6 credits)

It is further recommended that all candidates complete courses in cell and molecular biology, genetics, anatomy, physiology, and biochemistry to strengthen their premedical background.

In addition to the standard AACPMAS application forms (see as follows), each candidate must also submit 1 letter of recommendation from a Doctor of Podiatric Medicine, as well as current scores of the Medical College Admissions Test (MCAT). The date of the most recent MCAT must be within three (3) years of the time of application.

Applicants who do not give evidence of being native English speakers, including those applying for transfer from U.S. institutions, or who have not graduated from an institution where English is the primary language of instruction must submit a TOEFL or IELTS score. The minimum required scores are:

IELTS: 7.5
TOEFL iBT: 100
TOEFL paper based test: 600

The TOEFL or IELTS may be waived for applicants with a minimum of 24 college-level academic credits earned from an institution in which English is the basis of instruction and classroom interaction.

A personal interview is required and arranged only by invitation of the Admissions Committee. Prior to the interview, applicants should visit the office of at least one practicing Doctor of Podiatric Medicine to discuss and observe the practice of modern podiatric care. A letter confirming that visit is required by the Admissions Committee and should be included in the candidate folder before the time of interview. The Admissions Committee strongly recommends that the candidate folder be as complete as possible, including American Association of Colleges of Podiatric Medicine Application Service (AACPMAS) application forms, podiatrist visitation confirmation, and MCAT (or appropriate alternative test) scores, to facilitate the interview and avoid unnecessary delays in the admission process.

In addition to the education requirements, all candidates and 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 should refer to the earlier topic, *“The Professional and Technical Standards for Admission, Enrollment, and Graduation”* for a comprehensive description of program requirements.

### **Diversity Policy**

The School of Podiatric Medicine seeks to identify and recruit those students most likely to succeed in podiatric medical education regardless of age, race and ethnicity, religion, gender, or sexual orientation. BUSPM also welcomes applications from veterans of military service.

### **Application Procedure**

Barry University School of Podiatric Medicine and other institutions offering programs in podiatric medicine are participants in the 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 contacting:

#### ***American Association of Colleges of Podiatric Medicine***

P.O. Box 9200  
Watertown, MA 02471  
Phone: [\(617\) 612-2900](tel:6176122900)

To download an application or apply online, visit <http://www.aacpm.org/>.

To request an informational brochure, send an e-mail to [aacpmas@aacpm.org](mailto:aacpmas@aacpm.org).

All inquiries or communications concerning admissions should be addressed to:

**Office of Podiatric Admissions**

Barry University  
11300 N.E. Second Avenue  
Miami Shores, Florida 33161  
Phone: [\(305\) 899-3123](tel:3058993123)

**Note on Residency Placement**

Although there are more residency positions than graduating students, the fact that there are unplaced graduates from previous years seeking residencies means that there is no guarantee that every graduating student will be successful in acquiring a residency program.

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## Dual Degree Options

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**D.P.M./M.B.A.**

Academically qualified students entering the School of Podiatric Medicine may have the option of obtaining a dual Master of Business Administration (M.B.A.) degree from Barry University's D. Inez Andreas School of Business. If accepted into the dual degree program, in addition to the podiatric medical curriculum, eligible students must complete 27 credits of required graduate business core courses (6 semester credit hours in the podiatric medicine curriculum will serve as additional electives to complete the general M.B.A. program requirements).

Immediately upon acceptance to the School of Podiatric Medicine, students must indicate their interest in obtaining the dual degree to the Associate Academic Dean. However, students may not take any M.B.A. courses option until the summer semester of their second year.

Students cannot begin any Business School coursework until the end of the second semester of the first year. Before beginning the Business School classes, such students must: (i) contact their academic advisor, (ii) obtain signed approval from Associate Academic Dean of BUSPM, and (iii) complete the addition of the Business School coursework to their curriculum.

Applicants to the dual D.P.M./M.B.A. program:

- must have completed their baccalaureate degree at a regionally accredited or internationally recognized institution. (An unofficial transcript will be accepted for interview purposes, but applicants must present an official transcript indicating awarding of the undergraduate degree prior to the end of the initial semester.)
- must have a minimum undergraduate grade point average (GPA) of 3.25 on a 4.0 scale. (If a student has attended multiple undergraduate institutions, the minimum 3.25 GPA applies to the last 30 credits or credits completed by the student.)
- must have earned a score of 400 or higher in the Graduate Management Admission Test or a comparable score on the Graduate Record Examinations, as evaluated by the Director of Graduate Business Programs.

The deans of the Schools of Business and Podiatric Medicine will determine student eligibility to enroll for the additional degree. Podiatric medical students who fail to maintain a cumulative 3.0 GPA in either podiatric medicine or business courses and students who earn a D or F grade in any course will be dropped from the dual degree option. Under no circumstances will students on probation or in programs in excess of four years be allowed to continue with the dual degree option. The deans' decision to remove a student from the dual degree option may not be contested by the student.

The M.B.A. component of the option is not a cohort program and considerable flexibility exists in the scheduling of business courses to fit into the cohort D.P.M. degree program.

<b>Business Course Requirements</b>			<b>27 credits</b>
MBA	603	International Business	3
MBA	617	Technology & Information Systems	3
			<i>Continued</i>

<b>Continued</b>			
MBA	621	Managerial Finance	3
MBA	646	Marketing in a Dynamic Environment	3
MBA	660	Managerial Accounting	3
MBA	681	Economics for Strategic Decisions	3
MBA	682	Strategy Formulation, Implementation and Entrepreneurship	3
MBA	683	Leadership and Advanced Management Concepts	3
MBA	692	Social, Legal and Ethical Aspects of Business	3

### **Prerequisite Courses and Preparatory Workshops**

M.B.A. students must have undergraduate preparation in specific courses/areas (detailed below) from an accredited institution prior to admission to graduate programs in the School of Business. The Associate Academic Dean, or the Dean's designee, will review each applicant's undergraduate record to determine which preparatory workshops are required from the student. The decision whether to accept an undergraduate course as equivalent preparation for entry into M.B.A. coursework is at the discretion of the Associate Academic Dean or the Dean's designee. M.B.A. students must have taken the following undergraduate courses, obtaining a grade of C or better in each.

<b>Prerequisite Courses</b>	
Financial and Managerial Accounting	6 credit hours
Macro and Microeconomics	6 credit hours
College Algebra or Precalculus	3 credit hours
Statistics	3 credit hours
Finance	3 credit hours
Management	3 credit hours
Operations Management	3 credit hours
Marketing	3 credit hours

M.B.A. candidates may have to take up to eight business workshops, depending on previous academic preparation. The workshops are offered periodically throughout the year.

The Accounting, Macroeconomics, Microeconomics, Precalculus, and Statistics prerequisites may be taken at any regionally-accredited, two-year (associate degree) or four-year (baccalaureate degree) institution. The Finance, Management, Operations Management, and Marketing prerequisites may be taken only at a regionally-accredited, four-year institution. The preparatory workshops may also be taken as not-for-credit in the School of Business, as listed below.

<b>Preparatory Workshops</b>			
Required based on missing prerequisite undergraduate courses (see above)			
BUS	511W	Precalculus and statistics	20 hour workshop
BUS	512W	Accounting Principles	20 hour workshop
BUS	513W	Economics	20 hour workshop
BUS	514W	Finance	6 hour workshop
BUS	515W	Management	6 hour workshop
BUS	516W	Marketing	6 hour workshop
BUS	517W	Operations Management	6 hour workshop
BUS	518W	Writing for Business	20 hour workshop

For a complete description of the workshops, please refer to the Andreas School of Business section of this catalog.

In the podiatric medical curriculum, SPM 536 Research Methodology, Epidemiology, & Statistics (3) and SPM 825 Practice Management (3) will serve as electives to complete the general M.B.A. program requirements.

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## Administrative Policies and Procedures

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

### International Students

International students must comply with all policies and procedures of the International & Multicultural Programs Office (IMP), including, but not limited to presentation, in person, of appropriate documentation prior to the start of each semester. International students must register for no less than nine semester hours of credit during each of the fall and spring terms. Registration materials will not be processed by the University until international students' documentation has been verified by the IMP.

### Registration

Registration for subsequent semester courses is done online. All students must complete appropriate registration processes during times designated by the School of Podiatric Medicine. Faculty advisors will approve all registrations. Completed registrations will be processed by the Office of the Registrar. To successfully register, students must ensure that all potential holds (financial, health) are resolved.

Registration in any and all elective courses must be approved by the Associate Academic Dean or Clinical Education Director or the Chair of Basic Medical Sciences before the registration can proceed to the Cashier/Business Office and the Office of the Registrar. Prior to seeking approval of the Associate Academic Dean or Clinical Education Director or Chair of Basic Medical Sciences, students registering for Research or Independent Studies courses must secure a faculty sponsor who will be responsible for evaluating their performance in the course. Students registering for Research must also submit a sponsor-approved research proposal to the Associate Academic Dean or Clinical Education Director.

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

### Tuition

Tuition for the Podiatric Medicine program is subject to annual review and revision. Students in standard four-year programs of study will be billed one-half of the annual tuition fee per semester for the first year and one-third of the annual tuition fee per semester for years two through four. This will equal 11 semesters of tuition. Students whose programs exceed 11 semesters will be billed as above for the first 11 semesters and at one-half of the annual tuition for semesters in excess of these.

### Financial Aid

Information about loans, scholarships and other financial aid is available through the Financial Aid Office. Students bear the responsibility to seek out financial aid information.

### Withdrawal from the Program

Withdrawal from the Program is permitted only in the following cases:

1. personal medical reasons;
2. financial hardship;
3. personal family hardship;
4. student no longer wishes to continue training for the profession.

Withdrawal from a course for poor academic performance is not permitted. Students wishing to withdraw from the Program must complete a *Student Withdrawal Form* with the approval of their advisor, Clinical Education Director, Associate Academic Dean, and the Dean. The date of withdrawal is the date on which the form is signed by the Dean. Students who withdraw from the Program on or before Friday of the tenth week of the Fall and Spring semesters (Friday of the seventh week in Summer Semester) will receive a “W” for all incomplete courses; if the deadline falls on a University holiday, it will be extended to the next business day. Withdrawal after this date will result in students earning F grades for the uncompleted courses. These grades will be reflected on their transcript. It is the student’s responsibility to initiate and complete the withdrawal process in a timely manner.

Students seeking to withdraw due to medical reasons should consult the BUSPM Student Handbook and/or the Office of the Dean of Students for the proper protocol for such withdrawals. Students who withdraw for aforementioned reasons #1–#3 are eligible to reapply for readmission to the Program. Students who withdraw for reason #4 will not be readmitted to the Program. To do so they must petition the Dean at least six months before the time of their return and provide documentary evidence to support their petition. In instances of return after withdrawing for medical reason, documentation from the treating physician indicating the readiness of the student to undertake the rigorous curriculum is required. The School of Podiatric Medicine makes no guarantees on the success of such petitions.

### Drop-Add and Course Withdrawal

Students should realize that the podiatric medical curriculum is intense, structured, and allows only minor modifications to be made. Addition of elective courses requires permission of the Clinical Education Director or Associate Academic Dean. A period of registration adjustment (i.e., drop-add) is provided to students during the first week of each semester. During this time, students may change their schedules with the written approval of their advisor, and the Clinical Education Director or Associate Academic Dean.

Withdrawal from a course for poor academic performance is not permitted. Withdrawal from a course is only permitted if one or more of its prerequisites are not satisfied. In such cases, the adjustment results in a removal of registration from the affected course and must be done within the first two weeks of the semester. The only other mechanism for withdrawal from a course is if the student withdraws from the Program (see above Withdrawal from the Program). Withdrawal from a course may severely limit the number of courses a student may take in future semesters as many courses require prerequisites. A student who fails a prerequisite course will be withdrawn from subsequent courses that require its successful completion; this will be effected by administrative action shortly after the failure to successfully remediate the course (see Remediation Policy). It will also extend a student’s time in the program. Advisor’s and Dean’s approvals and signatures are required in any case of schedule modification. Students in extended programs are not permitted to drop or withdraw from courses once the courses have begun. Students who fail Gross Anatomy (SPM 590) will not be permitted to continue their studies until Gross Anatomy is passed. Students returning to the program after academic suspension due to failure of SPM 590 (Gross Anatomy) are required to repeat all Fall semester coursework upon their return, regardless of previous performance. Students must be enrolled in at least five credits of classes per semester to be considered full-time students in the podiatric program.

Students may not withdraw from clinical rotations, hospital rotations, or clerkships due to failing or otherwise unsatisfactory grades. Refer to Podiatric Clinical Rotations at the end of this catalog section for further policies specific to clinical experiences. Withdrawal from the podiatric program can be carried out at any time after consultation with the student’s advisor and with the approval of either the Clinical Education Director or the Associate Academic and the Dean.

### Transcripts

To request an official transcript, students may order transcripts online at <http://webadvisor.barry.edu>.

*Transcripts cannot be processed or released if there are outstanding financial obligations to Barry.* For additional information please visit <https://www.barry.edu/registrar/transcript.html>

### 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 work that is deficient. The Dean or Clinical Education Director or Associate Academic Dean must be informed in writing by the instructor when an “I” grade is issued. If a student has an “I” grade, all written examinations and/or other evaluation criteria must be completed by the end of Wednesday of the first week

of the following semester. Laboratory examinations to complete missed work may be administered at a later time at the discretion of the faculty (with approval of the Dean or Clinical Education Director or Associate Academic Dean), based upon availability of necessary laboratory materials. 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 a completed Grade Adjustment form to the Dean or Clinical Education Director or Associate Academic Dean for signature and then to the Office of the Registrar for recording purposes. Students, under special extenuating circumstances, (e.g., illness, leave of absence, etc.) will be temporarily granted an “I” grade in a course which they will need to resolve as above.

A grade not reported as completed within the first week of the next semester becomes an F. Failure in any course in which an incomplete was issued will (1) be reflected as a grade of F for the course, and (2) result in academic probation or suspension retroactive to the beginning of the semester in which the course was taken. If the “I” grade is not satisfactorily resolved, this may result in the failure to meet published prerequisites for another course. Therefore, a course schedule adjustment (drop) will be necessary. This may extend the academic program beyond four years.

### Reporting and Recording of Grades

Students may view final grades online via their WebAdvisor account at the end of each term. Any error in grading, the omission of a course, etc. should be reported to the Office of the Registrar within two weeks following the end of the term. Effective December, 2008 the mass mailing of grade reports was discontinued. For employment, corporate reimbursement or other needs, a comprehensive registration statement may be requested from the Cashier/Business Office. This statement includes billing information and final grades once they have been posted.

The Office of the Registrar 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 School of Podiatric Medicine. Individual instructors must be contacted to obtain percentage scores earned in any particular course.

### Technology Competency and Computer Requirements

The School of Podiatric Medicine requires all students to own and be competent in the use of a laptop computer. Students' computers should be configured to meet or exceed technological standards set by the program. Minimum standard laptop computer/tablet specifications are found at the Barry University Division of Information Technology webpage (<http://help.barry.edu/cgi-bin/barry.cfg/php/enduser/home.php?psid54WZMUAAdl>).

Information technology resources are integral to the education of the medical student. Barry University provides a number of information technology resources to students, including e-mail, internet and intranet services, WebAdvisor, library services, and access to computer laboratories (see catalog section for Division of Information Technology). Many course instructors provide student access to course materials on the Canvas Learning System and communicate with students through e-mail. All examinations are computer-based using ExamSoft/SofTest software. This software works on all laptop computers and most tablets. All students are required to install this software on their device of choice.

E-mail is considered the standard and official means of communication between the faculty, staff, and students of the School of Podiatric Medicine. For that reason, students must monitor and maintain their Barry University (mymail.barry.edu) email accounts. Due to identity and privacy concerns, administration, faculty, and staff of the School of Podiatric Medicine may refuse to respond to email messages from students who use external e-mail providers.

### Student Health

Every student in a clinical program must secure and retain primary care health insurance coverage that meets the Barry University requirements upon entry into the School of Podiatric Medicine. Coverage must remain in effect at all times while registered in the School. There is an insurance plan offered through the University that covers all charges at the Student Health Center and will also cover services to off-campus United Health Care providers. All graduate student taking six or more credits are eligible for the Barry University Health Plan (see [www.uhcsr.com](http://www.uhcsr.com)).

At the beginning of each year of enrollment, all students must maintain with the Health Compliance Office proof of adequate health insurance by providing a copy of the enrollment form for the student insurance. If the student is covered by an insurance plan other than the Barry student insurance he/she must complete a waiver online at <https://www.srstudentcenter.com/> or in hard copy and provide a copy of their current insurance card. If the student has a change in insurance coverage, proof of new insurance plan is required. Failure to waive or supply proof of Barry student insurance will result in withdrawal from all clinical activities and potential delays in progression through the podiatric medical programs.

Upon entry into the Podiatric Medicine Program, every student must provide to the Health Compliance Office proof of the following:



- Physical examination (statement of good health) within six months of date of entry;
- Measles, mumps, and rubella (MMR) vaccination and booster (or adequate titer);
- Tetanus/diphtheria booster within the past ten years;
- Hepatitis B vaccination series;
- Varicella (chickenpox) immunity by titer or evidence of vaccination;
- Purified Protein Derivative (PPD) screening for tuberculosis or chest x-ray if PPD is positive;
- Proof of health insurance coverage effective in the state of Florida. (Coverage must include doctor's office visits.)

Each student must update their PPD status every twelve months. Some clinical sites may require more frequent PPD updates. Students must maintain a personal pocket file of current immunization status and CPR certification that may be easily accessed, if requested while participating in hospital ward visits and/or clinical rotations.

If a student is found to be noncompliant with any of the above preventative measures, a "hold" will be placed on their account. If a student does not resolve these holds, they will not be permitted to:

- Register for classes;
- Participate in clinical rotations; or
- Graduate.

### **Criminal Background Checks and Drug Screening**

It is the intent of the School of Podiatric Medicine to maintain a healthy and drug-free learning environment and workplace. Consequently, prior to matriculation into the School of Podiatric Medicine, all applicants are required to undergo a criminal background check (including a fingerprint check) and a drug screening. All fees assessed due to the background check will be the responsibility of the student. If the background check reveals a criminal conviction or a plea of no contest, the offer of a place to the applicant may be withdrawn. Clinical rotation sites can also require a criminal background check and may refuse to accept students with documented criminal histories. If a criminal conviction, or a plea of no contest, occurs after matriculation into the program, the student may be dismissed from the Program.

Many clinical rotation sites also require drug screening of students prior to entering and, in some cases, during the course of clinical training. The School of Podiatric Medicine will dismiss students who either fail a drug screening prior to, or after, matriculating into the program or who refuse to submit to a drug screening. The School of Podiatric Medicine will also withdraw the offer of a place to applicants who either refuse to submit to a drug screening or fail a drug screening.

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## **Academic Policies and Procedures**

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### **Attendance**

Attendance is required (i.e., mandatory) in all School of Podiatric Medicine courses, including lectures, laboratory sessions, clinical rotations, and demonstrations. An instructor may, at his/her discretion, include attendance as part of the grade that a student earns or reduce a grade for absences while enrolled in a course. Students are responsible for all material and assignments covered in every course and all examinations, including unannounced quizzes. Students who have been absent without an acceptable excuse from 10 percent or more of a course's meetings are subject to failure upon documentation of absence by the instructor. In the case of prolonged absence from classes, it is the student's responsibility to inform his/her advisor of the absence and indicate the expected return to class. Upon return the student should provide the appropriate documentation justifying his/her absence. For prolonged medical absences, a doctor's note indicating the student's fitness to return to class should be submitted.

Attendance at scheduled examinations is mandatory. Examinations may be given outside of normal class hours due to space or time limitations. Examinations will be rescheduled, only if approved by the Clinical Education Director or Associate Academic Dean, and the course instructor, and with unanimous consent of the students in the course at the time that the change is proposed. Missed examinations, quizzes, and other evaluations will be graded 0 percent unless the absence is excused. Acceptance of excuses for all absences, and the administration of make-up evaluations (including scheduling and format) are solely at the discretion of the instructor.

Attendance is mandatory for stated clinic hours when applicable. No student will be permitted to leave the clinic or hospital early or arrive late. Attendance at all clinical rotations is mandatory and all excused 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 likely not be honored. Students may be required to repeat one or more entire rotations as a result of excessive absences.

### **Academic Integrity and Behavior**

The School of Podiatric Medicine strives to inculcate academic integrity and ethical professional behavior in its students. Cheating and plagiarism are not tolerated in the School of Podiatric Medicine. Refer to the Policies and Procedures section of this Graduate Catalog and the Barry University Student Handbook for definitions of cheating and plagiarism. A student who gives or receives information or assistance during a testing session will automatically fail and earn 0 percent as an exam or quiz grade. The same consequence will apply to any proven case of plagiarism. Accusations of cheating or plagiarism will be adjudicated by the Honor Code Committee (see Student Honor Code of Conduct). Following this adjudication, the individual(s) will be referred to the Dean for appropriate disciplinary action and the incident will be documented in the student’s file. Any student who is referred to the Dean for violation of the cheating and plagiarism policies on two occasions will be dismissed from the University. For a detailed description of what constitutes plagiarism students can consult any number of online resources and hardcopy texts. One such text is *Writing papers in the biological sciences* (4th ed) by Victoria E. McMillan, Bedford/St. Martin’s Publishing, New York, (2006).

### **Professional Conduct Code**

Podiatric medical students must set the example for all other students at Barry University at all times. Students must behave professionally, morally, ethically and honorably at all times, whether in lecture rooms, laboratories, other campus facilities, or off campus. Standards for conduct are delineated in the Barry University Student Handbook, BUSPM Student Handbook, Clinical Rotation Training Manual, course syllabi, and other documents that may be distributed by faculty and staff.

Disruptive behavior such as violence, shouting, profanity, and other behavior that is disrespectful of the rights and sensitivities of the public will not be condoned. The use of cell phones during lectures, laboratory sessions, examinations, and other University events is disruptive and may be grounds for course failure and/or judicial action. Students who are noncompliant with these standards will be referred to the Associate Academic Dean or Clinical Education Director for disciplinary action or dismissal.

### **Student Honor Code of Conduct**

Students in the School of Podiatric Medicine are entering a profession that prides itself on maintaining high standards of honor, trust, and professional conduct. It is expected that during the course of their education at Barry University, podiatric medical students will conduct themselves in a manner becoming a podiatric physician. The School of Podiatric Medicine has developed an Honor Code to insure that all students are familiar with, and committed to, the highest principles of conduct from the start of their podiatric medical education.

Students are required to affirm their compliance with these principles upon initial enrollment in the School of Podiatric Medicine with the following statement:

I agree to abide by the Honor Code of the School of Podiatric Medicine. I agree that I will conduct myself in an honest and ethical manner during all activities during the course of my enrollment, including, but not limited to my academic work, as well as my interactions with fellow students, faculty, and staff.

The Honor Code will be enforced by the Honor Code Committee. This committee is made up entirely of students, and with one non-voting faculty advisor. All students will receive the Honor Code document during orientation, and will be held responsible for its contents.

### **Transfer Policy**

No transfer from another Podiatry school into the first or second year of BUSPM is permitted. However, transfer into the third year of the program is permitted provided that the applicant has successfully completed Part I of the APMLE series.

Students who enroll in the BUSPM and who have completed an analogous graduate-level course at another institution may qualify to transfer those credits to BUSPM. However, curricula, course requirements, and grading policies vary greatly among courses taught by different instructors in different Barry University schools and/or different institutions. Consequently, a grade of A or B in a course completed in another department or at another institution does not auto-

matically guarantee or entitle the student to receive credit for the same subject in BUSPM. All requests for transfer credit must be submitted in writing to the Associate Academic Dean before matriculating into the program.

To request credit for a BUSPM course, a student must:

- Present official documentation (syllabi, official transcripts) from the previous institution that he/she obtained a grade of B or higher in the course. The Associate Academic Dean will consult with the relevant BUSPM course instructor(s) as to the equivalency of the completed course(s) based on syllabi and other resources (for example, information obtained from the previous instructor and/or department/school). The BUSPM instructor will determine the equivalence of the previous course to the one given at BUSPM and inform the Associate Academic Dean of his/her decision. The final determination of the equivalence of the two courses rests with the BUSPM course instructor.
- If equivalency is determined to exist, the Associate Academic Dean will inform the student and the Office of the Registrar regarding the assigning of credit and waiving further attendance of classes and taking of tests and quizzes in the course. Transfer coursework will not be used to compute the BUSPM GPA of the student.
- If equivalency is determined not to exist, students are strongly recommended to take the BUSPM course in its entirety and fulfill all requirements for successful completion of that course.
- However, students have the option of taking a comprehensive examination(s) in the course(s) administered by the BUSPM instructor(s) for the course(s) in question. Students must take the comprehensive examinations within the first three days of the start of the semester in which the course(s) in question is (are) taught.
- A student who takes the comprehensive examination and achieves a score of 80.0 percent or more will receive full credit for the course. A grade of CR will be registered on the student record.
- A student who takes the comprehensive examination and achieves a score of less than 80.0 percent will take the BUSPM course in its entirety and fulfill all requirements for successful completion of that course.

### Academic Advisement

Every student matriculating in BUSPM is assigned an academic advisor by the Chair of Basic Medical Sciences. Full-time faculty members assume academic advising responsibilities. Advising assignments may be changed by the Chair of Basic Medical Sciences at the request of the student or advisor. In the advising process, BUSPM students must:

- Be aware of the educational objectives of the institution and observe them;
- Comprehend the institution's criteria for evaluating student progress in academic programs;
- Comply with 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;
- Understand and complete all degree requirements for graduation;
- Make his/her own academic decisions after consultation with the advisor. The advisor's role is to advise the student, but the final decision must be made by the student.

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## Grading Scale and Examination Policy

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The official grading policy of BUSPM (exclusive of clinical rotations/externships) is as follows:

A	90%-100%
B	80%-89.99%
C	70%-79.99%
D	66%-69.99%
F	below 66%

Additionally, all students in extended academic programs and all students re-admitted following suspension will be graded as follows:

A	90%-100%
B	80%-89.99%
C	70%-79.99%
F	below 70%

Clinical rotations for all 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	below 1.0

The School of Podiatric Medicine does not use plus or minus letter grades. The grade/honor point associated with each of the letter grades is noted in the Barry University Academic Information section earlier in this catalog.

A grade of credit (CR) or no credit (NC) may be assigned to a course if specified in the course syllabus and approved by the Associate Academic Dean. In such cases, the requirements for achieving a CR grade will be stated in the syllabus.

The type, content, and frequency of examinations will be determined prior to the beginning of each course by the faculty member(s) directing the course. This information will be presented in the course syllabus 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 associated with attendance, dress, attitude, professional behavior, examinations, quizzes, laboratory assignments, and other criteria of evaluation. These requirements must be specified in the course syllabus; however, the course instructor may administer additional evaluations at his or her discretion. The course instructor ultimately determines the final grade in a course.

An examination may not be administered outside the scheduled examination period unless extenuating circumstances warrant it. Students who do not take an examination at the scheduled time for an acceptable, valid reason will be required to take a makeup exam before the Wednesday of the week after the end of the semester. The format of the examination may be different from the original.

### **Academic Good Standing**

For a BUSPM student to be considered to be in good standing academically, he/she must maintain both a semester average and a cumulative GPA of at least 2.00, have no unresolved F grades, have no more than two unresolved D grades, and have no outstanding financial obligations to the School of Podiatric Medicine or to Barry University.

Failed courses must be remediated as per the Remediation Policy. If the student fails to successfully remediate a course, then the course must be repeated in its entirety. The final transcript of a student must reflect no more than two unresolved D grades. If a student earns more than two D grades, the student must repeat courses to reconcile the academic deficiency; the course to be repeated (to reduce the number of D grades) will be determined by the Faculty Student Evaluation Committee (FSEC). Unsatisfactory resolution of an F or D grade or withdrawal from any course that is repeated will lead to automatic suspension from the University. Repeated courses will usually result in extending a student's education beyond four years. All coursework must be completed within six years from the time of first matriculation into the program. In order to graduate with a degree of Doctor of Podiatric Medicine, all candidates must have passed both Part I and Part II of the APMLE series, and will have authorized the release of test results to the School of Podiatric Medicine.

### Academic Disciplinary Actions

A podiatric medical student will be placed on academic **probation** if he/she:

1. earns a cumulative or semester GPA less than 2.00 but at least 1.00;  
OR
2. earns one F grade in any semester;  
OR
3. earns two D grades in any semester;  
OR
4. earns one D grade in each of two consecutive semesters;  
OR
5. earns a third D grade when two unresolved D grades already exist on his/her transcript from previous semesters.

Students who are not in good standing will be periodically reviewed by the FSEC to determine eligibility to remain in the program. The Dean or Clinical Education Director or Associate Academic Dean of the School of Podiatric Medicine may require a student on probation to register for a limited course load, resulting in extending a student's education beyond four years.

Probation will be lifted after completion of the immediate next semester of active registration if the student earns a cumulative GPA of 2.00 or higher with no new F or D grades. However, a student will not be in good standing until he/she has resolved all F grades and has no more than two unresolved D grades on his/her most current transcript.

A podiatric medical student will be **suspended** if he/she:

1. earns a GPA of less than 1.00 in any semester;  
OR
2. qualifies for academic probation for two consecutive semesters;  
OR
3. earns more than one F or any combination of F and D grades in any semester, regardless of GPA;  
OR
4. earns three or more D grades in any semester regardless of GPA;  
OR
5. earns a grade less than C in the first semester of extended academic coursework;  
OR
6. fails Gross Anatomy (SPM 590).

A student who earns more than two D grades must repeat one or more courses in which that grade was earned. The FSEC may require that the student repeat one or more specific courses in which the student has earned a D grade. A maximum of two unresolved D grades will be allowed at the time of graduation.

Any student on probation or with unresolved grade deficiencies, as previously stated, will not proceed into the clinical rotations of the third year. A minimum C grade must be earned in any repeated course. An F or D grade in or withdrawal from any repeated course that is repeated will lead to suspension from the University.

A student who has been suspended for academic reasons may petition for readmission. A suspended student is ineligible to take classes with degree-seeking status in the School of Podiatric Medicine for at least two semesters following suspension. The suspended student must petition the Dean for readmission at least three months before the beginning of the semester in which the student intends to resume course work. The Dean will present the student's petition for readmission to the FSEC. The decision of the FSEC is final. The Office of the Registrar must have approval of the Dean of the School of Podiatric Medicine to readmit a student following suspension.

Students who earn three (3) F grades during the course of their podiatric medical studies will be dismissed from the School of Podiatric Medicine and the University.

### Remediation Policy

All students who earn a final grade of F in a course must take a Comprehensive Remediation Examination in the failed course. Any student who earns a grade of D for a course may take a Comprehensive Remediation Examination for the

course, subject to approval by the Faculty-Student Evaluation Committee. This Remediation examination shall be administered on a set date in the first week of the semester immediately following the one in which the F or D grade was earned. Students must score a minimum of 70 percent to pass the Comprehensive Remediation Examination and the highest grade that can be recorded is a C. This grade shall replace the previously earned F or D grade. Students who fail to achieve a minimum score of 70 percent in this exam shall retain the previously earned grade on their transcript and shall be subject to the consequences as presently described in the Graduate Catalog. This Remediation option is only permitted for one course per semester and can be utilized for a maximum of three courses in the Program. Students cannot remediate any course more than once. Any student with two D grades already on their transcript, who earns a third D grade, must remediate the third D grade as described above. If such a student fails to earn a minimum score of 70 percent then they shall be subject to the *Academic Disciplinary Actions* described in the *Graduate Catalog*.

### **Academic Programs in Excess of Four Years (Extended Programs)**

Withdrawal and/or repeating of courses will usually result in extending a student's education beyond the minimum of 11 semesters. Students in extended programs will be assigned a special academic advisor. Students in academic programs in excess of four years generally take a reduced course load during the preclinical phase of their education, but they must enroll in at least 5 credits per semester to maintain full-time status for the purpose of financial aid eligibility. Overload course registrations are generally not allowed due to the intensity of the podiatric medical curriculum. Students in extended programs are not eligible for D grades (A, B, C, F scale applies), nor will such students be able to drop or withdraw from courses once the courses have begun.

Students may not earn a grade less than C in their first semester of extended academic course work (i.e., the first semester in which they do not take all of the required courses); should such students earn a grade less than C, they will be suspended (See statement in Academic Disciplinary Actions above).

All first- and second-year course work must be completed within three years of matriculation. Pursuant to CPME accreditation requirements, no student may continue coursework beyond six years (17 semesters) of first matriculating into any podiatric medical program.

Students in extended programs will be billed for full tuition until they have paid for four complete years (11 semesters). Such students will be billed for one-half the annual tuition for each semester in excess of the eleven.

### **Interim Requirements**

All first and second year course work must be successfully completed before taking the Part I of the APMLE series and before entering the third year clinical rotations. Any student who fails Part I of the APMLE series before the beginning of the senior year will be dismissed from the School of Podiatric Medicine and Barry University. All students must complete the OSCE during the last (spring) term of the third year. Students must successfully complete the OSCE and the Senior Exit Examination to graduate. Students who fail either examination will be required to take remedial instruction until competency has been demonstrated. Students will not be permitted to enter fourth-year externships until they have passed the OSCE. Additionally, failure of any didactic classroom course work of the third year will preclude passage into the fourth year. Failed courses, as well as failed rotations, must be repeated in their entirety.

### **Graduation Requirements**

In order to graduate with a degree of Doctor of Podiatric Medicine, candidates must have:

1. satisfactorily completed **all** basic science courses, clinical rotations/requirements, and externships/clerkship program requirements;
2. a GPA of 2.00 or greater with no outstanding F grades and no more than two unresolved D grades;
3. satisfactorily completed the OSCE at the end of the third year of the curriculum;
4. satisfactorily completed the Senior Exit Examination at the end of the fourth year of the curriculum;
5. passed all parts of the APMLE series, and will have authorized the release of test results to the School of Podiatric Medicine;
6. maintained acceptable professional standards (see Professional Conduct Code);
7. fulfilled all responsibilities and financial obligations to Barry University and the School of Podiatric Medicine; and
8. been recommended for graduation by the faculty to the Board of Trustees.

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 School of Podiatric Medicine and the students, guaranteeing that a degree will be conferred at any stated time, or at all.

### **Academic Appeals and Grievance**

Students have the right to appeal any grade which they feel was inappropriately assigned. Students will be allowed a maximum of ten business days after the grade for a quiz or examination is made available to challenge that grade with the course instructor, unless otherwise specified in the course syllabus. If informal discussions with the faculty member do not resolve the appeal, the student must present, within fifteen business days of receipt of the grade in question, an appeal in writing to the Chair of Basic Medical Sciences or Clinical Education Director or Associate Academic Dean of the School of Podiatric Medicine, who will respond within five business days. If their does not satisfy the student, the student may appeal in writing, within two business days, to the Associate Academic Dean. The Associate Academic Dean will respond within five business days. If this response does not satisfy the student, they must appeal to the Dean of the School of Podiatric Medicine within two business days. The Dean will respond within five business days of receipt of the appeal. The decision of the Dean regarding the appeal is final. Students who do not challenge or appeal a particular grade within the appropriate time periods as described waive all future rights to appeal/challenge that grade. Nonacademic 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 of the School of Podiatric Medicine leading to the D.P.M. degree normally takes four years to complete. The first two years mostly involve didactic basic sciences courses (many with laboratories, see following). The third and fourth years involve primarily, but not exclusively, clinical didactic courses and clinical rotations through several local hospitals and the Barry University clinics (see Podiatric Clinical Rotations).

Students must complete all requirements for the D.P.M. degree within six years of initial matriculation into any podiatric medicine program. All courses must be completed prior to graduation. Podiatric medical students may be required by the Dean or Associate Academic Dean to take a reduced number of courses (due to withdrawals, course failures in their first or second year, or other extenuating circumstances), which will extend the duration of the program beyond four years.

The following curriculum is continuously reviewed and is therefore subject to change.

### **Doctor of Podiatric Medicine D.P.M. Curriculum**

<b>First Year</b>			<b>credits</b>
<b>Fall</b>			
SPM	525	Introduction to Podiatric Medicine	2
SPM	527	Biochemistry I	3
SPM	536	Research Methodology, Epidemiology, & Statistics	3
SPM	550	Histology and Cell Biology w/lab	5
SPM	590	Gross Anatomy w/lab	6

<b>Spring</b>			
SPM	528	Biochemistry II/Nutrition	3
SPM	547	Neuroanatomy w/lab	3
SPM	595A	Physiology I	4
SPM	625A	Applied Lower Extremity Anatomy I w/lab	4

<b>Second Year</b>			<b>credits</b>
<b>Summer</b>			
SPM	595B	Physiology w/lab	2
SPM	610	Clinical Neurology	2
SPM	623	Medical Microbiology I	2
SPM	625B	Applied Lower Extremity Anatomy II w/Lab	2
SPM	627	Introduction to Functional Orthopedics	3
SPM	649	General Radiology	3
*SPM	665	Independent Study	1-3
*SPM	675	Research	1-12
*Elective (May be taken during any second year semester)			

<b>Fall</b>			
SPM	600	Pathology I w/lab	4
SPM	620	Pharmacology	3
SPM	624	Medical Microbiology II w/lab	5
SPM	632	Podiatric Medicine I	2
SPM	711	Podiatric Radiology	2
SPM	717	Biomechanics of Foot Function	2
SPM	717L	Biomechanics Clinical Practicum Lab	1

<b>Spring</b>			
SPM	601	Pathology II	2
SPM	605A	Physical Diagnosis	2
SPM	621	Clinical Pharmacology	3
SPM	640	Surgical Principles	3
SPM	650	Internal Medicine I	2
SPM	709	Podiatric Medicine II	2
SPM	709L	Podiatric Medicine II Lab	1
SPM	711L	Radiology Lab	1



<b>Third Year</b>			<b>credits</b>
<b>Summer</b>			
SPM	605B	Physical Diagnosis (Lab)	2
SPM	705	Emergency & Traumatology I	2
SPM	706	Emergency & Traumatology II	3
SPM	750	Internal Medicine II	2
*SPM	765	Independent Study	1-3
*SPM	775	Research	1-12
*Elective (May be taken during any third year semester)			

<b>Fall</b>			
SPM	644	Dermatology	2
SPM	652	Peripheral Vascular Disease	2
SPM	703	Anesthesiology	1
SPM	710	Podiatric Medicine III	2
SPM	712	Clinical Orientation and Skills Workshop	1
SPM	713	Podiatric Surgery I	4
SPM	719	Podiatric Rotating Clinical Clerkship I	7
SPM	738	Podopediatrics	2

<b>Spring</b>			
SPM	549	Medical Psychiatry	1
SPM	553	Biomedical Ethics	1
SPM	700	Physical Medicine	1
SPM	707	Emergency & Traumatology III	2
SPM	714	Podiatric Surgery II	4
SPM	720	Podiatric Rotating Clinical Clerkship II	7
SPM	721	Podiatric Medicine IV	2
SPM	813	Risk Management	1
SPM	826	Sports Medicine	2
SPM	831	Community and Minority Medicine	1
SPM	CMP2	Objective Structured Clinical Examination	0

<b>Fourth Year</b>			<b>credits</b>
<b>Summer</b>			
SPM	820	Clinical Rotation	4
SPM	832	Podiatric Clerkship Program I	4
SPM	833	Podiatric Clerkship Program II	4

<b>Fall</b>			
SPM	834	Podiatric Clerkship Program III	4
SPM	835	Podiatric Clerkship Program IV	4
SPM	836	Podiatric Clerkship Program V	4
SPM	837	Podiatric Clerkship Program VI	4
*SPM	838	Podiatric Clerkship Program VII (Optional)	4
*SPM	819	Communication Skills	1
*SPM	865	Independent Study	1-3
*SPM	875	Research	1-12
*Elective (May be taken during any fourth year semester)			

<b>Spring</b>			
SPM	802	Podiatric Medicine Seminar	1
SPM	806	Library Research Paper	1
SPM	809	Senior Clinical Rotations	7
SPM	815	Orthopedic Seminar	1
SPM	823	Surgical Seminar	1
SPM	825	Practice Management	1
*Elective			

### **Course Descriptions**

Podiatric Medicine and Surgery; Prefix: SPM

#### 525 Introduction to Podiatric Medicine (2)

Introduction to the entire field of Podiatric Medicine with emphasis on history, didactics, and clinical features as it relates to basic operative Podiatric Medicine and the art of doctoring.

#### 527 Biochemistry I (3)

Biochemistry I provides an introduction to the fundamental aspects of biochemistry. It gives an overview of the structure, function, and metabolism of biologically important molecules; carbohydrates, fatty acids, proteins, and nucleic acids. The course concludes with a review of amino acid metabolism. Enzyme kinetics, allostery, and enzyme inhibition and control are considered in detail. Throughout, the emphasis is placed on the regulation of metabolic pathways and on their interrelationships in health and disease.

#### 528 Biochemistry II/Nutrition (3)

Biochemistry II considers the application of biochemistry to disease etiology, diagnosis, and treatment. Cell membranes and the structure, function, and replication of the cell's genetic material are described. The digestion and absorption of nutrients is reviewed and the consequences of malfunction considered. A number of disease states are used to illustrate selected principles including the relationship between nutrition and disease; atherosclerosis, hyperlipidemia, obesity, and diabetes. The application of clinical biochemistry techniques to disease diagnosis is described and the biochemistry of exercise and aging visited. Prerequisite: SPM 527.

#### 536 Research Methodology, Epidemiology and Statistics (3)

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.

- 547 Neuroanatomy w/lab (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: SPM 590.
- 549 Medical Psychiatry (1)  
This course will focus on the signs, symptoms, and therapies of the major mental disorders, emphasizing those most commonly seen and managed in primary care medical practice. Thus, anxiety disorders, depression, alcohol and drug abuse, and the organic brain syndromes will be considered in detail.
- 550 Histology and Cell Biology w/lab (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.
- 553 Biomedical Ethics (1)  
An introduction to bioethics relevant to podiatric medical practice: valid consent, confidentiality and privacy, issues in death and dying, and the podiatric code of ethics. (CR/NC option only)
- 590 Gross Anatomy w/lab (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.
- 595A Physiology I (4)  
Physiology is a lecture course that incorporates concepts from histology, biochemistry, and anatomy and applies these concepts to the students' understanding of the normal functioning of the major organ-systems of the human body. The first module, SPM 595A, covers the following major organ-systems: Neuronal, Muscular, Neuroendocrine, Reproductive, Cardiovascular, and Renal. Prerequisites: SPM 527 and SPM 550. Co-requisite: SPM 528.
- 595B Physiology II w/lab (2)  
Physiology is a lecture-laboratory course that builds on, incorporates, and reinforces concepts from SPM 595A Physiology I and applies these to the students' understanding of the normal functioning of additional organ-systems of the human body: Respiratory and Alimentary. In SPM 595B a laboratory component is incorporated to give students experience in carrying out a self-conceived experimental project and to present its results in the style of a research talk that is graded based on a rubric provided to them. Prerequisite: SPM 595A.
- 600, 601 Pathology I w/lab, Pathology II (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: SPM 550 for SPM 600; and SPM 600 for SPM 601.
- 605A, 605B Physical Diagnosis (2, 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 (SPM 605A) and lab (SPM 605B). Prerequisites: SPM 595A and 595B. SPM 605A must be taken before or at the same time as SPM 605B.
- 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: SPM 547.
- 620 Pharmacology (3)  
Course encompasses basic pharmacological principles and classes of drugs. Prerequisites: SPM 527, SPM 528, SPM 595A, and SPM 595B.

## 621 Clinical Pharmacology (3)

This course is devoted to the study of the commonly prescribed pharmaceutical preparations in the hospital and office medical practice. Hospital orders, prescription writing, as well as the indications, contraindications, adverse reactions, and the significant pharmacology of all relevant classes of drugs in general medicine will be discussed. Emphasis is placed not upon the principles of pharmacology but rather on the actual clinical use and adverse reactions associated with all drugs in the typical hospital formulary. Prerequisite: SPM 620.

## 623 Medical Microbiology I (2)

This course is the first of a two-part series focusing on medical microbiology and infectious diseases. The series begins with presentation of the basic principles and concepts of medical microbiology and a comprehensive study of medical immunology. Topics include the classification, structure and replication of bacteria; microbial flora of the human body; principles of sterilization, disinfection, and antisepsis. The medical immunology topics include: components of innate and adaptive immunity; hematopoietic cell differentiation and cells of the immune response; immunogenetics and antigen receptor molecules; antigen recognition, presentation, and cellular communication; immunologic tolerance and regulation; complement; the role of the immune response to infectious agents in defense and disease; antimicrobial vaccines. The remainder of the two-part series of courses (SPM 624) completes the comprehensive study of the pathogens. Prerequisites: SPM 527, SPM 528, SPM 550, and SPM 590.

## 624 Medical Microbiology II (5)

Medical Microbiology II is a comprehensive study of medical immunology, medical bacteriology, medical mycology, medical virology, and medical parasitology. The course surveys the interaction between the human host and the pathogens, characteristics of pathogens, epidemiology, pathogenesis of disease, laboratory diagnosis, prevention, control of disease, and treatment. Anti-infective agents are also discussed including modes of action, spectra of activity, and specific mechanisms of resistance. Prerequisite: SPM 623.

## 625A Applied Lower Extremity Anatomy I w/lab (4)

This course presents the macroscopic structure of the lower extremity using a combination of systemic and regional approaches. Emphasis is placed on the correlation between anatomical structure and function on the one hand, and clinical and imaging applications on the other.

## 625B Applied Lower Extremity Anatomy II w/lab (2)

This course presents the gross anatomical structure of the lower extremity using a regional approach. Emphasis is placed on cadaver dissection by the students, which will allow them to correlate the various anatomical structures of the lower extremity with their functions and their clinical and imaging applications. Prerequisite: SPM 625A.

## 627 Introduction to Functional Orthopedics (3)

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 will be studied in depth. Concepts of normal lower extremity function will be applied to human locomotion. Prerequisite: SPM 625A.

## 632 Podiatric Medicine I (2)

This course provides the fundamentals of taking a history and performing a physical examination. Evaluation, diagnosis, and treatment of some of the more common conditions treated by the podiatric physician will be discussed. These include nail disorders, dermatological, and rheumatologic diseases, among others. Prerequisites: SPM 547, SPM 550, SPM 610, SPM 623, SPM 625A, and SPM 625B. Co-requisites: SPM 600 and SPM 620.

## 640 Surgical Principles (3)

Introduces the student to the evaluation and management of selected surgical conditions likely to be encountered in primary care. Emphasis is placed on the integration of anatomy and physiology, history and physical skills, pathophysiology and diagnostic studies. Pre- and post-operative patient management, including appropriate referral practices, are included. Prerequisite: SPM 590.

- 644 Dermatology (2)  
Introduction to general dermatoses especially those affecting feet and lower extremities. Prerequisite: SPM 550.
- 649 General Radiology (3)  
Radiation physics, image production, and safety are covered. Evaluation of radiographic changes as they relate to systemic and local pathology. Prerequisite: SPM 590.
- 650, 750 Internal Medicine I, Internal Medicine II (2, 2)  
Presentation of basic principles of medicine. Prerequisites: SPM 590, SPM 595A, SPM 595B, SPM 600, SPM 605, SPM 620, and SPM 650.
- 652 Peripheral Vascular Disease (2)  
The pathophysiology as well as diagnosis and treatment of peripheral vascular disease will be discussed. Prerequisites: SPM 595A, SPM 595B, and SPM 632.
- 665, 765 Independent Study (1-3)  
Opportunity for extensive study in areas of special interest to the student. Prerequisite: permission of the Associate Academic Dean or Clinical Education Director or Chair of the Basic Medical Sciences.
- 675, 775 Research (credit not to exceed 12)  
Research under guidance of faculty advisor. Prerequisite: permission of the Associate Academic Dean or Clinical Education Director or Chair of the Basic Medical Sciences.
- 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 preoperative considerations for surgery. Prerequisites: SPM 620 and SPM 621.
- 705 Emergency & Traumatology I (2)  
General concepts of non-cardiac emergency and traumatology from a systems perspective. Prerequisites: SPM 632, SPM 650, and SPM 709.
- 706 Emergency & Traumatology II (3)  
Basic and Advanced Cardiac Life Support mechanisms as defined by the American Heart Association will be presented. Prerequisite: SPM 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: SPM 706.
- 709 Podiatric Medicine II (2)  
Disorders, both systemic and localized, are presented according to the body system involved; i.e., Musculoskeletal, Neurological, with an examination of the varied mechanisms of wounding and of management strategies. Lower extremity manifestations of systemic disease, differential diagnoses, and conservative management are emphasized. Prerequisite: SPM 632.
- 709L Podiatric Medicine II Lab (1)  
This course prepares students for the technical skills associated with medical and surgical podiatric care. The course is presented in a workshop format with a short lecture followed by practical demonstration and individual practice sessions to learn the particular skill. Sample technical skills include, but are not limited to, handling and use of instrumentation, injections, venipuncture, starting intravenous lines, suturing and hand ties, casting, and bandaging. Additionally, podiatric palliative practices such as the nail procedures, removal of corns, calluses, padding, and strapping are emphasized. Prerequisites/Co-requisites: SPM 632 and SPM 709.

- 710 Podiatric Medicine III (2)  
Lower extremity manifestations of systemic disease, differential diagnoses, and conservative management are emphasized. Disorders of the lower extremity, both systemic and localized, are presented according to the body system involved. Interpretation of clinical testing, dermatologic manifestations of disease, and varied presentations of infectious diseases will be discussed. Prerequisite: SPM 709
- 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: SPM 649.
- 711L Radiology Lab (1)  
Provides students with practical opportunities to apply knowledge and understanding acquired in General Radiology and Podiatric Radiology courses to the actual reading of the films or images. Each class section is divided into small groups which work at stations with a radiological view box. Emphasis is on the hands-on reading of chest films, foot and ankle x-rays, bone scans, MRI, and CT scans. Additionally, students review and practice photochemistry of developing plain films and x-ray positioning techniques. Prerequisites: SPM 649 and SPM 711. (CR/NC option only)
- 712 Clinical Orientation and Skills Workshop (1)  
Prepares students for diverse aspects of clinical care, patient interactions, hospital, and/or clinic protocols. Infectious disease, sterile technique, universal precautions, biomedical hazards, immunization policy, instrumentation, and School rules and clinical regulations will be discussed. Demonstrations and workshops in practical skills may be presented. Prerequisites: all first and second year courses. (CR/NC option only)
- 713 Podiatric Surgery I (4)  
Fundamental concepts of forefoot and soft tissue surgery of the foot and ankle are presented. Prerequisite: SPM 640 and all other first and second year courses.
- 714 Podiatric Surgery II (4)  
Fundamental concepts of rearfoot and reconstructive surgery of the foot and ankle are presented. Prerequisite: SPM 713.
- 717 Biomechanics of Foot Function (2)  
Advanced studies in foot function with emphasis on biomechanical comprehension and orthotic correction of foot/lower extremity deformity. Prerequisites: SPM 547, SPM 625A, and SPM 625B.
- 717L Biomechanics Clinical Practicum Laboratory (1)  
Laboratory applications of biomechanical theory and practice as presented in SPM 717. Emphasis on examination and clinical problem solving. Prerequisite: SPM 717.
- 719, 720 Podiatric Clinical Clerkship I, II (7,7)  
Students will rotate through the Barry University Foot and Ankle Centers as well as affiliated hospitals. Students will participate in podiatric, medical, and surgical services, including emergency room, operating room, radiology, vascular laboratory, physical therapy, wound healing, and other hospital-based services. Students will be evaluated in terms of knowledge, attitude, skills, and motivation and will be required to maintain a patient log. Students will also be expected to successfully complete the Objective Structured Clinical Examination (OSCE) prior to beginning senior level clinical rotations. Prerequisites: Successful completion of all courses of the first and second years and SPM 712 prior to entering clinical rotations and externships.
- 721 Podiatric Medicine IV (2)  
The incidence, pathophysiology, and treatment of common wound conditions germane to the podiatric physician will be discussed. These include ulcers in patients with diabetes and related conditions, venous leg ulcers, arterial ulcers, and pressure wounds. The student will learn about unusual wound pathologies and malignancies. The course will require critical thinking, the formulation of decision trees, and include discussions about infection, vascular disease, and general medicine. Break-out sessions and review of current literature will be coordinated with the lectures. Prerequisite: SPM 624, SPM 632, SPM 709, and SPM 710.

- 738 Podopediatrics (2)  
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: SPM 717 and SPM 717L.
- 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. Prerequisites: all first, second, and third year courses.
- 806 Library Research Paper (1)  
This paper is required for senior students and serves to develop skills in literature review and presentation.
- 809 Podiatric Senior Clinical Rotations (7)  
Students will rotate in afternoon clinic sessions through the Barry University Foot and Ankle Centers and affiliated institutions. Students will be responsible for case presentations and case management involving general medical as well as podiatric disorders. Prerequisites: all first, second, and third year courses.
- 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. Prerequisites: all first, second, and third year courses.
- 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. Prerequisites: all first, second, and third year courses.
- 819 Communication Skills (1)  
This course emphasizes communication skills necessary for physicians to interrelate with their patients on an understanding and empathetic level. An additional goal is to improve interaction with community members and other physicians.
- 820 Clinical Rotation (4)  
Fourth year students will rotate through podiatric, medical, and surgical services in the Barry University affiliated hospitals and clinics as a continuum of SPM 719 and SPM 720. Prerequisites: successful completion of SPM 712, SPM 719, and SPM 720, as well as successful completion of the OSCE.
- 823 Surgical Seminar (1)  
Students will review and apply basic and advanced principles of podiatric surgery via clinical case presentations. Prerequisites: all first, second, and third year courses.
- 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 health care marketplace will be discussed. Prerequisites: all first, second, and third year courses.
- 826 Sports Medicine (2)  
Comprehensive review of common sports injuries with discussion of mechanisms, prognosis, treatment, and rehabilitation. Prerequisite: SPM 717. Prerequisites: all first and second year courses.
- 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, 836, 837, 838 Podiatric Clerkship Programs I, II, III, IV, V, VI, VII (4, 4, 4, 4, 4, 4, 4)

Students will be required to attend a total of six one-month 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 with increased exposure to podiatric postgraduate training programs. Prerequisites: successful completion of SPM 712, 719, and 720 as well as successful completion Objective Structured Clinical Examination (OSCE). (CR/NC option only)

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. Prerequisite: permission of the Associate Academic Dean or Clinical Education Director or Chair of Basic Medical Sciences.

875 Advanced Research (1-12)

Students will conduct research based upon a format/hypothesis developed in SPM 665 or SPM 865. The ultimate goal of this course is publication-quality literature under the supervision of a faculty member. Prerequisite: permission of the Associate Academic Dean or Clinical Education Director or Chair of the Basic Medical Sciences.

CMP2 Clinical Skills and Knowledge Competency Examination (O)

Comprehensive practical examination of clinical skills and knowledge including, but not limited to, biomechanics, radiology, suturing, injections, venipuncture, and development of treatment plans based on oral case questions. Prerequisites/Co-requisites: SPM 712, SPM 719, and SPM 720.



# School of Professional and Career Education (PACE)

Andrea Keener, Ph.D., **Associate Vice Provost for Extended Learning and Dean, School of Professional and Career Education**

Stephen E. Sussman, Ph.D., Associate Dean for Academic and Student Affairs

Carole Huberman, Ph.D., Associate Dean of Business Process & Assessment

Judith O. Brown, Ed.D., Associate Dean for Experiential Learning

Marie Ange Levasseur, M.S.W., Assistant Dean, Student Affairs

Faculty: Brock, Broxton, Carreras, DePalma, Erwin, Feito Hahn, Huberman, Keener, Landeros, Marousek, Meloun, Orman, Provitera, Roberts, Rushing, Schrouder, Scully, Smith, Sodano, Sussman, Swaner, Talerico, Warner, Watson, Wolf

## Academic Programs

### Purpose Statement

Graduate education in the School of Professional and Career Education (PACE) is grounded in the mission of Barry University. Students' educational experiences contribute to their development as career professionals who have or will have leadership roles in their professions, communities, and society. Moreover, these experiences promote and support the intellectual life and emphasize life-long learning and growth and development. In this context, students are charged with carrying out the University's mission through contributions to their professions, communities, and society at large, especially in the pursuit of knowledge and truth, the conduct of informed action, and through a commitment to social justice through collaborative service.

### Degree Programs

Master of Arts in Administration
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Master of Public Administration
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### Transferability of Credits

Transferability of credits from another institution to Barry is at the discretion of the dean (or his/her designee). It is the applicant's responsibility to confirm with his/her advisor whether or not these credits will be accepted for transfer.

The number of credits acceptable for transfer from another institution toward a Barry graduate degree is limited to six (6) credits. Previously earned credits, if accepted for transfer must be completed in less than the (5) year period immediately preceding initial enrollment at Barry.

- Only relevant courses will be transferred upon enrollment in the program;
- Only courses for which a grade of A or B was earned will be considered;
- Only credits will be transferred, not grades or grade point averages; and
- Credits used to earn a degree at another institution will not be accepted.

The academic advisor will facilitate the process for the acceptance of graduate credit to be transferred into Barry University prior to the end of the student's first year in the Barry graduate program.

### American Council on Education

Credit for formal courses and educational programs sponsored by non-collegiate organizations and evaluated by the American Council on Education can be accepted in transfer with the permission of the dean (or his/her designee) if relevant to the graduate degree program. Refer to the Transfer Credit section.

Students can check the online *National Guide to College Credit* at [www.acenet.edu/nationalguide/](http://www.acenet.edu/nationalguide/) to see if courses or educational programs are listed.

Students must submit official transcripts from the American Council on Education by the end of their first semester, if enrolled in the M.A.A. or M.P.A. program.

The American Council on Education, College Credit Recommendation Service provides a lifelong registry and transcript service to participants who successfully complete a course, examination, or certification with an American Council on Education recommendation as listed in the National Guide. Official transcripts may be obtained by registering online at: [www.acenet.edu/transcripts/](http://www.acenet.edu/transcripts/).

Official transcripts should be sent to: Barry University, Division of Enrollment Management, 11300 NE 2nd Avenue, Miami Shores, FL 33161.

For additional information on transcript services from the American Council on Education, call (866) 205-6267 or (202) 939-9470. Email [CREDIT@ace.nche.edu](mailto:CREDIT@ace.nche.edu).

### 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
	A–	3.7 honor points per credit
	B+	3.4 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
Audit	AU	No honor points per credit
Not Reported	NR	No Grade Reported is given when the professor fails to turn in his/her grades on the due date. Upon submission the NR is changed accordingly.
In Progress	IP	In Progress
No Credit	NC	No credit
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.		
Effective Spring 2018, the "I" grade is no longer retained on the official transcript once redeemed.		

<b>Incomplete Grade</b>		
redeemed with grade of A	A	4.00 honor points per credit
redeemed with grade of A–	A–	3.70 honor points per credit
redeemed with grade of B+	B+	3.40 honor points per credit
redeemed with grade of B	B	3.00 honor points per credit
redeemed with grade of C	C	2.00 honor points per credit
redeemed with grade of D	D	1.00 honor point per credit
redeemed with grade of F	F	No honor points per credit
redeemed with grade of CR	CR	Credit but no honor points awarded
redeemed with grade of NC	NC	NC No credit

<b>Withdrew</b>	
W	Granted to students who officially withdraw by the published withdrawal dates. Does not calculate into GPA; does count as an attempt for repeat purposes.

### **Graduate Student Status**

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

Full-time	9 credits or more
Part-time	4 to 8 credits

### **Probation and Dismissal**

1. A graduate student is in Good Academic Standing if his/her cumulative grade point average (GPA) is 3.00 or above.
2. Students with a semester **or** cumulative GPA below 3.00 will be placed on academic probation. Also, students who earn more than two grades of "C" or a grade below a "C" during their academic program are placed on probation. While on probation, a student is limited to registering for one course per term. Students must make B grades or better while on probation. Any student failing to maintain a cumulative GPA of 3.00 for two consecutive semesters will be dismissed.
3. Probation will be lifted the following semester if the student achieves a cumulative GPA of 3.00 or above with no more than two grades of "C." If this condition is not met, the student will remain on probation for one more semester. A student will be dismissed after two consecutive semesters if they fail to maintain a cumulative GPA of 3.00.

### **Repeat Course Policy**

If a student receives a third "C" or below, then s/he must repeat a course, in which s/he earned the deficient grade, when the course is next offered. Any student who fails to maintain a cumulative GPA of 3.00 for two consecutive semesters will not be eligible for VA benefits and will be suspended.

**A course may only be repeated once and a student may only repeat three courses. A withdrawal, reflected as a "W" on the transcript, is considered an attempt and the course attempted may only be repeated once. If the student fails to achieve a grade of "B" or better in that course, the student is considered to have failed to complete the conditions for reinstatement or removal of probationary status and will be permanently dismissed from the program.**

Students may repeat courses at Barry **regardless of the grade initially earned in the course.** However, **the most current grade earned will be the one calculated in the grade point average, even if it is not the highest grade.**

For the repeat policy to be implemented, the courses must have the same prefix & course number.

### **Course Withdrawal**

Students withdrawing from a course(s) must do so officially in writing. Students should contact their advisor to sign the appropriate paperwork. No withdrawals will be accepted after the published deadlines. This policy is strictly enforced. The withdrawal dates can be seen in the Academic Calendar in this Student Bulletin.

It is the responsibility of the student to initiate a withdrawal during the designated withdrawal period. Otherwise, an F grade will be issued at the end of the term.

All withdrawals are counted as an attempt.

### **Active/Inactive Status**

A degree seeking student remains active unless not enrolled in consecutive semesters. If a student is not enrolled in two consecutive semesters (e.g., Fall/Spring; Spring/Fall) he/she will become inactive. When readmitted, he/she will be required to meet admissions and program requirements in place at the time of readmission.

### **Admitted to Class (Class Enrollment for Students Not Yet Admitted)**

Students must be admitted to the graduate programs to enroll for courses. PACE no longer allows applicants to enroll for courses prior to being admitted to the program.

### **Readmission Requirements**

A student who has been dismissed for academic reasons may not petition the Dean for readmission until one year has elapsed from the date of the dismissal notification. Upon readmission, the student will be considered on academic probation and must remove one of the earned deficient grades by repeating a course in which a grade of "C" or below was earned.

Students who have been academically inactive for at least one calendar year and who wish to be readmitted must complete an application for readmission, available at [www.barry.edu/graddocuments](http://www.barry.edu/graddocuments). Students who do not satisfy provisional admissions requirements may apply for re-admission after one calendar year. Readmission is contingent upon approval by the Dean and is not guaranteed.

### **Graduation Requirements**

Candidates for a Master's degree must:

- Satisfactorily complete the program of study;
- Have attained a cumulative GPA of 3.00 on a 4.00 scale (with no more than two C's); no more than three courses may be repeated and a course may only be repeated once; a withdrawal is considered an attempt;
- Complete degree requirements within seven 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 Graduation with the University Registrar via WebAdvisor at <https://webadvisor.barry.edu> under 'Academic Profile'; a \$200 fee applies; refer to the PACE Academic Calendar for graduation application deadline dates.

### **Financial Aid for Graduate Students**

<http://www.barry.edu/future-students/graduate/financial-aid/>

Phone: (305) 899-3355 or

Toll Free: (800) 695-2279

Email: [PACEfinaid@barry.edu](mailto:PACEfinaid@barry.edu)

Web: [www.barry.edu/gradfa](http://www.barry.edu/gradfa)

Refer to the Financial Aid section of this catalog for information pertaining to eligibility requirements, satisfactory academic progress, applying for financial aid, types of financial aid, Veteran's and eligible dependents' educational assistance, and VA Yellow Ribbon Program.

### **Distance Learning**

PACE offers more than ninety online graduate and undergraduate courses and the following fully online degrees. Both the Master of Arts in Administration (M.A.A.) and the Master of Public Administration (M.P.A.) programs are available fully online. Students need to indicate 'online' on the graduate application.

The School of Professional and Career Education (PACE) at Barry University is committed to the principles and best practices of adult education. Therefore, we provide opportunities for students to engage in coursework in an online environment where students interact with the learning materials through readings, videos, websites, projects, discus-

sion forums, and interactive activities in accordance with weekly assignment deadlines. In addition, students have the 24/7 ability to interact with their instructor and peers through chats, email, and cyber cafés.

PACE online courses follow the same course start and end dates as the face to face classes and use the same textbooks. Some instructors may require proctored exams, such as a midterm or a final. These proctored exams may be paper or computer based and can be taken at most of our PACE locations across the state or from a variety of test providers located close to you or for fully online exams, utilizing the services of ProctorU®.

To see a description of PACE's fully online courses and programs, please visit: <http://www.barry.edu/online/>.

### **Is Online Learning for Me?**

Distance learning can be a great alternative for students who cannot attend classes on campus. Distance learning is also a wonderful opportunity for those who enjoy working independently. However, online classes are not “easier” than traditional classes. Online courses are reading-, writing-, and technology-intensive. They require excellent organizational and time management skills.

To take online courses at Barry University, students should have the most recent PC or Mac computer configurations. Students should also have access to reliable high-speed connection to the Internet, reliable printer, and speakers and/or headphones.

Students should visit <https://www.barry.edu/online-orientation/> for a list of minimum computer, software and Internet requirements. Students are encouraged to visit PACE's “Demo Course” at <https://canvas.instructure.com/courses/1016172> to experience an online course.

All PACE online courses are offered as “accelerated” courses. Accelerated online courses are courses that are shorter in length than regular semester long courses. PACE online courses are offered in 7 week formats with 6 enrollment terms during the year (Fall A, Fall B, Spring A, Spring B, Summer A, Summer B). This format allows for a quicker course and or degree completion timeframe. Typically, many students choose to enroll in two courses in each enrollment period. A list of available online courses is found at <http://www.barry.edu/online/online-programs/online-courses.html>

### **Accessing Your Online Courses**

Online learners at PACE use ‘Canvas,’ an easy to use industry standard course management system, which contains all of the student’s course tools and resources. Students can access Barry’s Canvas Portal at <https://barry.instructure.com>. Once students have registered for online classes they will be able to log in using their Barry University username and password (firstname.lastname@mymail.barry.edu (all lower case)). Registered students will not have access to their online courses until the first day of the term in which they are registered.

### **Student Resources for Technical Support**

#### ***Login/Password Problems***

If students have problems with logging with their password and/or username, contact the Barry Help Desk at (305) 899-3604 or email them at [helpdesk@barry.edu](mailto:helpdesk@barry.edu). The Barry Help Desk is open Monday—Friday from 7:30 A.M. to 6:30 P.M. The Barry Help Desk can assist students only with password or log-in issues.

#### **Canvas Problems**

If students have problems with any of the Canvas tools such as quizzes, forum postings, assignment submissions, accessing any of the course links or anything related to Canvas, they can call the Canvas Help Desk line at (855) 976-8669. Students may also chat live with a Canvas representative at any time (accessed through the “Help” menu from within Canvas (<https://barry.instructure.com/>)). Students may also ask questions at <https://community.canvaslms.com/community/answers>.

### **Canvas Training and Resources**

Prior to the online course start date, students are encouraged to explore Barry University’s Online Orientation at <https://www.barry.edu/online-orientation/>. Here you can explore the history and legacy of Barry University as well as our expectations of you as a student and scholar. In addition, you can learn how to best use Canvas, our online learning platform, as well as how to communicate with your professors, submit assignments, check your grades, and participate in class. You can also demonstrate your readiness to use Canvas and to learn how to get help when you need it.

### Tuition and Fees for Online Courses

The tuition for an online course is the same as a face-to-face course. However, a distance learning fee of \$125.00 is assessed for each online course enrollment. This distance learning fee offsets the costs of hosting and administering the online platform.

Students may be responsible for proctored exam fees if they choose to use a fee-based testing center or through the use of Proctor U.

As per federal regulations, students receiving financial aid must authorize, electronically through WebAdvisor, the use of financial aid funds to pay for anything other than tuition. This includes the online course fee, books, graduation application, etc. Students only need to do this once while pursuing their degree. Log in to WebAdvisor at <https://webadvisor.barry.edu>, click on Federal Student Aid Authorization and follow the prompts.

### Proctored Exams

Some online courses will use proctored exams for “high stakes” testing such as a midterm or final. A proctored exam is one that is overseen by an impartial individual (called a proctor) who monitors or supervises a student while he or she is taking an exam. The proctor ensures the security and integrity of the exam process. Proctored exams may be computer based or paper based. Proctored exams can be taken at most of our PACE locations across the state and from a variety of test providers located close to you. Proctored exams can be taken within a range of times and scheduled at your convenience. To see if your online course requires a proctored exam, check your course syllabus as soon as you can or contact your instructor. Your instructor will provide you with additional details regarding the proctor exam process. If a proctored exam is taken outside of a PACE site, there may be additional fees that are incurred by the student.

ProctorU® may be used for fully online exams. Please see the link for more information. Use of this service must be coordinated with your instructor. Note: webcam and microphone are required for ProctorU®, see technical requirements listed on the website at <https://www.proctoru.com/portal/barry>. There are additional fees to use Proctor U which are the student’s responsibility.

### Writing Tutoring

As part of PACE’s commitment to **ensuring student success**, we offer individualized Writing Tutoring at assigned sites. Our Writing Tutors assist students with writing assignments and writing skills related to both *PACE* coursework and the written portions of the *Experiential Learning Portfolio*. Tutors meet with both undergraduate and graduate students and make recommendations toward improving the overall quality of both the current and future assignments. We highly encourage students to take full advantage of the benefits of personalized attention by scheduling an appointment. **Attendance at tutoring sessions is chronicled and vouchers are issued.**

Online students also have access the Online Writing Center (OWL). The OWL and the on-line tutoring it offers provide Barry University students with an accessible forum in which they can improve their papers and writing skills by collaborating through the Internet with writing consultants.

The Online Writing Lab, like the Writing Center, is a service available to students who are typically working on writing assignments in their course work who need assistance in revising or editing process. All students who utilize our tutorial services must engage in an exchange with the tutor who is making recommendations. Generally, the focus of our tutoring sessions is particular written assignments with which the student is having difficulty. We attempt to help the student find ways to improve their written assignment so that we will produce better writers.

The cyber environment of the OWL enhances the learning process by allowing the student to work at a pace and in an environment that are sympathetic to their educational needs.

For additional information on policies and submission guidelines, call Olena Drozd, Ph.D. (305) 899-4902 or log into the Barry Network, and go to <http://student.barry.edu/writingcenter/owl/default.htm>.

### Online Course Attendance Policy

In order to comply with federal student aid requirements, the Office of the Registrar contacts class instructors **after the second week of the term** to request that they verify in Web Advisor which students listed on their class roster(s) have not attended any class sessions or participated in an academic-related activity.

An academic-related activity is defined by the U.S. Department of Education, and includes:

- Physically attending a class where there is an opportunity for direct interaction between instructor and students
- Submitting an academic assignment

- Taking an exam, an interactive tutorial or computer assisted instruction
- Participating in an online discussion about academic matters
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course

An academic-related activity does **NOT** include:

- Logging into an online class with active participation
- Academic counseling or advising

Students who fail to complete an academic-related activity as defined above during the first week will be reported as “NON-ATTENDING” by the instructor. Logging into the course does not meet the definition of an academic-related activity. Students are expected to log in the first day of class, thoroughly read the syllabus for each course and participate in any activities as described in the individual course syllabus.

PACE online courses are not self-paced. Although students can log in and complete their course work at times that are convenient for their schedule, instructors will require that students meet deadlines for the submission of assignments and tests, as well as to reply within a given time frame to discussion board posts.

### **Withdrawing From an Online Course**

Students are not automatically withdrawn from a class for non-attendance. The withdrawal dates are listed in the Academic Calendar. Students who wish to withdraw from an online course(s), should first contact the Financial Aid Office at (305) 899-3355 or by email at [pacefnaid@barry.edu](mailto:pacefnaid@barry.edu) to see how withdrawing from a class will affect student aid. There are several issues that may impact eligibility including status changes from full time to part time and satisfactory academic progress. Some students may even need to return financial aid funds. After this discussion, students should contact their advisor to complete and sign the Withdrawal Form.

### **Dropped Courses/Refund Policy**

Students who wish to change their registration status before the semester begins or during the first week of class must complete the Add/Drop Form with their Academic Advisor. A full refund will be given to students who drop their courses prior to the beginning of the term. Students who drop individual courses during the drop/add period will be charged 20 percent. There is no refund given after the first week of classes. Students should always consult with the Financial Aid Office to see how dropping a class could impact student aid.

### **Code of Conduct**

Students are required to maintain a high standard of conduct at all times. Hazing, bullying, inappropriate language in communication, and sexual harassment conflicts with the mission of Barry University and therefore, will not be tolerated.

### **Student Ethics/Academic Dishonesty Policy**

Students are expected to submit their own work for credit. Please refer the comprehensive Academic Dishonesty Policy in the Student Bulletin.

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 acknowledgements, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker. Plagiarism includes unauthorized copying of software and the violation of copyright laws.

### **List of Approved Online Courses**

Online courses are supported by Barry University’s Office of Distance Education and go through a rigorous approval process through the University in order to meet the highest standards in quality assurance for online education. Thus, new courses are continually being added and a current list can be viewed at <http://www.barry.edu/online/online-programs/online-courses.html>

Students should check the published course schedule at [www.barry.edu/pace](http://www.barry.edu/pace) for online course offerings for each term.

## State Authorization

### *Out of State Distance Education Students*

Barry University has been approved by the State of Florida to participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA at <http://www.nc-sara.org/>). NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education. NC-SARA is an agreement among member states, districts, and territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. NC-SARA makes it easier for students to take online courses offered by postsecondary institutions based in another state. Because of the NC-SARA membership, as well as authorizations previously obtained from individual states and ongoing compliance with applicable state authorization rules, Barry University is now able to accept student enrollments for distance education courses from students who reside in all states.

### *Licensure Information*

If you are considering an academic program that leads to a professional license in your state, it is highly recommended that you first seek guidance from the appropriate licensing agency in your home state before beginning the academic program located outside your state. Information regarding licensure requirements in each of the fifty states can be found through the State Higher Education Executive Officers Association: [http://sheeo.org/sheeo\\_surveys/](http://sheeo.org/sheeo_surveys/)

### *Distance Learning Complaint Process*

Part of the SARA membership requirements is the mandate that all schools publish the following complaint process within their institution's website. At the time of the application, the state has approved the following Barry website for the complaint process inclusion: <https://www.barry.edu/dean-of-students/>

If the institutional complaint process is not satisfactory, students may file a complaint with the Florida Department of Education-Division of Colleges, and/or with Barry University's regional accrediting agency, the Commission on Colleges of the Southern Association of Colleges and Schools (SACS).

### *Florida Department of Education, Division of Florida Colleges:*

<http://www.fldoe.org/policy/commission-for-independent-edu/file-a-complaint.stml>  
(850) 245-0407

325 West Gaines Street, Room 1544  
Tallahassee, Florida 32399-0400

### *Barry University Accreditation:*

Barry University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) 1866 Southern Lane, Decatur, Georgia 30033-4097; telephone (404) 679-4500. Information regarding SACS' complaint process can be found on the SACS Website under Complaint Procedures at <http://www.sacscoc.org/pdf/081705/complaintpolicy.pdf>

Out of state online students, who have completed Barry University's internal institutional grievance process and/or regional accrediting agency grievance process, may appeal non-instructional complaints to the FL-SARA PRDEC Council.

For questions and assistance, please call the Office of Distance Education at Barry University: 305.899.3457.

## Photo ID Cards for Online Students (OPTIONAL)

Online students can provide information to their advisor electronically so that a photo identification card (student ID card) can be issued. Students are expected to carry their ID at all times when visiting the main campus or off campus sites. The card is the property of Barry University and is intended solely for its use. The Bookstore accepts the Barry ID card as a mode of payment. However, money must be added to the ID card prior to making any purchases with your card. Students who live in South Florida may visit the R. Kirk Landon Student Union at the main campus to obtain photo identification cards, parking decals, and purchase their books. The Student Union Office number is (305) 899-4900. Call ahead of time for office hours and additional information regarding the photos.



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## Master of Arts in Administration (M.A.A.)

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### Admission Requirements

- A baccalaureate degree from a regionally accredited or internationally recognized college or university with a cumulative grade average of B or higher (an overall GPA of 3.00 or higher on a four-point scale). Official transcripts of all previous college or university studies must be submitted.
- Submission of a resume or vitae and professional references indicating work history.
- Two original and verifiable letters of recommendation from professional and/or academic sources.
- An essay of at least 750 words, which explains why the applicant wishes to pursue his/her chosen degree and how it will help to fulfill his/her personal and professional goals. Applicants should also describe in detail their accomplishments, experiences, values, potential for professional excellence, and commitment to completing their chosen degree program. Moreover, applicants should include information about how they work, think, and interact with people, as well as on any other potentially relevant topics.
- International applicants whose previous college or university studies were not in English must earn a minimum score of 550 on the Test of English as a Foreign Language (TOEFL) or 79 on the internet-based versions of this test. Students may also submit the IELTS results. Barry University requires a band score of 6.5 or higher. For further information on these tests, refer to [www.ielts.org](http://www.ielts.org) or [www.toefl.org](http://www.toefl.org). Applicants must also satisfy all of criteria which are outlined in the section of the University Graduate Catalog on International Applicants.

In order to receive full admission, all of the above items should be submitted before applicants register for their first courses. If any item is missing or incomplete, applicants may be granted provisional acceptance and may be allowed to register for a limited number of credit hours while stipulated admission or academic requirements are being satisfied.

**In this situation, full admissions to the program is neither implied nor guaranteed.**

### Provisional Admissions

Students with a GPA below 3.0 may be provisionally admitted if all of the other admissions criteria have been met. Applicants who have attained an undergraduate cumulative grade point average of BELOW a 3.5 GPA will be required to take the ADM 511W Graduate Writing and Research workshop (non-credit/no cost workshop). Students who have a 3.5 cumulative GPA or better who have been out of school for more than 4 years are also required to take the ADM 511W in the first term of enrollment.

Provisionally admitted students may register for two (2) courses (six credits) and must receive at least a 3.0 (B) grade in each of the courses to register for any additional course(s). If they are successful in attaining at least a 3.0 (B) in each course and received a “CR” grade in ADM 511W, they are fully admitted. If they are unsuccessful in attaining a 3.0 (B) in both courses and/or a “CR” grade in ADM 511W, then the provisionally admitted student can no longer take courses in the M.A.A.

### Program Description

The Master of Arts in Administration (M.A.A.) degree program is designed for working professionals with increasing responsibility for leading and managing modern organizations. It is a thirty six (36) credit hour graduate degree program that addresses topics related to administration, leadership, applied research, values and ethics, strategy, human resources, and diversity. The administrative competencies acquired in this program can be applied in a broad range of private, public, or not-for-profit settings. The curriculum emphasizes the application of effective organizational practices along with the ethical responsibilities valued in today's workplaces.

### M.A.A. Program Learning Outcomes

Integration of study, reflection, and action are the underlying assumptions of the M.A.A. program. Upon completion of the M.A.A. degree program, students will be able to:

- analyze the importance of collaborative service to both the local and global community through evaluation of social and organizational problems and the application of creative solutions;
- evaluate ethical and social justice issues faced by the modern organization coupled with the administrative leadership and resources required to effectively deal with these challenges;

- analyze the significance of an inclusive community in the workplace characterized by interdependence, dignity and equality, compassion, and respect for self and others;
- synthesize knowledge of administrative and leadership concepts, theories, models, and techniques within the broad social, economic, ethical, technical, and political environments related to all types of organizations; and
- apply academic research methods to analyze, synthesize, and effectively manage knowledge in the workplace.

### The M.A.A. Curriculum (36 Credits)

Prerequisite Course			
ADM	511W	Graduate Writing & Research (non-credit)	Non-Credit
(offered online only)			

### Prerequisite Course

Applicants who have attained an undergraduate cumulative grade point average of BELOW a 3.5 GPA will be required to take the ADM 511W Graduate Writing and Research workshop (non-credit/no cost workshop). Students who have a 3.5 cumulative GPA or better who have been out of school for more than 4 years are also required to take the ADM 511W in the first term of enrollment. ADM 511W Graduate Writing & Research (*Offered online only*) (non-credit).

Required Core Courses				27 credits
ADM	505	Human Resources Administration		3
ADM	517	Financial Concepts for Administration		3
ADM	521	Applied Organizational Concepts		3
ADM	525	Administrative Strategies		3
ADM	535	Research Methodologies		3
ADM	545	Values and Ethics in Administration		3
ADM	553	Administrative Leadership Theory & Practice		3
ADM	568	Changing Environment of Administration		3
ADM	699	Capstone: Applied Project		3

Elective Courses				9 credits
Select any three:				
ADM	515	Information Technology Concepts		3
ADM	652	Diversity in Workplace		3
ADM	680	Project Management		3
IT	640	E-Technologies		3
IT	675	Human Computer Interaction (HCI)		3
PUB	501	Introduction to Public Administration		3
PUB	622	Non-Profit Administration		3
PUB	623	Productivity Improvement in the Public Sector		3
PUB	650	Public/Private Enterprise		3
PUB	660	Public Policy and the Administrative Process		3

### Note:

*This is not a Master of Business Administration (M.B.A.) degree program. Students interested in an M.B.A. should consult the section of the Barry University Graduate Catalog on the Andreas School of Business.*

### Course Sequencing

Courses should be taken in sequence to the extent the schedule permits. Students required to take ADM 511W must take this workshop in the first term of enrollment. Students should take the ADM 535 and ADM 521 in their first six credits of enrollment, followed by other ADM 5xx level coursework. Following, students should complete the 6xx level courses. The capstone course ADM 699 should be completed in the student's last term prior to graduation. ADM 699 is offered in "B" terms only.

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## Master of Public Administration (M.P.A.)

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### Admission Requirements

- A baccalaureate degree from a regionally accredited or internationally recognized college or university. Official transcripts of all previous college or university studies must be submitted.
- A minimum GPA of a 2.50 is required for admissions. Candidates with less than a 2.50 cumulative GPA in their Bachelor's Degree may be considered based on past work experience. Provisional acceptance on a case by case basis may be granted by the Academic Coordinator.
- A current professional resume, to include work history/experience, and references with phone and email contact information.
- International applicants, whose previous college or university studies were not in English, should contact <http://www.barry.edu/future-students/graduate/admissions/grad-requirements.html> for additional instructions on application for International students.

In order to be reviewed for admission to the program, all of the above items should be submitted before applicants register for their first courses. Applicants may be granted provisional acceptance and may be allowed to register for six credit hours while stipulated admission or academic requirements are being satisfied. **In this situation, full admissions to the program is neither implied nor guaranteed.**

#### *Note:*

*Falsification of any information in this documentation will be considered a violation of the University's Academic Dishonesty Policy and appropriate measures will be taken. Measures may include rejection of an application or dismissal from the degree program, if the applicant has begun course work.*

### Program Description & Learning Outcomes

PACE offers a Master of Public Administration (M.P.A.) degree program consistent with the mission of Barry University. The faculty in the M.P.A. degree program is committed to the highest academic standards in graduate and professional education. The M.P.A. degree program is designed as a degree program for career professionals with a focus on the administration of public, non-profit, and other organizations which serve a public purpose. The M.P.A. degree program is designed as a degree program for career professionals with a focus on administration of public, non-profit, and other organizations which serve a public purpose. Its philosophical background and explicit content are grounded in an assessment of how the modern public sector workplace has evolved and the factors responsible for this evolution. The curriculum is designed to address the critical administrative competencies in the public and nonprofit sectors through skills development and enhancement in the context of a theoretical foundation. Upon completion of the program, students will be able to:

- apply graduate research methods and techniques and to evaluate the effectiveness of public programs and the outcomes of policy alternatives;
- synthesize the concepts associated with ethical behavior and social responsibility that will engage students in a meaningful effort to affect social change and promote social justice;
- evaluate leadership qualities and analyze the rule of law in administrative procedures, as well as diverse roles in effective administrative decision making;
- evaluate the process for planning for change and the various means of production in the public sector, leading to ways to maximize efficiency and effectiveness; and
- synthesize, analyze, and apply theories and principles of public administration.

All students in the M.P.A. Program, regardless of program track, will complete the same 30 credits of M.P.A. core courses. All students in the M.P.A. Program will choose their electives based on their individual program track. The M.P.A. Generalist Track requires 6 credits of elective courses. The M.P.A. Nonprofit Administration Specialization Track requires 12 credits of elective courses. Up to 6 credits are transferable from other accredited programs. Please refer to transfer credit section.

<b>Recommended Courses</b>			<b>3 credits</b>
PUB	511W	Graduate Writing & Research	(non-credit)
<b>(offered online only)</b>			

### The MPA Generalist Track

<b>Required Core Courses</b>			<b>30 credits</b>
PUB	503	Theories, Principles and Practice of Public Administration	3
PUB	535	Research Methodologies	3
PUB	545	Values and Ethics in Administration	3
PUB	605	Public Policy Analysis and Evaluation	3
PUB	609	Seminar in Public Financial Administration	3
PUB	611	Seminar in Public Human Resources Administration	3
PUB	635	Leadership in Public Purpose Organizations	3
PUB	647	Public Law and Administration	3
PUB	670	Public Planning and Growth Management	3
PUB	699	Capstone: Applied Project	3

M.P.A. Program students will choose their electives based on their individual program track, either the M.P.A. Generalist or the M.P.A. Nonprofit Administration Specialization track. The different elective course choices are demonstrated below.

<b>MPA Generalist Track Elective Courses</b>			<b>6 credits</b>
<b>Choose From</b>			
Select any two:			
PUB	622	Non-Profit Administration	3
PUB	623	Productivity Improvement in the Public Sector	3
PUB	650	Public/Private Enterprise	3
PUB	660	Public Policy and Administrative Process	3

### NONPROFIT ADMINISTRATION SPECIALIZATION

Students in the MPA program that have an interest in the nonprofit sector also have an opportunity to earn a Specialization in Nonprofit Administration. As a part of the MPA program the Specialization will inform the distinctive administration skills needed by those working in nonprofit agencies and those working in both private and public sectors that work in partnership with nonprofit organizations. This specialization is intended for new and current Barry University MPA students who want to acquire skills in leading nonprofit organizations.

<b>MPA Nonprofit Administration Specialization Track Elective Courses</b>			<b>12 credits</b>
Required:			
PUB	622	Nonprofit Administration	3
Choose 3 Courses From:			
PUB	613	Philanthropy and Fundraising for Nonprofit Organizations	3
PUB	616	Human Resources for Nonprofit Organizations: Board Governance and Volunteer Management	3
PUB	641	Strategic Planning and Budgeting for Nonprofit Organizations	3
PUB	645	Nonprofit Program Evaluation	3

Students who elect to complete the Nonprofit Administration Specialization track must inform their advisor of their intention to do so and complete the appropriate paperwork to add the specialization to their degree program. Every effort should be made, to the extent the schedule permits, to complete PUB 622 prior to taking any of the remaining Nonprofit courses.

Students must maintain a 3.0 GPA in all Nonprofit courses to earn the specialization. Upon successful completion the Nonprofit Administration Specialization will be noted on official transcripts: Master in Public Administration with a Specialization in Nonprofit Administration.

This specialization is currently being offered fully online and selected sites across Florida. Students may choose to combine both options for flexible and convenient schedule.

### Course Sequencing

Courses should be taken in sequence to the extent that the schedule permits. Students should complete the PUB 500 level classes, followed by the 600 level classes. The capstone course PUB 699 should be completed in the student's last term prior to graduation.

### National Honor Society for Public Administration

Pi Alpha Alpha (PAA) is the National Honorary Society for Public Administration, Public Policy, and Public Affairs. The National Council of Pi Alpha Alpha has approved the application and constitution for a chapter of the society at Barry University. For more information about Pi Alpha Alpha, visit <http://PiAlphaAlpha.org>.

The purpose of the society is to encourage and recognize outstanding scholarship and accomplishment in the fields of public administration, public policy, and public affairs, and to foster integrity, professionalism, and creative performance in the conduct of governmental and related public service activities.

Graduate students who maintain a 3.75 grade point average or better, will be inducted in the B term of each semester. Eventually, the honor society will be extended to undergraduates of public administration. Please contact your advisor for the application.

### Course Descriptions

Administration; Prefix: ADM

#### Note:

*This will be a required workshop for all provisionally accepted M.A.A. Program students whose undergraduate degree cumulative grade point average (GPA) is below 3.5 or for those who have been out of school more than four years. This workshop must be taken in the student's first term and must be successfully completed with a passing grade of "CR" to proceed as fully accepted in the M.A.A. program.*

#### 511W Graduate Writing & Research (non-credit)

This 32 hour workshop is intended to bring prospective students in line with the academic rigor of graduate school and post-graduate careers. Workshop topics include summaries, annotated bibliographies, critiques, proposals, and literature reviews. Strategies for adult learners include reading critically; organizing and developing ideas; choosing the appropriate vocabulary, style, and tone for academic writing; and revising one's own work. The workshop also includes a review of basic statistics. (Offered online only)

505 Human Resources Administration (3)

This course is an overview of Human Resource administrative functions in contemporary organizations including human resource planning, human resource strategy, performance evaluation, employee benefits, compensation, career planning, labor relations, discipline, and safety and health. This course will examine how organizations meet their objectives through human resource administration, and how human resources align with the organization's mission, vision, and strategy.

515 Information Technology Concepts (3)

This course examines information systems in today's organizations. Managing computer resources will be discussed with emphasis on the way information technology is used to meet organizational needs.

517 Financial Concepts for Administration (3)

The purpose of this course is to provide students in administration and non-financial administrators an opportunity to develop a comprehensive understanding of the use and interpretation of basic financial concepts and how they relate to administrative decisions.

521 Applied Organizational Concepts (3)

The course will address the administration and organizational behavior competencies required to be successful in the twenty-first century workplace. Emphasis is placed on managing and leading for high performance in today's dynamic, constantly changing work environment.

525 Administrative Strategies (3)

This course focuses on the goal oriented methods and techniques of developing administrative strategies necessary to lead departments and organizations. Strategy formulation and implementation are complex interactive processes which involve politics, organizational culture, values, vision, mission, and administrative styles which influence administrative decisions and outcomes.

535 Research Methodologies (3)

This course provides an opportunity for students to explore research that relate to administrative and technical processes using various research techniques. Students undertake an in-depth review and critical investigation using qualitative and quantitative analysis. Students will be exposed to various tools and techniques appropriate to applied research and will develop a research design based on an instructor-approved topic. The research design may be used as a foundation for the capstone project.

545 Values and Ethics in Administration (3)

This course is designed to create an awareness and sensitivity to the values and ethical issues inherent in private and public administration decisions. The Judeo-Christian moral basis for the values and ethical practices in government and business today will be presented along with the legal requirements for complying with legislated ethical standards.

553 Administrative Leadership Theory & Practice (3)

This course is designed to develop the understanding and application of administrative leadership theory. The course uses research and analysis of great leaders (however defined) from a variety of domains, social, religious, political, business and athletic, or entertainment ... to develop a more sophisticated comprehension of administrative leadership.

568 Changing Environment of Administration (3)

This course addresses the impacts on administrative decision-making from external environments including the political, natural, international, technical and societal environments.

652 Diversity in the Workplace (3)

Explores the training and development of a culturally sensitive work force. Examines and explores innovative techniques for dealing with institutional "isms" (e.g., sexism, ageism, etc.) as they relate to management, training, conflict resolution, career development, mentoring, performance appraisals, team-building, and peer rating methods.

**680 Project Management (3)**

This course examines the technical and administrative aspects of complex projects. Students will learn the project life cycle and software tools to create functional, managerial, and organizational requirements to manage groups and plan and control projects.

**699 Capstone: Applied Project (3)**

The Applied Project is a supervised capstone for the master's program. It is an independent, web-supported study with a graduate faculty mentor/instructor. The project is designed to build from knowledge gained during the program and to make connections between academic and professional work. Prerequisite: Successful completion of other coursework in program. (*Offered in Spring B and Fall B terms only*).

**Course Descriptions**

Information Technology; Prefix: IT

**640 E-Technologies (3)**

This course presents various cutting-edge technologies and tools used to create e-technology solutions. Students will examine standards and web methodologies for designing and developing e-systems. Extensive discussions of the requirements, issues, and infrastructure of e-technologies will be presented. Prerequisite: IT338 or equivalent.

**675 Human-Computer Interaction (HCI) (3)**

This course examines the user interface design, implementation and evaluation with a strong emphasis on practical ways to improve human performance. Students will learn the relation of human-computer interaction (HCI) to other aspects of software engineering appropriate psychological principles and some basic skills in interface development. The course also investigates the techniques of interactive systems design (ISD) and the philosophy of user centered design. The course provides students with the skills needed to assign and implement interactive system, and helps them appreciate the advantages and disadvantages of ISD.

**Course Descriptions**

Public Administration; Prefix: PUB

**Note:**

*This will be a required workshop for all provisionally accepted M.P.A. Program students whose undergraduate degree cumulative grade point average (GPA) is below 3.5 or for those who have been out of school more than four years. This workshop must be taken in the student's first term and must be successfully completed with a passing grade of "CR" to proceed as fully accepted in the M.P.A. program.*

**511W Graduate Writing & Research (non-credit)**

This 32 hour workshop is intended to bring students in line with the academic rigor of graduate school and post-graduate careers. Workshop topics include summaries, annotated bibliographies, critiques, proposals, and literature reviews. Strategies for adult learners include reading critically; organizing and developing ideas; choosing the appropriate vocabulary, style, and tone for academic writing; and revising one's own work. The workshop also includes a review of basic statistics. (Offered online only)

**501 Introduction to Public Administration (3)**

This course introduces the history and practice of public administration in the United States at the national, state, and local levels. Topics include public policy, organizational theory, budgeting procedures, intergovernmental administration, human resources, the ethics of public service, and the impact of the information age.

**503 Theories, Principles, and Practice of Public Administration (3)**

The course will focus on the classic writings that have framed the foundation of public administration over the past 120 years. The subject matter will be taught with application to current public administration practice as its principle objective.

## 535 Research Methodologies (3)

This course provides an opportunity for students to explore research that relate to administrative and technical processes using various research techniques. Students undertake an in-depth review and critical investigation using qualitative and quantitative analysis. Students will be exposed to various tools and techniques appropriate to applied research and will develop a research design based on an instructor-approved topic. The research design may be used as a foundation for the capstone project.

## 545 Values and Ethics in Administration (3)

This course is designed to create an awareness and sensitivity to the values and ethical issues inherent in public administration decisions. The importance of ethics in maintaining public trust in the context of representative democracies will be emphasized. Classic moral philosophies will be studied as the basis for the values and ethical practices in government today. In addition, the legal requirements for complying with legislated ethical standards will be studied.

## 605 Public Policy Analysis and Evaluation (3)

Program analysis and evaluation is a seminar designed to examine the theory and practice of public program analysis as it is conducted in complex political environments.

## 609 Seminar in Public Financial Administration (3)

This course presents the principles of financial management in the public sector. Topics include public sector operating and capital budgets, expenditures and revenues, and financial reporting and analysis at the federal, state, and local level, as well as the role of financial administration in promoting the common good.

## 611 Seminar in Public Human Resources Administration (3)

This course presents the principles of public personnel management and human resource administration and examines the balance between organizational and individual needs. Topics include the functional and technical aspects of human resources, strategic and operational concerns, the history of the civil service, constitutional/legal issues, employee benefits, recruiting/hiring/developing/retaining high quality employees, and labor union/management relations.

## 613 Philanthropy and Fundraising for Nonprofit Organizations (3)

This course will address historical philanthropic perspectives in the nonprofit sector, purposes and principles behind philanthropic behavior, the philanthropic relationship between donors and nonprofits, and the differences between philanthropists and the casual donor and how this distinction informs nonprofit financial development programs. Informed by philanthropic/donor behavior, this course will address how to develop a financial development plan and fundraising methods including, special events, annual giving, major gift campaigns, direct mail campaigns, grants management, and marketing.

## 616 Human Resources for Nonprofit Organizations (3)

Informed by the unique governance structure of nonprofit organizations this course will cover essentials in nonprofit human resources including the principles and practices of volunteer management, recruiting and retaining paid and nonpaid staff

## 622 Non-Profit Administration (3)

This course provides the student with an understanding of the role of non-profit organizations in the scope of public-private purposes. It examines the role of boards and staff, vision and mission, funding and accountability, excellence in operations and sustainability.

## 623 Productivity Improvement in the Public Sector (3)

This course examines techniques for measuring and improving productivity in public organizations. Current and historical public management theories will be taught and analyzed.



**635 Leadership in Public Purpose Organizations (3)**

Leadership is essential in any organization for it to be effective. This course will review the very special characteristics of leadership in public purpose organizations. Issues such as the impact of the political process on leadership, navigating media storms, leading and empowering employees, and maintaining a focus on public purpose will be addressed.

**641 Strategic Planning and Budgeting for Nonprofit Organizations (3)**

This course will cover the essential principles and practices in the development of a nonprofit strategic plan and strategic action plan including identifying strategic nonprofit organizational challenges, how to assess an organization's strengths and weaknesses, the importance of an effective mission and vision to the strategic planning process, and how the effective implementation of strategic plans and action plans and their utilization by paid and unpaid staff will inform the creation of an organization wide and specific program budget, including income and expense reporting, and annual financial reporting to organization stakeholders, the general public, and the IRS.

**645 Nonprofit Program Evaluation (3)**

As nonprofit organizations are under increased scrutiny from grantors, contractors, and donors, both government and private, to accurately report on program expenses and related outcomes, this course will inform nonprofit program evaluation techniques to meet those reporting requirements, including how to develop an outcomes based evaluation instrument, the challenges in measuring nonprofit organizational effectiveness, the principles of organizational learning and how program evaluation can be used to determine allocation of resources and can inform strategic change.

**647 Public Law and Administration (3)**

The role of public administrative law and procedure will be taught as it applies to both public and private decision-making. The effects of public administrative law and rule making will be presented along with the oversight provided by legislatures and public policy processes inherent in making and sustaining public policy.

**650 Public/Private Enterprise (3)**

This course will review the scope of public/private enterprise structures in the United States. Further, it will review the scope of public purchasing, public/private partnerships, privatization of public services, and contracting for public services from the private sector.

**660 Public Policy and the Administrative Process (3)**

The classic confrontation between "politics" and "administration" 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, and the issues of responsiveness and patronage will be taught, and application made to current state and local government administrative practice. The political process and public policy making will be examined.

**670 Public Planning and Growth Management (3)**

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

**699 Capstone: Applied Project (3)**

The Applied Project is a supervised capstone for the master's program. It is an independent, web-supported study with a graduate faculty mentor/instructor and a professional in the field to guide relevance to current public administration practice. The project is designed to build from knowledge gained during the program and to make connections between academic and professional work.

# Ellen Whiteside McDonnell School of Social Work

Phyllis F. Scott, Ph.D., Dean

Faculty: Austin, Daniels, Giarraffa, Ingram-Herring, LaPorte, Levenson, Lewis, McGhee, McMahan, Naranjo, Nowakowski, , Rodriguez, Rosenwald, , Singleton, Smith, Shtompel, Teahan, Tucker, Williams, Zaoui

The socio-cultural revolution of the 1960s created a shift in beliefs and values that affected local and global infrastructures on a multi-dimensional level. Barry University's founders, the Adrian Dominican Sisters, challenged these exploitative and dehumanizing practices by confronting systems that denied basic human rights. The injustices suffered by many vulnerable and marginalized populations could no longer be denied; the need for individuals who would strive to promote social justice and bio-psycho-social-spiritual-political change was necessary. Thus, twenty years after the founding of Barry University, the local community upheaval and social unrest in the mid-1960s, prompted Barry University to consider ways it might advance social justice and individual well-being through professionally trained social workers. In 1966, Barry University established the first graduate social work program in South Florida. Today, this social work program is recognized as an important participant in the University's scholarly community.

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## Mission Integration-Philosophy

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The M.S.W. Program is integral to Barry University's continued vision, mission, and Core Commitments. The mission of Barry University is organized around the mission and values of Catholic intellectual tradition and social teachings, and the Adrian Dominican Sisters that serve as the inspiration for the University's core commitments and underscores the mission of the School of Social Work. These core commitments are as follows:

### ***Knowledge and Truth***

The School of Social Work believes that every social work student should consistently seek and/or create opportunities to help shape a more just and humane society. Students are expected to demonstrate a deep commitment to learning; enhancing their abilities to collect, analyze, integrate, synthesize, and apply relevant knowledge and research to practice and the advancement of the profession.

### ***Inclusive Community***

The School of Social Work expects all students to demonstrate respect for themselves and the rights and privileges of others; perform all responsibilities with integrity; be open to cultural, social, and intellectual differences; and conscientiously self-reflect.

### ***Social Justice***

The School of Social Work believes that the core of social work practice is social change. Implicitly and explicitly the School promotes social justice and views students as an important catalyst in fostering peace and equality in all communities. We, therefore, encourage students, whether through research and/or service, to get involved in school, campus, and community activities that promote social justice.

### ***Collaborative Service***

The School of Social Work believes in service learning, life-long learning, and community engagement. Students in their internships are expected to practice with dignity and respect, to work as an effective team member, and demonstrate ethical interpersonal skills.

Graduate students are adult learners; intrinsically self-directed learners. Each student is responsible for his/her education and success in the program. This accelerated year-round program requires intense commitment, creativity, initiative, well-focused study habits, strong reading and writing skills, and a readiness to learn.

## The Mission of the School of Social Work

Since its founding in 1940, Barry University has pursued a mission of providing quality education in a caring environment, featuring a spiritual dimension and emphasizing community service. Social Work, a profession that embraces the values of social responsibility and community service, finds a close fit within such a mission.

The mission of the Barry University School of Social Work is framed by the core values, ethics, and commitments of the social work profession and Barry University mission. Within a culturally diverse framework, the School is committed to educating social workers for professional social work practice that is informed by context and characterized by competence, skills of leadership, quality, the quest for social and economic justice in local and global communities, and dedication to continuous professional growth and development.

## The Mission of the M.S.W. Program

Within the context of the BUSSW mission, the M.S.W. Program is committed to educating advanced clinical practitioners within a trauma-informed, resiliency framework. The M.S.W. Program is committed to advancing students as local and global leaders and advocates for social and economic justice with emphasis on academic excellence, cultural diversity, ethical practice, and community engagement.

## Master of Social Work Degree Program

Maria Teahan, Ph.D, ACSW, LCSW; Associate Dean

### Program Overview

The Master of Social Work Program is a year-round, full-time and part-time graduate education program that offers a 63-credit degree plan and a 32-credit degree plan for baccalaureate prepared B.S.W. students seeking advanced clinical practice in Social Work. The Program offers a trauma-informed, resiliency, and competency-based approach to social work education providing students with a strong foundation in generalist practice and a concentration year study of advanced clinical social work practice.

The table below aligns key elements of the program mission with the core values of the profession.

Key Elements of the M.S.W. Program Mission	Profession's Core Values
Educating advanced clinical practitioners within a trauma-informed resiliency framework	Competence
Committed to advancing students as local and global leaders	Service
Advocates for social and economic justice	Social Justice
Academic excellence	Competence
Cultural diversity	Dignity and worth of the person
Ethical practice	Integrity
Community engagement	Importance of human relationships

### Program Goals

The cultural, economic, social, global, and technological features that define the community of south Florida greatly influence the shaping of the School's strategic agenda; the design of its programs, hiring practices of faculty, staff, and administrators; and the creation of partnerships in the community. The cultural, economic, and social diversity of this region offers a rich and transformative learning experience for students and an ideal setting for research, advocacy, and

community engagement. The curricula of the School of Social Work are consistent with the Council on Social Work Educational Policy and Accreditation Standards.

The academic program goals of the School of Social Work and the curriculum competencies of the M.S.W. Program emphasize the missions of Barry University and the School of Social Work and are designed to be responsive to the unique socio-political-cultural context of all communities.

These goals are as follows:

#### **Educate Clinical Social Workers Who**

1. Demonstrate professional practice reflecting the profession's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence;
2. Demonstrate competency in advanced clinical social work practice with individuals, families, groups, and organizations;
3. Demonstrate theoretical knowledge, practice skill, and commitment related to reducing the effects of oppression and discrimination and advancing social and economic justice in local and global communities;
4. Demonstrate leadership in addressing the range of political, economic, and environmental factors that affect social work practice; and
5. Engage in continuing professional growth and development, self-reflection, and evaluation of one's own practice.

The table below shows distinct relationships between the mission of the M.S.W. Program mission and its goals.

<b>M.S.W. Program Mission</b>	<b>M.S.W. Program Goals</b>
Educating advanced clinical practitioners within a trauma-informed resiliency framework Academic excellence	Demonstrate competency in advanced clinical social work practice from a trauma-informed resiliency framework with individuals, families, groups, and organizations
Advocate for Social and economic Justice Committed to advancing students as local and global leaders Ethical practice	Demonstrate theoretical knowledge, practice skill, and commitment related to reducing the effects of oppression and discrimination and advancing social and economic justice in local and global communities Engage in continuing professional growth and development, self-reflection, and evaluation of one's own practice
Cultural Diversity	Demonstrate professional practice reflecting the profession's values of service, social justice, dignity and worth of the person, importance of human relationships, integrity and competence
Community engagement	Demonstrate leadership in addressing a range of political, economic, and environmental factors that affect social work practice

#### **Admission Requirements**

The School of Social Work offers full-time and part-time program options at three locations; Miami Shores—main campus, Palm Beach/Treasure Coast and Fort Myers sites. At the Miami Shores campus and at the Palm Beach/Treasure Coast site, students are admitted to the M.S.W. Program in the fall, spring, and summer semesters. Both Miami and Palm Beach/Treasure Coast locations offer weekday and Saturday classes. Persons seeking admission to the M.S.W. program as degree seeking students must meet the following criteria:

- **Bachelor's degree from a regionally accredited or internationally recognized college or university.** All applicants must have earned a bachelor's degree or equivalent from an institution that is regionally accredited or internationally recognized. The applicant's academic record must show a capacity for successful work at the graduate level, with a minimum grade point average of 3.0 (on a 4.0 scale) for their last 60 college credits earned. *Exception may be made on the basis of extenuating circumstances on a case by case basis, and an interview with the Admissions Committee is required.*

- **Applicants should have a broad liberal arts background.** This background should include study in the social, behavioral, and biological sciences and other liberal arts courses equal to 30 credits. This background should also include: (1) understanding of cultural heritage of oneself and others, (2) knowledge of methods of inquiry and problem solving, and (3) written and verbal communication skills.
- Complete and submit an application form to be submitted electronically accessed by the School's website at [www.barry.edu/msw](http://www.barry.edu/msw).
- official transcripts electronically submitted or sealed by the institution issuing the transcripts.
- Upload a 3-5 page, typed, double-spaced personal statement.
- Upload a copy of a resume or curriculum vitae.
- Submit two recommendation form to the School of Social Work Office of Admissions. Advanced Standing students must submit only one recommendation form and a hard copy of their final B.S.W. Field Placement evaluation.
- Complete and sign Criminal History Disclaimer form located within the electronic application
- Submit a \$50.00 application fee (\$60.00 for paper applications).

All applicants who do not give evidence of being native English speakers, or who have not graduated from an institution where English is the primary language of instruction are required to submit a TOEFL or IELTS score. The minimum required scores are:

- IELTS: 6.5
- TOEFL iBT: 79
- TOEFL paper based test: 550

The TOEFL or IELTS may be waived for applicants with a minimum of 24 college level academic credits earned from an institution in which English is the basis of instruction and classroom interaction.

Admission interviews may be requested by the School in order to make an admissions decision. Any applicant who would like to discuss special circumstances pertaining to his/her application or who has questions about the program is encouraged to contact the School of Social Work Office of Admissions.

Any applicant wishing to support his/her application with the results from either the Miller Analogies Test (MAT) or the General Aptitude Section of the Graduate Record Examination (GRE) may do so. The School does not require these tests, thus, the admission status of an applicant not wishing to include test results is not jeopardized.

The School's Director of Admissions renders an evaluation of application credentials. Both achievement and potential are assessed in order to arrive at a decision on an applicant's capacity for graduate social work and suitability for the profession. The School of Social Work Office of Admissions analyzes academic achievement, work experience (especially in social welfare), maturity, and motivation for social work. The final admission decision results in full acceptance, or denial of an application.

Graduate social work study prepares students to practice clinical social work on a professional level. As such, the School presumes that all students are adults, and all school business is conducted with **students only**.

*Permanent Resident Status*—When an applicant has permanent resident status, the Alien Registration Receipt Card ("green card") must be presented to the School of Social Work Office of Admissions with the application.

*International applicants should refer to the International Applicants section of this catalog.  
The responsibility for obtaining all admission credentials rests with the applicant.*

#### LIFE EXPERIENCE CREDITS

In keeping with CSWE standards, the School of Social Work cannot grant academic credit for life experience or previous work experience, in whole or in part, in lieu of the field internship or any courses in the curriculum.

#### **Non-Degree Seeking Applicants**

Applicants wishing to enroll in graduate social work courses without seeking a degree must complete a non-matriculating student application and submit it to the School of Social Work Office of Admissions. Non-matriculating applicants must meet all M.S.W. admission requirements. The Director of Admissions will evaluate course needs on an individual basis. Non-matriculating students must not exceed 9 credits in this enrollment status. The School of Social Work makes no guarantees of full admission to the M.S.W. Program for those who may later decide to pursue an M.S.W. degree.

### **Advanced Standing Program**

Students who have earned a bachelor's degree from a Council on Social Work Education accredited undergraduate social work program within five years prior to their date of enrollment in the M.S.W. Program, may apply to the Advanced Standing Program. The Advanced Standing Program consists of 32 concentration year credits and may be completed on a full-time basis in two consecutive semesters, or in four consecutive semesters on a part-time basis. All applicants accepted to this program must have a minimum grade point average of 3.0 in their social work courses taken in an accredited B.S.W. program. In some cases, students may be asked to take additional foundation year courses. Applicants who have obtained a B.S.W. degree with less than a 3.0 GPA in their social work courses of an accredited B.S.W. Program will be considered for admission on an individual basis to Barry University School of Social Work's 63-credit M.S.W. Program. Students' B.S.W. transcripts are reviewed to determine the completion of coursework with an earned grade of "B" or better which may satisfy M.S.W. course requirements at Barry University. In addition, one recommendation form and a copy of the student's final B.S.W. field placement evaluation are required.

### **Academic Standing**

To be in good academic standing, the student must maintain both a semester average and a cumulative GPA of 3.0 (B) on a 4.0 scale, Credit (CR) in all Field Education courses, and evidence full compliance with the School's Core Performance Standards. In the Foundation year of study, students who do not earn a semester GPA of 3.0 cannot advance to the Concentration year of study. Advancement to the concentration curriculum is granted only to those students who have successfully completed all foundation courses and exams and earned a 3.0 GPA or above at Barry University or have successfully completed those foundation courses at another accredited school of social work with an overall 3.0 GPA.

Students enrolled in the 63-credit M.S.W. Program must maintain a cumulative and semester GPA of 3.0 or better and must complete all program requirements within five years of initial enrollment in the program. Students enrolled in the 32-credit Advanced Standing M.S.W. Program must complete all program requirements within three years of initial enrollment in the program.

A student cannot earn more than one "C" grade in any course. A student may be suspended if he/she earns a GPA of 2.0 or lower in any given semester. A student who has been suspended for academic reasons must petition the M.S.W. Program Director at least one month before the beginning of the semester in which the student intends to resume study. The decision of the Program Director is final.

### **Repeat Course Policy**

If a student fails a course and/or wishes to repeat any course in order to improve a grade (and cumulative GPA), he/she is eligible to do so at his/her own expense. However, no single course may be attempted more than twice. On a repeated course, withdrawal after the third week of class is considered an attempt. A maximum of two courses may be repeated within the entire 63-credit program, and a maximum of one course may be repeated in the 32-credit program. In the event a student repeats a course, the student must earn a grade of "B" or better and it is the last grade earned in a course that will stand as the final course grade. It is this final grade that will be used by the University's Registrar for the purpose of calculating a student's cumulative GPA. Receipt of a failing grade in a repeat course is cause for dismissal from the Program.

### **Academic Policies and Procedures**

Students are required to comply with all policies and procedures outlined in the Student Handbook, Field Education Manual, and each course syllabi, as well as other written instructions provided by the School. Students are encouraged to review the Graduate Catalog, School handbooks and manuals, or consult with the Program Director or their Academic Advisors.

### **Academic Advising/Mentoring**

Every student actively enrolled in the M.S.W. Program will be advised by a faculty advisor/mentor. Students, however, are required to make their own academic decisions with the understanding that some decisions may result in not completing the Program in the time indicated in the School's Master Degree Plan.

### **Academic Integrity**

Fundamental to academic integrity are the values and ethical conduct standards embraced by the National Association of Social Workers Professional Code of Ethics and the social work profession. Students of the Barry University School of Social Work must adhere to the standards of professional ethics as defined in the NASW Code of Ethics and the School

of Social Work Core Performance Standards for Admission, Matriculation, and Graduation. Specifically, students must refrain from all forms of cheating, plagiarism, collusion, and acts of deception.

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 and collusion. Collusion is defined as knowingly and intentionally assists another in performing any acts of cheating.

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. All forms of cheating, plagiarism, and collusion represent a violation of the NASW Code of Ethics and the School's Core Performance Standards. The extent to which these standards are breached due to cheating, plagiarism and/or collusion may result in a failing grade for the assignment, a failing grade of the course, and/or termination from the Program by the Dean of the School. Students terminated from the program may appeal said termination to the Provost of the University.

### Attendance Policy

Due to the applied nature of social work as a professional discipline, participation and full engagement by students in all class and Field activities is essential. Prompt regular attendance is an expectation. Within the profession of social work, the well-being and, at times, the very lives of clients depend upon the knowledge and preparation of the social work practitioner, as well as his/her timely presence to appointments and timely response to the needs of clients. Not attending classes or field placement or being tardy for class and/or field placement seriously compromises the student's ability to be fully prepared to meet his/her obligations and responsibilities as a professional social worker. Consequently, in the School of Social Work, prompt attendance to all scheduled class sessions and full compliance to one's internship schedule is required. Failure to comply with this requirement contradicts the ethical principles that reflect the profession's core values and the School's Core Performance Standards and may impact the student's overall grade in the class and/or Field. Thus, the official attendance policy follows: Prompt and regular attendance to all scheduled class and field sessions is required of all students. In addition, late arrival, early departure or being absent from a course (Including internships) exceeding 30 minutes or more will count as an absence. More than two (2) absences within a semester will result in an automatic assignment of a grade of "F" for the course.

### Withdrawal Policy

Students should refer to the Barry University Graduate catalog for detailed policy and procedures regarding the withdrawal process. Completion of the course withdrawal form to withdraw from a specific course or to withdraw from the University is the sole responsibility of the student. Please note that both types of withdrawals necessitates a meeting with the M.S.W. Program Director and the Manager of Operations of the School of Social Work.

### Cultural Diversity

The School is committed to cultural and intellectual diversity and shall seek to create and maintain a learning environment that acknowledges, respects, and embraces inclusive communities.

### Disability Statement

Please refer to the University's statement on Disability found in this Graduate Catalog.

### Graduation Requirements

#### 63-Credit Program

- Completion of 63 graduate credits in Social Work, with a minimum grade point average of 3.00 and Credit (CR) in all Field Education courses.
- Must **not** have earned more than one "C" grade throughout any course in their entire course plan.
- Must **not** have earned a grade of "F" as a final grade in **any** course
- Must successfully complete all professional development hours as directed by cohort.
- Full compliance with NASW Code of Ethics and the School's Core Performance Standards.
- Complete a Graduation Application. Students are able to register online after they receive graduation authorization from the M.S.W. Program Director. The student is advised to retain a copy of the submitted graduation application for their records.

- Submit the Graduation Application via online to the Registrar within the deadline date posted by the Registrar and the University academic calendar.
- *Failure to meet the advertised deadline will result in the posting of a later date of graduation on the student's transcript and delay the issuance of a diploma.*

**32-Credit Program**

- Completion of 32 graduate credits in Social Work, with a minimum grade point average of 3.00 and Credit in all Field Education courses.
- Must **not** have earned more than one “C” throughout **any** course in their entire course plan.
- Must **not** have earned a grade of “F” as a final grade in **any** course.
- Must successfully complete all professional development hours as directed by cohort.
- Full compliance with NASW Code of Ethics and the School's Core Performance Standards.
- Complete a Graduation Application. Students are able to register online after they receive graduation authorization from the M.S.W. Program Director. The student is advised to retain a copy of the submitted graduation application for their records.
- Submit the Graduation Application via online to the Registrar within the deadline date posted by the Registrar and the University academic calendar.
- *Failure to meet the advertised deadline will result in the posting of a later date of graduation on the student's transcript and delay the issuance of a diploma.*

**Grading Policy**

The grading policy for students in the Master of Social Work Program is as follows:

A	90%-100%
B	80%-89%
C	70%-79%
F	0%-69%

**Incomplete (I) Grades**

A grade of I is granted in cases when a student is unable to complete course requirements in the time allotted due to circumstances beyond his/her control, and when 75 percent of the course work and/or Field hours has already been completed successfully. It is the student's responsibility to arrange with the instructor to initiate a Memo of Incomplete in accordance with School policy. A grade of “I” is not assigned unless arrangements are made within the semester the course is being taken. In addition, all required signatures need to be affixed to the Memo of Incomplete, and respective Program Director has granted approval of this arrangement. Students with an “I” in a foundation course cannot take concentration courses until all foundation courses are successfully completed nor may a student register for a subsequent course in a curriculum sequence until the incomplete in the previous course is rectified. A grade of incomplete cannot extend beyond one calendar year. When a student fails to complete the coursework and/or Field hours within the specified timeframe, a grade of “F” or “NC” is assigned. Receipt of a failing grade in a repeat course is cause of dismissal from the Program.

**Transfer of Credits**

If you have started a Social Work program in another University that is accredited by the Council on Social Work Education, you may be able to transfer up to 28 credit hours. In order to transfer these credits, you must have taken the course within the past five years and earned a grade of “B” or better. You must submit an application for transfer credit form along with a syllabus and bibliography for each course that you are requesting transfer credit. The transfer credit form must be submitted at the same time that you apply to the MSW Program. If admitted to the MSW Program, all requests for transfer credit will be forwarded to the MSW Program Director for review. If admitted to the MSW Program, you will receive a comprehensive credit evaluation along with your enrollment packet and anticipated curriculum course plan. *You must submit the application for transfer credits prior to beginning your course work within the School of Social Work. You will not be allowed to transfer credits after beginning your classes at the School of Social Work.*



Students currently or previously enrolled in another accredited masters level social work program who are seeking admission as a transfer student are required to submit additional materials.

1. A brief written statement describing the reasons why they are requesting a transfer.
2. A copy of their field education evaluation(s), if applicable.
3. A recommendation from the applicant's current/former MSW program faculty advisor addressing their academic standing.
4. Complete an application for transfer credit form and attach all relevant social work syllabi for equivalency review. The transfer credit form can be retrieved by logging onto <http://www.barry.edu/msw/admissions/transfer-credits.html>. Please mail this information to the School of Social Work Office of Admissions.

### **Transfer from a Regionally Accredited College or University**

If you have previously attended a regionally accredited college or university, you may transfer a maximum of six master's-level credits, not taken in the field of social work. You must have earned at least a "B" in the courses being requested for transfer and have taken the course within the past five years. These credits will be considered for credit, but cannot be guaranteed. In order for transfer credits to be considered, you must fill out application for transfer credit form prior to beginning your program at Barry and submit a syllabus and bibliography for the course that you are requesting transfer credit at the time that you apply to the MSW program.

*Please be advised that a minimum of 32-credits must be completed at Barry University School of Social Work in order for an MSW degree to be conferred.*

### **Waived Credits**

Students with a B.S.W. degree who do not meet criteria for Advanced Standing enrollment may be considered for admission to the 63-credit program. If accepted into the 63-credit M.S.W. program, credits must have been earned within the last five years from their B.S.W. Program, and the student must have earned a grade of B or better in the courses being waived. Courses must meet equivalency criteria of Barry University School of Social Work curriculum.

### **Transcript Conferring Undergraduate Degree**

Students admitted to Barry University School of Social Work must submit the final official transcript conferring their undergraduate degree to the Office of Admissions by the end of the first semester of initial enrollment. Failure to comply with this policy will adversely impact a student's ability to register for subsequent semester.

### **Readmission**

Former M.S.W. students of Barry University School of Social Work who left the Program in good standing are eligible for readmission. Former students who seek to return for completion of M.S.W. studies must formally apply for readmission according to the following process:

1. The applicant initiates the process by requesting a Readmission Form from the Admission Office in the School of Social Work or by submitting a new electronic graduate application.
2. All applicants must submit the following: (1) a "Request for Readmission" form, (2) a new electronic School of Social Work graduate application, (3) the application fee, (4) one new recommendation form, (5) a new two-page personal narrative detailing the applicant's professional activities and preparedness to resume graduate studies, and, if applicable, (6) transcripts showing additional courses taken since leaving the program.
3. The completed admissions folder, including materials from prior degree work in the School, is sent for review according to the usual admissions process. The admission folder may be reviewed by a committee whose membership is determined by the M.S.W. Program Director of the School of Social Work.
4. Admissions recommendations are sent to the M.S.W. Program Director, who makes a final determination. Office of Admissions informs the applicant of this determination.
5. If an M.S.W. student has been on a voluntary leave of absence approved by the M.S.W. Program Director he/she is eligible to return for continued study within two years of initiating the leave. The student must contact the M.S.W. Program Director to secure approval to register. Once two years have elapsed those students are required to apply for readmission to the School of Social Work in order to enroll in classes. **M.S.W. students who have been terminated from the School of Social Work due to core performance standards are not eligible for readmission.**

## Applicants Should Understand that Readmission to the Program is Not Assured

### Withdrawals

Unless otherwise advised, Barry University's reimbursement policy applies. This includes summer semester policies as well. See the *Institutional Refund Policy* section of this catalog for more details.

### Barry University School of Social Work Financial Aid and Scholarships

For more information regarding loans and other financial sources, please refer to the **Financial Aid** section of Barry University's Graduate Catalog or contact the Director of Admissions at [\(305\) 899-4765](tel:3058994765).

### Core Performance Standards for Admission, Matriculation, and Graduation

All students must meet essential standards of behavior for social work practice. The following chart begins with the NASW Code of Ethics that identifies the core values on which social work's mission is based. It summarizes ethical principles that reflect the profession's core values; establishes a set of specific ethical standards that guide social work practice and knowledge generation and knowledge dissemination; and provides the principles on which the public can hold social work practitioners, scholars, and educators accountable. These principles depict the scope of responsibility to which all students obligate themselves from the time of entry in the Barry University School of Social Work. The Core Performance Standards are based on the assumption that the standards, including the Code of Ethics, are exercised differentially in accord with a social worker's role, but that in this set of standards, correlated skill areas, and examples of essential behaviors, all social workers, including students in Barry University's social work Bachelor, Master, and Doctoral degree programs, will recognize their professional responsibilities and criteria for professional conduct. In order to remain in good standing in the School of Social Work, all students, as stated in the NASW Code, "... must not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility" (p. 23, NASW Code of Ethics, 2008).

Standards	Skill Areas	Description of Essential Behavior
<b>Professional Ethics:</b>		<b>Student:</b>
Individual judgment and conduct is consistent with established laws and the values and ethics of the social work profession as set forth in the NASW Code of Ethics.	Identifies and maintains legal and ethical standards in all practice and academic roles and settings; seeks appropriate consultation when necessary. Demonstrates integrity and trustworthiness in carrying out all professional/academic roles and activities. Demonstrates academic integrity in the preparation of written assignments, research, and scholarly papers. Understands and appropriately applies laws pertaining to client confidentiality; protects the well-being of research participants in accord with IRB human subjects' protection guidelines. Advocates for and advances change on behalf of vulnerable populations. Demonstrates respect for the positive value of diversity.	Refrains from socializing with clients; maintains boundaries with research participants and students they may teach. Utilizes clinical supervision and/or refers client when needed interventions are beyond his/her competence. Keeps commitments to clients, research participants, students they may teach and colleagues. Refrains from cheating and plagiarism as defined in the student handbook. Utilizes pseudonyms when discussing clients in class or academic papers; protects research participant identity in written reports of studies. Submits research proposal to IRB for review prior to initiating research activities with human subjects. Participates in individual and/or group activities at the local, state, or national level, such as Lobby Day. Willingly accepts and works with a diverse client caseload; designs research and scholarship that reflect cultural validity. Participates in Social Action and Legislative Education and Advocacy Day (LEAD) events as scheduled by the School of Social Work.

<b>Standards</b>	<b>Skill Areas</b>	<b>Description of Essential Behavior</b>
<b>Critical Thinking:</b>		<b>Student:</b>
Individual reasoning reflects a comprehensive analysis that distinguishes fact from inference; an individual's conclusions and assigned meanings are grounded in relevant data, information, and evidence.	<p>Applies a scientific, analytic approach to practice, research, and scholarship that integrates the critical appraisal of social research findings and the evaluation of social policies, program, and practice outcomes.</p> <p>Organizes information from extant bodies of knowledge and literature, or secures primary or secondary data, or a combination, and exercises logical thinking, analysis and synthesis, comparison, and contrast, to develop cogent understandings of scholarly issues.</p> <p>Demonstrates an ability to integrate theory and practice in all academic work including research and field education. This includes a demonstrated knowledge of the influence of social, political, and economic factors in the evaluation of academic scholarship, research, client systems, organizations, and communities.</p>	<p>Academic presentations reflect a comprehensive, inclusive, and relevant review of appropriate literature.</p> <p>Process recordings reflect student's use of this knowledge in working with clients.</p>

### Professional Use of Self

<b>Standards</b>	<b>Skill Areas</b>	<b>Description of Essential Behavior</b>
<b>Task Management:</b>		<b>Student:</b>
Effective time/task management strategies guide all professional and academic responsibilities and activities.	<p>Consistently completes quality work on schedule.</p> <p>Acts responsibly with respect to communication and negotiation of professional and academic commitments.</p>	<p>Submits all required work without being prompted, and follows through with field placement or practicum terms and commitments on collaborative projects.</p> <p>Punctually attends field or practicum placements, meetings, and classes.</p> <p>Communicates in advance to all affected parties whenever there is an interruption of planned attendance or task completion and identifies appropriate alternatives when a change in plans is necessary to include instructors and advisors around absences or the late submission of assignments.</p>

Standards	Skill Areas	Description of Essential Behavior
<b>Self Awareness:</b>		<b>Student:</b>
<p>A commitment to the process of self-reflection and self-critique assuming full responsibility to protect peers, colleagues, research participants, clients, and others from the adverse consequences of personal performance problems and behaviors.</p>	<p>Examines professional practice and academic strengths and weaknesses. Solicits, accepts, and incorporates feedback with respect to performance. Identifies and addresses barriers to performance through the design and implementation of specific goals and strategies for professional growth.</p>	<p>Engages the challenge of self-reflection and self-critique process in all classroom, field education and practicum discussions, and written exercises. Utilizes weekly supervisory sessions and/or other forms of professional and academic advisement and mentorship. If in a field placement, submits required process recording and actively participates in field supervision. Seeks professional help and consultation when necessary. Makes the necessary adjustments to professional and/or academic workloads in the face of personal difficulties that may adversely impact the quality of academic work or practice with clients.</p>

<b>Professional Relationships:</b>		<b>Student:</b>
<p>All professional interactions reflect respect, integrity, honesty, cooperation, and collaboration, as well as a clear understanding of professional role, authority, and appropriate boundaries.</p>	<p>Develops and maintains cooperative and collegial relationships with clients, colleagues, superiors, peers, students, research participants, agency personnel, faculty, school staff, advisors, and field educators. Contributes as a constructive participant in academic and agency affairs. Cooperates, collaborates, and supports social work and interdisciplinary colleagues in the knowledge-building and knowledge dissemination enterprise. Identifies and demonstrates an appreciation of the uniqueness and commonalities, strengths/resilience and limitations, and conflicting values that characterize self and other individuals and groups. Collaborates effectively with community resources and connects clients with local community resources. Engages, maintains and appropriately terminates relationships with diverse client groups, faculty, University personnel, colleagues, students, organizations, communities, and research participants in a professional, responsible, and respectful manner.</p>	<p>Voices concerns to field educator or practicum mentor or faculty supervisors of assistantships in a respectful manner and in accordance with agency protocol. Keeps field advisor or doctoral faculty advisor informed of all issues that may arise in field and works proactively with all parties to alleviate issues. Honors and follows through on verbal and written agreements and commitments made with others. Attends "Meet the Dean" sessions and/or student forums offer constructive suggestions to improve the quality of the program. Co-authors publications with peers and faculty colleagues. Constructs culturally grounded research and scholarship and intervention plans with various client systems. Prepares strength-based social work research designs and assessments of clients. Makes appropriate referrals of clients or research participants, as appropriate, for client services. Exits assigned field placement or doctoral practicum with proper notification to all relevant parties, including clients, field educator or practicum mentor, and field advisor or doctoral faculty advisor.</p>

Standards	Skill Areas	Description of Essential Behavior
<b>Communication:</b>		<b>Student:</b>
All verbal, non-verbal, and written exchange of information between self, clients, faculty, University personnel, and colleagues are in accordance with established laws and professional standards.	Receives and responds appropriately to verbal, non-verbal, and written forms of communication with a wide range of client systems and persons demonstrating an understanding of professional role and sensitivity to differences due to class, age, culture, ethnicity, religion, gender, sexual orientation, and physical or mental abilities without evaluation or judgment; effectively uses language to communicate with others. Demonstrates mastery of the English language. Demonstrates timely and appropriate receipt of, response to, and documentation of communication with faculty, school staff, peers, other colleagues, students, field educators, advisors, research participants, and clients as indicated.	Speaks with dignity, respect, and sensitivity to clients, colleagues, faculty, school staff, field staff, research participants, students, and others at all times. Prepares written and oral academic products and presentations with responsible content. Prepares written documents that are clear, concise, accurate, and complete and reflect correct grammar, syntax, thought development, and APA referencing format. Follows agency guidelines for record keeping SSW guidelines for record keeping if deployed by the SSW. Uses process recordings to communicate learning progress to field educator and field advisor. Returns all calls or emails in a timely manner to faculty, school staff, peers, other colleagues, students, field educators, advisors, research participants, and clients as indicated. 2005 Barry University School of Social Work

### M.S.W. Curriculum

The M.S.W. Curriculum is a trauma-informed resiliency based curriculum that prepares graduate for competent clinical practice. Trauma informed, resilience focused clinical social work practice is an overall approach, at the individual, family, group, organizational, and systemic levels, that uses respect and consideration of trauma histories to create safety and hope for clients. Trauma informed intervention recognizes human vulnerability, but focuses on finding and mobilizing survivors' strengths, resources, and capacity for healing and recovery by promoting factors that will enhance a person's resiliency. The M.S.W. curriculum offers a concentration in clinical social work practice which involves preparation for advanced clinical practice with individuals, families, groups, organizations, and communities. However, as the integration of social work's policy practice framework is fundamental to the profession, students also have options to take advanced courses with focus on macro practice. Field Education internships provide for progressive learning experiences. Students must complete all course work, 1000 hours of Field Education in the 63-credit program and 580 hours in the 32-credit Advanced Standing program, and participate in all Field Seminars.

The program curriculum is year-round (fall, spring, summer semesters) and is offered at the Miami Shores Campus, Fort Myers, and Palm Beach/Treasure Coast. The program has four distinct matriculation options: 63-credit full-time, 32-credit full-time, 63-credit part-time, and 32-credit part-time. The M.S.W. 63-credit full-time option normally takes four semesters of concentrated student and Field instructions. This Program option is only available at the Miami Shores and Palm Beach campuses. Available at the Miami Shores and Palm Beach Gardens campuses is the 32-credit full-time Advanced Standing Program that takes two semesters of concentrated study. The 63-credit and 32-credit part-time options are available at Miami Shores and Palm Beach I site locations which normally takes eight semesters to complete.

The following outlines the curriculum for Foundation and Concentration levels of study:

### Foundation Courses

The foundation curriculum is designed to provide a base for generalist social work practice. The foundation curriculum offers required and elective courses that examine the breadth of social work practice and prepare students for the advanced content of the concentration curriculum.

Required courses during the Foundation year of study are:

SW	503	Introduction to the Social Work Profession	3
SW	519	Ways of Knowing for Social Work Practice	3
SW	529	Environmental Context of Social Work Practice: Poverty, Oppression, and Trauma	3
SW	533	Social Work in the Social Service Environment	3
SW	537	Field Education I	3
SW	539	Human Development	3
SW	545	Introduction to Clinical Assessment in Social Work	3
SW	563	Models of Clinical Intervention in Social Work Practice	3
SW	569	Introduction to Trauma and Resilience	3
SW	577	Field Education II	4

*Students are required to satisfactorily complete the Foundation Curriculum with a 3.0 GPA prior to commencing the Concentration Curriculum.*

### Concentration Courses

The Concentration Curriculum is directed at educating students for advanced clinical social work practice. Clinical social work practice is rooted in the profession's historical mission of social and economic justice, its enduring values, and its Code of Ethics, and is defined as the demonstration of competency in the following:

- Assessing the acute, transient, and enduring personal, interpersonal, and environmental factors that create and keep problems in place as well as the strengths, coping, and resources that mitigate these factors;
- The differential use of a range of individual, family, and group practice approaches which guide assessment and intervention directed toward personal, interpersonal, and environmental change;
- Community and organizational advocacy with clients to enhance service delivery and environmental resources;
- Use of select methods of practice evaluation including quantitative and qualitative approaches;
- Application of specialized knowledge and skills regarding practice methods, policies, programs, and practice approaches.

The Concentration Curriculum reflects this definition of Advanced Clinical Social Work Practice and includes five practice courses, two field education courses, and one psychopathology course. Required courses in the Concentration Curriculum include:

SW	607	Psychopathology	3
SW	611	Advanced Clinical Social Work Practice with Individuals	3
SW	619	Advanced Clinical Social Work Practice with Families	3
SW	675	Field Education III	4
SW	677	Advanced Clinical Practice with Groups	3
SW	687	Leadership, Advocacy, and Policy Practice	3

SW	685	Evaluation in Clinical Social Work Practice	3
SW	689	Field Education IV	4

Other required course work includes two social work focused practice courses (electives). The following is a sampling of focused practice courses taught at the School of Social Work. Focused practice courses are rotated from year to year: SW 525 Community Organization; SW 528 Social Work with Addictions; SW 543 Social Work and Spirituality; SW 556 Social Work Practice with Aging Individuals and their Families; SW 579 Clinical Assessment of Child Maltreatment; SW 580 Child Welfare Services and Policies; SW 615 Social Work Practice and Family Violence; SW 627 Introduction to Trauma-Informed Clinical Social Work Practice In School Settings; SW 646 HIV/AIDS Related Social Work Practice; SW 654 Contemporary Social Work Practice with Lesbian, Gay, Bisexual, and Transgender Persons; SW 662 Mind and Body Connection: Neurobiology in Clinical Practice; SW 674 Social Work Interventions In Behavioral Health.

### Field Education

Sharron Singleton, D.S.W., Director Field Education oversees the Field practicum component of the social work curriculum. Field education begins in theory prior to the Field experience. It begins during the foundation year, as students develop their theoretical understanding of social work practice and gain a better perspective on the social context of various populations locally, nationally, and internationally. Field Education allows students to take this new knowledge and apply it in practice under the supervision of a trained social worker.

#### *M.S.W. Field Course Schedule*

##### **General Information**

- Students must complete a minimum of 14 field hours per week per semester.
- Students may complete their field placement hours no earlier than twelve weeks within a fourteen week semester.
- Students enrolled in Field Education are required to attend a Comprehensive Field Education Practice Integration Seminar each semester. Details of the seminars are provided to students by the Office of Field Education.

##### **Foundation Year**

- SW 537 Field Education I: 140 hours of field
- SW 577 Field Education II: 280 hours of field education hours
- **Total hours of Foundation Year Field Education: 420 hours**

##### **Concentration Year**

- SW 675 Field Education III: 280 hours of field education hours
- SW 689 Field Education IV: 300 hours of field education hours
- **Total hours of Concentration Year Field Education: 580 hours**

**Total field education hours: 1000 (63 Credits—Full-time and Part-time)**

**Total Field Education hours: 580 (32 Credits—Advanced Standing)**

##### **Field Education and Co-Requisites**

Field Education I (SW 537) is taken with co-requisites SW 533 Social Service Environment and SW 529 Environmental Context of Practice. Field Education II (SW 577) is taken with co-requisites SW 545 Introduction to Clinical Assessment in Social Work Practice and SW 563 Models of Intervention in Clinical Social Work Practice.

Field Education III (SW 675) is taken with co-requisite courses SW 607 Psychopathology, SW 611 Adv. Clinical Social Work Practice with Individuals, SW 619 Adv. Clinical Social Work Practice with Families. Field Education IV (SW 689) is taken with SW 677 Adv. Clinical Social Work Practice with Groups and SW 685 Evaluation in Clinical Social Work Practice.

##### **Field Education Agency Placements**

The primary Field Education Agency sites are located throughout Miami-Dade, Broward, Palm Beach/Treasure Coast, and Lee counties. Students are assigned a Field Educator responsible for providing direct weekly supervision. Field Educators must hold a Master of Social Work degree with a minimum of two years post-master's experience in a social

work practice setting. *It should be noted that Field Education cannot guarantee the placement of any student in a specific agency.*

#### ***Own Agency Placement***

Own Agency Placements (OAP) is an approved Field placement in the organization in which the student is employed. Students may request an OAP Field placement; however, OAP requests must meet a specific set of criteria prior to obtaining final approval from the Director of Field Education.

#### ***Transfer Students***

Field Education accepts transfer credits from other Council on Social Work Education (CSWE) accredited Social Work programs. The student must show evidence that he/she has successfully completed a Field course as demonstrated by an Official transcript grade and a supporting letter from the previous program's Field Education program. Final transfer approval of Field Education hours is determined by the Director of Field Education.

#### ***Criminal Background Checks Process and Fees***

Students are required to complete a criminal background check and may have to complete additional health screenings for entry into Field agencies. All costs related to screening requirements will be the responsibility of the student.

A positive criminal history may pose a barrier to any field education placement; agencies may deny a student internship because of a felony or misdemeanor conviction, failure of a required drug test, or inability to produce appropriate health clearances. Prompt disclosure of a known positive criminal incident is therefore recommended.

It is important to note that Field Education cannot guarantee the placement of students who have prior adult convictions and/or criminal penalties and/or who fail to disclose information regarding prior adult convictions and/or criminal penalties to Field Education or any field agency. Any intentional acts of deception may result in disciplinary action by the Barry University School of Social Work and/or termination from the Social Work program by the Dean.

#### ***Field Education Liability Insurance Fees***

The School of Social Work purchases liability insurance through the National Association of Social Works (NASW) for students when they are enrolled in a field education course. This liability insurance covers the student for professional liability when they are in a field agency under the supervision of a field educator. The majority of the actual cost for this insurance is absorbed by the School of Social Work with a student co-pay of \$25.00 for each semester in which a student enrolls in a new field education course. The fee will be visible on the student's tuition statement. Additional information on liability insurance fees may be found in the Field Education Manual. *Please note that the insurance liability fee is not included as part of any individual membership benefits with NASW.*

#### ***Grades in Field Education***

The Director of Field Education is the instructor for all Field Education courses and determines all final grades. The criteria for the grades are the sole responsibility of the Director of Field Education and grades cannot be appealed within the School, however a student may file a grievance and formally request the Program Coordinator to review the grading process and criteria.

**Students earn a CR (Credit)** when the student satisfactorily meets the expected student learning outcomes and completes all course requirements each semester of field placement.

**Students earn a NC (No Credit)** when the student fails to satisfactorily meet the expected student learning outcomes and/or fulfill all course requirements each semester of Field placement. A grade of **No Credit** indicates the student has failed the Field Education course. A grade of **No Credit** will require the student to repeat the course and audit the respective Practice course at cost. In the event there is a disruption in a student's field placement and the student is unable to fulfill the educational requirements of Field Education, the student must also withdraw from the respective Practice course.

**Students earn an I (Incomplete)** when a student has fulfilled at least 75 percent of the Field Education expected student learning outcomes, to include Field assignments and Field agency hours. A Memo of Incomplete must be completed and signed by the student and been approved by the Director of Field Education prior to the end of the semester in which the student will earn an Incomplete. (See B.S.W./M.S.W. Field Manual for details). A grade of incomplete will not be approved unless the criteria for earning an "I" has been met. Failure to submit a Memo of Incomplete for approval will result in a NC (No Credit) grade.



Failure to complete all requirements in Field Education courses, including submission of Field documents by deadlines and completion of Field assignments and Field agency work within the specified Field hours may result in a NC (No Credit) grade.

### ***Repeat Course Policy***

Field Education is a course. As per the course repeat policy (see M.S.W. Field Manual for full policy), students may not repeat Field Education course more than twice and they must earn a CR in the repeated course.

### ***Field Education Course Sequence Requirements***

Students are expected to successfully complete all the requirements of their assigned field education course in order to move into their next sequenced field education course. M.S.W. Foundation year students must satisfy all M.S.W. Foundation year course requirements in order to move into the M.S.W. Concentration year.

### **Course Sequence**

Course sequencing is critical in each program option. Students are requested to register in accordance with the overall course sequencing degree plan. Below is a sample of course sequencing at each program site.

#### **Full-Time M.S.W. 63-Credit Program**

The School of Social Work offers a full-time year round program of graduate study at the Miami Shores campus. In the full-time program, students take a total of 28 credit hours in the foundation year and 35 credit hours in the concentration year. All courses must be taken in accordance with established pre- and co-requisites. Students who take a leave of absence or must repeat a course are advised that they may experience a disruption in course sequencing. Full-time students are admitted fall and spring of each academic year.

#### **Full-Time M.S.W. 32-Credit Program**

The School of Social Work offers a full-time year round program of graduate study at the Miami Shores and Palm Beach Gardens program sites. Advanced Standing students take a total of 32 credit hours in their advanced clinical practice concentration. All courses must be taken in accordance with established pre- and co-requisites. Students who take a leave of absence or must repeat a course are advised that they may experience a disruption in course sequencing. Full-time students are admitted in fall, spring, and summer semesters of each academic year.

#### **Part-Time M.S.W. 63-Credit Program**

The School of Social Work offers part-time graduate programs at each site location. The part-time program is designed to accommodate today's busy graduate student who is managing multiple demands and responsibilities. Students who take a leave of absence or must repeat a course are advised that they may experience a disruption in course sequencing. Students are admitted into the part-time 63-credit program in fall and spring semesters.

#### **Part-Time M.S.W. 32-Credit Program**

The School of Social Work offers a part-time program of graduate study at all three program sites. Advanced Standing students take a total of 32 credit hours in their advanced clinical practice concentration. All courses must be taken in accordance with established pre- and co-requisites.

Students who take a leave of absence or must repeat a course are advised that they may experience a disruption in course sequencing. Part-time students are admitted in fall and spring semesters of each academic year at the Miami Shores campus. Students are admitted fall, spring, and summer in the Palm Beach off-site. .

### **Course Descriptions**

Foundation Curriculum; Prefix: SW

#### **503 Introduction to the Social Work Profession (3)**

This foundation course introduces students to social work as a profession. The history, values, and the development of social work as a profession are discussed. The course emphasizes: 1) self-awareness and identity as a professional social worker, 2) an introduction to the effects of oppression on social and economic justice, and 3) identifying the roles and functions of a professional social worker as a leader in promoting resilience in client systems.

## 519 Ways of Knowing for Social Work Practice (3)

This foundation course introduces students to the basic processes of critical thinking and application to the assessment of client systems, social policy, and research. Skills of critical appraisal and decision making within a bio-psycho-social framework are practiced with special attention to culturally based sources of knowledge.

## 539 Human Development (3)

This foundation course provides a social work context in introducing students to theories and theoretical models that explain reciprocal influences and risk and resilience in shaping human behavior. This course uses a developmental framework to examine growth and maturation over the life course with attention to the person-environment configuration. This course emphasizes the relevance of factors including culture, ethnicity, and gender; social constructions of age; social norms; socioeconomic inequality; spirituality; sexual orientation; and trauma in influencing the outcomes of transactions between the person and the environment over time. Special attention is paid to the applicability of course content to social work practice in human service settings.

## 533 Social Work in the Social Services Environment (3)

This foundation course introduces students to social welfare service structures and delivery mechanisms, including organizational roles and functions, and how these are experienced by helping professionals and vulnerable populations. Students will examine connections between society's organized public responses to personal problems, especially through social service delivery. Attention to organizational roles in enhancing social justice for vulnerable populations is emphasized.

## 529 Environmental Context of Social Work Practice: Poverty, Oppression, and Trauma (3)

This foundation course prepares students for engaging client systems within an ecological context. This course focuses on understanding client behavior within the larger social environment. Using a bio-psycho-socio—cultural-political lens, how difference and diversity within the social environment can affect social functioning is explored. Poverty, oppression, and trauma are examined as issues of social justice that challenge resiliency in client systems, and require competency in leadership and advocacy on the part of practitioners.

## 563 Models of Intervention in Clinical Social Work Practice (3)

This foundation course introduces students to social work practice with individuals, families, and groups in contemporary practice settings with an emphasis on identifying appropriate and effective models of intervention. Students will become familiarized with multiple models of intervention at the micro and mezzo levels of social work practice and learn to make effective practice decisions regarding the selection and implementation of various intervention models.

## 569 Introduction to Trauma and Resilience (3)

This foundation course provides the student with an overview of psychological trauma, including the history and current theories in the field, the nature of trauma (sexual abuse, combat, and natural disasters), how trauma affects individuals and systems, grief reactions, and traumatic stress. Resilience Theory is introduced. Also included in this class is the exploration of the professional's response to trauma, vicarious traumatization, disenfranchised grief, crisis intervention, co-morbid disorders, and general treatment issues. Finally, students have the chance to review evidence-based practices in the trauma field, including cognitive, neurobiological, clinical, and socio-cultural. A culturally-informed approach to learning is used.

## 545 Introduction to Clinical Assessment in Social Work Practice (3)

This foundation level course introduces students to a variety of assessment methods utilized in clinical social work practice. Grounded in the ecological model, students gain competency in bio-psycho-social-spiritual assessment within a person in environment context.

## 537 Field Education I (3)

This foundation year course requires student to complete 140 hours of supervised clinical practice in a Field Agency in addition to attendance in a fourteen-week Skills Lab. The Skills Lab prepares students for their field education experience by providing content relative to the basic skills of social work practice. The Skills Lab also provides ongoing integration of clinical theory and practice skills.

**577 Field Education II (4)**

This foundation year course requires students to complete 280 hours of supervised clinical practice continuing in the same Field Agency. In addition, students are required to attend two field education practice focused field seminars. The Seminar continues to support students' learning and demonstration of competence in their field education experience by providing ongoing integration of clinical theory and practice skills.

**607 Psychopathology (3)**

This concentration course expands the students' understanding of mental health and psychopathology from a social work perspective. Drawing on a functional approach to assessment, students examine the history of the definitions of mental illness and mental health; common disorders encountered in practice; the impact on the individual, family members, and the social environment; factors that promote mental health; and conducting assessments from a social work ethics-based perspective. Emphasis is given to recognizing indicators of mental disorders, the context in which they occur, and identifying and understanding the classifications described in the latest edition of the Diagnostic and Statistical Manual. Emphasis is also given to what is considered best practices in mental health assessment for children, adolescents, and adults.

This course provides the opportunity for students to explore their own values, ideas, and experiences related to mental health, and develop sensitivity to socio-cultural and political issues in defining mental health problems. Attention is focused on the role of the social worker in mental health practice.

**611 Advanced Clinical Social Work Practice with Individuals (3)**

This concentration course focuses on the individual as the basic unit of intervention. Students develop competence in the differential application of selected clinical approaches and techniques for a range of client concerns. The trauma-informed, resilience-focused framework guides engagement, assessment, intervention, and evaluation of practice with the client system across a range of practice settings and services. Factors that both strengthen and potentially threaten adaptation to life situations, circumstances, and events are addressed.

**619 Advanced Clinical Social Work Practice with Families (3)**

This concentration year course provides in-depth study of family interventions aimed at promoting well-being through the use of a trauma informed resilience focused framework for practice. Students develop competencies in various family-centered approaches used in contemporary social work practice. Family-centered strategies are drawn from a variety of theoretical perspectives and include skills that mitigate the effects of trauma, oppression, and social and economic injustices; serve diverse clients with diverse resources and needs; enhance client strength and resourcefulness; respond in professional, social, and political contexts; and evaluate the effectiveness of interventions.

**677 Advanced Clinical Social Work Practice with Groups (3)**

This concentration year course examines clinical group work as a basic unit of intervention. A trauma-informed, resilience-focused framework guides practice with group members facing various life conditions, circumstances, and events. Students develop advanced competency in a variety of group work strategies and skills, drawn from a variety of theoretical perspectives within a range of practice settings.

**685 Evaluation in Clinical Social Work Practice (3)**

This concentration course is designed to expand students' capacity to evaluate the efficacy of clinical social work practice with systems of all sizes. Students will evaluate clinical social work practice processes and outcomes across micro-macro levels. Students will utilize outcomes of individual practitioners' work with clients to inform overall program design in agencies.

**687 Leadership, Advocacy, and Policy Practice (3)**

This concentration course prepares advanced clinical social workers to work within the context of human service organizations and the social welfare policy arena on behalf of individuals, groups, families, organizations, and communities. Focus is on developing competencies aimed at stimulating change in agencies/organizations and communities that will promote social and economic justice. Advanced skills taught in this course include policy analysis, program development and evaluation, assessment of leadership style, advocacy, planning, linking, and lobbying.

## 675 Field Education III (4)

This concentration year course requires students to complete 280 hours of supervised clinical experience in an approved field agency. Drawing upon achievement of foundation year competencies, students demonstrate advanced skills of clinical social work practice with individuals and families under the guidance of a clinical field educator. In addition, students are required to attend two field education practice-focused seminars where clinical theory and practice skills are further integrated. Field Education III and IV are sequential courses that require a minimum combined total of 612 hours.

## 689 Field Education IV (4)

This concentration year course requires students to complete 336 hours of supervised clinical experience in an approved field agency. Building on Field Education III, students demonstrate a broader range of advanced practice competencies including group work, evaluation of clinical practice, and skills of leadership, advocacy, and policy practice. In addition, students are required to attend a fourteen-week Field Seminar Lab where clinical theory and practice skill are further integrated. Field Education III and IV are sequential courses that require a minimum combined total of 672 hours.

### Course Descriptions

Elective Courses; Prefix: SW

## 525 Community Organization (3)

This course emphasizes definitions and utilization of power as it relates to the history, philosophy, and practice of community organization. Students develop understanding of the nature of communities, the types of communities, to charter an organization; to locate and utilize local bases of power; plan and run meetings using Robert's Rules of Order; as well as the significant practice approaches and strategies for bringing about community change.

## 528 Social Work Practice with Addictions (3)

This course presents a bio-psycho-social model for social work assessment and treatment of addicted persons. Attention is given to etiology, differential diagnosis, and treatment modalities for the addicted population within a multicultural framework.

## 543 Social Work and Spirituality (3)

This three credit hour elective examines religion and spirituality as it relates to the history of social work as a profession and contemporary approaches to social work practice. Explored are the multidimensional relationships between social work practice, religion, and the spirituality of clients, workers, and their surrounding social systems. This course is guided by the profession's commitment to link religion and spirituality with social work in a manner that supports culturally competent practice.

## 556 Social Work Practice with Aging Individuals and their Families (3)

This course focuses on direct practice with older adults within the context of aging experiences, including biological, psychological, social, and spiritual dimensions. Practice concepts and evidence-based applications are examined in a framework of diversity, resilience, and social justice. The course also emphasizes ethical social work practice, and practitioner self-awareness in working with older adults and their systems.

## 575 Social Work Practice with Refugees and Immigrants (3)

This course is designed to help students develop social work knowledge and skills specifically related to working with refugees and immigrants. Examined are the multiple factors affecting refugees and immigrants at an individual, family, group, organizational, and community level. Students are introduced to relevant social work practice approaches specific to these vulnerable populations within the current social, political, and economic context.

## 579 Clinical Assessment In Child Maltreatment (3)

This course introduces students to the delivery of child welfare services and the federal and state laws and regulations that guide service delivery. The array of services examined include: child welfare investigations, family

preservation, foster and kinship care, and adoption. This course aligns with the competencies set forth by the Florida Department of Children and Families. (3 credits)

580 Child Welfare Services and Policies (3)

This course introduces students to clinical assessment of child maltreatment. Students will learn to identify, in a family context, the risk and resilience factors in children who experience trauma through physical abuse, sexual abuse, neglect and mental injury. Decision making based on such culturally-guided assessment is highlighted. This course aligns with the competencies set forth by the Florida Department of Children and Families.

615 Social Work Practice and Family Violence (3)

This elective course examines the history, magnitude, and consequences of family violence for American society. Focus is on family violence in a cultural and community context and individual, group, family, and community interventions. The interplay of societal values and legislative response are examined in light of family violence.

627 Intro Trauma-Informed Clinical Social Work Practice In School Settings (3)

The purpose of this focused practice course is to help students develop the knowledge and competencies necessary for trauma-informed social work practice with students, teachers, families, schools and communities in the 21st century. A special focus is placed on children within the school system who are affected by developmental and/or historical trauma, differing abilities, poverty, diverse gender identities and sexual orientations. This course aligns with the competencies set forth by the National Association of Social Work (NASW) Standards for School Social Work Practice.

634 Administration and Supervision in Trauma Informed Systems of Care (3)

The impact of trauma on individuals, families, groups and communities necessitates a new way of thinking about the organization and administration of social services. This elective course describes how trauma informed systems of care are developed and made sustainable.

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.

654 Contemporary Social Work Practice With Lesbian, Gay, Bisexual, and Transgender Persons (3)

This course prepares students for affirmative practice with lesbian, gay, bisexual, and transgender (LGBT) persons by providing a deeper understanding of LGBT identities, families, health, and mental health challenges as well as the related issues of economic and political justice. Human sexuality and gender identity development will be examined from cross-cultural, sociological, political, and historical perspectives that will incorporate evidence-based research and contemporary social policy perspectives. Students will examine a variety of central issues that affect LGBT people in contemporary life, engage in additional learning in a chosen area of social work practice interest, and demonstrate competence in bio-psycho-social assessment and appropriate selection of affirmative clinical interventions for LGBT clients.

655 Ethnic Sensitive Social Work Practice (3)

This course helps students develop a culturally sensitive perspective for work with members of diverse cultural groups. It emphasizes the identification and utilization of different theoretical models of practice that can be effective in interventions with culturally diverse individuals, families, groups, and communities.

662 Mind Body Connection: Neurobiology of Clinical Practice (3)

This multidisciplinary graduate elective course introduces students to the relationships between neuroscience, bio-psychosocial-spiritual functioning and traditional psychotherapy. Utilizing the most recent neurobiological research, this course will introduce students to the interconnection between neuroplasticity and relationship dynamics with individuals, couples, families and groups. The course also presents multiple perspectives in the advanced application of this research to inform clinical intervention.

## 674 Social Work Interventions in Behavioral Health (3)

This course reviews current knowledge and research regarding bio-psycho-social risk and resilience assessments related to a range of mental health illnesses. Explored are historical perspectives, etiological theories, biological basis, diagnosis/assessment perspectives, and a variety of contemporary treatment modalities. Highlighted are the specific risks associated with vulnerable, culturally and economically diverse individuals and groups living with a major mental illness. Social work practice emphasis is placed on understanding clients holistically, evaluating problems of living within an environmental strength-based context.

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## Doctor of Philosophy in Social Work

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Students are admitted to the doctoral program in the fall semester, every other year. The next cohort will begin Fall 2019.

### Program Overview

The Ph.D. in Social Work Program prepares experienced social workers and allied professionals to further the knowledge base of the social work profession through scholarship, to educate professional social workers, and to assume leadership roles within the profession. Graduates of the program are expected to advance social work theory and research, social work education, social work practice, and effective leadership in the social work profession.

### Mission

#### *Mission of the School of Social Work*

The mission of the Barry University School of Social Work is framed by the core values, ethics, and commitments of the social work profession and Barry University mission. Within a culturally diverse framework, the School is committed to educating social workers for professional social work practice that is informed by context and characterized by competence, skills of leadership, quality, the quest for social and economic justice in local and global communities, and dedication to continuous professional growth and development.

#### *Ph.D. Program Goals*

The Ph.D. in Social Work Program is dedicated to educating graduate social workers who will contribute to the creation, dissemination, application, and evaluation of practice-relevant knowledge. The purpose of doctoral education is to prepare graduates for careers in applied social work research, teaching, and leadership in the field of practice. Organized around a developmentally integrated curriculum which attends to both methodological rigor and issues of social justice, students are prepared to engage in independent research and scholarship that informs social work practice at multiple levels.

The doctoral program is guided by five (5) academic goals; graduates will:

1. Demonstrate the capacity for leadership and advocacy focused on promoting social justice;
2. Demonstrate expertise in producing independent research that informs social work practice, service delivery, advocacy, and system change;
3. Conceptualize, critically evaluate, and construct theory to advance social work knowledge, education, and practice;
4. Integrate the values and ethics of the social work profession in teaching, scholarship, and service; and
5. Demonstrate comprehensive mastery of a substantive area of social work.

### Program of Study

The Ph.D. Program in Social Work is a part-time program that requires at least 37 credit hours of concentrated course work with continuous matriculation until the successful defense of a dissertation proposal and the successful defense of a scholarly dissertation. The program is tri-semester; courses are delivered fall, spring, and summer, for a total of six consecutive semesters. The program provides individualized mentorship designed to advance the student's ability to search, disseminate knowledge through scholarship, practice, and inquiry.

<b>Semester 1</b>			
SW	718	Social Work Practice: Theory Development and Analysis	3
SW	725	Empirical Inquiry for Social Work Research	3

<b>Semester 2</b>			
SW	733	Qualitative Inquiry for Social Work Research	3
SW	743	Quantitative Research Design for Social Work Research	3

<b>Semester 3</b>			
SW	745	Qualitative Methods and Analysis for Social Work Research	3
SW	747	Quantitative Data Analysis for Social Work Research	3

<b>Semester 4</b>			
SW	735	Seminar in Dissertation Development I	3
SW	737	Social Policy Analysis and Change	3

<b>Semester 5</b>			
SW	729	Theories of Organizations and Leadership in Social Work	3
SW	753	Social Work Education: Issues and Methods	4

<b>Semester 6</b>			
SW	771	Seminar in Dissertation Development II	3
**Elective			3

\*\*Electives may be taken outside of School of Social Work with approval from the Director of the Doctoral Program

SW	799	Continuous Matriculation	1
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### **Core Performance Standards for Admission, Progression, and Graduation**

All students must meet essential standards of behavior for social work practice. The following chart begins with the NASW Code of Ethics that identifies the core values on which social work's mission is based; it summarizes ethical principles that reflect the profession's core values; establishes a set of specific ethical standards that guide social work practice and knowledge generation and knowledge dissemination and provides the principles on which the public can hold social work practitioners, scholars, and educators accountable. These principles depict the scope of responsibility to which all students obligate themselves from the time of entry in the Barry University-School of Social Work. In order to remain in good standing in the School of Social Work, all students, as stated in the NASW Code, "... must not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility." (p. 23, NASW Code of Ethics, 2008).

### **Statement of Cultural Values**

The School is committed to creating a professional learning environment that fully embraces and respects cultural and intellectual diversity among students and faculty.

### Faculty-Student Scholarship and Community Service

The School fully endorses student-faculty collaboration for the purpose of advancing leadership and scholarly and professional growth. Opportunities for student scholarship and participation in community service are imbedded in the School's extrinsic and intrinsic curriculum. The School provides limited scholarships to students to support oral presentations at national referred conferences.

### Faculty Advisement

Mentoring and advising in the doctoral program is student-centered and concerned with each student's academic progress and professional development. During their coursework, each doctoral student is academically advised by the Ph.D. Program Director. Informal mentoring with faculty members is encouraged. When dissertation proposal and dissertation planning is in process, doctoral students choose members for their committees best suited for their particular interest.

### International Students

Students from other countries are encouraged to apply for admission to a doctoral program.

### Admission Requirements

The Ph.D. in Social Work Program seeks to admit individuals who have demonstrated through their previous graduate studies and professional practice experience an ability to successfully complete doctoral studies and continuously contribute to the advancement of social justice through research, education, and leadership. The admissions process has been designed to give each applicant an opportunity to validate his/her readiness to meet the educational challenges and expectations of the program. The Admissions Committee is charged with selecting candidates who best demonstrate the best potential of becoming a scholar and leader in the social work profession.

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## The Doctoral Program Requires

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### Degree

Master's degree in social work from a CSWE accredited program or a 60 credit master's degree in an allied discipline.

### Practice Experience

Preference is given to candidates with a minimum of two years post-masters' social work practice experience.

### Strong Academic Performance

Applicants are expected to have a grade point average of 3.5 or above, especially at the graduate level. Applicants with a grade point average between 3.3 and 3.49 may be considered, on an individual basis, if professional practice and writing credentials are otherwise exceptionally strong.

### Graduate Record Examination (GRE)

**The GRE is not required for admission into the doctoral program.**

### Transcript

*An official transcript from each college or university previously attended. Official transcripts are those that are sent in sealed envelopes directly from the registrar of the originating colleges/universities to the Barry University School of Social Work. The transcripts must be in sealed envelopes from the issuing institutions to be considered "official."*

### References

Three (3) professional references. References should be from colleagues and/or supervisors who know of the applicant's work and professional performance.

At least one academic reference is recommended.

### Narrative

Applicants should prepare a three (3) to four (4) page written discussion of: 1) why you are applying for doctoral study at this time; 2) how your professional experience informs your research interests; and 3) in what way might this program



advance your career. This is an extremely important component of the application package, and it should be well organized and thoughtfully written.

### Writing Sample

Applicants should submit an additional sample of their written work in order to provide evidence of scholarly ability. The applicant shall prepare a paper or essay, not to exceed fifteen double-spaced pages, linking her/his current practice/research interests to social justice issues and referenced by the appropriate literature, or submit a single-authored, peer-reviewed, published article which links the same.

### Resume

An updated resume is required as a part of the submission of an application package and should include public and/or professional employment service, and professional memberships, publications, or conference/training presentations.

### Interview

A personal interview may be scheduled with designated members of the Doctoral Admissions Committee.

The Doctoral Admissions Committee is comprised of the Ph.D. Program Director and doctoral faculty. Criteria employed in determining admission include evidence of achievement in previous academic programs, increased competency in professional performance, as indicated by promotions or increased responsibilities in their professional practice, knowledge of critical issues associated with the applicant's area of professional interest, and the potential for contributions to the knowledge of the profession through research, leadership, scholarly writing, and professional education.

### Application Fee

Online applications are preferred. A \$125.00 non-refundable fee must be paid at the time of application. This fee is waived for persons who are Barry University alumni.

### Dates and Deadlines

Our next doctoral cohort is set to begin in the **Fall 2019**. The application for admission will open on October 1st, 2018.

### Readmission

Readmission policies apply in two situations:

1. A **doctoral candidate** who has requested and been granted a formal leave of absence (LOA). LOAs are only approved for candidates who have completed required coursework and will not exceed three terms or the equivalent of one academic year in total during the student's tenure in the degree program. A candidate whose approved LOA expires without the candidate's re-registering according to plan, risks termination from the program. Candidates seeking to re-enroll after a LOA must contact the Doctoral Program Director for re-entry into the program. Such students must submit to the Doctoral Office: (1) if applicable, transcripts showing courses taken since leaving the program; (2) a letter detailing how/why the candidate is now ready and able to resume the program; (3) an updated resume. Such students may then register and resume studies with the Director's approval. Candidates should note that approved LOAs do not extend the time from initial matriculation to ultimate degree completion (five years).
2. A doctoral student (or candidate) in good standing who has voluntarily withdrawn from the program and seeks readmission within two years of their withdrawal.
  - a. **Candidates** seeking readmission within two years of a withdrawal must contact the Doctoral Program Director.
  - b. **Students** seeking readmission within two years of a withdrawal must contact the Doctoral Program Director.

**Applicants for readmission following a withdrawal should understand that readmission to the program is not assured.**

Candidates or students seeking to resume the program over two years past a withdrawal will be asked to complete a new application process and will not be considered for readmissions. Depending upon the time that has elapsed since the withdrawal, some elements of the original application may be accepted and some previously taken course work may be recognized, particularly if original performance was strong and the time since the courses were taken does not exceed five years.

Additionally, a doctoral student (or candidate) who was involuntarily terminated from the program and seeks readmission will be asked to complete a new application process with an additional element: a detailed narrative discussing

the circumstances of their termination and offering a detailed rationale and justification to the School for considering their acceptance a second time.

### **Transfer of Credit**

After the applicant has been accepted into the Barry University School of Social Work Doctoral Program, up to six (6) credits may be transferred from other doctoral programs in CSWE accredited schools or from accredited doctoral programs in fields other than social work if the courses are comparable and appropriate to the School's program. Only those courses not applied to other degrees, in which a student has earned grades of "B" or better, and which have been completed not more than five (5) years before enrollment in the Barry University School of Social Work Ph.D. Program may be used for transfer credits.

### **Financial Aid**

Both Barry University and the School of Social Work administer financial aid programs. Financial aid consists of loans, scholarships, assistantships, and selected tuition discounts. Students seeking financial aid must apply each academic year. Barry University administers loan based financial aid while the School of Social Work administers scholarships, assistantships, and tuition discounts. To request information regarding loan based financial aid please contact the University's Financial Aid Office at [\(305\) 899-3664](tel:3058993664) or [\(3978\)](tel:3978) or [\(800\) 756-6000](tel:8007566000) extension 3664 or 3978.

## **School of Social Work Ph.D. Program Financial Assistance**

### **Tuition Discounts**

Tuition is discounted by 10 percent for students working twenty-four hours per week or more in social work/human services, health services, education, or other allied professional settings.

Tuition is discounted by 10 percent for Barry University alumni.

Tuition is discounted by 20 percent for alumni who are also working twenty-four hours per week or more in social work/human services, health services, education, or other allied professional settings.

### **Research Assistantships**

The School of Social Work offers a limited number of assistantships. Research and teaching assistants are generally appointed for ten hours per week. Assistants work with faculty members on a variety of projects and assist with teaching responsibilities or research activities. Students wishing to be considered for a Graduate Assistant appointment must complete an application and submit to the School of Social Work Office of Admissions and Enrollment. Assistantships are equivalent to 80 percent of a 3-credit hour course per semester.

### **Scholarships and Tuition Waivers**

The School of Social Work administers limited tuition scholarships. Scholarship awards are made to students who demonstrate academic achievement and financial need. The Beulah Rothman Scholarship supports students with interest in group work scholarship, practice scholarship, and social work education. The amount of these awards is very limited and generally averages the amount of three tuition credits per academic year in tuition remission. In addition to routine financial aid application materials, The Beulah Rothman Scholarship requires a statement of purpose that outlines the student's planned or current scholarship germane to social work practice, group work, or social work education. The Kolasa Scholarship is also available to doctoral students and provides limited support.

The School of Social Work has a limited number of other tuition scholarships. Awards are competitive and are based on demonstrated leadership in the profession and academic strength.

Barry University does not ordinarily offer financial assistance for international doctoral students. All international students entering Barry in F-1 visa status must prove adequate funding to meet their expenses.

### **Teaching Appointments**

The School prioritizes doctoral students with significant practice experience in the selection of part-time faculty for its M.S.W. and B.S.W. programs and reimburses them accordingly.

### Other Sources for Funding

Additional sources of pre-dissertation and dissertation support are administered by government and professional agencies such as NIMH, NIDA, NIAAA, HUD, CSWE, and the Florida Education Fund (FEF). These are awarded competitively to students enrolled in social work and other doctoral programs and each requires its own application procedure. Information on the Florida Education Fund's McKnight Fellowship for African American applicants ([www.fl-educ-fd.org](http://www.fl-educ-fd.org)) and the Council on Social Work Education's Minority Fellowship programs ([www.cswe.org](http://www.cswe.org)) can be found on their respective web sites. Information on these and other sources is also available from the Doctoral Office.

Additionally, foundations, civic and professional organizations, social welfare agencies, and employee reimbursement plans are all potential sources for funding. Applicants and students may want to personally check with local organizations regarding availability of scholarships or grants. Many computerized scholarship data bases also exist to help locate information on alternative sources for funding. Check with the Doctoral Office for references.

### Grading Policy

Doctoral courses are graded on a pass/fail (Credit/No Credit) basis.

- CR (credit/pass) assumes strong performance at the A or B level. NC (no credit/fail) assumes weak performance at a C level or below and the course must be re-taken at the point at which it is offered again. In the triennial cohort model, a course grade of NC in a required course clearly has implications for the student's ability to complete the program within the eight year time limit.
- I (Incomplete) may be granted at instructor discretion, in the event of an unavoidable circumstance that precludes the student's completing the course, such as a health crisis. Incompletes are given only when a small portion of the course work is not completed by the end of the semester and the instructor approves an extension of time to complete assignments. The grade of Incomplete will not be used to provide extended time for students to finish assignments or to re-do unsatisfactory assignments and must be cleared within one year. Incompletes unsatisfied after one year will automatically become a grade of NC.
- W (course withdrawal). The university publishes dates by which graduate students can withdraw from a course without incurring a NC/fail. Students considering course withdrawal are expected to consult with the instructor and their advisor and, if a decision to withdraw is made, requisite paperwork must be completed and signed by the advisor and student. If a student is enrolled in only one course, course withdrawal results in withdrawal from the program and the university. As with courses earning a NC, a required course from which a student withdraws must be re-taken at the point at which it is offered again.

### Curriculum

The doctoral program is a year-round part time program. The core curriculum is designed to provide students with expertise in social work education, leadership, research methods, and social work theory. The program requires a minimum of 36 credit hours of graduate study, plus dissertation. The curriculum consists of twelve 3-credit hour courses with an elective option. The 3-credit hour elective option allows students to choose an extended learning opportunity outside the School of Social Work, in an area of individual interest and expertise. Students may also enroll in a Research Practicum that fulfills the elective requirement.

Part-time students must be enrolled in at least six hours of course work each semester. Two courses are offered each semester (fall, spring, and summer). A semester consists of fourteen (14) weeks. Three hour classes are held in the afternoon and evening on the same day each week. Students who devote themselves to following the curriculum as designed may complete class requirements in two years.

### Residency

**Academic residency** requirements stipulate that students enroll in a minimum of 6 credits for two consecutive or non-consecutive terms.

### Progression Requirements

The School of Social Work establishes progression requirements for course work and candidacy. Upon successful completion of the Dissertation Seminar II course, the student must present and defend a dissertation proposal no later than two semesters following the completion of the course. A successful defense of the dissertation proposal transitions one from a student to candidacy. Candidates are granted a maximum of two years, after the committee's approval of the dissertation proposal, to present and defend the dissertation.

The Doctoral Committee reviews the progress of students who have not completed the degree at the end of four (4) years, from the time of admissions. As a result of the review, the Committee may recommend additional course work and/or enhanced academic support systems. At the end of the fifth year, with the exclusion of a leave of absence approved by the Dean of Social Work, the Doctoral Committee will review the status of candidates and request a meeting with the student and his/her Dissertation Committee Chair.

### **Continuous Matriculation**

Candidates must maintain enrollment in SW 799 Continuous Matriculation until the dissertation has been successfully defended. Failure to register for Continues Matriculation for two consecutive semesters will result in automatic termination from the program.

### **Graduation Requirement**

Consistent with the curriculum description, all candidates are required to earn 36 credit hours of course work beyond the master's degree. Following coursework and successful defense of dissertation proposal, students must enroll in SW 799 Continuous Matriculation (1 credits) each semester in which they are working on their dissertations.

Students must:

- Successfully complete all required coursework,
- Successfully complete and defend a dissertation proposal,
- Successfully complete and defend an empirical dissertation, and
- Complete all degree requirements within five years of initial matriculation in the program.

### **Course Descriptions**

Social Work; Prefix: SW

#### 719 Social Work Practice: Theory Development and Analysis (3)

In this course, students will examine how socio-political trends and essential theories of human behavior have influenced the development of social work practice approaches. Theoretical orientations and practice models will be examined through the lenses of historical significance, ontological and epistemological perspectives, sociopolitical relevance, values and beliefs, and empirical evidence of effectiveness. Students are encouraged to critically evaluate existing practice theories and approaches as well as engaging in new theory development.

#### 725 Empirical Inquiry for Social Work Research (3)

This first-year doctoral course provides students with an overview of the philosophical assumptions of empirical inquiry and the guiding methodologies (quantitative, qualitative) associated with the scientific method specific to social work research. Students explore the relationship between empiricism and ethics. Students articulate the reciprocal link between social work research and practice, theory, and policy.

#### 729 Theories of Organizations and—Leadership in Social Work (3)

Different theoretical perspectives on the organizational and administrative context 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 leadership in management and practice.

#### 733 Qualitative Inquiry for Social Work Research (3)

This course is the introductory doctoral course in qualitative research methods, and is a prerequisite for the advanced doctoral qualitative research course. This course emphasizes knowledge and skill development in qualitative research approaches and attendant methodologies in advancing social work practice.

**735 Seminar in Dissertation Development I (3)**

This course focuses on developing student expertise about a social issue relevant to social work practice through an in-depth and critical review of the existing academic literature. Students will learn to critically examine social issues relevant to social work practice and existing solutions through a social justice lens with the aim of identifying and addressing existing gaps in the research. In this course, students will develop a comprehensive and integrated review of the literature associated with an identified social issue relevant to social work practice. It is expected that this integrative literature review will directly inform the conceptual framework associated with students' dissertation research.

**737 Social Policy Analysis and Change (3)**

This course focuses on critical analysis strategies for application in policy development and policy reform. It examines methods of policy analysis and evaluation: policy impact assessment, determination of policy effects on populations, programs, and service systems. Students are encouraged to shape projects and assignments to their scholarship interests in anticipation of dissertation research.

**743 Quantitative Research Design for Social Work (3)**

This doctoral course provides students with an in-depth understanding of the quantitative research process and the necessary components to design a quantitative study. This process includes a review of hypothesis and research question formulation, experimental and observation designs, measurement, sampling strategies, and data collection.

**745 Qualitative Methods and Analysis for Social Work Research (3)**

This course advances doctoral students' knowledge and skills in engaging in qualitative inquiry in social science and social work research. Building on the knowledge gained in *Qualitative Inquiry for Social Work Practice*, students advance skills of critically assessing descriptive qualitative research literature, develop proficiency with the nuances of rigorous qualitative data analysis, and gain expertise with various qualitative data analysis software programs. The course is specifically designed to assist students in developing expertise in the methods of research that support and build upon existing social work practice knowledge.

**747 Quantitative Data Analysis for Social Work Research (3)**

This doctoral course provides students with an in-depth overview of quantitative data management and statistics that are used to produce quantitative social work research that focuses on advancing social work knowledge. Topics include linkage of statistics to hypotheses/research questions, validity, descriptive and inferential statistics, and factor analysis. The use of SPSS as a software package to manage and analyze data is highlighted.

**753 Social Work Education: Issues and Methods (3)**

Diverse professional and academic influences have an effect on social work education. The interplay of forces within the profession, the university or college context, and the larger society have both shaped and challenged social work education. Most social work educators in the twenty-first century are trained in research and other academic skills. This course extends the student's proficiency to include preparation for the educational functions of the professorial role. This course provides a theoretical background to enable the student to better understand the teaching task in education for social work practice and recognize issues in the broader context of higher education which affect social work education. The goal of this course is to prepare doctoral students for leadership roles in the profession who are knowledgeable about curriculum issues, and teaching and training methodologies central to the development of social work education. The course provides opportunity for teaching skills development through classroom practice and discourse around teaching experiences.

**771 Seminar in Dissertation Development II (3)**

This course is intended to further prepare students to successfully engage in independent doctoral level social work research. The course is designed to facilitate the development of the first full draft of the dissertation proposal, as well as to enhance students' ability to engage in ethical, rigorous, independent research that attends to issues of social justice and advances the profession's knowledge base. It is expected that upon completion of this course students will be prepared to present their dissertation proposal to their committee for review.

Elective (3)

This course may be taken outside of the School of Social Work for doctoral credit. Please consult with the PhD Director for more information.

780 Research Practicum (3)

Doctoral students work with a faculty member and design a proposal for research that provides further preparation for their dissertation work. This course fulfills the requirements of the elective.

799 Continuous Matriculation (1)

Doctoral students must register for continuous matriculation for each semester until they successfully complete and defend the dissertation.

# Department of Intercollegiate Athletics

Michael L. Covone, M.S., Director of Athletics  
Jamie Carrig, M.S., Associate Director of Athletics  
Jim Cox, M.S., Associate Director of Athletics  
Amanda Knight, M.S., Associate Director of Athletics/SWA  
Joey Capote, MBA, Assistant Director of Athletics for Development

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## Mission and Purpose

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The mission of intercollegiate athletics (ICA) department and its programs is to provide opportunities for those with outstanding athletic abilities to excel in intercollegiate sport participation while completing their degrees in higher education at Barry University. As the most visible and prestigious program combining academic and athletic excellence on campus, the ICA departmental mission is a vital part of overall student life at Barry University.

ICA fulfills its role within the mission of Barry University by complementing classroom instruction. Each sport program integrates body, mind, and spirit in healthy athletic competition that promulgates the university's core commitments: teamwork, fair play, self-discipline, search for knowledge and truth through intercollegiate sport competition, and social justice involving experiences with team members of differing nationalities and ethnic backgrounds. A caring environment is provided by assuring the academic, physical, emotional, and social welfare of our student athletes through the leadership provided by a well-qualified teaching/professional staff, academic support services, comprehensive health care and coverage, and safe playing and practice conditions.

All athletic activities and events are actively published and promoted to also elicit involvement and support from the community. Additionally, ICA serves as a vehicle by which the university extends its presence in a variety of communities. Staff, coaches, and student athletes must, therefore, display a professional decorum suitable for very visible ambassadors of Barry University. Furthermore, the intercollegiate athletics program will be operated within strict adherence to the published rules of the NCAA and the Sunshine State Conference (SSC) in order to assure that the university's status within the community always remains a positive one.

As an NCAA Division II member school, Barry University furthers the university's commitment to excellence by providing a nationally competitive intercollegiate athletics program that offers national recognition for student athletes. It is home to the 1989, 1992, and 1993 NCAA Champions in Women's Soccer, the 1995, 2001, and 2004 NCAA Champions in Women's Volleyball, the 2007, 2013, and 2014 NCAA Champions in Men's Golf, the 2010, 2013 and 2015 NCAA Champions in Men's Tennis, and the 2011, 2014, 2017 and 2018 NCAA Champions in Women's Tennis, the 2015 and 2016 NCAA Champions in Women's Rowing and the 2017 NCAA Champions in Women's Golf. The ability of Barry's female and male student athletes to balance the demands of high level athletic participation with outstanding academic success ranks the university as one of the top academic/athletic institutions of its kind in the United States. The Barry University community is proud to currently boast a reported NCAA Academic Success rate of 91 percent.

To participate in intercollegiate athletics as an entering freshman with no previous full-time college attendance, the student athlete must be admitted to Barry University and must meet conference and NCAA eligibility requirements, including certification by the NCAA eligibility center. As of the fall 2018 academic year, initial eligibility requirements have been updated. Students are encouraged to review the *Guide to the College Bound Student-Athlete* on the NCAA website. The *NCAA Guide to International Academic Standards for Athletics Eligibility* contains the acceptable credentials applicable to foreign academic records that satisfy the graduation and core-curriculum requirements for initial eligibility specified in NCAA Bylaw 14.3.

All transfer students must meet the institution's general admissions requirements, as well as NCAA and Sunshine State Conference transfer rules in order to practice and compete in intercollegiate athletics.

In order to maintain eligibility and continue participation, all student athletes are required by the NCAA to be in good standing with the university and, as per NCAA Bylaw 14.4, must be making satisfactory progress toward a Baccalaureate degree.

All student athletes 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. Any eligible student may try out for any of the twelve sports by contacting the appropriate head coach prior to the opening of the season.

### Coaching Staff

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BASEBALL	Juan Ranero, M.S.
BASKETBALL	Butch Estes, M.S.
GOLF	Jimmy Stobs, B.A.
SOCCER	Steve McCrath, M.S.
TENNIS	George Samuel, Ph.D.

  

<b>Women's</b>	
BASKETBALL	Bill Sullivan, M.S.
ROWING	Nick Johnson, M.S.
GOLF	Shannon Sykora, B.A.
SOCCER	Sarah Dacey, M.S.
SOFTBALL	Sean Cotter, M.S.
TENNIS	Avi Kigel, M.S.
VOLLEYBALL	Steve Hendricks, M.S.



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Head Coach, Women's Tennis	Avi Kigel, M.S.
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