

BARRY UNIVERSITY



2010-2011 Undergraduate Catalog

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

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SCHOOL OF ADULT AND CONTINUING EDUCATION (ACE)

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ACADEMIC CALENDAR 2010-2011

***Please note that some schools may have another schedule i.e., ACE, POD**

***SUMMER 2010**

Orientation I
Orientation II

Wednesday, Thursday, Friday, June 23, 24, 25
Monday, Tuesday, Wednesday, June 28, 29, 30

***FALL 2010**

Orientation New Faculty/Staff
Assembly
Professional Development Sessions New Faculty/Staff
Orientation III
New Student Orientation IV
Registration

Monday, August 23
Tuesday, August 24
Tuesday, August 24
Wednesday, August 25
Wednesday-Friday, August 25-27
Thursday, August 26 (Transfer Students)
Friday, August 27 (First-Year Students)
Sunday, August 29
Monday, August 30
Monday, September 6
Friday, October 15
Thursday-Sunday, November 25-28
Friday, December 10
Monday-Friday, December 13-17
Saturday, December 18

New Student Investiture
Classes Begin
Labor Day
Fall Holiday
Thanksgiving Holiday
Classes End
Final Exams
Commencement

***SPRING 2011**

Registration
Spring StART
Classes Begin
Martin L. King Holiday
Spring Break
Easter Holiday
Classes End
Final Exams
Commencement

Monday-Tuesday, January 10-11
Friday, January 8
Wednesday, January 12
Monday, January 17
Monday-Sunday, March 7-13
Thursday-Sunday, April 21-24
Friday, April 29
Monday-Friday, May 2-6
Saturday, May 7

***SUMMER I 2011**

Classes Begin
Classes End

Monday, May 9
Friday, June 17

***SUMMER II 2011**

Classes Begin
Classes End

Monday, June 20
Friday, July 29

School of Adult and Continuing Education (ACE)

SPRING 2010

Session A
Session B

January 11 – March 8
March 13 – May 7

SUMMER 2010

June 1 – July 27

FALL SEMESTER, 2010

Session A
Session B

August 16 – October 12
October 18 – December 17

SPRING SEMESTER, 2011

Session A
Session B

January – March
March – May

ACCREDITATION

Barry University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501, Web site: www.sacscoc.org) to award bachelor's, master's, specialist, and doctoral degrees. The **graduate programs in Theology** in the College of Arts and Sciences are accredited by the Association of Theological Schools in the United States and Canada (ATS).

In the College of Health Sciences, the nursing program was initially accredited by the National League for Nursing (NLN) in December, 1962. Presently, the **undergraduate and master's programs in Nursing** are accredited by the Commission on Collegiate Nursing Education. The undergraduate nursing program is approved by the Florida Board of Nursing since 1953. The **Occupational Therapy Program** is accredited by the Accreditation Council for Occupational Therapy Education. The **Cardiovascular Perfusion Program** is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The **Anesthesiology Program** is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs. The **Bachelor of Science in Clinical Biology with a Histotechnology specialization and the Post-Baccalaureate Certificate in Histotechnology 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).

The Adrian Dominican School of Education (AD-SOE) offers the following undergraduate programs in teacher preparation that are approved by the Florida Department of Education (DOE); **Elementary Education/ESOL/Reading and Exceptional Student Education/ESOL/Reading**. Additionally, ADSOE offers a Five-year seamless Bachelor to Master (BS to MS) degree program in education. This BS to MS education degree is pending State approval for Infancy through Early Childhood, Early and Middle Childhood and Special Education and also includes the ESOL and Reading endorsements. Due to Florida's reciprocal certification agreement, graduates of these programs 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 **Counseling programs** in Marital, Couple, Family Counseling and Therapy, Mental Health Counseling, and School Counseling are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The **Montessori Education** Early Childhood and Elementary programs are accredited by the Montessori Accreditation Council for Teacher Education (MACTE). The **School Psychology program** is approved by the Department of Education (DOE) of the State of Florida and by the National Association of School Psychologists (NASP).

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.

The **Doctor of Podiatric Medicine Program in the School of Podiatric Medicine** is accredited by the Council on Podiatric Medical Education. The **Physician Assistant Program** is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA).

The **School of Human Performance and Leisure Sciences' Athletic Training Program** is accredited by the Commission on the Accreditation of Athletic Training Education (CAATE). All programs offered by the **D. Inez Andreas School of Business** are accredited by AACSB International – The Association to Advance Collegiate Schools of Business.

Barry University's **School of Law** is fully accredited by the American Bar Association (ABA).

NOTICES

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

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

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

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

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 dialog.

Through worship and ritual, we celebrate our religious identity while remaining a University community where all are welcome.

CORE COMMITMENTS

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, 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.

LEARNING ENVIRONMENT

Barry University, through its two academic colleges and seven 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 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. The University commits itself to excellence in teaching at all levels, and values its undergraduate, graduate and professional programs 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

HISTORY

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 forty-acre tract of tropical vegetation located in residential Miami Shores was transformed into the campus of Barry College. By action of the Board of Trustees, the college became Barry University on November 13, 1981. Today's University community is comprised of approximately 9,000 students, served by well over 2,100 administrators, faculty members, and support staff representing diverse religious, cultural, and ethnic backgrounds. Barry is coeducational and fully accredited.

Since Barry first opened its doors in 1940, the faculty and administration have combined efforts to develop high quality academic programs so that needs of both the students and the local community would be served. Examples of this development include the inauguration and accreditation of such programs as Nursing, Teacher Education, Medical Technology, and Social Work. Needs of the local community led Barry to begin graduate programs for men and women in 1954, a Continuing Education Program in 1974, a School of Business in 1976, a Division of Biological and Biomedical Sciences in 1983, and a School of Podiatric Medicine in the Fall of 1985, and School of Law in 1999.

Located near the bustling downtown district of Orlando, the School of Law has assembled a faculty and student body committed to excellence in legal education. While retaining the intellectual challenge presented by traditional law school courses, the school has developed an extraordinary skills and clinical program. Students develop not only a thorough grounding in legal principles, but are provided the opportunity to develop advocacy, counseling, and mediation skills. With deep respect for all religious values, the School of Law provides an opportunity to develop the values that will provide lifelong commitment to ethics and service to the broader community. As a mission driven institution, the School of Law is committed to educating

individuals to be excellent lawyers and valuable and contributing members of society.

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 ever-increasing student population. The physical plant includes 54 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.

UNIVERSITY LIFE

The measure of a special university is more than the size of its student body, its faculty, its campus, or its longevity. Although Barry University is relatively small and young, it is emerging as a truly special institution of higher education.

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

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

STUDENT RIGHT TO KNOW ACT

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

GENERAL GRADUATION RATE DATA

Currently, the 6-year graduation rate is 34.1% for full-time, first-time freshmen entering in the Fall of 2002.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

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

BUILDINGS & FACILITIES

ADMINISTRATION BUILDING—This one-story building, located at Barry University – Orlando, houses the university administration, law school dean, law school administration and moot court facilities.

ADRIAN HALL—Constructed in 1940 and originally named Angelicus, Adrian Hall houses the Administrative Information Systems Center and Registrar; the administrative offices for the Biology Department, science labs, and the office of Occupational Therapy.

ADULT AND CONTINUING EDUCATION—The School of Adult and Continuing Education building was acquired in 1983 and named in honor of Frank J. Rooney, a long-time friend of Barry University.

ALUMNI HOUSE—Opened in 1995 to provide a place for alumni to meet and gather, the **Vivian A. Decker Alumni Building** also houses the Office of Alumni Association and a memorial to Barry's fourth president, Sister Trinita Flood.

ANDREAS LAW CENTER—This two-story building, located at Barry University – Orlando, houses the registrar, financial aid, classrooms, faculty offices, student lounge, and campus reception.

ANDREAS SCHOOL OF BUSINESS 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 ten traditional classrooms, two of which have been specifically designed to be used for accounting classes, two large executive training classrooms, thirty-eight faculty offices, and the administrative offices of the School.

ANDY GATO GALLERY—The new fine art gallery for Barry University was established in the fall of 2008 to replace the smaller university gallery previously located in the school's library. This spacious, state of the art facility, built to honor the memory of Andy Gato, is located on the second floor of Thompson Hall and has over 4000 square feet of exhibition space. The Andy Gato Gallery also serves as a lecture facility, reception hall and student lounge area. The exhibition space reflects the long history of Barry University's visual arts programs by including 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.

BENINCASA HALL—Named for St. Catherine of Siena, Benincasa opened fall 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 male and female upper-class students and is the home of the Honors Program Learning Community and has a lounge on each floor, one of which is dedicated to students in the Honors Program.

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 predominantly upper-class students.

CENTER FOR COMMUNITY HEALTH AND MINORITY MEDICINE—This building houses classrooms and administrative offices for the School of Podiatric Medicine.

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

DALTON-DUNSPAUGH HOUSE—Originally known respectively as Regina Caeli and Regina Mundi, Dalton-Dunspaugh House 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 first 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 new students. A computer lounge sponsored by the Division of Information Technology is located in the lobby area.

DAVID BRINKLEY STUDIO—As part of the Division of Information Technology, the David Brinkley Studio provides resources for communication students to work and learn on state of the art equipment, and facilitates faculty involvement in distance education by producing courses for video broadcast. The studio is located on the first floor of the Garner Building.

EULIANO LAW LIBRARY—This is a three-story building located at Barry University – Orlando. In addition to being a state-of-the-art law library, the facility houses library administration, faculty offices, and a computer lab.

FARRELL HOUSE—Dedicated to Margaret Brady Farrell in recognition of her generous contributions to Barry University, Farrell was built in 1940. Originally named Maris Stella, it houses several departments of the Division of Business and Finance.

FINEARTS QUADRANGLE—The Fine Arts Quadrangle is comprised of art, photography, theater, and music studios, lecture rooms, faculty offices, the departmental office of Fine Arts, the Pelican Theatre, and the **Shepard & Ruth K. Broad Performing Arts Center**, a 1,000-seat capacity auditorium.

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 predominately upper-class students.

GARNER HALL—Funded through a grant from the Federal Aviation Administration, the Garner Building was opened in the fall of 1989. Designed as a “high-tech” facility, this building houses the Division of Information Technology, the Department of Communication, the Department of Mathematics and Computer Science and the Glenn Hubert Learning Center.

116 BUILDING—This building, located at 11600 NE 2nd Avenue, houses classrooms and administrative offices for Facilities Management, and Conference and Event Services.

GRADUATE STUDIES CENTER—This one-story building, located at Barry University – Orlando, houses classrooms, and School of Law faculty.

HOLLY HOUSE APARTMENTS—Located approximately two blocks north of the main campus, these are traditional apartment-style units, consisting of efficiencies, 1-bedroom, and 2-bedroom units. Amenities include full kitchens, gated access, and on-site pool and laundry facility. It houses male and female upperclass students.

HPLS ANNEX—This building is located at 99 NW 115th St., houses classrooms, laboratories, and offices for HPLS.

INSTRUCTIONAL COMPUTING LAB—As part of the Division of Information Technology, the Instructional Computing Lab provides computing resources to students, faculty, and staff seven days a week. The computer lab is located in the Garner Building on the second floor, Garner Room 247.

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 male and female upper-class students and has a lounge on each floor, two of which offer Division of Information Technology computers and printers for student use.

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

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

LEHMAN HALL—William Lehman Hall 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 contained on the second floor. In addition, there are classrooms and meeting rooms.

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 classrooms and administrative offices.

MOTTRAM-DOSS HALL—Mottram-Doss residence hall was completed in 1990 and is named after Reneé Mottram-Doss, one of Barry’s benefactors. It contains 16 five-bedroom/two-bath and three-bedroom/one-bath apartments. Mottram-Doss houses students in all classes – freshman, sophomore, junior, senior.

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

O’LAUGHLIN HALL—Completed in November of 2000, this building houses the Department of Theology and Philosophy and the Department of History and Political Science on the second floor, and eight classrooms on the first floor.

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

R. KIRK LANDON STUDENT UNION—Built in 2004, the Student Union houses all Departments of Student Services, the Fitness/Wellness Center, the Department of Recreation, Dining Services, Campus Bookstore, Student Concierge Center, ID office, Sports Grill and Public Safety office.

SAGE HALL—Built in 1984, Sage Hall was named after Robert F. Sage, one of Barry’s benefactors. Sage houses male and female first-year and transfer students in double suites; a bathroom is shared between two rooms.

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

THOMPSON HALL—Built in 1962, Thompson Hall presently houses Human Resources, Payroll, the Business Center, Purchasing, Accounts Payable, the Buc Stop snack bar, meeting rooms, and a studio for sport, dance, and fitness instruction.

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

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, predominantly first-year students. It contains single, double, triple, and quad rooms, with en-suite and community bathrooms.

WIEGAND CENTER—Built in 1970 through a donation from Edwin L. Wiegand, Wiegand Center contains classrooms, science labs, and an auditorium. Administrative and faculty offices for the College of Health Sciences, Department of Physical Sciences and the Division of Nursing are located here. In 1987 a four-classroom wing was added and named Wiegand Annex.

ADMISSIONS

APPLICANTS FOR ADMISSION

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

TRANSFER APPLICANTS—Applicants who have at least twelve hours of acceptable college credit at one or more regionally accredited institutions.

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

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

READMISSION STUDENTS—Applicants who have previously been enrolled at Barry, and whose enrollment at Barry has been inactive for two or more consecutive semesters (excluding Summer terms).

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

APPLICATION PROCEDURES

All applicants are required to submit a complete application form and a nonrefundable application fee payable to Barry University. Applicants may apply on-line for admission at www.barry.edu/apply. The on-line electronic application fee is \$20 except for health sciences programs; for which the application fee is \$30. If you do not have access to our on-line application, you may submit a paper application, along with a \$30 application fee.

Completed applications are reviewed as soon as all credentials are received, and only completed applications will be reviewed. The Office of Admissions reviews applications and notifies applicants of missing credentials, but the responsibility for having all admission credentials, including required tests, forwarded to Barry University, rests with the applicant. Once credentials are submitted to the Office of Admissions in the Division of Enrollment Services, they become the property of Barry University and will not be surrendered. Photocopies of credentials will not be made from the applicant's file. Any concealment by an applicant of previous college registration or previous academic or disciplinary record in a secondary school or college will immediately cancel and nullify the admissions process at Barry University. Applications must be processed and acceptance verified no later than 10 days prior to the published date of registration for the semester in which the student wishes to matriculate.

The Office of Admissions will notify the applicant of the decision in writing. An enrollment deposit is required in order to reserve a space in the entering class. The University has a commitment to admit only qualified applicants. For details on admission, applicants should read the information below as it applies to their particular situation.

Acceptance to the University does not guarantee acceptance to some of the clinical or professional programs, e.g., Nursing, Medical Technology, Education, Social Work, etc. Refer to each program for specific information on admission to clinical/professional status.

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

Permanent Resident Status—When an applicant has permanent resident status, the Alien Registration Receipt Card (“green card”) must be presented as a supplement to the application for admission.

FRESHMEN APPLICANTS

Freshmen applicants are required to submit:

1. Official high school academic transcript, or equivalent, from a regionally accredited high school.

The official high school academic transcript should show:

- graduation, or satisfactory progress toward graduation if applying prior to completion of 12th grade; and
 - course work, including English, Social Studies, Mathematics, and Natural Science. The minimum number of specific units required in these areas will vary, depending on the major program pursued at Barry. If a GED (General Educational Development Test) is submitted, the official test results with scores must be included.
2. Test results from the SAT I (Scholastic Assessment Test) or ACT (American College Test). This requirement does not apply to applicants 21 years of age or older.

Home schooled applicants should refer to the Home Schooled Applicants section of this catalog.

International applicants should refer to the International Applicants section of this catalog.

Applicants planning to major in Nursing must present satisfactory completion of Algebra II and two units of laboratory science, including chemistry and biology. Prospective Pre-nursing applicants must present a combined SAT I score of at least 800 or a score of at least 17 on the ACT. Nursing applicants should refer to www.barry.edu/nursing/bsn/Admission.htm for application deadline dates.

Applicants planning to major in all Business majors except International Business must present a combined SAT I score of at least 850 (Math score of at least 400 is required for all business applicants) or a score of at least 18 on the ACT (Math score of 17 is required for all business applicants). Applicants for the International Business major must present a combined SAT I score of at least 960 (Math score of at least 400) or a score of at least 20 on the ACT (Math score of at least 17).

Applicants planning to major in Mathematics must present four units of mathematics (including 2 years of algebra, geometry, or trigonometry.)

Applicants planning to major in Chemistry must present at least three units of mathematics and one unit of high school chemistry with laboratory science.

Applicants planning to major in Biology must present 3 1/2 units of mathematics (including algebra, geometry, and some background in trigonometry), as well as 2 units of laboratory science (including biology and chemistry).

Home Schooled Applicants

Barry University welcomes applications from home schooled applicants. The following *required* documentation will assist us in assessing your past performance and potential for success at Barry:

1. Academic portfolio (transcript of all courses taken, including reading lists and syllabi, with evaluations or grades received for each subject), OR GED;
2. Transcripts of any traditional high school work;
3. Transcripts of any college level work;
4. Test results from the SAT I or ACT;
5. Copy of the home school rules of the state in which the home school is chartered;
6. Any other requirements designated by the rules of the home state, or proof of certification (if required).

Early Admission

The University provides an opportunity for exceptionally well-qualified high school students, recommended by their counselors for outstanding achievement, to be considered for entry upon completion of the 11th grade.

The basis of selection for early admission is as follows:

1. Outstanding quality of the applicant's high school record.
2. A letter of recommendation from the high school counselor or principal.
3. Satisfactory performance on the SAT I or ACT.
4. A letter from the applicant stating his/her reason for wishing to enter the University before graduation from high school.
5. A letter of approval from the legal guardian(s).

The procedure for making application for early admission is basically the same as for regular admission to the freshman class.

Credits earned at Barry University must be approved by high school authorities to complete high school requirements and to earn a diploma. In order for Barry University to forward a student's transcript of credits to the high school principal, a signed form authorizing the release of credits must be submitted to the Office of the Registrar. When the high school diploma and final transcripts are issued, copies must be filed with the Office of the Registrar at Barry University.

TRANSFER APPLICANTS

Transfer applicants are required to submit official transcripts from each college previously attended. Incomplete transcripts must be updated as soon as all coursework is completed. Transcripts in the applicant's possession will not be accepted unless in an official sealed envelope from the issuing institution.

Admission to a degree program is based on academic performance in all work from regionally accredited or

internationally recognized colleges or universities. Applicants must be in good standing at the last institution attended in order to be considered for acceptance into the University.

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

Applicants interested in pursuing the Cardiovascular Perfusion Program should refer to the appropriate section of the catalog for their admission requirements.

Transfer Credit Policies

Evaluation of all undergraduate course work taken prior to admission to the University is performed by transcript evaluators in the Division of Enrollment Management.

Transfer credits from regionally accredited colleges or universities are transferable to Barry in semester hour equivalents. Following are the seven regional accrediting bodies from which domestic transfer credit must originate: New England Association of Schools and Colleges, Middle States Association of Colleges and Schools, North Central Association of Colleges and Schools, The Northwest Association of Schools and Colleges, Southern Association of Colleges and Schools/Commission on Colleges, Western Association of Schools and Colleges/Accrediting Commission for Community and Junior Colleges, and Western Association of Schools and Colleges/Accrediting Commission for Senior Colleges and Universities.

Applicants with international credentials may refer to the International Applicants section of this catalog. Credits completed at a foreign institution will be considered for transfer if the institution is recognized by that country's Ministry of Education (or equivalent).

Transfer credit is awarded for grades of C or better. Credit is not allowed for developmental, preparatory or vocational course work. Grades and grade point averages will not be transferred, nor will they appear on the Barry transcript. Grades of P, CR, or S are eligible for transfer if a statement that the work is of at least C quality is received from the institution where the credit was earned.

A maximum of 64 credits will be accepted by the University in transfer from regionally accredited community/junior colleges. Only six of these credits may transfer with upper-level status.

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

Applicants who have successfully completed the higher-level International Baccalaureate (IB) examination with grades of 4 or better may be granted transfer credit on a course-by-course basis. Credit can be awarded, under certain conditions, for the Baccalaureat from France, the German Abitur, the G.C.E. A-level and CAPE examinations.

Credit will be awarded for CLEP and AP test scores in compliance with Barry's policy on these testing

programs. A statement of this policy may be obtained from the Office of Transcript Evaluation. A maximum of 30 credits will be accepted from test scores. The credits must be earned before a student has attained junior status and are considered as part of the 64 maximum transfer credits accepted from community colleges.

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

Credit for formal courses and educational programs sponsored by noncollegiate organizations and evaluated by the American Council of Education's Program on Noncollegiate Sponsored Instruction and The University of the State of New York's National Program on Noncollegiate Sponsored Instruction will be accepted in transfer with the permission of the dean of the school into which the credits are transferring.

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

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

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

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

Transfer credit equivalencies at Barry University are determined by the academic school offering the course(s). The school of the student's program is responsible for the distribution of credits to meet graduation requirements.

When an applicant applies for readmission, transfer credits will be re-evaluated according to the policies of the catalog year in which the applicant is reapplying.

Transferability of credits is at the discretion of the accepting institution. It is the student's responsibility to confirm whether or not credits earned at Barry University will be accepted by another college of the student's choice.

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

International Credentials: Barry University will accept transfer credits from international sources provided the presented credential represents postsecondary learning at an institution recognized as postsecondary degree granting by the country's Ministry of Education (or equivalent).

International credentials must be evaluated by a foreign credential evaluator who is a member of the National Association of Credential Evaluation Services. The Office of Admissions maintains a listing of approved evaluation agencies. The admission decision and transfer evaluation require official transcripts, translation and professional evaluation. The cost of the professional evaluation is the responsibility of the applicant.

ARTICULATION AGREEMENT BETWEEN BARRY UNIVERSITY AND THE FLORIDA COMMUNITY COLLEGE SYSTEM

In the Spring of 1993 Barry University and the Florida State Board of Community Colleges entered into an agreement which governs the matriculation at Barry University of Associate of Arts graduates from the Florida Community College system. Information regarding transferring credits between Florida's colleges and universities may be found at www.facts.org.

ADVANCED PLACEMENT (AP)

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

Credit for Advanced Placement examinations is based on the one-year AP experience. Credit is given only in cases of scores of 3 or better. French, Spanish, General Chemistry and Physics must be passed with a score of 4 or more. Credit varies from 3 to 8 semester hours, depending on equivalencies available at Barry University. A list of equivalencies can be obtained from the Office of Transcript Evaluation. Advanced Placement credit cannot be duplicated either in regular courses or through CLEP, the College Level Examination Program. Credits are accepted on a credit/no credit basis. A maximum of 30 credits will be accepted through the Advanced Placement Program. Barry University will accept a total of 30 credits from all testing programs.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

All CLEP credits must be earned prior to a student achieving junior status at Barry University (60 credit hours). For new applicants, the award of CLEP credit is made by the Office of Admissions; for enrolled students, the award of credit is processed through the Office of the Registrar. All CLEP credit is accepted on a credit/no credit basis. A maximum of 30 credits will be accepted through CLEP. Barry University will accept a total of 30 credits from all testing programs.

Credit will not be awarded in cases of duplication, nor will equivalencies be changed to remedy such duplication. CLEP credit will not supersede earned college credit. CLEP credits in any one discipline may not exceed six.

NON-DEGREE APPLICANTS/GUEST APPLICANTS

Non-degree applicants are those applicants who wish to earn credit but not pursue a degree from Barry University. Guest applicants are those applicants who wish to secure credits to transfer to a college where they are already enrolled in a degree program. Both non-degree and guest applicants must submit the Non-degree Application for Admission. Non-degree applicants are required to submit proof of a high school diploma, or equivalent, as an admission credential. Guest applicants are required to present a letter from the dean of the college in which they are enrolled stating that they are in good standing in all respects. Those applicants not currently enrolled must submit an official copy of the transcript from the last institution in which they were enrolled. Undergraduate applicants admitted to non-degree status are limited to 30 credits in this category. Non-degree-seeking applicants who wish to change their status to degree-seeking must complete a degree application and meet all the requirements for degree-seeking applicants. Enrollment as a non-degree student in no way implies admission to a degree program.

CAMPUS INTERCHANGE PROGRAM

Barry University is part of the five-campus Dominican Colleges Campus Interchange Program. This cooperative educational experience is available through the joint efforts of Aquinas College, Grand Rapids, Michigan; Dominican University of California, San Rafael, California; Siena Heights University, Siena Heights, Michigan; St. Thomas Aquinas College, Sparkhill, New York; and Barry University, Miami Shores, Florida.

Applicants wishing to spend a semester at Barry University as part of the Campus Interchange Program must:

1. Obtain the application for the Campus Interchange Program from their home school and

send it to Barry University, Office of Admissions, 11300 NE Second Avenue, Miami Shores, Florida 33161.

2. Complete Barry University's Non-degree Application for Admission.
3. Submit all official transcripts from previously attended and current institution(s).

Completed applications are reviewed as soon as all credentials are received. The Office of Admissions will notify the applicant of the decision in writing.

Additional information may be obtained from the academic information section of this catalog.

READMISSION AND CHANGE OF STATUS

Any undergraduate student whose enrollment at Barry has been inactive for two or more consecutive semesters (excluding Summer terms) must submit a new application to the Office of Admissions. This does not apply to students on an approved medical leave of absence. Those students should refer to the Medical Leave Policy section of this catalog. Readmission is contingent upon approval of the dean of the school in which the applicant was last enrolled, the dean of the school to which the applicant is applying, and the Vice President of Student Services. If approved, the degree requirements in place at the time of readmission must be met, and the applicant re-entering Barry University is bound by the policies dictated by the current catalog.

The Undergraduate Application for Admission must be completed by the applicant and submitted to the Office of Admissions at least 30 days prior to the first day of registration for the semester of expected matriculation.

Students returning to the program after suspension or a leave of absence (other than approved medical leave) are bound by the regulations in place at the time of readmission.

Students who were enrolled as non-degree seeking students or guest students and who now wish to enter an undergraduate degree program at Barry must complete an undergraduate application. These applicants must meet the requirements for undergraduate admission by submitting all necessary credentials for the approval of the Office of Admissions.

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

INTERNATIONAL APPLICANTS

For the purpose of admission to Barry University, an international applicant is one who has received secondary school and/or university-level education outside of the United States and/or an applicant who requires a student visa. For immigration purposes, an

international applicant is one whose country of birth, citizenship, and permanent residency is not the United States.

In general, an international freshman applicant must meet the university entrance requirements in place for the country from which he/she has graduated. For international transfer applicants, admission to a degree program is based on academic performance in all work from regionally accredited or internationally recognized colleges or universities. Applicants must be in good standing at the last institution attended in order to be considered for acceptance into the University.

Application Procedures

1. Please follow application procedures for freshmen or transfer applicants, depending on your entry status, as stated earlier in this catalog.
2. Educational documents must be supplied as follows:
 - a. Official transcripts should be sent to Barry University directly from all institutions attended.
 - b. Certified and notarized records from foreign institutions may be submitted by applicants, but the University may insist that such transcripts be sent directly to Barry University from the issuing institutions.
 - c. Once credentials are submitted to the Office of Admissions, they become the property of Barry University and will not be surrendered.
3. 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 Office of Admissions maintains a listing of approved evaluation agencies. The admission decision and transfer evaluation require official transcripts, English translation and professional evaluation. The cost of the professional evaluation is the responsibility of the applicant.
4. English Translations: Documents in a language other than English must be accompanied by certified English translations including course syllabi. Translations supplement but do not replace original documents. Both should be sent.
5. English Proficiency: An international applicant who does not give evidence of being a native English speaker, including those applying for transfer from U.S. institutions, is required to submit either a score of 550 on the paper-based Test of English as a Foreign Language (TOEFL), 213 on the computer-based TOEFL or 79 on the Internet-based TOEFL. The undergraduate applicant whose TOEFL score is between 500 and 549 (173-212 on the computer-based test or 61-78 on the Internet-based test) may be admitted to the Transition in Language and Culture (TLC) Program and enroll concurrently for

academic and English courses. An applicant who scores less than 500 (173 computer-based or 61 Internet-based) will be required to improve his/her English proficiency. For TOEFL application refer to www.toefl.org or write to: The TOEFL Program, Box 899, Princeton, NJ 08540, U.S.A.

Consideration may be given to waiving the TOEFL requirement for international applicants who meet one of the following situations:

- The international freshman applicant presents a composite SAT or ACT test score (English version) which, at minimum meets the admission standard **and** also reflects a verbal score that demonstrates English proficiency.
- The international transfer applicant has attended an accredited college/university in the U.S.A., has completed at least 24 hours of transferable college credits, and is in good standing at the last institution attended.
- Satisfactory proof of English proficiency on the College-Level Academic Skills Test (CLAST) reflecting a passing score in the English portion.

An international applicant under consideration for a waiver of the TOEFL must also satisfy all other requirements for admission to the University.

Intensive English instruction is offered at Barry University through the ELS Language Centers. Applicants who complete master's level 112 at the ELS Language Centers are not required to sit for the TOEFL examination.

Applicants who wish to study in the ELS Language Centers prior to applying for an academic program should contact mia@els.edu or write to:

Director, ELS Language Centers
Barry University
11300 N.E. Second Avenue
Miami Shores, Florida 33161-6695
United States of America

Enrollment Requirements

Certification of Eligibility (Form I-20 A)—The United States Bureau of Citizenship and Immigration Services, SEVIS Certificate of Eligibility (Non-Immigrant “F-1” Student Status) will be provided to admitted applicants upon completion of all admission requirements and receipt of required financial statements. The financial statements should include:

1. A Financial Verification form indicating financial support or government sponsorship guaranteeing payment of tuition and fees, books, room and board, medical insurance, and personal expenses for one academic year (two semesters) and that, barring unforeseen circumstances, adequate funding will be available from the same or equally dependable sources for subsequent years.

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. The required amount is determined by the program. The financial verification form and the bank letter must be dated no more than six months prior to starting classes at Barry University.

An enrollment deposit is also required to reserve a space in the entering class.

The University does not award need-based financial assistance to international applicants. Payment of tuition and fees is required at the beginning of each term. All checks should be made payable to Barry University.

International applicants 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 SEVIS Certificate of Eligibility when applying for the student visa at the United States Embassy or Consular office.

International students on F-1 visa status must fulfill the following conditions:

- Pursue a course of study as a full-time, degree-seeking student.
- May not transfer schools or work off-campus without Bureau of Citizenship and Immigration Services permission.

Arrival-Departure/School Transfer—Non-immigrant visa students are required to attend Barry University as indicated on the I-20 Eligibility form by Barry University and later approved and stamped 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 an applicant is in good health and able to maintain a serious program of study. Before coming to the University, accepted candidates are strongly encouraged to submit a physician's report in English for approval by Barry's Student Health Services Office. Proof of adequate health insurance is required (with coverage of at least U.S. \$50,000.00). Proof of insurance benefits must be provided in English to Barry's Student Health Services Office. If proof is not available, a student will be issued health insurance by the University, and billed accordingly.

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

Note: An admitted applicant may not register for classes without having met these medical requirements through Barry University's Student Health Services Office.

Financial Information

Barry University does not offer need-based financial assistance to international applicants (applicants without United States citizenship or permanent residency). Merit-based academic scholarships are available to qualified, entering international undergraduate applicants. These scholarships are available to first-year, as well as transfer applicants, on a competitive basis. In order to be considered, an application for admission must be submitted.

Scholarships are not available once applicants have matriculated at the University. All international applicants entering Barry on F-1 visa status must show proof of adequate funding to meet their expenses. (This includes personal, travel, vacation, as well as all University-related expenses).

STUDENT LIFE

DIVISION OF STUDENT AFFAIRS

Recognizing the Catholic and Dominican heritage of Barry University, the Division of Student Affairs incorporates the University mission into all programs and services. A developmental and student centered approach to total education emphasizes such traits as values, maturity, respect for oneself and respect for others. The Division adheres to the philosophy that students succeed when all aspects of their development are at the optimum level. The developmental purposes of the division are personal growth, the coordination of out-of-the-classroom activities, and the general well being of individual students and student groups.

Achievement of the Division's mission and the goals is attained through professional collaboration with faculty, staff, and administrators throughout the university. The Vice President for Student Affairs is the university official charged with coordinating the programs of the Division. Those areas staffed by student affairs professionals are: Campus Ministry, Career Services, the Center for Counseling and Psychological Services, the Office of the Dean of Students, DePorres Center for Community Service, Disability Services, Commencement, the Office of Commuter Affairs, the Follett Bookstore, Student Advocacy Center, the Student Health Center, Student Activities, Public Safety, the Office of Housing and Residence Life, International and Multicultural programs, Sodexo Dining Services, the Student Union Office, and the Office of the Vice President for Student Affairs. Students are involved in all aspects of the Student Affairs Division through the Student Government Association as well as departmental advisory committees and meaningful involvement with each staff member of the division.

Course Descriptions—Orientation Prefix: ORI

ORI 100 First-year Experience Seminar (1)

A special one-semester course open to all freshman and new students. Goals of the course are to help students

adjust to the University, and to develop positive attitudes about themselves and the learning process while learning skills essential for academic and personal success.

ORI 300 Senior Transition (1)

Special one-semester course open to all second-semester juniors, or senior students. The goals of the course are to begin the adjustment process from the undergraduate academic life to graduate school or the workplace.

New Student Orientation

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 efforts to assist new students in navigating the ins and outs of their first semester, Barry offers New Student Orientation. Mandatory for all new students, 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, New Student Orientation addresses everything from managing a college social life to advising and registration. The program guides students through informational sessions, placement and challenge testing, and meeting diverse members of the Barry Community. Students will meet with representatives from their academic schools, register for their first semester classes and discover the rich variety of activities and programs available at Barry University. 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.

OFFICE OF THE DEAN OF STUDENTS AND STUDENT ADVOCACY

The Office of the Dean of Students supports the intellectual and personal development of all students through providing a combination of advocacy, programming, and services that enhance the university community, including the University disciplinary process.

The Student Advocacy Center, which is part of the Office of the Dean of Students, was formed to assist students find their place at Barry. Staff members help students become better informed so that they can focus on their classes, make important decisions about their futures and pursue their educational goals successfully. The Center refers students to appropriate departments and people, familiarizes them with university policies and guidelines, and offers guidance as students investigate problem-solving and decision-making.

CAMPUS MINISTRY

The Office of Campus Ministry, in the spirit of St. Dominic's charism to bless, to preach, and to praise, invites the community into a closer relationship with God by fostering awareness of the University's mission, providing occasions for prayer and worship, times of reflection and retreat, and opportunities to study, celebrate and act on the Word of God.

The Office of Campus Ministry provides occasions for prayer and worship, reflection and retreat, celebration and study. While promoting and serving the Catholic identity of the University, Campus Ministry strives to meet the spiritual needs of its diverse student body. Recognizing the religious and spiritual diversity of the modern world and of the Barry Community itself, Campus Ministry endeavors to create an atmosphere of openness and mutual respect for all Christian denominations and world religions that together create the Barry community.

Core programs and services of the Office include: Liturgies and other worship opportunities, Rite of Christian Initiation for Adults (RCIA), retreats, prayer, faith sharing and Scripture study, interfaith dialogues, Pastoral Counseling and Spiritual Direction, Service Learning, advisement of Alternative Spring Break and Habitat for Humanity, hospitality programs – including both regularly scheduled and special events, and Dominic's Dollar, a program initiated to offer small term loans to students for text books.

DePorres Center for Community Service

Heeding the Christian call to serve the poor, the Office of Campus Ministry's de Porres Center for Community Service provides opportunities for involvement in serving the local and global communities. The purpose of the center is to further Barry University's mission to foster an environment for individual and communal transformation where learning leads to

knowledge and truth, reflection leads to informed action, and commitment to social justice leads to collaborative service. The Center develops and promotes service opportunities on a weekly and monthly basis as well as organizing several community service events throughout the year, such as the Dr. Martin Luther King Jr. Day of Service and the Volunteer Fair. The Center supports activities of service and social action by student clubs and groups as well as serving as a location for students to learn about and get involved in service and social justice opportunities available in the local community. In addition, the Center encourages Barry students to make the connections between faith, service, justice and the mission of the university by providing opportunities for theological reflection and integrative workshops.

CAREER SERVICES

Career Services strives to provide the following services in an atmosphere of respect and confidentiality:

1. Career development and planning to assist students and alumni.
2. Innovative, informative career programs including activities, presentations, and seminars.
3. Interaction with area employers to promote career development within the surrounding community. Career Services offers communication and interaction with employers nationwide to increase recruiting opportunities.
4. Collaboration with faculty and staff to provide services for students in a comprehensive manner.
5. A commitment to extend Career Services' resources beyond a traditional Monday - Friday format by utilizing Internet technology. Career Services is committed to serve all of Barry University's satellite campuses in this manner.

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

- Career Expos and Interview Days
- Career Interest Inventories
- Career Library Resources
- Full-time and Part-time Job Listing via E-BUCS
- Individual Career Counseling
- On-campus Recruiting
- Resume Writing, Interview Skills Assistance

Career Counseling

Career Counselors provide counseling and development services to students, alumni, faculty and staff, in accordance with the University's mission imperative of a caring environment. The goal of Career Services is to encourage each student to take personal responsibility to utilize the services to 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.

It is the policy of Career Services to provide services to employers whose mission is consistent with the mission of the University.

CENTER FOR COUNSELING AND PSYCHOLOGICAL SERVICES

The purpose of the Center for Counseling and Psychological Services is to provide the following services in an atmosphere of respect and confidentiality:

1. Personal Counseling, including individual and group Counseling
2. Wellness-related programs, including activities, presentations and workshops to students.
3. Interaction with other universities statewide including promotion of responsible and healthy lifestyle choices with regard to substance abuse, and addressing other areas of interest and concern.

Personal counseling is available on an appointment basis, if possible. Twenty-four hour emergency counseling services are available through a cell phone system.

Confidential personal counseling is available to all 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. These referrals are made through the Counseling Center. Confidentiality is maintained.

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

DISABILITY SERVICES

The primary purpose of the Office of Disability Services is to provide equal access for students with disabilities to all curricular and co-curricular opportunities offered by the Barry University. In addition, the office provides leadership and guidance to the campus community to ensure compliance with legal requirements for equal access while enhancing understanding and support of students with disabilities.

The office supports the caring environment of Barry University through its one-on-one relationships with students and strives to provide a holistic educational experience which prepares each student to be united and equal with the non-disabled population, while assuring their human and legal rights.

Procedures and Guidelines

Students must present medical or extensive educational documentation of all disabilities. Accommodations for students with disabilities are granted on a

case-by-case basis, in accordance with medical and professional information in the student's record, legal precedent, and the national standards for services for students with disabilities. Appeals of accommodation requests may be made through the Disability Appeals procedures.

Appeal process

Accommodations are granted on a case-by-case basis by those students who are eligible under our documentation guidelines and in compliance with all Federal and State Laws.

The Student may appeal any decisions related to their request for accommodations to the Director of Disability Services in writing within 10 days. Any position, paper, brief, medical documentation or other written material which the student desires to be reviewed shall be submitted together with the notice of appeal. The Director shall investigate and respond in writing to the notice of appeal stating his or her decision together with the reasons for either affirming or reversing either previous decision as to an accommodation or auxiliary aid. If the student wishes to appeal the decision of the Director, she/he may file a grievance with the University ADA Coordinator, Dr. Eileen McDonough.

Definition of an Individual with a Disability

To be covered by these procedures, students must have a disability as defined in the Americans with Disabilities Act as:

- a person who has a physical or mental impairment which substantially limits one or more major life activities.
- a person who has a record of such an impairment
- a person who is regarded as having such an impairment

The ADA also covers:

- protection from discrimination for individuals based on their relationship or association with a person with a disability
- retaliation or coercion against individuals who opposed any act the ADA makes unlawful, participated in the enforcement process, or encouraged others to exercise their rights under the ADA
- all individuals, regardless of national origin or status

Eligibility for Services

To be eligible for services, students must be enrolled at Barry University. Students with disabilities must identify themselves and present professional documentation to the Office of Disability Services (ODS). ODS provides accommodations for eligible students on a case-by-case basis in compliance with Federal and State laws.

In general, the less obvious the disability, the more information is required to assess a student's needs and

make accommodation recommendations. Documentation should be recent (within the last 3 years) relevant, comprehensive, and where appropriate, should contain test scores and interpretation. If the original documentation is incomplete or inadequate to determine the extent of the disability or reasonable accommodations, the university has the discretion to require additional documentation.

Any cost incurred in obtaining additional or initial documentation is borne by the student. Until appropriate documentation is provided, ODS cannot support the student's request for services. Faculty members are not expected to provide a service unless students present verification of needs from ODS.

Documentation

Documentation is necessary to establish a disability and the need for accommodations. Students must provide current documentation (within the past 3 years) that supports their disability and their requested accommodations.

General Guidelines for Documentation of a Disability

In order to evaluate requests for accommodations or auxiliary aids, the university will need documentation of the disability that consists of an evaluation by an appropriate professional and describes the current impact of the disability. The documentation should include the following seven elements:

- A diagnostic statement identifying the disability, date of the most current diagnostic evaluation, and the date of the original diagnosis.
- A description of the diagnostic tests, methods, and/or criteria, used.
- A description of the current functional impact of the disability, which includes specific test results and the examiners narrative interpretation.
- Treatments, medications, or assistive devices/services currently prescribed or in use.
- A description of the expected progression or stability of the impact of the disability over time, particularly the next five years.
- The credentials of the diagnosing professional if not clear from the letterhead or other forms.
- The diagnosing professional may not be a family member.
- The credentials of the diagnosing professional if not clear from the letterhead or other forms.

Accommodations: Procedures for Obtaining Accommodations

- Students with Disabilities requesting accommodations must meet with an ODS counselor for an intake interview. Students will need to fill out an intake form and submit clinical documentation at this time. All accommodations will be discussed and agreed upon during the intake interview.

- Students must provide current documentation (within the past 3 years) that supports their disability and the accommodations requested. (See Documentation guidelines)
- A packet of letters listing the appropriate accommodations will be prepared for students to hand deliver to their professors.
- After the initial appointment, if accommodation needs remain the same, students may renew their accommodation requests each semester by making contact with ODS at the beginning of each semester to continue accommodations.
- Students should schedule an appointment with an ODS staff member if they need to modify their accommodation requests, they are experiencing academic difficulties, or they have questions or need advice.
- Students should arrange an individual appointment with their professors to discuss their accommodation needs during the first week of the semester.
- Students must present their accommodation letters to their professors in a timely manner in order to receive accommodations.
- Late requests for accommodations may cause a delay in the requested services.

Course Substitution Policy

In compliance with federal regulations, it is the policy of Barry University to respond to student requests for course substitutions due to a disability, on a case-by-case basis and in a manner that does not result in discrimination.

It is the policy of the University that substitutions for courses that are an integral part of the students major will not be granted. However, it is possible for students with a disability to petition for a substitution of certain course requirements that are not integral to his/her major.

Course Substitution Procedures

The student should make the request in writing to the Director of the Office of Disability Services (ODS), along with all clinical documentation that would be relative to the request. Clinical documentation must be no more than 3 years old and meet the documentation guidelines of the university. (All documentation guidelines are listed on our web site at www.barry.edu/disabilityservices). The Director of the ODS will forward it to the Chair of the Department of the student's academic major along with her/his recommendation. The Chair of the Department will present the request to the appropriate School academic committee (which will be set up in each School and will include the Dean of the School and any relevant faculty and/or staff including a representative from the General Education/Distribution Requirements Curriculum Committee if the course is a distribution or general education course).

If the request is approved, then the School Committee will recommend a course substitution and respond in writing to the student with a copy sent to the ODS, the student's academic advisor and the Office of Registrar to be placed in the student's permanent file. If the course substitution is denied, the student must be informed in writing within 10 days of the committee's meeting with the reasons for denial. A copy of all correspondence must go to the ODS.

The following procedures are guidelines, and the School Committee will recognize that individual circumstances may alter them somewhat. For example, in the case of a student with a learning disability after attempting a course twice or more and who has made good faith efforts to complete the course requirements, the School Committee may determine that the student need not attempt the course another time with accommodations.

- I. In most cases the student should attempt the course, requesting accommodations.
 - A. If the student believes accommodations are necessary, the student should request a meeting with his ODS counselor to discuss these accommodations. It is the student's responsibility to make this request. Students are urged to inform instructors of accommodation needs as early as possible in the semester. They will need to present an accommodation memo from ODS documenting that he or she is registered with the ODS, has a documented disability and will need to be provided the outlined accommodations. The student must give ODS permission to release this information.
 - B. The instructor and student will work out the details of implementing accommodations.
 - C. The student and ODS counselor and teacher should continue to meet periodically for feedback on how the accommodations are working, making revisions as needed.
- II. If a good faith effort has been made on the part of the instructor and the student to accommodate for the disability, and the student still believes the required course has the effect of discrimination based on the disability, the student may request that a substitution be made. However, in some instances, because the accommodation would be so involved or time consuming that it would significantly alter the course; the student may make the request before attempting the course.
- III. Requesting a substitution:
 - A. The student should make a written request to:
 - I. The Director of ODS
 - II. The request will be forwarded to the Chair of the Department of the student's academic major.

- B. The request should include:
 - I. The course in question;
 - II. The nature of the disability and the reason for the request (the reason that taking the required course would amount to discrimination based on the disability);
 - III. The student's history with the course or subject matter, including any attempts to pass the class, whether accommodations were requested, and what accommodations were available;
 - IV. The student should attach documentation of the disability from a qualified diagnostician, and may attach letters or other documents supporting the request. Documentation refers to a diagnosis made by medical, psychological, education, rehabilitation, or other professionals qualified to make the particular diagnosis.
- C. Once the School Committee has made a decision, the Committee Chair will respond in writing to the student within ten (10) working days following the receipt of the request. If the student is located at a remote off-campus site, the decision of the School Committee will be provided by telephone and followed in writing via certified mail. In addition, any denial of the request will include reasons for that decision in writing. If the request is denied, and the student wishes to pursue the request the following procedures need to be followed;
- D. The request will go to a second committee, known as "The 504 Committee" The Chair of the 504 Committee will review the request and documentation, and will set a meeting to occur no later than (thirty) 30 working days following receipt of the request. The 504 Committee Chair will invite representatives from the affected academic departments and the student may be present at this meeting as well.
- E. The student will be given a minimum of ten (10) working days advance notice of the meeting date. The student will be informed at this time that he or she may bring representatives knowledgeable about the disability. These representatives might be staff from ODS, Rehabilitation Counselors, faculty members who specialize in the disability, or persons qualified in the diagnosis/treatment of the disability.
- F. The 504 Committee Chair will schedule additional meetings if needed, and the 504 Committee will reach a decision based on the individual circumstances and the law.

- G. The 504 Committee Chair will inform the student in writing within ten (10) working days of the decision.

HOUSING AND RESIDENCE LIFE

The purpose of the Housing and Residence Life Program is to work with students, staff, and faculty in the creation of a caring and learning environment in which students can find opportunities to excel academically and interpersonally. The department provides ways in which students can better understand themselves and others in their community. Freshmen are encouraged to apply for housing and experience on-campus living.

On-campus accommodations within the residence halls are available only to full-time, degree-seeking, undergraduate 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 \$200.00 room security deposit. This deposit will remain in a separate account and carry over from year to year while the student is residing on campus. After a room has been properly checked out, the \$200.00 deposit will be released. Students must contact the Cashier/Business Office to receive a refund of any monies.

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

Students offered housing must provide proof of insurance and a completed insurance waiver to the Student Health Center (SHC) upon entering the University and, on an annual basis thereafter prior to the first 14 days of the semester or, the fee for the Barry sponsored student insurance plan may be assessed to the student's account. Please go to www.SRStudentCenter.com to access the waiver. 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 students are required to submit a health history form and medical documentation of vaccinations (2 MMR's, a Tdap in the past 10 years and a meningitis vaccination received after 2005) submitted to Student Health Center prior to checking into campus housing. Failure to comply with the University policy may negatively affect the student's the arrangements for campus housing.

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

STUDENT HEALTH CENTER

The Student Health Center 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 collaboration with a local contracted family practice physician to promote a healthy community and healthy individuals as critical components of student learning.

Services provided include:

1. Assessment of injury or illness by a registered nurse
2. Referral to an on campus nurse practitioner *
3. Referral to off campus health care providers (student must assume financial responsibility for these services).
4. Provisions of over the counter medications
5. Limited in-house prescription services *
6. Administration of immunizations including: MMR's, Tetanus, Hepatitis A&B, Varivax, PPD's, Menomune, & Flu *
7. Administration of the student health care insurance benefits
8. Health education and illness prevention
9. Pharmacy delivery service from a local pharmacy

*Please Note: There will be a nominal fee billed to the student account for these services.

Responsibility of Students:

- Based on the ACHA guidelines for institutional pre-matriculation immunizations, all students residing in campus housing, and international students attending Barry University on an F-1 or J-1 visa, are **required** to provide the Student Health Center (SHC) current medical documentation with proof of an adult Tetanus (Td or Tdap, preferred) vaccination within the past 10 years **and** (2) measles, mumps, rubella (MMR) vaccines (first dose at the age of 12 to 15 months or later, second dose at age 4 to 6 years or later) or, laboratory proof of immunity to measles, mumps, rubella. In addition, beginning in Fall 2008 all new entering resident and international students are required to provide proof of the Meningitis vaccination within the past 5 years. **All students** are strongly encouraged to provide a statement of good health and proof of Hepatitis B, Hepatitis A, Varicella, annual Influenza vaccinations and PPD screenings prior to attending Barry University. This documentation must be received prior to class registration or moving into campus housing: **Acceptable records of immunizations may be obtained from the following sources and must be presented to the Student Health Center prior to registration:**

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)

- All resident and international students are required to complete a current health history (included in the health form). All forms can be downloaded from our Web site at www.barry.edu/healthservices.
- All fulltime students are recommended and all students residing in campus housing and all international students attending Barry University on an F-1 or J-1 visa are **required** to obtain adequate health insurance. Please go to Student insurance at <http://www.barry.edu/healthservices/studentInsurance/Default.htm> for a complete explanation of adequate insurance. **Proof of insurance and a completed insurance waiver must be received in the Student Health Center (SHC) upon entering the University and, on an annual basis thereafter prior to the first 14 days of the semester or, the fee for the Barry sponsored student insurance plan may be assessed to the student's account. Please go to www.SRStudentCenter.com to access the waiver. 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. Failure to comply with the University policy may negatively affect the student's U.S. visa status and/or the arrangements for campus housing. If the academic program requires proof of insurance, they will provide the student with instructions regarding the completion of a waiver. Failure to comply with academic program requirements may negatively affect the student's participation in such programs. All programmatic decisions are handled by the compliance officer of that program, not the SHC.**
- 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 SHC 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 SHC.
- All students are encouraged to make an appointment prior to coming to the SHC for non urgent services. Ill visits will be triaged by a registered nurse upon arrival at the SHC and an appropriate treatment plan or referral will be given to the student.

- The SHC hours are Monday-Friday 9AM-5PM. All students covered by the Barry University student insurance policy have access to a 24 nurse line.

STUDENT ACTIVITIES

The Office of Student Activities (OSA) is committed to the mission of Barry University and the Division of Student Affairs. 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 Activities encompasses student organizations, leadership development, student programs and events, International and Multicultural Programs, club and organization governance, Greek life and Commuter Affairs. 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.

International and Multicultural Programs (IMP)

The Office of International and Multicultural programs is a branch of the Department of Student Activities, and as such 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.

International and Multicultural Programs also provides advising on any financial, personal, and immigration matters during business hours, Monday through Friday, 8:30 am to 5:00 pm IMP works closely with the international admissions office to ensure a

smooth transition upon arrival at the university. 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 an arrival/departure card (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-20D specifying permission to engage in curricular practical training (cpt) and must be careful to limit cpt to no more than 20 hours per week **prior** to their internship start date.

Programming Component

IMP seeks to challenge existing cultural stereotypes and misconceptions, 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. Finally, IMP functions as a crucial liaison among the Barry community, and various local, state and federal agencies.

IMP promotes international awareness to the Barry Community by sponsoring the:

1. International Assistant Program
2. IMP forums, workshops and events
3. Festival of Nations
4. Cultural Extravaganza

Students should feel free to bring their ideas, concerns and questions to IMP

Campus Events & Programming

While academics will be a major focus of your college career, the Office of Student Activities at Barry University believes that a complete college education requires involvement in activities, events, and programs outside the classroom. Therefore, the office 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 varied from the traditional programs such as Barry Community Fest as of Founders’ Week, Martin Luther King Day of Service, FebFest, to Campus Activities Board events, and workshops offered by the Adventure Series, Mosaic: Culture and Creative Arts Series and Synergy Leadership Series.

The **Campus Activities Board (C.A.B.)** — an advisory board to the Office of Student Activities, plans, coordinates and presents many of the on and off campus wide programs, trips and events. C.A.B. 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. Large scale and/or traditional programs include the Labor Day Pool Party and Kwanzaa Celebration. Fall Holiday trips to Walt Disney World and Busch Gardens are scheduled annually as well as trips to local attractions.

Student Organizations

The opportunities for student involvement in campus activities are myriad. There are more than 75 student organizations that meet the needs and interests of students. United by the Student Organization Council (S.O.C.) and funded by the Student Government Association (S.G.A.), 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.**

Leadership Development Programs

College is about more than what is taught within the walls of a classroom. It is about getting involved and becoming a part of campus life. From joining a student organization to volunteering in the community, leadership skills are a necessity and the personal development and growth that students experience will assist them in becoming more organized, confident and capable of handling the responsibilities of college and their careers. Leadership Development Programs offer students a chance to greatly enhance their abilities to work in a more effective and efficient manner and interact with a broader scope of people. Students may choose to participate in a variety of programs that

best fit their needs and interests. Barry's Leadership Development Programs include:

- Emerging Leaders
- Leadership Conferences
- Leadership Luncheons
- Project L.E.A.D.

Greek 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 Interfraternity, Panhellenic, National Pan-Hellenic, and Multicultural Greek Councils, 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
- Kappa Alpha Psi Fraternity, Inc.
- Lambda Theta Phi Fraternity
- Omega Phi Chi Sorority
- Phi Sigma Sigma Sorority
- Tau Kappa Epsilon Fraternity
- Zeta Phi Beta Sorority, Inc.

COMMUTER AFFAIRS

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 Affairs 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.

STUDENT UNION OFFICE

The purpose of the Student Union Office is to integrate all aspects of campus life by serving students, faculty and staff with ID cards, general campus information, room reservations and support services for the

Division of Student Affairs. The Union maintains and supports the University-wide ID Card system, assigns University meal plans, and provides technology support for all departments within the Division of Student Affairs. The Union strives to support and complement the academic process by providing excellent customer service to Barry community members and visitors.

Concierge Center and Information Desk

Our qualified Staff can inform you about locations, hours, and services offered on campus and in the local community. They will do everything possible to assist you with your various needs.

Some of the standard services we offer include local phone calls, sending and receiving of faxes, vending machines refunds, database of information on local and state-wide events and attractions, and more.

ID Services

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

Students are expected to carry their 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 an university official, students are required to produce their identification. It is not transferable and must be returned upon request. Misuse of the ID card will result in disciplinary action.

Currently, library, the computer lab, and athletic facilities are using our computerized magnetic stripe system. Therefore, those services can only be accessed with a valid ID Card. Sodexo food services, the Follett bookstore, the Weber Game Room and Le Café also 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 make any purchases with your card. Flexbucks and Dining Dollars for use in these locations can be added to the ID card account through Student Account Services (Adrian Hall Room 112). Student ID cards must be validated for each semester. To validate ID's students must present a current printout of classes or other acceptable proof of registration for the current term.

Union Facility Services

Vendors

Vendors must go through an approval process with the Student Union Office before being allowed on campus.

Room Reservation

The Landon Student Union Hall serves as the primary facility for students to meet and gather on campus. Specific space within Landon Hall can be reserved for

student-oriented functions on a first come, first serve basis. All Landon Hall space reservation must be requested through the Student Union Office on a Barry University Reservation form. For more details, simply stop by our office.

Posting and Publicity

Only registered student organizations, academic units, and university departments and approved non-university entities may publicize in Landon Hall. All publicity material intended for Landon Hall must be approved and by the Student Union Office. For more details simply stop by our office.

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, 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, credit/debit card with a VISA or Mastercard logo, personal check, and/or University debit card. Items may also be purchased on line at www.barry.bkstr.com.

DINING SERVICES

Barry University Dining Services offers a variety of dining choices for students and visitors to the Miami Shores campus. All resident students are required to choose from one of five meal plan options. Commuter students can purchase a commuter meal plan through the Cashier/Business Office or make cash purchases at any of the dining facilities. The opening of the Landon Student Union in the Fall of 2004 brought a new upscale dining experience to campus. The following gives a brief description of each facility, along with its regular hours of operation. Please be sure to check the campus website for updated information and changes that may occur during break periods and holidays.

Roussell Dining Hall:

(Landon Student Union, 2nd Floor)

Roussell Dining Hall offers restaurant-quality food with unlimited seconds! Roussell Dining Hall centers on quality and variety. Choose from the many culinary platforms we offer at Barry University: Classics (traditional entrees and sides); International (the ultimate sauté station); Pizzarette (pizzas, hot sandwiches and individual casseroles); The Grille (burgers, fries and more); Sub and Sandwich (made to order deli); Soup and Salad (fresh and healthy); Desserts (cookies, cakes and fresh baked treats); and Beverages.

This facility serves resident and commuter students, plus faculty, staff and guests of the University. Full-service meals are served seven days per week. Regular semester hours of operation are: Monday – Friday, hot breakfast from 7:30 a.m. to 10:00 a.m., continental breakfast from 10:00 a.m. to 11:00 a.m., hot lunch from 11:00 a.m. to 2:00 p.m., light lunch from 2:00 p.m. to 3:00 p.m., and dinner from 4:30 to 7:30 p.m. Roussell Dining Hall features a Late Night meal on Mondays and Wednesdays from 10:30 p.m. to 11:30 p.m. On Saturday and Sunday, brunch is served from 11:00 a.m. to 2:30 p.m. and dinner from 5:00 p.m. to 7:00 p.m.

Grill 155:

(Landon Student Union, 1st Floor)

The Grill 155 features Starbucks coffee and espresso drinks; signature burgers, grilled sandwiches and fried favorites; monthly specials; Grab ‘n Go sandwiches, salads and sushi, plus a variety of cold beverages.

This facility serves resident and commuter students, plus faculty, staff and guests of the University. Purchases can be made with cash, credit or debit cards, Flex Bucs, or declining balance accounts from resident or commuter meal plans. Regular semester hours of operation are: Monday – Wednesday, from 11:00 a.m. to 8:00 p.m., Thursday from 11:00 a.m. to 11:00 p.m. and on Friday, from 11:00 a.m. to 5:00 p.m. The Grill 155 is closed on weekends.

Buc Stop Café:

(Thompson Hall, 1st Floor)

The Buc Stop Café features Einstein’s Bagels (including shmeared bagel sandwiches, Bistro Salads, fresh baked cookies and pure squeezed orange juice among many others); Starbucks coffee and espresso drinks; Edy’s Ice Cream cones, cups, shakes and sundaes; The Grille (serving up burgers, grilled sandwiches and fried favorites); Grab ‘n Go sandwiches, salads and sushi; plus a wide variety of snacks and cold beverages.

This facility serves resident and commuter students, plus faculty, staff and guests of the University. Purchases can be made with cash, credit or debit cards, Flex Bucs, or declining balance accounts from resident or commuter meal plans. Regular semester hours of operation are: Monday – Thursday, the Café is open from 7:30 a.m. to midnight with Einstein’s Bagels open from 7:30 a.m. to 6:00 p.m. and the Grill open from 7:30 a.m. to midnight. On Friday, the Café is open from 7:30 a.m. to 8:00 p.m. with Einstein’s Bagels open from 7:30 a.m. to 6:00 p.m. and the Grill open from 7:30 a.m. to 8:00 p.m. On Saturday, the Café and Einstein’s Bagels are open from 8:30 a.m. to 2:00 p.m. and the Grill is closed. On Sunday, the Buc Stop Café is closed.

Le Café International

Le Café International provides a selection of grab-and-go items, Espresso coffees, baked goods, smoothies, sandwiches, and some salads.

There are two locations to serve students, faculty, staff and guests – one in the lobby of Wiegand, and the other outside the south end of Garner. Purchases can be made using cash, credit cards, or Flex Bucs. Regular semester hours of operation are: Monday – Friday 7:30 am to 6:30 pm. at the Wiegand location and 7:30 am to 7:30 pm at the Garner location.

PUBLIC SAFETY

Landon Student Union, Room 100

Barry University has a full-time security force supplied by 50 State Security Service, Inc. Under the guidance 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 campus. Public Safety also offers programs regarding personal safety and crime awareness.

THEATRE, MUSIC AND DANCE PERFORMANCES

The University 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.

BARRY UNIVERSITY CIVIC CHORALE

Barry University's civic chorale is an organization dedicated to developing singing expertise and proficiency in interested individuals, all styles and periods of music. It is open to non-Music major students for course credit, and to interested community participants. The chorale performs in public concerts in the Fall and Spring in combination with the University Chamber Ensemble.

FINE ARTS EXHIBITIONS

A new exhibition space, the Andy Gato Gallery, was introduced in Fall 2008. The beautiful 4100 q. ft. 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 exhibitions and faculty exhibitions, and on an occasional basis exhibitions by outside contemporary artists. Barry University points with pride to graphic design, art and photographs executed by senior Art and Photography majors which are displayed throughout campus buildings.

PUBLICATIONS

University publications include *Barry Magazine* and *Alumni Connection*, co-published three times a year, and *BUCWIS*, an on-line, employee newsletter posted daily, all by the Department of University Relations. 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

Students are now able to take advantage of the same benefits our graduates have through FAB (Future Alumni of Barry). FAB connects our students to our alumni through mentoring programs, our online community, and invitations to alumni events. Become an Alumni Ambassador and assist the University in hosting dignitaries and VIP's, improve your networking skills and learn the keys to being successful in the workplace!

The Association fosters scholarship programs and promotes the engagement of alumni through chapters that are emerging in the University's home state of Florida and around the country. The chapters offer worthwhile activities and projects that foster networking among Barry alumni and provide a continued stake in the life of the University for all participants.

The Alumni Relations Office, located in the Vivian A. Decker Alumni House, 103 N.E. 115 Street, Miami Shores (across from the main campus) assists and supports the efforts of the Association and its clubs. The Association keeps alumni connected through E-News, the on-line Alumni directory and the Alumni website www.barryalumni.com

We encourage you to take part in Membership Plus and receive additional benefits offered by the Alumni Association! Annual events include the bi-annual Distinguished Alumni Awards Dinner, Barry Special Christmas, Young Alumni programs, networking events and more!

For information about the Alumni Association, please call the Alumni Relations Office at 877-899-ALUM or you may visit our website at www.barryalumni.com

TUITION, FEES, AND FINANCIAL AID

STATEMENT OF RESPONSIBILITY

In consideration of acceptance for enrollment at Barry University, the student and guarantor(s) guarantee the payment of all fees for tuition, 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.

Tuition and Fees

2010-2011 TUITION AND FEE SCHEDULE*

TUITION:

Undergraduate	
Full-time, 12-18 credits per semester**	\$13,600.00
Part-time, per credit	815.00
Credits in excess of 18, per credit	815.00
Post-Baccalaureate Certificate in Histotechnology	\$18,025.00
Adult and Continuing Education,	
Undergraduate, per credit	435.00
Portfolio Fee	\$1,850.00
Portfolio Materials	20.00
Lab/Material Fee for NSE Prefix Courses/ (non-refundable)	\$300/500.00
Technology Fee	\$50.00
(Note: For further financial information/policies, please refer to The Frank J. Rooney School of Adult and Continuing Education Student Bulletin)	
Education, 2 + 2 Programs, per credit	435.00
CCAL Program, per term	3,500.00
Summer I, 2009, per credit	765.00
Summer II, 2009, per credit	790.00

FEES:

Enrollment Deposit	225.00
International Deposit	1000.00
Application (all programs)	30.00
CLEP, per credit	100.00
Credit by examination (per credit)	100.00
Professional Liability	50.00
Health Insurance	Variable
Corporate & Automated Deferred Payment Plan	
Per semester	50.00
Tuition Management Payment Plan	
Per semester	75.00
Annually	90.00
Returned Check	100.00

Declined Credit Card	250.00
Special Course Fee (see class schedule)	Variable
Late Payment Corporate or Deferred Plan	500.00
Tuition Management System Late Payment	100.00
Lost I.D. Card	15.00
Transcript, each official	10.00
Graduation Application Fee	150.00
(Fee applies each time a student registers for graduation.)	
Late Registration Fee	100.00
Lab & Materials Fees	Variable

Division of Nursing Program Fees

Accelerated and Basic Options	
1 st Semester of Sophomore Year	422.00
1 st Semester of Junior Year	183.00
1 st Semester of Senior Year	200.00
RN Options	
One-Time Fee Paid 1 st Semester	150.00
For Spring Term Only:	
NUR 212; NUR 325; NUR 481; NUR 493	
Research Conference	75.00

HOUSING:

Room Deposit (mandatory)	200.00
Room Rate, per semester	
Single, PB	5,604.00
Single, SB	5,493.00
Single, CB	5,271.00
Double, PB	4,713.00
Double, SB	4,501.00
Double, CB	4,380.00
Triple/Quad, SB	3,923.00
Holly House Room Rate, per semester	
Studio	3,527.00
One Bedroom	4,489.00
Two Bedroom	3,389.00
Staff Studio	3,527.00
Holly House rates do not include meal plans.	
Meal plans for Holly House are not mandatory.	

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

** Twelve to eighteen credits, in any combination Main Campus (Fall) and A.C.E. (Fall), twelve to eighteen credits, in any combination Main Campus (Spring) and A.C.E. (Spring), results in the administration of the full-time rate of \$13,600.00.

ARRANGEMENTS FOR PAYMENT OF ALL TUITION, FEES, ROOM AND BOARD AND ALL ASSOCIATED EXPENSES MUST BE MADE PRIOR TO COMPLETION OF REGISTRATION.

At Barry University, the purpose of the 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, or the Cashier/Business Office (CBO), at (305) 899-3585, for information and assistance.

All students are assessed tuition and fees on a semester basis. **All costs given are subject to change without notice**

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.

REGISTRATION PAYMENT ARRANGEMENTS

The following terms and conditions are financial requirements of your education related to all registrations.

- 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. You will check your MyMail daily and keep your postal address current to ensure receipt of all University correspondence. It is your responsibility to keep track of your account balance and financial aid information.
- 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, and bookstore charges ("Charges"), shall be added to your student account, and **are considered a loan for educational benefit**. Installment payment arrangements will be automatic with a non-refundable deferred payment fee for any Charges which are not covered by financial aid or have not been paid in full within ten (10) business days of the charge. For fall you have until the first Monday in July and for the spring the third Monday of November before the ten (10) days begins.
- In the event that you become delinquent in paying Charges or default in repaying Charges you will be liable for attorneys' fees and any other costs incurred by Barry to collect any monies due from you, whether or not litigation is instituted.

If financial obligations are not satisfied or deferred payment arrangements are not approved, students may be administratively withdrawn. Students may be reinstated upon settlement of an account and the University will make every effort to honor the student's original course selection and housing priority, but cannot guarantee those selections.

Any registration that is paid for by a check that has been returned or a credit card that has been declined may be subject to immediate deletion.

PROFESSIONAL DISCOUNTS PROVIDED BY THE UNIVERSITY

Nurses: Scholarships are available for registered nurse students enrolled in the B.S.N. or M.S.N. Nursing Program are entitled to a 30% reduction on tuition. Students enrolled in the Doctoral Nursing Program are entitled to a 20% reduction on tuition.

Clergy/Religious: Members of religious communities are entitled to a reduction on tuition. Proof of affiliation is required at each registration.

Teachers: Any full-time **Florida teacher presenting a signed contract for 2009-2010, or a letter from his/her principal at the time of registration, is entitled to a 30% reduction on tuition for Education programs. The contract or letter of employment is required at each registration.

**Refers to one place of employment. Must be actively teaching.

**Grades PreK-12 only

NOTE:

- School of Education courses for certification and re-certification are offered at a reduced rate without any further discount.
- 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, or to programs with special rates.
- **These discounts are not applied retroactively.**

AUTOMATIC DEFERRED PAYMENT PLAN AGREEMENT

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, 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 To Contact My Employer

Any delinquent payments or cancellation of plans may result in the assessment of a \$500.00 fee.

CORPORATE REIMBURSEMENT DEFERMENT

Students who receive corporate reimbursement may defer the portion of the reimbursable tuition only until six weeks after the last day of class. There is a \$50.00 processing fee per semester. Proper documentation on company letterhead must be submitted at the time of each registration stating eligibility, amount/percentage reimbursed, grade requirement, etc. 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.**

FLORIDA PREPAID COLLEGE PROGRAM

All students who are enrolled in the Florida Prepaid College Program are required to fill out the Florida Prepaid form and submit a copy of their card with each registration.

TUITION MANAGEMENT SYSTEMS PAYMENT PLANS

Barry University offers the services of Tuition Management Systems, Inc. (TMS), providing an alternative method of paying for tuition and fees. Arrangements with them must be made within 10 business days of registration to avoid additional fees. It is the student's responsibility to budget the proper amount with TMS for each semester. TMS will assist students in budgeting monthly payments for tuition and fees and offer a wide range of financing alternatives. Since many of these plans require payments beginning in the summer preceding the student's first semester at Barry University, interested students and their families are urged to contact TMS directly at 1-800-722-4867 for additional information.

Any delinquent payments or cancellation of plans may result in the assessment of a \$500.00 fee.

WITHDRAWAL POLICY FOR INDIVIDUAL COURSES

Students who drop individual courses after the Period of Schedule Adjustment (add/drop period) and who are still enrolled in the University are NOT ENTITLED to any refund or credit. The Period of Schedule Adjustment ends on the third day of the semester.

CHANGES MADE DURING THE PERIOD OF SCHEDULE ADJUSTMENT

Students dropping courses during the Period of Schedule Adjustment will receive total refund/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 third day of the semester.

Refundable credit must be claimed within one calendar year.

TOTAL WITHDRAWAL POLICY

Students who register but do not attend classes, or who withdraw for any reason after attending classes, will not receive credit/monetary reimbursement 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 reimbursement will be determined by this date.

FALL OR SPRING SEMESTER

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

Withdrawal from the university prior to the start of class(es) incurs a \$225.00 fee.

SUMMER SEMESTER

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

All fees, outside of tuition and room and board, are nonrefundable.

STUDENT DISMISSAL

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

HEALTH INSURANCE

Proof of insurance and a completed insurance waiver must be received in Student Health Center (SHC) prior to the first 14 days of the semester or the fee for the Barry sponsored student insurance plan may 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. Failure to comply with the University policy may negatively affect the student's U.S. visa status and/or the arrangements for campus housing. If the academic program requires proof of insurance, they will provide the student with instructions regarding the completion of a waiver. Failure to comply with academic program requirements may negatively affect the student's participation in such programs. All programmatic decisions are handled by the compliance officer of that program, not the SHC.

DELINQUENT ACCOUNTS

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 Full Balance Due Plus Any Late Payment Fees, Collection Agency Fees, Attorneys' Fee For Time Spent By Any In-House Attorney, Court Costs, And All Other Charges Associated With The Collection Of This Debt.

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% 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.

ORDER OF RETURN OF TITLE IV FUNDS

1. Unsubsidized Federal Stafford Loans
2. Subsidized Federal Stafford Loans
3. Federal Perkins Loans
4. Federal Parent PLUS Loans
5. Federal Pell Grant
6. Federal Supplemental Educational Opportunity Grants (FSEOG)
7. 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 1-800-695-2279 or (305) 899-3673.

REFUND POLICY FOR STATE OF FLORIDA FUNDS

A refund will be due to the State of Florida when a student is not enrolled full time at the end of the institution's established add/drop period, or 30 days from the start of the semester, whichever comes first. The State requires a full refund of monies. Additionally, recipients of the Florida Bright Futures Scholarships may have their scholarship reduced based on any courses they drop or withdraw after funding.

FINANCIAL AID

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

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

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

PRIORITY DATE: Barry University does not have a financial aid deadline. However, since some financial aid programs have limited funding we encourage you to provide us with a complete and accurate financial aid application by our priority date of March 15th. This ensures that you will have the maximum financial aid opportunities. All applications received after that date will be processed and funds awarded until they are exhausted.

DETERMINING ELIGIBILITY FOR FINANCIAL AID

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

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

For federal financial aid purposes, "satisfactory academic progress" is defined as successfully completing 24 credit hours each academic year, and achieving a cumulative grade point average of 2.00 or above, if

the student is registered as full time. Review for satisfactory academic progress is done annually at the end of the spring semester. If a student has not completed 24 credits by the start of the fall semester, or has not obtained a 2.00 cumulative GPA by the end of the spring semester, he/she will be placed on probation for no longer than one calendar year. If that same student has not obtained a 2.00 GPA by the end of the probationary period, and has not completed the required number of credits, he/she will be ineligible for financial aid for the next academic period.

In order to qualify as an eligible non-citizen, students must be permanent residents with an Alien Registration Card, Form I-551, I-151, or I-94, with a currently valid expiration date. Passports stamped with the notation «Processed for I-551, Temporary Evidence of Lawful Admission for Permanent Residence» with a valid expiration date are also acceptable. No federal or state financial aid is available to International Students.

Enrollment Status

The majority of financial aid programs are designed for full-time undergraduate students seeking their first baccalaureate degree while enrolled in programs for which the full rate of tuition is applied. Full-time status is obtained by being enrolled for at least 12 credits per term. Students enrolled for less than 12 credits but at least half-time (6 credits) are eligible to apply for Federal Stafford Loans. Students registered for a minimum of 3 credits and who demonstrate sufficient financial need (as determined by the FAFSA) may be eligible for a Federal Pell Grant. The amount will vary depending upon financial need and the number of credits enrolled.

Summer Enrollment

Most grants and scholarships are available during the Fall and Spring semesters. Student loans and Federal Pell Grants may be available for the summer terms to those who qualify.

APPLYING FOR FINANCIAL AID

After applying for admission, students should submit the Free Application for Federal Student Aid (FAFSA). Individuals whose applications are selected for verification may have to submit additional documentation. Students will be notified if parent's or student's tax returns or verification forms are required to complete the verification process.

The Free Application for Federal Student Aid (FAFSA) should be completed on-line at the US Department of Education's official secure website www.fafsa.gov. Be sure to list Barry as the recipient of the application data by entering our Federal School Code of 001466. Other supporting documentation should be sent directly to the Office of Financial Aid at Barry.

Please remember to sign your application electronically with a PIN number, or by printing out the signature page and mailing 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.

TYPES OF FINANCIAL AID FOR UNDERGRADUATE STUDENTS

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

Gift-Aid does not have to be repaid. There are two types of gift-aid: scholarships and grants. Scholarships are awarded to students based on academic promise, and grants are usually awarded on the basis of financial need.

Work-Aid awards allow students to work on campus to help defray the cost of education, while at the same time gaining valuable work experience.

Loan-Aid, unlike scholarships and grants, is money that must be repaid. Repayment of these student loans usually begins six or nine months after the student leaves school or ceases to be enrolled at least half-time.

FEDERAL PROGRAMS

FEDERAL PELL GRANT. The Federal Pell Grant serves as the foundation to which other sources of aid are added. The awards range, depending on the need of the student, from an estimated \$400 to \$5,500 per academic year. This grant is offered to eligible full-time and part-time undergraduate students pursuing their first undergraduate degree.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG). Students with exceptional financial need may qualify for this federally subsidized grant. Barry generally awards FSEOG in amounts from \$400 to \$1,400 per academic year.

FEDERAL ACADEMIC COMPETITIVENESS GRANT. The Federal Academic Competitiveness Grant is designed for full-time undergraduate students who have completed a rigorous secondary school program of study and are also eligible for the Federal Pell Grant. First year students may be eligible to receive an Academic Competitiveness Grant in the amount up to \$750 for the year. Second year students (up to 48 credits earned) may be eligible for an amount up to \$1,300.

NATIONAL SCIENCE AND MATHEMATICS ACCESS TO RETAIN TALENT GRANT (NATIONAL SMART GRANT). The National Science and Mathematics Access to Retain Talent Grant, also known as the National Smart Grant is available during the third and fourth years of undergraduate study to full-time students who are eligible for the Federal Pell Grant and who are majoring in physical, life, or computer sciences, mathematics, technology, or engineering or in a foreign language determined critical to national security. The student must also have maintained a cumulative grade point average (GPA) of at least 3.0 in coursework required for the major. The National SMART Grant award is in addition to the student's Pell Grant award.

FEDERAL DIRECT LOAN PROGRAM (DL)

Low-interest loans for students and parents are provided by the U.S. Department of Education. There are two types of Direct Loans: Stafford (subsidized and unsubsidized student loans) and Parent Loan for Undergraduate Students (PLUS). The **Subsidized Stafford Loan** is based on financial need using a federal formula. The government pays the interest for the student while he or she is enrolled in school at least half time and during grace and deferment periods. Repayment of principal begins six months after graduation or when enrollment drops below half time. Repayment may extend up to 10 years. The **Unsubsidized Stafford Loan** is not based on need and is available to students regardless of family income. However, because the loan is not subsidized by the government, the student is responsible for all interest which accrues during in-school, grace and deferment periods. There is a 1.5% fee that the government deducts proportionately from each loan disbursement. For dependent students, the annual loan limits for combined subsidized and unsubsidized loans are \$5,500 for freshmen, \$6,500 for sophomores, and \$7,500 for juniors and seniors. For independent undergraduate students, those amounts may be exceeded by an additional \$4,000 for freshmen and sophomores, and \$5,000 for juniors and seniors.

Under the **Federal Parent Loan for Undergraduate Students (PLUS)**, parents of dependent students may borrow up to the difference between the cost of education minus other financial aid. Eligibility is determined by the school, but it is not based on financial need. The borrower must have a good credit history. A 4% fee is deducted from each disbursement for the Federal government.

Repayment begins immediately following disbursement. Parents have up to 10 years to repay.

FEDERAL PERKINS LOAN PROGRAM. This low-interest (5%) loan, made by Barry University, but federally subsidized, is awarded to students based on exceptional financial need. A student must complete and sign a promissory note with the school. Repayment

begins 9 months after leaving school. These loans are generally awarded up to \$4,000.

FEDERAL WORK-STUDY PROGRAM (FWS).

This federally funded, need-based program enables students to work part time to help defray educational expenses. A minimum of 7% of Federal Work-Study funds will be used in community service jobs, giving students an opportunity to work on behalf of individuals in our community needing assistance. Through the assistance of the FWS Coordinator, students are assigned to available jobs based on their skills and abilities, and are paid on a monthly basis. Federal Work-Study gives the student a unique opportunity to earn money for college while at the same time gaining valuable work experience.

STATE OF FLORIDA PROGRAMS

FLORIDA RESIDENT ACCESS GRANT (FRAG).

This program provides tuition assistance to full-time undergraduate students from Florida attending private, independent colleges and universities located in the state. Students who have been residents of Florida for other than educational purposes for at least twelve consecutive months may be eligible for the grant. This program provides approximately \$2,500 per academic year, subject to state budget appropriations. The student automatically applies for this grant when completing the Free Application for Federal Student Aid (FAFSA).

FLORIDA STUDENT ASSISTANCE GRANT (FSAG).

This need-based grant provides approximately \$1,200 per academic year to full-time undergraduate students from Florida, subject to state budget appropriations. Students must complete the Free Application for Federal Student Aid to apply. It is recommended that the application be completed prior to March 15th, as these funds are limited and will be awarded on a first-come, first-serve basis.

Renewal Requirements for FRAG and FSAG

Students awarded FRAG and/or FSAG the previous academic year must complete 24 credits (from the previous Summer, Fall and Spring semesters) with a cumulative GPA of at least 2.00 in order to be considered for renewal. FSAG recipients must also continue to demonstrate financial need and submit the Free Application for Federal Student Aid (FAFSA).

Florida Bright Futures Scholarship Program:

Florida students who have earned a Florida Bright Futures Scholarship can utilize these funds at Barry University. The Bright Futures program is comprised of the following three awards: Florida Academic Scholars Award, Florida Medallion Scholars Award, and the Florida Gold Seal Vocational Scholars award. The amount is equal to a percentage of the state of Florida tuition rate. Students should contact their high school guidance counselor or the Office of Financial Aid at Barry University for additional information.

Students from Barry University also participate in the Jose Marti Scholarship Challenge Grant Fund, “Chappie” James Most Promising Teacher Scholarship Loan Program, and the Critical Teacher Shortage Student Loan Forgiveness Program, as well as other state programs. Information on any of these programs may be obtained from high school guidance counselors or by contacting the Office of Student Financial Assistance, Florida Department of Education, Tallahassee, Florida, 32399-0400. Telephone: 1-888-827-2004. Web: <http://www.floridastudentfinancialaid.org/osfahomepg.htm>

FLORIDA PRE-PAID COLLEGE PROGRAM

While this program was designed initially for use at Florida public colleges and universities, these funds can be applied toward expenses at Barry University. For further information please contact the Florida College Pre-Paid program at 800-552-4723.

STATE GRANT PROGRAMS OUTSIDE FLORIDA

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

UNIVERSITY PROGRAMS

ACADEMIC SCHOLARSHIPS PROVIDED BY THE UNIVERSITY

Barry scholarships are awarded annually to talented incoming freshmen and transfer students based on scholastic achievement. The amount ranges from \$1,000 to \$17,500 annually and some scholarships may be based on the student’s housing status. Scholarships are available to full-time students in the traditional non-discounted undergraduate programs. Students must maintain a cumulative grade point average of 3.0 or above to renew scholarships, and any change in housing status may also impact the amount of the scholarship. Scholarships for graduate, ACE and students enrolled in off-campus programs are limited.

PRIVATE SCHOLARSHIP FUNDS

Inquiries regarding private student scholarships should be directed to the Office of Financial Aid. If awarded a scholarship, the funds are distributed to the student’s account by the Office of Financial Aid.

ENDOWED SCHOLARSHIP FUNDS

Endowed scholarships are established by individuals and/or foundations and trusts to assist students in perpetuity. A percentage of the growth in the endowed funds is awarded.

Andreas School of Business

The Carroll F. Knicely ('82) Management Scholarship
Dr. Lloyd Elgart Memorial Scholarship

Adrian Dominican School of Education

Mildred Anne Browne Memorial Scholarship
Luigi Salvaneschi Scholarship
William Randolph Hearst Endowed Scholarship Fund
Goizueta Foundation Scholarship
Ella Evans Memorial Scholarship
Phyllis T. Saunders Memorial Scholarship

School of Adult and Continuing Education (ACE)

Sister Marilyn Morman ACE Scholarship Fund

School of Social Work

Dr. Beulah Rothman Scholarship Fund
Nina Fox Memorial Scholarship Fund
John and Neta Kolasa Scholarship

College of Health Sciences

Sister John Karen Frei, OP, PhD Scholarship
Sister Agnes Louise Stechschulte, OP, PhD Scholarship
Albert W. Shellan Memorial Scholarship
Judith A. Balcerski/Blue Cross and Blue Shield Scholarship
William Randolph Hearst Endowed Scholarship Fund
Miami Children's Hospital Scholarship
North Dade Medical Center Foundation Scholarship
Physician Assistant Program
Richard Kish Scholarship for Histotechnology Students

College of Arts and Sciences

Ann Bishop Memorial Scholarship for Journalism
Dr. Lloyd D. Elgart Scholarship
Patricia Johnston O'Hearne Scholarship
Ann Fels Wallace Scholarship for Fine Arts
Father Cyril Burke Memorial Scholarship for Theology
Evelyn and Phil Spitalny Scholarship Award
Sister Paul James Villemure Endowed Scholarship
Minnaugh Family Memorial Scholarship
Sister Thomas Gertrude, O.P. Scholarship
Sister Maura Phillips, O.P. Scholarship
Dr. Marie-France Desrosiers Scholarship
Sister Jeanne O'Laughlin O.P. Scholarship
Alexis Cabrera Memorial Scholarship
Chemistry and Physics Faculty Endowed Scholarship

School of Podiatric Medicine

The Patricia Ellsworth Kopenhaver, BA, MA, DPM
Endowed Scholarship Fund
Dr. Marvin and Ruth Steinberg Memorial
Scholarship Fund
Dr. Herbert Feinberg Memorial Scholarship Fund

School of Human Performance and Leisure Science

Marie A. Fitzgerald Scholarship
Professor Neill Miller Scholarship Fund

Need-Based

Forrest J. Flammig Trust Scholarship
William C. Martino & Delrose Marlene Martino
Scholarship
Sister Trinita Flood, OP Endowed Scholarship
Averill Stewart Scholarship
Mansolillo Family Scholarship
Sister Elaine Scanlon Scholarship
Mary Agnes Sugar Scholarship Fund
George Coventry Roughgarden and Nina Schmidt
Roughgarden Fund

Miscellaneous

Florida Organization of Jamaicans Scholarship
Future Alumni of Barry (FAB) Scholarship
George J. Wanko, PhD Scholarship
Deborah Lyn Feigelson Memorial Scholarship for
Disabled Students

CURRENT USE SCHOLARSHIP FUNDS

Current use scholarships are established by individuals and/or foundations to assist students annually.

Adrian Dominican School of Education

Irene B. Maliga Memorial Scholarship

School of Adult and Continuing Education (ACE)

Sister Loretta Mulry Scholarship

College of Health Science

Lettie Pate Whitehead Scholarship
Alec J. Santora Memorial Award
John T. Macdonald Foundation Scholarship
R.A. Ritter Foundation Scholarship Fund

College of Arts and Science

Music and Theatre Scholarship
Physical Sciences Honor Scholarship
Dwight Lauderdale Scholarship

School of Podiatric Medicine

Clinical Podiatric Faculty Scholarship Fund

School of Human Performance and Leisure Science

Sport & Leisure Sciences Scholarship
Sister Eulalia LaVoie Scholarship
Coca-Cola Scholarship

Need-Based

Bateman Scholarship Fund
Adelaide Frey Memorial Scholarship
Pamela and Stewart Greenstein Scholarship
Olga and David Melin Scholarship

GRANTS PROVIDED BY THE UNIVERSITY

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

BARRY ACCESS GRANTS. Funds are provided by the University to assist students who demonstrate financial need. Award amounts vary. These awards are made on a first-come, first-served basis. The student automatically applies for this grant when completing the Free Application for Federal Student Aid (FAFSA).

TUITION EXCHANGE PROGRAMS

Barry University participates in one reciprocal tuition exchange program: Tuition Exchange, Inc. at www.tuitionexchange.org. This program provides the opportunity for eligible family members of faculty and staff to receive undergraduate scholarships at one of the participating member institutions. Each member institution is to maintain a balanced student exchange program. That means keeping a reasonable match between students from Barry going to other schools (exports) and students coming to Barry from other schools (imports). A member institution generally may not export more than it imports. Because of that, Barry may have to limit the number of TE Scholarships awarded if we have more applicants from faculty and staff families (potential exports) than we have student imports. These scholarships are extremely limited and not everyone who applies will receive an award.

Incoming students interested in attending Barry University and utilizing this program should apply for the exchange program at their home institution, who will forward the application to the Financial Aid Office at Barry University.

VETERANS AND ELIGIBLE DEPENDENTS EDUCATIONAL ASSISTANCE

The Federal Government has programs, which provide financial assistance for veterans and eligible dependents of certain veterans. Information may be obtained from the local or regional Veterans Administration Offices or online at www.Gibill-va.gov. A student must be fully accepted into a degree-seeking program approved by the State Approving Agency for Veterans Training. The Veterans Administration will make determination of eligibility for benefits. Enrollment certification for Veterans Programs is completed by the Registrar's Office.

VA YELLOW RIBBON PROGRAM

Barry University recently signed on to participate 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 highest public in-state undergraduate tuition rate. The institution can contribute up to 50 percent of those expenses and the VA will match the same amount as the institution.

STANDARDS OF PROGRESS POLICY FOR VETERANS. A Satisfactory Progress Average (SPA), a variation of the Quality Point Average (QPA), indicates satisfactory progress for a student receiving veteran's educational benefits. An SPA of 2.00 or greater for an undergraduate student is satisfactory; less than 2.00 is not satisfactory. Any time a student's SPA is not satisfactory; he/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 by the VA for unsatisfactory progress may petition the Registrar of the University for readmission. A University official will discuss the problems relating to the unsatisfactory progress with the student. If the cause of the unsatisfactory progress has been removed, and the student is readmitted, he or she will be recertified for veteran's educational benefits.

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

OUTSIDE SOURCES OF SCHOLARSHIPS AND ASSISTANCE

Many organizations not affiliated with the University, such as local civic groups and fraternal organizations, offer grants and scholarships for which many students are eligible. Students are encouraged to inquire about these potential sources of assistance by contacting the Office of Financial Aid.



GIVE A GIFT THAT
LASTS FOREVER!

Have A Scholarship
—
Named After Someone
—
You Would Like To Honor

For more information, contact:
Institutional Advancement
Barry University
11300 NE Second Avenue
Miami Shores, FL 33161-6695
(305) 899-3070

ACADEMIC INFORMATION

ACADEMIC AWARDS

DEAN'S LIST

To be eligible for the Dean's List, students must have achieved a grade point average of 3.50 taking at least 12 credits on a graded basis with no incomplete grades or grade lower than a C. In-progress (IP) grades and developmental courses will not be included in any calculations used to determine eligibility.

PRESIDENT'S LIST

To be eligible for the President's List, students must have achieved a grade point average of 4.0 taking at least 12 credits on a graded basis with no incomplete grades. In-progress (IP) and developmental courses will not be included in any calculations used to determine eligibility.

GRADUATING WITH HONORS

In order to qualify for graduation with distinction, a student must have taken a minimum of 56 credit hours at Barry carrying letter grades of A,B,C, or D, and must have maintained a cumulative grade point average of 3.50 or above. Portfolio credits cannot be applied to the 56 credit hours required to graduate with honors. If a student returns for a second degree, he/she must complete all requirements for graduating with honors, not to include credits used for previous degree. Only courses taken at Barry are computed in determining honors. The GPA will be rounded using the third decimal place.

For distinction, CUM LAUDE, a cumulative grade point average of 3.50 is required; for MAGNA CUM LAUDE, 3.70; and for SUMMA CUM LAUDE, 3.90.

ADVISORS

At Barry University, advising students is a responsibility shared by faculty. Advisors perform dual functions. On the one hand, they counsel students on what courses to take so that students can progress toward completion of their degrees. On the other hand, advisors

are guides and mentors to students who are often unsure of their life goals, their academic abilities, or their career preferences. Academic advisors are assigned by the dean of the school in which the student's major is housed. Advisors meet with students periodically to plan the academic program and evaluate progress. Registration forms must have the advisor's signature before being processed each semester.

AUDIT

Students wishing to audit a course must meet admission requirements. Regular tuition charges apply to audited coursework.

ATTENDANCE

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

The College of Arts and Sciences adheres to the following attendance policy: A total of 6 class hours of absence can result in withdrawal with W, WP, or WF if within the designated withdrawal period, or with an automatic F if not. It is the responsibility of the student to initiate the withdrawal during the designated withdrawal period. Otherwise, an F will be issued at the end of the term.

CAMPUS INTERCHANGE PROGRAM

Barry University is part of the five-campus Dominican Colleges Campus Interchange Program. Barry students have the opportunity to spend an academic semester at one of four cooperating institutions located in different geographic areas of the country while remaining degree candidates at Barry. This cooperative educational experience is available through the joint efforts of Aquinas College, Grand Rapids, Michigan; Dominican University of California, San Rafael, California; Siena Heights University, Adrian, Michigan; and St. Thomas Aquinas College, Sparkill, New York.

These colleges have much to offer the Barry student: exposure to people with different sociological and historical perspectives; the benefits of varied cultural opportunities; the possibilities for travel to different historical sites as well as to a wide variety of natural habitats; and the interests and expertise of other faculty members.

The possibilities of participating in the educational and other personally enriching opportunities present in this interchange program should be seriously considered by Barry students who have at least second-semester sophomore standing. Students who travel to another campus for a semester remain degree candidates at Barry and the credits earned are transferred to Barry.

Students must request a catalogue and class schedule from the college they are interested in attending so that they have a complete picture of the courses that are offered prior to requesting approval.

Aquinas College, Grand Rapids, Michigan, is located on a wooded campus nestled in the heart of Michigan's second-largest city. The picturesque campus boasts a blend of historic architecture and state-of-the-art amenities and is within minutes of a vibrant downtown and its diverse cultural and entertainment offerings.

Dominican University of California in San Rafael is located on one hundred wooded acres in a residential district just one-half hour's drive north of San Francisco across the Golden Gate Bridge.

Siena Heights University is located in Adrian, a small city in the heartland of the Midwest. Neighboring the lake-dotted Irish Hills, it combines the cultural advantages of three colleges with the rural beauty of southeast Michigan and the nearby bright lights of Ann Arbor, Detroit, and Toledo.

St. Thomas Aquinas College, Sparkill, New York is located on twenty-four rolling acres at the foot of the Catskill Mountains, an area noted for its natural beauty at the edge of the Hudson River Valley. It is within easy commuting distance of New York City, where students may avail themselves of frequent visits to museums, theatres, art galleries, and libraries.

APPLICATION REQUIREMENTS

1. All applicants must have at least second-semester sophomore status during the semester of exchange and must have completed at least two semesters at Barry University prior to the exchange semester.
2. All applicants must have a minimum cumulative grade point average of 3.00 as well as a minimum grade point average of 3.00 in all major courses.
3. Applications for participation during the Fall semester must be submitted by April 1 of the preceding academic year.

4. Application for participation during the Spring semester must be submitted by November 1 of the current academic year.
5. The completed application must be submitted to the Dean, College of Arts and Sciences, by the appropriate deadlines. Application forms are available from this office, located in Lehman 333.
6. All applicants must have written approval from their academic advisors of the course of studies to be pursued at the exchange college.
7. Acceptance for participation will be subject to the approval of the Dean, College of Arts and Sciences, in addition to the consent of the exchange college.

CHALLENGE TESTING

Placement

Students who need to take courses in English and Math will be placed in these classes according to their level of proficiency. In each area, proficiency is determined by SAT or ACT scores.

Transfer credits in English 111 and 112 or 210 are accepted to fulfill distribution requirements. If a student has passed the State CLAST test and is transferring in Math courses from another institution, these courses are validated by the CLAST and no placement test is required.

Math Placement

All students will be placed in a Math course based on their level of proficiency as determined by their SAT, ACT, or CXC scores or the results of a Math placement test.

Computer Placement

All Barry students are required to demonstrate computer proficiency. This requirement may be satisfied by completion of CS 180 or CAT 102. Students who believe that they already have proficiency may request the computer challenge test.

English Placement

ENG 095	SAT-V 480 and below ACT 21 and below TOEFL 500-599
ENG 111	SAT-V 490 and above ACT 22 and above TOEFL 600 and above

ENG 095/111 Placement Testing is available to students with an SAT Verbal score of 470 or 480 (or an ACT English score of 20 or 21). Students with an SATV of 460 or below (or an ACT/E of 19 or below) are automatically placed in ENG 095. These students are not eligible to take the placement test. Students with an SATV of 490 or above (or an ACT/E of 22 or above) are placed in ENG 111. For students entering with a

CXC score in English 'A' subject area, and a 'general' level of proficiency.

Grade of 1, the student can be placed in ENG 111;

Grade of 2, the student must take the English

Placement Test;

Grade of 3, 4, or 5, the student must be placed in ENG 095.

If, as a result of the ENG 095/111 Placement test, a student is placed in ENG 095, they must complete ENG 095 before taking ENG 111. Once a student has taken the Placement Test, they are not eligible to re-take the test.

Exceptions: Freshmen who have Advanced Placement Credit (AP). If a student has AP credit for ENG 111, placement will be in ENG 112 or 210. If a student has AP credit for ENG 112 or 210 only, placement will be in ENG 111. If a Freshman has AP credit in both ENG 111 and ENG 112 or 210, no further English is required.

Chemistry Placement

If SAT-M is less than 440, then CHE 095.

If SAT-M is 480 or more, then CHE 111.

If SAT-M is between 440-480, the decision of whether to place the student in CHE 095 or 111 is left to the discretion of the academic advisor.

Exemptions

Specifically exempt from this policy are second bachelor's degree candidates, students admitted into the Nursing Transition Program (RN/BSN), Nursing Accelerated Option, B.S. in Biology/M.L.S. and B.S. in Biology/Histotechnology and Cardiovascular Perfusion.

CHANGE OF MAJOR AND/OR SCHOOL

Students wishing to change their academic major or to add another major to their academic program, or to change schools, must submit a Request for Change of Major and/or School Form with the office of the dean of the school in which the student is enrolled. Students are bound by the requirements for the major published in the course catalog for the academic year in which the new major is declared. For all other academic and graduation requirements, students remain bound by the regulations published in the course catalog for the academic year of initial acceptance to and enrollment in a Barry University program.

Students returning to the university after an absence of one calendar year or more are bound by all requirements published in the course catalog for the academic year of readmission.

CLASS ADJUSTMENTS

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

CLASSIFICATION AND STATUS OF UNDERGRADUATE STUDENTS

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

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

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

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

CLASS LOAD

The recommended undergraduate academic course load is 15-17 credits during a regular semester and 6 credits during a summer session. To attempt more than 18 or 6 credits, respectively, requires the recommendation of the faculty advisor, written approval of the appropriate dean, and a 3.00 (B) average.

CREDIT/NO CREDIT

Students may select one course per semester, in addition to Instructional Activities in Sport and Recreation courses and certain developmental courses, subject to the usual maximum course load limitations, for which the official record of performance shall indicate only whether or not course requirements are completed satisfactorily. A student on academic probation may not elect the CR/NC option.

This option may not apply to courses in the student's major/minor or to courses required for professional preparation. The student must elect the option at the time of registration; any changes must be made within the regularly-scheduled period for class adjustments. A student may not repeat a course under the CR/NC option for which the previously earned grade was other than W.

A maximum of twenty-four (24) credits, in addition to physical education and certain developmental courses, may be taken under the CR/NC option (CLEP and Proficiency Examinations excluded). Credits earned under this option are applicable to the number of credits needed to fulfill degree requirements. Students must enroll for the Credit/No Credit option in all sport and recreation courses; no letter grades are issued.

DECLARATION OF MAJOR

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

DEGREES, MAJORS & MINORS FOR UNDERGRADUATE STUDENTS

In its undergraduate programs, the University offers the degrees of Bachelor of Arts (B.A.), Bachelor of Music (B.M.), Bachelor of Science (B.S.), Bachelor of Fine Arts (B.F.A.), Bachelor of Science in Nursing (B.S.N.), Bachelor of Professional Studies (B.P.S.), Bachelor of Liberal Studies (B.L.S.), Bachelor of Public Administration (B.P.A.), and Bachelor of Science in Legal Studies (B.S.L.S.).

The University offers over 50 undergraduate majors:

Accounting (B.S.B.A.)
 Administration (B.S.)
 Advertising (B.A.)
 Art (B.F.A.) (B.A.)
 Art History
 Ceramics
 Graphic Design
 Painting and/or Drawing
 Athletic Training, B.S.
 Pre-Medical Option
 Pre-Physical Therapy Option
 Athletic Training, B.S. to M.S.
 Biology (B.S.)
 Biology (General)
 Marine Biology
 Pre-Professional
 Broadcast Communication (B.A.)
 Cardiovascular Perfusion (B.S.)
 Chemistry (B.S.)
 Biochemistry
 Pre-Pharmacy
 Clinical Biology (B.S.)
 Histotechnology
 Medical Technology
 Nuclear Medicine Technology
 Communication Studies (B.A.)
 Computer Information Sciences (B.S.)
 Computer Science (B.S.)
 Criminology (B.S.)
 Diving Education Minor
 Elementary Education (B.S.)
 English (B.A.)
 Literature
 Professional Writing
 Exceptional Student Education (B.S.)
 Exercise Science (B.S.)
 Pre-Medical Option
 Pre-Physical Therapy Option
 Exercise Science, Five Year B.S. to M.S.
 Exercise Science Minor
 Finance (B.S.B.A.)
 General Studies (B.A.)
 Health Services Administration (B.S.)
 History (B.A.)
 Honors
 Information Technology (B.S.)
 International Business (B.S.B.A.)
 International Studies (B.A.)
 Legal Studies (B.S.)
 Leisure and Recreation Management (B.S.)
 Liberal Studies (B.L.S.)
 Management (B.S.B.A.)
 Marketing (B.S.B.A.)
 Mathematical Sciences (B.S.)
 Actuarial Science
 Applied
 Computational
 Music (B.A.) (B.M.)
 Instrumental Performance
 Voice, Opera, Musical Theatre
 Sacred Music
 Nursing (B.S.N.)
 Generic
 Accelerated Option, B.S.N.
 Basic Option, B.S.N.
 L.P.N. to B.S.N. Option
 Three-Year Option, B.S.N.
 Two-Year Option, B.S.N.
 Transitional
 R.N. to B.S.N. Option
 R.N./B.S./B.A. to M.S.N. Bridge Option
 Philosophy (B.A.)
 Photography (B.F.A.) (B.A.)
 Fine Art Photography
 Photo/Biomedical/Forensic
 Physical Education (B.S.)
 Political Science (B.S.)
 Pre-Engineering
 PreK-Primary Education (B.S.)
 Pre-Law (B.A.)
 Pre-Major (Undeclared)
 Professional Studies (B.P.S.)
 Psychology (B.S.)
 Industrial/Organizational Specialization
 Public Administration (B.P.A.)
 Public Relations (B.A.)
 Social Work (B.S.W.)
 Sociology (B.S.)
 Spanish (B.A.)
 Sport Management (B.S.)
 Diving Industry Specialization
 Golf Industry Specialization
 Sport Management 5 year B.S. to M.S.
 Sport Management Minor

Theatre (B.A.)
 Acting
 Dance Theatre
 Technical Theatre
 Theatre Publicity
 Theology (B.A.)

Undergraduate Minors

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

Additional courses are offered in the following areas of study:

1. Humanities
2. Nutrition
3. Physics
4. Secondary Teacher Certification-Biology
5. Speech

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

DEGREES AND MAJORS FOR GRADUATE STUDENTS

(More detailed information may be found in the Barry University Graduate Catalog.)

School of Adult and Continuing Education

Administration, M.A.
 Public Administration, M.P.A.

College of Arts and Sciences

Clinical Psychology, M.S.
 Broadcast Communication, M.A.
 Liberal Studies, M.A.
 Pastoral Ministry for Hispanics, M.A.
 Photography, M.A.
 Photography, M.F.A.
 Practical Theology, M.A.P.T
 Public Relations and Corporate Communications, M.A.
 Doctor of Ministry, D. Min.

Andreas School of Business

Master of Business Administration, M.B.A.
 Master of Science in Accounting, M.S.A.
 Master of Science in Management, M.S.M.
 Postgraduate Certificate Programs:
 Accounting, Finance, International
 Business, Management, Marketing

Adrian Dominican School of Education

Counseling, Ph.D.
 Curriculum and Instruction, Ph.D.
 Specializations:
 Early Childhood Education
 Elementary Education
 Culture, Language, and Literacy (TESOL)
 Curriculum Evaluation and Research
 Reading
 Educational Leadership, M.S., Ed.S.
 Educational Technology Applications, M.S., Ed.S.
 Teaching and Learning with Technology
 Exceptional Student Education, M.S.
 Endorsements in Autism and Gifted
 School and Counseling, M.S., Ed.S.
 Higher Education Administration, M.S.
 Human Resource Development and Administration, M.S.
 HRDA Leadership of Not-for-Profit/
 Religious Organizations, M.S., Certificate
 Leadership and Education, Ph.D.
 Specializations:
 Educational Technology
 Exceptional Student Education
 Higher Education Administration
 Human Resource Development
 Leadership
 Marital, Couple and Family Counseling and Therapy, M.S., Ed.S.
 Marital, Couple and Family Counseling and Therapy and Mental Health Counseling, M.S., Ed.S.
 Mental Health Counseling, M.S., Ed.S.
 Mental Health Counseling and Rehabilitation Counseling, M.S., Ed.S.
 Montessori Elementary Education, M.S., Ed.S.
 Montessori Early Childhood, M.S., Ed.S.
 Psychology, M.S.
 School Psychology, S.S.P.
 Reading, M.S., Ed.S., Endorsement
 Rehabilitation Counseling, M.S., Ed.S.

School of Podiatric Medicine

Doctor of Podiatric Medicine, D.P.M.
 Physician Assistant Program, M.C.M.S.
 Anatomy, Master of Science, M.S.

School of Human Performance and Leisure Sciences

Movement Science, M.S., with Specializations in:
 Athletic Training
 Biomechanics
 Exercise Science
 Sport and Exercise Psychology
 or the
 General Option

Sport Management, M.S.
Dual Masters Degree in Sport Management &
Business Administration with
Andreas School of Business, MS/M.B.A.

School of Law*

Juris Doctor, J.D.

College of Health Sciences

Anesthesiology, M.S.
Biology, M.S.
Biomedical Science, M.S.
Health Services Administration, M.S.
Nursing, M.S.N., with Specializations in Nursing
Education; Nurse Practitioner (Family), Nurse
Practitioner (Acute Care); and Nursing Admin-
istration, including a dual degree with Andreas
School of Business, MSN/MBA
Doctor of Philosophy in Nursing, Ph.D.
Occupational Therapy, M.S.
Public Health, M.P.H.
Post Baccalaureate Certificate in Histotechnology
Program

School of Social Work

Master of Social Work, M.S.W.
Doctor of Philosophy in Social Work, Ph.D.

* Admissions and Academic information published in Barry Uni-
versity at Orlando, School of Law Catalog. Contact 407-275-2000 for
further information.

DEPARTMENTAL PROFICIENCY EXAMINATIONS

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

DEVELOPMENTAL COURSES

To fulfill its responsibility to educate students, Barry University offers a series of developmental courses for the benefit of those students who need to strengthen some of their skills. These courses include ENG 095 Basic English Composition, MA 010 Mathematics Skills for General Knowledge Test – GKT, MAT 090 Pre-Entry Math, MAT 091, Preparatory Mathematics I, MAT 093 Preparatory Mathematics II, and MAT 095 Preparatory Mathematics III. All developmental courses must be completed successfully by the end of 45 credit hours or, in the case of transfer students, within the first academic year in residence. Developmental courses do not fulfill Distribution, General Education, or degree requirements.

DISTRIBUTION REQUIREMENTS

Mission Statement

Informed by the Catholic and Dominican traditions, a Barry education is intentional; the values framed by the University mission are infused throughout the distribution requirements curriculum. This curriculum is designed as a liberal arts foundation to the baccalaureate degree and is based on the belief that education should empower students to believe in their ability to create a world in which hatred and injustice are opposed and in which creative and intellectual expression are celebrated.

The curriculum presents a broad range of perspectives or approaches to knowledge, including the arts, humanities, social and behavioral sciences, mathematics, natural sciences, physical sciences, philosophy, and theology. In addition, competencies in writing, reading, oral communication, critical thinking, research methodologies, quantitative reasoning, and computer technology are taught in specialized courses and embedded across the curriculum. This curriculum encourages students to gain the knowledge, skills, and values leading to success in their chosen professions as well as a disposition to critical thinking and life-long learning.

The spirit of liberal learning fosters intellectual flexibility, curiosity, and creativity; promotes a sense of social responsibility on the part of the educated person; and encourages the connection between formal learning and action for the betterment of the world and respect for human dignity.

Learning Goals

The following learning goals have been established for each curricular area of distribution requirements. Student learning outcomes for each distribution course are based on these goals.

Written and Oral Communication

Oral Communication

1. To communicate information clearly, logically, and precisely, using audience-appropriate language, during oral presentations.
2. To demonstrate effective interaction skills across dyadic, small group, and public communication settings.
3. To acquire, evaluate, and synthesize information from sources that will support arguments made during a persuasive speech.
4. To articulate sensitivity for cultural diversity and explain how that stimulates a deeper understanding and respect.

Written Communication

1. To demonstrate effective critical thinking skills and clear, precise, well-organized writing which demonstrates standard English usage.

- To demonstrate competence in the research process by differentiating between primary and secondary sources and appropriately evaluating and incorporating source materials into written assignments.

Theology and Philosophy

Philosophy (All philosophy courses which satisfy the University distribution requirements meet at least four of the five learning goals.)

- To understand the historical roots and development of basic contemporary issues.
- To understand the objective nature of morality.
- To understand that reasoning can be logically valid or invalid.
- To understand the value of a philosophy of life (i.e., a reasonable and comprehensive world view).
- To develop students' ability to use philosophical concepts appropriately and accurately in written and oral communication.

Theology (All theology courses which satisfy the University distribution requirements meet at least five of the six learning goals.)

- To explore the biblical foundations of Judaism and Christianity.
- To understand the different methods of interpreting scripture and religious traditions.
- To understand the development of Christian doctrine in relation to contemporary culture.
- To explore the foundations of Jewish and Christian morality.
- To acknowledge the inherited wisdom and respective contributions of world religions to the understanding of transcendent mysteries.
- To develop students' ability to use theological vocabulary appropriately and accurately in written and oral communication.

Arts and Humanities

Literature/Humanities

- To explore literary texts within historical, philosophical, and cultural contexts.
- To explore literary periods, literary genres, and critical theory.
- To enhance the ability to read literary texts critically.

Fine Arts

- To explore visual or performing arts within historical contexts or from creative view points.
- To explore and understand the principles of artistic expression and the creative process.

Foreign Languages

- To demonstrate proficiency/competence in a second language by acquiring and enhancing the understanding, reading, writing, and speaking,

and show knowledge of the distinct features of the culture associated with that language.

Science and Mathematics

Science

- To develop an understanding of scientific concepts with emphasis upon scientific observation, scientific methods, analytical thinking, and scientific literacy.

Mathematics

- To develop habits of analytical thought and problem-solving and to appreciate the beauty and the contribution of mathematics as part of human culture.
- To help students improve their ability to present oral and written communications of mathematical proofs, applied problems and computer-related work through assignments and class presentations.

Social and Behavioral Sciences

- To develop a critical understanding of individual and social behavior through the concepts, theories, and methods of the social and behavioral sciences.
- To demonstrate oral and written communicative competence in the fundamental concepts and ideas of the social and behavioral sciences
- To identify and define the principles and strategies that can create more compassionate interpersonal relationships and social institutions based on equity and social justice.

Undergraduate Graduation Requirements

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

1. Theology and Philosophy	9 credits
2. Written and Oral Communication	9 credits
3. Physical or Natural Science and Mathematics	9 credits
4. Social and Behavioral Sciences	9 credits
5. Humanities and the Arts	9 credits
Total Distribution Requirements	45 credits

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

Students can obtain copies of the approved lists of courses from their academic advisors.

Philosophy

Theology

Written Communication: Excluding ENG 095

Oral Communication

Humanities: English Literature, French,

Humanities, Spanish

Fine Arts: Art, Dance, Music, Photography, Theatre
 Mathematics: Excluding MAT 090, MAT 091, MAT 093, and MAT 095
 Natural Sciences: Biology, SES 360/360L, Environmental Science (ACE offers courses with an EVS prefix that are used to satisfy the science requirement.)
 Physical Sciences: Chemistry, Physics excluding CHE 095 and PHY 095
 Behavioral Sciences: Anthropology, Criminology, Psychology, Sociology
 Social Sciences: Economics, Geography, History, Political Science
 All Methods of Teaching courses (XXX 376, 476) are excluded.

- (2) Satisfactory completion of a minimum of 120 credits with a cumulative average of 2.00 (C). Of the total, a minimum of 48 credits must be in courses numbered above 299. The last 30 credits and the majority of the major coursework must be completed at Barry University.
- (3) Individual schools require satisfactory completion of an integrative experience in the major field(s). Examples of integrative experiences are capstone courses or seminars, written or oral comprehensive exams, national certification or licensure exams, internships, and clinical field work.
- (4) Completion of a major. Specific requirements are given in the introduction to each of the majors. All requirements for the degree must be completed before students take part in a graduation ceremony. 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.

FRESHMAN COMPOSITION

The freshman composition sequence, English 111 and 112 or 210, must be completed successfully by the end of 60 credit hours or the student may not be allowed to register for any additional courses at Barry University. Exceptions to this policy require the approval of the Dean of the College of Arts and Sciences.

GRADE REPORTS

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, ect. 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.

GRADING SYSTEM

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

Superior	Achievement	A	4.00 honor points per credit
		A-	3.70 honor points per credit
		B+	3.40 honor points per credit
Above Average		B	3.00 honor points per credit
		B-	2.70 honor points per credit
		C+	2.40 honor points per credit
Average		C	2.00 honor points per credit
Below Average		D	1.00 honor points per credit
Failure		F	No honor points credit
Credit		CR	Awarded for achievement at or above the D level (C level in ENG 095, 111, and 112; MAT 090, 100A, 100B, 100C, 105); no honor points; not computed in GPA; equivalent to passing grade A-D
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 date due. Upon submission, the NR is changed accordingly.
Course In Progress		IP	Course in Progress
No Credit		NC	No credit awarded; achievement below D level (C level in ENG 095, 111, and 112; MAT 090, 091, 093, 095); not computed in GPA; equivalent to F grade.
Incomplete		I	An incomplete grade must be made up within the semester following its receipt. It is the student’s responsibility to arrange with the instructor for satisfactory completion of course requirements. Incomplete grades assigned in the semester of graduation will result in postponement of graduation. Upon completion of the course, the student must reapply for the next graduation.
Incomplete grade redeemed with grade of A	IA		4.00 honor points per credit
redeemed with grade of A-	IA-		3.70 honor points per credit
redeemed with grade of B+	IB+		3.40 honor points per credit
redeemed with grade of B	IB		3.00 honor points per credit

redeemed with grade of B- IB-	2.70 honor points per credit
redeemed with grade of C+ IC+	2.40 honor points per credit
redeemed with grade of C IC	2.00 honor points per credit
redeemed with grade of D ID	1.00 honor points per credit
redeemed with grade of F IF	No honor points per credit
redeemed with grade of CR ICR	Credit but no honor points awarded
redeemed with grade of NC INC	No credit
Withdrew W	Grade earned for students who officially withdraw during the 1st 1/3 of the course. Grade does not calculate into GPA; attempt does count for repeat purposes.
WP/	
WF	Grade earned for student during the 2nd 1/3 of the course. Grade does not calculate into GPA; attempt does count for repeat purposes.

Note: The plus/minus grading option is not used in the Nursing program.

GOOD STANDING—PROBATION—SUSPENSION

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

A student is on Academic Probation if the cumulative grade point average (GPA) falls below 2.00. The dean of the appropriate school may require a student on probation to register for a limited load.

A student will be suspended: a) whose cumulative GPA falls below a 1.00 anytime following the first semester of attendance at Barry University; or b) immediately following the second time a student's Barry cumulative GPA falls below a 2.00 (excluding the first semester of enrollment for first-time college-entering freshmen).

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 Readmission and Change of Status procedures.

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.

GORDON RULE

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

GRADUATE CREDIT FOR QUALIFIED UNDERGRADUATE SENIORS

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

INCOMPLETE

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". "I" grades, even when redeemed, are part of the official transcript.

INDEPENDENT STUDY

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

INTERNSHIP

Internship experience under qualified supervision. Requires a minimum of 120 hours. Department chair and dean approval required.

All international students **must** receive employment authorization on the back of their I-20D which would

specify permission to engage in curricular practical training (cpt) and must be careful to limit cpt to no more than 20 hours per week. The student **must** be enrolled in school during their training in order to maintain lawful F-1 status.

KNOWLEDGE OF REGULATIONS

Students are bound by the academic regulations published in the course catalog for the academic year of initial acceptance to and enrollment in a Barry University program. Students are responsible for compliance with the regulations of the University and should familiarize themselves with the provisions of that respective catalog distributed by the Office of Admissions; the Student Handbook, distributed by the Office of Student Affairs; semester schedules; 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.

Students returning to the university after an absence of one calendar year or more are bound by all academic and published requirements applicable to the academic year of readmission.

PERMANENT RECORDS

The University defines the official permanent record as the electronic transcript (hardcopy transcripts for records prior to 1987). The official transcript carries the following information:

- Courses completed with credit carried, credits earned, grades, grade points, grade point average, credit by examination, and an explanation of the grading system.
- Transfer credit is posted in summary totals on the official permanent record.

POLICY ON RELEASE OF INFORMATION

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

Documents submitted by or for students in support of an application for admission or for transfer credit cannot be returned to the student, photocopied, nor sent elsewhere at his/her request. In exceptional cases, however, where another transcript is unobtainable, or can be secured only with the greatest difficulty (as is

sometimes true with international records), copies may be prepared and released to prevent hardship to the student. The student should present a signed request. Usually a certified copy of what is in the student's file is released. In rare instances the original may be released and the copy retained, with a notation to this effect being placed in the file.

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

1. Transcripts from other institutions: 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.

REPEAT COURSES

With prior written authorization from the appropriate advisor and dean, a student may repeat a course to improve the cumulative grade point average. No Barry University course may be attempted more than 3 times. Withdrawals are counted as attempts.

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

Courses transferred from other institutions are not considered for a repeat.

REQUEST TO REGISTER AT ANOTHER INSTITUTION

Off-Campus Enrollment/Transfer of Credits

A Barry student is expected to fulfill all coursework at Barry University. 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 30 days prior to the anticipated class start date*. A copy of the course description from the respec-

tive 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.

All policies described in the "Transfer Credit Policies" of the Undergraduate Course Catalog apply. In addition, grades and GPAs for substituted coursework will not be included in the minimum of 56 credit hours of completed coursework at Barry used to determine "graduation with honors."

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

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). This policy is clearly stated in this Undergraduate Catalog under Transfer Credit Policies.

RESERVE OFFICER TRAINING CORPS (ROTC)

Air Force (AFROTC)

Barry University, in cooperation with the Department of Aerospace Studies, Air Force Reserve Officer Training Corps (AFROTC), at the University of Miami provides academic instruction and training experiences leading to commissioned service in the United States Air Force.

AFROTC is an educational program designed to give men and women the opportunity to become Air Force officers while completing a Bachelor's degree. The AFROTC program is designed to prepare them to assume positions of increasing responsibility and importance in the modern Air Force.

AFROTC offers several routes to an Air Force commission. Optimally, the program lasts four years, but it can be completed in 3, 2 or even just 1 year if you are majoring in a critically needed area. Depending on the program chosen, attendance at either a 4-week or 6-week summer field-training course will be required. AFROTC cadets will receive junior officer training, career orientation, and learn about how the Air Force operates. Travel to and from the base and where field training occurs is paid for by the Air Force. The end product of the AFROTC program is to produce 2nd Lieutenants in the Air Force upon graduation. For more information, contact Captain McAndrew at (305) 284-2870.

Enrollment

There is no military obligation to sign up for AFROTC. To take classes students must be U.S. citizens or resident aliens, and must be U.S. citizens to receive a commission. It is possible to begin AFROTC as a resident alien and earn a commission once citizenship is obtained. AFROTC cadets must also pass the Air Force Officer Qualifying Test, a physical fitness test including a 1.5-mile timed run, push-ups and sit-ups and pass a Department of Defense physical exam in order to be eligible for scholarships and ultimately commissioning.

Scholarships

A variety of AFROTC scholarships for 1, 2, 3 and 4 years are available on a competitive basis and include a \$600 textbook allowance per semester plus a non-taxable \$250 - \$400 stipend each month during the school year. Some scholarships provide full college tuition while others begin at \$15,000 per year. In selected academic areas, scholarships may be extended to meet a 5-year degree program recognized by the college. The 1-year program is for students preparing for occupations for which the Air Force has a special need. The majority of 2 to 4-year scholarships are for students pursuing degrees in certain fields of engineering, science, and math, with a limited number going to other academic degrees. A number of scholarships are also available to students enrolled in certain non-technical degree programs such as: business administration, accounting, economics and management. Scholarships for careers in the medical field are also offered.

Benefits

All AFROTC cadets receive uniforms, books and equipment for ROTC classes at not cost. Upon being commissioned a 2nd Lieutenant in the Air Force, cadets will receive a starting salary and allowances worth more than \$35,000 per year. Free medical and dental care, 30 days paid annual vacation and added educational benefits are also part of the compensation package.

Courses

AIS 101/102 Foundations of the United States Air Force (Lecture 1, Leadership Lab* 0)

Aerospace Studies 101/102 is a survey course designed to introduce students to the United States Air Force and Air Force Reserve Officer Training Corps. Featured topics include: Air Force heritage, military customs and courtesies, Air Force officer career opportunities, Air Force core values, interpersonal communications, team building and an introduction to communication skills. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences.

AIS 201/202 The Evolution of USAF Air and Space Power (Lecture 1, Leadership Lab* 0)

Aerospace Studies 201/202 is a knowledge course designed to examine general aspects of air and space power through a historical perspective. Utilizing this perspective, the course covers a time period from the first balloons and dirigibles to the space age. Historical examples are provided to extrapolate the development of Air Force capabilities and missions to demonstrate the evolution of what has become today's USAF air and space power. In addition, the students will continue to discuss the importance of the Air Force core values with the use of operational examples and historical Air Force leaders, and will continue to develop their communication skills.

AIS 301/302 Air Force Leadership Studies (Lecture 3, Leadership Lab* 0)

Aerospace Studies 301/302 is a course designed to examine several key aspects of leadership. The course starts with a basic overview of leadership and moves into basic skills in leadership. The curriculum then explores military relationships, taking an in-depth look at professional and unprofessional relationships. The course also directs the cadets' attention to advanced skills in leadership and concludes with ethics in leadership and a capstone lesson that engulfs a majority of the subjects covered in AIS 301/302.

AIS 401/402 National Security Affairs and Preparation for Active Duty (Lecture 3, Leadership Lab* 0)

Aerospace Studies 401/402 is a course designed to examine the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics of interest focus on the military as a profession, officership, the sister services, joint operations, law of armed conflict, the Uniformed Code of Military Justice and character development preparation for entrance into active duty. Continuing emphasis is placed on the refinement of communication skills.

* In addition to their respective classroom session, AFROTC cadets will be required to attend Leadership Lab once per week. The Leadership Lab consists of hands-on leadership and management training necessary to prepare cadets for their career as future Air Force officers.

US Army (AROTC) Military Science & Leadership (MSL) Course

Barry University (BU), in partnership with the U.S. Army, offers the Army Reserve Officer's Training Corps (ROTC). These are college electives designed to teach and instill the leadership skills necessary to become officers in the active Army, National Guard, or Army Reserves. Students that complete the ROTC curriculum and earn their Bachelor's Degree (in most undergraduate majors) will be commissioned

as Second Lieutenants (O1). For more information, contact the Army ROTC Program at (305) 237-1803 or E-mail: armyrotc@fiu.edu; Website: <http://www.fiu.edu/~armyrotc>

Enrollment

Freshmen and sophomores students do not require departmental permission to sign up for the basic courses and there is no military obligation to take the basic courses. At a minimum, students must be resident aliens to participate and must be U.S. citizens to earn a commission. Any student enrolling in the MSL 3201/2 and MSL 4301/2 must have the approval of the department before enrolling. Students must be physically fit, medically fit, able to graduate, and earn their commission before their 30th birthday.

Scholarships

Three and two year scholarships are offered to qualified ROTC students at BU. 4-Year College Scholarships pay full tuition or room and board, \$1,200 annually for books, and \$350 (Freshmen) to \$500 (Seniors) paid monthly directly to the student. For more information, visit www.armyrotc.com

Special Programs

Prior service members and members of the National Guard and Army Reserve have special entrance consideration and may be entitled to other monetary benefits. Junior and Senior students that did not participate in ROTC during their first two years in college may attend a four week ROTC Leadership Training Course (LTC) at Ft. Knox, KY during the summer. This course is voluntary and does not require enlistment or further commitment to the service in order to attend. All transportation, lodging, uniforms and meals are provided. Additionally, students earn \$800-\$900 for attendance. Cadets who complete LTC and contract with ROTC receive a \$5000 bonus.

Benefits

Contracted students, regardless of the scholarship, receive \$350.00 (freshmen) and up to \$500.00 (seniors). Once the student becomes commissioned, an active duty Second Lieutenant (O1) will earn a starting salary averaging over \$35,000.00 annually, 30 days paid vacation annually, are entitled to further educational benefits, and free medical/dental care.

Courses

MSL 1001 – Foundations of Officership (1), MSL 1001L Leadership Laboratory (0)

In this course, the student will: examine the unique duties and responsibilities of officers; discusses the organization and role of the Army; reviews the basic life skills pertaining to fitness and communication; and analyzes the Army values and expected ethical behavior.

**MSL 1002 – Basic Leadership (1),
MSL 1002L Leadership Laboratory (0)**

In this course, the student will: learn the fundamental leadership concepts and doctrine; practice the basic skills that underlie effective problem solving; apply active listening and feedback skills; examine factors that influence the leader and group effectiveness; and examine the officer experience.

**MSL 2101 – Individual Leadership Studies (2)
MSL 2101L Leadership Laboratory (0)**

In this course, the student will develop knowledge of self, self-confidence, individual leadership skills, problem solving and critical thinking skills. In addition, the student will apply communication, feedback, and conflict resolution skills.

**MSL 2102 – Leadership and Teamwork (2),
MSL 2102L Leadership Laboratory (0)**

In this course, the student will: focus on self-development guided by knowledge of self and group processes; challenges current beliefs, knowledge, and skills; and provide equivalent preparation for the ROTC Advanced Course as the Leader's Training Course.

**MSL 3201 – Leadership and Problem Solving (3),
MSL 3201L Leadership Laboratory (0)**

In this course, the student will examine basic skills that underlie effective problem solving. In addition, the student will: analyze the role officers played in the transition of the Army from Vietnam to the 21st Century; review the features and execution of the Leadership Development Program (LDP); analyze military missions and plan military operations; and execute squad battle drills.

**MSL 3202 – Leadership and Ethics (3),
MSL 3202L Leadership Laboratory (0)**

In this section, the student will: probe leader responsibilities that foster an ethical command climate; develop cadet leadership competencies; prepare for success at Leader Development and Assessment Course (LDAC); recognize leader responsibility to accommodate subordinate spiritual needs; and apply principles and techniques of effective written and oral communication.

**MSL 4301 – Leadership and Management (3)
MSL 4301L Leadership Laboratory (0)**

In this course, the student will: build on Leader Development and Assessment Course (LDAC) experience to solve organizational and staff problems; discuss staff organization, functions and processes; analyze counseling responsibilities and methods; examine principles of subordinate motivation and organizational change; and apply leadership and problem solving principles to the complex case study/simulation.

**MSL 4302 – Officership (3),
MSL 4302L Leadership Laboratory (0)**

This capstone course is designed to explore topics relevant to second lieutenants entering the Army. In addition, the student will: describe legal aspects of decision making and leadership; analyze Army organization for operations from the tactical to strategic level; assess administrative and logistics management functions; discuss reporting and permanent change of station (PCS) process; perform platoon leader actions; and examine leader responsibilities that foster an ethical command climate.

MSL 4400 – United States Military History (3)

This course examines the Military Heritage of the United States from colonial wars to the present as well as focuses on the operational and strategic levels of warfare.

**MSL 4900 – Miscellaneous, Supervised and/or
Independent Study (1-3)**

This course entails supervised reading and an independent study of United States Military History and writing requirements. Permission of the instructor is required.

Notes:

- a) MSL Laboratory's are scheduled Thursdays from 11:30 am – 1:45 pm.
- b) Numbers in parentheses (1-3) equal credit hours.

SECOND BACHELOR'S DEGREE

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

- A formal application must be submitted to the Division of Enrollment Management, Office of Records Management.
- The student must fulfill all admissions, prerequisite and course requirements in the second degree program; the majority of the major must be completed at Barry University.
- If nine (9) credits of Theology and Philosophy are not included in the first degree, they must be completed for the second degree. Other distribution requirements are considered completed.
- At least thirty (30) semester hours in residence of upper-level credit over and above the requirements for the first bachelor's must be completed at Barry. These courses must be completed with a letter grade.
- The student must achieve a cumulative grade point average of 2.00 or higher, with 2.00 or higher in the second major. Some schools at Barry have a requirement that each course in the major, as well as the core business curriculum in

the School of Business, must be completed with a C or better grade. The applicant is advised to review the catalog section dedicated to the major of interest to determine the grade requirements for that major.

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

- A formal application must be submitted to the Division of Enrollment Services, Office of Records Management.
- The student must fulfill all admissions, prerequisite and course requirements in the second degree program; the majority of the major must be completed at Barry University.
- At least thirty (30) semester hours in residence of upper-level credit over and above the requirements for the first bachelor's must be completed at Barry. These courses must be completed with a letter grade.
- The student must achieve a cumulative grade point average of 2.00 or higher, with 2.00 or higher for the second degree program. Some schools at Barry have a requirement that each course in the major, as well as the core business curriculum in the School of Business, must be completed with a C or better grade. The applicant is advised to review the catalog section dedicated to the major of interest to determine the grade requirements for that major.
- The same degree 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.

SPECIAL TOPICS

Contents of Special Topics classes will be determined by the individual departments as requested by faculty and/or students to fill specified needs or interests. Special Topics are designated by the course numbers 199 and 300.

SUMMER SESSIONS

Summer sessions are held every year, one during May and June, and the other in June and July. A student may earn six (6) credits each session. Requirements for admission to the summer sessions are the same as for the regular academic year. Students matriculated

at another college must have written permission from their dean to take specific courses at Barry. No other academic credentials are needed for guest students.

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

TRANSCRIPT REQUESTS

If money is owed to the University, release of transcripts, diplomas or other official letters are prohibited.

To request an official transcript, students must submit their request in writing stating:

- student's current name and complete address
- name under which student attended Barry University, if different from student's current name
- currently enrolled, hold transcript for current semester grades or degree conferral, if applicable
- the type of transcript required: e.g., student copy, official transcript to be sent to student in a sealed envelope, or an official transcript to be sent directly to a third party. If the transcript is for third party use, the name and complete address of the person or institution must be provided.
- the number of transcripts required

Additional Information:

- Signature must appear on transcript request.
- Transcript request from anyone other than the student will not be honored.
- When requesting transcripts in person, identification is required.
- Transcripts are processed within 3-5 business days upon approval from the Cashier/Business Office (CBO).
- The fee for each official transcript is \$10.00.
- Transcripts are sent by first class mail. Barry assumes no responsibility for final delivery.

Transcript requests should be mailed to:

Office of the Registrar
Barry University
11300 NE Second Avenue
Miami Shores, FL 33161-6695

For further information, please call (305) 899-3866.

TUTORIAL

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

WITHDRAWALS

Students withdrawing from the University must do so officially by submitting a written notice of withdrawal to the office of the dean of their respective school 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. Students withdrawing from courses must do so officially by obtaining the course withdrawal form from either their advisor or the Office of the Registrar. The withdrawal form must be signed by the advisor and the dean, and then sent to the Office of Financial Aid and lastly to the Office of the Registrar for final processing. No withdrawals (total or course) will be accepted after the deadline. This policy is strictly enforced.

WITHDRAWAL POLICY FOR FULL SEMESTER CLASS

First 1/3 of course = W
Second 1/3 of course = WP or WF

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.

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/Vice President for Academic Affairs. One of the faculty members on the committee will be named chair by the Provost/Vice President for Academic Affairs. An alternate faculty and student member will also be appointed following the above procedure, and will serve in case of illness or in case a member is party to an appeal. The committee will establish its internal decision-making procedure which will be made public. The committee is free to seek the advice of others when it feels it lacks the expertise in a particular academic area.

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

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

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

- a. If the student's school or division has a grade appeal procedure, such procedure will be followed and all such remedies must be exhausted prior to filing a petition. In the event that the grievance is not settled at the school or division level, the student may file the Grade Appeal Form with the chair of the Committee on Grades, whereupon the procedure set forth will apply. The student must file the form no later than five working days after the final decision of the student's school or division.
- b. If the student's school 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 Office of the Registrar.
 - (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. 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/Vice President for Academic Affairs in writing. The decision will be either that the grade will stand, or that the faculty member will change the grade as recommended by the committee. If the faculty member disagrees with the recommended change, he or she will promptly inform the committee chair of that decision. The committee chair will then notify the Registrar, through the Provost/Vice President for Academic Affairs, that the grade will not affect the student's grade point average, cause the course to be repeated, or prevent continuation in the University.
- d. The student and/or the faculty member may appeal the decision of the Committee on Grades by sending the Grade Appeal Form to the Provost/Vice President for Academic Affairs no later than five working days after notification of the committee's decision. The decision of the Provost/Vice President is the final University appeal. The Provost/Vice President will make a decision within thirty calendar days and inform the student and faculty member in writing. In instances where the Provost/Vice President recommends a grade change and the faculty member does not follow the recommendation, the Provost/Vice President will inform the Registrar that the grade will not affect the student's grade point average, cause the course to be repeated, or prevent continuation in the University.

POLICY ON MEDICAL LEAVE

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

When a student experiences serious medical or psychological problems while enrolled as a student in Barry University, he or she may request to take a voluntary medical leave-of-absence. If approved by the Vice President for Student Affairs, the student will

leave campus, be granted grades of "W" in all enrolled courses (even if the normal deadline for withdrawal without academic penalty has passed), and the student will be obligated to adhere to the readmission requirements outlined below if he or she desires to return to Barry after the problem has been treated and resolved.

Similarly, the University may require a student to take a medical leave-of-absence if, in the judgment of the Vice President for Student Affairs or his/her designee, the student (a) poses a threat to the lives or safety of himself/herself or other members of the Barry community, or (b) has a medical or psychological problem which cannot be properly treated in the University setting, or (c) has evidenced a medical condition or behavior that seriously interferes with the student's ability to function and/or seriously interferes with the educational pursuits of other members of the Barry Community. While on medical leave a student may not return to the campus without prior permission from the Vice President for Student Affairs, or designee.

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

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

READMISSION REQUIREMENTS FOR MEDICAL LEAVES

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

A student on medical leave, who wishes to return, must initiate a request for readmission at least one month prior to anticipated return by writing a letter to the Vice President for Student Affairs, or his/her designee, detailing what has been accomplished during the absence. The student's letter and a supporting letter from an appropriate healthcare professional are the basis upon which the Vice President, or his/her designee, makes the judgment that the health circumstances caus-

ing 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 healthcare professional must 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 full-time studies at Barry, and are there any special conditions under which the student should be readmitted? This letter should be directed to the Vice President for Student Affairs, or his/her designee.

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

SUBSTANCE ABUSE

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

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

As a condition of employment, all employees and students must abide by the terms of this policy. Under federal law, an employee working under, or student receiving funds from a federal grant or contract, must

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

POLICIES AND PROCEDURES RELATING TO SEXUAL HARASSMENT

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

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.
- 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.

ACADEMIC DISHONESTY POLICY

(From the Barry University Faculty Handbook)

Cheating and Plagiarism: Definitions

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

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

An Incident of Cheating or Plagiarism

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

Procedures for Handling Cheating and Plagiarism

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

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

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

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

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

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

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

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

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

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

Responsibilities of the Faculty

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

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

Responsibilities of Students

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

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

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

Policy on Hazing

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.

ACADEMIC RESOURCES

GLENN HUBERT LEARNING CENTER

Carol Clothier, Assistant Dean

Faculty: Drozd, Gil, Poulos, Rokhfeld, Sampol

The Glenn Hubert Learning Center, located in Garner 113, serves as a primary resource for all undergraduate, graduate, and adult learners at Barry University. The mission of the Glenn Hubert Learning Center is to develop independent, successful learners through the provision of professionally designed and delivered academic services. The Glenn Hubert Learning Center actively seeks to provide professional assistance to all University departments in meeting the academic needs of their students. Emphasis is on 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 Laboratory 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 calculus, trigonometry, physics, and statistics. The Reading Laboratory provides academic counseling, diagnostic testing, and learning prescriptions to students who wish to improve their reading comprehension, vocabulary, and study skills.

The Glenn Hubert Learning Center provides a review course for GKT preparation (MA 010) presented during the Fall and Spring semesters prior to each testing. Independent preparation through computer-assisted and videotaped instructional modules is available to students.

The Glenn Hubert Learning Center administers and/or directs a wide range of assessment measures. It is responsible for placement testing of incoming students in English, French, Math and Spanish, as well as providing additional specific evaluations as requested by students or faculty. An English Assessment Test is administered at the request of the individual schools. Diagnostic and achievement tests are administered through the Reading Laboratory.

MA 010 Mathematics Skills for General Knowledge Test – GKT (2)

Preparation for the Mathematics section of the GKT. Assesses students through pre/post-test of competencies, provides review of necessary mathematical areas through a performance-based module approach, and uses correlated computer aided instruction. Satisfies requirement for students who must register for the GKT examination. Does not meet distribution or degree requirements. CR/NC option only.

MAT 090 Pre-Entry Math (3)

This course prepares a student to take MAT 091 or 093. A variety of individualized strategies are used, including programmed materials, computer-aided instruction, and one-on-one tutoring. Does not fulfill distribution or degree requirements. Placement in this course is by appropriate score on the placement test. CR/NC option only.

ENG 095 Basic English Composition (3)

Basic English Composition is a writing course primarily for first-year students who have not had instruction in a formal academic setting or students who need remedial English writing instruction. Writing assignments are given on a variety of contemporary topics. Does not fulfill Distribution / General Education, or degree requirements. If a student is placed in ENG 095, he/she must successfully complete the course before taking ENG 111. CR/NC option only.

HUM 207 U.S. Culture (3)

This course examines the history and practice of American culture thematically from a cross-cultural perspective through expository writings, historical documents, literature, and North American film. Themes included democracy, structure of government, ideology, American beliefs and values, cultural influences on American society, racism, women in the U.S., and mass culture and media. Does not meet distribution or degree requirements. (TLC students only)

Supplemental Instruction Courses

A supplemental instruction course is designed to deliver individualized or small group instruction. The content is to be determined each semester by the Learning Center as requested by the specific school, faculty, and/or students to fill specified needs or interests. Does not fulfill distribution or degree requirements. CR/NC only. SI credit does not count toward degree.

SI 010	Active Reading and Learning Strategies	1 cr.
SI 031	Statistics Laboratory	2 cr.
SI 040	Grammar & Syntax	1 cr.
SI 043	TLC/Accent Reduction	1 cr.
SI 071	CHE 111 Recitation	1 cr.
SI 072	CHE 112 Recitation	1 cr.
SI 073	CHE 152 Recitation	1 cr.
SI 075	CHE 343 Recitation	1 cr.
SI 076	CHE 344 Recitation	1 cr.
SI 083	PHY 201 Recitation	1 cr.
SI 084	PHY 202 Recitation	1 cr.
SI 086	PHY 211 Recitation	1 cr.
SI 087	PHY 212 Recitation	1 cr.

CAL PROGRAM

Phyllis R. Sandals, Ed.D., Director

Madalay Fleming, B.A., Assistant to the Director

The Center for Advanced Learning (CAL) Program at Barry University is built on the research-supported belief that students with learning disabilities and attention deficit disorders can succeed at the university level if given adequate and accessible professional support. The CAL Program is designed to meet the needs of students with learning disabilities and attention deficit disorders who have the intellectual potential and motivation to complete a university degree or graduate studies. It is a comprehensive, professionally staffed, and structured approach which aims to increase academic self-direction, socioemotional maturity, and career development. The goal of the program is for students to develop an understanding of the skills and strategies they may employ to successfully manage their individual learning challenges during college years and beyond.

Services include:

- intensive, individual, subject area tutoring to improve reading, writing, oral communication, and mathematics skills needed at the university level;
- instruction in learning and study strategies based on individual needs;
- small-group subject area tutoring;
- assistive technology;
- academic counseling and advising;
- individual and small-group personal and career counseling;
- testing and classroom accommodations; and
- advocacy with faculty to facilitate course success.

First-year, transfer, and currently enrolled Barry University students who are in need of these special services are welcome to apply. Students admitted to the CAL Program are expected to meet the requirements of the University and their specific degree programs. Students are admitted to the CAL Program on a case-by-case basis upon the recommendation of the Program Director and the Division of Enrollment Services. Admission into the CAL Program will be determined by a review of standardized test scores; high school or college transcripts; current psychoeducational test results; IEP; additional diagnostic or medical reports; an essay; a letter of recommendation; and a personal interview with the Program Director.

ST 010 Strategies for Professional and Academic Success (2)

A required course designed to meet the transitional needs of college students with learning disabilities and attention deficit disorders. The course will focus on the development of self-regulating and self-advocacy skills and includes compensatory strategies to assist students in meeting the demands of post-secondary education. This is a requirement for all CAL students. Does not fulfill Distribution/General Education, or degree requirements.

TRANSITION IN LANGUAGE AND CULTURE PROGRAM

Carol Clothier, Assistant Dean

The Transition in Language and Culture Program (TLC) is a transitional program which fosters the development of language proficiency and cultural understanding in a supportive environment. It is designed to meet the needs of those students who have met with academic success in their primary language. The goal of the program is to increase the cognitive and academic language ability of the English-language-learners in order for the student to become more proficient in the manipulation of language in the decontextualized academic situation. Courses in this transitional program do not count towards the degree.

Based on current language acquisition theory, the curriculum focuses on the needs of the second-language-learner; it emphasizes the five basic elements of language—listening, speaking, writing, reading, and culture. The courses are commensurate with the intellectual and academic pursuits of a first-year liberal arts education. The entire curriculum is based on an integrated thematic approach which fosters the acquisition of knowledge and language in a social-communicative setting, creating a meaningful and efficient context which engenders the connection and association of ideas. The focus on U.S. culture as curriculum content provides the students with an understanding of the culture of which they have become a part, as well as meeting their need as members of the global marketplace to have knowledge of the prevalent international culture. In addition to

developing a knowledge base, the program is designed to strengthen cultural consciousness and intercultural competence, to increase awareness of global dynamics, and to build social awareness skills.

Special attention will be paid to providing the students with the ability to assess their learning styles and strategies. Emphasis will be placed on the recognition of the styles and strategies of the student's indigenous culture and those necessary for success in an American university.

COURSES

ENG 095	Basic English Composition (3 credits)
HUM 207	United States Culture (3 credits)

ELECTIVES

SI 043	TLC/Accent Reduction (1 credit)
SI 040	Grammar and Syntax (1 credit)

HONORS PROGRAM

Pawena Sirimangkala, Ph.D., Director

Purpose of the Program

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

Being an Honors Program (HP) student is translated into several academic rewards:

- HP classes have 10 – 15 students per class;
- Small class size means ample opportunity to engage in an in-depth classroom discussion;
- HP courses are reserved for HP students only;
- HP students have an opportunity to engage in an independent research (HON 479: Senior Honors Thesis), preparing them for their future graduate studies;
- HP students are eligible for paper presentations at the yearly National Collegiate Honors Council and Southern Regional Honors Council;
- HP students have access to the HP computer lab (located in Landon Student Union 202 O).

Qualification

To participate in the program as a first-year student, you must:

- Attain a minimum combined SAT score of 1250;
- Attain a minimum cumulative GPA of 3.70 in high school.

To participate as a transfer student, you must:

- Attain a minimum cumulative GPA of 3.7 from a regionally accredited university.

To participate as a second-year Barry student, you must:

- Attain a minimum cumulative GPA of 3.5 in your first year at Barry;
- Obtain a letter of recommendation from your academic advisor;
- Submit an admissions essay.

Scholarship Opportunity

The Honors Scholarship is guaranteed for the duration of your bachelor's degree program at Barry provided that you meet the program's requirements. HP requirements include:

- Meeting at least once a semester with the Honors Program Director to determine eligibility and report academic progress;
- Enrollment at Barry as a full-time undergraduate student (which requires completion of a minimum of 12 credits per semester);

- Registering for a minimum of one Honors Program class per semester;
- Maintaining a minimum cumulative GPA of 3.5;
- Submitting the Honors Thesis Proposal 2 semesters prior to graduation;
- Completion of 21 credit hours in Honors Program courses.

Program Requirements

To participate in the Honors Program and to receive the designation of Honors Program participation on the final transcript, the Honors Program students must complete 21 credit hours in Honors Program courses.

Year 1 Semester Hours

Fall:
THE/PHI 191 H1 Judeo-Christian Doctrine* 3

Spring:
ENG 199 H1 Special Topics in Literature* 3

Year 2

Fall:
CHE/PHY/MAT 240 H1 History and
Philosophy of Science** 3

Spring:
HUM 199 H1 Dimensions of Culture I*** 3

Year 3

Fall:
SOC 394 H1 The World in America** 3

Spring:
HUM 300 H1 Dimensions of Culture II*** 3

Year 4

Fall:
HON 479 H1 Senior Honors Thesis or
Research Project*** 3

Submit the Honors Thesis Proposal (2 semesters prior to graduation)

Spring:
HON 479 Oral Defense (the defense should be
scheduled one month prior to graduation)

Total 21

* These courses will fulfill the University distribution requirements and Arts and Sciences general education requirements.

** These courses will fulfill the University distribution requirements.

*** These courses will fulfill general elective requirements.

Course Descriptions— (HONORS PROGRAM ONLY)

ENG 199 H1 Special Topics in Literature (3)

Content to be determined each semester. Honors Program students will take this course in lieu of ENG 112 or 210. Prerequisite: ENG 111.

THE/PHI 191 H1 Judeo-Christian Doctrine (3)

A fundamental examination of the Judeo-Christian tradition, beginning with a consideration of the relationship between theology and philosophy. Foundational religious affirmations will be examined from the perspective of both disciplines. Honors Program students will take this course in lieu of THE 201.

CHE/PHY/MAT 240 H1 History and Philosophy of Science (3)

The course examines scientific and mathematical thought from a historical and philosophical perspective. The connection between the disciplines of chemistry, physics, and mathematics will be highlighted. The development of scientific thought throughout history will be studied and paradigm shifts will be emphasized.

HUM 199 H1 Dimensions of Culture I (3)

This course addresses the importance of understanding theory and its relationship to how society/culture is produced and sustained. Various theoretical/philosophical assumptions that contribute to the production of cultural knowledge will be examined.

HUM 300 H1 Dimensions of Culture II (3)

This course will address the importance of theory in understanding and studying the concept of culture. The course will examine how culture is shaped by major social institutions and how these institutions shape cultural products such as literature, film, and art. The underlying assumption that guides the dominant cultural standards of America will be evaluated. Prerequisite: HUM 199 H1.

SOC 394 H1 The World in America (3)

The central focus of this course is to analyze and understand current relations of inequality within the context of the United States and Latin America—particularly as they relate to race and class.

HON 479 H1 Senior Honors Thesis/Research Project (3)

Students will conduct an original research that stems from a collaboration between the student's academic major and the Honors Program's curriculum. Topic must be approved by the Honors Program's director and an examining committee. A supervisory committee will oversee the thesis/project.

STUDY ABROAD PROGRAMS

Barry University offers a variety of Study Abroad options. Students may choose from summer, semester, or year long programs. Among the programs are Barry courses taught abroad by Barry faculty members, study abroad at a number of foreign universities with which Barry has bilateral exchange agreements, and participation in the College Consortium for International Studies in which Barry students can participate in over 75 programs in thirty countries offered by the member colleges and universities. Information about the above programs is available from Dr. Katherine Nelson, Department of Communication, College of Arts and Sciences.

Students interested in Study Abroad should plan their course of study well in advance of their projected foreign travel so as to meet registration deadlines in a timely manner and any other program-specific requirements as mandated by the institution of study. In addition, they should consult with their academic advisors and deans to ascertain how Study Abroad is best accommodated within their academic programs and to obtain approval.

DIVISION OF INFORMATION TECHNOLOGY

Yvette Brown, M.S., 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 non-instructional support from the division is coordinated through a centralized helpdesk.

WORKPLACE AND INSTRUCTIONAL TECHNOLOGIES SERVICES (wITs)

Linda Cahill, Ph.D., Assistant Chief Information Officer & Director for Workplace & Instructional Technologies Services

Workplace and Instructional Technologies Services (wITs) supports faculty and staff by training, troubleshooting, designing technical solutions, and serving as a central unit of support for distance education. Training for faculty and staff is regularly 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 course management platform 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 distance learning (<http://student.barry.edu->Academic Resources->Distance Learning & Technology Orientation>). The faculty is updated regarding trends in instructional design through the DoIT Newsletter (published monthly) and collaborates with the Faculty Senate to provide special faculty development events. Call 305-899-4005 for more information.

DESKTOP COMPUTING SERVICES

Wesley Ng-A-Fook, B.S., Director

Desktop Computing Services provides an efficient and cost effective support structure for the University's owned/leased computers and peripheral equipment, both on campus and at the off-sites. DCS advises on technology needs, and is responsible for the configuration, installation, and maintenance of all desktop computing equipment.

IT SUPPORT DESK

Darrell D. Duvall, M.S., Director

The IT Support Desk provides a wide range of services for students on and off campus. They provide support to students connecting to BarryNet, which is the university's wired and wireless network. They also provide support to all students experiencing problems accessing on-line resources such as the library's electronic databases and their Barry email account. In addition to this, they assist students with username and password issues.

The IT Support Desk is located in Garner Hall, room 241, and can be contacted by calling (305) 899-3604, by visiting the support website at <http://help.barry.edu>, or by sending e-mail to helpdesk@mail.barry.edu. The hours of operation are available on the support website and by calling.

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

ACADEMIC COMPUTING SERVICES

Hernan Londono, M.S., Associate CIO & Director of Academic Computing Services

Academic Computing Services is responsible for providing academic users with the highest level of service and support in the use of current academic computing services.

Computer Labs

John Beynon, M.S., Manager

The Main Computer Lab, located in Garner-247, is available to all students and faculty and provides access to various application packages, various operating systems, electronic mail, and the Internet. The lab is equipped with over 80 Windows-based computers, scanners, color printers, and networked laser printers.

For teaching, there are nine networked classrooms for hands-on computer usage. Each room is equipped with an average of 25 Windows-based computer workstations, and a multimedia projection system. Faculty wishing to reserve a room can do so at <http://bucwis.barry.edu/ics/classLabs/classroomRequest.htm> or by calling extension 4043.

Lab Hours (During Fall and Spring Semesters)

During the Fall and Spring semesters, the main computer lab maintains the following hours:

Sunday	10:00 AM – 10:00 PM
Monday – Thursday	7:30 AM – 12:00 AM
Friday	7:30 AM – 10:00 PM
Saturday	8:00 AM – 10:00 PM

Special hours are kept over holiday periods, end-of-semester periods, and summer sessions. Current computer lab hours can be obtained at (305) 899-3893 or at Barry University Web site.

Printing Services

Laser printing is available in the main lab for a fee of \$0.05 per page. Color printing costs \$1.00 per page for plain paper printouts and \$1.50 for color overhead transparencies. The cost of making thermal black transparencies is \$0.50 each.

Audiovisual Department

Lynch Hymn, B.L.S., Manager

The Audiovisual Department provides, maintains, and supports audiovisual equipment throughout the main campus. Mobile computers and projection systems are only a few of the 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/doi2/instructional/audiovisual/default.htm>. Twenty-four hour advance notice is required to reserve equipment. For additional information, please call (305) 899-3764.

DAVID BRINKLEY STUDIO

Mary Rode Worley, B.A., Production Coordinator & Studio Manager

The David Brinkley Studio provides resources for Communication students to work and learn on state of the art equipment, and facilitates faculty involvement in distance education by producing courses for video broadcast. Students work on many projects, including the filming of professional commercials, the videotaping of community and campus events, and the broadcasting of television courses. The studio is also available for commercial productions when not engaged in educational endeavors. For additional information, contact the studio manager at (305) 899-3462.

LIBRARY SERVICES

Kenneth S. Venet, M.L.S., Interim Director

The Monsignor William Barry Memorial Library provides material and services in support of the educational objectives of the University. Students have access to a collection of 910,528 items; over 250 electronic databases many with full text availability; and over 2,000 journal titles.

Public Services

Beverly Brown, Head

Public Services are responsible for circulation, reserves, periodicals, interlibrary loan and study room usage.

Library hours (during fall and spring semesters)

Sunday	10:00 a.m. – 10:00 p.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. For more information call (305) 899-3760.

A valid library card (University photo ID) must be used to borrow materials.

Undergraduate students may check out materials for 3 weeks. Two renewals are allowed as long as there is not a hold request for an item. Interlibrary policy and reserves policies may be found at the circulation desk and on the library Web page.

Reference Services

Kenneth Venet, M.L.S., Interim Director

The Library provides reference services to support education, research and general information. Library instruction is offered on using print and electronic resources in several ways:

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

The reference collection is developed to provide print and non-print resources that will support the education, research and general information needs of the students, faculty and staff.

Reference services are provided during the library's hours of operation.

Technical Services

Marietta DeWinter, M.L.S., Head of Technical Services/
Librarian

Technical Services is responsible for acquiring and processing material selected for the library by librarians, faculty, and input from students. The material selected follows the collection development policy, which is available on the library's Web page, to support the quality education of the University.

Enterprise Computing Services

Justin Moses, B.S., Director, Server & Messaging Systems

Kerri-Quaan Stewart, B.S., Director, Applications Development & Database Administration

Network and Information Systems is responsible for the administration of a number of computer servers running on Microsoft Windows platform. These computers are the primary servers for "BARRYNET,"

the campus-wide Ethernet network. They collectively provide network file and print services, electronic mail services, online library applications, special applications for instructional purposes, and the hosting of Barry's Internet, Intranet, and instructional web servers. The Internet domain for the University is "barry.edu." World wide access via the Internet is available at <http://www.barry.edu>.

BarryNet Accounts

All registered students are provided with a BarryNet account. The account provides access to all university computing resources, which include e-mail services, web resources, and network applications.

Email System

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

Remote Access Services

Intranet sites, such as the Library and student web, can be accessed off-campus by visiting <http://access.barry.edu>.

NETWORK OPERATIONS CENTER

Maximo Ramirez, B.S., Director, Network Operations Center

The Network Operations Center 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

Internet access is currently available throughout much of the Miami Shores campus via wireless. All of the residence halls offer wireless access, and nine provide Ethernet connectivity in addition to the wireless. The Information on wireless locations is available by visiting <http://help.barry.edu>.

FRANK J. ROONEY SCHOOL OF ADULT AND CONTINUING EDUCATION

Carol-Rae Sodano, Ed.D., Dean
Thomas Ayers, M.S., Executive Associate Dean
Andrea Allen, Ph.D., Associate Dean for Academic Affairs
Judith O. Brown, Ed.D., Associate Dean for Experiential Learning
Patricia D. LaBahn, Ph.D., Associate Dean for Student Affairs
Charles McBee, M.S., Assistant Dean for Assessment and Quality Improvement
Heidi McLaughlin, D.B.A., Associate Dean for Marketing
Kathy Weigand, Assistant Dean for Academic Affairs

Regional Deans:

Charles Bell, Ed.D., Assistant Dean, Regional Administration (North and Southwest Florida)
Pamela Lockett, Ph.D., Assistant Dean, Regional Administration (Central Florida)
Carlos Pineiro, M.S., Assistant Dean, Regional Administration (Miami-Dade and Monroe Counties)
Priscilla Suarez-Trujillo, Assistant Dean, Regional Administration (Broward, Palm Beach and the Treasure Coast)

Faculty: Allen, Ayers, Braunstein, Brock, Deeb, Dutter, Feito, Fraser-Delgado, Horner, Jenkins, Kinzel, Lockett, Maybee, McBee, Meloun, Olson, Orman, Pita, Provitera, Mitchell-Reed, Roberts, Romano, Rushing, Scully, Schrouder, Smith, Sussman, Swaner, Warner, Zavodska

STATEMENT OF PURPOSE

The purpose of the Frank J. Rooney School of Adult and Continuing Education (ACE) is to provide working adult students with undergraduate and graduate degree programs. In addition, ACE offers non-credit and certificate programs which recognize the educational and professional needs of the adult learner while promoting lifelong learning. These degree and certificate programs are designed for students who, because of family and work responsibilities, seek a program with multiple delivery options and a student population of fellow professionals. Within an adult student framework and a focus on student service, ACE strives to attract a diverse student body.

Educational programs that reflect current societal issues and Barry University's reputation are made available on the Miami Shores campus, as well as locations throughout the state of Florida. In support of Judeo Christian and Dominican traditions, ACE recognizes the breadth of experience of working professionals and provides a number of flexible learning opportunities through its courses, programs, and Portfolio option.

In addition to their academic credentials, ACE faculty possess both professional expertise and a mastery of adult learning principles. Recognizing that adult students often have attained knowledge outside of the classroom that is appropriate for academic credit,

ACE accordingly grants experiential learning credit toward an undergraduate degree, if students can demonstrate college-level learning documented in a prior learning experience Portfolio.

In keeping with the Mission Statement of Barry University, ACE emphasizes *inclusive community*, *social justice*, and *collaborative service*. Students are encouraged to further the mission through community service and leadership roles throughout the state, nationally and the world.

DEGREE PROGRAMS

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

- Bachelor of Liberal Studies
- Bachelor of Professional Studies
- Bachelor of Public Administration
- Bachelor of Science in Administration
- Bachelor of Science in Health Services Administration
- Bachelor of Science in Information Technology
- Bachelor of Science in Legal Studies

Degree seeking students may pursue a minor in Administration, Information Technology, Legal Studies, Network and Systems Engineering, Public Administration, or Software Engineering.

Post-baccalaureate students may pursue a certificate in Health Services Administration, Human Resource Administration, Information Technology, Legal Studies, Network and Systems Engineering, Public Administration, or Software Engineering.

For details on these specializations, minors, and certificates, consult the ACE Student Bulletin.

ADMISSION INFORMATION

The admission policies of the School of Adult and Continuing Education are designed to meet the needs of adult students. Most applicants who have a high school diploma or the equivalent can be provisionally admitted and register for undergraduate courses without submitting official transcripts or test scores.

Students who intend to earn a degree through the School of Adult and Continuing Education must submit all required credentials before subsequent enrollments and/or after the completion of their first 12 credit hours at Barry.

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

Admission Requirements

Criteria for Full Acceptance

ACE has traditionally served adult learners. The following criteria are applicable:

- Interview with an academic advisor/director
- Submit a completed application form with appropriate application fee
- Provide one official transcript of credits taken at all colleges attended and, if applicable, CLEP, DANTES transcripts, or, if no college credit or fewer than 12 credits have been earned, provide one official transcript indicating graduation from high school or G.E.D.
- Achieve a 2.00 cumulative grade point average or better in all previous academic work
- Applicants holding an Associate Degree or its equivalent must possess a minimum of 3 years full-time professional work and/or community service experience past high school
- Applicants not holding an Associate Degree or its equivalent must possess a minimum of 5 years of full-time professional work and/or community service experience past high school.

Criteria for Provisional Acceptance

Provisional acceptance is extended to those whose transcripts reflect less than a 2.00 cumulative grade point average at the time of application. A student en-

rolling under this option is limited to twelve credits in which a minimum cumulative grade point average of 2.00 must be achieved at Barry University. Upon successful completion of 12 credits with a cumulative grade point average of at least 2.0 at Barry, full acceptance will be granted.

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

NEW STUDENT INFORMATION

Orientation Course

New students with 45 credits or fewer are required to complete ORI 202 Fundamentals of Adult Learning.

Computer Proficiency Assessment

All ACE students are required to demonstrate computer proficiency through successful completion (a grade of C or better) of CAT 102. This requirement may be also satisfied through equivalent computer coursework approved by the IT Academic Coordinator and accepted in transfer by Barry University. Students must fulfill this requirement during the first year of enrollment. Students may test out of CAT 102, IT 190, or IT 200 courses through "Credit by Examination." These challenge exams, which require the payment of a non-refundable fee, may only be attempted once, and are not covered by Financial Aid. The Challenge Exam results are final and cannot be discussed or disputed regardless of the circumstances.

English Placement Assessment

Before or during their first semester, students must take the English Placement Assessment during which they have one-and-a-half hours to write a brief essay based on an assigned reading of general interest. The essays are evaluated by ACE English instructors who identify the students' first writing courses. Each student who qualifies will be placed in a course within the English writing curriculum: ENG 102, ENG 202, and ENG 302. Students must enroll in an English writing course within their first two semesters.

Mathematics Skills Assessment

The Mathematics Skills Assessment must be taken by students who do not have college-level mathematics transfer credits accepted by Barry University. The Mathematics Skills Assessment must be taken during the first semester at Barry. It consists of forty multiple choice questions which the student will have one hour

to answer, with scores ranging from 0 to 40. Based on their score and their program of study, a student will be advised into course work, which may include MAT 090, MAT 091, MAT 107 or MAT 152. MAT 090 (Pre-Entry Math) is a 3-credit course that prepares students for the algebra in MAT 091 by strengthening their basic arithmetical skills. MAT 091 (Preparatory Mathematics I) is a 3-credit course that prepares students for MAT 107 and MAT 152 by strengthening their basic algebraic skills which are needed for mastering college-level mathematics. Once students earn a CR in MAT 090, they may register for MAT 091, and once students earn a CR in MAT 091 they may register for either MAT 107 or MAT 152. A student who earns a grade of NC in either MAT 090 or MAT 091 must retake the course. Neither MAT 090 nor MAT 091 fulfills distribution or degree requirements and both are graded using the CR/NC option, where CR stands for credit and NC stands for no credit. Students should take MAT 107 (General Education Mathematics) or MAT 152 (Elementary Probability and Statistics), as soon as possible following MAT 091, as delay in taking the mathematics classes may lead to a loss of proficiency in the subject matter.

Portfolio

To qualify for portfolio credits a minimum of 5 years of full-time professional work experience, and/or community service is required. The portfolio is mandatory or optional depending upon the degree selected.

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

Students must demonstrate college-level competence in one or more of the following disciplines in order to receive credit for professional work experience or community service: General Administration, Behavioral Sciences, Communication, Humanities, Natural Sciences, Social Sciences, Special Topics: Computer Sciences, Education, Legal Studies.

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

- Fully accepted (see Criteria for Full Acceptance in this bulletin/catalog)
- Completed English 302 with a grade of at least C or have demonstrated proficiency on the English placement.
- Students are expected to submit their portfolios by the time they attain 90 credits.
- Be in good academic standing (cumulative grade point average of 2.0 in all Barry University coursework)

- Able to document at least 5 years of full-time professional work experience and/or community service
- Attended a portfolio seminar
- Student's Goals Statement and Autobiographical Learning Essay have been reviewed by the writing lab or site tutor.

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

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

Normally the portfolio will be assessed by the Portfolio Evaluation Committee eight weeks after the submission deadline. Upon evaluation, the student will be notified of the credits awarded, which is up to a maximum of 30.

Please refer to the ACE Student Bulletin and The Instructional Modules for the Preparation of Experiential Learning Portfolios for assessment procedures and appeal provisions. ACE also grants credits for selected professional licenses. Please refer to the Assessment of Prior Learning Fact Book for details.

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

BACHELOR OF LIBERAL STUDIES

The Bachelor of Liberal Studies degree program is designed for students who choose to pursue a liberal arts program of study and responds to diverse student interests and needs. Students pursuing the Bachelor of Liberal Studies must meet Barry University's distribution requirements and must select coursework in their chosen liberal arts field.

The program requires students to complete an area of specialization. However, students may opt to complete both a specialization and a portfolio. Students select an area of specialization from the following: Behavioral Sciences, Literature and Humanities, Psychology, or Social Welfare Services. Students interested in earning a second specialization should discuss this with an Academic Advisor.

The principal goals and objectives of the specializations include the following:

Behavioral Sciences, Psychology, Social Welfare Services –

- Provide students with a basic introduction to the methods of inquiry and research traditions of the discipline selected for study

- Offer a critical analysis of human and societal assets and problems and the theoretical and philosophical assumptions that define and structure the selected discipline
- Define and demonstrate appropriate applications of the scientific method to the study of human behavior
- Help students develop effective critical thinking and communication skills in the context of a knowledge and appreciation of and sensitivity to cultural, social, and ethical issues and diversity, as they pertain to our understanding of human behavior, social organizations, social institutions, and social inequalities
- Empower and prepare students for employment in social and human service settings
- Provide a foundation for advanced training and education beyond the baccalaureate level and instill a desire for lifelong learning

Literature and Humanities –

- Describe, analyze, and critique the aesthetic production of Western and non-Western literature, music and the arts
- Employ vocabulary and concepts current in the fields of humanities, literature, and the arts
- Identify and distinguish the major periods in literary, artistic, and musical history
- Demonstrate critical thinking and academic research skills in formal papers
- Understand the building blocks of a variety of traditional genre and experimental formal techniques in literature and the arts

DISTRIBUTION REQUIREMENTS:
45 CREDITS

PORTFOLIO OPTION:
UP TO 30 CREDITS

AREA OF SPECIALIZATION:
AT LEAST 24 CREDITS OF APPROVED COURSE WORK

ELECTIVES: **VARIABLE**

In this degree program, policies regarding an area of specialization are as follows:

- An area of specialization consists of no less than 24 but no more than 30 credit hours of appropriate and approved course work (24 credits for Behavioral Sciences, Psychology, or Social Welfare Services; 30 credits for Literature and Humanities)
- 18 of the 24 credit hours must be taken through Barry University and bear Barry University course prefixes and numbers for the specializa-

tion in Literature and Humanities, Behavioral Sciences, and Psychology

- 18 of the 24 credit hours must be in upper division courses, namely, 300 and 400 level courses for the specialization in Behavioral Sciences, Psychology, or Social Welfare Services; 24 of 30 credit hours must be upper division courses for the specialization in Literature and Humanities
- Only one Special Topic course may be included in the specialization. The Special Topic course must be directly related by name and course content to the area of specialization
- The course title, prefix, and number will be the determinant for course work in an area of specialization
- Prerequisites must be honored
- Up to six credits in portfolio and/or transfer may be accepted into specialization courses of the Behavioral Sciences or Literature and Humanities specializations with the Academic Coordinator's approval
- Up to three upper-level portfolio and/or transfer credits may be accepted into specialization courses of the Social Welfare Services specialization with the Academic Coordinator's approval
- No portfolio credits may be transferred into the Psychology specialization courses
- Grades of "C" or higher must be earned in all specialization course work

Behavioral Sciences Specialization

REQUIRED COURSES: 21 CREDITS

PSY 281 Introduction to Psychology *or*
 SOC 201 Introduction to Sociology
 ANT 308 Perspectives in Anthropology *or*
 SWS 336 Social Welfare as a Social Institution
 SOC 301 American Family *or*
 SOC 307 Race and Ethnicity
 SOC 415 Women in Contemporary Society *or*
 SOC 417 Sociology of Death and Dying
 PSY 325 Theories of Personality *or*
 PSY 382 Developmental Psychology
 PSY 413 Abnormal Psychology *or*
 PSY 428 Human Sexuality *or*
 PSY 410 Group Dynamics and Decision-Making
 PSY 425 Introduction to Psychotherapy and Counseling

ELECTIVES: 3 CREDITS

Any course at the 300 or 400 level course in Anthropology, Criminology, Psychology, Social Welfare Services or Sociology

Literature and Humanities Specialization**PREREQUISITES: 6 CREDITS**

HUM 303 Modern Currents in the Humanities
 ENG 302 Academic Research and Writing

REQUIRED COURSES: 21 CREDITS**Literature: 6 credits**

Choose from
 ENG 315 The Novel
 ENG 316 World Literary Masterpieces
 ENG 318 Modern American Writers
 ENG 338 Environmental Literature
 ENG 348 Caribbean Literature
 ENG 349 Women and Fiction

Philosophy: 3 credits

Choose from
 PHI 305 Problems in Philosophy
 PHI 313 Aesthetics

Art, Dance, and Music: 3 credits

Choose from
 ART 319 History of Western Art I
 ART 320 History of Western Art II
 ART 321 Contemporary Art
 ART 322 20th Century American Art
 DAN 327 Dance Appreciation/Dances of the Black Atlantic
 MUS 301 Music Appreciation
 MUS 317 Survey of Romantic and 20th Century Music
 MUS 321 History of Jazz
 MUS 330 American Musical Theatre

Theatre: 3 credits

Choose from
 TH 330 American Cinema
 TH 439 Theatre History I

Approved Electives: 6 credits

Choose from
 HUM 305 Women in Antiquity
 HUM 308 Storytelling for Social Impact
 TH 440 Theatre History II
 HIS 306 Twentieth Century America
 HIS 315 History of Florida
 THE 303 Comparative Religion
 THE 309 The Old Testament
 THE 334 History of Christianity I
 THE 335 History of Christianity II
 PHI 302 Spanish and Hispanic-American Philosophers
 PHI 316 Ancient Philosophy
 PHO 317 Photography: the Camera
 PHO 420 History of Photography

Capstone Seminar: 3 credits

HUM 499 Capstone Seminar

Psychology Specialization**REQUIRED COURSES: 18 CREDITS**

PSY 281 Introduction to Psychology
 PSY 325 Theories of Personality
 PSY 382 Developmental Psychology
 PSY 410 Group Dynamics and Decision-Making *or*
 PSY 428 Human Sexuality
 PSY 413 Abnormal Psychology
 PSY 452 Child & Adolescent Psychopathology *or*
 PSY 425 Introduction to Psychotherapy and Counseling

ELECTIVES: 6 CREDITS

Choose from
 PSY 301 Psychology of Drug and Alcohol Abuse
 PSY 306 Psychology of Women
 PSY 311 Survey of Disaster Preparedness and Recovery
 PSY 320 Tests and Measurements
 PSY 329 Understanding and Coping with Stress
 PSY 333 Experimental Psychology
 PSY 370 Social Psychology
 PSY 410 Group Dynamics and Decision-Making
 PSY 417 Psychology of Aging
 PSY 423 Industrial Psychology
 PSY 428 Human Sexuality
 PSY 449 Adolescent Psychology
 PSY 490 Physiological Psychology

Social Welfare Services Specialization**REQUIRED COURSES: 21 CREDITS**

SWS 336 Social Welfare as a Social Institution
 SWS 401 Social Welfare Policy and Services I
 SWS 470 Human Behavior and Social Environment
 BIO 302 Human Biology
 PSY 325 Theories of Personality
 PSY 413 Abnormal Psychology
 SOC 301 American Family *or*
 SOC 307 Race and Ethnicity

ELECTIVES: 3 CREDITS

Any Barry University course with PSY, SOC prefix (except SOC 309, 310), approved transfer class, or Behavioral Sciences discipline-specific upper level portfolio credits with the Academic Coordinator's approval.

BACHELOR OF PROFESSIONAL STUDIES

The Bachelor of Professional Studies degree program is designed for students who choose to pursue a professionally-oriented program of study, which responds to diverse student interests and needs. Students pursuing the Bachelor of Professional Studies degree must meet Barry University's distribution requirements and must select coursework in their chosen professional field from the specializations which are offered.

The program requires students to complete an area of specialization. However, students may opt to complete both a specialization and a portfolio. Students interested in earning a second specialization should discuss this with an Academic Advisor.

Available specializations include: Administration; Exercise Science; Health Services Administration; Human Resource Administration; Information Technology; Legal Studies; Network and Systems Engineering; Parks and Recreation Management; Personal Financial Planning; Public Administration; Software Engineering; and Sport Management.

The principal goals and objectives of this degree and its specializations include the following:

- Provide students with the competencies and skills required for effectiveness and success in their chosen professional field as reflected in their choice of specialization
- In their chosen professional field, help students to develop and to refine critical thinking and communication skills in the context of a knowledge and appreciation of and sensitivity to cultural, social, and ethical issues and diversity
- Provide a foundation for advanced training and education beyond the baccalaureate level and instill a desire for lifelong learning

DISTRIBUTION REQUIREMENTS:

45 CREDITS

PORTFOLIO OPTION: UP TO 30 CREDITS

AREA OF SPECIALIZATION: AT LEAST 21 CREDITS OF APPROVED COURSE WORK

ELECTIVES: VARIABLE

In this degree program, policies regarding an area of specialization are as follows:

- 15 of the 21 credit hours must be taken through Barry University and bear Barry University course prefixes and numbers; 20 of 26 credit hours are required in the Exercise Science specialization
- 15 of the 21 credit hours must be in upper division courses, namely, 300 and 400 level courses; 20 of 26 credit hours are required in the Exercise Science specialization
- Specializations in Administration, Health Services Administration, Human Resource Administration, Information Technology, Legal Studies (with Academic Coordinator's approval), Network and Systems Engineering, Personal Financial Planning, Public Administration, and Software Engineering accept up to 6 credits in

portfolio and/or transfer credit into specialization electives only and accept them in general electives. No portfolio or transfer credits are accepted for specialization required courses

- Specializations in Exercise Science, Sport Management, and Parks and Recreation Management do not accept portfolio credits into the specialization, but will accept them as general electives
- Prerequisites must be honored.
- Grades of "C" or higher must be earned in all specialization course work

Administration Specialization

REQUIRED COURSES: 18 CREDITS

ADM 303 Administrative Theory & Practice*

ADM 306 Services Marketing**

ADM 353 Leadership Development

ADM 412 Quality and Improvement

ADM 464 Strategic Human Resource Administration

ADM 499 Administrative Capstone course

* or the approved substitute: MGT 305 Organizational Behavior and Management

** or the approved substitute: MKT 306 Marketing Concepts and Applications

ELECTIVES: 6 CREDITS

Any two ACC, ADM, BUS, ECO, FIN, HSA, IT, MGT, MIS, MKT, PLA or PUB prefix courses not used to satisfy the above Required Courses

Exercise Science Specialization

REQUIRED COURSES: 26 CREDITS

SES 112 CPR/AED for the Professional Rescuer (3)

SES 270 Concepts of Fitness and Wellness (3)

SES 320 Kinesiology & Laboratory (4)

SES 361 & 361L Exercise Physiology & Lab (4)

SES 370 & 370L Fitness Assessment & Exercise Prescription & Lab (3)

SES 441 & 441L Cardiac Rehabilitation & Lab (4)

or

SES 461 & 461L Advanced Exercise Physiology & Lab (4)

SES 463 Applied Physiology of Resistance Training (3)

SES 486 Practicum in Exercise Science (2)

Health Services Administration Specialization

PREREQUISITE COURSE: 3 CREDITS

HSA 301 The Health Care System

(NOTE: This course may be waived, as determined by the Academic Coordinator of the HSA degree program, if the student has at least five years of professional work experience, preferably with at least one year in a management or supervisory capacity, in a health care organization.)

REQUIRED COURSES: 15 CREDITS

HSA 319 Health Care Finance
 HSA 339 Health Law
 HSA 410 Management in Health Care
 HSA 475 Issues in Health Care
 HSA 499 Capstone in Health Service Administration

ELECTIVES: 6 CREDITS

HSA 425 Public and Community Health
 HSA 441 Health Care for the Elderly
 Any approved ADM, PUB, or PSY courses

Human Resource Administration Specialization**REQUIRED COURSES: 9 CREDITS**

ADM 303 Administrative Theory and Practice
 ADM 312 Training and Development
 ADM 464 Strategic Human Resource Administration

ELECTIVES: 12 CREDITS

Choose from
 ADM 301 Labor Relations
 ADM 315 Diversity in the Workplace
 ADM 325 Compensation and Benefits
 ADM 330 Alternative Dispute Resolution
 ADM 335 Employment Law
 ADM 353 Leadership Development
 ADM 361 Negotiation: Theory & Practice
 ADM 410 Recruitment and Selection
 PUB 406 Human Resources in the Public Sector

Information Technology Specialization**PREREQUISITE COURSE: 3 CREDITS**

CAT 102 Basic Computer Applications

REQUIRED COURSES: 21 CREDITS

IT 190 Microcomputer Systems
 IT 200 Foundations of Information Technology
 IT 310 Telecommunications and Computer Networks
 IT 338 Web Design, Authoring and Publishing
 IT 400 IT Project Management
 CS 426 Databases
 IT 499 Integrated Capstone Project

Legal Studies Specialization**REQUIRED COURSES: 15 CREDITS**

PLA 301 Law and the Legal System
 PLA 310 Legal Research
 PLA 315 Legal Writing
 PLA 320 Civil Litigation
 PLA 430 Criminal Law Practice

ELECTIVES: 9 CREDITS

Any upper-level PLA courses

Network and Systems Engineering Specialization**PREREQUISITE COURSES: 6 CREDITS**

IT 190 Microcomputer Systems
 IT 310 Telecommunications and Computer Networks

REQUIRED COURSES: 21 CREDITS

NSE 210 Network Administration
 NSE 305 Advanced PC Hardware and Networking
 NSE 310 Client Operating System
 NSE 320 Server Operating System
 NSE 405 Managing a Microsoft Network
 IT 499 Integrated Capstone Project
 Approved 3-credit upper level NSE elective

Parks and Recreation Management Specialization**REQUIRED COURSES: 24 CREDITS**

SES 260 Leisure Planning & Programming
 SES 262 Recreational Leadership
 SES 292 Commercial Recreation
 SES 340 Adapted Physical Activity, Recreation and Sport
 SES 380 Facility Design and Event Management
 SES 390 Natural Resource Recreation Management
 SES 444 Financial Applications to Sport
 SES 485 Introduction to Law in Sport and Exercise Sciences

Personal Financial Planning Specialization**REQUIRED COURSES: 18 CREDITS**

PFP 348 Fundamentals of Personal Financial Planning
 PFP 350 Income Tax Planning
 PFP 410 Insurance Planning
 PFP 412 Investment Planning
 PFP 414 Retirement Planning and Employee Benefits
 PFP 416 Estate Planning

ELECTIVE: 3 CREDITS

Any ADM prefix course. ADM 300 Special Topics is recommended to fulfill the PFP Capstone content, which will fulfill the Certified Financial Planning Board's requirement to sit for the CFP Exam.

Public Administration Specialization**REQUIRED COURSES: 15 CREDITS**

Choose from
 POS 303 Public Policy and Administration
 PUB 402 Values and Ethics in Public Administration
 PUB 403 Public Budgeting and Finance
 PUB 404 Concepts and Issues in Public Planning
 PUB 406 Human Resources in the Public Sector
 PUB 407 Productivity Improvements in the Public Sector

- PUB 409 Contemporary Issues in Public Safety
 PUB 410 Methods and Techniques in Public Administration

ELECTIVES: 6 CREDITS

Choose from

- PUB 408 Public Management and the Political Process
 ADM 301 Labor Relations
 ADM 303 Administrative Theory and Practice
 ADM 306 Services Marketing
 ADM 353 Leadership Development
 ADM 361 Negotiation: Theory and Practice
 ADM 464 Strategic Human Resource Administration
 POS 302 Comparative State and Local Government

Software Engineering Specialization

PREREQUISITE COURSE: 3 CREDITS

- IT 200 Foundations of Information Technology

REQUIRED COURSES: 21 CREDITS

- CS 372 Software Engineering
 IT 338 Web Design, Authoring and Publishing
 CS 426 Databases
 CS 407 Database Programming and Administration
 CS 438 Web Programming and Administration
 IT 499 Integrated Capstone Project
 Approved 3-credit upper level elective

Sport Management Specialization

REQUIRED COURSES: 15 CREDITS

- SES 250 Sport & Recreation Management
 SES 440 Sport Marketing, Promotions and Fundraising
 SES 480 Contemporary Issues & Ethics in Sport
 SES 485 Introduction to Law in Sport & Exercise Sciences
 SES 486 Practicum in Sport Management

ELECTIVES: 6 CREDITS

Choose from

- SES 260 Leisure Planning and Programming
 SES 380 Facility Design and Event Management
 SES 431 Media Relations in Sport
 SES 444 Financial Applications to Sport
 SES 465 Administration of Programs and Facilities

BACHELOR OF PUBLIC ADMINISTRATION

The Public Administration degree is of special interest to the working professional in public and not-for-profit organizations or those who wish to pursue a career in public management. The course work is designed to provide the student with an understanding and working application of the principles essential to

the effective management of all public agencies. At select locations, a specialization in Parks and Recreation Management is available. See the ACE Student Bulletin for details.

The principal goals and objectives of the Bachelor of Public Administration degree program include the following:

- Provide students with an understanding of the principles essential to the effective management of public and not-for-profit agencies and organizations
- Enable students to apply effectively these principles
- Empower and prepare students for employment in the public and not-for-profit sectors
- Provide a foundation for advanced training and education beyond the baccalaureate level and instill a desire for lifelong learning

DISTRIBUTION REQUIREMENTS:

45 CREDITS

CORE REQUIREMENTS:

45 CREDITS

MINOR OPTION:

21 CREDITS

PORTFOLIO OPTION:

UP TO 30 CREDITS (of which 21 credits can be used for "additional requirements" minus any transfer credits)

ELECTIVES:

VARIABLE

CORE REQUIREMENTS

REQUIRED COURSES: 18 CREDITS

- POS 303 Public Policy and Administration
 PUB 402 Values and Ethics in Public Administration
 PUB 403 Public Budgeting and Finance
 PUB 404 Concepts and Issues in Public Planning
 PUB 406 Human Resources in the Public Sector
 PUB 410 Methods and Techniques for Public Administration

ELECTIVES: 6 CREDITS

Choose from

- PSY 311 Survey of Disaster Preparedness and Recovery
 PUB 405 Administrative Law and Process
 PUB 407 Productivity Improvements in the Public Sector
 PUB 408 Public Administration and the Political Process
 PUB 409 Contemporary Issues in Public Safety
 Approved ADM prefix course

ADDITIONAL REQUIREMENTS: 21 CREDITS

Twenty-one additional credit hours shall be earned in public administration, emergency medical training, management, parks and recreation management,

business, political science, criminal justice, fire science, HSA 410, HSA 425 or classes approved by the Academic Coordinator in health services administration, social work, or sociology or portfolio credits attributable to any of the disciplines included in this paragraph. These twenty-one hours may be transferred from a regionally accredited institution or from General Administration and Social Sciences discipline-specific portfolio credits and may be lower-level credits.

Public Administration Minor

- REQUIRED COURSES: 21 CREDITS**
- IT 200 Foundations of Information Technology
 - POS 303 Public Policy and Administration
 - PUB 402 Values and Ethics in Public Administration
 - PUB 404 Concepts and Issues in Public Planning
 - PUB 405 Administrative Law and Process
 - PUB 407 Productivity Improvements in the Public Sector
 - PUB 410 Methods and Techniques for Public Administration

BACHELOR OF SCIENCE IN ADMINISTRATION

The Bachelor of Science in Administration degree is designed to provide students with the administrative and leadership competencies needed by organizations in order to achieve their mission and achieve their goals. Course offerings focus on contemporary organizational theory and practice, with emphasis on workplace applications. The program of study, while addressing a broad range of organizational principles and practices, also allows for individualized emphasis with specializations in Health Services Administration, Human Resource Administration, or Organizational Leadership.

In completing the requirements for the Bachelor of Science in Administration, students select either a major of 45 credits consisting of core coursework and a specialization or a major of 51 credits consisting of core coursework and a minor (Information Technology, Legal Studies, Network and Systems Engineering, Public Administration, or Software Engineering), or a major of 30 credits of core coursework and the Experiential Learning Portfolio. Students choosing NOT to do a specialization or a minor ARE REQUIRED to submit a Portfolio in order to satisfy the degree requirements.

The principal goals and objectives of the Bachelor of Science in Administration degree program include the following:

- Provide students with a comprehensive foundation in administrative theory and practice relevant to contemporary organizations

- Meet the career needs of students by developing the administrative knowledge, skills, and abilities that are necessary for success in these organizations
- Meet the needs of employers by preparing students to face the challenges posed by the complex and continually evolving environment of contemporary organizations
- Provide a foundation for advanced training and education beyond the baccalaureate level and instill a desire for lifelong learning

DISTRIBUTION REQUIREMENTS:	45 CREDITS
CORE REQUIREMENTS:	30 CREDITS
SPECIALIZATION OPTION:	15 CREDITS
MINOR OPTION:	21 CREDITS
PORTFOLIO OPTION:	UP TO 30 CREDITS
ELECTIVES:	VARIABLE

CORE REQUIREMENTS

- REQUIRED COURSES: 18 CREDITS**
- ADM 303 Administrative Theory & Practice*
 - ADM 306 Services Marketing**
 - ADM 353 Leadership Development
 - ADM 412 Quality and Improvement
 - ADM 464 Strategic Human Resource Administration
 - ADM 499 Administrative Capstone Course

- * or the approved substitute: MGT 305 Organizational Behavior and Management
- ** or the approved substitute: MKT 306 Marketing Concepts and Applications

ELECTIVES: 12 CREDITS

Any two ACC, ADM, BUS, ECO, FIN, HSA, IT, MGT, MIS, MKT, PLA or PUB prefix courses not used to satisfy the above Required Courses.

Health Services Administration Specialization

- REQUIRED COURSE: 15 CREDITS**
- Choose from
- HSA 301 The Health Care System*
 - HSA 319 Health Care Finance
 - HSA 339 Health Law
 - HSA 410 Management in Health Care
 - HSA 425 Public and Community Health
 - HSA 475 Issues in Health Care

*Required Course

Human Resource Administration Specialization

REQUIRED COURSES: 15 CREDITS

Choose from

ADM 301 Labor Relations
 ADM 312 Training and Development
 ADM 315 Diversity in the Workplace
 ADM 325 Compensation and Benefits
 ADM 330 Alternative Dispute Resolution
 ADM 335 Employment Law
 ADM 361 Negotiation Theory & Practice
 ADM 410 Recruitment and Selection
 PUB 406 Human Resources in the Public Sector

Organizational Leadership Specialization

REQUIRED COURSES: 15 CREDITS

Choose from

ADM 312 Training and Development
 ADM 315 Diversity in the Workplace
 ADM 361 Negotiation: Theory and Practice
 PHI 371 Social and Ethical Issues in Business
 PSY 331 Counseling Techniques for Managers
 PSY 410 Group Dynamics and Decision Making
 PSY 423 Industrial Psychology

Administration Minor

REQUIRED COURSES: 18 CREDITS

IT 200 Foundations of Information Technology
 ADM 303 Administrative Theory & Practice
 ADM 306 Services Marketing
 ADM 353 Leadership Development
 ADM 412 Quality and Improvement
 ADM 464 Strategic Human Resource Administration

ELECTIVES: 3 CREDITS

Any upper-level ADM course

BACHELOR OF SCIENCE IN HEALTH SERVICES ADMINISTRATION

The Health Services Administration degree program and Post-Baccalaureate Certificate Program are designed to provide a broad view of today's health care system and to prepare graduates for entry and middle management positions in any health care setting. The principal goals and objectives of the Bachelor of Science in Health Services Administration degree program include the following:

- Provide students with a comprehensive foundation in administrative theory and practice pertinent to the field of health care
- Meet the career needs of students by developing the administrative knowledge, skills, and abilities that are associated with success in working in health care organizations

- Meet the needs of health care or service employers by preparing students to meet the challenges of changing organizations and practices in the field
- Provide a foundation for advanced training and education beyond the baccalaureate level and instill a desire for lifelong learning

DISTRIBUTION REQUIREMENTS:

45 CREDITS

CORE REQUIREMENTS: 30 CREDITS

PORTFOLIO REQUIREMENT:

UP TO 30 CREDITS (of which 6 credits can be used for electives if not transferred into the degree)

MINOR OPTION: 21 CREDITS

ELECTIVES: VARIABLE

CORE REQUIREMENTS

PREREQUISITE COURSE: 3 CREDITS

HSA 301 The Health Care System

(NOTE: This course may be waived, as determined by the Academic Coordinator of the HSA degree program, if the student has at least five years of professional work experience, preferably with at least one year in a management or supervisory capacity, in a health care organization.)

REQUIRED COURSES: 18 CREDITS

HSA 319 Health Care Finance
 HSA 339 Health Law
 HSA 410 Management in Health Care
 HSA 425 Public and Community Health
 HSA 475 Issues in Health Care
 HSA 499 Capstone in Health Service Administration

ELECTIVES: 12 CREDITS

Any approved ADM, PUB, or PSY courses

BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY

The Bachelor of Science in Information Technology offers students the opportunity to develop and apply technological expertise in solving workplace problems. The program is designed for students employed in both the private and public sectors in settings which require the utilization of technology for information processing and decision-making. Students may choose a specialization in Information Systems Administration, Network and Systems Engineering, or Software Engineering. Students choosing not to complete a specialization must submit a portfolio.

The principal goals and objectives of the Bachelor of Science in Information Technology degree program include the following:

- Provide students with both the theoretical knowledge and technical skills required by today's information technology professionals
- Impart the skills needed to manage businesses or organizations and align technologies with corporate and organizational needs
- Impart an understanding of, and how to apply, the different components of the information technology field, including hardware, software, communications, networking, research and people
- Impart a knowledge of, and how to apply, research strategies and critical thinking for analyzing and solving organizational problems using information technology solutions
- Prepare students for industry certifications in CompTIA (A+, Network+, Security+, Linux+), Microsoft (MCP/MCSA, MCTS/MCITP) and Cisco CCNA
- Provide a foundation for advanced training and education beyond the baccalaureate level and instill a desire for lifelong learning

DISTRIBUTION REQUIREMENTS:	45 CREDITS
CORE REQUIREMENTS:	30 CREDITS
SPECIALIZATION OPTION:	15 CREDITS
MINOR OPTION:	21 CREDITS
PORTFOLIO OPTION:	UP TO 30 CREDITS
ELECTIVES:	VARIABLE

PREREQUISITE COURSE: 3 CREDITS

CAT 102 Basic Computer Applications*

REQUIRED COURSES: 30 CREDITS

IT 190	Microcomputer Systems*
IT 200	Foundations of Information Technology*
IT 310	Telecommunication and Computer Networks
IT 320	Computer Security
IT 338	Web Design, Authoring and Publishing
CS 372	Software Engineering
CS 426	Databases
IT 499	Integrated Capstone Project

6 credits in upper level CS, IT, or NSE courses

*Students may attempt to earn "Credit by Examination."

Information Systems Administration Specialization

REQUIRED COURSES: 15 CREDITS

ADM 303	Administrative Theory and Practice
ADM 464	Strategic Human Resource Administration
IT 400	IT Project Management
IT 450	Administrative Information Systems
Approved 3-credit upper level CS or IT course	

Network and Systems Engineering Specialization

REQUIRED COURSES: 15 CREDITS

NSE 210	Network Administration
NSE 320	Server Operating System
NSE 405	Managing a Microsoft Network
6 credits upper level NSE electives	

Software Engineering Specialization

REQUIRED COURSES: 15 CREDITS

CS 301	Computer Programming
CS 407	Database Programming and Administration
CS 438	Web Programming and Administration
CS 340	Java Programming for the Web
3-credit upper level CS, IT or NSE elective	

Information Technology Minor

REQUIRED COURSES: 21 CREDITS

IT 190	Microcomputer Systems
IT 200	Foundations of Information Technology
IT 310	Telecommunication and Computer Networks
IT 320	Computer Security
IT 338	Web Design, Authoring and Publishing
CS 426	Databases

3-credit, upper level CS, IT, or NSE elective

Network and Systems Engineering Minor

REQUIRED COURSES: 21 CREDITS

IT 190	Microcomputer Systems
IT 310	Telecommunication and Computer Networks
NSE 210	Network Administration
NSE 320	Server Operating System
NSE 405	Managing a Microsoft Network
6 credits upper level NSE electives	

Software Engineering Minor

REQUIRED COURSES: 21 CREDITS

IT 200	Foundations of Information Technology
IT 338	Web Design, Authoring and Publishing
CS 301	Computer Programming
CS 372	Software Engineering

CS 407 Database Programming and Administration
 CS 426 Databases
 Approved, 3-credit, upper level CS, IT, or NSE course

BACHELOR OF SCIENCE IN LEGAL STUDIES

The Bachelor of Science in Legal Studies is designed to provide a broad background in fundamental legal studies to students who desire to become paralegals or Legal Assistants working under the supervision of a lawyer. Legal Assistants assume paralegal responsibilities as skilled members of a legal team in law firms, financial institutions, insurance companies, governmental agencies, and related entities.

Students with no experience in the legal community should begin study with PLA 301 Law and the Legal System.

Students who are seeking a Bachelor of Science degree with a Legal Studies major or a Bachelor of Professional Studies degree with a Legal Studies specialization must take the Certified Legal Assistant (CLA) examination, administered by the National Association of Legal Assistants, Inc., (NALA). Proof of sitting for the CLA examination must be submitted before graduation. The CLA examination is offered three times each calendar year in Florida. Information on the CLA examination, eligibility and testing dates and sites can be obtained from NALA at <http://www.nala.org> or by writing to NALA, 1516 South Boston, Suite 200, Tulsa, Oklahoma 74119.

The principal goals and objectives of the Bachelor of Science in Legal Studies degree program include the following:

- Provide students with a comprehensive knowledge of legal systems in state and federal environments
- Meet the professional needs of students by developing the legal research and writing skills that are essential to success in the legal environment
- Provide students with the critical thinking and communication skills necessary to comprehend and to function effectively as a legal assistant in the civil and criminal practice fields of the modern law firm
- Provide a foundation for advanced training and education beyond the baccalaureate level and instill a desire for lifelong learning

DISTRIBUTION REQUIREMENTS: 45 CREDITS
CORE REQUIREMENTS: 30 CREDITS
PORTFOLIO REQUIREMENT: UP TO 30 CREDITS
MINOR OPTION: 21 CREDITS
ELECTIVES: VARIABLE

CORE REQUIREMENTS

REQUIRED COURSES: 15 CREDITS

PLA 301 Law and the Legal System
 PLA 310 Legal Research
 PLA 315 Legal Writing
 PLA 320 Civil Litigation
 PLA 430 Criminal Law Practice

ELECTIVES: 15 CREDITS

Any five upper-level PLA courses

Legal Studies Minor

REQUIRED COURSES: 21 CREDITS

IT 200 Foundations of Information Technology
 PLA 301 Law and the Legal System
 PLA 310 Legal Research
 PLA 315 Legal Writing
 PLA 320 Civil Litigation
 Any 3-credit, upper-level PLA course

OFF MAIN CAMPUS LOCATIONS:

In addition to classes on Barry University's main campus in Miami Shores, the School of Adult and Continuing Education has administrative and academic offices at locations throughout the state of Florida. A current list of locations and their contact information can be found at <http://www.barry.edu/ace/locations>.

SERVICEMEMBER'S OPPORTUNITY COLLEGE (SOC)

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

- Use of admissions procedures which insure access to higher education for academically qualified military personnel
- Evaluation of learning gained through military experiences and academic credit awarded where applicable to the servicemember's program of study

- Evaluation of non-traditional learning and awarding of academic credit for such learning where applicable to the servicemember's program of study
- Evaluation of requests for inter-institutional transfer of credits and acceptance of such credits whenever they are appropriate to the servicemember's program and are consistent with the college's curriculum
- Flexibility to servicemembers in satisfying residence requirements by making adjustments for military students who transfer when there are other assurances of program balances
- Designation of personnel with appropriate academic qualifications and experience to administer and supervise SOC-related activities and to develop policies and procedures appropriate to the scope of their voluntary-education programs
- Educational services for veterans

CONTINUING EDUCATION (NON-CREDIT) PROGRAMS

In addition to undergraduate and graduate degree programs, the School of Adult and Continuing Education offers a variety of continuing education non-credit programs and services designed to respond to the diverse educational interests and lifelong learning needs of individuals of all ages. These programs and services offer opportunities for acquiring and updating knowledge and skills for purposes of professional advancement and personal enrichment. They expand the School's ability to establish community-based partnerships, pilot innovations, and position itself on the leading edge of current issues.

Continuing Education also offers customized in-house training through the ACE Institute for Training and Development; and consultation for business and nonprofit organizations throughout the state. Please consult the Barry Website for more information at www.barry.edu/ce.

Whether one's interest is in obtaining CE credits required to maintain current status in a particular occupation, learning new skills needed for a present position, retraining for a new position or filling leisure time in meaningful ways, the School of Adult and Continuing Education has programs that will be responsive. Continuing education programs place heavy emphasis on quality, practicality, accessibility, affordability, timeliness, relevance and service. All offerings contribute to the self-fulfillment and intellectual stimulation that are the rewards of lifelong learning pursuits.

Some programs carry continuing education units (CEU). The CEU is a nationally recognized method

for measuring and recording participation in continuing education programs that do not carry credit toward a degree and cannot be automatically converted to degree status, but do meet established administrative criteria. The CEU is defined as "ten contact hours of participation in all organized continuing education experiences under responsible sponsorship, capable direction and qualified instruction." Programs of less than ten contact hours in length can carry a percentage of a CEU. Individuals enrolled in a degree program, which has a portfolio option, or requirement at Barry University may include records of CE professional development training in their portfolio of learning from work experience.

Program Descriptions—

Business and Professional Communication: Heightened global competition coupled with flattening management hierarchies, the growth of team-based management, today's culturally diverse workforce, innovative communication technologies and secretaries being replaced with workstations have created a demand for new proficiencies in business communication skills. This 30 hour course provides the communication skills necessary to function effectively in today's changing workplace.

Case Management: This course will help individuals responsible for case management functions to identify appropriate providers and facilities throughout the provision of services and to ensure that available resources are being used in a timely and cost effective manner. The case management function will be presented in a manner that can be applied in a wide variety of human service organizations and with a broad spectrum of clients: elderly, youth, homeless, indigent, offenders, etc. This certificate includes 30 hours of coursework.

Certified Employee Benefits Specialist (CEBS®): CEBS® is a highly regarded professional designation that can be earned by benefits professionals through a comprehensive and rigorous program of study. Many major corporations have validated the program by requiring their benefits officers to have the CEBS® designation. Several major new developments in the CEBS® program reflect the changes in the benefits industry. The preparation courses for the Group Benefits Associate (GBA) designation and the Retirement Plan Associate (RPA) designations offered at Barry require 120 hours of instruction each. The Compensation Management Specialist (CMS) preparation courses can also be obtained and classes are offered on demand.

Certified Financial Planner (CFP): This program provides participants with a broad background in financial planning and will satisfy the educational

requirements needed to sit for the CFP® Certification Examination that is administered by the CFP Board. The program covers 89 financial planning topics incorporated into 7 courses: estate planning; fundamentals of financial planning; income tax planning; insurance planning; investment planning; retirement planning and employee benefits; and special topics. The program is at least 225 contact hours.

Certified Pharmacy Technician: The certificate workshop trains individuals to work under the supervision of a licensed pharmacist in a hospital, community or retail setting. Pharmacy technicians typically assist the pharmacist by receiving and preparing prescriptions; establishing and maintaining patient profiles; preparing insurance claim forms; and stocking and taking inventory of prescription and over-the-counter medications. Upon successful completion, participants will also be prepared to take the Exam for the Certification of Pharmacy Technicians (ExCPT) offered by the Institute for the Certification of Pharmacy Technicians (ICPT). This is a 30-hour comprehensive workshop that includes medical terminology specific to pharmacy, prescription interpretation and basic calculations, HIPAA and legal issues, dosage forms and more.

Emergency Management Certificate: This program provides students with the knowledge of emergency management principles and theories that promote on-the-job effectiveness and by providing students with the skills to plan, prepare, mitigate, respond, and recover in times of natural or man-made disasters. The certificate program will provide useful instruction to tie successful planning models to the concept of multi-agency, interactive response, and post disaster recovery. The certificate program consists of four modules of 16 hours each for a total of 64 hours for the certificate.

Emergency Medical Technician (EMT): This is a 16-week training course leading to a Certificate of Completion. The course, approved by the State of Florida's Bureau of Emergency Medical Services, provides preparation for the EMT certification exam has been designed to exceed the minimum requirements of the State of Florida. Along with classroom work, there are skills labs in which techniques are demonstrated, learned and perfected, externships – ride-time with fire-rescue units and on ambulances where students primarily observe but may well be called on to participate in crises situations, and internships – observing and participating in life-saving stabilization techniques in hospital emergency rooms. Students who earn the EMT License who wish to pursue an academic degree at Barry University will receive 6 lower level credits for this license if they en-

roll in the School of Adult and Continuing Education. Licensure credits are only accepted by the School of Adult and Continuing Education for baccalaureate programs. The program consists of EMT Lecture 120 hours; EMT Lab 44 hours; Hospital Clinical 24 hours; Ambulance/Fire Rescue Ride Time 48 hours.

Essentials of Human Resources Management (EHRM): This course is a true introduction to human resource management. The primary focus of this program is to provide participants with a broad overview of the human resource function. The course includes readings, lectures, class discussions and application activities. It consists of six modules which are offered within 15 contact hours.

Global Professional Human Resources (GPHR): The entire field of human resources has changed tremendously in the past decade. Nowhere has this change been more profound than in Global Human Resources Management. As an HR professional, your responsibilities may expand beyond domestic regulations, strategies and practices to global guidelines, restrictions and policies. The GPHR preparation course consists of 35 contact hours of instruction.

Medical Coding and Billing: This 60 hour course will prepare students to take the certification examination sponsored by the American Health Information Management Association (AHIMA). A **Certified Coding Associate (CCA)** primarily focuses on converting a medical procedure, diagnosis, or symptom into specific codes to submit a claim for reimbursement. Course content includes various topics such as Introduction to Health Insurance, Medical Laws and Ethics, The Insurance Claim Process, Coding, Medical Documentation, Medicare, Medicaid, Computerized Billing, etc.

Professional Human Resources (PHR) and Senior Professional Human Resource (SPHR) Program: This course is designed to provide an overview of key areas in HR management, the SHRM Learning System Course will provide you with a solid foundation for managing the HR Challenges faced in today's demanding work environment. It supplies a current reference of HR practices, broadens the perspective of functional specialists and strengthens individual competencies and productivity. In addition to being an excellent professional development opportunity, the Learning System is a powerful tool to assist you in preparing for the PHR and SPHR certification exams. The PHR/SPHR preparation course includes 35 contact hours of instruction.

For further information or for upcoming course dates visit our website at <http://www.barry.edu/ce>.

Course Descriptions— Administration - Prefix: ADM

301 Labor Relations

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

303 Administrative Theory and Practice

An examination of the general principles of organizational leadership and administration. Topics include contemporary approaches to leadership, planning, organizing, staffing and control, and the conceptual foundations of modern organizations.

306 Services Marketing

This course will explore services marketing strategies and methods. The focus will be on distinctions which exist in the marketing of intangibles and methods designed to increase the effectiveness of services marketing for private, public and not-for-profit organizations.

312 Training and Development

Practical approaches for improving individual and team performance and organizational productivity will be reviewed in this course. Topics include adult learning theory, approaches to program development, implementation and evaluation, instructional systems and human performance improvement

315 Diversity in the Workplace

This course examines the effect diversity has in the workplace and focuses on issues related to racial, ethnic, religious, linguistic, physical, gender, and age differences, among others.

320 Financial Administration

Explores the fundamental issues that are affected by the profit planning and control process. Emphasis is on understanding the broad organizational context within which budgets and plans are prepared and implemented.

325 Compensation and Benefits

This course concentrates on developing knowledge concerning development and implementation of a compensation and benefits program. Students develop a comprehensive knowledge base regarding benefits and compensation administration.

330 Alternative Dispute Resolution

This course examines the effect mediation and arbitration have in both the workplace and legal system. It focuses on theories and skills related to alternative dispute resolution including how to create, organize, and perform a mediation or arbitration. (Same as PLA 330)

335 Employment Law

This course provides an overview of federal statutes and state-regulated areas that impact the personnel function which must be considered by employers and attorneys and their paralegals. Among topics addressed are EEO and Affirmative Action, OSHA, ERISA, FMLA, and the ADA; employee privacy issues (polygraph testing, drug and alcohol testing, employer searching and monitoring); regulation of discrimination in employment; and wrongful discharge. (Same as PLA 335)

353 Leadership Development

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

361 Negotiation: Theory and Practice

This course examines the effect negotiation has in the workplace and focuses on issues related to planning, communication, rationality, persuasion, and power among others.

410 Recruitment and Selection

This course will provide the student with a thorough understanding of the human resource function of recruitment and selection in private, public and not-for-profit organizations. The inter-play of applied research methods, the legal system, administrative theory and practice will be integrated into this course. Promotions, a specific application of selection, and placement and orientation will also be investigated. Emphasis will be on theory-to-practice. Students will develop applications from principles and best practices, including how to improve the oral interview process as a selection method. This course is designed for advanced students in human resource administration.

412 Quality & Productivity

The course focuses on issues such as continuous improvement, organizational change, teamwork, motivation and leadership which support both quality and productivity in organizations.

445 Service Operations

This course will explore strategies and methods for improving customer value and customer service. The management of service operations will be explored and case studies will be analyzed as it applies to the private, public and not-for-profit organizations.

462 Public Relations

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

464 Strategic Human Resource Administration

A comprehensive review of general human resource theories and practices related to managing personnel

more strategically. Major topic areas include staffing, human resource development compensation and benefits, employee and labor relations, health, safety, and security.

499 Administrative Capstone Course

This is a course in which students integrate and synthesize the learning experience acquired in the administration program. Students will demonstrate mastery through the completion of a research paper, case study and comprehensive exam. Prerequisites: completion of core courses.

Anthropology - Prefix: ANT

308 Perspectives in Anthropology (formerly ANT 306)

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

Art - Prefix: ART

312 Experiencing Art

An art appreciation course that will teach students the process of visually analyzing art. Students will integrate the process of “learning how to see” with an understanding of the elements of design and drawing. This may be accomplished by the completion of various art exercises, visits to museums, viewing of slides and films. etc. (studio course).

321 Contemporary Art

Exploration of mixed media painting, craft, and performance art from the 1960’s up to the present.

322 20th Century American Art

The evolution of American art within the context of important social, historical, and intellectual events. Stylistic developments and artistic movements developed since 1910 in painting, sculpture, and architecture.

400 Ancient Greek Art

Detailed analysis and examination of Greek Art from 2000 B.C. to the end of the Hellenistic Period. Sculpture, vase painting, and architecture will be compared and contrasted with art through the ages by connecting them with Greek philosophy, mythology, and history and their aesthetic concepts.

Biology - Prefix: BIO

302 Human Biology

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

311 Focus on Nutrition and Wellness

An exploration of the basic concepts of nutrition science, guidelines for making food choices, and techniques for meeting the challenge of health maintenance. This course applies a framework of traditional and non-traditional life-style principles to help ensure the achievement of a healthier, more fulfilling life.

342 Biology of Women

A course designed to provide non-science majors with a general understanding of the female anatomy and physiology. Topics include male/female comparative anatomy, fertility and reproduction, cancer, hormonal cycles, menopause, body maintenance, and nutrition. A focus on various stages of women’s development emphasizing current women-specific health issues. Ultimately, the course aims to provide both genders with an opportunity to understand and appreciate the significance of women’s health.

343 Men’s Health Issues and Reproduction

A course designed to provide non-science majors with the fundamental principles of men’s health and reproduction, bringing together the basic concepts of research and the clinical practice of andrology to explore and understand the anatomy, physiology, and reproductive functions of the male. Students will discuss current male-specific health issues such as impotence, erectile dysfunction, infertility, andropause (male menopause) and cancer. Students will study topics such as male/female comparative anatomy growth and development, aging, illnesses, physiological aspects of sexuality, body maintenance and nutrition.

409 Biological Oceanography

An in-depth study and analysis of the ocean environment and the biological interrelationships necessary for a healthy, productive marine habitat. The course emphasizes the relationships between various forms of oceanic life forms, their adaptations to the marine environment and the effects of human activities upon them.

Computer Applications - Prefix: CAT

102 Basic Computer Applications

This course provides students with basic computer applications training. Hands-on training will be provided in a Windows-Based operating environment, electronic mail, the World Wide Web, computerized library skills, word processing and electronic spreadsheets. This course will provide the necessary introductory level training for students who have never used microcomputers and/or applications software. It is a hands-on lab course.

English - Prefix: ENG

102 College Writing for the Adult Learner

This course introduces the adult learner to utilizing the writing process to meet the expectations of an aca-

demic community, with emphasis on audience, aim, and mode. The focus is on writing as communication, employing the writing process to produce idiomatically and grammatically correct prose to convey ideas at the college level. ENG 102 prepares students to enroll in ENG 202. Placement is by the School's assessment instrument. A minimum grade of C is required. Two attempts maximum.

202 Strategies for College Writing

This course solidifies students' understanding and application of strategies for producing expository prose that is revised and edited to be suitable for an academic audience. It emphasizes that writing is a process rather than merely an act of recording and that writing is a tool of learning, the disciplined means of both gauging our own thinking and creating meaning. ENG 202 prepares students to enroll in ENG 302. Placement is by the School's assessment instrument or by successful completion of ENG 102. A minimum grade of C is required. Two attempts maximum.

302 Academic Writing and Research

This is an advanced writing course stressing the analytical thinking and writing skills common to a host of academic disciplines. The course offers instruction in effective and persuasive research methods while examining aspects that contribute to analytical discourse such as rhetorical styles and arrangements, the linking of evidence to claims, patterns of induction and deduction, and the testing and strengthening of a thesis. A minimum grade of C is required. Two attempts maximum. (Mandatory Course). Prerequisite: ENG 202 or Writing Placement results.

318 Modern American Playwrights

Important American playwrights from the 1940's to the present day. Emphasis will be on major styles and themes and how the plays reflect the changes in American society. Prerequisite: ENG 302

338 Environmental Literature

This literature course explores and analyzes themes, styles and issues endemic to the emerging genre of environmental writing through an analysis of fiction, essays, travel journals and poetry. It encourages thoughtful analysis of contemporary environmental concerns while promoting an interdisciplinary approach to the literature of nature and the non-human world. Prerequisite: ENG 302

348 Caribbean Literature

Study of representative works from the region known as the Caribbean. Texts are examined within their sociopolitical and historical contexts. This course, grounded in post-colonial theory, introduces the student to contemporary writers in English, French and Dutch. Students will gain an appreciation for Caribbean culture and an understanding of how the history of the region affects and inspires the literature. The course focuses on the multicultural dynam-

ics of the area and on the contributions of African, European and Indigenous peoples. The work and cultural contributions of Anglophone, Hispanophone and Francophone writers of the Caribbean will be explored in a postcolonial context. Prerequisite: ENG 302

349 Women and Fiction

This course examines representative works by and about women from historical, social and literary perspectives as it explores how gender identities develop within the context of the novel genre. Prerequisite: ENG 302

353 Technical and Professional Writing

This course will help students communicate purposefully and clearly at the workplace. The course provides an overview of writing and rhetorical strategies that will be of interest to those writing and speaking professionally in a number of sectors, including police and emergency, utilities, tourism and hospitality, entertainment, health care, human resources, non-profit, corporate, and small business/entrepreneur. Does not fulfill distribution requirements. Prerequisite: ENG 302

Environmental Science - Prefix: EVS

306 Environment

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

320 Physical Oceanography

A detailed coverage of the basic physical, chemical and geological aspects of the ocean and how they are interconnected. It includes ocean-atmosphere relationships that influence climate and weather; and waves, tides and currents.

400 Geology

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

415 Weather and Climate of Florida

An analysis of Florida's weather and climate including thunderstorms, tornadoes, hurricanes and cold and warm fronts. Considered Florida's most valuable physical resources, weather and climate demand our attention and understanding of the dynamic nature of the atmosphere.

425 Human Impact on Global Changes

A detailed and practical analysis of global warming, stratospheric ozone depletion and acid deposition from different points of view: How these phenomena affect living and non-living components of the ecosystem. Examines scientific, as well as social issues, related to all three. Global warming section includes discussion of the El Niño Southern Oscillation.

Health Service Administration - Prefix: HSA

301 The Health Care System

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

319 Health Care Finance

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

339 Health Law

Examination of the broad legal aspects that have an impact on the operation of health care, including an introduction to the legal system, health related legislation, regulatory issues affecting health care facilities, and medical malpractice. (same as PLA 339)

410 Management in Health Care

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

425 Public and Community Health

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

441 Health Care for the Elderly

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

459 Independent Study in Health Administration

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

475 Issues in Health Care

An examination of current issues facing the health care industry including delivery of care, access to care, costs, and quality of services as well as national and state health policy.

499 Capstone in Health Service Administration

This course is designed for students to integrate and synthesize the learning experiences acquired in the Health Service Administration program, including the management and administrative tools required by an administrator in the health care field, thus demonstrating proficiency in the field. Prerequisites: Completion of Required/Core HSA Courses or permission from Academic Coordinator.

History - Prefix: HIS

306 Twentieth Century America (20th Century America)

A study of the issues and concepts that have shaped American Society since 1900. Political, economic and social trends will be examined.

Humanities - Prefix: HUM

303 Modern Currents in the Humanities (formerly HUM 301)

Interdisciplinary approach to the fine arts, electronic arts, film, dance, drama, music, and literature of the modern and contemporary eras; selected cultural activities made available to the students to aid in correlating theory and experience.

308 Storytelling for Social Impact

This course draws from a variety of disciplines – including psychotherapy, journalism, and literary theory – to teach students how to shape the elements of a true story for maximum social impact. Students learn theories for analyzing storytelling practices, then explore those practices in the field, as they gather community stories that will be workshopped in class, then shared with the public in digital form as text, audio, or video files.

Information Technology - Prefix: IT

190 Microcomputer Systems

This introductory level course discusses how a computer operating system works. Emphasis is placed on how to install, configure, and manage personal computer (PC) operating systems. Students will learn to maintain, troubleshoot, and upgrade microcomputer software, and develop hand-on technical skills using current architectures as needed to support PC environments. Prerequisites: CAT102

200 Foundations of Information Technology

This course is intended to provide students with an understanding of computer-based information systems and technologies, as well as the strategies used for managing them. The course examines the dynamic interaction of people, technology, and organizations engaged in and affected by the collection, retention, and dissemination of information through the use of hardware and software. Prerequisite: CAT 102.

310 Telecommunications and Computer Networks

The role of telecommunications and computer networks in information systems will be examined from the technical fundamentals and organizational perspectives. Strategies, tools, and techniques for network planning, implementation, management, maintenance and security are emphasized. Prerequisite: IT 200, IT 190, CAT 102.

320 Computer Security

This course is designed to provide students with an awareness and understanding of computer and network security issues that threaten and concern users and organizations that utilize information technologies. Security challenges and countermeasures are examined to provide a framework for creating and implementing viable preventive and responsive procedures. Prerequisite: IT 200, IT 190, CAT 102.

338 Web Design, Authoring and Publishing

Concepts, tools, and technologies of computer networked information with an emphasis on the Internet and the Web. Web clients and servers. Web design, authoring, publishing and programming. Web development tools. Internet trends. Prerequisite: CAT102, IT 200.

350 The Web and E-Technology

This course is designed to provide an in-depth understanding of how to use web technology effectively. An examination of the potential impact of the Internet and intranets and their potential value to the organization will be provided. How to plan, analyze, and implement Web and E-technologies will be a central focus of this course. Prerequisite: CAT102, IT200, and preferably IT338.

351 Voice and Digital Communication

The design and operational principles for communications networks are presented. Essential elements of speech, video, and images are examined as electrical signals. Digital communication topics include transmission, signaling, switching, and digital conversion. An overview of current national and local networks is included with a comparison of their relative merits for various types of traffic loads and business requirements. Prerequisite: IT 310

400 IT Project Management

The application of information systems concepts to the strategic challenges facing organizations will be examined. The roles of project management systems in planning, and decision making are emphasized. Prerequisite: CAT102, IT 200.

402 Advanced Topics in Signaling Systems

This course analyzes the technology and impact of modern, high speed networks and their associated signaling protocols. This will include Synchronous Digital Data Transmission systems, Integrated Services Digital Network (ISDN), Synchronous Optical Network (SONET), and Asynchronous Transfer Mode (ATM) telecommunication network systems. Prerequisite: IT 351.

403 Customer Service Information Systems

This course analyzes the measuring, monitoring, and reporting aspects of customer service and help desk systems. Technical and soft skills involved in the collection and dissemination of support information are discussed. Tools and techniques used by support pro-

fessionals to diagnose and document service and support events are considered. The course also addresses the process of establishing and communicating precise service and product baselines that incorporate statistical and measurement aspects. Prerequisite: CAT 102, IT 200.

420 Internet/Web Server

This course teaches students how to support the various features of an Internet Server. Students will gain understanding of the product by installing configuring, and supporting an Internet/Web server. Prerequisite: IT 338

440 International Telecommunications

The international issues associated with the flow of information, both politically and technically, are presented. The focus is on understanding the obstacles and opportunities of the rapidly changing international telecommunications environment. Prerequisite: IT 310.

450 Administrative Information Systems

The application of information systems concepts to the collection, retention, and dissemination of information systems planning and decision making. Information technology strategy and administration are presented. The role of information technology in corporate strategy along with key issues in administering IT is explored. Prerequisite: CAT 102, IT 200.

460 Wireless and Mobile Computing

An examination of the intersection between mobile computing, mobile telephony, and wireless networking. Students will also be presented with a myriad of wireless technologies. Prerequisite: IT 310.

499 Integrated Capstone Project

This is a course in which students integrate and synthesize the learning experience acquired in the IT program. Students will demonstrate mastery through the completion of a structured IT portfolio. The portfolio will consist of a series of core components and an area of specialization. This course should be taken in the final term of student's enrollment, prior to graduation. (See BSIT course sequencing chart).

Legal Studies - Prefix: PLA**301 Law and the Legal System**

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

310 Legal Research

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

315 Legal Writing

Study of legal writing and memorandum preparation. Legal research and writing exercises. Prerequisites: PLA 310, ENG 302.

320 Civil Litigation

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

330 Alternative Dispute Resolution

This course examines the effect mediation and arbitration have in both the workplace and legal system. It focuses on theories and skills related to alternative dispute resolution, including how to create, organize, and perform a mediation on arbitration. (Same as ADM 330)

335 Employment Law

This course provides an overview of federal statutes and state-regulated areas that impact the personnel function which must be considered by employers and attorneys and their paralegals. Among topics addressed are EEO and Affirmative Action, OSHA, ERISA, FMLA, and the ADA; employee privacy issues (polygraph testing, drug and alcohol testing, employer searching and monitoring); regulation of discrimination in employment; and wrongful discharge. (Same as ADM 335)

339 Health Law

Examination of the broad legal aspects that have an impact on the operation of health care, including an introduction to the legal system as it pertains to the health care system, health related legislation, regulatory agencies and issues affecting health care facilities, and medical malpractice. (Same as HSA 339)

343 Business Organizations

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

350 Real Estate Law

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

405 Administrative Law and Process

The role of administrative procedure in state and local governments will be taught together with the principles of administrative procedure, administrative due process and regulatory procedures. (same as PUB 405)

430 Criminal Law Practice

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

440 Contracts

Study of contract law. Contract formation, enforceability and remedies. Survey of significant Uniform

Commercial Code and Florida statutes affecting contract formation and enforcement. Exposure to various types of commonly used contracts and drafting principles.

452 Environmental Law

This course is designed to introduce the major federal environmental statutes and the types of analytical and practical problems encountered in the practice of environmental law and in environmental litigation. Study is devoted to reading and discussion of statutes, cases and problems in the various environmental media including, but not limited to, air, water and toxic waste disposal. The course also looks at the role of legislation, administrative decision making and the common law in addressing environmental problems.

460 Probate Proceedings

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

470 Immigration Law

Study of federal immigration law including historical perspectives, current theories and practice. Topics to be evaluated include: exclusion/admission policies and practice; immigrant and non-immigrant categories; due process and judicial review; visa classifications and eligibility; deportation grounds and procedure; and refugees and political asylum.

480 Bankruptcy

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

483 Family Law

A study of the substantive and procedural law of family relations (emphasis on Florida law), including: legal ethics; dissolution of marriage; alimony; child support; property distribution; paternity; adoption; and modern trends.

Music - Prefix: MUS**301 Music Appreciation**

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

321 History of Jazz

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

330 The American Musical Theatre: The Golden Age

A course exploring the American Musical Theatre during the Golden Age (ca 1930-1960) and its predecessors in the 19th and early 20th centuries.

332 History of Rock Music

An overview of the derivation and evolution of rock music, with emphasis on styles and performers, utilizing a multi-media presentation.

Network Systems Engineer - Prefix: NSE**210 Network Administration**

This course covers a general foundation in current networking technology for local area networks (LAN's) wide area networks (WAN's) and the Internet. Students are also provided with the knowledge and skills necessary to perform day-to-day administration tasks.

305 Advanced PC Hardware and Networking

This course builds upon a student's knowledge of how computers work. Students will maintain, troubleshoot, upgrade and repair PC's. Networking proficiency will be enhanced through the analysis of media, topologies, protocols, and standards; and through the design, implementation, and support of networks. Prerequisite: IT 190.

310 Client Operating System

This course provides the foundation for supporting a network operating system. Students will be provided with the skills necessary to install, configure, customize, optimize, network, integrate, and troubleshoot using Microsoft Windows Network Operating System. Prerequisite: IT 190.

320 Server Operating System

This course provides for supporting a Windows Network Infrastructure. Students will be able to design, implement, and support a network operating system in various environments using Microsoft Windows. Prerequisite: NSE 210

330 Working With CISCO LAN Hardware

This course provides students with the knowledge and skills required to work with local area network (LAN) hardware. Covers hardware selection considerations for routers, hubs, and switches. Students are also provided with a strong foundation of network design. Prerequisite NSE 305. IT 310

340 Network Operating System III

An examination of Windows Active Directory services. Implementing Group Policy and understanding the Group Policy tasks required to centrally manage users and computers will be explored. Prerequisite/ Corequisite: NSE 320

405 Managing A Microsoft Network

This course covers the implementation, management and troubleshooting of Microsoft network and server environments. Topics include administering medium to large size networks that span physical location via Large Area Networks (LANs) and the Internet or Intranets. Prerequisite: NSE 320

415 Linux Operating System

An examination of the Linux network operating system. Students will install, configure, customize, administer, evaluate, optimize, and troubleshoot a Linux Operating System. Prerequisite: IT 310

425 Advanced Directory Services

Designing a Windows directory services infrastructure in an enterprise network. Strategies are presented to assist the student in identifying the information technology needs of an organization and designing an Active Directory structure that meets those needs. Prerequisite: NSE 405

445 Advanced Network Services

Creating a networking services infrastructure for network applications. Students will evaluate the needs of an organization to provide technology solutions for the design of a network foundation, Internet connectivity, and Extranet connectivity. Creating an Integrated Network Services Infrastructure Design will also be explored. Prerequisite: NSE 405

Orientation - Prefix: ORI**202 Fundamentals of Adult Learning**

An overview of the theoretical tenets of adult learning and the essential skills needed for academic and professional success. The course includes an exploration of the major theories of learning in adulthood, experiential learning, and a synopsis of academic rules and regulations to enable students to successfully navigate their undergraduate course of study. The course also covers campus academic/personal resources, study skills, collaborative service learning, and the elements of prior learning assessment and career planning. (This is a mandatory course for new students with 45 credits or fewer in transfer).

Personal Financial Planning - Prefix: PFP**PFP 348 Fundamentals of Personal Financial Planning**

This course introduces the fundamental issues of personal financial planning. It is designed to provide students with an understanding of the concepts of the financial planning process, the economic environment, the time value of money, the legal environment, financial analysis, and ethical and professional considerations in financial planning.

PFP 350 Income Tax Planning

This course covers the application of income tax planning in personal financial planning. It is designed to provide students with an understanding of the concepts of the fundamentals of income taxation, tax computations and concepts, tax planning, and hazards and penalties.

PFP 410 Insurance Planning

This course covers the application of insurance planning and risk management in personal financial planning. It is designed to provide students with an understanding of the concepts of identification of risk exposure, legal aspects of insurance, property and liability policy analysis, life insurance policy analysis, health insurance policy analysis, employee benefits, social insurance, insurance regulation, and principles of insurance taxation.

PFP 412 Investment Planning

This course covers investment planning in the personal financial planning process. It is designed to provide students with an understanding of the concepts of investment regulation, client assessment, investment theory, environment and financial markets, strategies and tactics, modern portfolio theory, and integration.

PFP 414 Retirement Planning and Employee Benefits

This course covers the application of retirement planning and employee benefits in personal financial planning. It is designed to provide students with an understanding of the concepts of the ethical considerations, social security and Medicare benefits, retirement plan types, qualified plan characteristics, distributions and distribution options, group insurance benefits, other employee benefits, and analysis of retirement factors.

PFP 416 Estate Planning

This course covers the application of estate planning in personal financial planning. It is designed to provide students with an understanding of the concepts of the fundamentals of estate planning, estate planning considerations and constraints, tools and techniques for general estate planning, and the tools and techniques for special estate planning situations.

Photography - Prefix: PHO**317 Photography: The Camera**

Students will develop an appreciation of the aesthetics of photography through the creative use of such techniques as film usage, shutter speed, lenses, apertures and filters. Modes of instruction will include lecture, demonstrations, readings, writing, discussion, and field classes. 35 mm camera required. Prerequisite: PHO 203 or equivalent experience as approved by the Academic Coordinator.

Political Science - Prefix: POS**303 Public Policy and Administration**

This course is an overview of policy formulation and administration in the context of U.S. federal, state and local governments. The relationship between politics and administration will be taught with reference to the classical policy/administration dichotomy.

355 Environment and Politics

A study and analysis of the United States environmental policies from historical and political perspectives. Attention is given to the theoretical and practical aspects of environmental policy making in a democratic society at the local, state, and national levels. Global policies concerning the environment will also be explored.

408 Inter-American Relations

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

Psychology - Prefix: PSY**301 Psychology of Drug & Alcohol Abuse**

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

311 Survey of Disaster Preparedness and Recovery

This course surveys ethical, cultural, developmental, and research related issues affecting the physical and psychosocial recovery of disaster-exposed individuals and communities. Prerequisite: PSY 281

329 Understanding & Coping with Stress

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

410 Group Dynamics and Decision-Making

An exploration of group intimacy, solidarity of groups, group problem-solving, the individual within the group, leadership development (who is involved and how leaders are chosen), and splinter group formations. Prerequisite: PSY 281

416 Dynamics of Adult Living

This course will explore the conditions necessary for growth and development. It will cover the "Passages" of life; sexuality; intimacy; life styles; and aging. Prerequisite: PSY 281

425 Introduction to Psychotherapy and Counseling

Critical analysis and evaluation of models and methods of psychotherapy and counseling used to ameliorate psychological problems in children, adolescents and adults. Topics covered include stages of psychological treatment, therapist/client relationship and engagement, multiculturalism, ethics, and standards of professional conduct. The empirical support for mod-

els of psychotherapy along with case applications will be stressed. Prerequisites: PSY 281, PSY 413.

449 Adolescent Psychology

Consideration of the physical, intellectual, social, and emotional processes occurring during the adolescent years. Prerequisite PSY 281.

Public Administration - Prefix: PUB

301 Introduction to Public Administration

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

402 Values and Ethics in Public Administration

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

403 Public Budgeting and Finance

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

404 Concepts and Issues in Public Planning

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

405 Administrative Law and Process

The role of administrative procedure in state and local governments will be taught together with the principles of administrative procedure, administrative due process and regulatory procedures. (same as PLA 405)

406 Human Resources in the Public Sector

This course will be an overview of public personnel practices including the history and changing role of civil service systems, merit retention systems, labor relations and collective bargaining. Supervisory practices for public administrators will be taught in the context of the several personnel systems.

407 Productivity Improvement in the Public Sector

This course will provide information on the techniques for measuring and improving productivity in public organizations. Current management thought such as

Total Quality Management (TQM) will be taught and analyzed for its potential in the public sector.

408 Public Administration and the Political Process

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

409 Contemporary Issues in Public Safety

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

410 Methods and Techniques for Public Administration

This course is designed to teach research methodologies including research design, hypothesis formulation, descriptive statistics, analytical statistics, sampling and survey techniques, consensus-building techniques and public participation approaches as applied in public administration settings.

Sociology - Prefix: SOC

301 American Family

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

305 Issues in Culture

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

415 Women in Contemporary Society

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

417 Sociology of Death and Dying

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

Social Welfare Services - Prefix: SWS

336 Social Welfare as a Social Institution

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

401 Social Welfare Policies and Services I

Provides a comprehensive knowledge of the social welfare system in the United States while it addresses the changing nature and needs of our society. The crucial role of government is examined, both historically and currently, in the delivery of basic human services. The problems of poverty, inequality, and oppression are highlighted as conditions that vitally affect the social functioning of individuals, families and groups. Additionally, there is content on policy formulation and models for policy analysis which provides the student with the tools to assess local, state and national policies affecting agencies, clients and practitioners. Prerequisite SWS 336.

470 Human Behavior and Social Environment I

Focus is on the physical, social, and emotional development and mastery of growth crises from birth to mid-adolescence. Included in the course are current theories and research about the early years of the life cycle, with particular emphasis on the nature and ways in which culture, ethnicity, and community influence and shape development. Prerequisite SWS 336.

Speech - Prefix: SPE

303 Voice & Articulation

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

305 Theories of Communication

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

402 Oral Communication

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

403 Oral Interpretation

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

for the vocal instrument; practice in oral reading; and development of criteria for evaluation.

412 Persuasion

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

Theatre - Prefix: TH

304 Creative Dramatics

A course to develop confidence, creativity, spontaneity, and other communication skills. It will include practice in improvisation, role playing, and character development for personal growth and enjoyment, as well as some study of drama for cultural enrichment.

330 American Cinema

This is a history of the American film industry as an art form, as an industry, and as a system of representation and communication. Cinematic Genres are analyzed as art forms. The course explores how Hollywood films work technically, aesthetically, and culturally to reinforce and challenge America's national self image.

360 Elements of Contemporary Theatre

This is a study of the plays and theatrical practices of the contemporary period. The elements of theatre including plot, characterization, setting, dialogue, music, movement, and theme are studied as art forms within an historical context.

Theology - Prefix: THE

352 The American Religious Experience

An exploration of the inculturation of religion, especially Christianity, in the United States. Attention will be given to significant figures, movements and schools of thought in their historical context. An evaluation of their continued influence on religious life today and the question of whether there can be a distinctly American approach to theology will be broached.

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

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 of General Education

Tony Wallner, Ph.D., Associate Dean of Undergraduate Studies

Fr. Mark Wedig, O.P., Ph.D., Associate Dean of Graduate Studies

Carol Clothier, M.S., Assistant Dean

Deborah Montague, M.B.A., Assistant Dean

The College of Arts and Sciences is distinctive through its concern and promotion of values-oriented programs, its adherence to the liberal arts tradition, and its response to varied career and postgraduate interests and needs. In keeping with the university mission and the Adrian Dominican tradition, the College emphasizes each student's academic, personal, ethical, and spiritual growth and development. Through academic programs, co-curricular activities, and faculty scholarship, the College provides students with quality general education and degree programs, as well as contributes enriching aesthetic, cultural, and intellectual dimensions to the University community. Most significantly, the curriculum and degree requirements are designed to allow students to develop a solid background in their field of study and a sense of the ethical and moral responsibility to not only be a part of the contemporary world but to become effective agents of social change. The general education program of the College of Arts and Sciences educates students about the importance of ethical decision making; of a commitment to social diversity and to the respect, dignity, and equality of all persons; and of the need to engage in the social, cultural, and political leadership necessary to create a more just, responsive, and compassionate community.

The College includes ten departments:

- Biology
- Communication
- English and Foreign Languages
- Fine Arts
- History and Political Science
- Mathematics and Computer Science
- Physical Sciences

Psychology

Sociology and Criminology

Theology and Philosophy

The College offers 28 undergraduate majors as well as additional courses in ten support areas. In addition to this diversity of disciplines, the College also encourages a variety of approaches and methodologies: modules, team-teaching, interdisciplinary courses, independent study and research, lab and studio work, internships, recitals, exhibitions, film and text courses.

Nontraditional students who wish to enter Arts and Sciences programs should be aware of the following:

- Testing will have to be completed unless the student has SAT or ACT scores
- No portfolio credits will be accepted
- A maximum of 9 credit hours in nontraditional courses (real estate, paralegal, military police, fire-fighting, etc.) will be accepted as general electives only.

College of Arts and Sciences Learning Goals

All students graduating from the College of Arts and Sciences are expected to have achieved the following curricular area knowledge after completion of the General Education curriculum:

Written and Oral Communication

Oral Communication

1. To communicate information clearly, logically, and precisely, using audience-appropriate language, during oral presentations.

2. To demonstrate effective interaction skills across dyadic, small group, and public communication settings.
3. To acquire, evaluate, and synthesize information from sources that will support arguments made during a persuasive speech.
4. To articulate sensitivity for cultural diversity and explain how that stimulates a deeper understanding and respect.

Written Communication

1. To demonstrate effective critical thinking skills and clear, precise, well-organized writing which demonstrates standard English usage.
2. To demonstrate competence in the research process by differentiating between primary and secondary sources and appropriately evaluating and incorporating source materials into written assignments.

Theology and Philosophy

Philosophy

(All philosophy courses which satisfy the University distribution requirements meet at least four of the five learning goals.)

1. To understand the historical roots and development of basic contemporary issues.
2. To understand the objective nature of morality.
3. To understand that reasoning can be logically valid or invalid.
4. To understand the value of a philosophy of life (i.e., a reasonable and comprehensive world view).
5. To develop students' ability to use philosophical concepts appropriately and accurately in written and oral communication.

Theology

(All theology courses which satisfy the University distribution requirements meet at least five of the six learning goals.)

1. To explore the biblical foundations of Judaism and Christianity.
2. To understand the different methods of interpreting scripture and religious traditions.
3. To understand the development of Christian doctrine in relation to contemporary culture.
4. To explore the foundations of Jewish and Christian morality.
5. To acknowledge the inherited wisdom and respective contributions of world religions to the understanding of transcendent mysteries.
6. To develop students' ability to use theological vocabulary appropriately and accurately in written and oral communication.

Arts and Humanities

Literature/Humanities

1. To explore literary texts within historical, philosophical, and cultural contexts.
2. To explore literary periods, literary genres, and critical theory.
3. To enhance the ability to read literary texts critically.

Fine Arts

1. To explore visual or performing arts within historical contexts or from creative view points.
2. To explore and understand the principles of artistic expression and the creative process.

Foreign Languages

1. To demonstrate proficiency/competence in a second language by acquiring and enhancing the understanding, reading, writing, and speaking, and show knowledge of the distinct features of the culture associated with that language.

Science and Mathematics

Science

1. To develop an understanding of scientific concepts with emphasis upon scientific observation, scientific methods, analytical thinking, and scientific literacy.

Mathematics

1. To develop habits of analytical thought and problem-solving and to appreciate the beauty and the contribution of mathematics as part of human culture.
2. To help students improve their ability to present oral and written communications of mathematical proofs, applied problems and computer-related work through assignments and class presentations.

Social and Behavioral Sciences

1. To develop a critical understanding of individual and social behavior through the concepts, theories, and methods of the social and behavioral sciences.
2. To demonstrate oral and written communicative competence in the fundamental concepts and ideas of the social and behavioral sciences.
3. To identify and define the principles and strategies that can create more compassionate interpersonal relationships and social institutions based on equity and social justice.

To attain these knowledge sets, all students majoring in the College of Arts and Sciences will complete the following liberal arts courses:

ENG 111 and 210	06
SPE 101 or COM 104	03
Foreign Language	03*
MAT (107 or higher) & CS (180, 190 or 211)	06
Science (with Lab)	03-04
Fine Arts/Humanities	
Art – applied, appreciation or history	03
Humanities – (HUM or literature)	03
History 150	03
Sociology 200	03
Psychology 281	03
Political Science 201	03
Philosophy 220 and 300 - level course	06
Theology 201 and 300 - level course	06
	51-52

* Students must earn at least 3 credits of a foreign language based upon initial placement. Computer languages and sign language do not satisfy this requirement. Native speakers will receive AP credit for literature courses only. Native speakers will not receive CLEP credit.

Students will also complete a Senior Seminar/Capstone course under the major prefix.

Undergraduate Majors	Department
Advertising	Communication
Art	Fine Arts
Painting and/or Drawing	
Ceramics	
Graphic Design	
Art History	
Biology	Biology
Biology (General) (for students interested in pre-physician assistant, pre-physical therapy, environmental biology, biotechnology, or general biology)	
Marine Biology	
Professional Biology (for students interested in pre-medical, pre-dental, pre-optometry, pre-pharmacy, pre-veterinary and pre-podiatry)	
Broadcast Communication	Communication
Chemistry	Physical Sciences
Biochemistry	
Pre-Pharmacy	
Communication Studies	Communication
Computer Information Sciences	Mathematics and Computer Science
Computer Science	Mathematics and Computer Science
Criminology	Sociology and Criminology
English	English and Foreign Languages
Literature	Professional Writing
	Sociology and Criminology
History	History and Political Science
General Studies	Arts & Sciences

International Studies	History and Political Science
Mathematical Sciences	Mathematics and Computer Science
Music	Fine Arts
Musical Performance	
Musical Theatre	
Sacred Music	
Philosophy	Theology and Philosophy
Photography	Fine Arts
Fine Art Photography	
Photo/Biomedical/Forensic	
Political Science	History and Political Science
Pre-Engineering	Mathematics and Computer Science
Pre-Law	History and Political Science
Psychology	Psychology
Public Relations	Communication
Sociology	Sociology and Criminology
Spanish	English and Foreign Languages
Theatre	Fine Arts
Acting	
Dance Theatre	
Theatre Publicity	
Technical Theatre	
Theology	Theology and Philosophy

Guidelines for Student Conduct and Academic Responsibility

The guidelines for student conduct and academic responsibility seek to promote high standards of academic integrity by setting forth the responsibilities of students as members of the academic community. Abiding by the code ensures a climate wherein all members of this community can exercise their rights of membership.

The College of Arts and Sciences is committed to furthering scholarship, academic pursuits, and service to our society. Our purpose is to assure all students an equal opportunity to fulfill their intellectual potential through pursuit of the highest standards of academic excellence.

Certain rights and obligations flow from membership in any academic community committed to such goals:

- The rights of personal and intellectual freedom, which are fundamental to the idea of a university;
- A scrupulous respect for the equal rights and dignity of others; and
- Dedication to the scholarly and educational purposes of the University and participation in promoting and assuring the academic quality and credibility of the institution.

Both faculty and students in the College of Arts and Sciences share certain essential duties, rights and responsibilities in the search for knowledge. The following guidelines constitute a non-exhaustive summary of these academic duties, rights and responsibilities as they pertain to students:

1. Areas for Faculty Performance:

- 1.1 The relationship between faculty and students should be based on mutual respect and fairness, without prejudice based on gender, ethnic origin or political or religious preference. All persons are judged to possess equal human dignity, and their ideas are to be respected.
- 1.2 Barry University adheres to the principle of academic freedom, which means that every person has the right to hold and respectfully express his or her own academic views, and that other people's views are to be respected. No member of the academic community has the right to impose his or her own academic views on another, nor should he/she be penalized for not sharing someone else's opinions.
- 1.3 Faculty will help students learn the subjects they teach to the best of their ability and help students develop and express their own understanding and perspectives. Faculty will maintain high levels of expertise and scholarship within their subject matters.
- 1.4 Students majoring in areas within the College of Arts and Sciences are to be evaluated on the basis on their understanding of the subject, their ability for scholarly and creative work, and their progress toward professional competence.
- 1.5 Instructors should be well acquainted with their students' performance so as to be able to evaluate the quality of their work. Faculty should keep good records of their students' performance, and the final grade should be based on an accurate and fair assessment of their work in the course.

2. Areas for Student Performance:

- 2.1 The College of Arts and Sciences has identified four categories that constitute essential ingredients for students' satisfactory performance:
 - a) Academic ability
 - b) Professional and scholarly ethics
 - c) Respect for school policies
 - d) Response to constructive criticism
- 2.2 *Academic ability* is usually measured by the student's ability to obtain a minimum grade of C in all the courses for the major, minor, and related areas.
- 2.3 *Professional and scholarly ethics* is expected of every student. This includes academic honesty in every aspect of their work and the exclusion

of plagiarism, cheating, and unruly, disrespectful, or disruptive behavior.

- 2.4 Instructors may use sanctions for such unruly behavior, ranging from a private reprimand to an unsatisfactory grade (F) in the course. If the matter is considered serious, an instructor may recommend to the Chair and Dean the academic probation or suspension of the student, or even the student's dismissal from the program or the University.
- 2.5 *Respect for policies* includes proper regard for course requirements, including tests, term papers, class attendance, student presentations and class participation, as required by the course instructor and expressed in course syllabi, as well as respect for College and university policies as contained in official documents such as the catalogue. Unexcused absences to class meetings or tests, disregard for deadlines, and any form of disrespect for the instructor's policies constitute a breach of responsible behavior.
- 2.6 *Response to constructive criticism* means that students should view the instructor's respectful criticism and corrections of their academic work as a means to help students in their search for knowledge.
- 2.7 If faculty members concur that a student is exhibiting poor performance in one or more of the above areas, the faculty may request that the student attend a meeting for an informal resolution of the problem. The faculty member may make specific recommendations to the student for improvement. If the problem continues or if the issue is of sufficient concern, the faculty member or the student may communicate their grievance to the Chair and request a formal review of the student's status in the Department. The Chair shall investigate the situation and make a determination on the student's continued participation in the program. Conditions for continuing may be assigned, and, if the student does not comply with the conditions, the Chair may recommend dismissal from the program.

Students may grieve policies, procedures, evaluations, and administrative actions having a direct impact on them. Prior to initiating a formal appeal, a student must meet with the faculty member and Department Chair and attempt to resolve the situation. If this does not result in an acceptable resolution, the student shall bring the matter to the attention of the Dean. The Dean may continue efforts and informal resolution.

If informal attempts fail to provide an acceptable resolution, the student shall file a written appeal to the Dean. The document

should contain a concise statement of all relevant facts regarding the manner in which the student believes he or she was unfairly treated. Upon receipt of a written appeal, the Dean shall review the appeal to determine whether the appeal presents a complaint upon which action should be taken. If the Dean decides to investigate the complaint, the Dean may then meet with the parties involved, interview others, convene a faculty or staff meeting, seek a recommendation from the faculty, and/or request a recommendation from other University administrators.

The Dean shall make a final determination on the complaint and shall direct what, if any, further action shall be taken. The Dean shall respond to the student in writing and explain the determination of the complaint. Students who are not satisfied with the determination of the Dean may contact the Office of the Vice-President for Academic Affairs.

3. Academic Standards

The College of Arts and Sciences expects its students to manifest a commitment to academic integrity through observance of standards for academic honesty. The academic honesty standards include:

- 3.1 Assignments such as course preparations, exams, tests, projects, term papers, practicums, etc., must be the original work of the student. Original work may include the thoughts and words of another author, but if that is the case, those ideas or words must be attributed in a manner consistent with a recognized form and style manual.
- 3.2 Work is not original that has been submitted previously by the author or by anyone else for academic credit. Work is not original that has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for credit at the time the work is being submitted or unless copying, sharing, or joint authorship is an express part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used prior to or during the course of the examination.
- 3.3 All academic work submitted for credit or for partial fulfillment of course requirements must adhere to accepted reference manuals and rules of documentation. Standards of scholarship require that proper acknowledgement be given by the writer when the thoughts and words of another author are used. Students must acquire a style manual and become familiar with accepted scholarly and editorial practice in their disciplines.

- 3.4 It is plagiarism to represent another person's work, words, or ideas as one's own without use of a recognized method of citation. Deviating from these standards is considered plagiarism.
- 3.5 Violations of academic responsibility include, but are not limited to:
 - a. Plagiarism;
 - b. Any form of cheating;
 - c. Conspiracy to commit academic dishonesty;
 - d. Misrepresentation;
 - e. Bribery in an attempt to gain an academic advantage;
 - f. Forging or altering documents or credentials; and
 - g. Knowingly furnishing false information to the institution.

4. Conduct Standards

- 4.1 Students should not interfere with the rights, safety, or health of other members of the academic community nor interfere with other student's right to learn. Students are expected to abide by all program rules and regulations.
- 4.2 Students are expected to comply with the legal and ethical standards of Barry University, both as an institution of higher learning and as a Catholic University, and with those of their chosen fields of study. Each program may prescribe additional standards for student conduct as would comport with the letter and spirit of these guidelines.

5. Violation

- 5.1 Any violation(s) of any of the academic or conduct standards may result in a complaint being filed against the student.
- 5.2 Any student found guilty of a violation of the academic or conduct standards will be subject to disciplinary action, including expulsion from the University.
- 5.3 The Dean has the duty and the authority to enforce these norms in the academic community.

ATTENDANCE POLICY

All courses taught in the College of Arts and Sciences adhere to the following attendance policy: A total of 6 class hours of absence can result in withdrawal with W, WP, or WF if within the designated withdrawal period, or with an automatic F if not. It is the student's responsibility to initiate the withdrawal during the designated withdrawal period. Otherwise, an F will be issued at the end of the term.

Written Expression

All of us, students and faculty alike, share responsibility for promoting the effective and wise use of language. Language is central to education since it

is the chief means by which the transmission and exchange of ideas takes place. Nowhere are clarity and precision of language so important or so difficult to achieve as in writing. We, therefore, take special care to encourage excellence in writing, both in our own work and in the work of our students, through Writing Across the Curriculum (WAC) components in all disciplines.

Students should:

- 1) recognize that they are expected to write well at all times;
- 2) realize that the way they say something affects what they say;
- 3) write, revise, and rewrite each paper so that it represents the best work they are able to do.

Similarly, faculty members should:

- 1) set high standards for their own use of language;
- 2) provide appropriate occasions for students to exercise their writing skills;
- 3) set minimum standards of written expression in all courses;
- 4) acquaint the students with those standards and inform them of their responsibility to meet them and the consequences if they do not;
- 5) evaluate written work in light of effectiveness of expression as well as content;
- 6) aid students in their development by pointing out deficiencies in their written work and assist them with special writing problems arising from the demands of a particular field of study.

DEVELOPMENTAL COURSES

To fulfill its responsibility to educate students, Barry University offers a series of developmental courses for the benefit of those students who need to strengthen some of their skills. Students receiving a grade of NC in any developmental English or math course will be enrolled in the SAME course as a REPEAT in the subsequent term. All developmental courses must be completed successfully by the end of 45 credit hours or, in the case of transfer students, within the first academic year in residence. Developmental courses do not fulfill Distribution, General Education, or degree requirements.

GRADUATE PROGRAMS

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

Organizational	Communication
Communication, M.S.	
Communication, M.A.	Communication
Clinical Psychology, M.S.	Psychology

Photography, M.A.	Fine Arts
Photography, M.F.A.	Fine Arts
Theology, M.A.	Theology and Philosophy

Pastoral Ministry for Hispanics, M.A.	
Theology, D.Min.	Theology and Philosophy

Please refer to the Barry University graduate catalogue for detailed information.

Bachelor of Arts

GENERAL STUDIES

The College of Arts and Sciences offers a Bachelor of Arts in General Studies as follows:

- General Education: 51-52 hours
- Concentration: 45 hours in one area chosen from among the five areas of distribution excluding methods courses.
 - Communication: courses in communication studies, English (200 level and above; non-literature courses), speech (excluding SPE 105).
 - Theology and Philosophy: all courses
 - Humanities and Fine Arts: courses in art, dance, foreign languages, humanities, literature, music, photography, theatre
 - Science and Math: courses in biology, chemistry (excluding CHE 095), math (excluding MAT 090, 091, 093, 095), computer science (excluding CAT courses), physics.
 - Behavioral and Social Sciences: courses in anthropology, criminology, geography, history, political science, psychology, sociology

The minimum grade of C is required in all courses in the areas of concentration. Upper level courses must total 48 hours, of which at least 30 hours must be in the area of concentration. Students must complete an integrative experience consisting of LIB 487.

There are no minors awarded to students in the General Studies major. Additionally a minor in "General Studies" is not available.

LIB 487 Senior Seminar (03)

Under the supervision of a faculty mentor, the seminar will integrate in a research project the student's primary area of concentration and the supporting areas.

DEPARTMENT OF BIOLOGY

Laura Mudd, Ph.D., Chair

Faculty: Bill, Bingham, Ellis, Hengartner, Hu, Jimenez, Lin, Macia, Montague, Mudd, Petrino-Lin, Redway, Sanborn, Schoffstall, Vega

BIOLOGY (B.S.)

Educational Objectives

1. Students can master the concepts, principles and knowledge of biology, can explain the application of the scientific method in biological research, and are able to interpret graphs, diagrams and charts from the scientific literature.
2. Students can execute lab procedures and interpret the results obtained within an acceptable range of error.
3. Students can write about scientific concepts and results, prepare a well-organized oral scientific presentation and be able to defend the conclusions, and use computer software to organize and to present data in tables and graphs.
4. Students can effectively employ electronic databases to conduct a scientific literature search.

Biology Requirements

Majors may not include toward the major credit for a biology course in which they have received a grade of D. The course may be repeated in order to raise the grade or it may be replaced by another course of the same kind, i.e., a core course can be replaced by a core course; an elective course can be replaced by another elective course. All credits must be taken in the regular undergraduate (daytime) program. Courses taken in the School of Adult and Continuing Education are not allowed. Students must have demonstrated progressive achievement in mathematics by the end of the freshman year to remain in the department. For all lecture courses with laboratories, the lecture and lab are corequisites and must be taken concurrently except with the instructor's permission. Both lecture and lab are required, if either is not successfully completed, it must be repeated. Students are required to

take: BIO 300c: Biomedical Terminology if they are freshmen with verbal SATs below 480. This credit does not count toward the major. Students need 30 hours taken in residence at Barry before enrolling in an internship. The last 30 credits and the majority of the major coursework (21 hours) must be taken at Barry. If a student transfers in 10 credits in Anatomy and Physiology it counts as 3 credits for BIO 230, 2 for BIO 230 lab, 4 for BIO 240 and 1 for BIO 240 lab. If a student transfers in 8 credits they count as 4 credits of BIO 230 and lab and 4 credits of BIO electives.

Prior to graduation, Biology majors are required to take the Major Field Achievement Test in Biology (MFAT) as their integrative experience. This exam is offered annually on campus. The test must be taken so that acceptable MFAT scores will be received prior to graduation; this score will appear on the student's transcript and faculty may incorporate results in letters of recommendation.

Biology Major (for students interested in Pre-Dental, Pre-Medical, Pre-Graduate Programs, Pre-Optometry, Pre-Pharmacy, Pre-Podiatry, or Pre-Veterinary Programs)

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

A major requires a minimum of 40 credits including Biology 104, 112, 216, 341, and at least one course from each of the following core areas:

1. Growth and development: Biology 225 or 230
2. Cellular and molecular biology: Biology 325 and/or 330

3. Physiological and biochemical principles: Biology 334 or 335
4. Environmental biology: Biology 308 or 310 or 312
5. Biological theory: Biology 440 or 454 or 475

Students must also fulfill the following biology, chemistry, and physics requirements: Chemistry 111-112 and 343-344; Math 211 (note prerequisites); and 8 semester hours of physics. Students planning to teach at the secondary level should add Biology 476. Students must fulfill the following Bioethics or Environmental Ethics requirement: Theology 353 or Philosophy 353 or Philosophy 354.

Biology Major (Marine Biology Specialization)

Barry's undergraduate Biology program, with a specialization in Marine Biology, provides students with the opportunity to prepare for a number of career goals that focus on the marine environment. Possible alternatives include graduate study; teaching; and opportunities in governmental agencies, as well as various careers in research.

40 semester hours in biology are required for this major including Biology 104, 112, 216, 225, 305, 310, 312, 335 and at least one course from each of the following core areas:

1. Genetics: Biology 341 (recommended)
2. Biological theory: Biology 420 (at least 3 credits) or 440 or 475

Students must also fulfill the following biology, chemistry and math requirements: Chemistry 111, 112, 343, and 344; Mathematics 211 (note prerequisites); and 4 s.h. of physics. Students must fulfill the following Bioethics or Environmental Ethics requirement: Theology 353 or Philosophy 353 or Philosophy 354.

Biology Major (for students interested in programs in Pre-Physician Assistant, Pre-Physical Therapy, Environmental Biology, Biotechnology, or General Biology)

Barry offers an undergraduate biology program providing students with the opportunity to prepare for a number of career goals. Possible alternatives include teaching, technical positions in laboratory and research centers, positions in business, industry, biological illustration, computer science and other areas requiring a biological background, as well as careers as a Physician Assistant, Physical Therapist, or Environmental Scientist.

40 semester hours in biology are required for this major including Biology 104, 112, 216, and at least one course from each of the following core areas.

1. Growth and development: Biology 220 or 225 or 230
2. Cellular and molecular biology: Biology 253, 325 or 330
3. Physiological and biochemical principles: Biology 240 or 334 or 335
4. Environmental biology: Biology 308 or 310 or 312
5. Biological theory: Biology 440 or 454 or 475
6. Genetics: Biology 303 or 341

Students in this program must complete additional credit hours of biology electives; 12 semester hours in chemistry and 9 semester hours in mathematics (including MAT 109 and 152) or MAT 211 (4 s.h.); and 4 s.h. of physics. Students must fulfill the following Bioethics or Environmental Ethics requirement: Theology 353 or Philosophy 353 or Philosophy 354.

Biology Minor

A minor in **Biology** requires 20 credits, including Biological Foundations (BIO 104, 104L). The remaining 16 credits must include one more lab course. One upper level course is strongly recommended. Courses such as BIO 300 that do not count towards the major, do not count towards the minor either. Eleven credits must be taken at Barry University.

Minor in General Science for Middle School Educators: This minor is designed to provide students with a general background in biology, chemistry, physics and earth science and meets the State of Florida DOE requirements for certification in Middle Grades General Science (Grades 5-9). The minor includes the following courses: BIO 101 or 102 (3credits), BIO 104/104L (4 credits), BIO 300 (3 credits), CHE 111/111L (4 credits), CHE 135/135L (4 credits), PHY 151/151L (4 credits), and GEO 307 or BIO 305 (3 credits).

Course Descriptions— Biology Prefix: BIO

Semester offerings in parentheses are when courses are generally offered.

A grade of "C" or better is required in all prerequisite courses prior to taking the course for which they are required.

101-102 General Biology I and II (1-6)

Organized according to modules; student may elect as many as three modules during one semester; content of the module may change each semester and is announced during the semester prior to registration; typical modules have included Cell

Biology, Developmental Biology, Ecology, Florida's Environment, and Introductory Genetics. Credits do not count towards Biology major. (101 Fall, 102 Spring)

104 Biological Foundations (Lecture 3, Lab 1)

Presentation of unifying concepts in cellular and molecular biology, genetics, ecology, behavior, evolution, and systematics. 3 hours lecture, 3 hours laboratory weekly. Corequisite: BIO 104L (special fee) (Fall, Spring, Summer)

112 Botany (Lecture 3, Lab 1)

Plant forms: correlating structure, function, and environment. 3 hours lecture, 2 hours laboratory weekly. Prerequisite: BIO 104 lecture. Corequisite: BIO 112L (special fee) (Fall, Spring, Summer)

120 Biology Overview for Non-majors (3)

For students curious about the living world. Includes an introduction to the systems comprising the human body, recent advances in biology, and man's relationship with the natural world. (Occasional offering)

199 Special Topics (Lecture 3, Lab 1)

Lower division special topic course. Content to be determined by the School as requested by faculty and/or students to fill specified needs or interests. Credits do not count toward Biology major. 3 hours lecture, 2 hours laboratory weekly. Enrollment in lab is optional. (Occasional offering)

216 Zoology (Lecture 3, Lab 1)

Survey of the major animal phyla, including discussion of the anatomy, physiology, embryology, evolution, and heredity of the major groups. Major emphasis on invertebrate phyla. 3 hours lecture, 3 hours laboratory weekly. Prerequisite: BIO 104 lecture. Corequisite: BIO 216L (special fee) (Fall, Spring, Summer)

220 Introductory Human Anatomy (Lecture 3, Lab 1)

Gross human anatomy with laboratory, including dissection of the mink. 3 hours lecture, 2 hours laboratory weekly. Corequisite: BIO 220L (special fee) (Fall, Spring, Summer)

225 Comparative Anatomy (Lecture 3, Lab 1)

Gross comparative vertebrate anatomy with laboratory, including dissection of five representative vertebrates. 3 hours lecture, 3 hours laboratory weekly. Prerequisites: BIO 216 or equivalent. Corequisite: BIO 225L (special fee) (Fall)

230 Human Anatomy for Majors (Lecture 3, Lab 1)

Gross anatomy with laboratory, including dissection of the mink. 2 hours lecture, 4 hours laboratory weekly. Corequisite: BIO 230L (special fee) (Fall, Spring, Summer)

240 Introduction to Human Physiology (Lecture 4, Lab 1)

Survey of the functions of the organ systems in the human body. 4 hours lecture, 2 hours laboratory weekly. Prerequisite or corequisite: BIO 220 or 230 lecture. Corequisite: BIO 240L (special fee) (Fall, Spring, Summer)

253 Introductory Microbiology (Lecture 3, Lab 1)

Characteristics, physiology, pathogenicity of bacteria and viruses, with emphasis on organisms important in human disease; methods of cultivation, identification, and control of microorganisms. 3 hours lecture, 3 hours laboratory weekly. Corequisite: BIO 245L (special fee) (Fall, Spring, Summer)

300 Special Topics (3)

Content to be determined by the Department as requested by faculty and/or students to fill specified needs or interests. Prerequisite: Sophomore level or above or approval of instructor. Section numbers beginning with "M" are for majors only and do count towards Biology majors. (Fall, Spring, Summer)

303 Principles of Human Genetics (3)

The major goal is to acquire an understanding of the relationship between genes and phenotypes. Emphasis will be placed on familiarizing the student with the molecular nature of the hereditary material, gene function, and gene inheritance. In addition, the student will be introduced to recombinant DNA technology and learn how these techniques are utilized in human genetics. Prerequisite: BIO 104. (Spring, Summer)

305 Introduction to Oceanography (3)

Review of major physical and chemical variables in the marine environment. 3 hours lecture weekly. Prerequisites: CHE 111-112. Recommended: 4 s.h. of physics (PHY 151 or 201, 202). (Alternate years, Fall)

308 Environmental Science (Lecture 3, Lab 1)

An interdisciplinary course that investigates the biological, chemical, and socio-economic factors affecting the environment, with a special emphasis on the ecosystem level. 3 hours lecture, 3 hours laboratory weekly. Prerequisite: BIO 104 and BIO 112 or permission of instructor. Corequisite: BIO 308L (special fee) (Spring)

310 Marine Biology (Lecture 3, Lab 1)

Common marine organisms of the littoral seas, coral reef, and open ocean; interrelationships and problems of adaptation and survival. 3 hours lecture, 3 hours laboratory weekly; field trips by announcement. Prerequisite: BIO 112 and 216. Corequisite: BIO 310L (special fee) (Spring)

312 Ecology (Lecture 3, Lab 1)

Plants and animals in relation to their environments; population, communities, eco-systems, and behavior-

al patterns, utilizing many of the natural areas provided, such as coral reefs, hammocks, everglades. 3 hours lecture, 3 hours laboratory including field work and research projects. Prerequisite: BIO 112 and 216, or equivalent. Corequisite: BIO 312L (special fee) (Fall)

325 Microbiology (Lecture 3, Lab 1)

Bacterial and viral classification, structure, physiology, genetics, molecular biology, pathogenicity and immunology; methods of cultivation, identification, and control of microorganisms. 3 hours lecture, 3 hours laboratory weekly. Prerequisites: Biology 104; Prerequisite or Corequisite: CHE 152 or 343. Corequisite: BIO 325L (special fee) (Fall, Spring)

330 Cell Biology (Lecture 3, Lab 1)

Biological processes in procaryotic and eucaryotic cells, with emphasis on the correlation between structure and function on the molecular level. 3 hours lecture, 3 hours laboratory weekly. Prerequisite: BIO 104; Prerequisite or Corequisite: CHE 152 or 343. Corequisite: BIO 330L (special fee) (Fall, Spring)

334 Human Physiology (Lecture 3, Lab 1)

Comprehensive study of the functioning of the major organ systems of the human. 3 hours lecture, 2 hours laboratory weekly. Prerequisites: BIO 220 or 225 or 230, 330; CHE 343. Corequisite: BIO 334L (special fee) (Spring)

335 Comparative Physiology (Lecture 3, Lab 1)

Comparative study of homeostatic mechanisms in animals with special emphasis on vertebrates. 3 hours lecture, 3 hours laboratory weekly. Prerequisites: BIO 225; CHE 343. Corequisite: BIO 3335L (special fee) (Spring)

341 Genetics (Lecture 3, Lab 1)

Principles of heredity, from classical breeding experiments to current molecular and recombinant DNA techniques; emphasis on inheritance in virus, bacteria, *Drosophila* and humans. 3 hours lecture, 3 hours laboratory weekly. Prerequisites: BIO 104; Prerequisite or Corequisite: CHE 152 or 343 or permission of instructor. Corequisite: BIO 341L (special fee) (Fall)

346 Parasitology (Lecture 3, Lab 1)

Morphology, taxonomy, identification, life history, host-parasite relationship, and control of protozoan, helminth, and arthropod parasites. 3 hours lecture, 3 hours laboratory weekly. Prerequisite: BIO 104. Corequisite: BIO 346L (special fee) (Alternate years, Spring)

352 Biochemistry (Lecture 3, Lab 1)

Molecular structure in the cell, biological oxidations, selected biosynthetic pathways, molecular genetics. Same as CHE 352. Prerequisites same as CHE 352. Corequisite: BIO 352L (Fall)

360 Dynamics of Restoration Ecology (3)

The efficient utilization and development of resources for preserving and restoring the delicate homeodynamics of aquatic, soil, plant, forest, and wildlife habitats. Saturday field trips may be required. Prerequisite: BIO 260, or BIO 312. (Alternate years, Spring)

401 Biostatistics (3)

Concepts, principles, methods of descriptive and inferential statistics, and statistical quality control are applied to Biological and Biomedical health issues. Prerequisite: Algebra. (Occasional offering)

404 Epidemiology (3)

Introduction to the study of the distribution, determinants, and measurement of health and disease in populations, including study methods and their application to specific diseases and conditions, with emphasis on data-base search techniques and statistical inference. Pre-requisites: BIO 104; MAT 109. (Occasional offering)

420 Marine Field Study (3-10)

An opportunity for the student to work in the marine field for both individual and group projects at an off-campus facility. Prerequisite: 12 s.h. Biology course work or Department Chair's permission. (Cost variable.) (Fall, Spring, Summer)

427, 428 Biochemistry I, II (3), (3)

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

440 Evolution (3)

Evidence for and the principles involved in the evolution of plants and animals, including man. Prerequisites: BIO 112 and 216 or equivalent; BIO 220 or 225 or 230. (Fall)

450 Histology (Lecture 3, Lab 1)

Microscopic study of animal tissues, with the relationship between structure and function stressed. 3 hours lecture, 3 hours laboratory weekly. Prerequisites: BIO 104; BIO 220 or 225 or 230. Corequisite: BIO 450L (special fee) (Alternate years, Spring)

451 Embryology (3)

Vertebrate embryology, including gametogenesis, fertilization, the formation of the germ layers, and organ systems. 3 hours lecture. Prerequisites: BIO 104; BIO 220 or 225 or 230. (special fee) (Alternate years, Fall)

454 Virology (3)

A broad investigation of viruses. Topics of discussion include the physical and chemical nature of viruses, methods of cultivation and assay, modes of replication, characteristics of major viral groups, and the mechanisms of viral disease. Emphasis on viral genetics and culture mechanisms. Prerequisites: BIO 104 and any one of the following: BIO 303, 325, 330 or 341. (Spring)

455 Immunology (3)

Basic theoretical concepts of immunology and the role of the immune system in health and disease. Major topics considered in this course are antibody formation, antigen-antibody interactions, biological effects of immunologic reactions, immunological specificity, immune dysfunctions, immunological methods, and vaccination. Prerequisite: BIO 104 and any one of the following: BIO 303, 325, 330 or 341. (Fall)

465 Environmental Field Study (3-10)

An opportunity for students to work in the field of environmental science on individual or group projects. Prerequisite: 12 s.h. Biology course work or Department Chair's permission. (Fall, Spring, Summer)

471 Biotechnology Internship (9-12)

An opportunity to learn experimental techniques by working in a company laboratory or a professional industrial environment. CR/NCR. Prerequisite: 12 s.h. Biology course work or Department Chair's permission. (Fall, Spring, Summer)

475 Seminar (3)

Presentation of reports, discussions, lectures, and papers on selected topic(s) in biology. Prerequisite: BIO 104. (Fall, Spring)

476 Teaching of Biology in the Secondary School (3)

Problems confronting teachers of biology in the secondary school; organization of courses, sources of materials, textbooks, methods of teaching. Prerequisite: BIO 104. (Fall, Spring)

295, 395, 495 Research (1-3), (1-3), (1-3)

Investigation of an original research problem of special interest to the student; independent execution of chosen experimental work or library research; under direction of one selected faculty member. MARC scholars follow a special research program. (45 hours/semester required per credit) Prerequisite: Approval of Instructor. (special fee) (Fall, Spring, Summer)

DEPARTMENT OF COMMUNICATION

Denis E. Vogel, Ph.D., Chair

Faculty: Chojnacki, Gordon, McMahon Hicks, Nelson, Samra, Saverimuttu, Sirimangkala

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

Curriculum in the Department of Communication is designed so that all students, regardless of major, will be able to:

1. Access multiple sources of reference material relevant to their area of study.
2. Write papers using concepts extending from some area of communication theory.
3. Make oral reports that effectively convey ideas or messages.
4. Communicate ethically and effectively in a variety of settings and behave professionally in their chosen career.
5. Develop an appreciation of the discipline through an integrated experience.

UNDERGRADUATE DEGREE REQUIREMENTS

Distribution Requirements:

All undergraduate degree candidates are required to fulfill the distribution requirements of the College of Arts and Sciences.

ADVERTISING (B.A.)

The Bachelor of Arts in Advertising is designed to provide the student with knowledge of all aspects of advertising. The curriculum exposes students to advertising strategy and planning, creative, media, and culture and provides them with the necessary tools to pursue a career in Advertising. In addition, the core

curriculum in the liberal arts gives students a balanced education and prepares them for a wide variety of professional contexts. The minimum grade of C is required in all major and minor courses.

The Advertising curriculum is designed so that majors will be able to:

1. Identify target audiences and develop effective advertising campaigns aimed at those groups.
2. Understand the interplay among advertising research, strategy, and positioning.
3. Understand the creative process and develop strong creative for print, broadcast, and interactive media.
4. Explain the role of advertising in our national and the world economies.
5. Understand the influence of advertising on our cultural norms, tastes, and trends.

Distribution: **51-52 credits**

SPE 101 is required as part of Distribution

Core Courses: **39 credits**

ADV	301	Principles of Advertising	3 cr.
ADV	362	Advertising Media Planning	3 cr.
ADV	401	Advertising Creative Strategy & Execution	3 cr.
ADV	442	Advertising & Social Responsibility	3 cr.
ADV	470	Advertising Campaigns	3 cr.
ADV	480	International Advertising	3 cr.
ADV	484	Public Relations/Advertising Research	3 cr.
ADV	499	Internship	3 cr.
COM	200	Introduction to Mass Media	3 cr.
COM	201	Introduction to Communication	3 cr.
COM	390	Principles of Public Relations	3 cr.
COM	412	Persuasion	3 cr.
COM	495	Communication Law	3 cr.

Production Co-requisites: **6 credits**

ART	205	Graphic Design Foundations	3 cr.
PHO	305	Computer Imaging	3 cr.

Business Co-requisites:	6 credits
MKT 306 Marketing Concepts & Applications	3 cr.
MKT 385 Consumer Behavior	3 cr.
General Electives:	17 or 18 credits
Degree Total:	120 credits

International Advertising

Students desiring specialization in International Advertising must add COM 304, Intercultural Communication. Students who are not proficient in a second language must also add a foreign language. The internship can be done abroad. Internships done overseas must be supervised by the School of Business as BUS 441 or 442.

Minor in Advertising: 21 credits

COM 201	Introduction to Communication	3 cr.
ADV 301	Principles of Advertising	3 cr.
ADV 362	Advertising Media Planning	3 cr.
ADV 401	Advertising Creative Strategy & Execution	3 cr.
ADV 442	Advertising and Social Responsibility	3 cr.
ADV 470	Advertising Campaigns	3 cr.
ADV 480	International Advertising	3 cr.

BROADCAST COMMUNICATION (B.A.)

Professional and Technical Standards for Admission, Enrollment and Graduation

Success in the field of broadcasting requires certain technical and emotional skills in addition to knowledge of theory. The Department of Communication acknowledges Section 504 of the 1973 Vocational Rehabilitation Act and the Americans with Disabilities Act of 1990 but has determined that prospective students must be able to meet the physical and emotional requirements of the academic program. A candidate for a Bachelor of Arts degree in Broadcast Communication must have abilities in six areas: communication, hearing, visual, mobility, motor skills, and social behavior. Compensation can be made for some disabilities but the use of an intermediary delays production decisions that must be made in a split second. Therefore, third parties cannot be used in studio productions.

The performance standards presented below are prerequisite for admission, continued enrollment, and graduation with a B.A. in Broadcast Communication. An example of activities that students are required to perform while enrolled in the broadcast communication program accompanies each standard.

Performance	Standard	Examples of Necessary Activities (not all inclusive)
Communication	Communication abilities sufficient for interaction with others orally and in writing	Give directions
Hearing	Auditory ability sufficient to respond to oral instructions	Monitor audio levels, respond to directions given through a headset
Visual	Visual ability sufficient for monitoring video sources	Focus shot, follow movement of people and objects in video shot, adjust audio and video levels
Mobility	Physical abilities sufficient to carry, move, and maneuver cameras in small spaces	Balance, move and "truck" studio cameras in a timely manner, hold a field camera steady
Motor Skills	Gross and fine motor abilities sufficient to operate broadcast equipment	Operate switcher, linear and non-linear editors, focus cameras
Social Behavior	Patience, interpersonal skills, teamwork, integrity, interest, and motivation	Work with others under the pressure of a "live" broadcast

The Bachelor of Arts in Broadcast Communication is the major for students considering a career in television/video and related broadcast fields. Major requirements are designed to provide the student with a strong core of knowledge in all facets of the profession. The minor, distribution requirements, and electives will provide the student with a broad background in the liberal arts. The minimum grade of C is required in all major and minor courses.

The Broadcast Communication curriculum is designed so that majors will be able to:

1. Explain the role of the media in social change.
2. Demonstrate knowledge of broadcast writing style and script preparation.
3. Identify and demonstrate mastery of selected broadcast facility equipment.
4. Understand the strategies and skills required in the various genres of video.

Degree Requirements

Distribution: 51-52 credits

SPE 101 is required as part of the Distribution

Department Requirements: 3 credits

COM 201 Introduction to Communication 3 cr.

Broadcast Communication Requirements: 24 credits

COM 200 Introduction to Mass Media 3 cr.

COM 204 Writing for the Media 3 cr.

COM 214 Television Production 3 cr.

COM 314 Advanced Television Production 3 cr.

COM 490 Public Affairs Producing (**capstone**) 3 cr.

COM 495 Communication Law 3 cr.

COM 497 Media Management 3 cr.

COM 499 Internship 3 cr.

Broadcast Communication Major Focus (complete one focus) 9 credits

Television & Video Production Focus

COM 420 Media Programming 3 cr.

COM 456 Advanced Video Editing 3 cr.

COM 491 Television Directing 3 cr.

OR

Broadcast News Focus

COM 318 Radio & TV Reporting 3 cr.

COM 418 Broadcast News 3 cr.

COM 421 Ethics in the News Media 3 cr.

Communication Electives (Courses designated ADV, COM, JOU, or SPE 300 & 400 level) **6 credits**

Minor (a minor is strongly recommended) **21 credits**

General Electives 6 credits

DEGREE TOTAL: 120 credits

Minor in Broadcast Communication: 21 credits

COM 200 Introduction to Mass Media 3 cr.

COM 201 Introduction to Communication 3 cr.

COM 204 Writing for the Media 3 cr.

COM 214 Television Production 3 cr.

COM 314 Advanced Television Production 3 cr.

COM 366 History of the Moving Image 3 cr.

COM 495 Communication Law 3 cr.

COMMUNICATION STUDIES (B.A.)

The Bachelor of Arts in Communication Studies is a broadly-based program designed for those students who seek a generalist's orientation to the communication discipline. The student is encouraged to investigate all aspects of the program, developing a core of knowledge in communication studies, and to apply general elective hours to the minor in order to create a double major. The minimum grade of C is required in all major and minor courses.

The Communication Studies curriculum is designed so that majors will be able to:

1. Understand the human communication process, its major elements (i.e., source, receiver, message, channel, feedback, noise, context), and different contexts (e.g., interpersonal, intercultural, organizational, public).
2. Understand the complexity and dynamics of human communication.
3. Develop awareness of cultural similarities and dissimilarities and appreciation of differences in all communication contexts.
4. Identify the interplay among source, message, channel, and audience in persuasion and distinguish among the various persuasive strategies.

Degree Requirements

Distribution: 51-52 credits

SPE 101 is required as part of the Distribution

Senior Level Courses (Enroll after the majority of major coursework is successfully completed): **6 credits**

COM 407 Theories of Human Communication 3 cr.

COM 499 Internship **or**

COM 399 Practicum (or additional upper level) 3 cr.

Overview Courses: 12 credits

COM 200 Introduction to Mass Media 3 cr.

COM 201 Introduction to Communication 3 cr.

ADV 301 Principles of Advertising 3 cr.

COM 390 Principles of Public Relations 3 cr.

Public Address Courses: 6 credits

SPE 401 Business & Professional Communication 3 cr.

SPE 415 Speech Research, Writing & Delivery 3 cr.

Context Courses: 18 credits

COM 104 Interpersonal Communication 3 cr.

COM 304 Intercultural Communication 3 cr.

COM 326 Small Group Communication 3 cr.

COM 408 Relational Communication **or**

COM 320 Family Communication 3 cr.

COM 409 Organizational Communication 3 cr.

COM 412 Persuasion 3 cr.

Minor: 21 credits

General Electives: 5-6 credits

Degree Total: 120 credits

Minor in Communication Studies: 21 credits

COM 104 Interpersonal Communication 3 cr.

COM 201 Introduction to Communication 3 cr.

COM 304 Intercultural Communication 3 cr.

COM 407 Theories of Human Communication 3 cr.

COM 408 Relational Communication 3 cr.

COM 409 Organizational Communication 3 cr.

SPE 401 Business & Professional Communication **or**

SPE 415 Speech Research, Writing, and Delivery 3 cr.

PUBLIC RELATIONS (B.A.)

This major provides students with a background in the theories, methods, and practical skills of the field so that they can pursue a variety of careers in public relations. The minimum grade of C is required in all major and minor courses.

Goals and Objectives

The Public Relations curriculum is designed so that majors will be able to:

- Define the role of public relations and understand its history.
- Demonstrate oral and written competency and understanding of media, current issues, and practices in the field.
- Apply various strategic systematic approaches to problem solving, case studies, and campaigns.
- Complete and present comprehensive research-based public relations campaigns to clients.

Distribution: 51 credits
SPE 101 is required as part of the distribution

Core Courses: 27 credits

COM	201	Introduction to Communication	3 cr.
ADV	301	Principles of Advertising	3 cr.
COM	390	Principles of Public Relations	3 cr.
COM	391	Public Relations Campaigns	3 cr.
COM	484	Public Relations/Advertising Research	3 cr.
COM	499	Internship	3 cr.

Select three of the following courses:

ADV	401	Advertising Creative Strategy and Execution	3 cr.
COM	409	Organizational Communication	3 cr.
COM	412	Persuasion	3 cr.
COM	495	Communication Law	3 cr.

Public Address Courses: 6 credits

SPE	401	Business & Professional Communication	3 cr.
SPE	415	Speech Research, Writing & Delivery	3 cr.

Writing Courses 6 credits

COM	204	Writing for the Media	3 cr.
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Choose one course from the following:

ENG	344	Professional Editing	3 cr.
ENG	362	Magazine Article Writing	3 cr.
ENG	374	Writing for the Internet	3 cr.
ENG	404	Persuasive Writing or	3 cr.
ENG	406	Rhetorical Analysis	3 cr.
ENG	444	Business Research, Writing & Editing	3 cr.

Production Co-Requisites 3 credits

Choose any one course from the following:

PHO	305	Computer Imaging 1	3 cr.
CS	325	Desktop Publishing	3 cr.
CS	338	Web Design, Authoring & Pub.	3 cr.

Marketing Co-Requisite: 3 credits
MKT 306 Marketing Concepts and Apps. 3 cr.

Minor and/or Electives: 24 credits

Students are encouraged to take a relevant minor. Minors in Marketing, Computer Technologies, Photography and Art are strongly recommended.

Degree Total: 120 credits

Minor in Public Relations: 21 credits

COM	204	Writing for the Media	3 cr.
COM	390	Principles of Public Relations	3 cr.
COM	391	Public Relations Campaigns	3 cr.
SPE	401	Business & Professional Communication or	
SPE	415	Speech Research, Writing & Delivery	3 cr.
COM	484	Public Relations/Advertising Research	3 cr.
ADV	301	Principles of Advertising	3 cr.
COM	495	Communication Law	3 cr.

Course Descriptions — Advertising Prefix: ADV

301 Principles of Advertising (3)

Basic principles of advertising and their role in media and society. Includes advertising environment in the 21st Century, agency and client relationships, consumer behavior, ethics, and the role of research, creative appeals, and media selection in advertising effectiveness. Study of the organization of the advertising profession.

362 Advertising Media Planning (3)

Planning execution and control of advertising media programs. Fundamental characteristics of the media. Buying and selling process. Techniques and methods used in advertising media planning process. Prerequisites: ADV 301, and MAT 152 or permission of the instructor.

401 Advertising Creative Strategy & Execution (3)

The role of strategy in the creation and design of advertising. Writing effective copy for print and broadcast media. Prerequisites: ADV 301, ENG 111. ART 205 recommended.

442 Advertising and Social Responsibility (3)

Critical examination of the impact of advertising on society and culture. Advertising's role in the formation of trends, social habits, and other patterns of behavior as they pertain to multiple groups within society. Prosocial uses of advertising will also be discussed.

470 Advertising Campaigns (3)

Capstone course emphasizing the planning and creation of advertising campaigns. Students will com-

plete and present a multimedia advertising campaign. Prerequisites: ADV 301, ADV 401, and ADV 362.

480 International Advertising (3)

Major theoretical and managerial issues in international advertising and advertising directed at cultural minorities within countries.

484 Public Relations/Advertising Research (3)

Introduction to public relations and advertising research methodology. Includes planning, measurement, evaluation, and reporting of results. Prerequisites: ADV 301, COM 390, and MAT 152 or permission from the instructor. Same as COM 484.

499 Internship (3-12)

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

Course Descriptions — Communication Prefix: COM

104 Interpersonal Communication (3)

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

200 Introduction to Mass Media (3)

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

201 Introduction to Communication (3)

This course provides an overview of the human communication discipline. Students will be introduced to various topics within Communication, including the rudiments of communication theory and a survey of communication contexts (e.g., interpersonal, small group, organizational, public, mass, and intercultural).

204 Writing for the Media (3)

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

214 Television Production (3)

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

215 Audio Production (3)

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

300 Special Topics in Communication (3)

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

301 Practicum I (1)

Development of skills in communication related settings. Prerequisite: COM 214 or permission of Department Chair. May be repeated for a maximum of 3 credit hours.

302 Nonverbal Communication (3)

Survey of research in nonverbal communication. Includes the study of posture and body movements, eye contact, facial expression, vocal cues, physical appearance, and space as well as the effects of cultural, situational, and personality variables. Prerequisites: COM 201 and either SPE 101 or COM 104.

304 Intercultural Communication (3)

An introduction to the factors which influence communication among individuals of different subcultures. Both theoretical and practical problems of intercultural communication are analyzed. Prerequisite: SPE 101 or COM 104.

314 Advanced Television Production (3)

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

315 Advanced Audio Production (3)

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

318 Radio and TV Reporting (3)

Researching, writing, taping and editing news stories for radio, television and the internet. Includes discussion and application of gate keeping functions: story selection and story order in a newscast. Prerequisites: COM 204, and COM 314.

320 Family and Communication (3)

This course focuses on the ways families communicate in order to increase understanding of one's own communication behaviors and improve speech and communication skills. The course will focus on the principles and practices of effective, ethical, persuasive communication as applied to family groups. Prerequisites: COM 201 and either SPE 101 or COM 104.

326 Small Group Communication (3)

Theory and practice in leading and participating in small groups. Special focus on problem solving and the management of conflict. Prerequisites: COM 201 and either SPE 101 or COM 104.

340 Film Genres (3)

This course will examine the concepts of film genre by looking at two genres in the same semester. In the first half of the semester, students will be introduced to the ideas with an easily identifiable genre, such as the musical or the Western. In the second half, students will build on their knowledge by applying the concepts to a genre which is more difficult to define (such as film noir) or which blends over into other genres (such as the horror/fantasy/science-fiction crossover).

359 Independent Study (3)

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

366 History of the Moving Image (3)

This course examines the development of the media that utilize the moving visual image. The first focus of the course will be the history of cinema from the 1890s to the present. The second emphasis will be the history of television, from the early 20th century to the present. Through examination of the history of these two highly influential media, the student will gain an understanding of why and how the film and TV industries have arrived at their current status. In addition to class meetings, students will be required to attend one weekly screening of a classic example of the medium from the period under discussion. Prerequisite: COM 200.

390 Principles and Case Studies of Public Relations (3)

Basic concepts of public relations; case studies; the tools and media used in communication with the public.

391 Public Relations Campaigns (3)

The detailed analysis of the utilization of principles and techniques of public relations in a variety of contemporary situations and the practical application of these principles and techniques to campaigns. Prerequisite: COM 390.

399 Public Relations Practicum (1-3)

Development of skills in public relations settings. Designed to give students hands-on experience in public relations on campus. Prerequisites: COM 390 and either COM 391 or COM 484.

401 Practicum II (2)

Advanced development of skills in communication related settings. Prerequisites: COM 301 and COM 314 or permission of Department Chair.

407 Theories of Human Communication (3)

The study of Theoretical orientations in the field of human communication. Focus on 20th century theorists and schools of thought including models of communication. Prerequisite: Junior or Senior standing.

408 Relational Communication (3)

Focus on the nature and functions of communication within relationships. The purpose of this course is to provide a survey of some of the major theoretical perspectives and historical and contemporary research on relational communication. Topics include relationship stages, attraction, dating, relational communication dysfunction, and family communication. Prerequisites: COM 201 and either SPE 101 or COM 104.

409 Organizational Communication (3)

This course focuses on the nature and functions of communication in organizational settings. The course seeks to provide students with an understanding of the concepts and methods needed to assess and improve the nature of communication processes in organizations. Prerequisites: Junior or Senior standing.

412 Persuasion (3)

Beginning with Aristotle, this course provides an historical perspective on how persuasion has evolved to modern times. Emphasis on factors such as attention, perception, needs, values, and credibility. Practice in presentation of persuasive oral and written communication. Emphasis given to persuasive campaigns. Prerequisites: COM 201 and either SPE 101 or COM 104.

418 Broadcast News (3)

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

420 Media Programming (3)

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

421 Ethics in the News Media (3)

The exploration of ethical systems and their application to socially, professionally and personally responsible decision making in news media, including radio, television and the internet.

431 Media Relations and Sport (3)

Study of professional and collegiate sports and their relationship with the various media outlets. Same as SES 431.

446 Screenwriting (3)

An advanced writing course designed for students interested in learning how to write scripts for film and television. Students learn the various forms, genres, techniques, and styles of writing for film and television. The course will require students to write both a teleplay and a full-length screenplay. Prerequisite:

COM 204 or permission of the instructor. Same as ENG 446.

455 Acting for the Camera (3)

On-camera workshop focusing on specific acting techniques relevant to film, TV, and commercials. Prerequisite: Permission of Department Chair. Same as TH 455.

456 Advanced Video Editing (3)

The final stage in the life of a production, before air, occurs in the editing room. This course has two main thrusts: hands-on practical instruction in the use of digital non-linear (computer-based) editing systems, and in-depth, intense examination of the aesthetics and communication considerations that motivate the choices in the editing room. Prerequisites: COM 214 and COM 314.

470 Seminar in Communication (3)

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

484 Public Relations/Advertising Research (3)

Introduction to research methodology for public relations and advertising. Includes planning, measurement, evaluation, and reporting of results. Prerequisites: COM 390 or ADV 301 and MAT 152 or permission from the instructor. Same as ADV 484.

490 Public Affairs Producing (3)

In this course students function as full-charge producers in the pre-production stage of public affairs program development, and then as production crew during taping. Student producers are responsible for identifying a topic, and selecting and gaming the cooperation of a program host and guests. The student producer conducts background research on the topic, scripts the intros, transitions, and closes for the program, prepares a topic background file for the host, and then prepares sets of suggested questions to be used during the opening, body, and closing phases of the program.

491 Television Directing (3)

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

495 Communication Law (3)

Studies in the current laws governing the mass media. Role of the FCC, libel, privacy, and First Amendment issues. Note: for Juniors and Seniors only.

497 Media Management (3)

The theory of management applied to issues in radio, television or the internet. Practical experience in examining and resolving business problems in personnel, promotion, sales, advertising, content and regulation. Participation in a major project required. Prerequisite: Senior standing (90 credits) or permission of the Instructor and Department Chair.

498 Broadcast Journalism (3)

Principles of journalism applied to the electronic media. Experience in field reporting and writing news copy. Prerequisite: COM 204 or JOU 243, COM 418 is recommended. Same as JOU 498.

499 Internship (3-12)

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

NON-DEGREE PROGRAM

**SPEECH
Course Descriptions—
Speech Prefix: SPE**

101 Fundamentals of Speech (3)

Study and practice of basic public communication skills. Communication majors minimum grade of "C" required.

105 American English Phonetics (3)

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

**401 Business and Professional
Communication (3)**

Application of principles of speech communication in the presentation of informational reports, conference management, and interviewing. Prerequisite: SPE 101.

415 Speech Research, Writing and Delivery (3)

Study of speech design and delivery for a variety of public situations. Includes the study of research sources, content, and organization in speeches written for and delivered by others. Prerequisite: SPE 101.

DEPARTMENT OF ENGLISH AND FOREIGN LANGUAGES

Bradley Bowers, Ph.D., Chair

Faculty: Alvarez, Bowers, Byrne, Cartright, Connell, Estevez, Ferstle, Fishman, Gordon, Greenbaum, Nodarse, Schanfield

ENGLISH (B.A.)

CORE COURSES (9 credits)

ENG 324 Major American Writers
ENG 331 or 332 Major British Writers I, II
ENG 350 Theories of Rhetoric and Public Discourse

Students specializing in either literature or professional writing may receive a BA in English.

The minimum grade of C is required in all major and minor courses. A student must maintain a minimum G.P.A. of 2.5 in major and minor courses.

LITERATURE SPECIALIZATION

The literature curriculum provides students with a study of the critical thinking process by which writers and readers activate meaning through language. Major area courses provide students with a broad background in the issues of textual representation as well as instruction in effective written communication, critical and creative thinking, and research skills in the discipline. Students are prepared for postgraduate studies and careers in a variety of areas related to the liberal arts, especially the humanities.

Goals and Objectives

The literature curriculum has the following goals and objectives:

- Demonstrating a set of critical practices in reading and writing.
- Performing close reading of the content and style of a variety of texts from the Anglo-American canon to multicultural, postcolonial, and gendered expansions of the canon.

- Developing an awareness of the history of literatures and genres written in English in terms of specific aesthetic, political, and social contexts.

Curriculum

The literature specialization requires a minimum of 36 credit hours in addition to the Core listed above.

Required Courses (15 credits)

ENG 331 or 332 Major British Writers I, II
ENG 352 Survey of African American Literature
ENG 387 Introduction to Literary Theory and Criticism
ENG 407 Shakespeare
ENG 487 Senior Seminar

21 credits from the following recommended ENG or HUM courses with no more than 12 credits in HUM

Period courses in ENG

ENG 420 Medieval English Literature
ENG 424 American Literature 1800-1865
ENG 425 American Literature 1865-1914
ENG 426 American Literature 1914-present
ENG 432 Nineteenth-Century English Literature: the Romantics
ENG 433 Nineteenth-Century English Literature: the Victorians
ENG 460 Twentieth-Century Literature 1900-1945
ENG 461 Twentieth-Century Literature 1945-present

Genre Courses in ENG

ENG 300 Special Topics
ENG 315 The Novel
ENG 316 World Literary Masterpieces
ENG 336 Latino/Latina Literature
ENG 340 Women in Literature
ENG 348 Caribbean Literature
ENG 419 Literature and Film
ENG 429 English Studies
ENG 449 Film Theory and Criticism

HUM Courses

- HUM 396 Cultural Studies Special Topics
 HUM 397 Ethnic Studies Special Topics
 HUM 398 Gender Studies Special Topics
 HUM 399 Genre Studies Special Topics

Other ENG courses may be used as major electives with permission of the Chair.

A minor in literature is also available. The minor consists of a minimum of 21 credits in literature and humanities beyond the ENG 111/ENG 210/112/199 level.

A minor in Literature for Middle School Educators: The minor is designed to provide students with a background in the issues of textual representation as well as instruction in effective written communication and critical and creative thinking skills. The course options meet the State of Florida DOE certification requirements for teaching Middle Grades English (Grades 5-9). Refer to the School of Education for more information

PROFESSIONAL WRITING SPECIALIZATION

The Professional Writing specialization provides students with a background in the theories, methods, and practical skills of the field so that they can pursue a variety of careers in writing, publishing, and electronic media. The minimum grade of C is required in all major and minor courses.

Goals and Objectives

The professional writing curriculum has the following goals and objectives:

- Demonstrating an adequate understanding of the basic principles of written organizational communication and the application of these principles to real world situations.
- Demonstrating critical thinking and problem solving skills.
- Presenting material both in written and visual formats.

Curriculum

The professional writing specialization requires 33 credit hours from the following recommended courses in addition to the Core listed above plus a 3-6 credit internship. CS 280 is a co-requisite.

- ENG 333 Introduction to Fiction Writing
 ENG 344 Professional Editing
 ENG 362 Magazine Article Writing
 ENG 364 Multi Media Writing
 ENG 374 Writing for the Internet
 ENG 404 Persuasive Writing
 ENG 406 Rhetorical Analysis
 ENG 410 Advanced English Grammar

- ENG 417 Copywriting
 ENG 444 Business Research, Writing, and Editing
 ENG 446 Screenwriting
 ENG 447 Technical and Scientific Research, Writing, Editing
 CS 325 Desktop Publishing
 JOU 416 Investigative Reporting
 ENG 499 Internship (3-6 credits)

Other ENG courses may be used as major electives with permission of the Chair.

A minor in Professional Writing requires completion of 21 credit hours of professional writing courses which must include either ENG 350 or ENG 406.

The 3 or 6-credit hour internship offers students the opportunity to work with a company or organization in their intended area of specialization and to build a portfolio.

**Course Descriptions—
English Prefix: EN****012 Reading, Essay, and Language Skills for
CLAST (1)**

Please see Learning Center.

**Course Descriptions—
English Prefix: ENG**

All courses other than ENG 095, 111, 199, 210, and 112 are generally on a three-year rotation. ENG 112 or ENG 210 is a prerequisite for all upper-level ENG courses

095 English Composition Strategies (3)

Please see Learning Center.

105 American English: Phonetics (3)

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

111 First Year Composition and Literature (3)

Writing of short papers based on readings. A minimum grade of C is required to earn credit and to satisfy graduation requirements. Fulfills the Gordon Rule. Can only be taken for a letter grade.

112 Techniques of Research (3)

Writing the research paper based on readings. Optional for all Schools EXCEPT Arts and Sciences. Fulfills the Gordon Rule. Prerequisite: ENG 111 with C or better.

199 Special Topics (3)

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

210 Introduction to Literature (3)

Using research techniques to interact with and critically write about readings in the three major literary genres – fiction, drama, and poetry. Required for Arts and Sciences as general education. Optional for all other schools as distribution. Fulfills the Gordon Rule. Prerequisite: ENG 111 with C or better.

300 Special Topics (3)

Content to be determined each semester by the Department as requested by faculty and/or students to fill specified needs or interests. Students may repeat ENG 300 as long as course content varies with each repetition.

315 The Novel (3)

Critical examination of selected novels.

316 World Literary Masterpieces (3)

Critical examination of selected works representing different historical and socio-cultural contexts.

324 Major American Writers (3)

Survey of major American authors from the colonial period to the present.

331/332 Major British Writers I, II (3) (3)

Historical survey of the literature of England to the present.

333 Introduction to Fiction Writing (3)

Study of fiction models. Students will engage in exercises that explore the creative process and various modes of fiction. Students will write and revise fiction, to compile a portfolio of the semester's work.

334 Introduction to Poetry Writing (3)

Study of models of classic and contemporary poetry. Students will engage in exercises that explore the creative process and various poetic forms. Students will write and revise poems to compile a portfolio of the semester's work.

336 Latino/Latina Literature (3)

Study of poetic and narrative works representing distinct Latino groups. Texts are examined within their sociopolitical and historical contexts. Latino/a writers bring together the Hispanic and U.S. literary traditions and provide a new literary perspective based on their history, migratory experience, and cultural diversity. Issues such as race, class, and gender, as well as ethnic and national identity, are thoroughly examined.

340 Women in Literature (3)

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

344 Professional Editing (3)

Study of editing materials for publication. Students will explore questions of correctness and style, while also addressing the mechanics of proofreading. Students will learn how to create prose that is correct in syntax, usage, and punctuation; how to adapt prose style to fit a variety of audiences and situations; and how to edit manuscripts in preparation for printing. (Formerly ENG 244).

348 Caribbean Literature (3)

Examination of texts that reflect political, social, and cultural issues related to Caribbean life and culture. Students will read literature by Caribbean authors residing both inside and outside of their countries.

350 Theories of Rhetoric and Public Discourse (3)

Examination of the role of rhetoric in all aspects of public life. Students will explore the uses of persuasive discourse in the processes of uniting societies, in creating and pursuing their goals and desires, and in negotiating changes to and challenges of their traditions. The approach is fundamentally chronological beginning with Aristotle and surveying key figures in the development of Renaissance and 18th and 19th century rhetoric. The focus of the course is on contemporary thinkers and theories and the ways in which they influence current persuasive practices.

352 Survey of African American Literature (3)

An examination of the major works of African American writers from colonial times to the present. (Formerly ENG 245).

359, 459 Independent Study (3) (3)

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

362 Magazine Article Writing (3)

An advanced course for students interested in learning to write for popular periodicals. The class explores the differences between magazine articles and newspaper journalism. Students learn how to analyze magazines, research articles, interview subjects, write articles, and prepare them for publication. Same as JOU 362.

364 Multi Media Writing (3)

Study of composition and journalism using a variety of media. Students will produce interactive multimedia documents within a hybrid genre in order to recognize the multiple ways in which narratives can be told. Same as JOU 364.

374 Writing for The Internet (3)

Study of organizational patterns, navigation systems, and Internet etiquette. Teaches students basic skills for creating hypertext and hypermedia documents. Students in this course distinguish traditional text documents from e-texts (electronic texts) and hyper-texts (text including hyperlinks and text encoded with

hypertext markup language), examining the stylistic consequences of these formal distinctions from a humanistic perspective. The class emphasizes the sense that traditional notions of authorship and authority are reconstituted by the contemporary writing environment, and students apply their findings via the creation of original hypertext documents both individually and in collaboration with their peers.

387 Introduction to Literary Theory and Criticism (3)

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

404 Persuasive Writing (3)

Study of the science and art of using written language to promote information gain, induce attitude change, and affect behavior. Beginning with Aristotelian concepts such as logos, ethos, and pathos, this course will provide students with the necessary knowledge and skills to generate, arrange, and write effective arguments. Psychological and sociological principles of persuasion will be examined and the various uses of argument in contemporary situations explored.

406 Rhetorical Analysis (3)

In-depth analysis of advertisements, speeches, film, and literature as persuasive texts. Students will learn both the nature and scope of persuasion and be introduced to several different methods for analyzing the argumentative strategies of texts. Among these are the traditional, Burkeian, sociological, feminist, and postmodern perspectives. Students will also consider the ethical, aesthetic, and political problems raised by texts designed to persuade an audience.

407 Shakespeare (3)

In-depth study of selected Shakespearean plays and poems. Emphasis on the author's artistic development. Same as TH 407.

410 Advanced English Grammar (3)

Analysis of English grammatical structures. Emphasis on modern descriptive analysis.

412 Contemporary Rhetorical Theories (3)

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

417 Copywriting (3)

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

419 Literature and Film (3)

Examination of film history and film forms as part of a larger cultural history. Clarification and differentiation of the connections between film and literature.

Exploration of the ways literary concepts are interpreted through film.

420 Medieval English Literature (3)

Analysis of major literary works of the Middle Ages to 1485.

424 American Literature: 1800-1865 (3)

Critical examination of selected works from major writers of the period.

425 American Literature: 1865-1914 (3)

Critical examination of selected works from major writers of the period.

426 American Literature: 1914-Present (3)

Critical examination of selected works from major writers of the period.

429 English Studies (3-12)

In-depth study of selected literary topics, works, figures, and genres. ENG 429 may be repeated as long as course content varies with each repetition.

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

In-depth study of major literary works of the period.

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

In-depth study of major literary works of the period.

439 Theatre History I (3)

A history of theatre production from Aeschylus to Shakespeare, with selected readings from Greek, Roman, Medieval and Renaissance dramatic literature. Same as TH 439.

440 Theatre History II (3)

A history of theatre production from Restoration to Realism, with selected readings from French neo-classical comedy and tragedy, English restoration comedy and Continental realism. Same as TH 440.

441 Contemporary Theatre (3)

A survey of theatre production in the 20th and 21st Centuries, with selected readings. Same as TH 441.

444 Business Research, Writing, and Editing (3)

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

446 Screenwriting (3)

An advanced writing course designed for students interested in learning how to write scripts for film and television. Students learn the various forms, genres, techniques, and styles of writing for film and television. The course will require students to

write both a teleplay and a full-length screenplay. Prerequisite: COM 204 or permission of the instructor. Same as COM 446.

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

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

449 Film Theory and Criticism (3)

Introduction of terminology and methodology for critical viewing of films. Discussion of the role of theory in film analysis. Practice in reading films as reflecting social, cultural, religious, economic, and aesthetic values of the periods and countries which produce the films. Prerequisite: COM 366 or PHO 421.

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

In-depth study of selected works of the period.

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

In-depth study of selected works of the period.

487 Senior Seminar (3)

A capstone course. Writing a senior paper analyzing text from at least three critical perspectives. Completing a comprehensive literature examination.

499 Internship (3-6)

Practical experience within a professional setting. Pre-requisite: Senior status (90+ credit hours); 2.50 overall GPA; all paperwork must be completed before the end of the semester preceding the internship. Prior approval of Department Chair and Dean required.

FOREIGN LANGUAGES

Goals and Objectives:

The foreign language curricula at Barry University have the following goals and objectives:

- Goal: Developing communication skills in languages other than English.
Objectives: The student will be able to:
 - Engage in conversations by providing and obtaining information, expressing feelings and emotions, and exchanging opinions.
 - Understand and interpret written and spoken language on a variety of topics.
 - Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- Goal: Acquiring knowledge and understanding of other cultures.

Objectives: The student will be able to:

- Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
 - Demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
- Goal: Connecting with other disciplines and acquiring information.
Objectives: The student will be able to:
 - Reinforce and further knowledge of other disciplines through the foreign language.
 - Acquire information and recognize the distinctive viewpoints that are available only through the foreign language and its cultures.
 - Goal: Participating in multilingual communities at home and around the world.
Objectives: The student will be able to:
 - Use the language both within and beyond the school setting.
 - Show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

SPANISH (B.A.)

Students are placed in Spanish classes according to their level of proficiency. The Spanish program provides students with proficiency in the four basic skills—listening, speaking, reading, and writing—and gives them a deeper understanding of the Hispanic culture and literature. It aims to prepare Spanish majors not only to teach, but also to broaden their opportunities in career areas such as translation and interpretation, diplomatic service, international business and industry, social welfare, law, allied health professions, communications and services, among others.

Language and Literature Specialization

The language and literature specialization consists of a minimum of 33 credits beyond SPA 101 and 102. In addition, students must take SPA 487 Senior Seminar.

Students will choose 12 credits from the following list of courses:

- SPA 315, 316 Reading and Writing I, II
- SPA 355, 356 Spanish Authors I, II
- SPA 360, 361 Major Hispanic-American Authors I, II

The remaining 21 credits may be selected from any 300 or 400 level course.

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

At the end of the program, Spanish majors must satisfactorily complete a comprehensive examination that includes an oral component.

Minor in Spanish

The Spanish minor is available under two options: a) a general minor consisting of 21 credit hours in Spanish and b) the Certificate Program in Translation and Interpretation consists of 21 credit hours with the option of a 6 credit hour internship.

Up to six credits in Spanish will be granted for CLEP upon completion of six credits in residence, according to placement. The level of competency will be determined by the Foreign Language faculty.

Up to six credit in Spanish at the 200-level will be granted to students passing the language and/or literature Advanced Placement examination with a score of four or more.

Translation and Interpretation Specialization

MISSION

The Translation and Interpretation major fulfills the mission of the university by offering quality education in the liberal arts tradition in an interdisciplinary fashion. It incorporates various liberal arts disciplines and responds to the changing needs of students in a multiethnic and multilingual society.

GOALS

1. Developing translation and interpretation skills in Spanish and English.
2. Acquiring knowledge and understanding of other cultures.
3. Connecting with other disciplines and acquiring information.
4. Participating in multilingual communities at home and around the world.

PROSPECTIVE STUDENTS

The major is designed to give students from a variety of backgrounds an opportunity to acquire knowledge of the theories, methods, and practices of translation and interpretation so they can pursue careers as translators or interpreters or engage in graduate studies in the field.

ADMISSION REQUIREMENTS

To undertake this major students must demonstrate a minimum proficiency in Spanish and English at the intermediate-high level. Proficiency will be determined by examination.

CURRICULUM

Our curriculum aims to:

1. Enhance students' confidence in both languages by sharpening their language skills.
2. Increase students' cultural awareness.
3. Familiarize students with the theories, methods, and practices of translation and interpretation.
4. Sharpen students' skills and techniques in translation and interpretation.

GRADUATION REQUIREMENTS

A minimum grade of C is required in all courses and a 2.5 GPA. If a student earns a grade below C in any of the courses the course must be repeated.

Students must complete a minimum of 36 credit hours in courses from the following list which includes a capstone course.

Translation and Interpretation Courses (15)

SPA	325	Introduction To Translation
SPA	326	Introduction To Interpretation
SPA	425	Advanced Techniques Of Translation
SPA	426	Advanced Techniques Of Interpretation
SPA	487	Senior Seminar

Language and Literature Courses (12)

SPA	304	Advanced Spanish
SPA	307	Advanced Conversation
SPA	315	Reading and Writing I
SPA	316	Reading and Writing II
SPA	317	Commercial Spanish
SPA	355	Major Spanish Authors I
SPA	356	Major Spanish Authors II
SPA	360	Major Hispanic-American Authors I
SPA	361	Major Hispanic-American Authors II
ENG	410	Advanced English Grammar
ENG	447	Technical & Scientific Research, Writing and Editing

Culture Courses (6)

SPA	333	Spanish Culture
SPA	335	Hispanic-American Culture

Communication Courses (3)

COM	304	Intercultural Communication
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(COM 104 OR SPE 101 are pre-requisites for COM 304)

CERTIFICATE PROGRAM IN TRANSLATION AND INTERPRETATION

Required courses:

ENG	410	Advanced English Grammar	3
SPA	315	Reading and Writing I	3
SPA	316	Reading and Writing II	3
SPA	325	Introduction to Translation	3
SPA	326	Introduction to Interpretation	3
SPA	425	Advanced Techniques of Translation	3

SPA 426 Advanced Techniques of Interpretation 3
21

Recommended courses:

SPA 499 Internship 3-6
Total: 24-27

**Course Descriptions—
Spanish Prefix: SPA**

101, 102 Elementary Spanish I, II (3) (3)

Introduction to Spanish as a spoken and written language; conversation, with emphasis on a practical vocabulary and accurate pronunciation; reading and writing with progressive grammatical and cultural explanations. Language lab attendance required.

199 Special Topics (3)

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

203, 204 Intermediate Spanish I, II (3) (3)

Intensive oral and written review of Spanish pronunciation and grammatical patterns, as well as reading, writing and culture. Language lab attendance required. Prerequisite: SPA 102 or equivalent.

300 Special Topics (3-12)

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

304 Advanced Spanish (3)

Focus on the intensive study of the written and spoken language. Practice of advanced skills will be provided to facilitate spontaneity of expression.

307 Advanced Conversation (3)

Development of speaking skills. Prepared and extemporaneous dialogues, reports, skits on real-life situations, and other projects. For non-heritage speakers. Prerequisite: SPA 204 or equivalent.

315, 316 Reading and Writing I, II (3) (3)

Readings in Spanish as well as study of grammar and spelling. Techniques of composition. For native and non-native speakers with command of the language.

317 Commercial Spanish (3)

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

325 Introduction to Translation (3)

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

326 Introduction to Interpretation (3)

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

333 Spanish Culture (3)

Survey of the life and culture of the Spanish people.

335 Hispanic-American Culture (3)

Survey of the life and culture of the Hispanic-American peoples.

355, 356 Major Spanish Authors I, II (3) (3)

Historical survey of Spanish literature from its origins to the twentieth century. Representative works of each period.

359/459 Independent Study (3) (3)

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

360, 361 Major Hispanic American Authors I, II (3) (3)

Historical survey of Hispanic-American literature from its origins to the twentieth century. Representative works of each period.

366 The Hispanic-American Novel (3-6)

Selected readings, discussion, and analysis of major Hispanic-American novels.

425 Advanced Techniques of Translation (3)

Advanced methods and tools for professional translating. Prerequisite: SPA 325 or equivalent.

426 Advanced Techniques of Interpretation (3)

Advanced methods and tools for professional interpreting. Prerequisite: SPA 326 or equivalent.

440 Spanish Literature of the Golden Age (3-6)

Selected readings, discussions, and analysis of the works of the principal writers of the sixteenth and seventeenth centuries.

443 Twentieth Century Spanish Literature (3-6)

Selections from the poetry, prose, and drama of the twentieth century.

447 Contemporary Hispanic-American Fiction (3-6)

Selected readings, discussions, and analysis of the principal trends and authors of Hispanic-American contemporary fiction.

487 Senior Seminar (3)

A study of the interrelations of literature with the other liberal arts.

499 Internship (3-6)

Practical experience within a professional setting. Prerequisite: Senior status (90+ credit hours); 2.5 overall G.P.A.; all paperwork must be completed before the end of the semester preceding the intern-

ship. Prior approval of Department Chair and Dean required.

Minor in French

A minor in French requires a minimum of 21 credit hours with a C or above.

Course Descriptions— French Prefix: FRE

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

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

199 Special Topics (3)

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

203-204 Intermediate French I, II (3) (3)

Intensive oral and written review of the pronunciation and the structures of the French language; recognition and active handling of aural comprehension and oral production; reading and writing. Language lab component. Prerequisite for FRE 203: FRE 102 or equivalent; prerequisite for FRE 204: FRE 203 or equivalent.

250 Conversation and Composition (3)

Diction and fluency in the language; prepared and extemporaneous dialogues and reports on current topics; practice in writing French with accuracy; systematic review of the grammatical principles of the French language; study and practice of French pronunciation with exercises in diction. Language lab component. Prerequisite: FRE 204 or equivalent.

300 Special Topics (3-12)

Content to be determined to fill specific needs or interests.

301 Advanced Conversation, Composition, and Grammar (3)

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

302 Introduction to French Literary Texts (3)

Introduction to French literature through close reading and discussion of selected works chosen from representative genres. Includes compositions, conversation, and introduction to literary criticism. Conducted in French. Prerequisite: FRE 250 or equivalent.

303 Advanced Conversation (3)

Development of advanced speaking skills, prepared dialogues, extemporaneous dialogues, reports, skits based on real-life situations, and other projects. Prerequisite: FRE 204 or equivalent.

305-306 Major French Authors I, II (3) (3)

Historical survey of French literature from its origins to the twentieth century; representative works from each period. Conducted in French.

317 Commercial French (3)

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

325 Introduction to Translation (3)

Emphasis on basic principles of translation and interpretation. Techniques and resources for professional translation. Conducted in French.

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

Opportunity for extensive research in an area of special interest to the student. Requires approval of Department Chair and Dean of Arts and Sciences.

326 Introduction to Interpretation (3)

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

379 Culture and Civilization (3)

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

380 Contemporary Culture and Civilization (3)

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

400 Twentieth-Century Cinema (3)

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

440 Classicism (3)

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

444 Eighteenth-Century Literature (3)

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

445 Nineteenth-Century Literature (3)

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

460 Contemporary Literature (3-6)

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

461 Twentieth-Century Theatre (3-6)

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

499 Internship (3-6)

Practical experience within a professional setting. Prerequisites: Senior status (90+ credit hours); 2.5 overall G.P.A.; all paperwork must be completed before the end of the semester preceding the internship. Prior approval of Department Chair and Dean required.

NON-DEGREE PROGRAMS**AFRICANA STUDIES**

The Africana Studies program is an interdisciplinary academic program designed to develop an understanding of the impact and contributions African American, Caribbean, and African peoples have made to world society and culture. Course offerings engage the historical, literary, social, economic, and political perspectives of people of the African Diaspora.

Students will complete 21 credit hours for the minor and 18 credit hours for the certificate program from courses offered through the departments of Sociology and Criminology, History and Political Science, English and Foreign Languages, Psychology, and Fine Arts. The Africana Studies Director has the discretion to approve relevant courses from other departments not listed below to fulfill requirements of either the minor or certificate.

ENG	348	Caribbean Literature
ENG	352	Survey of African American Literature
ENG	429	Black Women Writers
DAN	199/300	Dances of the African Diaspora
DAN	300	Caribbean Rhythm and Culture
HIS	456	African American History Since Reconstruction
HIS	388	History of the Caribbean
HIS	449	Race, Gender, Class in Latin America
HUM	396	Roots, Rap, and Reggae
HUM	397	Native American Literature
HUM	399	Black History in the Fictive Imagination

PSY	300	Psychology and Culture: Psychology of the African Diaspora
SOC	405	Sociology of Race, Class and Gender
SOC	307	Race and Ethnicity
CRM	328	Race, Class and Crime

AMERICAN SIGN LANGUAGE**Course Descriptions—****American Sign Language Prefix: ASL****101, 102 ASL I, II (3)**

Introduction to American Sign Language (ASL), its origins, parameters, vocabulary and grammatical structures. Within this course, the importance of deaf culture and how it relates to ASL will be examined.

201-202 ASL III, IV (3)

Continuation of ASL 101-102. Perceptive and expressive skills will be emphasized. Voice to sign and activities.

FILM STUDIES

The Film Studies minor is an interdisciplinary program that offers undergraduate students the opportunity to examine cinema from several perspectives. Course work focuses on visual and aural literacy as well as the critical analysis of the socioeconomic, cultural, and philosophical dimensions of film.

Students may also take any of the courses offered in the minor for elective credit or personal enrichment.

21 credits are required for the minor with 9 credits in the following core courses:

COM 366 History of the Moving Image (3)

This course examines the development of the media that utilize the moving visual image. The first focus of the course will be the history of cinema from the 1890's to the present. The second emphasis will be of the history of television from the early 20th century to the present. Through examination of the history of these two highly influential media, the student will gain an understanding of why and how the film and TV industries have arrived at their current status. In addition to class meetings, students will be required to attend one weekly screening of a classic example of the medium from the period under discussion.

PHO 421 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.

ENG 449 Film Theory and Criticism (3)

Prerequisite: COM 366, PHO 421 or permission of instructor. Introduction of terminology and methodology for critical viewing of films. Introduction to the role of theory in film analysis. Practice in reading films as reflecting social, cultural, religious, economic and aesthetic values of the periods and countries which produce the films.

12 credits may be taken as electives, including THE 304, THE 300, ENG 419. Other relevant film courses offered by the departments of Communication, English & Foreign Languages, Philosophy, Psychology, and Theology may be taken as electives.

HUMANITIES

Verbal and nonverbal texts are situated historically, socially, intellectually, produced and consumed at particular times, with particular cultural, personal, gender, racial, class, and other perspectives. The following interdisciplinary categories available for special topics therefore indicate pedagogical perspectives rather than fixed categories. ENG 112 or ENG 210 is a prerequisite for all upper-level ENG courses

HUM 396 Cultural Studies Special Topics

Courses taught under this heading focus on the way social relations of power are constructed in and by cultural practices and the workings and consequences of those relations and practices. These courses examine through verbal and non verbal texts what seems natural and familiar in order to unmask these representations and to critically examine the implications of these cultural practices in everyday life.

HUM 397 Ethnic Studies Special Topics

Courses taught under this heading focus on the distinctive social, political, cultural, linguistic and historical experiences of ethnic groups in the United States. These courses explore through verbal and non verbal texts the ways places are represented as home, exile, or myth, and how these representations affect the sense of self, gender, family, community, history, memory, and nationalism. Additionally, special topics courses taught in this category include those grounded in postcolonial theory, i.e., examining texts as an assertion of power against colonialism and as agencies for exploring experimental or alternative forms of artistic expressions.

HUM 398 Gender Studies Special Topics

Courses taught under this category focus on the construction and role of gender in culture. These courses examine verbal and non verbal texts which, through representations, shape gender identity by historical and cultural practices. These courses also examine

gendered identities in terms of their construction, codification, representation, and dissemination within society.

HUM 399 Genre Studies Special Topics

Courses taught under this category focus on what contemporary theorists tend to call “family resemblances” or what psycholinguists would describe in terms of “prototypicality.” The courses examine texts as familiar, codified, conventionalized and formulaic structures located within specific cultural contexts and, as such, influence and reinforce social conditions.

ITALIAN**Course Descriptions****Italian Prefix: ITA****ITA 101, 102 Elementary Italian I, II (3) (3)**

Introduction to Italian as a spoken and written language; conversation with emphasis on practical vocabulary and accurate pronunciation; reading and writing with progressive grammatical explanations, practice in class in understanding and using the spoken language and reading and writing.

JOURNALISM**Minor in Journalism**

The Journalism minor requires 21 hours, which include four required courses: JOU 207, JOU 243, JOU 441, and COM 495. The remaining 3 courses are selected depending on student career goals.

JOU	207	Introduction to Journalism	3
JOU	243	News Reporting, Writing and Editing	3
JOU	441	Research in Journalism	3
COM	495	Communication Law	3
Courses Designated JOU			9

Course Descriptions**Journalism Prefix: JOU****207 Introduction to Journalism (3)**

Covers the fundamentals of modern journalism, both writing and production. Students learn about writing styles for specific types of articles, about copy editing and proofreading, typography, page make-up, advertising, and journalism ethics. This course may be taken concurrent with or after completion of ENG 111 or its equivalent.

241 The Press in Contemporary Society (3)

Tracing developments from the colonial press, study of the structure and performance of the press in his-

torical perspective as it interacts with other contemporary social institutions. Emphasis on the functional role of the press.

243 News Reporting, Writing, and Editing (3)

Thorough study and practice of news reporting, writing, and editing techniques.

300 Special Topics (3-9)

Diverse courses on specialized forms of reporting will be offered periodically depending upon interest and need. e.g., Editorial and Persuasive Writing; Critical Writing and Reporting; Seminar in Journalism; Environmental Ecology and Reporting; Writing for Religious Publications; Sports Writing.

301 Practicum I (1)

Development of skills in journalistic settings. Students are expected to become staff members of the *Barry Buccaneer* as part of course requirements. Prerequisites: ENG 111 and JOU 207 or permission of Department Chair. May be repeated for a maximum of 3 credit hours.

315 Photojournalism (3)

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

326 International Journalism (3)

Critical analysis of the management of news about other countries as well as the methods used in other countries to manage their own news. Includes study and use of international news agencies and networks. Prerequisite: JOU 207 or COM 200.

342 Feature Writing (3)

Study of feature stories for newspapers, magazines, and public relations. Emphasis on the preparation of publishable material.

359, 459 Independent Study (3) (3)

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

362 Magazine Article Writing (3)

An advanced course for students interested in learning to write for popular periodicals. The class explores the differences between magazine articles and newspaper journalism. Students learn how to analyze magazines, research articles, interview subjects, write articles, and prepare them for publication. Same as ENG 362.

364 Multi Media Writing (3)

Study of composition and journalism using a variety of media. Students will produce interactive multimedia documents within a hybrid genre in order to recognize the multiple ways in which narratives can be told. Same as ENG 364.

401 Practicum II (1)

Advanced development of skills in journalistic settings. Students are expected to become staff members of the *Barry Buccaneer* as part of course requirements. Prerequisites: JOU 301 or permission of Department Chair. May be repeated for a maximum of 3 credit hours.

403 Public Affairs Reporting (3)

Coverage of major governmental units of all levels of government as well as community affairs and not-for-profits. Includes examination and interpretation of public documents and records. Prerequisite: JOU 243 or COM 204.

416 Investigative Reporting (3)

Advanced instruction and practice in researching, reporting, and writing complex news stories. Examines the ethics of reporting in multi-cultural communities. Prerequisite: JOU 243 or COM 204.

441 Research in Journalism (3)

Individual study of current research techniques in journalism. The course will provide students with a working knowledge of how other disciplines (e.g., history, statistics, the social sciences) use journalism research.

442 Colloquium on Current Affairs (3)

An interdisciplinary course emphasizing in-depth analyses of major contemporary problems as reported by the media.

498 Broadcast Journalism (3)

Principles of journalism applied to the electronic media. Experience in field reporting and writing news copy. Prerequisite: COM 204 or JOU 243, COM 418 is recommended. Same as COM 498.

499 Internship (3-6)

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

DEPARTMENT OF FINE ARTS

Art, Photography, Music, Theatre

Silvia Lizama, M.F.A., Chair

Faculty: Camacho, Coulter, Curreri, Ewing, Goodridge, Heller, Lizama, Manzelli, Mason, Murphy, Rios, Rockwell, Rytteke, Weber

MISSION OF THE DEPARTMENT

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 in preparation for graduate studies and careers in a variety of areas related to the performing and visual arts and to the liberal arts as a whole. The Department is committed to the transformative power of the arts and their ability to explore issues of social justice and affect change.

PROGRAMS OF STUDY

The Department of Fine Arts is comprised of both the Visual Arts and the Performing Arts, and offers seven comprehensive degree programs: the B.F.A. and B.A. in Art; the B.F.A. and B.A. in Photography; the B.M. and B.A. in Music; and the B.F.A. and B.A. in Theatre. Within each degree program, specializations are offered. These consist of the following: for Art — graphic design, painting and/or drawing, ceramics, art history; for Photography — creative photography, biomedical/forensics photography; for Music — instrumental performance, voice/opera/musical theatre, sacred music; and for Theatre — acting, technical theatre, dance theatre, and theatre publicity.

In addition minors are offered in Art, Art History, Photography, Music, Dance, and Theatre. Photography also offers a Certificate in Photography.

ART (B.F.A., B.A.)

The Fine Arts department offers three specialized programs within the Art major: Studio Art, Graphic Design, and Art History. It also offers two degree programs: the Bachelor of Fine Arts (B.F.A., 60 credits) and the Bachelor of Arts (B.A., 39/45 credits).

The Studio Art and Graphic Design programs are designed to prepare majors for their future lives as professionals in the field of art and for advanced study at the graduate level. The classes are designed to foster individual growth in an integrated academic studio environment. The Bachelor of Fine Arts (B.F.A.) is respected as the professional degree for Studio Art and Graphic Design. The Bachelor of Art (B.A.) is the degree awarded for the study of Art History and a second degree option for Studio Art.

All transfer students must complete more than 30 credits in the Bachelor of Fine Arts program or more than 20 credits in the Bachelor of Arts program at Barry University. No more than 29 credits will be accepted toward the BFA program and no more than 19 credits toward the BA program. Transfer credits exceeding the transfer allotment will be accepted as general elective credits only and cannot be used to replace required coursework.

See the Transfer Credit Policies section for a detailed description of the Barry University Transfer Policy.

Specializations within the Art Major

Each art major selects a specialization which reflects the student's artistic interests and educational and professional goals. Following are the Art Specializations:

- **Painting and/or Drawing Specialization;** B.F.A. and B.A. degrees
- **Ceramics Specialization;** B.F.A. and B.A. degrees
- **Graphic Design Specialization;** B.F.A. degree
- **Art History Specialization;** B.A. degree

Degrees in Art and Art History

The major in Art offers two degrees:

- **Bachelor of Fine Arts (B.F.A.),** requiring 24 credits of the core curriculum (either Studio Art Core or Graphic Design Core), plus 30 credits of art electives and 6 credits of art history electives.
- **Bachelor of Arts (B.A.)** in Studio Art, requiring 24 credits of the core curriculum, plus 12 credits of art electives and 3 credits of art history electives.
- **Bachelor of Arts (B.A.)** in Art History, requiring 24 credits of the core curriculum, plus 15 credits of art history electives and 6 credits of art history cognate courses or approved substitutes.

Minors in Art and Art History

Students interested in pursuing an Art minor may choose:

- **Minor in Art** consists of 21 credits of ART courses.
- **Minor in Art History** consists of ART 329 and 330 and 15 additional credits of art history.

Graduation Requirements – Studio Art and Graphic Design

A minimum grade of C is required in all major and minor courses. To demonstrate high professional standards, graduating art majors earning the B.F.A. or the B.A. degree must participate in a senior exhibition. This also fulfills the University requirements for an integrative experience. All students must enroll in Senior Seminar during their senior year.

Upon completion of their senior exhibition, students are required to provide the department with a CD of all of their senior exhibition work. In addition, students must provide a CD of their Art Core work for departmental records. The University also reserves the right to reproduce and publish student works. Students will retain the copyright of their work.

Graduation Requirements – Art History

The specialization consists of 39 credits and an additional 6 credits of cognate courses, or advisor-approved substitutes. To demonstrate high professional standards and to satisfy the University's requirement

for an integrative experience, graduating art history students must write a senior paper, incorporating original analysis from multiple perspectives. Upon completion, a shortened version of the paper will be presented to student and faculty members of the department, a counterpart to the senior exhibition requirement for studio majors. A minimum grade of C is necessary in all required art history courses.

Painting and/or Drawing Specialization (B.F.A. 60 crs., B.A. 39 crs.)

This program in painting and/or drawing provides extensive exposure to the various 2-dimensional visual arts media. The emphasis is upon the development of creativity, self-expression and technical skills in these media.

Studio Art Core		24 credits
ART 101A	Basic Drawing	3 cr.
ART 101B	2-D Design	3 cr.
ART 102B	3-D Design	3 cr.
ART 204	Color Foundations	3 cr.
ART 329	World Art I: To 1400	3 cr.
ART 330	World Art II: Since 1400	3 cr.
ART 364	Figure Studies A, B, C....)	3 cr.
ART 487	Professional Practices in Art	3 cr.

Painting/Drawing Electives		18 crs. (BFA) 12 crs. (BA)
ART 260	Basic Painting	3 cr.
ART 265	Basic Painting II	3 cr.
ART 359	Independent Study	3 cr.
ART 364	Figure Studies (A, B, C....)	3-15 cr.
ART 365	Dir. St. Paint./Draw. (A, B, C....)	3-18 cr.
ART 450	Collage (A, B, C....)	3-15 cr.

Art History Electives		6 crs. (BFA) 3 crs. (BA)
ART 409	Renaissance Art	3 cr.
ART 410	Art in the Age of Rembrandt	3 cr.
ART 411	19th Century European Art	3 cr.
ART 417	20th Century Art	3 cr.
ART 423	Contemporary Art	3 cr.
PHO 420	History of Art: Photography	3 cr.
PHO 421	Hist. of Photo., Film and Art	3 cr.

Studio Art Electives **12 crs. (BFA only)**
Any studio ART course and up to 6 crs. of PHO studio courses may be selected. Art history courses or PHO 420 and 421 may not be used as electives.

Ceramics Specialization (B.F.A. 60 crs., B.A. 39 crs.)

This specialization provides exposure to the various materials and techniques of the ceramic medium. The emphasis is upon the development of creativity, self-expression and technical skills in working with clay.

Studio Art Core 24 credits

ART 101A	Basic Drawing	3 cr.
ART 101B	2-D Design	3 cr.
ART 102B	3-D Design	3 cr.
ART 204	Color Foundations	3 cr.
ART 329	World Art I: To 1400	3 cr.
ART 330	World Art II: Since 1400	3 cr.
ART 364	Figure Studies (A, B, C....)	3 cr.
ART 487	Professional Practices in Art	3 cr.

**Ceramics Electives 18 credits (BFA)
12 credits (BA)**

ART 141	Basic Handbuilding	3 cr.
ART 241	Basic Potter's Wheel	3 cr.
ART 342	Dir Studies Ceramics (A, B, C...)	3-18 cr.

**Art History Electives 6 crs. (BFA)
3 crs. (BA)**

ART 409	Renaissance Art	3 cr.
ART 410	Art in the Age of Rembrandt	3 cr.
ART 411	19th Century European Art	3 cr.
ART 417	20th Century Art	3 cr.
ART 423	Contemporary Art	3 cr.
PHO 420	History of Art: Photography	3 cr.
PHO 421	Hist. of Photo., Film and Art	3 cr.

Studio Art Electives 12 crs. (BFA only)

Any studio ART course and up to 6 crs. of PHO studio courses may be selected. Art history courses or PHO 420 and 421 may not be used as electives.

Graphic Design Specialization (B.F.A. 60 crs.)

The Department of Fine Arts offers a specialization in Graphic Design within the Art program. Commencing with a traditional studio art and art history foundation program, this twenty-first century specialization prepares students to pursue design careers in areas such as marketing, publishing and advertising. This program offers studies in typography, corporate identification, layout and production techniques, commercial design and professional standards.

Graphic Design Core 21 Credits

ART 101A	Basic Drawing	3 cr.
ART 101B	2-D Design	3 cr.
ART 204	Color Foundations	3 cr.
ART 329	World Art I: To 1400	3 cr.
ART 330	World Art II: Since 1400	3 cr.
ART 364	Figure Studies A, B, C....)	3 cr.
ART 487	Professional Practices in Art	3 cr.

Graphic Design Requirements 27 Credits

ART 205	Graphic Design Foundations	3 cr.
ART 305	Collateral Design	3 cr.
ART 325	Visual Communications	3 cr.
ART 350	Packaging Design	3 cr.
ART 405	Design Methodology	3 cr.
ART 415	History of Graphic Design	3 cr.
ART 425	Typography	3 cr.
ART 445	Advertising Design and Production	3 cr.
ADV 301	Principles of Advertising	3 cr.

Studio Art Electives 9 Credits

Any studio Art course and up to 6 crs. of PHO studio courses may be selected. Art history courses or PHO 420 and 421 may not be used as electives.

Art History Elective 3 Credits

Any Art History course except ART 319, 320 and 415. This may include PHO 420 or 421.

Art History Specialization (B.A. 45 crs.)

The art history specialization is designed to provide a comprehensive understanding of the art works, artists and movements that have shaped visual culture from prehistory to the present, and the leading theories and methods of the discipline. The program prepares students for careers in art museums, commercial galleries, professional art writing and art consulting, and for advanced graduate training for careers in secondary and college teaching and art conservation and restoration.

For students seriously considering graduate study in art history or pursuing a professional position, a minor in either French or History is strongly recommended. Graduate schools typically require demonstrated proficiency in reading French and German.

Art History Core 24 credits

ART 101B	2-D Design	3 cr.
ART 114	Art Appreciation	3 cr.
ART 329	World Art I: To 1400	3 cr.
ART 330	World Art II: Since 1400	3 cr.
ART 400	Ancient Greek Art	
or ART 408	Medieval Monuments	3 cr.
ART 409	Renaissance Art	
or ART 410	Art in the Age of Rembrandt	3 cr.
ART 411	19th-Century European Art	
or ART 417	20th-Century Art	3 cr.
ART 487A	Senior Seminar: Art History	3 cr.

Art History Electives 15 credits

PHO 203	Basic Photography	
or PHO 206	Digital Photography I	3 cr.
ART 359A	Independent Study	3 cr.
ART 400 *	Ancient Greek Art	3 cr.
ART 408 *	Medieval Monuments	3 cr.
ART 409 *	Renaissance Art	3 cr.
ART 410 *	Art in the Age of Rembrandt	3 cr.
ART 411*	19th-Century European Art	3 cr.
ART 415	History of Graphic Design	3 cr.
ART 417 *	20th-Century Art	3 cr.
ART 423	Contemporary Art	3 cr.
ART 459A	Independent Study	3 cr.
ART 499A	Internship	3 cr.
PHO 420	History of Photography	3 cr.
PHO 421	Hist. of Photography, Film & Art	3 cr.

* not an option if taken as a core course

Art History Cognate Courses		6 credits
COM 366	History of the Moving Image	3 cr.
ENG 449	Film Theory and Criticism	3 cr.
HIS 344	Europe in the 19 th Century	3 cr.
HIS 345	Europe in the 20 th Century	3 cr.
PHI 313	Philosophy of Art – Aesthetics	3 cr.
SOC 306	Sociology of Art	3 cr.
THE 300	Art as Revelation	3 cr.

Or advisor-approved substitute when above courses are unavailable.

Art Minor 21 Credits

The Art Minor consists of 21 credits of ART-art courses. A minimum grade of C is required in all courses.

Art History Minor 21 Credits

The Art History Minor consists of ART 329 and 330 and 15 additional credits of art history. A minimum grade of C is required in all courses.

For course descriptions of the above B.F.A., and B.A. courses, see ART, PHO, COM, CS, ENG., HIS, PHI, THE, and SOC

Course Descriptions— Art Prefix: ART

101A Basic Drawing (3)

Introduction to basic drawing materials, techniques, and concepts focusing on still life as subject matter. (Special fee)

101B 2-D Design (3)

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

102B 3-D Design (3)

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

114 Art Appreciation (3)

An introduction to the study of art using examples from prehistory to the contemporary world. The course will emphasize how to analyze art critically by introducing the student to the foundations of visual form, such as color theory, perspective, the various media, etc. It will also serve as an introduction to the methods and practice of art history as a discipline, in order to understand historical art and architecture. The course is designed to create a foundation for intermediate and advanced art history courses.

141 Basic Handbuilding (3)

Introduction to clay as an art medium, using traditional handbuilding techniques and basic glazing and firing processes. (Special fee)

199 Special Topics (3)

Subject content to be determined by the Department to fill specified needs or interests. (Special fee for studio courses)

204 Color Foundations (3)

Study of the nature and use of color as a vital element of design. Emphasis is on topics which apply directly to problems encountered with pigment; employing subtractive color theory such as pigment color mixing; physical properties of color (hue, value, and intensity); aesthetic color relationships based upon the color wheel; and uses of color to include personal aesthetic, emotional and artistic intent. ART 101B (Special fee)

205 Graphic Design Foundations (3)

An introduction to the many tools involved in the creation of professional design problems including the Macintosh platform. Students will evaluate the assignments and solve these problems using the appropriate tools. A strong focus will be placed on technology and professional presentation skills. Computer software, one, two and four color printing and the artistic processes of graphic design will be explored. (Special fee)

241 Basic Potter's Wheel (3)

Introduction to basic wheel-throwing techniques on the potter's wheel. Students will also be introduced to glazing wheel-thrown pieces. (Special fee)

260 Basic Painting I (3)

Introduction to the painting medium with a foundation of basic color theory, application, and techniques. (Special fee)

265 Basic Painting II (3)

A continuation of the study of basic painting materials and techniques with emphasis on the seeing and painting of value, color, and composition. Prerequisite: ART 260. (Special fee)

300 S/T: Sculpture (3)

An introduction to contemporary sculpture through the development of the student's own concepts and ideas. A variety of building processes, materials and techniques will be explored. (Special fee)

300 Special Topics (3)

Subject content to be determined by the Department to fill specified needs or interests. (Special fee for Studio courses)

305 Collateral Design (3)

Intermediate graphic design will concentrate on contemporary design principles and thought. Effective

use of typography as a basis of high quality graphic design will be explored. In addition to gaining technical fluency in the Macintosh desktop publishing process, the student will be required to do projects with substantial focus given to design as well as technical skill. Interaction with fellow classmates will be fostered and employed as a resource in the conceptual and technical processes. Prerequisites: ART 101B, 205 (Special fee)

319 History of Western Art I (3)

The chronological study of Western art from the cave paintings of prehistoric times through the great European cathedrals of the Middle Ages. Emphasis upon stylistic and technical developments within the historical and cultural setting.

320 History of Western Art II (3)

The chronological study of Western art from the Renaissance period through the nineteenth century to modern and postmodern art. Emphasis upon stylistic and technical developments within the historical and cultural setting. ART 319 is not a prerequisite.

325 Visual Communications (3)

An exploration of visual systems, processes, and media for expressing mental concepts in visual terms. This course will increase the student's visual attentiveness and enhance their aesthetic and individual style. In addition to the examination of commercial trends and practices, the student will explore narrative structures and the artist book. Prerequisite: ART 305 (Special fee)

329 World Art I: To 1400 (3)

An introduction to ancient and medieval art history through the chronological study of key works of visual culture throughout the world, from cave paintings to European cathedrals and Middle Eastern mosques, from the Venus de Milo to the Seated Buddha, and from Egyptian and Maya pyramids to Buddhist stupas. Emphasis upon the shift from prehistoric societies to urban cultures, the rapid development of technical and aesthetic expertise expressed in local traditions, and the emergence of the world's religions and their impact upon art.

330 World Art II: Since 1400 (3)

An introduction to early-modern and modern art history through the chronological study of key works of visual culture from throughout the world since 1400. The course will range from Mona Lisa to Japanese anime, from the Taj Mahal to Gauguin in Tahiti, and from contemporary films and videos to the art being made in the U.S. by African-Americans and by Iranian, Cuban and Puerto Rican immigrants. Emphasis will be placed on the historical rise and dominance of the West beginning in the Renaissance, concurrent with the flowering of the Aztec and Inca

cultures, the Ottoman empire and the Ming Dynasty, the artistic influences exchanged back and forth in the West's interactions with Africa and Asia, and the emergence of new visual media in the modern world and the growth of artistic multiculturalism. ART 329 is not a prerequisite.

340 Handmade Books, Structure and Binding (3)

A studio based art course that creatively examines traditional and alternative book structures in relation to narrative content. This course provides an overview of methods used in the making of handmade books. Lectures, demonstrations and discussions will introduce students to creative processes involved in book making, including: traditional and alternative book formats, adhesives and sewn binding structures, archival concerns, and methods for generating original images and text. The projects in this course will explore the interdependent relationship between form and content. (Special fee)

342 Directed Studies in Ceramics (3)

A continuation of the study of techniques in clay. Emphasis on sculptural refinement of the medium. Repeatable course differentiated by A, B, C, D, etc. Prerequisite: ART 141 and ART 241. (Special fee)

350 Packaging Design (3)

This course in packaging design will offer the student the opportunity to work solely on three-dimensional packaging concepts. Starting with smaller projects such as a CD cover and moving toward packaging, branding and construction of a packaging identity program, the student will be challenged to generate portfolio quality packaging through the use of a computer. As part of each project's development, the student will be involved in thorough research of the product and the audience. Prerequisites: ART 205 and 101B

359, 459 Independent Study (1-6)

Opportunity for research in areas of special interest to the student. Open to junior or senior majors only, with a 2.5 GPA or higher. Prerequisite: Dean and Department Chair approval. (Special fee)

359A, 459A Independent Study: Art History (3)

Opportunity for independent research in art history on a topic of special interest to the student. Prerequisite: Senior status (90+ credit hours); 2.50 cum GPA; and all paperwork to be completed before the end of the semester preceding the Independent Study. Dean and Department Chair approval required. For majors only.

364 Figure Studies (3)

Study of the human form in a variety of media and techniques. Repeatable course differentiated by A, B, C, D, etc. Prerequisite: ART 101A. (Special fee)

365 Directed Studies in Painting and Drawing (3)

Continued study of the painting and drawing media with emphasis on concepts, styles, and techniques. Repeatable course differentiated by A, B, C, D, etc. Prerequisites: ART 101A, ART 101B, ART 204, ART 260, ART 265, ART 364. (Special fee)

394 Art Practicum (1-3)

This practicum will allow the graphic design student to gain “real world” design and production experience through the development, design and production of actual projects. Students will be required to work with clients in an effort to foster a greater understanding of how the design industry works. After meeting with the client, the student will (with the assistance of the instructor) serve as full capacity graphic designer. This practicum will require the student to be involved in budgetary concerns and printing press approvals. The student will also be required to keep a “log” of performed design and production-related tasks occurring throughout the semester. Prerequisites: ART 205, CS 180 and permission of the Department Chair.

400 Ancient Greek Art (3)

An analysis and examination of Greek art from 2000 B.C. to the end of the Hellenistic period. Greek mythology, philosophy, history, and aesthetics will be discussed along with the analysis of Greek architecture and vase painting.

405 Design Methodology (3)

In this course students will research and develop design elements which identify and advertise a corporation. Logos/trademarks, stationery, corporate collateral, uniforms and vehicle identification will be researched, created and produced. All projects will be carried to final portfolio quality. Prerequisite: ART 305 (Special fee)

408 Medieval Monuments (3)

Romanesque and Gothic art and architecture, at the height of the Middle Ages. The cathedral as the dominant artistic and cultural expression of the era will be stressed, plus the art and architecture of chivalry, the castle, the monastery, and the innovations of the Late Gothic period.

409 Renaissance Art (3)

Art and architecture of the Renaissance in relation to the political and social structures of the 15th and 16th centuries. Emphasis upon the Italian Renaissance, with Northern Renaissance art also covered.

410 Art in the Age of Rembrandt (3)

European art and architecture from 1600-1700, during the Baroque eras. Emphasis upon the achievements of Rembrandt, Vermeer, Caravaggio, Bernini, Rubens and Velazquez, in relation to social and intellectual de-

velopments, plus the innovations in architecture and the dominance of Versailles.

411 Nineteenth-Century European Art (3)

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

415 History of Graphic Design (3)

An investigation of historical and contemporary visual communications concepts, media and images and their role in graphic design with a primary emphasis on the twentieth century. The course chronicles the events, influences, movements in history that have impacted the graphic design community. This course will begin with the invention of writing and the early cave paintings, moving through the history of printing in Europe to contemporary design theory and ideals.

417 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.

423 Contemporary Art (3)

Examination of mixed media painting, sculpture, craft, installation and performance art, and architecture, from 1960 to the present.

425 Typography (3)

This course builds upon earlier typographic theory and practices discussed in ART 305. The class will explore the communication of ideas through the use of typography. This curriculum will allow the student to study past typographers and their contributions to graphic arts and foster a greater understanding of the origins of typographic design. Prerequisite: ART 305 (Special fee)

445 Advertising Design and Production (3)

This course addresses advertising design/production and client research. Ad campaigns and packaging concepts will be the specific design focus of this class. Utilizing contemporary design theory and tools, students will conceptualize, create and execute designs in a professional manner. This course will further reinforce the students’ technical and problem solving skills by working with existing products instead of theoretical items. (Special fee) Prerequisite: ART 305

449 The Art of Web Design (3)

A basic introduction to the art of web design used as an informational and expressive visual medium through the use of software programs. Prior knowledge of computer basics and Adobe Photoshop required. The class will cover individual creativity, design skills, web development techniques as well as discussions about digital artists, web structure and critical reviews

of existing art web sites. Prerequisites: CS 180, PHO 305 equivalent courses or instructor approval. Prerequisites: ART 101B and 205.

450 Collage (3)

The study of the collage medium of two dimensional art made by pasting together varying materials on a flat surface. Repeatable course differentiated by A, B, C, D, etc. Prerequisites: ART 101A, 101B, 260, or PHO 203 (Special fee).

487 Senior Seminar: Professional Practices in Art (3)

Integrative experience for senior Art Majors with a focus on preparation for the Senior Exhibition and development of professional skills to prepare students for graduate school and/or the art and design world. Prerequisite: graduation status.

487A Senior Seminar: Art History (3)

Capstone course for graduating majors, focusing on the leading theories, methods, and professional practices of art history. A senior paper will be written analyzing a work from at least three critical perspectives. Upon completion, a shortened version will be presented at a departmental colloquium. Prerequisite: graduation status.

494 Art Practicum (1-3)

This advanced practicum will allow the graphic design student to gain more “real world” design and production experience through the development, design and production of actual projects. The addition of the added pre requisite ADV 301 (Principles of Advertising) gives the student more insight into designer/client relationships. As in ART 394 Art Practicum I, students will be required to work with clients in an effort to foster a greater understanding of how the design industry works. After meeting with the client, the student will (with the assistance of the instructor) serve as full capacity graphic designer. This practicum will require the student to be involved in budgetary concerns and printing press approvals. The student will also be required to keep a “log” of performed design and production-related tasks occurring throughout the semester. Prerequisites: CS 180, ART 205, ART 394, ADV 301 and permission of the Department Chair.

499 Internship (3-12)

Practical experience within a professional setting. Prerequisites: Senior status (90+ credit hours); 2.5 overall G.P.A.; all paperwork must be completed before the end of the semester preceding the internship. Prior approval of Department Chair and Dean required.

499A Internship: Art History (3)

Practical experience in art history within a professional setting, in most cases a museum, collection,

or commercial gallery. Course offering is contingent upon the availability of an appropriate site. In some instances, the student may be responsible for developing the internship site. Prerequisite: Senior status (90+ credit hours); 2.50 cum GPA; and all paperwork to be completed before the end of the semester preceding the internship. Dean and Department Chair approval required. Art history specialization only.

PHOTOGRAPHY (B.F.A., B.A.)

The Photography major gains extensive experience in the discipline of photography, and uses the photographic image as a vehicle for self-expression and visual communication. Students majoring in Photography should demonstrate the highest degree of creative thinking, technical skills, and professionalism in utilizing the medium of photography.

Degrees in Photography

The major in Photography offers three degree programs:

- **Bachelor of Fine Arts (B.F.A.)**, requiring 30 credits of the Photography Core, plus a minimum of 30 credits of photography electives.
- **Bachelor of Arts (B.A.)**, requiring 30 credits of the Photography Core, plus a minimum of 9 credits of photography electives.
- **Bachelor of Arts (B.A.) in Biomedical and Forensic Photography**, requiring a minimum of 48 credits of the special Photography Core, plus 16-17 credits of co-requisites.

In addition, students interested in non-major study in Photography may choose:

- **Minor in Photography** requiring 21 credits of Photography courses.
- **Photography Certificate** requiring 30 credits of Photography courses for non-degree-seeking students.

Graduation Requirements

Credits earned in Photography Major Courses are added with credits earned in the General Education Requirements, General Electives, and a Minor (for B.A. degree) to total 120 credits minimum for graduation.

To demonstrate high professional standards, and to satisfy the University’s requirement for an integrative experience, graduating Photography majors earning the B.F.A. or B.A. degrees must participate in a senior exhibition. The University reserves the right to reproduce and publish student works. Students will retain the copyright of their work. By the end of the senior year a core curriculum portfolio CD, which will be

retained in the students file, is required. The minimum grade of C is required in all major and minor courses.

More detailed descriptions of the Photography degrees follow:

Photography (B.F.A. 60 cr. min., B.A. 39 cr. min.)

The photography degree emphasizes originality, self-expression, creative thinking and experimentation within the discipline of photography, permitting each student to customize his or her photographic curriculum.

Photography Core:	30 credits
ART 101B 2D Design	3 cr.
PHO 203 Basic Photography	3 cr.
PHO 303 Intermediate Photography	3 cr.
PHO 305 Computer Imaging I	3 cr.
PHO 401 Color Photography or PHO 402 Color Processes	3 cr.
PHO 411 Lighting Techniques or PHO 412 Studio Lighting	3 cr.
PHO 420 History of Art: Photography	3 cr.
PHO 487 Senior Seminar	3 cr.
PHO or ART Any Art History	6 cr.

Photography Electives: 30 cr. min. for B.F.A. degree, 9 cr. min. for B.A. degree

PHO 206 Digital Photography I	3 cr.
PHO 300 Special Topics in Photography	3 cr.
PHO 309 Pinhole Photography	3 cr.
PHO 315 Photojournalism	3 cr.
PHO 359 Independent Study	3 cr.
PHO 394 Photography Practicum I	3 cr.
PHO 401 Color Photography	3 cr.
PHO 402 Color Processes	3 cr.
PHO 404 Advanced Photography	3 cr.
PHO 405 Advanced Digital Imaging	3 cr.
PHO 406 Advanced Computer Imaging	3 cr.
PHO 407 View Camera	3 cr.
PHO 408 Large Format Photography	3 cr.
PHO 411 Lighting Techniques	3 cr.
PHO 412 Studio Lighting	3 cr.
PHO 415 Influences of the Masters	3 cr.
PHO 417 Manipulative Photography	3 cr.
PHO 419 Digital Fine Art Printing	3 cr.
PHO 421 Hist. of Photo, Film & Art	3 cr.
PHO 429 Fine Art Digital Portfolio	3 cr.
PHO 459 Independent Study	3 cr.
PHO 494 Photography Practicum II	3 cr.
PHO 499 Photography Internship (Biomedical does not count towards BFA)	3 cr.
SES 308 Underwater Photography	3 cr.
COM 214 TV Production	3 cr.
COM 301 Studio Practicum	2 cr.
COM 314 Advanced TV Production	3 cr.
COM 401 Studio Practicum	1 cr.
ART — Any Art courses (except ART 114)	

Photography/ Biomedical and Forensic (B.A. 64 credits min.)

The Biomedical and Forensic Photography specialization is for students with a combined interest in photography, biology, and/or criminal justice. Acceptance into the Biomedical and Forensic Photography specialization is not guaranteed. It requires a combination of a successful interview and portfolio review with the Director of the Forensic Imaging Bureau of the Miami-Dade County Medical Examiner's Office, successful completion of BIO 220 Human Anatomy, and PHO 394 Biomedical and Forensic Practicum (a 3-credit on-site photography practicum taken during summer). It is recommended that this process be completed prior to the junior year. An integral part of this program is PHO 499, a six month, 12 credit intensive internship at the Forensic Imaging Bureau to be completed as the final requirement for graduation. This internship fulfills the University's requirement for an integrative experience.

Biomedical and Forensic

Photography Core:	48 credits
ART 101B 2D Design	3 cr.
PHO 203 Basic Photography	3 cr.
PHO 303 Intermediate Photography	3 cr.
PHO 305 Computer Imaging I	3 cr.
PHO 394 Biomedical and Forensic Practicum	3 cr.
PHO 401 Color Photography or PHO 402 Color Processes	3 cr.
PHO 405 Advanced Digital Imaging or PHO 406 Advanced Computer Imaging	3 cr.
PHO 408 Large Format Photography	3 cr.
PHO 411 Lighting Techniques	3 cr.
PHO 412 Studio Lighting	3 cr.
PHO 420 History of Art: Photography	3 cr.
PHO 487 Senior Seminar	3 cr.
PHO 499 Biomedical and Forensic Internship	12 cr.

Co-requisites: 16-17 credits

BIO 220 Intro. to Human Anatomy	4 cr.
BIO 300 Biology of Crime	3 cr.
CRM 200 Introduction to Criminology	3 cr.
BIO 120 Biology Overview	3 cr.
or BIO 300 Disease Detectives or BIO 300 The Six Senses	
BIO and/or CRM 300 level electives	3-4 cr.

Photography Minor 21 credits

The Photography Minor consists of 21 credits of PHO-photography courses. A minimum grade of C is required in all courses.

Photography Certificate 30 credits

Individuals wishing to study only photography without having to complete the University's other academic requirements, and who are not interested

in earning an academic degree, may enroll as a non-degree-seeking student. Non-degree-seeking students have the option of earning a Photography Certificate by successfully completing 30 credits of PHO Photography courses with a minimum grade of C. Please refer to admissions policies for non-degree students.

For course descriptions of the above B.F.A., and B.A. courses, see PHO, ART, COM, SES, BIO and CRM.

Course Descriptions— Photography Prefix: PHO

203 Basic Photography (3)

An introduction to photography with emphasis placed upon technical, aesthetic, and historical perspectives of this fine art medium. Camera and black and white darkroom procedures are explored. Adjustable camera required; limited number of rental cameras available. (Special fee)

206 Digital Photography I (3)

An introduction to digital camera operation, to include manipulation of shutterspeeds and apertures as well as basic computer techniques. Emphasis is placed upon technical, aesthetic and historical perspectives of the medium of photography and digital photography as a fine art. Digital camera required (minimum of 4 Mega Pixels with shutterspeed and aperture priority options). Prerequisite: CS 180 or equivalent. (Special fee)

300 Special Topics (3)

Courses designed to enrich the student's understanding and appreciation of the photography as an art form and to fill specific needs or interests. Content to be determined.

303 Intermediate Photography (3)

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

305 Computer Imaging I (3)

Students explore the usage of the computer to make and manipulate photographic images. Tools and techniques include color balancing, painting, cloning, text, and making composite photographs. Prerequisite: CAT 101 or 102 or CS 180 or equivalent. (Special fee)

309 Pinhole Photography (3)

Students construct cardboard cameras which produce high quality photographs through usage of paper negatives and positives. Sepia toning, hand coloring, and matting will also be included. (Special fee)

315 Photojournalism (3)

Emphasis upon direct visual communication and effective photographic documenting of events. Prerequisite: PHO 203. (Special fee) (Also JOU 315)

359 Independent Study (3)

Opportunity for research in areas of special interest to the student. Prerequisites: Senior status (90+ credit hours); 2.50 overall GPA; all paperwork must be completed before the end of the semester preceding the Independent Study. Dean and Department Chair approval. For majors only. (Special fee)

394 Photography Practicum I (1-3)

Practical development of photographic skills beyond the objectives of regular course offerings. May be repeated for a maximum of 3 credit hours. Prerequisite: PHO 303 and permission of Department Chair.

401 Color Photography (3)

Introduction to printing color enlargements from color negatives using automated RA-4 processing. Emphasis on creative usage of color and quality color printing techniques. Prerequisite: PHO 303. (Special fee)

402 Color Processes (3)

An exploration of various color processes including printing from color negatives, and making polaroid transfers. Prerequisite: PHO 303. (Special fee)

404 Advanced Photography (3)

Students work on photographic projects where they may explore personal, aesthetic or technical interests through the development of an individualized photographic series. Prerequisite PHO 303. (Special Fee)

405 Advanced Digital Imaging (3)

Refined study of digital manipulation of photographic images. More complex layer techniques, paths, panoramas, photo retouching, and stereoscopic imaging are explored. Prerequisite: PHO 305. (Special fee)

406 Advanced Computer Imaging (3)

Advanced imaging techniques utilizing photography, and layout software. The course focuses upon proficiency in working with equipment and software combined with creativity to produce a quality portfolio. Prerequisite: PHO 305. (Special fee)

407 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. Prerequisite: PHO 303. (Special fee)

408 Large Format Photography (3)

Perspective and scale are important factors to be considered when two-dimensional art is being created. In this course perspective and depth of field are manipulated with the view camera's unique controls to pro-

vide students with additional creative options. Large scale printing in either black and white and/or color introduces the important element of scale into the student's portfolios of original images. Prerequisite: PHO 303 (Special fee)

411 Lighting Techniques (3)

An exploration of the essence of photography: Light. Projects involve usage of on camera flash natural, available, incandescent lighting. Prerequisite: PHO 303. (Special fee).

412 Studio Lighting (3)

Artificial lighting provides new creative tools which may offer photographers avenues for original and inventive solutions to visual problems. Students will be exposed to the workings of a photographic lighting studio. Projects will involve using monolights, power pack strobes, with studies of various types of lighting which characterize the styles of contemporary artists as well as those of the past. Prerequisite: PHO 401 or PHO 402. (Special fee)

415 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. Prerequisites: PHO 303 and PHO 420 or 421.

417 Manipulative Photography (3)

A course designed for students wishing to explore alternative methods of making and displaying photographic images. Prerequisite: PHO 303. (Special fee)

419 Digital Fine Art Printing (3)

An introduction to the printing of fine art digital images, using several different printing methods with various archival and non-archival papers. The emphasis of the course is in the development of a coherent digitally printed body of creative photographic imagery, printed to the highest of professional standards, with archival stability as a prime consideration. Prior knowledge of computer basics (Mac) and Adobe Photoshop required. Prerequisites: CS 180, PHO 305; PHO 401 or PHO 402 - equivalent courses or instructor approval.

420 History of Art/Photography (3)

An art history overview of the evolution of photography from its invention in the 1820's up to contemporary experimental work.

421 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 interrela-

tionship of aesthetic movements and cross-fertilizing influence of the different media. Analysis of classic movies as representative examples from film history.

429 Fine Art Digital Portfolio (3)

An exploration of digital portfolios for the fine artist as an expressive visual medium through the use of digital software. The emphasis of the course is creative development of a coherent body of work and how to successfully showcase it in a digital portfolio. The class will cover digital media techniques as well as discussions about digital artists, critical thinking, principles of the language and aesthetics in relation to and impact on personal creativity and expression. Prior knowledge of computer basics (Mac) and Adobe Photoshop required. Prerequisites: CS 180, PHO 305; PHO 203- equivalent or instructor approval.

459 Independent Study (3)

Opportunity for research in areas of special interest to the student. Prerequisites: Senior status (90+ credit hours); 2.50 overall GPA; all paperwork must be completed before the end of the semester preceding the Independent Study. Dean and Department Chair approval. For majors only. (Special fee)

487 Senior Seminar (3)

Advanced student work on an independent project; emphasis on the development of one's personal form of expression within the student's area of interest. This course will also introduce the student to professional practices and procedures of the photo/art world to assist the students to professionally organize and market their work. To be taken during the student's final semester in correlation with the senior exhibition. Upon completion of their senior exhibition, students are required to provide the department with a complete set of slides of their exhibition work. Prerequisite: Graduating senior photography major. (Special fee)

494 Photography Practicum II (1-3)

Practical development of advanced photographic skills beyond the objectives of regular course offerings. May be repeated for a maximum of 3 credit hours. Prerequisite: PHO 394 and permission of Department Chair.

499 Internship (3)

Practical experience within a professional setting. Prerequisites: Senior status (90+ credit hours); 2.50 overall GPA; all paperwork must be completed before the end of the semester preceding the internship. Permission of Department Chair.

499 Biomedical/Forensic Internship (12)

Practical experience within a professional setting. For Photography majors in the Biomedical/Forensic track, a six-month internship at the Forensic Imaging Bureau

of the Miami-Dade County Medical Examiner's Office. Prior approval of the Department Chair, Dean, and the Director of Forensic Imaging Bureau is required. Prerequisites: second semester senior status (108+ credit hours); 2.50 overall GPA; in addition successful completion of BIO 220 Human Anatomy, and PHO 394 Biomedical and Forensic Practicum; all paperwork must be completed before the end of the semester preceding the internship.

MUSIC (B.M., B.A.)

The Major in Music develops performance skills through applied lessons, directed coursework, and ensemble and stage experience. This is complemented by studies in the Liberal Arts.

Music Majors are given professional training and musical skills with an emphasis on performance. The program encourages individual growth, nurtures leadership qualities, and provides many and varied opportunities for the student to perform from the first year of study through graduation. The program's small classes increase the potential for performance opportunities, leadership qualities, and musical growth.

Although audition is not mandatory for acceptance, it is suggested that prospective majors audition in person or submit a video/audio tape including two contrasting selections on their primary instrument. The candidate should contact the department for audition times or appointments.

Specializations within the Music Major

Each music major should select a specialization which reflects the student's interests and educational and professional goals. Following are the Music Specializations:

- **Instrumental Performance Specialization:** B.M. and B.A. degrees; study of a primary instrument(s)
- **Voice, Opera, Musical Theatre Specialization:** B.M. and B.A. degrees; study of voice
- **Sacred Music Specialization:** B.M. degree; study of music and theology

Degrees in Music

The major in Music offers two degrees:

- **Bachelor of Music (B.M.)** 69 credit minimum: 27 credits of the Music Core, plus a minimum of 42 credits of combined Specialization Requirements and Specialization Electives.
- **Bachelor of Arts (B.A.)** 39 credit minimum: 27 credits of the Music Core, plus a minimum of 12 credits of Specialization requirements.

In addition, students interested in non-major study in Music may choose:

- **Minor in Music** requiring 21 credits of MUS music courses.

Graduation Requirements

Credits earned in Music Major Courses are added with credits earned in the General Education Requirements, General Electives, and a Minor (for B.A. degree) to total 120 credits minimum for graduation.

Additional requirements include: students specializing in instrument and voice must present a shared recital in the junior year and a full recital in the senior year (BM only); active participation and attendance of music productions, forums, recitals and concerts is required; and a departmental comprehensive examination must be successfully completed during the final semester. All majors must pass a piano proficiency test demonstrating functional keyboard skills prior to graduation. A minimum grade of C is required in all major and minor courses.

Instrumental Performance Specialization

69 credits min. for B.M.,

39 credits min. for B.A.

The Instrumental Performance Specialization (piano, brass, guitar, strings, percussion, or woodwinds) emphasizes study of a primary instrument, with the option of a secondary instrument. Individualized attention by the Music faculty, frequent opportunities for formal and informal student performances and forums on and off campus, ensembles, and quality private applied lessons characterize this specialization.

Music Core:	27 cr. for BM and BA degrees	
MUS 109	Theory I	3 cr.
MUS 110	Theory II	3 cr.
MUS 186	Ensemble	3 cr.
MUS 135	Applied Music	2 cr.
MUS 136	Applied Music	2 cr.
MUS 287	Applied Music	2 cr.
MUS 288	Applied Music	2 cr.
MUS 327	History: Baroque and Classical	3 cr.
MUS 328	History: Romantic Music	3 cr.
MUS 386	Ensemble	2 cr.
MUS 422	Instrumental Interpretation	2 cr.
MUS 497	Senior Seminar	1 cr.

Instrumental Performance Requirements:

10 cr. for BM degree,

9 cr. for BA* degree

MUS 205	Piano Sight Reading	1 cr.
MUS 335	Applied Music	2 cr.
MUS 338	Applied Music	2 cr.
MUS 384	Conducting I	2 cr.
MUS 487	Applied Music	2 cr.
MUS 490	Applied Music	2 cr.

Instrumental Performance Electives:
minimum of 32 cr. for BM degree,
3 cr. For BA

MUS 108A	Rudiments of Music	3 cr.
MUS 135,136,287,288,335,338,487,490	Applied music in any instrument other than the principal	1-12 cr.
MUS 180/380	University Chorale	1-2 cr.
MUS 192	Performance Workshop	2 cr.
MUS 205	Piano Sight Reading	1 cr.
MUS 211	Theory III	3 cr.
MUS 212	Theory IV	3 cr.
MUS 223	Piano Literature I	1 cr.
MUS 224	Piano Literature II	1 cr.
MUS 300	Special Topics	3 cr.
MUS 302	Accompaniment	1 cr.
MUS 309	Vocal Literature I	1 cr.
MUS 310	Vocal Literature II	1 cr.
MUS 326	Electronic Music	3 cr.
MUS 329	History: Twentieth Century	3 cr.
MUS 340	Sightsinging/Eartraining	1 cr.
MUS 359	Independent Study	3 cr.
MUS 375	Piano Pedagogy	1 cr.
MUS 385	Conducting II	2 cr.
MUS 386	Ensemble	1-3 cr.
MUS 392	Performance Workshop	2-4 cr.
MUS 422	Instrumental Interpretation	1-3 cr.
MUS 488	Vocal Pedagogy	2 cr.

*for BA, choose 12 credits from Instrumental Perf. Requirements based upon student interest and discretion of advisor

Voice, Opera and Musical Theatre Specialization
69 credits min. for B.M.,
39 credits min. for B.A.

The Voice, Opera and Musical Theatre Specialization is designed for music students with a combined interest in voice and vocal stage performances with an emphasis on opera, art song, choral repertoire, and musical theatre. Opera and Musical Theatre scenes programs are performed each semester, and vocal recitals are presented on a regular basis throughout each academic year. The Department of Fine Arts annually produces a full opera and/or musical theatre production in the University's Broad Center for the Performing Arts. In addition to voice and music core courses, recommended supplementary courses are offered in languages, acting, dance, and conducting.

Music Core: 27 cr. for BM and BA degrees

MUS 109	Theory I	3 cr.
MUS 110	Theory II	3 cr.
MUS 186	Chamber Ensemble	2 cr.
MUS 135	Applied Music	2 cr.
MUS 136	Applied Music	2 cr.
MUS 192	Performance Workshop	2 cr.
MUS 287	Applied Music	2 cr.
MUS 288	Applied Music	2 cr.
MUS 327	History: Baroque and Classical	3 cr.
MUS 328	History: Romantic Music	3 cr.
MUS 386	Chamber Ensemble	2 cr.
MUS 497	Senior Seminar	1 cr.

Voice, Opera, and Musical Theatre Requirements:
16 cr. for BM degree,
12 cr. for BA* degree

MUS 335	Applied Music (voice)	2 cr.
MUS 338	Applied Music (voice)	2 cr.
MUS 386	Chamber Ensemble	2 cr.
MUS 392	Performance Workshop	6 cr.
MUS 487	Applied Music (voice)	2 cr.
MUS 490	Applied Music (voice)	2 cr.

Voice, Opera and Musical Theatre Electives:
minimum of 26 credits for BM degree

MUS 108A	Rudiments of Music	3 cr.
MUS 135,136,287,288,335,338,487,490	Applied music in any instrument other than voice	1-12 cr.
MUS 180/380	University Chorale	1-3 cr.
MUS 200	Diction for Singers	1 cr.
MUS 211	Theory III	3 cr.
MUS 212	Theory IV	3 cr.
MUS 300	Special Topics	3 cr.
MUS 309	Vocal Literature I	1 cr.
MUS 310	Vocal Literature II	1 cr.
MUS 326	Electronic Music	3 cr.
MUS 324	Musical Theatre Styles I	3 cr.
MUS 325	Musical Theatre Styles II	3 cr.
MUS 330	The American Musical Theatre	3 cr.
MUS 340	Sightsinging/Eartraining	1 cr.
MUS 359	Independent Study	3 cr.
MUS 384	Conducting I	2 cr.
MUS 385	Conducting II	2 cr.
MUS 392	Performance Workshop	2-6 cr.
MUS 420	Vocal Interpretation	1-3 cr.
MUS 488	Vocal Pedagogy	2 cr.
TH 155**	Acting I	3 cr.
TH 255**	Acting II	3 cr.
DAN		1-6 cr.

*for BA, choose 12 credits from Voice, Opera, Mus. Thr. Requirements based upon student interest and discretion of advisor.

**required for Musical Theatre majors

Sacred Music Specialization

69 credits min. for B.M.

The Sacred Music Specialization is designed for the development of sacred music leadership skills through applied lessons, directed coursework, ensemble, and Church/Synagogue experience while acquiring a foundation in Judeo-Christian thought and practice through historical, liturgical, and spiritual theology. It will assist students pursuing future graduate studies in Music, Theology, or Sacred Music; provide background for students to lead their music ministry in various religious settings, and elementary and secondary schools.

Music Core: 27 cr. for BM degree

Music Core: 27 cr. for BM and BA degrees

MUS 109	Theory I	3 cr.
MUS 110	Theory II	3 cr.

MUS 186	Chamber Ensemble	2 cr.
MUS 135	Applied Music	2 cr.
MUS 136	Applied Music	2 cr.
MUS 192	Performance Workshop	2 cr.
MUS 287	Applied Music	2 cr.
MUS 288	Applied Music	2 cr.
MUS 327	History: Baroque and Classical	3 cr.
MUS 328	History: Romantic Music	3 cr.
MUS 386	Chamber Ensemble	2 cr.
MUS 497	Senior Seminar	1 cr.

Sacred Music Requirements: 9 cr. for BM degree

MUS 350	History: Sacred Music Literature	3 cr.
MUS 384	Conducting I	2 cr.
MUS 385	Conducting II	2 cr.
MUS 386	Chamber Ensemble	2 cr.

Theology Co-requisites: 18 cr. for BM degree

THE 201	Theology: Faith, Beliefs and Traditions	3 cr.
THE 309	Old Testament and its Interpreters	3 cr.
THE 321	The New Testament as Christian Scripture	3 cr.
THE 344	Sacraments	3 cr.
THE 345	Liturgy, Feasts and Devotions	3 cr.
THE 354	Worship in Music	3 cr.

Sacred Music Electives minimum of 15 credits

MUS 108A	Rudiments of Music	3 cr.
MUS 135,136,287,288,335,338,487,490	Applied music in any instrument other than the principal	1-8 cr.
MUS 180/380	University Chorale	1-3 cr.
MUS 392	Performance Workshop	2 cr.
MUS 211	Theory III	3 cr.
MUS 212	Theory IV	3 cr.
MUS 359	Independent Study	3 cr.
MUS 386	Ensemble	3 cr.
MUS 392	Performance Workshop	3 cr.
MUS 335-487	Applied Music	2-6 cr.

Music Minor

The Music Minor consists of 21 credits of MUS courses. A minimum grade of C is required in all courses.

Course Descriptions— Music Prefix: MUS

108A Rudiments of Music (3)

Review of fundamental music concepts including reading and notation, rhythm, pitch, and intervals; basic preparation for students wishing or needing to develop music reading skill. Open to majors and non-majors. Majors need advisor's approval to register.

108B Listening to Music (3)

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

109 Theory I (3)

Basic integrated study of melodic, rhythmic, and harmonic elements of music; topics include study of circle of fifths, scales, intervals, triads, time signatures, ear-training, and correlation to keyboard work.

110 Theory II (3)

Continued integrated study of melodic, rhythmic and harmonic elements of music; topics include study of seventh chords secondary dominants, augmented sixth chords, advanced rhythmic drills, harmonization, ear-training and correlation to keyboard work. Prerequisite: MUS 109

123/126 Applied Music (1 or 2)

Private lessons for non-majors; one-half hour private lesson, 1 credit; one hour private lesson, 2 credits; may be repeated for additional credit. (Special Fee) MUS 126 is a repeatable course differentiated by A, B, C, D, etc.

135, 136 Applied Music (1 or 2)

First and second enrollments on a particular instrument; for Music majors and minors only. (Special Fee)

168 Percussion Techniques (1)

Introduction to basic playing and teaching methods on percussion instruments.

169 Woodwind Techniques (1)

Introduction to basic playing and teaching methods on woodwind instruments.

170 Brass Techniques (1)

Introduction to basic playing and teaching methods on brass instruments.

171 String Techniques (1)

Introduction to basic playing and teaching methods on string instruments.

180/380 University Chorale (1)

A choral ensemble comprised of students and community members. No audition required. Repeatable course differentiated by A, B, C....H.

186/386 Ensemble (1-3)

Ensembles including Chamber Ensemble, String Ensemble, Guitar Ensemble, Piano Ensemble, Woodwind Ensemble, Liturgical Ensemble, and Percussion Ensemble. Repeatable course differentiated by A, B, C....H.

192 Performance Workshop (2)

Performance Workshop is a class designed to integrate music skills acquired in choral ensembles, applied lessons, and music coursework, with theatre skills, including acting and movement, through observation, research, and performance practice. Repeatable course differentiated by A, B, C....H.

200 Diction for Singers (1)

A study of correct pronunciation for singing in English, Italian, French and German through a study of the International Phonetic Alphabet.

205 Piano Sight Reading (1)

Formal instruction in the art of sight-reading. Emphasis on the development of techniques used to train the eye, hand and ear. A variety of musical styles will be presented. Prerequisite: Music major or permission of instructor.

211 Theory III (3)

Advanced integrated study of melodic, rhythmic and harmonic elements of music; topics may include four part writing, form and analysis, tertian harmonic analysis, and its correlation to instruments and voice. Prerequisite: MUS 110.

212 Theory IV (3)

Continued advanced integrated study of melodic, rhythmic and harmonic elements of music; topics may include chromatic harmony, twentieth century techniques, analytical listening, and its correlation to instruments and voice. Prerequisite: MUS 211.

223 Piano Literature I (1)

An overview of the standard piano literature from the Baroque and Classical periods. Primary teaching tools will be lectures, readings, recordings and musical scores. The course is suited to the musician and non-musician alike. Prerequisite: none.

234 Piano Literature II (1)

An overview of the standard piano literature from the Romantic and Modern periods. Primary teaching tools will be lectures, readings, recordings and musical scores. The course is suited to the musician and non-musician alike. Prerequisite: none.

287/288 Applied Music (1 or 2)

Third and fourth enrollments on a particular instrument; for Music majors and minors only. Prerequisite: MUS 135/136. (Special fee)

300 Special Topics (1-3)

Course content designed to fill specific needs or interests.

302 Accompaniment (1)

A practical approach to the preparation of musical scores for collaborative piano playing with a singer, instrumentalist, or chorus. A large variety of repertoire will be examined. Prerequisite: Piano major or permission of instructor.

309 Survey of Vocal Literature I (1)

A broad overview of the standard vocal repertoire. Examination of English, French, and German art song from the early Romantic period through the Twentieth

century masters of the form. Prerequisites: Music major or permission of instructor.

310 Survey of Vocal Literature II (1)

A broad overview of operatic repertoire from its inception with the Florentine Camerata (circa. 1600) to the present. The works of Monteverdi, Handel, Mozart, the bel canto composers, and the great Romantic composers, including Verdi and Wagner, are studied and compared to the modern operas of Puccini, Strauss, Britten, Menotti, and other Twentieth century masters. Prerequisites: Music major or permission of instructor.

324 Musical Theatre Styles I (3)

A course designed to trace the history of the American Musical Theatre from its origins in Minstrel Shows and Vaudeville to the 1950's. Works discussed will include the most important shows of each genre.

325 Musical Theatre Styles II (3)

A course designed to trace the history of the American Musical Theatre from the 1950's to the present. Works discussed will include the most important shows of each genre.

326 Electronic Music/MIDI (3)

An introduction to the technology, tools, and software used in the creation of digital music composition, music scoring, and computer assisted instruction. Prerequisite: MUS 110. (Special fee)

327 History: Baroque and Classical Music (3)

A study of the development of music from the Baroque period (1600-1750) and the Classical period (1750-1820). Emphasis will be placed on the biographies of the great composers and in-depth guided listening and analyses of representative musical compositions. Live class performances will also be used for purposes of demonstration and development of appropriate performance practice.

328 History: Romantic Music (3)

A study of the development of music from the Romantic period (1820-1900). Emphasis will be placed on the biographies of the great composers and in-depth guided listening and analyses of representative musical compositions. Live class performances will also be used for purposes of demonstration and development of appropriate performance practice.

329 History: Twentieth Century Music (3)

A study of the development of music from the twentieth century (1900 to the present). Emphasis will be placed on the biographies of the great composers and in-depth guided listening and analyses of representative compositions. Live class performances will also be used for purposes of demonstration and development of appropriate performance practice.

330 The American Musical Theatre: The Golden Age (3)

A course exploring the American Musical Theatre during the golden age (1930-1960) and its predecessors in the nineteenth and early twentieth centuries.

335/338 Applied Music (1 or 2)

Fifth and sixth semesters of study on a particular instrument; for Music majors and minors only. Prerequisite: MUS 287/288. (Special fee).

340 Sight Singing/Ear Training (1)

This course is designed to cultivate the aural skills necessary for the developing music student. The skills that will be implemented include: sight singing in various clefs, intervallic and chordal recognition, melodic and rhythmic dictation.

350 History of Sacred Music Literature (3)

A historical examination of the music of the worship service from early Gregorian and Hebrew chant, to contemporary compositions. This course will examine sacred music repertoire performance practices to assist in the development of the liturgy.

359 Independent Study (3)**375 Piano Pedagogy (1)**

Investigation of resources and techniques necessary in the teaching of piano. An emphasis is placed on methods most suitable to beginning piano study. Prerequisite: Piano major or permission of instructor.

384 Conducting I (2)

Techniques of instrumental and choral conducting.

385 Conducting II (2)

Advanced instrumental and choral conducting techniques. Prerequisite: MUS 384.

392 Performance Workshop (3)

Performance workshop is designed to integrate music skills acquired in choral ensembles, applied lessons, and music coursework, with theatre skills, including acting and movement, through observation, research, and performance practice. Repeatable course differentiated by A, B, C, ...H.

420 Vocal Interpretation (1)

A practical approach to preparation for recital and public performance. A one-on-one coaching with detailed attention paid to stylistic appropriateness, practice strategies, techniques of interpretation, memorization and ensemble skills with the pianist. Prerequisite: For vocal specialization majors presenting junior or senior recital only. Repeatable course differentiated by A, B, C, ...H.

422 Instrumental Interpretation (1)

A practical approach to preparation for recital and public performance. A one-on-one coaching with detailed attention paid to stylistic appropriateness,

practice strategies, techniques of interpretation, memorization and ensemble skills with the pianist. For instrumental specialization majors presenting junior or senior recital only Repeatable course differentiated by A, B, C, ...H.

476 Methods in Music Education (2)

Philosophy, curriculum, and methods pertinent to the development of musical expressions for students of music in different grades and levels.

488 Vocal Pedagogy (1)

A study of the anatomy and physiology of the voice and its function. Analysis of teaching methods and corrective techniques.

487/490 Applied Music (2)

This is the seventh and eighth semester of study on a particular instrument; for Music majors and minors only. Prerequisite: MUS 335/338. (Special fee)

497 Senior Seminar (1)

An integrative experience, including comprehensive examinations in music theory and music history, to assist the music major in preparation for graduate study or professional work.

THEATRE (B.F.A., B.A.)

Students selecting to major or minor in Theatre will find a program both diverse and practical in nature. The program integrates academic coursework and practical workshops with an active, professional caliber production schedule, which includes two mainstage productions a year and a variety of student projects. Scholarships are available for dedicated Theatre majors. Students should contact the Department of Fine Arts for details.

The Theatre curricula combine history, theory and practice while also providing opportunities to develop individual talents and interests. Study in Theatre serves as an excellent preparation for professional careers and continued education not only in theatre but also in the fields of teaching, law, politics, communication, sales and management. For non-majors, the Theatre program includes experience and courses in fundamental methods and content.

Theatre Major Specializations

Each theatre major may select a specialization which reflects the student's theatre interests and educational goals. Following are Theatre Specializations:

- **Acting Specialization;** B.F.A. and B.A. degrees
- **Technical Theatre Specialization;** B.F.A. and B.A. degrees
- **Dance Theatre Production Specialization;** B.F.A. and B.A. degrees

- **Theatre Publicity Specialization;** B.F.A. and B.A. degrees

Degrees in Theatre

The major in Theatre offers two degree programs:

- **Bachelor of Fine Arts (B.F.A.),** requiring 18 credits of the Theatre Core, plus a minimum of 42 credits of specialization electives.
- **Bachelor of Arts (B.A.),** requiring 18 credits of the Theatre Core, plus a minimum of 18 credits of specialization electives.

In addition, students interested in non-major study in Theatre may choose:

- **Minor in Theatre** requiring 21 credits of TH theatre courses.

Graduation Requirements

In order to fulfill requirements for graduation, students seeking the B.F.A. or B.A. in Theatre must participate in mainstage productions and must complete a Theatre comprehensive examination and integrative experience during their final year. A minimum grade of C is required in all major and minor courses.

More detailed descriptions of the Theatre Specializations follow:

Acting Specialization (B.F.A. 60 cr. min., B.A. 36 cr. min.)

The **Acting Specialization** offers courses for individuals pursuing work in the theatre, musical theatre, and film or television. With a foundation in both contemporary acting approaches and methodologies, and an overview of historical acting styles, this program combines academic training with performance opportunities in both Mainstage and laboratory theatre environments.

Theatre Core:		18 cr.
TH	100 Intro to Theatre	3 cr.
TH	105 Intro to Tech. Theatre	3 cr.
TH	111 Technical Theatre Lab I (A, B, C...)	1 cr.
	(min 2 credits required)	1 cr.
TH	155 Acting I: Fundamentals	3 cr.
TH	439 Theatre History I	3 cr.
TH	440 Theatre History II	3 cr.
TH	497 Senior Seminar	1 cr.

Acting Specialization Electives:

**42 cr. min. for B.F.A. degree,
18 cr. min. for B.A. degree**

TH	156 Voice and Movement	3 cr.
TH	180 Theatre Ensemble (A, B, C...)	1 cr.
TH	255 Acting 2: Role Analysis	3 cr.
TH	256 Acting 3: Scene Study	3 cr.
TH	300 Special Topics	3 cr.

TH	323 Play Directing	3 cr.
TH	355 Acting 4: Period Styles	3 cr.
TH	295 Principles of Cost. & Makeup	3 cr.
TH	380 Theatre Ensemble (A, B, C...)	3 cr.
TH	389 Critical Readings (A, B, C...)	3 cr.
TH	391 Lighting Design	3 cr.
TH	392 Scene Design	3 cr.
TH	441 Contemporary Theatre	3 cr.
TH	455 Acting 5: Camera	3 cr.
TH	459 Independent Study	3 cr.
TH	499 Internship	3 cr.
DAN	Elective	3 cr.
MUS	Elective	3 cr.

Technical Theatre Specialization (B.F.A. 60 cr. min., B.A. 36 cr. min.)

The **Technical Theater Specialization** allows students to combine technical elective courses in order to concentrate on a variety of theater design and technology areas. Through involvement in University productions, students can expect significant hands-on production experience directly related to the theory taught in Technical Theatre and related courses.

Theatre Core:		18 cr.
TH	100 Intro to Theatre	3 cr.
TH	105 Intro to Tech. Theatre	3 cr.
TH	111 Technical Theatre Lab I (A, B, C...)	1 cr.
	(min 2 credits required)	1 cr.
TH	155 Acting I: Fundamentals	3 cr.
TH	439 Theatre History I	3 cr.
TH	440 Theatre History II	3 cr.
TH	497 Senior Seminar	3 cr.

Technical Specialization Electives:

**42 cr. min. for B.F.A. degree,
18 cr. min. for B.A. degree**

TH	180 Theatre Ensemble (A, B, C...)	1 cr.
TH	185 Stagecraft	3 cr.
TH	208 Principles of Light.& Sound	3 cr.
TH	211 Technical Theatre, Lab II (A, B, C...)	1 cr.
TH	295 Principals of Costume and Makeup	3 cr.
TH	300 Special Topics	3 cr.
TH	311 Technical Theatre Lab III (A, B, C...)	1 cr.
TH	380 Theatre Ensemble (A, B, C...)	3 cr.
TH	389 Critical Readings (A, B, C...)	3 cr.
TH	391 Lighting Design	3 cr.
TH	392 Scene Design	3 cr.
TH	441 Contemporary Theatre	3 cr.
TH	459 Independent Study	3 cr.
TH	499 Internship	3 cr.
ART	101A Basic Drawing	3 cr.
ART	101B 2-D Design	3 cr.
ART	102A Figure Drawing	3 cr.
ART	319 Art History I	3 cr.
ART	320 Art History II	3 cr.
ART	411 20th Century Art	3 cr.
ART	415 History of Graphic Design	3 cr.
PHO	305 Computer Imaging I	3 cr.

Dance Theatre Production Specialization (B.F.A. 60 cr. min., B.A. 36 cr. min.)

The **Dance Theatre Production Specialization** is designed for students with a performance interest in both Theater and Dance. The Dance Theatre Production specialization electives provide a diverse selection of dance courses to better prepare students interested in a Theater Dance Production career. In addition to having performance possibilities in annual dance concerts and involvement in University theatrical productions, students may participate in dance workshops and student choreography.

Theatre Core:		18 cr.
TH	100 Intro to Theatre	3 cr.
TH	105 Intro to Tech. Theatre	3 cr.
TH	111 Technical Theatre Lab I (A, B, C...) (min 2 credits required)	1 cr.
TH	155 Acting I: Fundamentals	3 cr.
TH	439 Theatre History I	3 cr.
TH	440 Theatre History II	3 cr.
TH	497 Senior Seminar	1 cr.

Dance Theatre Specialization Electives: 42 cr. min. for B.F.A. degree, 18 cr. min. for B.A. degree

DAN	104 Dance Appreciation	3 cr.
DAN	105 Ballet I	2 cr.
DAN	108 Theatrical Movement	1 cr.
DAN	109 Modern Dance I	2 cr.
DAN	110 Modern/Jazz Dance I	2 cr.
DAN	119 Latin Dance I	2 cr.
DAN	180 Repertory Ensemble (A, B, C...)	1-2 cr.
DAN	199 Special Topics in Dance	2 cr.
DAN	205 Ballet II	2 cr.
DAN	209 Modern Dance II	2 cr.
DAN	210 Modern/Jazz Dance II	2 cr.
DAN	219 Latin Dance II	2 cr.
DAN	220 Dance Composition/ Choreography I	2 cr.
DAN	300 Special Topics in Dance	2 cr.
DAN	305 Ballet III (A, B, C...)	2 cr.
DAN	309 Modern Dance III (A, B, C...)	2 cr.
DAN	310 Modern Jazz III (A, B, C...)	2 cr.
DAN	320 Dance Composition/ Choreography II	2 cr.
DAN	325 Dances of African Diaspora	3 cr.
DAN	380 Repertory Ensemble (A, B, C...)	1-2 cr.
DAN	410 Dance Production	3 cr.
DAN	429 History and Philosophy of Dance	3 cr.
TH	180 Theatre Ensemble (A, B, C...)	1 cr.
TH	380 Theatre Ensemble (A, B, C...)	3 cr.
TH	459 Independent Study	3 cr.

Theatre Publicity Specialization (B.F.A. 60 cr. min., B.A. 36 cr. min.)

The **Theatre Publicity Specialization** combines studies in Theatre, Photography, Graphic Design, and related courses. This specialization is for students pursuing experience and involvement in theatre productions, the photographing of actors and sets, as well as the creation of photo composites, brochures, playbills, and posters as theatre publicity.

Theatre Core:		18 cr.
TH	100 Intro to Theatre	3 cr.
TH	105 Intro to Tech. Theatre	3 cr.
TH	111 Technical Theatre Lab I (A, B, C...) (min 2 credits required)	1 cr.
TH	155 Acting I: Fundamentals	3 cr.
TH	439 Theatre History I	3 cr.
TH	440 Theatre History II	3 cr.
TH	497 Senior Seminar	1 cr.

Theatre Publicity Specialization Electives: 42 cr. min. for B.F.A. degree, 18 cr. min. for B.A. degree

PHO	203 Basic Photography	3 cr.
PHO	303 Intermediate Photography	3 cr.
PHO	305 Computer Imaging I	3 cr.
PHO	401 Color Photography	3 cr.
PHO	411 Lighting Techniques	3 cr.
PHO	404 Advanced Photography	3 cr.
PHO	412 Studio Lighting	3 cr.
ART	101A Basic Drawing	3 cr.
ART	101B 2-Dimensional Design	3 cr.
ART	205 Graphic Design Foundations	3 cr.
ART	305 Collateral Design	3 cr.
ART	405 Design Methodology	3 cr.
TH	180 Theatre Ensemble (A, B, C...)	1 cr.
TH	380 Theatre Ensemble (A, B, C...)	3 cr.
TH	459 Independent Study	3 cr.
TH	499 Internship	3 cr.
ADV	301 Principles of Advertising	3 cr.
MKT	306 Marketing Concepts and Appl.	3 cr.
MKT	386 Sales Promotion, Advertising	3 cr.

Theatre Minor

The Theatre Minor consists of 21 credits of TH courses. A minimum grade of C is required in all courses.

Dance Minor

The Dance Minor consists of 21 credits of DAN courses. A minimum grade of C is required in all courses.

For course descriptions of the above B.F.A., B.A., courses, see TH, DAN, ART, PHO.

Course Descriptions— Theatre Prefix: TH

100 Introduction to Theatre (3)

Explores the nature and existence of theatre as a collaborative art form: its artists, craftsmen, practices, products, traditions and historical perspectives.

105 Introduction to Technical Theater (3)

A survey class examining the various technical and artistic facets of a live theatrical production.

111 Technical Theatre Lab I (1)

Beginning technical theatre lab with focus on backstage operations and crew assignments. Emphasis on practical application in actual productions. Repeatable course differentiated by A, B, C, D, etc.

155 Acting I: Fundamentals I (3)

An eclectic, performance-oriented course designed to introduce, develop and reinforce fundamental acting skills and techniques.

156 Voice & Movement (3)

A full examination of vocal production and movement techniques for the actor.

180/380 University Theatre Ensemble (1-3)

Involvement in a full-length play on the mainstage. Admission by audition or faculty approval. Repeatable course differentiated by A, B, C, D, etc.

185 Stagecraft (3)

Introduction to theatre technology with emphasis on tools, materials, terminology, drafting, safety, and practical application of the basic techniques for construction of scenery and stage rigging.

208 Principles of Lighting & Sound (3)

Study of stage lighting and sound equipment, practices, theories, and practical applications. Prerequisite TH 185

211 Technical Theatre Lab II (1)

Intermediate technical theatre lab with focus on backstage operations and crew assignments. Emphasis on practical application in actual productions. Prerequisite: TH 111. Repeatable course differentiated by A, B, C, D, etc.

255 Acting II: Role Analysis (3)

Emphasis on the development and use of techniques for in-depth research and analysis of characters. Prerequisite: TH 155.

256 Acting III: Scene Study (3)

A workshop course designed to reinforce performance techniques through the performing of selected scenes. Prerequisite: TH 255

295 Principles of Costume and Makeup (3)

Study of sewing, fabrics, patterns and practical application of costume construction techniques; materials and techniques for stage makeup with emphasis on practical application.

300 Special Topics (3)

Advanced course designed to enrich the student's understanding and appreciation of the theatre as an art form. This course can include but is not exclusive to Stage Combat, Playwriting, or Theatre Management.

311 Technical Theatre Lab III (1)

Advanced technical theatre lab with focus on backstage operations and leadership assignments. Emphasis on practical application in actual productions. Prerequisites: TH 211. Repeatable course differentiated by A, B, C, D, etc.

323 Play Directing (3)

Investigation and execution of the classical theories, traditional techniques up to the postmodern visionary aspects of play direction. Prerequisites: TH 100, TH 155 or permission of the Instructor.

355 Acting IV: Period Styles (3)

Advanced study of acting focusing on performance, reflecting historical periods or social cultures. Prerequisite: TH 256 or permission of Instructor.

389 Critical Readings: Topics (3)

Advanced course focusing on various dramatic genres, styles, playwrights, and/or script analysis. Content to be determined. Repeatable course differentiated by A, B, C, D, etc.

390 Costume Design (3)

Advanced course in theory and practical design techniques with an emphasis on challenging the student's creative potential. Prerequisite: TH 295.

391 Lighting Design (3)

Design theories and techniques, drafting and related paperwork for theatre and dance lighting, with emphasis on practical application in the form of light plots and production work. Prerequisites: TH 185 and TH 208.

392 Scene Design (3)

Theory of designing stage sets. Study of drafting and rendering techniques needed to execute a design. Emphasis upon portfolio enhancement, theoretical projects and production work. Prerequisites: TH 185 and TH 208. Theatre Majors/Minors only.

439 Theatre History I (3)

A history of theatre production from Aeschylus to Shakespeare, with selected readings from Greek, Roman, Medieval and Renaissance dramatic literature. Same as ENG 439.

440 Theatre History II (3)

A history of theatre production from Restoration to Realism, with selected readings from French neo-classical comedy and tragedy, English restoration comedy and Continental realism. Same as ENG 440.

441 Contemporary Theatre (3)

A survey of theatre production in the 20th and 21st Centuries, with selected readings. Same as ENG 441.

455 Acting V: Acting for the Camera (3)

On-camera workshop focusing on specific acting techniques relevant to film, TV and commercials. Prerequisite: Permission of Instructor.

459 Independent Study Project (3)

Opportunity to showcase area of specialization, culminating in a studio level production or demonstration of developed work. Faculty approval required.

497 Senior Seminar (1)

An integrative experience to assist the theatre major in preparation for graduate study or professional work.

499 Internship (3-12)

On-site experience in a professional theatre or with an approved organization. Prerequisites: Senior status (90+ credits) Faculty approval required. Requires a minimum of 120 service hours of experience. CR/NC grade only - Majors only.

Course Descriptions— Dance Prefix: DAN

Please refer to the Theatre curricula in this catalog for information regarding the Dance Theatre Production Specialization, and Dance Minor.

104 Dance Appreciation (3)

Dance appreciation will encourage the student to develop in-depth observational, perceptual and cognitive understanding of dance from the respective roles of dancers, choreographers, and audiences relating to the art of dance. The class will examine selected global traditions in dance within a historical and cultural context. Various visualizations will be used such as live performances, videos, television, and film. This course is designed to introduce the student to a broad perspective of dance and its many contributions.

105, 205 Ballet I, II (2)

Study and practice in ballet technique designed to improve strength, flexibility, and an understanding of ballet vocabulary.

108 Theatrical Movement (1)

A survey of dance forms used in stage productions. Forms to be covered include: jazz, tap, ballet, folk, ballroom, hip hop, line, Latin, and ethnic dances. Appropriate for Theatre, Musical Theatre, and Physical Education majors.

109, 209, 309 Modern Dance I, II, III (2)

Beginning, Intermediate and Advanced – An objective approach to modern dance technique. The student will explore movement skills, basic vocabulary, and principles. A development of basic principles of the dance form through learned dance phrases, self-expression in improvisational structures, and discussion of dance viewing. Repeatable course differentiated by A, B, C, D, etc.

110, 210, 310 Modern/Jazz I, II, III (2)

Beginning, Intermediate and Advanced jazz dance with exploration of disco jazz, classic jazz, and character jazz dance. Repeatable course differentiated by A, B, C, D, etc.

119 Latin Dance I (2)

Emphasis upon the basic steps of Latin dances originating in Cuba and the Dominican Republic. These dances include salsa, cha-cha, and merengue. Students will be challenged to place these dances in a socio-cultural and geographical context, both in their countries of origin and the United States.

180, 380 Repertory Ensemble (1-2)

Barry University Dance Ensemble – A faculty directed performing group formulated to enhance presentation skills in dance and dance theatre. Prerequisite: Audition. Repeatable course differentiated by A, B, C, D, etc.

219 Latin Dance II (2)

An extension of Latin Dance I with an emphasis on individual style development. Students will refine techniques in salsa, cha-cha, and merengue and how to incorporate these and other Latin dances into their own choreographed movement sequence. Prerequisite: DAN 119

220 Dance Composition/Choreography I (2)

This course investigates the procedures and concepts of dance composition and choreography. Students will explore the practical the process of dance-making through improvisation and learned movement studies.

305 Ballet III (2)

Study and practice of intermediate-advanced level ballet technique designed to further develop the student's ballet dance technique, and ballet vocabulary, as well as providing an opportunity for dance performance experience. Prerequisite: DAN 205. Repeatable course differentiated by A, B, C, D, etc.

320 Dance Composition/Choreography II (2)

This course is a continuation of DAN 220 with a more in-depth examination of choreography which culminates in the creation of a dance piece. Appropriate for Theatre, Musical Theatre, and Physical Education majors. Prerequisite: DAN 220.

325 Dances of the African Diaspora (3)

This course is designed to explore dances with African roots found in South America, the United States and the Caribbean. Specific dances such as Gullah Ring Shout, Gahu, Samba and Kumina will be examined. These dances are experiences utilizing body/mind interaction in order to learn the classic movement vocabulary and investigate individual development of style. Prerequisite: any dance course.

410 Dance Production (3)

The student will investigate various areas of dance production through hands-on activities in marketing, stage crew, publicity and promotions. Students will learn all the technical skills necessary to plan and mount a successful dance production.

429 History and Philosophy of Dance (3)

This course examines the historical development of dance with reference to periods, social structures and cultural context.

DEPARTMENT OF HISTORY AND POLITICAL SCIENCE

George Cvejanovich, Ph.D., Chair

Faculty: Caravelis, Foreman, Mendez, Smith

HISTORY (B.A.)

History is the study of the changing character of civilization on all levels, including the economic, political, social, cultural, intellectual, and religious, and, as such, provides a fundamental context for liberal arts education. This far-ranging nature of the discipline enables History majors to pursue many careers including those in law, government service, business, education, or pastoral ministry. The Barry History program offers particular specializations in modern U.S., Latin America, and Medieval and Modern Europe.

History students have opportunities to participate in scholarly activities through membership in Barry University's local Xi Kappa chapter of Phi Alpha Theta, the international honor society for history, and in various history writing awards offered by the University, including the President's Writing Award, presented each year during the Spring Honors Convocation.

Learning Goals and Objectives:

The history curriculum is designed so that majors will develop an understanding of the discipline of history, including methodology and historiography, as well as the centrality of history in the human experience. The major area learning goals support and complement the university's mission as described in the institution's mission statement.

The study of history encourages the acquisition of knowledge in order to develop specific skills and competencies including the following:

- selection and analysis of historical information
- critical thinking
- historical research skills

- an understanding of different philosophies of history
- analytical and persuasive writing skills

A total of 33 credit hours is required for the major in history. Majors must take HIS 101, 102, 201, 202, and 487 (which serves as the integrative experience), as well as a minimum of 18 additional hours in upper biennium courses, including 9 hours of 400-level. HIS 101-102 are prerequisites for all other required history courses. Of the upper biennium courses, at least 3 credits must be taken in each of the U.S., European, and non-western areas. Students who complete a single major without a minor must complete 39 credit hours in history. Graduation requirements include 1) earning a minimum grade of C in all major courses; 2) completing HIS 487 as an integrative experience; and 3) passing a department-approved examination.

Requirements for minors are 21 credit hours, including HIS 101, 102, 201, 202, and 9 hours in upper biennium courses. HIS 101-102 are prerequisites for all other required history courses. A minimum grade of C in all minor courses is required.

Course Descriptions— History Prefix: HIS

101, 102 Western Civilization I and II (3) (3)

General survey of western history examining the origins and development of ideas and institutions. First semester concentrates on the period from prehistory to the Peace of Westphalia (1648), and second semester, on the modern age. Non-western history is included as it has influenced western thought and activity. Co-requisite: ENG 111 or higher.

150 The Meaning of History (3)

An introduction to the discipline of history using as a vehicle the history of the 20th century world. The

course, through an emphasis on reading and writing skills, will explore the interrelationship of historical, geographical, political, social and economic perspectives.

199 Special Topics (1-3)

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

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

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

300 Special Topics (3-6)

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

308 History of Asian Civilizations (3)

Overview of selected major Asian nations with emphasis on twentieth century developments.

Prerequisite: HIS 102 or 150.

315 History of Florida (3)

A survey history course of Florida from pre-history to the present. The relationship between South Florida and the rest of the state is emphasized during the more contemporary period.

335 Modern Russia (3)

Survey of the historical evolution of Russia with emphasis on the imperial and soviet periods (since the 1400s), including the development of revolutionary, economic, military, political, and social institutions.

Prerequisite: HIS 102 or 150.

339 Germany Since 1871 (3)

A survey of German history focusing on nationalism and the political, cultural, economic, and social developments since becoming a nation. Prerequisite: HIS 102 or 150.

344 Europe in the Nineteenth Century (3)

The political, economic and intellectual developments of modern Europe from 1815 to 1914, including industrial society, revolution and reaction, nationalist movements, imperialism, cultural and scientific achievements, and the background to the First World War. Prerequisite: HIS 102 or 150.

345 Europe in the Twentieth Century (3)

Contemporary Europe with a concentration on the decline of Europe since the First World War, the rise of totalitarian movements, the Great Depression, the Second World War, postwar recovery, and the "new Europe" of the European Community. Prerequisite: HIS 102 or 150.

352 Politics and Music (3)

Examines the relationship between politics and music by focusing on the lyrics of popular songs from the colonial period to date. The political activities of major popular music artists will be considered as well as songs that focus on specific political problems such as war, authority, race, gender and economic justice. Political theorists covered include: Plato, Marx, Nietzsche, and Rawls. Prerequisite: POS 201 or HIS 202 or permission of the department chair. (same as POS 352)

383 History of Latin American Colonial Period to 1824 (3)

A survey of Spanish and Portuguese America from the pre-Columbian era through the end of the colonial period. Prerequisite: HIS 102 or 150.

384 Latin American National Period from 1824 to present (3)

Overview of selected major Latin American nations with emphasis on twentieth century developments (i.e., revolutions, nationalism). Prerequisite: HIS 102 or 150.

388 History of the Caribbean (3)

Survey of the history of the main island nations of the Caribbean; emphasis on their historical, cultural, and political dependency on colonial powers. Prerequisite: HIS 102 or 150.

389 U.S. History from the Gilded Age to World War II (3)

A political, economic, intellectual, cultural, and diplomatic history of the United States from 1890-1945. Prerequisite: HIS 102, 202 or 150.

390 U.S. History Since 1945 (3)

A study of the effects of the cold war on the diplomacy, domestic politics, and culture of the United States. Topics include the development of the cold war, McCarthyism, Civil Rights Movement, the Korean and Vietnam Wars, cultural changes in the 1960s, Watergate, and the end of the cold war. Prerequisite: HIS 102, 202 or 150.

403 American Diplomatic I to 1890 (3)

Foundation of American diplomacy; Monroe Doctrine; foreign wars and diplomacy of America's Civil War. Prerequisite: HIS 201.

404 American Diplomatic II 1890 to present (3)

Significant topics in diplomatic history; including the emergence of the U.S. as a world power; the cold war; decision-making in the Department of State; and the role of interest groups in foreign policy. (same as POS 404) Prerequisite: HIS 202 or POS 201.

432 Modern English History (3)

Political, social, economic and intellectual history of England from the Tudor dynasty to contemporary times. Included are religious, political and industrial revolutions, the British Empire, reform movements, world wars, and Thatcherism. Prerequisite: HIS 102 or 150.

437 European Diplomatic Since 1815 (3)

This course will examine the diplomatic processes developed and employed by the Great Powers in the nineteenth century, including the establishment of a diplomatic corps, the “balance of power” idea, the Concert of Europe, and the “new imperialism.” The second half of the course will study the breakdown of this system and the effect of two world wars on European hegemony. Prerequisite: HIS 102 or 150.

449 Race, Gender, and Class in Latin America (3)

An historical study of the colonial legacy in Latin America and its implications in the national period of the society of castes which reflected racial, gender, and social perspectives. Prerequisite: HIS 102 or 150.

454 America in the 1960s (3)

A topical study of the history of the United States in the 1960s. The Civil Rights Movement, antiwar movement, student movement, women’s movement, the Vietnam War, and the presidencies of Kennedy, Johnson and Nixon will be the focus of the course. Prerequisite: HIS 150 or 202.

456 African American History Since Reconstruction (3)

A political, social, cultural and economic history of African Americans since 1877. Focuses on segregation, civil rights, the family, northern migration, and cultural contributions. Prerequisite: HIS 150 or 202.

359, 459 Independent Study (3-12) (3-12)

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

487 Seminar (3-6)

For senior history majors, integration of distribution requirements and history courses, with a focus on a particular historical issue or problem. Emphasis on intensive research and effective writing skills. Required of all History majors. Same as POS 487.

499 Internship (3-12)

Practical experience within a professional setting. Prerequisites: Senior status (90+ credit hours); 2.5 overall G.P.A.; all paperwork must be completed before the end of the semester preceding the internship. Prior approval of Department Chair and Dean required.

POLITICAL SCIENCE (B.S.)

The study of political science explores the nature of politics, including its purposes, limitations, and significance in human life; it promotes an understanding of American politics and government; it analyzes and seeks comprehension of international politics and organizations; and develops a capacity for intelligent evaluations of public policies and a sensitive awareness of opposing points of view in the political conflicts of our time.

The Bachelor of Science degree in Political Science prepares students for careers in a wide choice of fields, including the practice of law, various types of government service, the business world, and teaching on the secondary level. Students are also well prepared to enter graduate study in the field of political science.

Learning Goals and Objectives:

Learning goals in political science support and complement the university’s mission as described in the institution’s mission statement. The major encourages the acquisition of knowledge in order to develop specific skills and competencies including the following:

- selection and analysis of information in the discipline
- understanding of the universality of politics in the human experience
- critical thinking
- research methodology
- an understanding of political theory
- analytical and persuasive writing skills

Requirements for a major in political science are 33 credits including POS 201, 209, 311, 325, 425-426, and 487. Majors must complete POS 201 before taking upper level required courses. Students who complete a single major without a minor must complete 39 credit hours in political science.

Graduation requirements include: 1) earning a minimum grade of C in all major and minor courses, 2) completing POS 487, Senior Seminar, as an integrating, capstone experience, and 3) successfully completing a departmental examination at the end of the program.

Requirements for minors are 21 credits, including POS 201, 209 or 325, and 425 or 426. Minors must complete POS 201 before taking upper level required courses. A minimum grade of C in all minor courses is required.

Course Descriptions— Political Science Prefix: POS

199 Special Topics (1-3)

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

201 American Government (3)

National Government and its structure; administrative and political practices of the central agencies of authority in the United States. Co-requisite: ENG 111 or higher.

202 State and Local Government (3)

Role of states in our federal system as well as inter-relationships among them; analysis of patterns of legislative and executive process on the state level; particular attention will be devoted to these processes in Florida. Prerequisite: POS 201.

204 American Parties, Campaigns, and Elections (3)

Analysis of structure and roles of parties in the American system, with emphasis on recent decline of party. Organization, financing, and conduct of campaigns. Candidates and their electoral support. Prerequisite: POS 201

207 The American Courts (3)

Analysis of the judiciary at the state and federal levels and of the role of courts in criminal, civil and constitutional/political matters. Contemporary legal and constitutional issues in their historical context. Students interested in POS 308 should take this course. Prerequisite: POS 201.

209 Comparative Government and Politics (3)

Analysis of governments and administrations, parties, policy formation and political regimes in western European democracies, in military/bureaucratic systems, in dictatorships and in developing countries. Historical background to various regimes, comparison of policy-making process across national lines. Prerequisite: POS 201.

300 Special Topics (3)

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

305 The Presidency (3)

The study of the development of the office of the President of the U.S. with emphasis on twentieth-century incumbents. Prerequisite: POS 201.

306 The Congress (3)

Based upon an overview of the rule-making process; analysis of the organization of U.S. Congress with particular attention to the role of Congress within this

political system and the centrality of committees in the law-making process. Prerequisite: POS 201.

308 Constitutional Law (3)

Use of the case method approach, focus on the development of constitutional law starting with judicial review and ending with privacy. An emphasis will be placed on the civil rights revolution of the Warren Court. Prerequisite: POS 207. Prerequisite: POS 201.

311 Scope and Methods in Political Science (3)

Analysis of the issues and problems within Political Science and its various sub-disciplines. Review of the research techniques and methodologies of the discipline. Required of all Political Science majors. Recommended as a first 300-level course and an introduction to upper-level coursework. Prerequisite: POS 201.

325 International Relations (3)

Analysis of relations among subnational, national, and supranational actors in the international system; foreign policy formation; quest for peace and security in a shrinking world. Prerequisite: POS 201.

352 Politics and Music (3)

Examines the relationship between politics and music by focusing on the lyrics of popular songs from the colonial period to date. The political activities of major popular music artists will be considered as well as songs that focus on specific political problems such as war, authority, race, gender and economic justice. Political theorists covered include: Plato, Marx, Nietzsche, and Rawls. Prerequisite: POS 201 or HIS 202 or permission of the department chair. (same as HIS 352)

395 International Organizations (3)

Study of the structure and functions of international organizations as well as their importance in the international arena; special attention will be devoted to the role of the United Nations and the European economic community. Prerequisite: POS 325.

396 Latin American Politics (3)

Detailed analysis of government and politics in select Latin American countries. Special attention will be devoted to authoritarian as well as revolutionary regimes. Prerequisite: POS 201.

404 American Diplomatic II 1890 to present (3)

Significant topics in diplomatic history; including the emergence of the U.S. as a world power; the cold war; decision-making in the Department of State; and the role of interest groups in foreign policy. Prerequisite: POS 201 or HIS 202. (same as HIS 404)

406 Political Economy of Development (3)

Analysis of the process of political and economic development. Topics include modernization, industrialization, the new international economic order,

the role of the state and military and ethical issues of development. Prerequisites: ECO 201, ECO 202 and departmental approval. Prerequisite: POS 201. Same as ECO 406.

415 American Political Institutions: Legacy of the Framers (03)

This course will analyze the evolution of the three branches (Executive, Legislative, Judicial) of the American national government from the framers to the present. Special attention will be given to the current relevance of the insights found in the Federalist papers. Prerequisite: POS 201.

425 Political Theory I (3)

Inquiry into various views of the nature of humanity and of civil and political society, with emphasis on political thought in the ancient and medieval world. Reading and analysis of texts in political theory from the classical era to the end of the Middle Ages. Prerequisite: POS 201.

426 Political Theory II (3)

Inquiry into humanity and civil/political society in the modern world, with emphasis on the reading and analysis of major political theories and philosophies of the period since the Renaissance and Reformation eras. Contemporary political theories. Prerequisite: POS 201.

429 Public Policy and Administration (3)

Analysis of the policy-making process, with use of the case method to study the formation of policy. Implementation of policy through the organization and management of policy at various levels of government. Survey of theories of administrative organization and management. Prerequisite: POS 201.

440 Disempowered Voices (3)

An advanced course dealing with narratives of the disempowered, including women, Native Americans and African Americans, within the context of Identity Politics. This course seeks to locate, utilizing different narrative perspectives, the fundamental shifts in consciousness that give rise to a politics of identity as well as political action. Shifts from an imposed, negatively constructed identity to a political asserted one will be analyzed as well as the logic of such identities. Prerequisite: POS 201.

487 Senior Seminar (3)

For senior political science majors, integration of distribution requirements and political science courses, with a focus on a particular political issue or problem. Emphasis on intensive research and effective writing skills. Required of all Political Science majors. Same as HIS 487.

499 Internship (3-12)

Practical experience within a professional setting. Prerequisites: Senior status (90+ credit hours); 2.50 overall GPA; all paperwork must be completed before the end of the semester preceding the internship. Prior approval of Department Chair and Dean required.

359,459 Independent Study (3-12)

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

INTERNATIONAL STUDIES (B.A.)

International Studies is an interdisciplinary major for students interested in global political, social, cultural, and economic affairs.

The major has social science, business, and cultural components with specific learning objectives.

The social science component emphasizes:

- the study of international relations;
- the study of comparative government and history

The business component provides:

- a knowledge of basic business skills;
- an understanding of international business forces.

The cultural component provides:

- a greater understanding of other societies and cultures.

The minimum grade of C is required in all major courses. Students should choose a regional track (e.g., Latin America) within the major. The advisor's approval is needed when choosing an elective within the major.

The social science component will include HIS 150 and 9 credits of HIS electives; POS 201 and 325, and 9 credits of POS electives.

The business component will include BUS 181; ECO 201-202; 6 credits of ECO 300, 301, 406, or 326; BUS 366; MGT 305; and MGT 336.

The cultural component will include THE 303 or 327; SOC 200; GEO 301; and 12 credits of a foreign language.

The remaining requirements will include ENG 111-210; MAT 108, 152; PHI 220 and 3 PHI credits; CS 180; SPE 101 or COM 104; 3 credits in fine arts, 3 HUM credits, THE 201; PSY 281, and a science with a lab.

In their remaining coursework, students are encouraged to strengthen a component of the major.

The integrative experience will consist of HIS/POS 487, an internship, or a study abroad experience.

PRE-LAW (B.A.)

Pre-Law is an interdisciplinary major representing a variety of disciplines. Although the Pre-Law major does not rule out pre-law preparation through the pursuit of traditional single discipline majors, it offers preparation for entry into any law school. The Pre-Law major specifically aims for breadth of knowledge and considers its interdisciplinary components an excellent preparation for students to perform successfully in law school.

Specific learning objectives in the Pre-Law major include:

- the learning objectives for the distribution requirements as outlined in the university’s general “Academic Information” section
- exposure to themes central to the field of law, with analysis of their philosophical background and implications. Themes emphasized include epistemology, politics, and argument analysis
- specific subject-matter acquisition in the areas of history and political science which includes a general emphasis on the Western tradition of law in the context of the United States
- understanding of general economic theory and the relationship of law and business in Western societies
- acquisition and analysis of rhetorical skills

Students will include the following courses as part of the general education requirements in the following areas:

- Oral and Written Communication—ENG 111, 210; SPE 101 or COM 104 elective
- Theology and Philosophy—PHI 220 and 3 PHI credits; THE 201 and 3 THE elective credit hours
- Humanities and Fine Arts—6 elective credit hours
- Mathematics and Science—MAT 152; CS 180 or higher; Lab Science elective
- Social Sciences—HIS 150, POS 201, PSY 281, SOC 200
- Foreign Language—3 credit hours

Students will include the following courses as part of the 48-credit major requirements in the five indicated component areas:

- Philosophy (12 credit hours)—PHI 304, 308, 310, 355
- Political Science (12 credit hours)—POS 207, 308, 425-426
- History (9 credit hours)—HIS 201, 202, 432
- Business (12 credit hours)—BUS 181, 239, ECO 201, 202
- English (minimum 3 credit hours)—ENG 406
- Integrative Experience—HIS/POS 487

The balance of the credit hours completing the 120-credit-hour course of study is to be chosen from electives to strengthen each component of the major with ENG 312 and 410 recommended as needed and with SOC 370 especially recommended.

The minimum grade of C is required in all courses in the major. Students must complete an integrative experience which consists of HIS/POS 487.

Geography Minor

The Geography Minor is designed for students who wish to deepen and/or broaden their major program of study with a distinctive yet flexible program of courses encompassing the relationship between environment and society. It consists of 21 semester hours of geography courses including GEO 203, GEO 305, GEO 301, GEO 499. A minimum grade of C in all minor courses is required.

Course Descriptions— Geography Prefix: GEO

203 Introduction to Geography (3)

This course is an introduction to essential concepts and approaches of geographic study. The course explores a broad spectrum of issues, ranging from the nature of Geography, the evolution of the discipline and some basic concepts of how physical and social processes shape and impact our environment.

205 Introduction to Mapping and GIS (3)

This course introduces students to the principles and practice of effective map making using computerized geographic information systems technology, primarily through the application of a specialized mapping software program known as Geographic Information System (GIS). GIS is a desktop computer-based database management system for capture, storage, retrieval, analysis and display of spatial data. The course focuses primarily on GIS-based cartographic techniques, including map analysis, and map design. Prerequisite: CS 180

300 Special Topics (3)

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

301 World Environments, People and Places (3)

Survey of physical, economic, political and social systems that give unique character to the world regions. Focus on how the world has become more interdependent as complex contemporary problems shape our globe.

303 Geography of Europe (3)

Europe with an emphasis on the culture, economy, history, and political entities on a regional basis; hu-

man adaptation and development in relation to their physical environment, and the influence of environment upon humanity and its activities.

305 Latin American Geography (3)

Latin America with an emphasis on cultures, economy, history, and political entities on a regional basis; focus on human adaptation and development in relation to their physical environment and the influence of environment upon humanity and its activities.

307 Physical Geography (3)

Holistic approach to people in nature; climatic, physical, biochemical, economic, and political influences upon the ecological structure of the Earth; Earth resources and conservation.

308 United States Geography (3)

Survey of physical, cultural, and economic relationships in the contemporary setting of the United States. Focus on the complex mosaic of people and places that make up the United States.

320 Geography of Disasters (3)

A geographical survey of natural and human induced disasters. Particular attention is given to environmental consequences and cause and effect relationships between nature and humans. This course offers a broad overview of why various natural and manmade hazards, and hence various disasters, which occur on Earth do so in particular geographical regions by investigating the spatial dimensions of their underlying causes and impacts.

346 Geography Politics and Power (3)

An exploration of the interaction between geography and politics at the world level. The origin and function of nations will be examined. Focus on interdependence and globalization.

359 Independent Study (3)

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

499 Internship (3-12)

Practical experience within a professional setting. Prerequisites: Senior status (90+ credit hours); 2.50 overall GPA; all paperwork must be completed before the end of the semester preceding the internship. Prior approval of Department Chair and Dean required.

Social Science Minor

The social science minor is designed to meet Middle School (Grades 5-9) Certification. All grades must be a C or higher. Students must complete all of the following courses: HIS 102, HIS 201, HIS 202, ECO 201, and POS 201. Students must complete one of the following courses: HIS 308, HIS 339, HIS 342, HIS 344, HIS 355, HIS 383, HIS 384, HIS 437, or HIS 449. Students must complete one of the following courses: GEO 301, GEO 303, GEO 305, GEO 307, GEO 308, GEO 320, or GEO 346.

Peace Studies Minor

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

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

As a response to this mandate, the College of Arts and Sciences offers an interdisciplinary minor in Peace Studies. The minor requires a minimum of 21 credits which must include POS 325 and either PHI 321 or THE 327. The courses should be chosen from those listed below or from relevant special topics courses.

POS	325	International Relations
POS	395	International Organizations
PHI	292	Ethics
PHI	321	Philosophy of Peace and War
PHI	355	Philosophy of Politics
THE	312	Freedom and Virtue
THE	438	Catholic Social Teaching
THE	327	Theology of Peace and Justice
HIS	404	American Diplomatic History: 1890 to Present

The minimum grade of C is required in all courses.

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

Chakib Chraibi, Ph.D., Chair

Faculty: Aristidou, Cazalis, Chuan, Del Rio, Franco, Haralambides, Jimenez, Mac Dowall, Marinas, Markov, Morales, Oprisan, Pan, Segami, Singh, Villemure.

MATHEMATICAL SCIENCES (B.S.)

The Department of Mathematics and Computer Science at Barry offers a variety of courses and educational experiences within the mathematical sciences which are required by many fields of study. Placement for new students in mathematics courses is determined by SAT scores. If SAT scores are not available and the student's intended program requires a mathematics course, diagnostic testing is done at the time of first enrollment prior to registration.

Major in Mathematical Sciences

The Department offers the degree of Bachelor of Science in Mathematical Sciences as well as a minor. The courses for the major cover the main areas of algebra, analysis, probability, statistics, numerical analysis and topology. Co-requisites in physics and computer science are also required.

A major in the Mathematical Sciences is intended for students who wish to build a strong foundation for careers in mathematics. These include teaching, computer-related areas, engineering, and actuarial sciences, among others. The B.S. in Mathematical Sciences also prepares students who wish to pursue further study in the mathematical sciences at the graduate level for math-related jobs that exist in college teaching, research, industry, insurance companies, and government agencies such as the U.S. Census Bureau, Department of Energy, Department of Defense, etc.

Mathematics courses towards a Bachelor of Science in Mathematical Sciences are divided into two categories: *core courses* and *electives*. A grade of C

or better is required in all courses towards the major including the corequisites. Each student is assigned a faculty advisor, who will offer assistance in designing an appropriate curriculum and in the selection of courses each semester.

The Department offers three areas of specialization within the major:

- General Mathematics
- Statistics/Actuarial Science
- Computational and Applied Mathematics

Students interested in the fields of Bioinformatics or Biomathematics are encouraged to take appropriate courses in Biology, Biochemistry, Chemistry, Computer Science, Genetics, Physical Sciences and Mathematics with the approval of a Departmental advisor.

LEARNING OBJECTIVES

Mathematics can be looked upon as an abstract science, as a practical tool, as an expression of culture. It has roots in human history and has always been an important element of any civilization. Mathematics can be considered a creative expression of races and peoples, endowed with beauty and proportion. The history of mathematics helps to provide a good insight into human culture. In the modern world, mathematics and its applications have become an all-pervading feature that cuts across continents and cultures.

Courses in mathematics help students develop their potential in the areas of problem-solving, abstract thinking and applications, addressing the needs of future professionals. Mathematics is needed to understand the inventions of modern technology, in-

cluding computers and the communications media. Mathematics helps students understand the intricacies of the financial world, the analysis of economic systems, prediction of weather patterns, biological growth, control of epidemics, the analysis of psychological and social phenomena and the dynamics of economic systems.

Students will achieve some or all of the following learning objectives of mathematics courses:

1. Acquisition of skills in numerical and symbolic manipulation, with application to everyday life and to the professions.
2. Application of logical thinking and quantitative reasoning to problem-solving in various settings.
3. An increased understanding of biological, geographical, economic, psychological and social quantitative measurements.
4. An appreciation of mathematics as a beautiful and creative human endeavor.

For the mathematical sciences major, the courses provide academic and professional training, which includes the development of analytical skills, as well as competency in various branches of sciences, with an understanding of their interrelations and application, the various branches of mathematics and their interconnections and applications.

All students in Mathematical Sciences are strongly urged to develop proficiency in the use of computers and in computer programming languages. A capstone course, an integrative experience, and a community service component are required before the end of the program.

Majors are encouraged to take courses in other areas such as accounting, biology, business, chemistry, communication, computer science, economics, education, management and physics, among other fields, in order to enhance their professional background and be knowledgeable about applications of mathematics in other areas.

Acceptance into the major

In order to be provisionally accepted as a Mathematical Sciences major, a student must meet the following criteria:

- a) 970 SAT or 20 ACT scores, with at least 500 in the SAT math section
- b) At least 2.7 GPA from high school or college
- c) At least 4 units of H.S. mathematics in algebra, geometry and trigonometry.

A student will be fully accepted as a major in Mathematical Sciences after successful completion with a grade of C or above in MAT 211 (Calculus I) and MAT 253 (Discrete Mathematics I).

Academic requirements for the major

Core courses: MAT-211, 212, 213, 253, 314 and 332 (21 credits).

Co-requisites:

- a) Eight credits in physics: PHY-211 and PHY-212 or PHY-201 and PHY-202.
- b) Eight credits in computer science: CS-231 and CS-232 or CS-211 and CS-212 (16 credits).

Electives: at least four upper division courses according to the desired specialization.

1. Specialization in General Mathematics

Suggested electives: MAT 310, 311, 331, 356, 416, 441, 451, 452 and 462.

2. Specialization in Statistics-Actuarial Science

Suggested electives: MAT 230, 330, 356, 451, 452 and 487.

For students interested in Actuarial Science, it is recommended that as part of the general electives they take the following courses (15 credits):

ACC-201	Financial Accounting I	3
ECO-201	Introductory Macroeconomics	3
ECO-202	Introductory Microeconomics	3
FIN-319	Managerial Finance	3
FIN-419	Financial Policy and Strategy	3

3. Specialization in Computational Mathematics

Suggested electives: MAT 254, 440, 451, 456, 487 and CS 331, 431 and 478.

Mathematical Sciences Minor: A minor in Mathematical Sciences consists of at least 20 credits in approved courses, and must include MAT 211, MAT 212, either MAT 213 or MAT 253 and at least one 300-level course.

Mathematics for Middle School Educator: The minor is designed to provide students with a general background in precalculus, statistic, geometry and calculus and meets the State of Florida DOE requirements for certification in Middle Grades Mathematics (Grades 5-9). The course requirements include MAT 109, MAT 110, MAT 152, MAT 203, MAT 211, MAT 253, and one course out of the following: MAT 212 or MAT 331 or MAT 332 or MAT 462 or MAT 471.

Departmental Requirements

- a) **Integrative Experience:** During the junior or senior year students must satisfactorily complete an integrative experience as a prerequisite for graduation. The integrative experience may be the Departmental Area Test, taken in the senior year. Students specializing in Actuarial Science may use the first and second parts of the Actuarial Exam as their integrative experience.

The goals of the integrative experience are:

- to demonstrate adequate skills in problem-solving and communication,
 - to show a good level of achievement in the use of graphing calculators and mathematical computer software;
 - to be able to apply logical reasoning to the proof of mathematical results, and
 - to demonstrate a comprehensive view of the mathematical sciences, relating various branches of mathematics among themselves and with applications.
- b) **Community service:** In order to provide the student with hands-on experience of the teaching-learning process, develop the student's own attitude and potential as a communicator of knowledge, and serve the community in the spirit of Barry's mission statement, each student is encouraged to perform community service at least during one semester. For example, a minimum of 30 hours of supervised tutoring in the Department or in the Learning Center or at some local school will satisfy the community service component of the program. Students are encouraged to become members of a professional society such as ACM, AMS, IEEE, NCTM, or MAA, which provide opportunities for community service.
- c) **Capstone course:** Some courses help the students integrate mathematics within the historical, philosophical, social and creative dimensions of general culture. **Any 400 level course such as** MAT 462 (Number Theory), MAT 471 (History of Mathematics) or MAT 487 (Undergraduate Seminar) is designated as a departmental capstone courses.
- d) **Gordon Rule:** Any MAT course numbered 107 or above fulfills the State of Florida Gordon Rule.

Course Descriptions— Prefix: MAT

Note: Exceptions to any prerequisite must be made by the Department Chair.

090 Pre-Entry Math (3)

This course prepares a student to take MAT 091 or MAT 093. A variety of individualized strategies are used, including computer-aided instruction, and one-on-one tutoring. The course does not fulfill distribution or degree requirements. CR/NC option only. Placement in this course is by appropriate score on the math SAT or ACT test.

091 Preparatory Mathematics I (3) (formerly MAT 100A)

Introduction to algebra, exponents, polynomials, factoring, solving linear and graphing linear equa-

tions and inequalities in two variables. Emphasis on problem solving skills. The course prepares students for MAT 107 or 152 and does not fulfill distribution or degree requirements. CR/NC option available. Placement in this course is by appropriate score on the math SAT or ACT test or by a skills assessment.

093 Preparatory Mathematics II (3) (formerly MAT 100B)

Graphs, systems of linear equations, inequalities, fractional and radical expressions, fractional, radical and quadratic equations; emphasis on problem solving skills. This course prepares students for MAT 095 or MAT 108 or MAT 152 and does not fulfill distribution or degree requirements. CR/NC option available. Placement in the course is by appropriate score on the math SAT or ACT test or by a skills assessment.

095 Preparatory Mathematics III (3) (formerly MAT 100C)

Basic properties of real and complex numbers; factoring polynomials; synthetic division; equations and inequalities; coordinates and graphs; graphs of lines and circles; systems of equations. The course prepares students to take Precalculus courses, but does not fulfill distribution or degree requirements. CR/NC option available. Prerequisite: MAT 093 or appropriate Math SAT or ACT score.

107 General Education Mathematics (3) (formerly MAT 101)

Nature and application of mathematics for liberal arts students. Topics selected from algebra, geometry, logic, numeration systems, probability, and statistics. Prerequisite: MAT 091 or appropriate math SAT or ACT score or by a skills assessment.

108 Precalculus Mathematics for Business (3)

Equations and inequalities; systems of equations and inequalities; exponential and logarithmic functions and their graphs; vectors, matrices, linear programming. Prerequisite: MAT 093 or appropriate math SAT or ACT score.

109 Precalculus Mathematics I (3)

Functions and their graphs; polynomial, algebraic, rational, exponential, and logarithmic functions; real zeros of functions; polynomial and rational inequalities; conic sections. Prerequisite: CR in MAT 095 or appropriate Math SAT or ACT score.

110 Precalculus Mathematics II (3)

Trigonometric functions of angles; trigonometric identities, equations, and graphs; trigonometric applications; polar coordinates. Prerequisite: MAT 109 with a grade of C or above, or appropriate Math SAT or ACT score.

120 Mathematics and Art (3)

An analysis of the interplay between mathematics and art. Emphasis will be made on the discovery and analysis of numerical relations, geometric patterns, and algebraic structures. This is a mathematics course that draws its content from an analysis of art throughout key periods of history and the present. Prerequisites: At least two semesters of high school algebra or one semester of high school geometry or college-level mathematics.

152 Elementary Probability and Statistics (3)

Sampling, tables and graphs, elementary probability, special discrete and continuous random variables, linear correlation and regression, contingency tables, hypothesis testing. Prerequisite: MAT 091 or 093 or satisfactory math SAT or ACT score.

203 Geometry for Teachers (3)

Informal plane and space geometry; measurements, perimeter, area, volume; metric system; congruence, similarity, constructions; translations, rotations, reflections, symmetries, tessellations; use of appropriate software. Emphasis on problem solving. Prerequisite: MAT 109 with a grade of C or above; education majors only.

210 Calculus with Applications (3)

Applications of calculus to business, social and behavioral sciences. Limits of functions, derivative as the rate of change, marginal cost, marginal revenue. Curve sketching, maximization and optimization, elasticity. Integration, density function, consumers and producers surplus, annuities, exponential and logistic growth. Not acceptable for the Mathematics or Computer Science major. Prerequisite: MAT 108 or appropriate math SAT or ACT score.

211 Calculus I (4)

Limits of functions and approximation; differentiation and integration of elementary functions; maxima and minima applications. Prerequisite: MAT 110 with a grade of C or above, or appropriate math SAT or ACT score.

212 Calculus II (4)

Advanced techniques of differentiation and integration; polar coordinates, sequences and series. Prerequisite: MAT 211 with a grade of C or above.

213 Calculus III (4)

Multivariable calculus; functions of several variables; partial derivatives; multiple integration; theorems of Green, Gauss and Stokes; introduction to linear differential equations. Prerequisite: MAT 212 with a grade of C or above.

230 Statistical Methods I (3)

Introduction to the description and analysis of data. Exploratory graphical methods. Data summariza-

tion methods. Probability, sampling, expectation. Statistical inference for means and proportions. Statistical software will be widely used. Prerequisites: MAT 110 or 152 or equivalent.

240 History and Philosophy of Science (3)

The course examines scientific and mathematical thought from an historical and philosophical perspective. The connection among the disciplines of physics, mathematics, and chemistry will be highlighted. The development of scientific thought throughout history will be studied and paradigm shifts will be emphasized. (Honors Option)

252 Statistics with Applications I

Continuation of MAT 152. Hypothesis testing, regression and correlation, chi-square and F distributions, nonparametric statistics. Emphasis on applications to social and behavioral sciences. Prerequisite: MAT 152 or equivalent.

253 Discrete Mathematics I (3)

Sets, counting, methods of proof. Logic. Relations, types of relations, functions, types of functions. Recursive functions. Prerequisite: MAT 110.

254 Discrete Mathematics II (3)

Systems of linear equations, matrices, matrix operations. Graphs, lattices, Boolean algebras, regular expressions, finite state automata. Decidability, formal languages and grammars. Computational complexity. Prerequisite: MAT 253.

300 Special Topics (3)

Contents to be determined each semester by the Department to meet needs of the program and/or of the students. Prerequisite: Departmental approval.

310 Advanced Calculus I (3)

Functions, sequences, limits. Continuity, uniform continuity. Differentiation. Series, Uniform convergence. Prerequisite: MAT 213.

311 Advanced Calculus II (3)

Continuation of MAT 310. Riemann-Stieltjes integral; functions of several variables, partial differentiation; multiple integrals. Prerequisite: MAT 310.

314 Differential Equations (3)

Linear differential equations; systems of differential equations; solutions by series and by numerical methods; applications. Prerequisite: MAT 212.

321 Topics in Geometry (3)

Geometric shapes and measurement: primitive areas and volumes. Properties of lines and triangles: properties of incidence and parallelism, similarity and congruence of triangles. Circles: central and inscribed angles, chords, secants and tangents. Transformation Geometry: geometric transformations, translations, reflections, rotations and related groups. Prerequisites: MAT 211 and MAT 253.

330 Statistical Methods II (3)

Continuation of MAT-230. Statistical inference, analysis of variance, correlation and regression analysis, categorical data, design of experiments. Statistical software will be widely used. Prerequisite: MAT 230.

331 Algebraic Structures (3)

Groups, Lagrange's theorem, homomorphisms. Rings, integral domains, field of quotients, polynomial rings, unique factorization domains. Fields and finite field extensions. Prerequisites: MAT 332 or MAT 462 acceptable, but both preferred.

332 Linear Algebra (3)

Systems of linear equations, matrices, vector spaces, linear transformations, determinants. Quadratic forms, eigenvalues and eigenvectors. Prerequisites: MAT 211 and MAT 253.

356 Statistics for Science (3)

Analysis of data, histograms, measures of central tendency and of dispersion. Probability, normal curve. Statistical tests; hypothesis testing. This course is designed for science majors (Biology, Physics, Chemistry, Computer Science, Mathematical Sciences). Prerequisite: MAT 211.

374 Theory of Computation (3)

A study of mathematical, engineering and linguistic foundations of theoretical computer science: abstract machines and languages, formal grammars, finite-state machines, finite-state languages, automata, Turing machines, recursive functions. Prerequisite: MAT 254.

414 Methods of Mathematical Physics (3)

Fourier analysis, special functions, calculus of variations. Selected partial differential equations. Integral equations. Prerequisites: MAT 213 and MAT 314.

415 Introduction to Real Analysis (3)

The real numbers, real functions. Measure theory. The Lebesgue integral. Prerequisite: MAT 311.

416 Introduction to Complex Analysis (3)

Analytic functions, Cauchy-Riemann conditions. Complex integration, Cauchy's theorem and integral formula. Power series, Laurent series. Calculus of residues and applications. Prerequisite: MAT 213.

440 Mathematical Modeling (3)

Basic training in the development of mathematical models for real-world phenomena using probability, statistics and differential equations. Prerequisites: CS-232, MAT-314.

441 Introduction to Topology (3)

Axiom of choice, topological spaces, metric spaces. Compactness, connectedness. Separation properties, quotient spaces. Compactification. Prerequisite: MAT 213.

451 Probability Theory (3)

Probability spaces, distribution functions, central limit theorem, conditional probability. Prerequisites: MAT 213.

452 Mathematical Statistics (3)

Sampling theory, statistical inference, hypothesis testing. Prerequisite: MAT 451.

456 Numerical Analysis (3)

A survey of numerical and computational methods for solving algebraic problems. Zero location, maxima and minima, Newton's methods, vector and matrix operations, characteristic value problem, numerical approximation to differential equations. Use of computer algorithms and programming is involved. Prerequisites: MAT 314 and 332.

462 Number Theory (3)

The integers, congruences, multiplicative functions, primitive roots, quadratic residues, reciprocity, diophantine equations, applications to cryptology. Prerequisites: MAT 211 and MAT 253.

471 History of Mathematics (3)

People and ideas that have shaped the mathematical sciences throughout history. Contemporary problems and leading contributions. Emphasis on activities for secondary school mathematics classroom, which incorporate the historical viewpoint. Prerequisite: MAT 211.

359, 459 Independent Study (3) (3)

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

476 Teaching Mathematics in the Middle and Secondary School (3)

Methods of mathematics teaching for the prospective middle and secondary school teacher. Prerequisite: 21 credits in mathematics, including MAT 211.

487 Undergraduate Mathematics Seminar (1-3 credits)

Topics will be chosen according to student and faculty interest. Presentations of papers on original work or advanced material to be discussed under a faculty moderator. Prerequisites: Junior or senior standing and Department Chair's approval.

499 Internship (3-12)

Practical experience within a professional setting. Prerequisites: Senior status (90+ credit hours); 2.50 overall GPA; all documentation must be completed before the end of the semester preceding the internship. Prior approval of Department Chair and Dean required.

COMPUTER SCIENCE (B.S.)

Computer Sciences is a modern, well-developed and vibrant area of knowledge that has roots in ancient history, from the Chinese abacus and the Babylonian tablets to Pascal's primitive calculator, Turing machines, and ENIAC. The Department of Mathematics and Computer Science offers programs of study leading to the degrees of Bachelor of Science in Computer Science, and Bachelor of Science in Computer Information Sciences.

Computer facilities include a Departmental computer laboratory equipped with personal computers, Unix workstations, and Sun and Windows servers. The University also has a large network of computers.

Some learning objectives of Computer Science courses are the following:

- 1) To develop expertise in basic algorithms
- 2) To develop problem-solving skills
- 3) To develop language skills
- 4) To develop expertise in the design and use of software, databases, computer architecture and applications.
- 5) To understand the physical components of computer hardware, networks, and telecommunications, and develop ways to use this knowledge effectively.
- 6) To develop an open mind and facility for learning new materials, as the field of computer science evolves very rapidly and demands continuing education beyond the classroom.
- 7) To develop critical attitudes concerning the proper use of computers in society, which are appropriate to the ethical values of Barry University.

Major in Computer Science

This program is designed to provide students with a solid technical foundation in the field of computers, allowing them to select among diverse areas of specialization. The program provides a balance between theory and applications, between problem-solving techniques and system implementation. Thus, our graduates not only compete successfully in the job market, but they are also ready to pursue advanced studies in Computer Science.

Students who major in Computer Science will study such subjects as software engineering, computer networks, databases, computer architecture, systems programming, operating systems, artificial intelligence, computer graphics, and numerical computing.

The curriculum for the Computer Science major consists of the following components:

Computer Science Core	40 credits
Computer Science Electives	9 credits
Mathematics Minor	20 credits
Physics	8 credits
General Education	42 credits
General Elective	1-3 credits
Total	120-122 credits

Computer Science Core

The core of CS courses consists of the following:

Course		Credits
CS 231	Computer Science I	4
CS 232	Computer Science II	4
CS 311	Assembly Language	3
CS 331	Data Structures and Algorithms	3
CS 332	Computer Hardware Organization	3
CS 372	Software Engineering	3
CS 413	Operating Systems	3
CS 414	Computer Architecture	3
CS 426	Databases	3
CS 431	Concepts of Programming Languages	3
CS 471	Computer Networks	3
CS 477	Computer Security	3
CS 487	Seminar (Integrative Experience, Two Semesters)	1-1
Total		40

Mathematics Minor

Given the close interaction between mathematics and computer science, a minor in mathematical sciences is required, consisting of at least 20 credits in mathematics courses, including:

MAT 211	Calculus I	4
MAT 212	Calculus II	4
MAT 253	Discrete Mathematics I	3
MAT 254	Discrete Mathematics II	3
MAT 356	Statistics for Science	3

and at least another MAT course above MAT 212.

The following are suggested:

MAT 213	Calculus III	4
MAT 314	Differential Equations	3
MAT 332	Linear Algebra	3
MAT 374	Theory of Computation	3
MAT 451	Probability Theory	3
MAT 452	Mathematical Statistics	3
MAT 456	Numerical Analysis	3

Note: A minimum grade of C is required in all courses in the CS Core, CS Electives, Science, Mathematics and minor.

Computer Science Electives

Computer Science electives consist of three courses selected from the following list: CS 328, CS 338, CS 341, CS 428, CS 432, CS 437, CS 438, CS 453, CS 454, CS 456, CS 473, and CS 478.

Science Requirements

The following are corequisites of the CS major and must be passed with a grade of C or better:

PHY 201	General College Physics I	4
PHY 202	General College Physics II	4

Note: The credits in Mathematics and Physics satisfy the Barry distribution requirements in Science and Mathematics.

COMPUTER INFORMATION SCIENCES (B.S.)

The Computer Information Sciences program combines the study of computer systems and computer technology with the study of an application domain selected by the student (a second discipline). The Computer Information Sciences graduate will be able to understand and implement computer systems on different platforms, and will be prepared to develop innovative applications in areas such as networking and network programming, database systems, database programming and data warehousing, Web and multimedia technologies, computer animation, and security.

The curriculum for the Computer Information Sciences major consists of the following components:

CIS Core	39 credits
CIS Electives	9 credits
Science and Mathematics	10 credits
Minor	20 credits
General Education	42 credits
Total	120 credits

Note: A minimum grade of C is required in all courses in the CIS Core, CIS Electives, Science and Mathematics and minor.

CIS Core Courses

The purpose of the core courses is to provide the student with a foundation in the areas of the design and implementation of computer systems, computer networks, and digital media. Through the electives, students can reach a degree of specialization in an area of their choice. The courses included in the core are the following:

Course Name	Credits
CS 211 Computer Programming I	4
CS 212 Computer Programming II	4
CS 305 Computer Systems	3
CS 306 Database Analysis and Logical Design	4
CS 338 Web Design, Authoring and Publishing	3
CS 341 Multimedia Systems	3
CS 372 Software Engineering	3
CS 406 Operating System Environments	3
CS 440 Data Communications	3
CS 473 Network Programming	3
CS 477 Computer Security	3
CS 499 Internship	3
Total	39

CIS Electives

These courses allow students to gain further knowledge and experience in an area of their choice. Suggested areas are, networks, systems programming, databases, electronic publishing, and Web development. In addition to the core courses, students in this major are required to select three additional 300 or 400 level courses in Computer Science.

Mathematics and Science

The following courses in mathematics and science are required for all CIS majors:

MAT 109	Precalculus Mathematics I	3 credits
MAT 152	Elementary Probability and Statistics	3 credits
PHY 151	Introductory Physics	3 credits
PHY 151L	Introductory Physics Lab	1 credits
	Total	10 credits

Other Requirements

Students are required to complete a minor. Suggested areas are mathematics, business, communication, and arts. Students are also required to learn at least two different programming languages. Suggested languages are Visual Basic, C++, Java and Perl.

Minor in Computer Science

The minor in Computer Science consists of at least 20 credits in CS courses approved by the advisor, which must include CS 231, CS 232, and CS 331.

Minor in Computer Information Sciences

The minor in Computer Information Sciences consists of six courses, including: CS 211, CS 212, CS 305, CS 306, CS 406, and CS 440, plus one 300 or 400 level CS course.

Minor in Computer Technologies

The minor in Computer Technologies consists of a minimum of 21 credits in computer science courses, with at least 15 credits at the 300 or 400 levels. Suggested courses include CS325, CS334, CS338, and CS341. The fifth 300 or 400 level course needs approval from the Department Chair. All courses in the minor must be completed with a grade of "C" or better.

Departmental Requirements

- Integrative Experience:** During the junior or senior year students must satisfactorily complete an integrative experience as a prerequisite for graduation. Two semesters of CS 487 or one semester of Internship (CS 499) will satisfy this requirement.
- Community service:** At least one semester of community service is expected of each graduate. Such service may include a minimum of 30 hours

of supervised tutoring in the Learning Center, the computer laboratory, or some equivalent task. Membership in professional organizations such as ACM or IEEE may provide community service experience, which is included in the program in order to develop the student's attitude and potential as a computer professional in service to the community, in the spirit of Barry's mission statement.

- c) **Capstone course:** CS 487 (Undergraduate Seminar) and CS 499 (Internship) are designed to help students in the standard major integrate their knowledge of computer science with general culture and current research.

Course Descriptions

Note: Exceptions to any prerequisite must be approved by the Department Chair.

Computer Applications Prefix: CAT

102 Basic Computer Applications (3)

This course provides students with basic computer applications training. Hands-on training will be provided in a Windows-based operating environment, electronic mail, the World Wide Web, computerized library skills, word processing and electronic spreadsheets. This course will provide the necessary introductory level training for students who have never used microcomputers and/or applications software. It is a hands-on lab course. No prerequisites. Not acceptable for Computer Science and Mathematics majors.

Computer Science Prefix: CS

121 Foundations of Computer Science (3)

Historical, logical and mathematical foundations of computer science at an introductory level. Number systems, representation of information, elements of symbolic logic, problem-solving techniques, and models of computing machines. Prerequisites: none.

180 Introduction to Computers (3)

An introduction to the main concepts and applications of computers from a liberal arts approach: how everyday ideas can be meaningfully represented by electrical currents which are manipulated inside a computer, computer design and construction, and an introduction to computer languages. This is a first course about computers: what they are, what they can do, what they cannot do, and their history. Ethical-social issues involving computers. Students will be exposed to the use of a variety of computer hardware and software, including word-processing, spreadsheets, and presentation systems. Not acceptable for the Computer Science major. No prerequisites.

190 Introduction to Computing and Technology (3)

Current digital technologies and tools to make a productive use of computers and software applications in an educational or professional setting. Computer systems concepts. Application software for document production, spreadsheets, presentations, web development, multimedia, and information security. Prerequisite: Intermediate knowledge of computer use. Student must take the computer placement test.

211 Computer Programming I (4)

This course provides a broad overview of the field of Computer Science and introduces the basic concepts of programming and problem solving. Corequisite: MAT 109 or Departmental Approval.

212 Computer Programming II (4)

A continuation of CS-211. This course introduces the student to algorithm development, data structures, and graphical interfaces. Prerequisite: CS 211.

231 Computer Science I (4)

Evolution of hardware and software. Problem analysis and algorithm development. Data types, control structures, subprograms, scope, and recursion. Prerequisite: MAT 109.

232 Computer Science II (4)

Programming methodology. Data abstraction. Classes and class templates. Inheritance and polymorphism. Search techniques. Algorithm complexity. Windows programming and applications programming interface (API). Prerequisites: CS 231 and MAT 110.

280 Introduction to Multimedia (3)

An introduction to multimedia and web publishing concepts, tools, and applications. Authoring processing, and editing of various types of media, including text, hypertext, images, audio, video, and animation. Prerequisite: CS 180 or equivalent.

300 Special Topics (3)

Contents to be determined each semester by the Department to meet the needs of the program and/or the students. Prerequisite: Department Chair approval.

301A-G Introduction to Programming (1 each)

Courses in this series provide the student with an introduction to the syntax of a programming language. Languages available are Pascal, Ada, C, COBOL, RPG, FORTRAN and LISP. Prerequisite: CS 180.

305 Computer Systems (3)

Study of current microcomputer and minicomputer systems. Types and performance of hardware components. System software and programming. Multimedia and I/O devices. Resource management. Computer hardware and software trends. Prerequisite: CS 211 or equivalent.

306 Database Analysis and Logical Design (4)

Conceptual data modeling. Entity-Relationship and object-oriented modeling. Logical database design. Query languages. Prerequisite: CS-212.

311 Assembly Language (3)

Basic machine organization. Number systems. Data representation. Addressing schemes. Arithmetic and logic instructions. Loops. Subroutines. Pseudo operations. Macros. Input/output. Prerequisite: CS 232.

312 Computer Software Organization (3)

The design of assemblers, loaders, linkers and macro processors. Prerequisite: CS 311.

320 Computer Animation I (3)

Basic concepts, tools and techniques of 3-D modeling and computer animation. Creating and animating synthetic objects, materials, lights, and cameras. Application to the World Wide Web. Prerequisite: CS 180 or equivalent.

323 Introduction to File Processing (3)

Introduction to structuring data on bulk storage devices (e.g., floppy or hard disks). Introduction to concepts of data base. Prerequisite: CS 331.

325 Desktop Publishing (3)

Design and production of high quality publications from desktop computers. Text editing and text manipulation. Creating, importing, pasting and cropping graphics. Use of design elements. Printing. Color processing. Building books and booklets. Different types of hardware and software will be discussed. Prerequisite: CS 180 or equivalent.

328 Unix and Systems Concepts (3)

The Unix operating system, shell programming and system administration. Applications to the development of systems software. A large project is implemented. Prerequisite: CS 232.

331 Data Structures and Algorithms (3)

Algorithm analysis. Abstract data types. Techniques for the implementation of abstract data types, such as arrays, stacks, queues, trees, heaps, and graphs. Sorting. Prerequisite: CS 232 and MAT 253.

332 Computer Hardware Organization (3)

Boolean algebras and switching functions. Gates. Memory devices. Combinational systems, simplification and decomposition. Sequential systems. Analysis and synthesis. Design of digital systems. Prerequisite: MAT 109.

334 Computerized Graphics (3)

Development of graphics using various computer software. Graphic files. Bitmapped and vector graphics. Color. Format conversion. Drawing, painting, fractalizing, ray tracing and animation. Prerequisite: CS 180 or equivalent.

338 Web Design, Authoring and Publishing (3)

Concepts, tools, and technologies of computer networked information with an emphasis on the Internet and the Web. Web clients and servers. Web design, authoring, publishing and programming. Web development tools. Internet trends. Prerequisite: CS 180 or equivalent

340 Java Programming for the Web (3)

This course aims to teach the Java programming language as it is applied in the World Wide Web. It covers Java applets, applications, API (application programming interface), graphics, animation and threads. It also explores Java object-oriented techniques and database connectivity. Prerequisite: CS 211 or equivalent.

341 Multimedia Systems (3)

Information retrieval, multimedia organization and design. Editing and manipulating hypertext. Audio, video and still image processing. Development of multimedia for networked systems in a cross-platform environment. Prerequisite: CS 180 or equivalent.

342 Web Animation (3)

This course provides the essential concepts and skills to develop and publish Web animation. It covers effective techniques and tools to develop highly interactive animated Web sites. Animation software for the Web will be explored and compared. Prerequisite: CS 180 or equivalent.

359, 459 Independent Study (1-3)

Supervised research in areas of special interest to the student. Prerequisite: Approval by the Dean and the Department Chair is required.

372 Software Engineering (3)

Basic tools and techniques for specifying, designing, implementing, verifying and validating large software projects. Prerequisite: CS 212 or CS 232 or equivalent.

406 Operating Systems Environments (3)

Fundamental concepts and operations of an operating system. Installation and configuration of current versions of the most popular operating systems, such as Windows 2000, UNIX, Windows NT, etc. Administration, trouble-shooting and optimization of operating systems. Prerequisite: CS 212 or equivalent.

407 Database Programming and Administration (3)

Design and implementation of databases in client/server environments. SQL server installation and administration. Development of application programming interfaces. Design of distributed databases. Multimedia and object-oriented support. Prerequisite: CS 306 or equivalent.

412 Embedded Multimedia Systems (3)

An introduction to the design, implementation, and testing of embedded systems with emphasis on multimedia applications. The course integrates three principal areas: a) fundamentals of hardware and firmware design, b) algorithmic design for multimedia processing, and c) embedded system prototyping for programmable logic. Prerequisites: CS 372 or CS 332 or Departmental Approval.

413 Operating Systems (3)

Operating systems and computer system structures. Process management and synchronization. Memory management. File systems. I/O systems. Distributed systems. Protection and security in operating systems. Prerequisite: CS 331.

414 Computer Architecture (3)

System buses. Internal and external memory. I/O. Computer arithmetic. Instruction sets. CPU structure. The control unit and microprogramming. Prerequisites: CS 311 and CS 332.

426 Databases (3)

Physical data organization. The network, hierarchical and relational models. Query languages. Design of relational databases. Query optimization. Integrity and security. Distributed databases. Prerequisite: CS 331.

428 Object-Oriented Design and Software Development (3)

Analysis of the object-oriented approach to systems design. Object-oriented languages: C++ and Smalltalk. Applications to X-Windows programming. A large project is implemented. Prerequisites: CS 328 and CS 331.

431 Concepts of Programming Languages (3)

Survey of programming languages and language features. The syntax of programming languages and an introduction to compilers. Functional, object-oriented and logic programming. Prerequisite: CS 331.

432 Compiler Design (3)

Language translation and compiler design. Lexical analysis. Syntax analysis. Operator precedence and LR parsers. Parser generators. Intermediate code. Optimization. Prerequisites: CS 331 and MAT 254.

437 Computer Graphics (3)

Basic raster graphics algorithms for two-dimensional primitives: scan converting lines, circles, ellipses, filling polygons, clipping, antialiasing. Geometrical transformations: translation and rotation. Viewing in three dimensions. Illumination and shading. Prerequisite: CS 331.

438 Web Programming and Administration (3)

This course covers Web programming with an emphasis on server side programming. It explores Web servers' features, configuration, and programming. It

also analyses the development of dynamic content and online database handling. Current programming languages and tools for the Web are covered. Case studies such as e-commerce, online data base management, or distance education will be discussed. Prerequisite: CS 338 or equivalent.

440 Data Communications (3)

Techniques and applications in data communications. Types of data communications versus discipline methodology. Hardware requirements and constraints. Speed versus quality. Security and encoding algorithms. Prerequisite: CS 212.

453 Artificial Intelligence (3)

Programming languages for Artificial Intelligence. Predicate calculus. Search. Knowledge representation. Natural language understanding. Planning. Prerequisite: CS 331.

454 Robotics (3)

Design and control of stationary and mobile robots. Robot morphology. The nature of the drive mechanisms (electrical, mechanical, pneumatic, and hydraulic) are described, as well as sensors, motors, effectors, and the various peripheral modules. Simple feedback mechanisms. Prerequisite: CS 331.

456 Introduction to Expert Systems (3)

Applications-oriented facet of Artificial Intelligence. The course will introduce applications of expert systems in various fields, e.g. business, education, and medicine. Prerequisite: CS 331.

471 Computer Networks (3)

Concepts and principles of data communications and computer networks. Network architectures and protocols. Local area networks. Switching and Routing. Distributed processing. Internetworking and current area topics. Prerequisite: CS 331.

473 Network Programming (3)

Design and implementation of distributed, network applications based on the client/server approach. Network and Internetwork concepts, protocols and programming interfaces. Network security and related topics. Prerequisite: CS 212.

477 Computer Security (3)

This course is intended to provide an introduction to the standard methods for securing computer applications and computer networks. The topics included are security attacks, security services, conventional encryption, public-key encryption, electronic mail security, PGP, web security, SSL, SET, intruders, viruses, and firewalls. Prerequisite: CS 440 or CS 471.

478 Applied Cryptography (3)

This course provides an introduction to cryptography and its applications emphasizing programming aspects. The topics included in this course are ciphers,

one-way functions, communications using symmetric cryptography, communications using public-key cryptography, digital signatures, and key exchange. Prerequisite: CS-232 or equivalent.

487 Seminar (1-3)

Students present topics of current interest in computer science. The material to be discussed will be taken from journals, proceedings or specialized books, but not from regular textbooks. This course serves as an integrative experience for Computer Science majors. Prerequisite: CS 331.

499 Internship (3)

Computer Science applications in a professional work setting under direct supervision. Requires a minimum of 120 hours. Prerequisites: Junior status, and advisor and Department Chair approval.

Pre-Engineering

Since 1983 students have enrolled in Barry University's **Pre-Engineering Program**. **Pre-Engineering** students take their courses in sciences and humanities at Barry before transferring to an accredited School of Engineering. After transferring, and depending on the School of Engineering chosen, some additional prerequisite coursework may be needed. Each pre-Engineering student usually takes at least sixty credits at Barry, and is assisted by an academic advisor in the selection of an appropriate program of study, in the choice of a school of engineering, as well as the transfer process.

The following is a suggested two-year sequence for Pre-Engineering students:

Freshman Year

Fall		Spring	
MAT 211 Calculus I	4 cr.	MAT 212 Calculus II	4 cr.
ENG 111 English Composition	3 cr.	CS 231 Computer Science I	4 cr.
PHY 211 University Physics I	4 cr.	ENG 210 Introduction to Literature	3 cr.
Distribution, CHE	3-4 cr.	PHY 212 University Physics II	4 cr.
		Distribution, CHE	3 cr.
	Total: 14-15 cr.		Total: 18 cr.

Sophomore Year

Fall		Spring	
MAT 213 Calculus III	4 cr.	MAT 314 Differential Equations	3 cr.
PHY 313 Statics	3 cr.	MAT 356 Statistics for Science	3 cr.
CS 232 Computer Science II	4 cr.	CS or Science electives	6 cr.
Distribution or electives	4 cr.	Distribution or elective	3 cr.
	Total: 15 cr.		Total: 15 cr.

Early in the program, pre-engineering students are encouraged to contact specific engineering schools to inquire about special requirements that must be met prior to transfer. As an example, Mechanical Engineering may require additional Physics or CS courses; Chemical Engineering may require chemistry courses; Biomedical and Environmental Engineering may require biology, anatomy, zoology, or botany.

Admission into an Engineering School is highly competitive. Barry has an excellent record of placing pre-engineering students who, after completing just two years of study at Barry, have been admitted into top engineering schools such as Johns Hopkins, Stanford and many others.

DEPARTMENT OF PHYSICAL SCIENCES

Tony S. Wallner, Ph.D., Chair

Faculty: Boulos, Fisher, Giannotti, Goehl, Hamilton, Tsesarskaia, Zajickova

DEPARTMENT MISSION

The mission of the Department of Physical Sciences is congruent with the mission of the university. Derived from the liberal arts tradition, the study of physical sciences provides students with the opportunity to acquire knowledge in support of the intellectual life, through emphasis on life-long learning of chemistry and physics. The study of science provides students with the means to develop number sense, analytical reasoning and critical thinking skills that would enable them to approach scientific problems in a systematic, logical and rational way. These acquired sets of skills foster the student's personal growth and allow for both individual and collaborative work through the ethical use of data and responsible ways of waste disposal methods. The department provides hands-on experience with modern instrumentation through teaching and research, as well as exposure to most sub-disciplines of chemistry and physics. These opportunities broaden the scope of knowledge and educational interest, which would benefit both the students and society as a whole. Acquired knowledge of the basic sciences, upon graduation, prepare students for either the workforce or graduate study in chemistry/biochemistry or for admission to professional programs such as dental, medical, veterinary and pharmacy schools. The department is committed to serving the local and global community through participation and involvement in outreach activities and through meaningful efforts to contribute to social justice.

CHEMISTRY (B.S.)

Students electing a Chemistry major should have a satisfactory background in high school chemistry and a minimum of 3 years of college preparatory mathematics. For all degrees and programs in the de-

partment of physical sciences, a basic core of courses is required. After these foundational courses, the student is then free to choose from a variety of courses to fit their specific academic plan and career goals. The department offers a B.S. degree in chemistry, a B.S. degree in chemistry with a specialization in biochemistry, and programs for students interested in environmental chemistry, pre-medical, pre-dental, pre-pharmacy and pre-veterinary specializations.

The core courses consist of the following:

Chemistry Core Courses

CHE 111/111L General Chemistry I	4
CHE 112/112L General Chemistry II	4
CHE 343/343L Organic Chemistry I	4
CHE 344/344L Organic Chemistry II	4
PHY 201/201L or	
211/211L Physics I	4
PHY 202/202L or	
212/212L Physics II	4
MAT 211 Calculus I	4
TOTAL	28

In addition to these core courses, the student will design their schedule in conjunction with their advisor based on the area of study desired. The requirements for each program and specialization are listed below. Upper division courses may only count for one degree in a major or specialization.

The Bachelor of Science degree with a major in Chemistry prepares the student for graduate programs in Chemistry, for medical, dental, pharmacy or veterinary school, for employment in industry, government, forensic, and environmental chemistry laboratories, and for chemistry teaching.

B.S Chemistry

CHE 321	Quantitative Analysis	4
CHE 356	Physical Chemistry I	3
CHE 357	Physical Chemistry II	3
CHE 366	Physical Chemistry Lab	2
CHE 421	Instrumental Analysis	4

CHE 460	Inorganic Chemistry	3
CHE 490	Senior Seminar	2
CHE electives	above 300 (excluding CHE 300)	5
MAT 212	Calculus II	4
TOTAL		30

The Bachelor of Science degree in chemistry with a specialization in biochemistry provides students with a strong background and preparation in current practices in biochemical processes. This training prepares students for graduate study in biochemistry, pre-professional fields such as pre-medicine, pre-dental, and pre-veterinary as well as for employment in both the pharmaceutical and biotechnology sectors and chemistry teaching. The degree requires a thorough foundation in chemistry with additional courses in biology, physics and calculus to complete the educational preparation.

Students interested in graduate study in biochemistry are strongly encouraged to choose CHE 356, 357, and 366 for part of their elective chemistry courses. Many graduate schools require a semester or a year (depending on the school) of physical chemistry.

Biochemistry Specialization

CHE 321	Quantitative Analysis	4
CHE 352/352L	Biochemistry I	4
CHE 353	Biochemistry II	3
CHE 460	Inorganic Chemistry	3
CHE 490	Senior Seminar	2
CHE electives	above 300 (excluding CHE 300)	7
BIO 104	Biological Foundations	4
BIO 330	Cell Biology	4
BIO 341	Genetics	4
BIO 325	Microbiology	4
MAT 212	Calculus II	4
TOTAL		43

The Department requires that each major take the Major Field Achievement Test in chemistry as the integrative experience, required for graduation. The minimum grade of C is required in all major courses and related courses. Semesters during which courses are typically offered are indicated in parentheses at the end of each course description.

Environmental Chemistry Specialization: The course of studies for the Environmental Chemistry specialization requires the completion of the Chemistry major, including CHE 209 and CHE 421, MAT 356, BIO 112, BIO 216 and BIO 312. Suggested additional biology courses are BIO 305, BIO 310, and BIO 325.

Pre-Dental, Pre-Medical, Pre-Pharmacy or Pre-Veterinary Specialization: Professional schools do not require a degree in the sciences and, in fact, consider majors in any discipline to be acceptable for admission. What is typically required is a basic core of 16-20 credit hours of chemistry, 8 of biology and 8 of physics.

Most medical schools require a minimum of CHE 111, 111L, 112, 112L, 343, 343L, 344, 344L; BIO 104, 216; eight credits of physics; and MAT 211. Specific requirements, however, vary from school to school. Students considering a career requiring medical or professional school are urged to contact the schools of their choice early in their studies for academic advising.

Admission to professional schools is competitive and the admission process considers courses, grades, performance on the Medical, Dental, Pharmacy or Veterinary College Admission Test (i.e., MCAT/DCAT taken during the junior year), personal interviews at the professional schools during the senior year and letters of evaluation.

Chemistry Minor: The chemistry minor includes 2 semesters of general chemistry (with labs) and 12 additional credits of CHE above 300 level (excluding CHE 300) completed with a grade of C or better.

Students planning to study pharmacy can take up to two years of pre-pharmacy preparation under the direction of the Physical Sciences Department. See the section on Pre-Pharmacy.

General Science for Middle School Educators: The minor is designed to provide students with a general background in biology, chemistry, physics and earth science and meets the State of Florida DOE requirements for certification in Middle Grades General Science (Grades 5-9). The minor includes the following courses: BIO 101 or 102 (3 credits), BIO 104/104L (4 credits), BIO 300 (3 credits), CHE 111/111L (4 credits), CHE 135/135L (4 credits), PHY 151/151L (4 credits), and GEO 307 or BIO 305 (3 credits).

Course Descriptions— Chemistry Prefix: CHE

095 Preparation for College Chemistry (3)

Preliminary course for students who wish to complete a major or minor sequence in chemistry but do not meet requirements for admission to Chemistry 111 or CHE 152; given on CR/NC option only; credit not applicable toward graduation, major, or minor. Prerequisite: Mathematics placement in MAT 093 or higher. (Fall, Spring)

111 General Chemistry and Qualitative Analysis I (3)

Chemical principles and descriptive inorganic chemistry for students majoring in chemistry, other sciences and mathematics. Topics include; nomenclature, stoichiometry, aqueous reactions, gases, quantum description of the atom, periodic trends, Lewis structures, molecular shapes, liquids and solids and nuclear chemistry. Prerequisite: CHE 095 or high school chemistry and mathematics placement in MAT 095

or higher. Co-requisites CHE 111L and SI 071 (Fall, Spring, Summer)

111L General Chemistry and Qualitative Analysis I Lab (1)

Laboratory course taken concurrently with CHE 111. Topics include: nomenclature, stoichiometry, inorganic synthesis, gases, atomic spectra, periodic trends, and nuclear chemistry. (Fall Spring, Summer) (Special Fee).

112 General Chemistry and Qualitative Analysis II (3)

Chemical principles and descriptive inorganic chemistry for students majoring in chemistry, other sciences, and mathematics. Topics include: kinetics, equilibrium, acid/base, solubility product, thermodynamics, oxidation/reduction, and coordination/transition element chemistry. Prerequisite: grade of C or better in CHE 111 and CHE 111L and mathematics placement in MAT 109 or higher. Co-requisites: CHE 112L and SI 072. (Spring, Summer)

112L General Chemistry and Qualitative Analysis II Laboratory (1)

Laboratory course taken concurrently with CHE 112. Topics include: kinetics, equilibrium, LeChatelier's principle, acid/base titration, solubility product, enthalpy, electrochemistry, structural determination of organic compounds, coordination chemistry, and qualitative ion analysis. (Spring, Summer) (Special Fee).

135, 135L Consumer Chemistry (4)

Introductory chemistry course with emphasis on chemical concepts and applications to understanding the world around us. Laboratory exercises are performed to reinforce chemical concepts discussed in lecture. This course is intended for non-science majors who wish to fulfill the science general education requirement. 2 hours lecture, 2 hours laboratory weekly. (Spring) (Special fee)

152, 152L Introduction to Organic and Biological Chemistry (3) (1)

Organic chemistry with application to the chemistry of the cell. 3 hours lecture, 2 hours laboratory weekly, to be taken concurrently. Co-requisite SI 073. This course is intended for students in the nursing, occupational therapy, anesthesia technology, cardiovascular perfusion programs, and sports medicine majors. Prerequisite: High school chemistry within the last 3-4 years or consent of instructor, or CHE 095. (Special fee) (Fall, Spring, Summer)

209, 209L Environmental Perspectives in Chemistry (3)

An examination of environmental problems emphasizing chemical aspects of problems and their solu-

tion. Topics include the air we breathe, the ozone layer, global warming, water, acid rain and nuclear fission. (Special fee) (Occasional offering)

240 History and Philosophy of Science (3)

The course examines scientific and mathematical thought from an historical and philosophical perspective. The connection among the disciplines of physics, mathematics, and chemistry will be highlighted. The development of scientific thought throughout history will be studied and paradigm shifts will be emphasized. (Honors Only) (Fall)

241 Organic Chemistry Survey (4)

Structure and reactions of monofunctional compounds, with related laboratory.

300 Special Topics (3)

Special Topics in Chemistry for students in other fields; not part of the chemistry major or minor. No prerequisites or co-requisites.

321 Quantitative Analysis (4)

Theory and practice of analysis, including volumetric, colorimetric, gravimetric and electrochemical procedures. 2 hours lecture, 6 hours laboratory. Prerequisite: grade of C or better in Chemistry 112. (Special fee) (Fall)

341 Organic and Introductory Biochemistry for the Health Sciences (3)

Survey of organic molecular structure, important organic functional groups and their chemical reactivity, and introduction to biological molecules and their functions. Prerequisites: CHE 111 and 112 or equivalent. (Occasional offering)

343 Organic Chemistry I (3)

Chemistry of carbon compounds, their structure and bonding, functional groups, stereochemistry, nucleophilic substitution and elimination reactions, hydrocarbons — alkanes, alkenes, alkynes. Prerequisite: Grade of C or better in CHE 112, and 112L. Co-requisite: CHE 343L and SI 075. (Fall, Summer)

343L Organic Chemistry I Lab (1)

Three hour laboratory to be taken concurrently with CHE 343, with emphasis on organic laboratory techniques. Prerequisite: Grade of C or better in CHE 112/112L; Co-requisite: CHE 343. (Fall, Summer) (Special Fee).

344 Organic Chemistry II (3)

Chemistry of carbon compounds, structure and reaction mechanisms of aromatics, aldehydes, ketones, alcohols, and carboxylic acids; structure determination and analysis. Prerequisite: Grade of C or better in CHE 343 and 343L. Co-requisites: CHE 344L and SI 076. (Spring, Summer)

344L Organic Chemistry II Lab (1)

Three hour laboratory to be taken concurrently with CHE 344, with emphasis on microscale techniques and organic syntheses. Prerequisite: Grade of C or better in CHE 343/343L. Corequisite: CHE 344. (Spring, Summer) (Special Fee).

352 Biochemistry I (3)

Molecular structures in the cell, biological oxidations, selected biosynthetic pathways, molecular genetics with an emphasis on the chemical descriptions of these processes. Cross-listed as Biology 352. Prerequisite: grade of C or better in Chemistry 343 and 343L. Co-requisite: CHE 352L (Fall)

352L Biochemistry I Laboratory (1)

A laboratory course to complement CHE 352. It will introduce the student to biochemical laboratory techniques such as protein, nucleic acid, and lipid isolation and characterization, PCR, extraction, enzyme assays, and chromatography. Co-requisite: CHE 352. Prerequisites: Grade of C or better in CHE 343, 343L. (Special fee) (Fall)

353 Biochemistry II (3)

Photosynthesis, lipids, amino acids and nucleoside metabolism, gene expression and replication. Prerequisite: Grade of C or better in CHE 352 and 352L. (Spring)

354 Thermodynamics (3)

Basic concepts in thermodynamics including the laws of thermodynamics, enthalpy and entropy. Includes topics in statistical thermodynamics and review of appropriate math concepts. Prerequisites: PHY 202 or PHY 212 and MAT 212. (Also PHY 354) (Occasional offering)

355 Introduction to Quantum Mechanics (3)

Principles of quantum mechanics including the Schrodinger equation, the Heisenberg principle and eigenvalues with applications to the harmonic oscillator and hydrogen-like atoms. Includes review of appropriate math concepts. Prerequisites: Chemistry 112, Physics 212 or 202, Mathematics 211. (Also PHY 355) (Occasional offering)

356 Physical Chemistry I (3)

Quantitative study of chemical principles and mathematical description of the physical world. Topics include: kinetics, quantum mechanics, spectroscopic methods and group theory. Prerequisite, Grade of C or better in PHY 212 or PHY 202 and grade of C or better in MAT 212 or equivalent. (Fall) (Also PHY 356)

357 Physical Chemistry II (3)

Quantitative study of chemical principles and mathematical description of the physical world. Topics include: gases, thermodynamics, statistical mechanics, pure substances, mixtures, phase diagrams, equilib-

rium. Prerequisite: Grade of C or better in PHY 212 or PHY 202 and grade of C or better in MAT 212. (Spring) (Also PHY 357)

366 Physical Chemistry Laboratory (2)

Laboratory problems in physical chemistry, with emphasis on equilibria, kinetics, thermodynamics and spectroscopic methods; one four-hour laboratory weekly. Co-requisite CHE 357 (Special fee) (Also PHY 366) (Spring)

421 Instrumental Analysis (4)

Theory and application of modern instrumental analytical techniques, including ultraviolet and visible spectrophotometry, emission, atomic absorption, infrared and nuclear magnetic resonance spectroscopy, liquid and gas chromatography, and mass spectrometry. 2-hour lecture and two 3-hour laboratory periods per week. Prerequisite: Grade of C or better in CHE 321 and 343. (Special fee) (Spring)

447 Advanced Organic Chemistry (3)

Advanced topics in organic chemistry such as syntheses, reaction mechanisms, spectroscopy, and qualitative-organic analysis. Prerequisite: Grade of C or better in CHE 344. (Alternate years, Spring)

449 Advanced Spectroscopy (3)

Exposure to the four main areas of spectroscopy; Mass Spectrometry (MS), UV-VIS (Ultra-violet-Visible), IR/Raman (Infra-red/Raman) and NMR (Nuclear Magnetic Resonance). The course will be a combination of the theory associated with instrument operation, data collection, spectral interpretation and application to real world chemical compounds. Investigation of both organic and inorganic compounds. Development of problem solving skills and analytical thinking used to solve complex spectral problems. 3 hours lecture, Prerequisites Grade of C or better in CHE 344 and CHE 356 or concurrent enrollment. (Alternate Years)

460 Inorganic Chemistry (3)

Introduction to the chemistry of non-carbon elements. Topics include symmetry and group theory, acid-base and donor-acceptor chemistry, the crystalline solid state, properties and compounds of the main group elements, coordination chemistry structures and isomers, bonding, electronic spectra, reactions and mechanisms, organometallic chemistry. Prerequisite: Grade of C or better in CHE 111 and 112. (Alternate years, Fall)

490 Senior Seminar (2)

This is the senior capstone course where students will investigate and research a topic of interest to them. Techniques of researching the literature, stages of report writing, and oral presentation within the discipline will be addressed. Professional presentations and resumes will also be covered. (Spring)

259, 359, 459 Independent Research (1-3)

Opportunity for off campus work in areas of special interest to the student. Prerequisite: Dean and Department Chair approval. May be repeated for a total of 3 credit hours towards major. (Fall, Spring, Summer)

295, 395, 495 Research (1-3) (1-3) (1-3)

Investigation of an original research problem of special interest to the student; independent execution of chosen experimental work under direction of selected staff member. MARC scholars follow a special research program. Prerequisite: Department Chair approval. (Special fee) May be repeated for 3 credits counted towards major. CR/NC option only. (Fall, Spring, Summer)

NON-DEGREE PROGRAMS**PRE-PHARMACY**

The student planning to earn a B.S. in Pharmacy can take up to two years of Pre-Pharmacy at Barry University. The curriculum in the College of Arts and Sciences, under the direction of the Department of Physical Sciences, is made up of courses required in the first two years by most institutions granting the bachelors degree in pharmacy. These will include CHE 111, 111L, 112, 112L, 343, 343L, 344, 344L; PHY 201, 201L, 202, 202L; MAT 211; BIO 112, 216. Admission to these courses presumes adequate high school preparation. Students less well prepared will require a preliminary course in chemistry and, possibly, in mathematics.

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

PHYSICS

The study of physics helps to develop a habit of seeking and recognizing the underlying physical principles in observation of the environment. Offerings in physics are designed to meet the needs of students concentrating in science, mathematics, pre-engineering and the allied health areas; and to provide opportunities for liberal arts students to see the world around them with new understanding.

Physics Minor

The Physics minor (minimum of 20 credits) is designed for chemistry majors, mathematics and computer science majors, pre-engineering students, and others with the appropriate mathematics background.

The physics minor includes two semesters of university physics (preferable) or college physics with labs and 12 credits of physics above 300 level (excluding PHY 300). Students may count CHE 356 and CHE 357 towards the physics minor. A minimum grade of C is required in all minor courses.

**Course Descriptions—
Physics Prefix: PHY****095 Preparatory Physics (3)**

Preliminary work for students who need additional preparation before taking PHY 201 or PHY 211. CR/NC option only. Credit does not count toward graduation, major, or minor.

105 Physical Science (1-3)

Organized according to modules; student may elect as many as three modules during the semester; each module centers on one topic, which is developed through demonstration, lecture, and simple laboratory exercises.

151, 151L Introductory Physics (3) (1)

Basic concepts of physics, for students desiring a one-semester course with laboratory. 3 hours lecture, 2 hours laboratory. PHY 151 and PHY 151L must be taken concurrently. (Special fee) (Fall, Spring)

199 Astronomy (3)

General introductory course for the non-science major. Topics include observational astronomy, the nature of the sun and stars, exploration of planets, structure of the Milky Way galaxy, evolution of the universe and current theories of quasars and black holes. (Occasional offering)

201 General College Physics I (3)

First semester of an algebra based college physics sequence. Topics include: mechanics, heat and wave phenomena. Prerequisites: Grade of C or better in MAT 110 or equivalent and PHY 095 or high school physics with a grade of B or better. Co-requisites: PHY 201L and SI 083. (Fall, spring)

201L General College Physics I Lab (1)

Three hours laboratory to be taken concurrently with PHY 201 (Fall, spring) (Special Fee)

202 General College Physics II (3)

Second semester of an algebra based college physics sequence. Topics include: electricity and magnetism, optics, relativity, atomic and nuclear physics. Prerequisites: Grade of C or better in MAT 110 and grade of C or better in PHY 201 and PHY 201L. Co-requisites: PHY 202L and SI 084. (Spring, summer)

202L General College Physics II Lab (1)

Three hours laboratory to be taken concurrently with PHY 202. (Spring, summer) (Special Fee)

211 University Physics I (3)

First semester of a calculus-based physics sequence. Mechanics, heat, wave phenomena; for pre-engineering students and for students of science and mathematics desiring a calculus-based physics course. 3 hours lecture. Prerequisite: Grade of C or better in MAT 211 or equivalent and PHY 095 or high school physics with a grade of B or higher. Co-requisites: PHY 211L, SI-086. (Fall)

211L University Physics Laboratory I (1)

Three hours laboratory. Laboratory exercises in mechanics, heat, wave phenomena. To be taken concurrently with PHY 211. (Fall) (Special Fee)

212 University Physics II (3)

Second semester of a calculus-based physics sequence. Electricity, magnetism, optics, modern physics; for pre-engineering students and for students of science and mathematics desiring a calculus-based physics course. 3 hours lecture. Prerequisites: Grade of C or better in PHY 211 & PHY 211L. Co-requisites: PHY 212L, SI-087. (Spring)

212L University Physics Laboratory II (1)

Three hours laboratory. Laboratory exercises in electricity, magnetism, optics, modern physics. To be taken concurrently with PHY 212. (Spring) (Special Fee).

240 History and Philosophy of Science (3)

The course examines scientific and mathematical thought from an historical and philosophical perspective. The connection among the disciplines of physics, mathematics, and chemistry will be highlighted. The development of scientific thought throughout history will be studied and paradigm shifts will be emphasized. (Honors Only) (Fall)

300 Special Topics in Physics (3)

Technology and Society. Discussion of the relationship between modern technology and society; guest lectures by members of the Barry faculty are featured; no scientific background is assumed; satisfies the distribution requirement for science. (Occasional offering)

313 Statics (3)

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

354 Thermodynamics (3)

Basic concepts in thermodynamics including the laws of thermodynamics, enthalpy and entropy. Includes topics in statistical thermodynamics and review of appropriate math concepts. Prerequisites: PHY 202 or PHY 212 and MAT 212. (Also CHE 354) (Occasional offering)

355 Introduction to Quantum Mechanics (3)

Principles of quantum mechanics including the Schrodinger equation, the Heisenberg principle and eigenvalues with applications to the harmonic oscillator and hydrogen-like atoms. Includes review of appropriate math concepts. Prerequisites: Chemistry 112, Physics 212 or 202, Mathematics 211. (Also CHE 355) (Occasional offering)

356 Physical Chemistry I (3)

Quantitative study of chemical principles and mathematical description of the physical world. Topics include: kinetics, quantum mechanics, spectroscopic methods and group theory. Prerequisite, Grade of C or better in PHY 212 or PHY 202 and grade of C or better in MAT 212 or equivalent. (Fall)

357 Physical Chemistry II (3)

Quantitative study of chemical principles and mathematical description of the physical world. Topics include: gases, thermodynamics, statistical mechanics, pure substances, mixtures, phase diagrams, equilibrium. Prerequisite: Grade of C or better in PHY 212 or PHY 202 and grade of C or better in MAT 212. (Spring)

366 Physical Chemistry Laboratory (2)

Laboratory problems in physical chemistry, with emphasis on equilibria, kinetics, thermodynamics and spectroscopic methods; one four-hour laboratory weekly. (Special fee) (Also CHE 366) (Spring)

395, 495 Research (1-3) (1-3)

Investigation of an original research problem of special interest to the student. Independent execution of chosen experimental work under the direction of a selected faculty member. (Special fee). May be repeated for a maximum of 6 credits. CR/NC option only. (Fall, Spring, Summer)

414 Methods of Mathematical Physics (3)

Fourier analysis, special functions, calculus of variations. Selected partial differential equations. Integral equations. Prerequisites: MAT 213 and MAT 314. (Also MAT 414) (Occasional offering)

DEPARTMENT OF PSYCHOLOGY

Lenore T. Szuchman, Ph.D., Chair

Faculty: Bacheller, DeDonno, Feldman, Hall, Koncsol, Muscarella, Wated

MISSION OF THE DEPARTMENT

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.

PSYCHOLOGY (B.S.)

The mission of the undergraduate major in psychology is to prepare students to embark upon a career or enter into a post-baccalaureate course of study. They will also learn to use knowledge and skills from the field of psychology to contemplate, assess and act upon the competing messages, values, and demands that occur in their everyday lives. They will do so with respect for the complexity of sociocultural and international diversity.

LEARNING GOALS

Courses in the psychology major are designed to serve the mission of the Department and to fulfill the goals for the psychology major endorsed by the American Psychological Association's Board of Educational Affairs. These goals address a) knowledge, skills and values consistent with the science and application

of psychology and b) knowledge, skills, and values consistent with liberal arts education that are further developed in psychology. The Department of Psychology is committed to supporting students in their pursuit of the following goals:

Knowledge, Skills, and Values Consistent with the Science and Application of Psychology

1. Theory and Content of Psychology. Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. Research Methods in Psychology. Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
3. Critical Thinking Skills in Psychology. Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
4. Application of Psychology. Students will understand and apply psychological principles to personal, social, and organizational issues.
5. Values in Psychology. Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.

Knowledge, Skills, and Values Consistent with Liberal Arts Education that are Further Developed in Psychology

6. Information and Technological Literacy. Students will demonstrate information competence and the ability to use computers and other technology for many purposes.
7. Communication Skills. Students will be able to communicate effectively in a variety of forms.

8. Sociocultural and International Awareness. Students will recognize, understand, and respect the complexity of sociocultural and international diversity.
9. Personal Development. Students will develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement.
10. Career Planning and Development. Students will emerge from the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

The psychology major requires the completion of 43 credits. The required courses include PSY 281, 284, 320, 325, 335, 382, 413, 436, 490, and 497. MAT 152 is a co-requisite for psychology majors. The student is permitted wide flexibility in the choice of the remaining five or more elective courses from the various sub-specialties of psychology. Semesters during which courses are typically offered are indicated in parentheses at the end of each course description.

The minimum grade of C is required in all major and minor courses. Psychology majors are required to achieve a satisfactory grade on their integrative experience, PSY 497.

Psychology Minor

The Psychology minor (21 cr.) requires PSY 281, 382, 325, 413, and 9 elective credits within the discipline, with a minimum grade of C.

PSY 281 is a prerequisite to all other psychology courses.

Industrial/Organizational Psychology Specialization

The Specialization in Industrial/Organizational Psychology (21 cr.) is available for psychology majors. It requires substituting the following psychology courses for three of the five psychology electives: PSY 334 (or 395), 370, and 423. In addition, the following courses are required: MGT 305 Organizational Behavior and Management, MGT 352 Human Resources Management, MGT 355 Conflict and Negotiation, and MGT 420 Leadership.

Course Descriptions— Psychology Prefix: PSY

281 Introduction to Psychology (3)

Survey of general principles underlying human behavior, including the study of the nervous system, perception, learning, emotion, personality and mental disorders. (Fall, Spring, Summer)

284 Psychology and Professional Development (1)

Must be taken in the semester immediately following PSY 281 or in the first semester after transferring. Enables students to understand their interests, their skills, their major and their career goals and to design an academic plan that will facilitate their ability to meet these goals successfully. They will also be introduced to psychological research. Prerequisite: PSY 281. (Fall, Spring)

300 Special Topics (3)

Content to be determined by the Department as requested by faculty and/or students to fulfill specified needs or interests. Prerequisite: PSY 281. (Occasional offering)

306 Psychology of Women (3)

Study of the various issues affecting the changing role of women in today's society; consideration given to psychological and social factors as they relate to contemporary feminine behavior. Prerequisite: PSY 281. (Spring)

316 Cognitive Psychology (3)

Current research and theory which addresses the issue of how people think. Includes information processing, memory, attention, language comprehension, reasoning, and problem solving. Prerequisite: PSY 281. (Occasional offering)

318 Psychology of Learning (3)

Study of the basic principles related to human and animal learning with special emphasis on the theoretical approaches utilized to explain various learning phenomena. Prerequisite: PSY 281. (Occasional offering)

320 Tests and Measurements (3)

Introduction to testing, including discussion of validity, reliability and overview of testing instruments in clinical, educational, and industrial settings. Prerequisites: MAT 152 and PSY 281. (Fall, Spring, Summer)

323 History and Systems (3)

Consideration of the major historical schools of psychological thought and their relationship to the present-day discipline of psychology. Prerequisite: PSY 281. (Fall)

325 Theories of Personality (3)

Survey of theoretical approaches to the study of personality, from Freudian theory to contemporary theories. Prerequisite: PSY 281. (Fall, Spring, Summer)

334 Advanced Experimental Psychology (3)

Application of research skills to a full research proposal. Especially recommended for students who are planning to do graduate work. Prerequisite: PSY 436. (Occasional offering)

335 Research Methods & Analysis I (3)

The first course in a two-course sequence. This course provides an introduction to research methodology, data analysis and interpretation, and preparation of research reports according to APA format in the context of meaningful experimental and non-experimental situations in the field of psychology including hypothesis testing, survey research, independent group designs and t-tests. Prerequisites: MAT 152 & PSY 281. (Fall, Spring)

343 Introduction to Perception (3)

Survey of contemporary issues in the area of perception and of the theories offered to explain perceptual phenomena. Prerequisite: PSY 281. (Occasional offering)

370 Social Psychology (3)

Cognitive processes, roles, communication and persuasion, aggression and interaction of individuals within small and large groups are studied from a psychological perspective. Prerequisite: PSY 281. (Spring)

382 Developmental Psychology (3)

Analysis of human development from conception through old age, with emphasis on theory and research as they relate to changes in physiological, cognitive, and affective processes throughout the lifespan. Prerequisite: PSY 281. (Fall, Spring, Summer)

413 Abnormal Psychology (3)

Theories of abnormal behavior, pathological syndromes, methods of treatment, and prevention. Includes legal, ethical, and professional issues in clinical psychology. Prerequisite: PSY 325. (Fall, Spring, Summer)

417 Psychology of Aging (3)

Analysis of the factors characterizing normal aging: biological and perceptual changes, social processes, sexuality, cognition, personality. Disorders associated with aging are also covered. Prerequisite: PSY 382. (Occasional offering)

423 Industrial Psychology (3)

Application of psychological principles and procedures in business and industry settings; consideration given to topics such as selection, placement, employee motivation, morale and leadership. Prerequisite: PSY 281. (Fall)

426 Health Psychology (3)

Study of the application of principles of psychology to health enhancement, illness prevention, diagnosis and treatment of disease, and psychosocial rehabilitation. Prerequisite: PSY 281. (Occasional offering)

428 Human Sexuality (3)

A survey of issues and scientific findings with regard to physiological, developmental and emotional aspects of sexuality, as well as theory and practice related to treatment of sexual dysfunction. Prerequisite: PSY 281. (Occasional offering)

436 Research Methods & Analysis II (3)

The second course in a two-course sequence designed to introduce more advanced research methodologies and data analyses techniques including experimental research, repeated measures designs. One-way ANOVA, factorial ANOVA correlation, and regression analysis in the context of conducting and reporting psychological research. Prerequisite: PSY 335. (Fall, Spring)

445 Community Psychology (3)

Covers the basic theories and concepts that define this field. Community psychology seeks ways to eliminate distress and promote well-being in people and their communities. It emphasizes prevention of psychological problems, empowerment of persons and communities with few resources, the impact of stress and social support on people, and the importance and value of human diversity. Students will be introduced to the methods of research that guide community psychologists including traditional research methods, qualitative research methods, consulting, program evaluation, and participatory action research. Prerequisite: PSY 281, either PSY 335 or PSY 370.

449 Adolescent Psychology (3)

Consideration of the physical, intellectual, social, and emotional processes occurring during the adolescent years. Prerequisite: PSY 281. (Occasional offering)

452 Child and Adolescent Psychopathology (3)

Comprehensive study of the etiology, diagnosis, and treatment of the behavior disorders common to the child and adolescent. Prerequisite: PSY 382. (Occasional offering)

459 Independent Study (1-3)

Opportunity for independent research on a topic of special interest to the student. Dean and Department Chair approval required.

490 Physiological Psychology (3)

Study of basic neuroanatomy and neurophysiology, including the neurological bases of emotion, psychopathology, sleep, memory and learning. Prerequisite: PSY 281. (Fall, Spring, Summer)

492 Evolutionary Psychology (3)

Study of how evolutionary forces may have acted upon human ancestors such that there was a selection for the development of particular behaviors under certain environmental conditions. Prerequisite: PSY 281. (Occasional offering)

494 Substance Abuse (3)

Consideration of habituating and addicting drugs, including alcohol, and their effects upon individuals and society. Prerequisite: PSY 281. (Occasional offering)

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

Investigation of an original research problem of special interest to the student; independent execution of chosen experimental work or library research. Under direction of a selected staff member, MARC scholars follow a special research program. (Fall, Spring)

497 Senior Seminar (3)

Integrative experience for senior psychology majors, with focus on critical analysis of a current topic in psychology. Includes paper preparation and individual and group presentations. Prerequisite: Graduation status. (Spring)

498 Seminar (3)

Advanced topics. Discussion on selected topics under direction of instructor.

WOMEN'S STUDIES

Women's Studies is an interdisciplinary program that explores the female experience and perspective by integrating biological, historical, literary, religious, political, economic, sociological, psychological, and anthropological perspectives of gender. Cutting across traditional academic boundaries, it coordinates courses in ten different disciplines.

The Women's Studies program provides students with the opportunity to take a minor in Women's Studies, to earn a certificate in Women's Studies, or to **take individual courses for elective credit or personal enrichment.**

Women's Studies Minor

The minor in Women's Studies requires completion of a minimum of 21 credits (to include WMS 201 and WMS 487) with a minimum grade of C. Transcripts will state "Minor in Women's Studies" upon request.

Certificate in Women's Studies

The certificate program requires a minimum of 18 credits (to include WMS 201 and WMS 487). It is intended to supplement a student's traditional academic major. The program may also appeal to individuals who have already earned a degree and who wish an additional specialization.

Course Descriptions— Women's Studies Prefix: WMS or designated academic discipline

WMS 201 Introduction to Women's Studies (3)

Survey of the issues, topics, and theories relevant to Women's Studies. The interdisciplinary nature of the subject is emphasized by an overview of women's lives and contributions as studied in various academic disciplines. Special attention is paid to how women's experiences have been affected by biology, age, race, class, ethnicity, religion, education, and culture differences.

WMS 487 Senior Integrative Seminar (3)

Group seminar, requiring a research paper or other integrating experience. Faculty- and student-led discussions provide a forum for integrating course material, exploring new topics, and clarifying issues. Prerequisite: At least 15 credits in Women's Studies.

The courses listed below are either regular offerings in their academic departments or Special Topics (300).

BIO 300 Biology of Women (3)

Anatomy and physiology of the human female with exploration of the health problems that occur in females as a consequence of being female.

BUS Women in the Workplace (3)

Examination of issues or problems that have special relevance to female and male workers, managers or professionals: gender-based division of labor, roles, role stereotypes, role conflict, child care, medical plan coverage, maternity/paternity leaves, mentoring, networking, time management, stress, authority, communication, equal pay, discrimination, and sexual harassment.

CRM 305 Women and Crime (3)

An in-depth study of the relationship between women and various forms of criminal behavior. The experiences of women as crime victims, criminal offenders, and criminal justice system practitioners are examined in terms of the social, legal, and political discourse of femininity. Crosscultural and historical analyses are included.

ENG 340 Women and Literature (3)

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

ENG/PSY Women: Literature and Psychology (3)

An examination of selected literary works (fiction, poetry, essay, film, drama) for their expression of women's psychological experiences. Particular emphasis on traditional roles, stereotypes, psychological health (including the learning of roles, theories of personal-

ity, psychological treatment, role strain and role conflict), and traditional roles in transition.

HIS 449 Race, Gender, and Class in Latin America (3)

An historical study of the colonial legacy in Latin America and its implications in the national period of the society of castes which reflected racial, gender, and social perspectives. Prerequisite: HIS 102 or 150.

PSY 306 Psychology of Women (3)

Study of the various issues affecting the changing role of women in today's society; consideration given to psychological and social factors as they relate to contemporary feminine behavior. Prerequisite: PSY 281.

SOC 405 Sociology of Race, Class and Gender (3)

A comprehensive examination of race, class and gender as central categories of social experience. Various sociological approaches are integrated to analyze how these differences in identities and accompanying inequalities are constructed within social institutions and processes. Prerequisite: SOC 201 and 3 additional SOC hours or permission of instructor.

SPA Women in Hispanic Literature (3)

Survey of the works written by the most outstanding women of the Hispanic world. Analysis of readings from aesthetic and ideological points of view.

THE 325 Feminist Perspectives in Ethics (3)

Exploration of some of the key insights that the feminist thinking of writers such as Margaret Farley, Nel Noddings, Lisa Cahill, Karen Lebacqz, and Sahron Welsch, have provided and provoked in the examination and practice of the moral life. Prerequisite: THE 201.

THE 360 Women in the Church (3)

Investigation of the role of women in the Christian scriptures and history of the Church.

THE 362 Women in the New Testament (3)

An analysis of the books of the New Testament in order to examine the role of women and attitude toward women from the earliest period of the church and as it developed in the later period when the final books of the New Testament were written.

DEPARTMENT OF SOCIOLOGY AND CRIMINOLOGY

Gary Grizzle, Ph.D., Chair

Faculty: Esposito, Finley, Konczal, Perez, Romano

MAJOR AREA LEARNING GOALS

The sociology and criminology curricula are designed to facilitate students' comprehension through study, review, and reflection, of the...

1. disciplines of sociology and criminology as liberal arts areas of study which contribute a unique, analytical understanding of social reality;
2. tenets of sociological and criminological theories, including the ontological and epistemological underpinnings of social knowledge;
3. roles, procedures, and assumptions of qualitative and quantitative methodologies;
4. role, relevance, and interrelationships of the following basic sociological concepts: culture, social organization, social stratification, social institutions, social change, and social identity as defined by race-ethnicity, class, age, and gender;
5. relationships, as defined by various theoretical perspectives, between the individual and society;
6. diversity of social experience as defined by gender, social class, age, race-ethnicity, and nationality;
7. role of sociological-criminological perspectives in developing critical analyses of social arrangements, with emphasis on institutionalized social inequalities.

SOCIOLOGY (B.S.)

The Sociology program is designed to provide an understanding of the interactive dynamics of social institutions, organizations, and everyday life. The curriculum acquaints students with a range of theoretical and practical approaches to the study of contemporary social problems and issues. The program is designed as an integral component of a liberal arts education.

Hence, students are prepared for graduate studies in sociology and related fields as well as for a variety of career opportunities.

The major in Sociology requires a minimum of 39 credit hours. Students must earn a minimum grade of C in all major area courses and in MAT 152, which is the required general education mathematics course. To assure that the major area learning goals are achieved, the sociology curriculum is organized according to the following themes. Students must complete the Core Courses (15 credit hours) and a minimum of at least one course from each of the theme areas.

Core Courses (15 credit hours):

SOC 201	Introduction to Sociology
SOC 370	Social Psychology
SOC 409	Research Methodology
SOC 423	Sociological Theory
SOC 487	Senior Seminar

Specialized Theme Courses (minimum of 3 credit hours from each area for a total minimum of 12 credit hours):

- I. Cultural Courses {These courses address problems/issues regarding belief/value systems, folkways/mores, and world-views that underpin human action and legitimate social arrangements.}

SOC 306	Sociology of Art
SOC 320	Sociology of Law
SOC 349	Sociology of Religion

- II. Organizational Courses {These courses address problems/issues regarding formal and informal patterns of goal attainment with special emphasis on the utilization of resources, materials, and technology.}

SOC 317	Sociology of Work
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III. Social Psychological Courses {These courses address problems/issues regarding self-development and the relationship between the individual and society.}

SOC 246	Marriage and the Family
SOC 332	Drugs and Society
SOC 404	Ethical Issues in Social Science Research

IV. Distributive Courses {These courses address problems/issues regarding social differentiation and social inequalities.}

SOC 307	Race and Ethnicity
SOC 372	Social Stratification
SOC 405	Sociology of Race, Class, & Gender

Elective Sociology Courses can be selected from the theme courses noted above and from the following comprehensive courses:

SOC 200	Perspective Consciousness and Social Justice
SOC 202	Juvenile Delinquency
SOC 204	Social Problems
SOC 300	Special Topics
SOC 359	Independent Study
SOC 410	Theories of Deviance
SOC 426	Sociology of Violence
SOC 455	Sociology of the Family
SOC 499	Internship

Sociology Minor

A minor in Sociology requires 21 credit hours, including SOC 201, 370, 409 and 423. A minimum grade of C in all minor courses is required.

Course Descriptions— Sociology Prefix: SOC

200 Perspective Consciousness and Social Justice (3)

The course focuses on “perspective consciousness,” that is 1) realizing that values, beliefs, and world-views are socially constructed; 2) understanding the importance of finding one’s “own voice,” of analyzing one’s own thinking and the thinking of others, and of dealing with dissonance; and 3) understanding the importance of praxis – to reflect and to act upon the world in order to transform it. Critical interrogation of several key social institutions and cultural dynamics; analysis of contradictions between dominant ideological or mythical claims and everyday social practices and experiences are also included. The conceptual and practical skills necessary to 1) challenge the perspective that difference and diversity must be controlled by exclusion, discrimination and, inequality, and 2) create and participate in democratic institutions and organizations based on social justice and equality are

also covered. Enrollment is limited to majors in the College of Arts and Sciences.

201 Introduction to Sociology (3)

An introduction to the major theoretical perspectives in sociology. Emphasis on the applications of these perspectives to contemporary social issues, including: deviance, marriage and the family, organizations, religion and social change.

202 Juvenile Delinquency (3)

A study of the nature, extent, and causes of delinquent behavior. The challenges of measuring, preventing, and responding to delinquency are assessed, along with the role of the police, the courts, and various treatment programs in dealing with delinquency. (Same as CRM 202).

204 Social Problems (3)

A survey of sociological perspectives on social problems. Sociological perspectives will be applied to such problems as alcohol and drug abuse, crime, health care, homelessness, poverty, and racism.

246 Marriage and the Family (3)

A survey of historical and sociological perspectives regarding the family as an important social institution. Emphasis on contemporary family issues, including intimacy and sexuality, family violence, parenting, divorce and remarriage.

300 Special Topics (3)

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

306 Sociology of Art (3)

A survey of sociological perspectives on the relationship between art and society. Emphasis on the social production of art, the social uses of art, and art as an indicator of social processes. Perspectives will be applied to: film, literature, music, painting, and the theatre.

307 Race and Ethnicity (3)

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

317 Sociology of Work (3)

An examination of the cultural, social and organizational aspects of work in contemporary society. Work is studied as a fundamental human activity which is socially constructed through complex organizations, power, cultural beliefs and values, the wage system, consumption, management ideologies, and technology. Topics discussed include the significance of work in everyday life, postindustrialization, the relationship between work and family, housework, professionalization, and the consumer culture.

320 Sociology of Law (3)

A survey of sociological perspectives on law and society. Includes a critical review of various theoretical analyses of the relationship between law and social order, social conflict, deviance, crime, justice, and punishment/rehabilitation. Prerequisite: CRM 200 or SOC 201

332 Drugs and Society (3)

A review and analysis of the social impact of drug and alcohol use and abuse. Specific topics examined include the history, social epidemiology, causes, social consequences, and major forms of prevention/treatment of drug/alcohol abuse.

349 Sociology of Religion (3)

Analytical approach to the problem of reciprocal incidence and dependence between "religious" phenomena and the socio-cultural world; deals principally with classical sociologists Marx, Freud, Durkheim, Malinowski, Weber and their views on the function of religion and the process of secularization.

370 Social Psychology (3)

An introduction to the major theoretical perspectives in social psychology. Emphasis on the application of these perspectives to such issues as everyday interaction, deviance, gender, and social organizations. Prerequisite: SOC 201 or SOC 204.

372 Social Stratification (3)

Theories of social class; wealth, power and prestige as class correlates; social mobility; and consequences of social placement

404 Ethical Issues in Social Science (3)

An introduction to the range of ethical issues that arise during the practice of social science. Emphasis on research issues, including research topics, research methods, the use of research, the role of the researcher, and the creation of ethical standards. Prerequisite: three hours in social science courses or permission of the Department Chair.

405 Sociology of Race, Class and Gender (3)

A comprehensive examination of race, class and gender as central categories of social experience. A variety of sociological approaches are integrated to analyze how these differences in identities and accompanying inequalities are constructed within social institutions and processes. Prerequisites: SOC 201 & 3 additional SOC hours or permission of Department Chair.

409 Research Methodology (3)

Introduction to sociological research methods. Contemporary data collection and analysis techniques will be introduced. The assumptions, limitations, and implications of these techniques will be discussed. Prerequisites: SOC 201 or CRM 200; one additional SOC or CRM course; MAT 152; juniors and seniors only; or permission of the Department Chair.

410 Theories of Deviance (3)

Survey of the various theories used to explain deviant behavior. Specific topics, including socio-biological, psychiatric and behavioristic theories; socio-ecological, cultural, social learning and social control models; and labeling and social conflict theories are explored through the writings of classical and contemporary criminologists and sociologists. Prerequisites: CRM 200 or SOC 201 and one additional SOC or CRM course or permission of the Department Chair.

423 Sociological Theory (3)

A critical review of the classical theorists who developed the foundations of modern sociological theory. Specific theorists and theories to be considered: Durkheim, Spencer, Marx, Weber, structure-functionalism, conflict theory, and symbolic interaction. Prerequisites: SOC 201 or CRM 200 and one additional SOC or CRM course; juniors and seniors only.

426 Sociology of Violence (3)

An in-depth study of the major sociological theories and relevant research pertaining to violence, including interpersonal, family, criminal and institutionalized violence. The normative and social situational contexts in which violence occurs are studied in terms of how persons are affected as perpetrators and victims. Historical, cross-cultural and contemporary forms of violence are analyzed to reveal the underlying social dynamics. Social responses to violence, including criminalization, public policies, and prevention/treatment intervention strategies are reviewed. Prerequisites: SOC 201 or CRM 200 and one additional SOC or CRM course or permission of the Department Chair.

455 Sociology of the Family (3)

An advanced course on sociology of the family, with emphasis on the contemporary American Experience. Major theoretical perspectives on the purpose, function, and interdependent nature of the family are reviewed. Analysis also focuses on the diversity of family experiences as shaped by gender, social class, race-ethnic identity, and age, as well as on issues relating to the household division of labor, employment, parenting, sexuality, marriage and power. The majority of course topics are examined in terms of contemporary debates regarding the stability of family life and on the legislation and public policies that have been developed to address these problems. Prerequisite: SOC 201 or SOC 246 or permission of Department Chair.

487 Seminar (3)

An integrative experience through which students will comprehensively analyze and assess significant theories, policies, and practices related to the study of sociology. Information from prior coursework will be synthesized and applied to current as well as future issues in the field. Enrollment is limited to criminology and sociology majors only. (Same as CRM 487)

499 Internship (3-6)

Internship experience under qualified supervision. Requires a minimum of 120 hours. Department Chair and Dean approval required.

359 Independent Study (3)

Designed to allow the student an opportunity to complete the senior project under the supervision of a faculty member. Department Chair and Dean approval required.

CRIMINOLOGY (B.S.)

The criminology program is designed to provide an understanding of contemporary patterns of crime and victimization, the social etiology of criminality, social responses to crime, and the processes of crime control. The curriculum acquaints students with a variety of theoretical and practical approaches to the study of crime and delinquency, including the manner in which offenders are processed. The functions and dynamics of the criminal justice system are studied in detail with emphasis on the linkage of these processes to broader aspects of society. The program is designed as a traditional liberal arts major. Hence, students are prepared for graduate studies in criminology and related fields as well as for a wide variety of career opportunities in the criminal justice system.

The criminology major requires a minimum of 39 credit hours, which includes the following courses:

Core Courses (15 hours/5 courses):

CRM	200	Introduction to Criminology
SOC	320	Sociology of Law
SOC	409	Research Methodology
SOC	410	Theories of Deviance
CRM	487	Senior Seminar

Organizational-Institutional Courses (12 hours/4 courses):

SOC	204	Social Problems
CRM	202	Juvenile Delinquency
CRM	307	Critical Issues in Criminal Justice
CRM	309	Police and Policing
CRM	311	Corrections
SOC	426	Sociology of Violence
CRM	300	Special Topics
CRM	499	Internship

Cultural-Inequalities-Specialization Courses (12 hours/4 courses):

CRM	305	Women and Crime
CRM	317	Elite and Organized Crime
CRM	328	Race, Class and Crime
SOC	332	Drugs and Society
SOC	370	Social Psychology
CRM	300	Special Topics
CRM	499	Internship

In addition, criminology majors must complete MAT 152 Elementary Probability and Statistics. Students must earn a grade of C or higher in MAT 152 and all SOC and CRM courses.

Criminology Minor

The criminology minor requires a minimum of 21 credit hours, including:

CRM	200	Introduction to Criminology
SOC	320	Sociology of Law
SOC	409	Research Methodology
SOC	410	Theories of Deviance

Nine additional hours in courses that are listed as part of the Criminology major.

In addition, students who minor in Criminology must complete MAT 152 Elementary Probability and Statistics.

Students must earn a grade of C or higher in MAT 152 and all SOC and CRM courses.

**Course Descriptions—
Criminology Prefix: CRM****200 Introduction to Criminology (3)**

A comprehensive introduction to the study of crime, criminality, and the accompanying social responses. Includes a survey of various theoretical analyses of social order, crime, law, justice, and punishment/rehabilitation. The socio-historical responses to the construction and control of crime and criminals are also studied.

202 Juvenile Delinquency (3)

A study of the nature, extent, and causes of delinquent behavior. The challenges of measuring, preventing, and responding to delinquency are assessed, along with the role of the police, the courts, and various treatment programs in dealing with delinquency. (Same as SOC 202).

300 Special Topic (3)

Content varies according to current issues in the field as well as specific needs and/or interests of students.

305 Women and Crime (3)

An in-depth study of the relationship between women and various forms of criminal behavior. The experiences of women as crime victims, criminal offenders, and criminal justice system practitioners are examined in terms of the social, legal, and political discourse on femininity. Cross-cultural and historical analyses are included.

307 Critical Issues in Criminal Justice (3)

An analysis of contemporary topics/events influencing the police, courts, and corrections. Emphasizes the impact of issues which are generating debate in

the field, creating operational difficulties, stimulating change, and/or altering current public policies. Prerequisite: CRM 200

309 Police and Policing (3)

The roles of the police and policing in contemporary U.S. society are examined. Special focus on theories of policing, the organization and administration of police departments and agencies, the relationship and interaction between the police and various communities, and contemporary debates concerning the role of the police in society. Prerequisite: CRM 200

311 Corrections (3)

A comprehensive examination of the U.S. correctional system. Special focus on theories of punishment and rehabilitation, the historical antecedents of modern corrections, offender characteristics, sentencing, community-based corrections, the organization and administration of correctional facilities, prison life, and contemporary debates concerning the role of corrections in society. Prerequisite: CRM 200

317 Elite and Organized Crime (3)

A survey of the criminal behavior of government, large corporations, the managerial and social elite, and traditional organized crime groups in the U.S. Topics discussed include the measurement, detection, adjudication and correction/punishment of elite and organized crime. Prerequisite: CRM 200 or permission of Department Chair.

328 Race, Class and Crime (3)

Racial-ethnic and class identities are examined in terms of their impact on persons' experiences of the law, crime, justice, victimization, stigma, and punishment/rehabilitation. Sociological and criminological theory and research on these issues are reviewed. Historical and cross-cultural examples are also studied. Prerequisite: CRM 200 or SOC 201 or permission of Department Chair.

430 Environmental Crime and Law (3)

This course considers definitions of "environmental justice" in order to determine how well the established justice system lends itself to addressing critical environmental questions. Study legal disputes, public controversies, enforcement issues and sanctions for violators – all revolving around environmental questions and the ability of the criminal justice system to provide redress. Pre-requisite: CRM 200 and 3 additional hours in CRM or SOC.

487 Seminar (3)

An integrative experience through which students will comprehensively analyze and assess significant theories, policies, and practices related to the study of criminology. Information from prior coursework will be synthesized and applied to current as well as future

issues in the field. Enrollment is limited to criminology and sociology majors only. (Same as SOC 487)

499 Internship (3-6)

A systematic means of combining classroom learning with practical work experience. Students are placed in work situations designed to compliment and enrich their personal and professional career development. Requires approval of Department Chair and Dean.

459 Independent Study (3)

An opportunity for extensive research into criminology topics of special interest to the student. Requires approval of Department Chair and Dean.

Environmental Studies Minor

The environmental studies minor requires a minimum of 23-24 credit hours, as follows:

Required Courses (20 credits)

BIO 104	Biological Foundations (04)
BIO 260	Biodiversity of Ecosystems (04)
BIO 360	Dynamics of Restoration Ecology (03)
EVS 310	Environmental Movements (03)
GEO 320	Geography of Disasters (03)
PHI 354	Environmental Ethics (03)

Elective course: (3-4 credits)

BIO 112	Botany (04)
BIO 216	Zoology (04)
CHE 209	Environmental Chemistry (03)
EVS 430	Environmental Crime and Law (03)
GEO 301	World Environments (03)

Students must earn a grade of C or higher in all minor courses.

Course Descriptions— Environmental Studies Prefix: EVS

EVS 310 Environmental Movements (03)

Study of communities and how individuals have constructed social meaning in order to understand what role the environment plays or can play in our lives. The relationship between changing attitudes toward natural resources and environmental policy in the United States.

EVS 430 Environmental Crime and Law

This course considers definitions of "environmental justice" in order to determine how well the established justice system lends itself to addressing critical environmental questions. Study legal disputes, public controversies, enforcement issues and sanctions for violators – all revolving around environmental questions and the ability of the criminal justice system to provide redress. Pre-requisite: EVS 310.

DEPARTMENT OF THEOLOGY AND PHILOSOPHY

Fr. Mark E. Wedig, O.P., Ph.D., Chair

Faculty: Austin, Burgues, Cassini, S. Fairbanks, S. J. Fairbanks, Gonzalez, Grant, Iozzio, Koperski, Marill, Miranda, Molinari, Presmanes, Sause, Schaab, Schlich, Sunshine, Vizcaino, Wedig, Wenisch, Wilcox

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

THEOLOGY (B.A.)

The academic study of theology is essential to a complete education. With this conviction as the basis for its mission, the purpose of the undergraduate theology program is to teach students to critically examine a religious tradition and to offer courses necessary for distribution that fulfill the requirements of general education for the undergraduate degree programs as well as to provide courses necessary for the major and minor in theology.

Major and Minor in Theology Learning Goals

Students in the BA in Theology will achieve:

- To acquire a foundation in Christian thought and practice through biblical, historical, comparative, systematic, liturgical, moral, and spiritual theology
- To prepare students for graduate study in theology
- To prepare students to teach their disciplines in Catholic and other private secondary schools
- To prepare students for other professional education

Requirements for the Major

The major consists of 42 credits for a single major; 36 credits for a single major and one or two minors; and 30 credits for two majors with or without a minor. All courses in the major(s) and the minor(s) must be completed with a grade of C or above. At the end of their program, all theology majors must successfully complete a capstone course, THE 487. Requirements include the following distribution:

Biblical Hermeneutics and Theology:	6 credits
Historical and Comparative Theology:	6 credits
Systematic and Liturgical Theology:	6 credits
Moral and Spiritual Theology:	6 credits
THE 487	3 credits
Electives:	3-15 credits

Theology Minor

The minor consists of completion of a minimum of 21 credits with a grade of C or above. Requirements include the following credit distribution for each of the theological disciplines:

Biblical Hermeneutics and Theology:	3 credits
Historical and Comparative Theology:	3 credits
Systematic and Liturgical Theology:	3 credits
Moral and Spiritual Theology:	3 credits
Electives:	9 credits

Course Categories

I. General Education

THE 201 Theology: Faith, Beliefs, and Traditions

II. Biblical Hermeneutics and Theology

THE 108 Introduction to the Old Testament
 THE 309 The Old Testament and Its Interpreters
 THE 321 The New Testament as Christian Scripture
 THE 362 Women in the New Testament
 THE 365 Creation and Apocalypse
 THE 431 Jesus in the Gospels
 THE 432 Prophetic and Wisdom Writings
 THE 495 Topics in Biblical Hermeneutics and Theology

III. Historical and Comparative Theology

THE 103 World Religions: Religious Experiences of Humankind
 THE 231 Judaism
 THE 303 Comparative Religion
 THE 304 Theology Through Film
 THE 306 Dynamics of Faith, Beliefs and Theology
 THE 324 The Catholic Imagination in Film
 THE 331 Christianity & Culture
 THE 334 History of Christianity I
 THE 335 History of Christianity II
 THE 360 Women in the Church
 THE 370 Protestantism
 THE 496 Topics in Historical and Comparative Theology

IV. Systematic and Liturgical Theology

THE 191 Judeo-Christian Doctrine
 THE 307 Christology
 THE 323 Theology and Science: A Contemporary Dialogue
 THE 330 Approaches to God
 THE 333 Christian Understanding of God
 THE 338 The Church
 THE 342 Salvation, Liberation, and Politics
 THE 344 Sacraments
 THE 345 Liturgy, Feasts, and Devotions
 THE 354 Music in Worship
 THE 497 Topics in Systematic and Sacramental Theology

V. Moral and Spiritual Theology

THE 311 Sexuality, Sex and Morality
 THE 312 Freedom and Virtue
 THE 315 Christian Spirituality and Prayer
 THE 325 Feminist Ethics
 THE 327 Peace and Justice
 THE 353 Bioethics
 THE 372 Marriage and Family
 THE 438 Catholic Social Teaching
 THE 498 Topics in Moral and Spiritual Theology

VI. Integrative Experience

THE 487 Theology Seminar

Course Descriptions— Theology Prefix: THE

103 World Religions: Spiritual Experiences of Humankind (3)

A survey of the history, beliefs, practices and contemporary influence of the major religions of the world: Primal Spiritualities, Hinduism, Buddhism, Taoism, Confucianism, Shintoism, Judaism, Christianity, and Islam; a discussion of the basic methods for understanding religions. NOTE: For Freshmen and Sophomores ONLY.

108 Introduction to the Old Testament (3)

Introduction to Old Testament literature, history, and culture in the context of the ancient Near East. Examines methods of biblical interpretation from ancient to modern times in Jewish and Christian communities.

191 Judeo-Christian Doctrine (3)

A fundamental examination of the Judeo-Christian tradition, beginning with a consideration of the relationship between theology and philosophy. Foundational religious affirmations will be examined from the perspective of both disciplines. NOTE: Honors Program ONLY.

201 Theology: Faith, Beliefs and Traditions (3)

A study of spirituality, religion, faith and theology as significant dimensions of all human life. Particular attention will be given to the anthropological origins of the human desire for spirituality expressed in religions. Beliefs and traditions will be studied, in particular those coming from Judaic origins and finding their expression in Christianity, especially Catholic beliefs and traditions. This course fulfills a general education requirement for the College of Arts and Sciences and is the required first course for this purpose.

231 Judaism (3)

An introduction to Judaism with a focus on beliefs, practices, and ritual. Jewish history and a survey of contemporary Judaism, e.g., Orthodox, Conservative, Reform, Reconstructionist are incorporated in an overall examination of Judaic life and faith.

300 Special Topics (3)

Topics of interest to faculty and students.

303 Comparative Religion (3)

An examination of select religious traditions in cross-cultural and interfaith dialogue through comparison of scriptures, rituals, beliefs and practices. NOTE: For Juniors and Seniors ONLY.

304 Theology Through Film (3)

An analysis of works of noted film directors/screenwriters (Igmar Bergman, Woody Allen, Denys Arcand, Jack Gold, Lawrence Kasdan, Stuart Rosenberg, Brian

Moor, Fraser Heston) and how their respective films provide interpretative frameworks for those perennial issues that have their parallel themes in religion: suffering, alienation, human fulfillment (salvation), mystery, morality (goodness, evil, human perfection), redemption, trust, and affinity for the Divine.

306 Dynamics of Faith, Beliefs and Theology

This course will explore some fundamental theological concepts, including faith, doubt, belief, doctrine, symbol, evil, sin, ethics and morality. Furthermore the course will explore particular theological beliefs in relationship to culture. It will study and evaluate how these ideas and beliefs are treated in systematic theology and in other contemporary classic sources.

307 Christology (3)

An investigation into the Christian understanding of the person and work of Jesus Christ. The origins of Christology in the New Testament and the development of christological doctrine in the history of the Church will be examined as a basis for a contemporary understanding of Jesus and of the challenge of Jesus and his message for the Christian today. Prerequisite: THE 201

309 The Old Testament and Its Interpreters (3)

A study of how the Jewish Scriptures have been interpreted in Jewish, Christian, and secular traditions based on detailed examination of how selected texts have been understood in these traditions. Consideration of the Old Testament as Christian Scripture and the problem of Jewish-Christian relations.

311 Sexuality, Sex and Morality (3)

Analysis of the nature of sex and sexuality, according to sources and developments of Christian thought; the integration of those concepts into a contemporary moral and ethical system. Prerequisite: THE 201

312 Freedom and Virtue (3)

An examination of the meaning of human freedom, the nature and search for virtue as a means and goal of human behavior and as a consequence of our actions. Accountability as part of free human action will be considered in the context of decisions of conscience. Prerequisite: THE 201

315 Christian Spirituality and Prayer (3)

A study of the history, nature and principles of worship and the major spiritual forms in which it finds expression in Christianity. This course will look at important issues in the development of a contemporary spirituality within the context of personal, interpersonal and Church prayer. Prerequisite: THE 201

321 The New Testament as Christian Scripture (3)

The meaning of inspiration. The history of gradual acceptance of the New Testament documents as part

of Scripture. History and methods of interpretation, with application to selected texts. Literary technique as a reflection of theological perspective. Prerequisite: THE 201

323 Theology and Science: A Contemporary Dialogue

This is a theology course designed to investigate the historical and contemporary relationship between the methods and concepts of theology and science concerning God, the cosmos, and the God-world relationship in the context of the **Christian tradition**. Because of its dynamic and investigative nature, it requires a spirit of intellectual inquiry on the part of its participants. Pre-requisite: THE 100 or 200 level course.

324 The Catholic Imagination in Film (3)

This course is analysis of the Catholic world-view and its cultural sensibilities in the works of noted film directors/screen writers such as: Gabrielle Axel (*Barbette's Feast*), Robert Bresson (*Diary of a Country Priest*), Robert Bolt (*the Mission*), Nancy Savoca (*Household Saints*), William Peter Blatty (*The Exorcist*), Tim Robbins (*Dead Man Walking*), and M. Night Shyamalan (*Wide Awake*). Each film reflects a "Catholic vision" that is integral to the plot, mirrors an interpretive scheme rich in theological overtones, and depicts the artist's perception of the world.

325 Feminist Perspectives in Ethics (3)

An introduction to the theological and moral challenges that the key insights of feminist thinking have raised in academic, social, and church institutions. The critical reading of primary sources of the feminist critique will increase awareness of the oppression of women and the prevalence of patriarchal structures that have traditionally supported that oppression. The importance of an ongoing search for normative standards of morality will be juxtaposed with the multi-contextualized norms in the experiences of women. Prerequisite: THE 201

327 Peace and Justice (3)

This course is meant to explore the issues of *Justice, Peace and Reconciliation* as fundamental aspects of Christianity. Building on the foundations of Scripture, Catholic Social Teaching and the UN Declaration of Human Rights, students will explore the prophetic role of the Christian in the act of living and promoting Justice and Peace in the micro and macro worlds of church and culture. The ideas presented in this course are designed to spawn critical questions that could have life altering consequences. Prerequisite: THE 201

330 Approaches to God (3)

A critical investigation into the reality of God from the perspective of monotheistic religious and philosophical traditions, e.g., Jewish, Christian and Islamic, their

interaction with modern culture and the existential response to the divine presence in spirituality. These three elements - the understanding of God, the world and the self - form the framework within which a contemporary response to God in secular culture can be both intelligible and meaningful. Prerequisite: THE 201

331 Christianity and Culture (3)

This course examines the fundamental relation of the Catholic faith and cultural pluralism. It reviews the historical response of the church to culture and faith issues. It looks at the contemporary experience from a global perspective as well as in the U.S. context. Prerequisite: THE 201

333 Christian Understanding of God (3)

An examination of the Christian doctrine of the trinity and its implications for the human understanding of the world, history, the self, and the Church. After an introduction to the biblical and patristic origins of the doctrine, students will examine a contemporary statement of it in conversation with modern cultural, philosophical, and political sensibilities. Prerequisite: THE 201

334 History of Christianity I (3)

A survey of Christianity from its biblical and apostolic origins through its growth in antiquity and its establishment in the medieval period. Significant social, cultural and intellectual factors will be examined as part of the formative development of this tradition.

335 History of Christianity II (3)

A survey of Christianity beginning with the dividing of Christendom in the Reformation, subsequent developments, the expansion of Christianity through missionary efforts, the challenge posed to the faith in the modern era and its inculturation in secular and non-western societies.

338 The Church (3)

An exploration of the meaning of Church as part of the Christian mystery of salvation. Biblical, historical and theological foundations will be surveyed to integrate an understanding of the life, structure, and mission of the Church in today's world. Special attention will be given to developments in Roman Catholicism in light of the Second Vatican Council as it informs the present ecumenical context of Catholic, Orthodox and Protestant church life. Prerequisite: THE 201

342 Salvation, Liberation and Politics (3)

An examination of political and liberation theologies and of their understanding of the relationship between Christian witness and socio-political transformation. Both critical and sympathetic responses will be evaluated. Prerequisite: THE 201

344 Sacraments (3)

An examination of the Christian sacraments from the perspective of religious experience and symbol, Christ as the primordial sacrament, the Church as the fundamental sacrament and the historical-theological development of each sacrament. Although primary focus will be on the Roman Catholic tradition, attention will also be given to Orthodox and Protestant understanding and practice. Prerequisite: THE 201

345 Liturgy, Feasts and Devotions (3)

An exploration of the worship life of the Catholic Church with a focus on various forms of liturgy, an appreciation of liturgical time and the Church calendar, liturgical spirituality and para-liturgical devotions. Special emphasis will be placed on the nature, results and evaluation of liturgical reform proceeding from the Second Vatican Council. Prerequisite: THE 201

353 Bioethics

An examination of the fundamental theological claims that provide the foundations of ethical decision making and standards of evaluation in healthcare. Claims concerning the gifts of creation and the givenness of human life from the hands of a Creator of God instigate discussions of medical interventions into matters, for example, of access to healthcare, reproduction, chronic and critical care, genetic manipulations, and end of life care. Innocent suffering, in particular, will be considered one of the more compelling issues arising from specifically theological perspectives that challenge high technological medical interventions.

354 Music in Worship (3)

An in-depth examination of the ways contemporary churches and synagogues both understand and practice the service of music in their worship. Particular attention will be given to the current norms and standards for religious music in the Christian churches and Jewish synagogues in the United States. The course emphasizes how theological interpretations can be derived from the music practices in Christianity and Judaism especially today but also throughout the history of these religions. Prerequisite: THE 201

360 Women in the Church (3)

This course will examine the role of women in the historical and contemporary Church by retrieval and analysis of the images and history of women and their role throughout the history of religion. This course will explore the role of women in the Church by employing the use of written texts found in Scripture and tradition, as well as examine the narrative passed on by the oral traditions, classical and contemporary art, music and film.

362 Women in the New Testament (3)

An analysis of the books of the New Testament in order to examine the role of women and attitude toward

women from the earliest period of the church and as it developed in the later period when the final books of the New Testament were written.

365 Creation and Apocalypse (3)

Detailed study of the biblical traditions of the origin and end of the world and the relationship between these two traditions, including their ancient Near Eastern background, the development of apocalyptic literature in pre-Christian Judaism, and Jewish and Christian apocalyptic writings. The course will also examine the history of interpretation surrounding these biblical traditions in Jewish and Christian communities, including the impact of modern scientific discoveries on the interpretation of selected biblical texts.

370 Protestantism (3)

An introduction to the history, development, and theological perspectives of Protestantism as a major stream of Christian faith and Church life that emerged out of the western Catholic tradition. Prerequisite: THE 201

372 Marriage and Family (3)

A practical treatment of marital union and family organization as seen in its Christian theological, spiritual, psychological, and sociological aspects with an exploration of marriage as a sacrament of Christian life. Prerequisite: THE 201

431 Jesus in the Gospels (3)

The uniqueness of the gospel genre and its relation to other ancient literary forms (e.g., history, biography). The Jesus of History and the Christ of Faith. The gospels as witnesses of the faith, prayer, and ethical behavior of several different early Christian communities. The challenge of the Jesus of the gospels for today. Prerequisite: THE 201

432 Prophetic and Wisdom Writings (3)

The complementary of the prophetic and wisdom views in ancient Israel. The prophets as heralds of social justice and individual responsibility. The Wisdom Writings as a response to the Israelite covenant. Prerequisite: THE 309

438 Catholic Social Teaching (3)

An examination and evaluation of the teaching on major social issues in the papal encyclicals, conciliar documents, and episcopal pronouncements from Leo XIII to the present day. Prerequisite: THE 327

487 Theology Seminar (3)

Group research and interchange of ideas on a topic of contemporary significance in the field of theology.

495 Topics in Biblical Hermeneutics and Theology (3)

Topics of interest to faculty and students.

496 Topics in Historical and Comparative Theology (3)

Topics of interest to faculty and students.

497 Topics in Systematic and Sacramental Theology (3)

Topics of interest to faculty and students.

498 Topics in Moral and Spiritual Theology (3)

Topics of interest to faculty and students.

499 Independent Study (3-12)

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

Courses taught by the Archdiocese of Miami and approved by the Theology Department of Barry University:

140 Teaching Religion Today

142 Introduction to the Sacraments

143 Principles of Christian Morality I

144 St. Paul's Letters

145 Foundations of Catholicism

146 Christology

151 Introduction to the Old Testament

152 Introduction to the New Testament

157 Celebrating Liturgy I

158 Celebrating Liturgy II

161 The Church After Vatican II

163 Becoming Peacemakers I

164 Church History

173 Principles of Youth Ministry

PHILOSOPHY (B.A.)

As an academic discipline, philosophy involves the quest for an understanding of the nature of God, humankind, the world, and values, and of the relations among them, by means of critical and systematic reflection upon human experience. Philosophy is integrally related to all other academic disciplines. Furthermore, the study of philosophy serves both (a) to strengthen intellectual capacities and skills (e.g., analytical, evaluative, and interpretive), which are important to one's personal and professional life, and (b) to enable one to critically examine one's own beliefs and judgments. Thus, the study of philosophy is an essential and valuable part of a university education.

Traditionally, the study of philosophy has enjoyed a place of prominence in Catholic higher education. Likewise, philosophical contemplation has been highly prized throughout the Dominican intellectual tradition which includes such luminaries in the history

of philosophy as Albert the Great, Thomas Aquinas, and Francisco de Vitoria. Barry University, sponsored by the Adrian Dominican sisters, is committed to the philosophical search for truth and wisdom in the enhancement of faith and life.

The purpose of the undergraduate philosophy program is to offer courses necessary for distribution that fulfil the requirements of general education for the undergraduate degree programs as well as to provide courses necessary for the major or minor in philosophy.

Major and Minor in Philosophy Learning Goals

- To provide a foundation in philosophy through critical thinking and logic, philosophical issues and problems, the history of philosophy, and ethics
- To prepare students for graduate study in philosophy
- To help students understand the philosophical underpinnings of all academic disciplines
- To prepare students for the professional use of analytical and problem-solving skills

Requirements for the Major

The major consists of a minimum of 30 credits. Required courses: PHI 292, PHI 304, PHI 310, PHI 316, PHI 318, either PHI 317 or PHI 319, either PHI 460 or PHI 487, and 9 elective credits. All courses must be completed with a grade of C or above. All philosophy majors must successfully complete a capstone course (either PHI 460 or PHI 487) at the end of their program of study.

Philosophy Minor

The minor consists of a minimum of 21 credits. Required courses: 120 or 310, one 300-level course in the history of philosophy, one 300-level problems course, and 12 elective credits. All courses must be completed with a grade of C or above.

Course Categories

I. General Education

PHI 220 Introduction to Philosophy

II. Critical Thinking

PHI 310 Formal Logic (replaces PHI 212)

III. History

PHI 301 Spanish and Hispanic-American Philosophers

PHI 316 Ancient Philosophy

PHI 317 Medieval Philosophy

PHI 318 Modern Philosophy

PHI 319 Contemporary Philosophy

PHI 320 American Philosophers

PHI 323 Philosophical Perspectives on Cinema

PHI 332 The Thought of Ortega y Gasset

PHI 336 Julian Marias and the School of Madrid

IV. Problem Solving

PHI 310 Formal Logic

V. Ethics

PHI 260 Philosophy of the Human Person

PHI 292 Ethics

PHI 308 Philosophy of Law

PHI 353 Bio-Medical Ethics

PHI 354 Environmental Ethics

PHI 370 Contemporary Moral Problems

PHI 371 Social and Ethical Issues in Business

VI. Major Topic Areas

PHI 191 Judeo-Christian Doctrine

PHI 304 Epistemology

PHI 306 Philosophy of God and Religion

PHI 313 Philosophy of Art – Aesthetics

PHI 314 Metaphysics

PHI 321 Philosophy of Peace and War

PHI 360 Asian Philosophy

VII. Special Topics

PHI 300 Special Topics

PHI 460 Philosophical Classics

PHI 487 Seminar

Course Descriptions— Philosophy Prefix: PHI

191 Judeo-Christian Doctrine (3)

A fundamental examination of the Judeo-Christian tradition, beginning with a consideration of the relationship between theology and philosophy. Foundational religious affirmations will be examined from the perspective of both disciplines. NOTE: Honors Program ONLY.

220 Introduction to Philosophy (3)

Introduction to Philosophy is designed to introduce the student to the fundamental problems of philosophy from a historical perspective. This course will introduce the student to analysis of concepts such as: moral goodness, moral character, metaphysical foundations of knowledge, the nature of knowledge, and the philosophical foundations of social-political concerns. Furthermore, the course will explore the nature of inductive and deductive reason. This course is designed to create a philosophical background and foundation for upper level Philosophy courses.

260 Philosophy of the Human Person (3)

Philosophical overview of human psychology: individual and social natures of human beings; their materiality and spirituality; human cognition, volition and freedom; differing order of human needs; powers and habits; unity within a complexity of activities; human destiny.

292 Ethics (3)

A study of fundamental elements in ethical theory: analysis of the concept of moral goodness, the origins and nature of moral law and obligation, comparison of various moral systems for moral decision making. Discussion will include application through consideration of concrete examples.

300 Special Topics (3)

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

302 Spanish and Hispanic-American Philosophers (3)

Major ideas of the most important Spanish and Hispanic-American philosophers in their historical and cultural context; development of their ideas and their influence in Western culture; primary emphasis placed on Unamuno, Ortega y Gasset, Zubiri, Varona, Ingenieros, Vasconcelos, Romero, Francovich, etc. (Prerequisite: PHI 220)

304 Epistemology (3)

Philosophical inquiry into the nature of knowledge, kinds of experience, belief and truth, justification and verification. (Prerequisite: PHI 220)

305 Problems in Philosophy (3)

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

306 Philosophy of God and Religion (3)

Philosophical investigation of the nature of the holy, faith and its relation to reason, religious language and symbol, proof for the existence of God, religious experience and verification. (Prerequisite: PHI 220)

308 Philosophy of Law (3)

Philosophies of law, including natural law theory, legal positivism, American legal realism, Marxism, and recent theories; relationship of law and morality; concepts of justice, responsibility, and punishment; the conscientious objector. (Prerequisite: PHI 220)

310 Formal Logic (3)

The study of the principles of valid argument: deductive inference, categorical logic, propositional logic, and predicate logic. (prerequisite: PHI 220)

313 Philosophy of Art - Aesthetics (3)

Philosophical study of the nature of art; relation between the various arts, concepts of beauty, the creative process, principles of art criticism, religious art, and symbolism.

314 Metaphysics (3)

A discussion of the nature of reality. Topics may include the nature of being, principles of individuation, materiality and immateriality, predication and causation. (Prerequisite: PHI 220)

316 Ancient Philosophy (3)

An historical survey of the development of western philosophy, including the pre-Socratics, Socrates, Plato, Aristotle, the Stoics, Cynics, Skeptics, Plotinus. (Prerequisite: PHI 220)

317 Medieval Philosophy (3)

An historical survey of the development of western philosophy, including the Patristic period, Saint Augustine, John Scotus Eriugena, Saint Anselm of Canterbury, Avicenna, Saint Bonaventure, Saint Albert the Great, Saint Thomas Aquinas, Scotus. (Prerequisite: PHI 220)

318 Modern Philosophy (3)

An historical survey of western philosophy, from the 17th century to the mid-19th century, including Rationalism, Empiricism, Positivism, Kant and Idealism; emphasis on the continuity and development of metaphysical and epistemological ideas during the period. (Prerequisite: PHI 220)

319 Contemporary Philosophy (3)

An historical survey of the major branches of late 19th and 20th century thought: Marxism, American pragmatism, process philosophy, analytic philosophy, phenomenology, existentialism, hermeneutics and other recent developments, e.g. feminist philosophy. (Prerequisite: PHI 220)

320 American Philosophers (3)

European influences; colonial thinkers; philosophy of the Founding Fathers; Transcendentalism; Pragmatism; Naturalism; recent developments.

321 Philosophy of Peace and War (3)

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

323 Philosophical Perspectives on Cinema (3)

This course introduces the student to the many philosophical perspectives that can be found, either explicitly or implicitly, in sophisticated classical cinema. PHI 323 is designed to demonstrate that the better films can be appreciated by emphasizing their aesthetic, moral and above all, their metaphysical and existential dimension.

332 The Thought of Ortega y Gasset (3)

This course is designed to introduce the student to the fundamental elements of 19th and 20th century and Spanish language philosophy and how this was later incorporated into the School of Madrid. It will introduce the analysis of concepts such as phenomenology, *Lebensphilosophie*, Ortega y Gasset's reaction to Vitalism and Positivism and the metaphysical and epistemological foundations of knowledge. The main focus is to investigate Ortega y Gasset's philosophy and how this is subsequently disseminated throughout the work of Spanish and Latin American thinkers.

336 Julian Marias and the School of Madrid (3)

This course is designed to introduce the major trends in Spanish thought of the 20th century in historical and cultural context: development of ideas and their influence on Latin American philosophy. The course investigates some of the major problems of Spanish philosophy in the 20th century. Special emphasis will be paid to the work of Julian Marias and the School of Madrid philosophical movement.

353 Bio-Medical Ethics (3)

Investigation, in the light of philosophical analysis, concerning numerous ethical issues that arise in the medical, nursing, and allied health professions as well as in the biological and behavioral sciences. Topics, chosen at the discretion of the instructor, may include for example: human experimentation; genetic engineering and manipulations; reproductive technologies; ecological and environment ethics; death and dying; health care delivery; population ethics; clinical setting and interaction; mental health; geriatrics; and communicative diseases.

354 Environmental Ethics (3)

Study of the major issues and theories of environmental ethics. Application of traditional ethical theories to environmental issues, criticisms of these theories, and calls for new theoretical approaches. Relations between environmental ethics and popular movements such as animal liberation, deep ecology, social ecology, and ecofeminism.

355 Philosophy of Politics (3)

Chronological treatment of the political theories of the major philosophers from classical to modern times. (Prerequisite: PHI 220)

360 Asian Philosophy (3)

The study of the major philosophies of India, China, and Japan, including ancient, medieval, and contemporary readings. Confucianism, Taoism, and other major Chinese philosophies. Hinduism and Vedantic philosophies of India. The origins of Buddhism in India, Chinese Buddhism, and Japanese Buddhism (Zen). Contemporary Asian philosophers such as Gandhi, Mao Tse-Tung, and members of the Kyoto school.

365 Advanced Argument Analysis (3)

In-depth analysis of various types of argument, including those in knowledge theory and ethics, which relate to professional and social issues; verbal puzzles; categorizing schemas. (Prerequisite: PHI 220)

370 Contemporary Moral Problems (3)

An introduction to fundamentals of ethical reasoning, various methodologies, and application to current topics in ethical discourse. Topics may include capital punishment, euthanasia, abortion, war and peace, pornography, poverty and hunger, environmental rights, animal rights, academic freedom, sexual discrimination, or other areas of interest. Recommended preparation: PHI 292.

371 Social and Ethical Issues in Business (3)

This course is designed to create an awareness of and a sensitivity to social and ethical issues which can, and should, influence the management of business enterprises by entering into the decision-making processes of today's business managers. Focus is on the legal, social and ethical implications of problems in contemporary business issues such as employer-employee relationships, consumerism (advertising and product safety), environmental conservation, etc. Numerous cases are studied to illustrate the complexities of these issues.

460 Philosophical Classics (3)

Examination of the basic writings of an individual philosopher, of a school of philosophers, or of philosophers of an historical period.

487 Seminar (03)

Research and discussion on selected topics under direction of instructor.

D. INEZ ANDREAS SCHOOL OF BUSINESS

Tomislav Mandakovic, Dean
Orlando R. Barreto, Assistant Dean
Paola Moreno, Assistant Dean

Faculty: Ben Mrad, Broihahn, Castater, Daghestani, Diener, Fiedler, Frank, Hart, Kemerer, Morrell, Nickerson, Payne, Pissaris, Poza, Sheng, Tejada, Tyler, Wong

MISSION

Our mission is to deliver high-quality education that will enable our students to become successful business practitioners. We serve students primarily from South Florida, Latin America and the Caribbean in a highly cosmopolitan, multicultural setting. We function as part of a Catholic, international University, a community of scholars committed to raising up all people in the tradition of the Dominican Order. We seek faculty who will care deeply about our students and are committed to excellent teaching, service to our constituencies, and continuous improvement. Our intellectual contributions emphasize practical applications but our faculty also engages in basic research and instructional development. We strive to develop in our students a global orientation, an entrepreneurial attitude, and a strong sense of ethics and social responsibility.

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.

Aspiration

Our aim is to become known as the school of choice for students desiring a truly international, high-quality, ethically-based education in a uniquely diverse, exciting yet intimate environment.

THE BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION (BSBA) DEGREE PROGRAM

After completion of all business and elective requirements of the program leading to the Bachelor of Science in Business Administration degree, our graduates will possess a broad educational foundation that prepares them for positions of responsibility and leadership in business and society, both domestically and worldwide, where they will also function as responsible citizens. Specific goals of the program include:

1. To instill a thorough understanding of the basic foundations of business — accounting, economics, behavioral science, and quantitative methods, and the basic functions — marketing, operations and finance.
2. To teach and exercise essential business skills including communications, research, quantitative analysis, teamwork, and use of information technology.
3. To provide in-depth knowledge of a chosen discipline, or international business.
4. To instill a strong sense of global awareness.
5. To instill an entrepreneurial attitude.
6. To instill a strong sense of service and responsibility to the community and ensure that students understand that ethical, socially responsible business is good business.

STUDENT CODE OF CONDUCT

A university is a learning community that adheres to a long tradition of imparting knowledge through excellent teaching and research, the thoughtful and respectful exchange of ideas, and community service. In order to carry out this important work, it is necessary that students abide by the following:

Academic Honesty

Students in the Andreas School of Business will not engage in plagiarism – representing the work of another as their own. This includes purchasing term papers, using the work of a friend or any other person as your own, or not properly citing references. This includes proper referencing of both off-line as well as on-line sources. Failure to follow this mandate can result in failure of the course and possible dismissal from Barry University.

Students in the Andreas School of Business will not cheat, or engage in any activity that gives the appearance of dishonesty.

Students in the Andreas School of Business will not engage in any form of misrepresentation.

Students in the Andreas School of Business agree to do their share of the workload when working on a team project.

Classroom Behavior

Students in the Andreas School of Business will make every attempt to arrive to class on time and be prepared for the day's work.

Students in the Andreas School of Business will turn off all beepers and cell phones before they arrive to class.

Students in the Andreas School of Business will not engage in any unruly behavior on campus and will respect the opinions of others.

Students in the Andreas School of Business will remain in the classroom during the class session. Going outside to get a drink, to use the restroom, or to chat with friends are unacceptable behaviors.

School Policies

Students in the Andreas School of Business are expected to know the attendance policy (see Class Attendance Policy) and to respect its implementation.

Students in the Andreas School of Business are expected to behave professionally at all times, including the return of email messages and phone calls from faculty and staff.

Students in the Andreas School of Business will maintain business-like behavior at all times and show respect for fellow students, faculty and administrators.

Class Attendance Policy

Students are expected to attend all classes and laboratory sessions. Students demonstrate their responsibility in the regularity and punctuality of their attendance at class sessions and other School functions. At the beginning of the semester, all instructors will define specific requirements for attendance in their classes as they relate to the course grade.

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 material than the typical student in the class.

The "B" grade is for the student who has mastered all but perhaps the most difficult material in the course.

The "C" grade is for the student who demonstrates a grasp, if not mastery, of most of the material of the course, and who is deemed minimally qualified for more advanced study in the discipline or for entry-level practical application of the material.

The "D" grade is for the student who is not ready for more advanced study in the discipline or for practical application.

The "F" grade is for students who by evidence of lack of performance, lack of effort, or both, clearly demonstrate that they did not belong in the course.

Graduation Requirements

- (1) Students must declare their degree program as Bachelor of Science in Business Administration **prior to completing their last 36 credit hours at Barry University.**
- (2) Graduation requirements for undergraduates must be completed as listed under Academic Information in this catalog. **This includes the requirement to complete the last 30 credits at Barry University in keeping with University graduation requirements.**
- (3) **The majority of School of Business coursework (core and major courses) must be completed at the Andreas School of Business.**
- (4) Coursework completed in other Barry University Colleges or Schools which may appear to be similar in content to School of Business courses will not be accepted as equivalent to School of Business courses and will not count towards graduation in a School of Business degree program. The only exception to this policy is the International Business elective course which is approved by the Director of the International Business program.

- (5) Students must complete the core business curriculum and major courses with a grade of C or better in each course. Students pursuing a Bachelor of Science in Business Administration degree through the Andreas School of Business cannot select a minor in the School of Business, except for the minor in economics.
- (6) There must be satisfactory completion of a minimum of 120 credits with a cumulative grade point average of 2.00 (C).

Transfer Credits

Lower division, including community or junior college, business courses may be accepted in transfer only at the 100 or 200 levels. Upper division courses may be transferred as 300- or 400-level courses with the approval of the Assistant Dean.

Career Services

The Barry University Career Services department offers the students in the Andreas School of Business a variety of services that cover current students, alumni, and employers. The department coordinates all possible domestic internships and job placements for the School of Business. Internships offer undergraduate and graduate students the opportunity to work in jobs directly related to their career fields while they are pursuing their degree. The department offers undergraduate and graduate students assistance in obtaining an internship position at a local corporation, which enhances students' resumes and gives students a better chance finding full-time placement in their field of study upon graduation. In addition to assistance with domestic internships, Career Services provides placement on an ongoing basis for students and alumni of the School of Business at their request. The department assists students and alumni with information regarding job search assistance, resume preparation, interview skills, and networking resources. Career Services also provides employers with information regarding on-campus recruitment, advertisement of vacancies and linkages to candidates via the School of Business.

Students who wish to do a Domestic Internship for credit must register for the following course:

BUS 342/442 Domestic Internship is open to all School of Business students.

Students wishing to register for an internship **must** contact Career Services for information on domestic internships to obtain assistance and information on the requirements involved with doing an internship.

Requirements for the Domestic Internships include providing a contract, getting the approval of an internship advisor, the signing of the internship participation

agreement, and two evaluations. Students should also obtain the guidelines for the final paper required to complete the course requirement of the internship.

Study Abroad and International Internships

The School of Business offers students the possibility of arranging a study abroad experience. Study Abroad programs are available at several foreign institutions with which the School of Business has agreements. **Students can only participate in a pre-approved Study Abroad program to obtain transfer credit.** To participate in the program, students must fulfill the requirements of the Study Abroad program chosen and be in good standing. In addition to providing an opportunity to study abroad, the School of Business assists students who have an International Business major in arranging their International Internship. International Business majors are required to do both a domestic and an international internship. The experience of working with a multi-national or foreign company abroad enhances an International Business student's resume. Students who study abroad or who do an International Internship must register for one of the following courses:

BUS 443 Study Abroad is open to all School of Business students.

BUS 341/441 International Internship is typically taken by International Business majors to fulfill the course requirements of their major.

The Director of International Business will provide all the necessary information on these programs. Students wishing to arrange a Study Abroad experience or an International Internship **must** contact the Director of International Business for information and registration. **Requirements** for the International Internship include providing a contract, getting the approval of an internship advisor, the signing of the internship participation agreement, and two evaluations. Students should also obtain the guidelines for the final paper required to complete the course requirement of the internship.

BSBA Degree Requirements

1. University Distribution			45 credits
Including co-requisites			
MAT	108	Precalculus Mathematics for Business	(3)
MAT	152	Elementary Probability and Statistics	(3)
ECO	201	Principles of Macroeconomics	(3)
PHI	292	Ethics	(3)

Note: Corequisites must be completed with a grade of C or better.

2. Business Core 42 credits

BUS	181	Introduction to Business	(3)
ACC	201	Financial Accounting	(3)
ACC	202	Managerial Accounting	(3)
ECO	202	Principles of Microeconomics	(3)
BUS	239	Business Law I	(3)
BUS	315	Introduction to Information Systems	(3)
MGT	305	Organizational Behavior and Management	(3)
MGT	325	Business Processes and Supply Chain Management	(3)
MKT	306	Principles of Marketing	(3)
BUS	311	Applications of Statistics in Business	(3)
FIN	319	Managerial Finance	(3)
BUS	366	International Business	(3)
BUS	498	Strategic Management	(3)
		One three-hour Business elective	(3)

**3. General Electives 15 credits
Including corequisites**

CS	180	Introduction to Computers	(3)
		This course must be completed with a grade of C or better. Students may obtain a waiver or test out of this course if they can demonstrate sufficient knowledge of the course content. When the course is waived, the credits must be completed by another General Elective.	
ORI	100	Freshman Seminar	(1)
ORI	300	Senior Transitions	(1)

Note: All School of Business Students must complete ORI 100 Freshman Seminar and ORI 300 Senior Transitions. These are one-credit, CR/NC courses. ORI 100 will be waived for students entering the School of Business with 30 credits completed. When the course is waived, the credit must be completed by another General Elective. ORI 300 cannot be waived.

4. Majors**a. Accounting:**

ACC	335	Intermediate Accounting I	(3)
ACC	336	Intermediate Accounting II	(3)
ACC	337	Intermediate Accounting III	(3)
ACC	360	Cost Accounting	(3)
ACC	362	Federal Income Tax	(3)
ACC	400	Accounting Information Systems	(3)
ACC	435	Advanced Accounting	(3)
ACC	437	Auditing	(3)

Total Hours: 24

The following course should be selected as a business elective by accounting majors planning to take the C.P.A. exam:

BUS	340	Business Law II	(3)
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b. Finance:

FIN	316	Financial Markets and Institutions	(3)
FIN	327	International Finance	(3)
FIN	352	Fundamentals of Security Analysis	(3)
FIN	360	Financial Statement Analysis	(3)

FIN	419	Financial Management: Theory and Practice	(3)
FIN	470	Portfolio Management and Risk Analysis	(3)
FIN	492	Advanced Seminar in Finance	(3)

Total Hours: 21**c. International Business:**

ECO	326	International Economics	(3)
FIN	327	International Finance	(3)
MKT	466	International Marketing	(3)
MGT	336	Cross-Cultural Management	(3)
BUS	341/441	International Internship	(3)
BUS	342/442	Domestic Internship	(3)
		One three-hour International Business elective	(3)

Total Hours: 21

Additional International Business requirements:

- 1) All students completing a major in International Business must also successfully complete 12 credit hours of foreign language to satisfy the requirements for the degree, unless they are already functional in a second major language. The International Business program director will determine when the language requirement has been met.
- 2) All students MUST maintain a minimum 2.7 overall grade point average to remain in this major. Students who fall below a 2.7 overall grade point average are placed on probation for one semester. If at the end of that semester the student's overall grade point average is not 2.7 or higher, the student must change major.
- 3) All students MUST have a minimum 2.7 overall grade point average in order to graduate in this major.
- 4) Barry students changing the major into International Business must have a GPA of 2.7 or better; transfer students must also have a GPA of 2.7 or better to be accepted into this major.

d. Management:

MGT	309	Organizational Communication	(3)
MGT	336	Cross-Cultural Management	(3)
MGT	352	Human Resources Management	(3)
MGT	355	Conflict & Negotiation	(3)
MGT	420	Leadership	(3)
MGT	428	Entrepreneurship	(3)

Total Hours: 18**e. Marketing:**

MKT	371	Personal Selling	(3)
MKT	381	Marketing Research	(3)
MKT	385	Consumer Behavior	(3)
MKT	486	Advertising and Promotional Strategies	(3)
MKT	466	International Marketing	(3)
MKT	467	Retail Management	(3)
MKT	490	Marketing Management Strategy	(3)

Total Hours: 21

Andreas School of Business Minors

Minor in Business (21 credits; approval of Assistant Dean, School of Business)

Corequisites MAT 152, CS 180

BUS	181	Introduction to Business	(3)
ACC	201	Financial Accounting	(3)
ECO	201	Principles of Macroeconomics	(3)
BUS	315	Introduction to Information Systems	(3)
MGT	305	Organizational Behavior and Management	(3)
MKT	306	Principles of Marketing	(3)

Choice of one Business elective approved by the Assistant Dean of the School of Business

Minor in Economics (18 credits; approval of Assistant Dean, School of Business)

Non-business students in any School may minor in economics. Non-business students should consult the listing in their School's section of the undergraduate catalog and their advisor before taking the courses required for the minor in economics.

Business students may also minor in economics.

Required Courses

ECO	201	Principles of Macroeconomics	(3)
ECO	202	Principles of Microeconomics	(3)
ECO	301	Intermediate Macroeconomic Theory	(3)
ECO	302	Intermediate Microeconomic Theory	(3)

Plus any **two** additional courses selected from those listed below, being careful that pre-requisite sequences are satisfied.

ECO	300	Special Topics in Economics	(3)
ECO	316	Financial Markets and Institutions	(3)
ECO	326	International Economics	(3)
ECO	441	Introductory Econometrics	(3)
ECO	470	Industrial Organization	(3)
ECO	471	Open Economy Macroeconomic Development	(3)

Total Hours: 18

Minor in Management (21 credits not including course prerequisites; approval of Assistant Dean, School of Business)

BUS	181	Introduction to Business	(3)
MGT	305	Organizational Behavior	(3)
MGT	309	Organizational Communication	(3)
MGT	352	Human Resources Management	(3)
MGT	355	Conflict & Negotiation	(3)
MGT	420	Leadership	(3)
MGT	428	Entrepreneurship	(3)

Total Hours: 21

Minor in Marketing (21 credits not including course prerequi- sites; approval of Assistant Dean, School of Business)

Corequisites: MAT 152, CS 180

MKT	306	Principles of Marketing	(3)
MKT	371	Personal Selling	(3)
MKT	381	Marketing Research	(3)
MKT	385	Consumer Behavior	(3)
MKT	490	Marketing Management Strategy	(3)

Plus any two courses selected from those listed below and approved by the Assistant Dean, School of Business:

MKT	466	International Marketing	(3)
MKT	467	Retail Management	(3)
MKT	486	Advertising and Promotional Strategies	(3)

Notes:

- 1) All students completing a minor within the School of Business must complete each course with a grade of C or better.
- 2) No more than 6 credits in transfer are accepted into any Minor in the School of Business.

Changes of Major

Barry University students changing their major to a School of Business major must have completed all college preparatory courses successfully and be in good academic standing. The International Business major requires a 2.7 overall grade point average. The catalog year for students changing their major to a School of Business major will be the catalog year at the time of making the change.

Graduate Credits

The School of Business adheres to the University Policy concerning Graduate Credit for Qualified Undergraduate Seniors (see Academic Information section of this catalog) with the following addition. Undergraduate business majors in their final semester with a grade point average of 3.5 or above may be authorized by the dean to register for up to six graduate credits while completing their undergraduate requirements. The graduate course selection is limited to MBA 682 and/or MBA 646. Neither admission to nor successful completion of these courses should be construed as admission to the graduate program.

Course Descriptions— Accounting Prefix: ACC

201 Financial Accounting (3)

An introduction to the accounting concepts, principles, and techniques used in recording business transactions. The accounting cycle, the measurement

of income and valuation problems, reporting of financial position and results of operations for business enterprises are explored. Prerequisite: CS 180.

202 Managerial Accounting (3)

An introduction to concepts and methods to assist management in the evaluation of the business enterprise and to aid in its planning, organizing, and controlling functions. Topics include cost systems, break-even analysis, flexible budgets, variance analysis, and capital budgeting. Prerequisite: ACC 201.

335 Intermediate Accounting I (3)

The accounting process, the framework of accounting theory, and content and analysis of financial statements with emphasis on current assets and revenue recognition. Prerequisite: ACC 202.

336 Intermediate Accounting II (3)

Income determination and valuation problems in long-term assets and long-term liabilities; stockholders' equity; special accounting topics of pensions and investments. Prerequisite: ACC 335.

337 Intermediate Accounting III (3)

Special topics of accounting changes, error correction, earnings per share, income tax accounting and leases; cash flow statement; equity accounting for partnerships; interim and segment reporting. Prerequisite: ACC 335.

360 Cost Accounting (3)

Principles of cost accounting for both manufacturing and service industries. Topics include income statement measurement and analysis, break-even, job-order and process costing systems, overhead allocation and analysis, operational and capital budgeting variance analysis, scrap and managerial decision-making. Prerequisite: ACC 202.

362 Federal Income Tax (3)

A review of the Internal Revenue Code and the regulations from an accounting/law perspective. Topics include determinations of income, deductions, exemptions and credits. This course emphasizes individual taxation and sole proprietorships. Prerequisite: ACC 202.

400 Accounting Information Systems (3)

This course investigates accounting and system concepts; demonstrates how accounting information is recorded, summarized, and reported in automated systems; describes system development and related technology; and emphasizes internal control features necessary to produce accurate and reliable accounting data. Prerequisites: CS 180, BUS 315, ACC 335.

435 Advanced Accounting (3)

Accounting for mergers and acquisitions, consolidations, consolidated financial statements and foreign operations. Prerequisite: ACC 335, 336, 337 or per-

mission of the Accounting Discipline Coordinator, Senior status.

437 Auditing (3)

Basic standards and procedures as applied to independent financial audit, professional ethics, audit programs, working papers, legal responsibility, auditing computerized systems, completing the audit and reports. Prerequisite: ACC 335, 336, 337 or permission of the Accounting Discipline Coordinator, Senior status.

Course Descriptions— Business Prefix: BUS

181 Introduction to Business (3)

This course is open to all Barry University students who want to understand what business is, what it does, and its role in society. The purpose of this course is threefold: 1) to introduce students to the academic opportunities and activities offered by the Andreas School of Business as well as to its professors; 2) to help students to develop the cognitive skills they need to understand the principles and mechanics that regulate everyday business life; and 3) to prepare students to deal effectively with the challenges of contemporary life, including issues in the business-society relationship, its history, world events, economic issues, and future expectations.

239 Business Law I (3)

This course is designed to afford the student a background of basic legal principles, concepts and the nature of the judicial process. The first part of the course is devoted to the legal environment of business, including common law, statutory and administrative law, federal and state court structure, theories of law, court procedure, conflicts of law and forms of dispute resolution. This is followed by a detailed study of contracts including basic elements, interpretation, remedies for breach, assignment and discharge. The course concludes with agency and employment.

300 Special Topics in Business (3)

This course, offered on a periodic basis, will include subjects which may satisfy the elective credits in the Business Core and/or be of special interest due to the timeliness of the subject matter.

311 Applications of Statistics in Business (3)

Use of statistics to inform business decision-makers. Topics include decision making, sampling, forecasting, analysis of variance, multiple regression, and statistical process control. Prerequisites: MAT 108, MAT 152, CS 180.

315 Introduction to Information Systems (3)

This course introduces students to the basic concepts and developments in information systems. Areas of study include computer technology, information sys-

tems concepts, information systems development, and the use of technology in organizations. Students gain hands-on experience by using microcomputers to solve business problems. Prerequisite: CS 180.

340 Business Law II (3)

An extension of Business Law I (239) with emphasis on personal property, real property, leases, bailments, bankruptcy, insurance, single proprietorships, partnerships, corporations, and selected portions of the Uniform Commercial Code. This course should be selected as an elective by those students who are planning to take the C.P.A. exam. Prerequisite: BUS 239.

341/441 International Internship (3)

Students work throughout a semester preferably during their senior year with an organization in an area of international business or in a foreign market. The organization may be located outside or within the United States. This course provides students with on-the-job experience in their major. This experience will enhance and apply those concepts taught in the classroom. Prerequisites: ACC 201, 202, ECO 201, 202, MGT 305, MKT 306, BUS 315 and Senior standing (exceptions by approval of the Director of International Business).

342/442 Domestic Internship (3)

Students work throughout a semester during their junior or senior year with a company in an area of business related to the student's major. This course provides students with on-the-job experience in their major. This experience will enhance and apply those concepts taught in the classroom. Prerequisites: ACC 201, 202, ECO 201, 202, MGT 305, MKT 306, BUS 315 and Junior standing.

344/444 Continued Work Experience (1 to 3 credits)

International students continue to work throughout a semester with a company they previously worked with while completing BUS 342 or BUS 442. This course provides international students with continued on-the-job experience in their major. This experience will enhance and apply those concepts taught in the classroom. Prerequisites: BUS 342 or BUS 442.

359/459 Independent Study (3)

Opportunity for research in areas of special interest. Prerequisite: recommendation by faculty member and approval of the Associate Dean. Junior/senior status only.

366 International Business (3)

Overview of the unique problems faced by firms engaging in international activities, the importance of understanding the foreign, economic, social, political, cultural, and legal environment; the mechanics of importing and exporting; joint ventures, franchis-

ing, and subsidiaries; international dimensions of management, marketing and accounting; international financial management; the special problems of multi-national corporations; recent problems of the international economic system; country-risk analysis; the increasing use of counter trade. Prerequisites: ECO 201, ECO 202.

443 Study Abroad (3 to 18 credits)

The purpose of this course is to provide students with a study abroad experience. This experience allows students to broaden their language skills, to learn about and experience the culture of another country, to instill a sense of global awareness by taking course work at a foreign college or university

498 Strategic Management (3)

A capstone course which integrates the various business disciplines. Using a "big picture" perspective, the student addresses strategy formulation and implementation in a volatile business environment. The case method of instruction is actively used. Prerequisite: senior standing. This course should be taken in the last semester before graduation.

Course Descriptions— Economics Prefix: ECO

201 Principles of Macroeconomics (3)

Introduction to the foundations of economic analysis with concentration on macroeconomic structure and models as they relate to the global economy with an emphasis on the U.S. Course focuses on fundamentals of demand and supply analysis; salient facts about the economy's performance; measures of economic activity such as GDP, employment and inflation; determinants of trends in economic growth and business cycle fluctuations; fiscal, monetary and international trade policies and their effect on domestic and foreign business cycles and growth. Counts as distribution requirement for social sciences.

202 Principles of Microeconomics (3)

Economic analysis of consumer and producer behavior and decision making with a concentration on how economic agents voluntarily interact in markets for various goods and services. Topics include advanced demand/supply analysis emphasizing allocational efficiency, opportunity cost and elasticity; the theory of consumer utility maximization; short- and long-term cost and production decisions in the theory of the firm; price, output and profit maximization under differing market structures including competitive, monopolistic and hybrid alternatives; the pricing of input resources including labor and capital along with income distribution implications; market failure and the consequences of government regulation; and an

introduction to international finance and the balance of payments. Prerequisite: ECO 201.

300 Special Topics in Economics (3)

This course, offered on a periodic basis, will include subjects which may satisfy the elective credits in the Business Core and/or be of special interest due to the timeliness of the subject matter.

301 Intermediate Macroeconomic Theory (3)

This course deals with the formulation of macroeconomic theories and their application of the analysis of the current problems affecting the U.S. and the world economy. Key topics include Keynesian and monetarist models, supply side economics, rational expectations, open-economy monetary models, the budget deficit, inflation, and unemployment. Prerequisites: ECO 201, ECO 202.

302 Intermediate Microeconomic Theory (3)

This course deals with the formulation of microeconomic theories and their application to the analysis of day-to-day economic problems of the firm. Key topics include models of monopolies, oligopolies, and pure competition, utility functions and isoquants, empirical estimation of production, cost and demand functions, elasticities, pricing decisions, and valuation of fringe benefits. Prerequisites: ECO 201, ECO 202.

316 Financial Markets and Institutions (3)

An examination of the nature and functions of money, financial institutions within the larger economic system, and central banks. Course emphasizes the role of financial instruments, financial markets and financial institutions as well as the functioning of the Federal Reserve System by examining monetary policy and its roots in macroeconomic and monetary theory. Special focus is on structure and evolution of the banking industry, depository institutions, and regulation of financial intermediaries within the context of the global financial system and international monetary system. Prerequisite: ECO 201, 202. (Should be cross listed with FIN 316)

326 International Economics (3)

This course deals with the theory of international trade, commercial policy, balance of payments, and international monetary issues. Key topics include the theory of comparative advantage, exchange rate determination, different forms of protectionism, open-economy fiscal and monetary policies, and the analysis of common markets and free-trade areas. Prerequisites: ECO 201, ECO 202.

406 Political Economy of Development (3)

Analysis of the process of political and economic development. Topics include modernization, industrialization, the new international economic order, the role of the state and military and ethical issues of

development. Prerequisites: ECO 201, ECO 202 and departmental approval. (Same as POS 406)

441 Introductory Econometrics (3)

This course deals with the application of statistical methods to the quantitative estimation of economic models. Key topics include simple regression, multiple regression, parameter estimation with deficient data and in the presence of statistical anomalies such as heteroskedasticity and autoregressive disturbances, generalized linear regression, and simultaneous equation systems. Substantial emphasis is given to business applications of econometric methods utilizing state-of-the-art econometric software programs. Prerequisites: BUS 311, ECO 201, ECO 202.

470 Industrial Organization (3)

This course introduces modern Industrial Organization (I/O) analysis. It first recalls production and cost concepts developed in the Intermediate Microeconomics course. It follows with a description of Industry Structures and introduces the structure-conduct-performance paradigm. Each form of industry structure is studied carefully with respect to pricing and non-pricing strategies. Game theoretic tools are used to explain the nature of strategic interaction. Policy implications of I/O analysis are discussed for each type of structure. Specific current coverage encompasses mergers, vertical relations and restraints, advertising, research and development, and strategic commitment. Prerequisites: ECO 301, ECO 302.

471 Open Economy Macroeconomic Development (3)

A comprehensive and integrated introduction to open economy macroeconomics as applied to emerging economies. This course deals with the macroeconomic aspects of economies that are linked with the global economy through significant trade and capital flows. It, therefore, integrates the study of issues such as balance of payments, exchange rates, foreign trade and international capital movements with the determination of macroeconomic aggregates such as GDP, employment, prices and interest rates, fiscal and monetary policies. Prerequisites: ECO 301, ECO 302, ECO 326.

Course Descriptions— Finance Prefix: FIN

300 Special Topics in Finance (3)

This course, offered on a periodic basis, will focus on a different selected topic of specialization in the area of finance. These might include, for example, "Real Estate Finance", "Mergers and Acquisition", "Bankruptcy and Receivership". Prerequisite: ECO 202.

316 Financial Markets and Institutions (3)

An examination of the nature and functions of money, financial institutions within the larger economic system, and central banks. Course emphasizes the role of financial instruments, financial markets and financial institutions as well as the functioning of the Federal Reserve System by examining monetary policy and its roots in macroeconomic and monetary theory. Special focus is on structure and evolution of the banking industry, depository institutions, and regulation of financial intermediaries within the context of the global financial system and international monetary system. Prerequisite: ECO 201, ECO 202. Co-requisite FIN 319 (Cross listed with ECO 316)

319 Managerial Finance (3)

Financial techniques and analysis for business decision making, which build upon the prerequisites of economics, accounting and statistical methods. The major tools include cash flow, financial statement structure and analysis, the time value of money, and risk. Specific topics studied with these tools include working capital management, asset investment and capital budgeting, corporate financial structure and the choice of debt vs. equity financing, financial market valuations, and the financial implications of business strategic decisions. Prerequisites: ACC 201, ECO 201, ECO 202.

327 International Finance (3)

This course presents an overview of the international financial environment and a detailed analysis of tools and techniques for international financial management. Key topics include the functioning of foreign exchange markets and international capital and money markets, international portfolio diversification, multinational capital budgeting, import-export financing, direct foreign investment, and international banking. Prerequisite: FIN 319.

352 Fundamentals of Security Analysis (3)

This course is an introduction to the theories, techniques, and strategies of investment management, with emphasis on the global context of investment decisions. Topics include domestic and foreign securities markets, analysis and valuation of stocks and bonds, fundamental security analysis, efficient markets and technical analysis hybrid and derivative securities, options and futures, portfolio and capital market theory and applications including diversification strategies with foreign securities. Prerequisite: FIN 319.

360 Financial Statement Analysis (3)

This course will take a user perspective rather than a preparer perspective in the analysis of financial statements. A global perspective is also presented through the use of both U.S. GAAP and the International

Accounting Standards. The course provides the concepts necessary to understand and interpret financial statements and also provides the analysis techniques that enable the analyst to further understand the relative position and performance of a company. Prerequisites: ACC 201, ACC 202 and co-requisite FIN 319.

419 Financial Management: Theory and Practice (3)

This course is a continuation of FIN 319 covering such advanced issues as the use of capital asset pricing models, valuing real options, the theory of capital structure, dividend policy, the cost of capital, and greater depth in capital budgeting techniques. Prerequisites: FIN 319, BUS 311.

470 Portfolio Management and Risk Analysis (3)

This course provides the student the theories, tools, techniques and applications of Modern Portfolio Theory and Portfolio Risk Management. Building upon the contents of Finance 352, the course presents the Markowitz portfolio optimization concept as the basis for designing, developing and managing portfolios of securities. Asset allocation models and techniques are emphasized. The course also extends the student's knowledge of derivative contracts, such as options and futures contracts, to their uses in assessing and managing portfolio risk and presents methods for evaluating the return and risk performance of portfolios of securities. Prerequisites: FIN 319, BUS 311.

492 Advanced Seminar in Finance (3)

This is an advanced finance course which can cover advanced topics in finance from the following areas: corporate and investment theory, valuation of financial assets, capital markets, risk management, entrepreneurial finance, and finance ethics. Students will gain further understanding in these financial topics through lectures, case analyses, projects and simulations. Prerequisites: FIN 319 and senior standing.

**Course Description—
Management Prefix: MGT****300 Special Topics in Management (3)**

This course, offered on a periodic basis, will include subjects which may satisfy the elective credits in the Business Core and/or be of special interest due to the timeliness of the subject matter.

305 Organizational Behavior and Management (3)

Organizational behavior as it relates to the management functions of planning, organizing, leading, and controlling is the focus of this course. Examination is made of the individual's role within the organization, of interpersonal influence and group behavior, and of organizational processes.

309 Organizational Communication (3)

This course is designed to help students refine their ability to communicate, a skill rated as the prime requisite of a promotable manager. Effective communication skills will be developed by exposing students to the human considerations of their message. Developing the “you-attitude”, resume preparation, electronic message, creative usage of graphics, and report writing are major areas of focus in this course. Prerequisite: MGT 305.

325 Business Processes and Supply Chain Management (3)

This course focuses on the design, management and continuous improvement of operations processes, that is, the processes used to produce goods and services. Both manufacturing and service operations will be studied. Prerequisites: BUS 311, MGT 305.

336 Cross-Cultural Management (3)

This course explores the challenges of managing a culturally diverse work force and the complexities of managing in countries with different religions, traditions, and values systems. The course focuses on the ability of managers to lead, motivate, communicate, and negotiate with individuals with different attitudes towards achievement and work, time and change, wealth and success, gender and the family, religion and language. The course places a special emphasis on the cultural characteristics and diversity of people in Latin America and the Caribbean, Europe and the U.S. Prerequisite: MGT 305.

352 Human Resources Management (3)

The focus of this survey course is to equip the prospective manager with an understanding of the personnel-related issues involved in effective management of his/her employees. Topic areas discussed include human resource planning, recruitment, selection, training/development, Equal Employment Opportunity laws and their application, performance evaluation, quality of work life and labor management relations. Prerequisite: MGT 305.

355 Conflict and Negotiation (3)

This course, open to all Barry students, is intended to help develop negotiating skills critical to success in any career. Negotiating is a fact of life; everyone negotiates something every day, frequently without realizing it. Negotiation is, nonetheless, often misunderstood and poorly performed. This course is designed to develop your skills in: recognizing and analyzing situations that call for negotiating (launching a new venture, obtaining a promotion, buying real estate, etc.), preparing for and then conducting the negotiation. We employ a highly interactive, and

enjoyable approach involving case studies, role plays, and simulations. Learn the secrets of expert negotiators and have fun doing it.

420 Leadership (3)

This course is intended to help develop the “social intelligence” critical to success in any career. Personal effectiveness in practically all organizations requires the ability to mobilize vital support from a diverse set of interdependent stakeholders, including peers, superiors, subordinates and outsiders, over which you may have little authority, in order to achieve your objectives. This highly interactive course is designed to develop your skills in recognizing and analyzing situations requiring social intelligence, developing adequate power bases, and influencing others. Improve your ability to responsibly utilize organizational power and influence – in an exciting and enjoyable manner. Prerequisite: MGT 305, Senior status.

428 Entrepreneurship

This course examines the nature of entrepreneurship from the perspective of a start-up as well as an established enterprise. Students will consider marketing, management, operations, and financial implications in the development of a business plan. Student learning will be enhanced through real world examples and experiences. Prerequisites: MGT 305, MKT 306, FIN 319.

**Course Descriptions—
Marketing Prefix: MKT****300 Special Topics in Marketing (3)**

This course, offered on a periodic basis, will include subjects which may satisfy the elective credits in the Business Core and/or be of special interest due to the timeliness of the subject matter.

306 Principles of Marketing (3)

This course studies the interacting business activities designed to plan, price, promote and distribute want-satisfying products and services to present and potential customers. The course incorporates current developments in marketing to acquaint students with the present-day challenges of marketing activities.

321 Fundamentals of Direct Marketing (3)

An examination of the concepts, strategies and applications involved in direct marketing, including mail order and direct response advertising. Measurability, accountability, lists, data and the integration of direct marketing programs into the total marketing efforts and overall organizational goals and functions are discussed. Prerequisites: MKT 306, CS 180.

326 Internet Marketing (3)

This course is designed to expose the student to the myriad of ways in which basic business functions can be enhanced through information technology. The primary areas of emphasis will be marketing and the "Information Superhighway" as represented by the many elements comprising the Internet. These elements include such issues as internet tools and technology, Web site development, product and pricing strategies, distribution and direct marketing, marketing communications, and relationship marketing strategies. Prerequisite: CS 180

371 Personal Selling (3)

The development of effective sales persons based on sound customer relationships is the cornerstone of the course. The relationship between personal selling and the other elements of marketing strategy are analyzed. Concepts from the behavioral sciences are explored to show their application in sales situations including the psychology of selling and the importance of relationship building. Attention is focused on the development and demonstration of effective sales presentation techniques for retail, business-to-business, services and nonprofit selling. Each step in the selling process (the pre-approach, the approach and presentation, an analysis of possible objections, the closing and follow-up) will be extensively analyzed, discussed and applied. The social, ethical and legal issues in selling awareness will be examined. Prerequisites: MKT 306.

381 Marketing Research (3)

Quantitative and analytical tools and techniques that are used for studying marketing data and formulating marketing strategies and tactics. Prerequisites: BUS 311, MKT 306.

385 Consumer Behavior (3)

An analysis of the actions and decisions processes of individuals and organizations involved in discovering, evaluating, acquiring, consuming and disposing of products and services. The disciplines of Marketing, Psychology and Sociology will be used to understand how consumer behavior is the basis for management decision making. Prerequisite: MKT 306.

466 International Marketing (3)

Considers the adjustment in marketing strategy needed to remain competitive in a global environment. The impact of changing economic, political, legal, social, and cultural environments on management decision making is examined. Prerequisite: MKT 306.

467 Retail Management (3)

The intent of this course is to familiarize students with the decisions involved in running a retail firm and the concepts and principles for making those decisions. While the course focuses on the retail industry including retailers of consumer services, the content of the course is useful for students interested in working for retailers, those who will work for companies that interface with retailers such as manufacturers of consumer products, or for students with a general management or entrepreneurial interest. Prerequisites: MKT 306 and Senior Status.

486 Advertising and Promotional Strategies (3)

Examines the process of planning, executing, and evaluating promotional programs utilizing advertising and sales promotion techniques to achieve company objectives. Prerequisite: MKT 306 and Senior status.

490 Marketing Management Strategy (3)

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

ADRIAN DOMINICAN SCHOOL OF EDUCATION

Terry Piper, Ph.D., Dean

John G. Dezek, Ed.D., Associate Dean

Catheryn J. Weitman, Ph.D., Associate Dean

Fay Roseman, Ph.D., DOE Certification Ombudsman

Faculty: Ban, Bernstein E., Brandford, Conde, Daniels, Dezek, DiBello, Eeltink, Farrell, Fernandez, Fischer, Fischweicher, Fuerth, Gaffney, Gamarra, Giordano, Gonzalez, Gosnell, Guterman, Haid, Harris-Looby, King, Kolsky, Kopp, Lasky, Levine, Lilchin, Lutz, Maddox, Marasco, Masztal, McAtavey, McCrink, Meek, Perkins, Piper, Posey, Rice, Roberts, Roseman, Rosenblatt, Rudes, Schatz, Shine, Superfisky, Tureen, Warner, Weitman, Wolman

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 21st century;
- 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.

OBJECTIVES:

The Adrian Dominican School of Education, through a competent and academically prepared faculty, offers contemporary programs designed to:

- meet current professional standards including accreditation, 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.

Undergraduate degrees offered at the Bachelor's level

Bachelors of Science (B.S.) in Education with specializations in the following areas:

Five-Year Bachelor to Master Option

Early and Middle Childhood Education (K-6)⁺/ESOL^{*}/Reading[^]

Infancy through Early Childhood Education (Birth-Grade 3)⁺/ESOL^{*}/Reading[^]

Special Education (K-12)⁺/ESOL^{*}/Reading[^]

Elementary Education⁺/ESOL^{*}/Reading^{*} Traditional Program

Exceptional Student Education⁺/ESOL^{*}/Reading^{*} Traditional Program

+ Indicates programs that are approved by the Florida State Department of Education.

* Indicates an endorsement.

^ Pending Florida Department of Education approval.

Those programs as noted above allow students to attain a professional certification and applicable endorsements. As such, the Florida Department of Education may implement new requirements for certification and endorsements, which will become compulsory at the time required **with or without notice in this catalog**. Students have the sole responsibility to comply with requirements for certification/endorsements and to keep current with changes in certification/endorsement requirements in order to graduate in a timely manner.

PROGRAM DESCRIPTIONS

FIVE-YEAR BACHELOR TO MASTER PROGRAM[^]/ESOL[^]/Reading[^]

This is a Five-Year Bachelor to Master degree program. The Five-Year program is a high quality, rigorous[^] accredited program aimed to provide graduates with an:

- education major and area of specialization (Early and Middle Childhood, Infancy through Early Childhood, and Special Education),
- subject area minor in general science, literature, math or social science (students are eligible for Florida certification grades 5-9),
- endorsement in English as a second language (ESOL) in Florida,
- endorsement in (teaching) reading in Florida, and
- multiple potential education career paths.

There are four thematic strands that are systematically woven throughout the five years of the program. These are:

- social justice,
- social/political/community contexts,
- critical thinking/problem solving, and
- professional development.

Specific knowledge, skills and dispositions for these thematic strands will be addressed throughout the program.

The program provides significant time in field settings for candidates beginning with the first education course in the first year of the program. Clinical/Field experiences build upon previous experiences and increase as candidates progress through the program providing ample opportunity to practice in the field under the mentorship of clinically trained, experienced teachers and university supervisors.

Community service is directly and purposefully planned into this program at two critical points. The first is through the capstone project at the end of the fourth year, and the second occurs through the culminating project at the Master's level.

Upon completion of the senior year, all students who meet all program requirements will earn a Bachelor degree and continue into the 5th year for the Master's degree. During the spring semester of the senior year, students must complete documentation with their advisors to insure that they meet the preliminary requirements for graduate status.

All students are expected to complete the seamless Bachelor to Master degree program. If a student does not meet the criteria for Full Admittance to the graduate component of the Five-Year program by the fall semester of the senior year, the student must request permission from the Dean's office to enroll in the six (6) graduate credits for Capstone Seminar course.

By preparing teachers through a Five-Year seamless program, the program emphasizes extensive individualized mentoring of participants through the 5th year when students are teaching in their own classrooms.

Vision

The vision of the Five-Year Bachelor to Master program is to prepare critically reflective, highly qualified, effective, teaching professionals who are empowered to be responsive to the learning needs of students from diverse communities through a social justice framework.

Outcomes

As a result of completing this Five-Year program, graduates will be able to:

1. become strong advocates for social change in educational settings through teacher leadership roles and opportunities,
2. be highly qualified effective teaching professionals empowered to meet the diverse needs of students and their communities,
3. critically reflect upon the social and political opportunities to be responsible and responsive citizens, and
4. enhance their own professional development through their own critical analysis of their knowledge, skills, and dispositions.

[^] Pending DOE approval

SEQUENCE OF REQUIRED COURSES FOR THE FIVE-YEAR BACHELOR TO MASTER PROGRAM (123 credits)

Distribution Courses

(See course description in the Arts & Sciences section of this catalog)

Art elective	3 cr
Biology	3 cr
CS 180	3 cr
ENG 111	3 cr
ENG 210	3 cr
Humanities elective	3 cr
Humanities elective	3 cr
MAT 107	3 cr
MAT 152	3 cr
PHI 220	3 cr
Philosophy elective	3 cr
PSY 281	3 cr
SOC 300	3 cr
SPE 101	3 cr
Theology elective	3 cr

Content Area Minor Requirements

Literature

ENG 324	3 cr
ENG 331 OR ENG 332	3 cr
ENG 350	3 cr
ENG elective	3 cr
ENG 410	3 cr
ENG elective	3 cr
ENG elective	3 cr

Math

MAT 152	3 cr
MAT 109	3 cr
MAT 110	3 cr
MAT 211	4 cr
MAT 203	3 cr
MAT 253	3 cr
MAT elective	3 cr

General Science

BIO 101 OR 102	3 cr
BIO 104/LAB	4 cr
CHE 111/LAB	4 cr
GEO 307 or BIO 305	3 cr
CHE 135/L	4 cr
Phy 151/LAB	4 cr
BIO 300/LAB	4 cr

Social Science

HIS 102	3 cr
HIS 201	3 cr
HIS 202	3 cr
POS 201	3 cr
ECO 201	3 cr
HIS elective	3 cr
GEO elective	3 cr

Core Requirements for the Five-Year Program

EDU 160	Foundations	3 cr
EDU 221	Child Development	3 cr
EDU 322	Methods of Teaching Reading	3 cr
EDU 369	Teaching Language Arts through Children's Literature	3 cr
EDU 371	Instructional Strategies	3 cr
EDU 372	Inclusionary Settings	3 cr
EDU 451	Engaging Learners in the Classroom	3 cr
EDU 466	Reading Assessment and Instruction	3 cr
EDU 496	Accomplished Practices Seminar	1 cr
TSL 400	Comprehensive ESOL Strategies	3 cr
TSL 415	ESOL Instruction and Assessment Strategies	3 cr
EDU 598	Capstone Seminar (graduate credits)	6 cr

Clinical Core Requirements

EDU 301	Supplemental Instruction	1 cr
EDU 401	Supplemental Instruction	1 cr
EDU 497	Pre-Internship	3 cr
EDU 499	Internship	6 cr

Five-Year Graduate Requirements (includes 6 graduate credits from the Capstone Seminar)

EDU 502	Research Methods for Advocacy	3 cr
EDU 520	Advanced Theories of Learning	3 cr
EDU 549	Critical Theory Education and Educational Transformation	3 cr
EDU 582	Mentoring of the Professional Educator	1 cr
EDU 595	Advanced Curriculum and Assessment	3 cr
EDU 602	Advanced Applied Research	3 cr
EDU 641	Educational Policy and Leadership for Social Justice	3 cr
EDU 642	Becoming a Teacher Leader	1 cr
EDU 696	Community-based Master's Project	3 cr

Curriculum courses specific to specializations

Early and Middle Childhood specialization (K-6)

EMC 201	Understanding Curriculum and Assessment	3 cr
EMC 202	Designing Instruction and Assessment	3 cr
EMC 302	Developing and Implementing Differentiated Curriculum and Assessment	3 cr
EMC 402	Integrating Curriculum and Assessment in the Elementary School	3 cr

Infancy through Early Childhood specialization (Birth to Grade 3)

ECE 201	Philosophical and Sociological Foundations of Early Childhood Education	3 cr
ECE 202	Literacy-based Integrated Curriculum for the Early Childhood Classroom: Creative Arts and Social Studies	3 cr
ECE 302	Literacy-based Integrated Curriculum for the Early Childhood Classroom: Math, Science and Nutrition	3 cr
ECE 402	The Reflective Early Childhood Professional	3 cr

Special Education specialization (K-12)

ESE 201	Foundations and Assessment of Special Education	3 cr
ESE 202	Special Education Curriculum Design and Development	3 cr
ESE 302	Instructional Strategies for Exceptional Learners	3 cr
ESE 402	Positive Behavioral Support	3 cr

Based upon revisions in State Certification requirements, there may be changes in these requirements which are not in place at the time of the publication of the catalog. Students have the sole responsibility to comply with requirements for certification/endorsements and to keep current with the changes in certification/endorsement requirements in order to graduate in a timely manner.

ELEMENTARY EDUCATION (K-6)+/ESOL*/READING*- TRADITIONAL

Mission

The mission of the undergraduate Elementary Education program with ESOL and Reading endorsements is to prepare preprofessional educators to have the competencies, knowledge and skills that ensure equity and excellence for all students in a culturally diverse society.

Outcomes

Students completing this program are prepared to:

1. recognize patterns of physical, social, emotional and cognitive development in students in grades K-6;
2. identify and meet the learning needs and abilities of identified exceptional education students including student who are English Language Learners (ELLs);
3. implement a wide range of instructional strategies to translate content into developmentally appropriate classroom activities;

4. acquire a knowledge base and effective research based skills to teach content area subjects (English, Mathematics, etc.) to elementary age students including ELLs and exceptional students;
5. gain a personal philosophy of classroom and behavior management that is based on the examination of research based models and the skills of observation, description, measurement and evaluation to strengthen positive behavior and eliminate distracting, non-productive behavior in the elementary classroom;
6. develop expertise with the design and evaluation of various measures of accountability, including state and national achievement tests, as well as classroom based group and individual tests, and interpret and analyze data derived from these measures to improve instruction;
7. articulate and explain the theories, principles, research, and issues of language acquisition and the teaching and learning of English as a Second Language in order to become effective teachers of ELLs;
8. gain a sensitivity to, and an appreciation for, the cultural and ethnic diversity within our nation, and to use effective strategies to teach intercultural communication to elementary students who will become the citizens of a global society; and
9. acquire and demonstrate skills of collaboration, communication, ethics, and professionalism to become effective teachers and role models in the communities in which they live and work.

+ Indicates programs that are approved by the Florida State Department of Education.

* Indicates an endorsement.

EXCEPTIONAL STUDENT EDUCATION (K-12)+/ESOL*/READING*- TRADITIONAL

Mission

The Bachelor of Science degree program in Exceptional Student Education (ESE) with ESOL and Reading endorsements at Barry University responds to the general tenet that all persons, irrespective of their specific disability, are entitled to equal an educational opportunity that appropriately addresses their academic, social, and physical needs. The program prepares and equips prospective ESE teachers with the necessary competencies and skills to empower and effectively instruct students (K-12) with exceptionalities in the K-12 classroom. Program professors aim to instill in students the responsibility to teach within

cultural and social contexts; and to be responsive to students' diverse backgrounds, and unique strengths and weaknesses; and to affect the ways in which society accepts and interacts with people with exceptionalities, including those who are second language learners (ELL) and have special gifts and talents. Prospective teachers become aware of the importance of providing a quality education that is as much culturally responsive as it is developmentally appropriate.

In addition, exceptional student educators become facilitators of life-long learning as well as prepare students with disabilities for their transitions from school to work and community living. Strategies in effective collaboration and consultation among general educators, exceptional student educators, and families are emphasized throughout the program to ensure appropriate programming and inclusion of students with disabilities in general education settings. Prospective teachers are taught how to become advocates for their students and families, being knowledgeable about the laws and regulations that protect individuals with disabilities. Finally, prospective ESE teachers are encouraged to seek opportunities to uphold and improve, where necessary, the laws, regulations, and policies governing the delivery of special education and related services.

Outcomes

Upon completion of the bachelor's degree in ESE, graduates will be able to:

1. identify different characteristics and learning styles of individuals with mild exceptionalities;
2. articulate the rights of individuals as mandated in the Individual with Disabilities Education Act (IDEA);
3. delineate and make instructional decisions that are congruent with the laws that protect the rights of individuals with disabilities;
4. implement and evaluate comprehensive student programs and progress;
5. collaborate with school personnel and community members in integrating students with exceptionalities into inclusive classrooms and other settings;
6. work collaboratively with families, other education professionals, and members of multidisciplinary teams to develop appropriate individualized education and transition plans (IEP and ITP);
7. use appropriate strategies and plan instruction for students who are speakers of other languages, are from diverse backgrounds, and are also identified as having one or more exceptionalities;
8. integrate the use of computers and assistive technologies in the delivery of instruction for exceptional students;
9. develop and implement culturally responsive teaching practices in all areas of instruction;
10. evaluate instruction and monitor the academic and/or social progress of students with exceptional learning needs; and
11. use effective classroom and behavior management strategies consistent with the needs of the student while creating an environment that is supportive and conducive to learning.

+ Indicates programs that are approved by the Florida State Department of Education.

* Indicates an endorsement.

BARRY DISTRIBUTION AND GENERAL EDUCATION REQUIREMENTS FOR TRADITIONAL PROGRAMS

All undergraduate education majors in the traditional teacher education programs (Elementary Education/ESOL/Reading and Exceptional Student Education/ESOL/Reading) are required to meet the following Barry University requirements prior to full admission to the program/major.

CAT 102 Basic Computer Applications or

CS 180 Introduction to Computers

(Students may opt-out of either course by passing the challenge test available through the Learning Center.)

Theology	3 cr
Philosophy	3 cr
Theology or Philosophy	3 cr
English (writing, literature, speech)	9 cr
Science	3 cr
Mathematics	3 cr
Science or Mathematics	3 cr
Social sciences	3 cr
Behavioral sciences	3 cr
Social or Behavioral sciences	3 cr
Fine Arts	3 cr
Humanities	3 cr
Fine Arts or Humanities	3 cr
General Electives	9 cr

CORE/PROFESSIONAL EDUCATION REQUIREMENTS FOR TRADITIONAL PROGRAMS/MAJORS (46 cr.)

ECT 405	Introduction to Computers/ Technologies in Education	3 cr.
EDU 151	Introduction to Education	3 cr.
EDU 218	Educational Psychology	3 cr.
EDU 320	Children's Literature	3 cr.
EDU 322	Methods of Teaching Reading	3 cr.
EDU 362	Teaching Mathematics in the Elementary School	3 cr.
EDU 435	Teaching Language Arts – Reading and Writing Across the Curriculum	3 cr.
EDU 466	Reading Assessment and Instruction	3 cr.
EDU 496	Accomplished Practices Seminar	1 cr.
EDU 499	Internship	12 cr.
ESE 470	Introduction to Children with Exceptionalities	3 cr.
TSL 400	Comprehensive ESOL Strategies	3 cr.
TSL 415	ESOL Instruction and Assessment Strategies	3 cr.

REQUIRED COURSES FOR ELEMENTARY EDUCATION+/**ESOL***/**READING***

Major (18 cr.)

EDU 366	Teaching Social Studies in the Elementary School	3 cr.
EDU 388	Teaching Science in the Elementary School	3 cr.
EDU 407	Humanities in the Classroom	3 cr.
EDU 414	Classroom Management	3 cr.
EDU 417	Evaluation and Measurement in Education	3 cr.
EDU 441	Elementary School Curriculum	3 cr.

Based upon revisions in State Certification requirements, there may be changes in these requirements which are not in place at the time of the publication of the catalog. Students have the sole responsibility to comply with requirements for certification/endorsements and to keep current with the changes in certification/endorsement requirements in order to graduate in a timely manner.

REQUIRED COURSES FOR EXCEPTIONAL STUDENT EDUCATION+/**ESOL***/**READING***

Major (24 cr.)

ESE 410	Educational Management of Students with Exceptionalities	3 cr.
ESE 411	Speech Correction for Children	3 cr.
ESE 414	Transitions: Teaching Social, Personal, and Work Skills to Students with Exceptionalities	3 cr.
ESE 420	Instructional Strategies for Students with Intellectual and Developmental Delays	3 cr.

ESE 424	Instructional Strategies for Students with Learning Disabilities	3 cr.
ESE 428	Instructional Strategies for Students with Emotional Handicaps	3 cr.
ESE 483	Educational Assessment of Students with Exceptionalities	3 cr.
ESE 490	Curriculum Design in Exceptional Student Education	3 cr.

Based upon revisions in State Certification requirements, there may be changes in these requirements which are not in place at the time of the publication of the catalog. Students have the sole responsibility to comply with requirements for certification/endorsements and to keep current with the changes in certification/endorsement requirements in order to graduate in a timely manner.

FULL ADMISSION TO ALL UNDERGRADUATE PROGRAMS

ACCEPTANCE TO FIVE-YEAR BACHELOR TO MASTER DEGREE PROGRAM

In order to be accepted into the Five-Year Bachelor to Master degree program, students must have fingerprint clearance* during their **first semester freshman year** and must have a 2.5 GPA by the second semester of their freshman year.

FULL ADMISSION TO FIVE-YEAR BACHELOR TO MASTER

In order to be fully admitted to the Five-Year Bachelor to Master program, students:

- must have maintained a 2.5 GPA within the first year of the program and must have passed the General Knowledge portion of the Florida Teacher Certification Examinations (FTCE),
- must demonstrate computer proficiency (CGS 1060 or equivalent, CS 180 or CAT 102) or earn an acceptable score on the computer challenge test, and
- must have a grade of “C” or better in EDU 160

Students who are unable to meet full admission requirements will **not** be permitted to continue in the program and must change their major.

* Criminal background checks including fingerprinting are required of all students in all Bachelor degree programs. Criminal background checks including fingerprinting are required of students who work with minor children in any capacity in a public and/or private school setting. Fingerprinting clearance is required before placement can be made in public and/or private school settings. Students bear the cost of fingerprinting.

INTERNATIONAL STUDENTS IN BACHELOR TO MASTER PROGRAM

International students with an F-1 visa status must fulfill the following conditions for the 5th year of this degree program:

- pursue a degree course of study as a full-time degree seeking student (at least 9 credits at the Master's level each semester),
- obtain permission from the U.S. Bureau of Citizenship and Immigration Services before working off campus, and
- hold a current valid passport and a current visa that is valid for the duration of the full course of study.

FULL ADMISSION TO TRADITIONAL PROGRAMS/MAJORS

In order to be fully admitted to an individual program/major, students must meet the following Full Admission requirements no later than their **second semester junior year** and must meet with their Academic Advisor to complete the Full Admit Application. Requirements for full admission are:

- completion of all Barry University general education/distribution requirements with a minimum 2.5 grade point average (GPA);
- passing a basic skills test (General Knowledge or Praxis I (PPST));
- must have a grade of "C" or better in each core content area course in English, mathematics, science, and social sciences;
- demonstrated computer proficiency (CGS 1060 or equivalent, CS 180 or CAT 102) or earning an acceptable score on the computer challenge test;
- completion of EDU 496 Accomplished Practices Seminar (Students who do not receive credit for this course will be required to repeat the course in the **subsequent semester**, (students must earn a grade of credit (CR) in the second semester in order to continue with professional education courses); and
- copy of fingerprint security clearance*

Students who are not fully admitted by the **end of their second semester junior year** will be unable to take additional education courses in their program/major until such a time as full admission requirements are met. In order to be fully admitted to an individual program/major, students must meet the Full Admission requirements listed above.

Students who are unable to meet full admission requirements to a program/major may elect to take the following courses toward their **6-9 credit limit** until all fully admit requirements have been satisfied:

ECT 405	Introduction to Computer/Technologies in Education
EDU 151	Introduction to Education
EDU 218	Educational Psychology
EDU 320	Children's Literature
EDU 407	Humanities in the Classroom
ESE 470	Introduction to Children with Exceptionalities
TSL 400	Comprehensive ESOL Strategies

- * Criminal background checks, including fingerprinting, are required of all students in all Bachelor degree programs. Criminal background checks, including fingerprinting, are required of students who work with minor children in any capacity in a public and/or private school setting. Fingerprinting clearance is required before placement can be made in a public and/or private school setting. Students bear the cost of fingerprinting.

PROGRAM SITES FOR TRADITIONAL PROGRAMS/MAJORS

The School of Education's Exceptional Student Education/ESOL/Reading program is offered both on the main campus in Miami Shores and in Ocala, Florida.

STANDARDS OF PROGRESS

All students in the Five-Year Bachelor to Master degree program must maintain a 2.5 GPA through their **first semester junior year**. Beginning with the **second semester junior year**, students in the Five-Year program who wish to continue to the 5th year of the program must maintain a 3.0 GPA to meet the requirements for admission into the 5th year of the program. Students who are unable to meet the 3.0 GPA requirement for the 5th year of the program will complete only the undergraduate portion of the program.

All students in the **traditional majors** must maintain a cumulative GPA of 2.5 or higher to remain in good standing and to graduate. Any student who receives less than a 2.5 GPA is subject to academic probation.

Please check the Academic Information section located at the front of this catalog for further information.

ACADEMIC PROBATION/SUSPENSION

Academic Probation

Students remain in good academic standing if the cumulative GPA is 2.5 or above once they are fully admitted to their program/major. A student is placed on academic probation if the student's cumulative GPA falls below a 2.5. **Students in the Five-Year program who plan to move into the 5th year of the program must maintain a 3.0 GPA beginning with their second semester junior year.** The Dean may require a student on probation to register for a limited course load. During the probationary period, students must meet requirements to be in good standing in the subsequent semesters or be placed on academic suspension.

Academic Suspension

A student who is on probation for **two consecutive semesters** will be suspended by the School of Education. A student who has been suspended for academic reasons **must** change the major out of education and may not petition ADSOE for readmission until **one year** has elapsed and an applicable GPA pertinent to the program/major has been attained. The Admissions Office must have the approval of the Dean of the School of Education to readmit a student following suspension. A student suspended for any reason will be subject to those criteria and guidelines specified in the University Catalog and required by the Florida Department of Education in effect at the time of readmission **with or without notice in this catalog.**

INCOMPLETE GRADES

Incomplete grades are given in an emergency situation. The grade of "I" is **not** used to allow students to complete field experiences, extend assignment deadlines or to subsequently do extra work to raise the grade earned during the term/semester in which the course was taken.

The student is solely responsible for redeeming an incomplete grade within the semester following its receipt. The student will automatically be awarded a final grade of "F" if the "I" is not redeemed within the semester following receipt of the "I" grade. A student who earns an incomplete during the student's graduating semester will forfeit graduation and must re-apply for graduation. Once an "F" has superseded the grade of "I", it cannot be retracted. A grade of "I", even when redeemed, is part of the official transcript and will remain on the transcript.

CLINICAL AND FIELD EXPERIENCES

CLINICAL AND FIELD EXPERIENCE REQUIREMENTS

Field experience is a required component of many undergraduate professional education courses. The student is required to undergo security clearance and pay a fee, depending upon the county or district in which the field experience placement is made. **Placement in field experiences is dependent upon criminal/fingerprinting clearance and is determined by the Director of Field Experiences.** Placements in schools must incorporate a sixth (6th) grade placement as required for the Reading Endorsement, as well as the breadth of the certification grade levels. (Should the sixth (6th) grade placement not be completed during field experience, such placement will be made for Pre-Internship/Internship as applicable to the program.)

INTERNSHIP (CLINICAL)

Students in the Five-Year program will complete a year-long clinical placement. This placement will incorporate a Pre-Internship placement, as well as an Internship placement in the same placement site.

PRE-INTERNSHIP FOR THE FIVE-YEAR BACHELOR TO MASTER DEGREE PROGRAM

This is the first of two advanced-level school based clinical experiences in the senior year of study and provides the student with two-days per week of full-time school site experiences under the supervision of a certified teacher. Students must apply for Pre-Internship at least one semester prior to enrolling in the course.

Application requirements for Pre-Internship include:

- 3.0 overall GPA for students continuing to the 5th year (2.5 overall GPA for those students unable to continue to the 5th year of the program);
- copies of scores for the Professional Education and Subject Area Examinations;
- a grade of credit (CR) for EDU 496;
- copy of the CDN summative evaluation demonstrating submission of twelve (12) Accomplished Practices (APs) with at least nine (9) APs having been scored as Fulfilled; and
- completion of all required coursework except EDU 401, EDU 451 and EDU 598. These courses are taken during the Pre-Internship and Internship semesters.

INTERNSHIP – FIVE-YEAR BACHELOR TO MASTER DEGREE PROGRAM

This is the second of two advanced-level school based clinical experiences in the senior year of study and provides the student with five-days per week of full-time school site experiences under the supervision of a certified teacher. In addition to the requirements identified for the Pre-Internship course, requirements for **Application for Internship also include:**

- the Program Evaluation from Web Advisor;
- proof of Student Teaching Liability Insurance;
- a grade of “C” or better in EDU 401 and EDU 451; and
- a grade of credit (CR) in EDU 497.

INTERNSHIP FOR TRADITIONAL PROGRAMS

Internship is a culminating experience and, as such, is taken during the final semester. Students must apply to Internship at least one semester prior to enrolling in the course. Application requirements:

- 2.5 overall GPA;
- must be fully admitted to the School of Education and the individual program/major;
- must have taken the Florida Teacher Certification Examinations (passed the General Knowledge Test, taken the Professional Education and Subject Area Examination);
- complete all professional education courses with a grade of C or better (Students may apply for internship with one professional education course remaining in their program/major);
- must have completed at least 30 semester hours of coursework at Barry University;
- must have received credit (CR) in EDU 496 Accomplished Practices Seminar;
- demonstrated “fulfilled” on at least nine (9) of the Florida Educator Accomplished Practices and submission of CDN summative evaluation; and
- submission of the Program Evaluation from WebAdvisor.

Placement for Internship will **not** be made at sites where the Intern:

1. is currently employed;
2. has had previous employment;
3. has attended as a student; **nor**
4. has family attending, including children.

GRADUATION REQUIREMENTS FOR ALL FIVE YEAR AND TRADITIONAL PROGRAMS

- 3.0 overall GPA is required for graduation from the undergraduate portion of the Five-Year program to enter the 5th year of the program;
- 2.5 overall GPA for Traditional Programs;
- complete all Internship requirements;
- must have applied for graduation and paid appropriate fees as applicable; and
- complete all degree requirements for program/major, State certification and both endorsement requirements.

Should graduation be forfeited, the student is responsible for **submitting an updated graduation application with accompanying fees.** Students continuing into the Five-Year program must present documentation of the earned B.S in Education with specialization and minor **within three (3) weeks of the undergraduate graduation** to be officially admitted to the graduate program. **Students who do not present such documentation will be administratively dropped from all graduate courses in which they are enrolled, will forfeit any and all payments and fees already tendered, and denied admission to the graduate program.**

LICENSURE/CERTIFICATION INFORMATION

Only students who have completed all requirements for any State approved degree program will have their transcripts stamped as meeting State approved requirements for certification as well as meeting the ESOL and Reading endorsement requirements. As the State implements new requirements for certification, **they will be compulsory with or without notice in this catalog.** The student has the sole responsibility to comply with the requirements for certification and to keep current with changes in certification requirements. The student is responsible for securing the application for certification and submitting the necessary documents and fees to the Florida State Department of Education to obtain certification and endorsements.

POST-BACCALAUREATE CERTIFICATION/ RE-CERTIFICATION

Professional education courses offered in the School of Education satisfy the requirements of eligibility for teacher certification/re-certification. Post-baccalaureate students needing certification/re-certification courses should meet with the DOE Certification Ombudsman in the School of Education for guidance.

Course Descriptions— Prefix: ECE

201 Philosophical and Sociological Foundations of Early Childhood Education (3)

Philosophical and Sociological Foundations of Early Childhood Education is designed for the pre-service teacher beginning curriculum development to examine developmental milestones in relationship to the physical, social, emotional and cognitive growth and development of young children. While observing play-based theory in practice in a variety of early childhood settings, students will interview experienced teachers, discuss the importance of integrated learning experiences and design a developmentally appropriate learning environment. Community resources will be identified and assessment in relation to the development of the whole child will be explored. Field experience required.

202 Literacy Based Integrated Curriculum for Early Childhood Classroom: Creative Arts and Social Studies (3)

This course focuses on the importance of integrated, developmentally appropriate literacy-based creative arts and social science experiences in the preparation of curriculum for the early childhood period of development. Emphasis is placed on interpreting data collected from a variety of assessment instruments to design an interdisciplinary curriculum from the perspective of constructivist theory. Field experience required.

302 Literacy Based Integrated Curriculum for Early Childhood Classroom: Math, Science & Nutrition (3)

This course has a focus on the standards, principles, and practices to consider when teaching mathematics, science and nutrition to young children ages birth to grade 3. An emphasis will be placed on developing an integrated developmentally appropriate literacy-based math and science curriculum that includes appropriate content, processes, environment and materials, and child-centered choices. Emphasis is placed on interpreting data collected from a variety of assessment instruments in order to plan, revise and adapt instruction appropriately. Policies and current issues related to child safety, health and nutrition will be examined in the context of an integrated early childhood setting. Field experience required.

402 The Reflective Early Childhood Professional (3)

This course builds upon knowledge of historical and social foundations in early childhood education to develop an awareness of values issues, ethical and legal issues, and the importance of being an advocate

for children and families. It is designed to increase students' awareness of the roots of the profession and understand the importance of professionalism. Students will reflect upon current trends in early childhood education, best practices, and their role in advocacy and public policy. Field experience required.

Prefix: ECT

405 Introduction to Computers/Technologies in Education (3)

Provides a comprehensive introduction to the broad role of computers/technologies in education. Computers and related technologies are examined both as a subject of instruction and as a tool for the professional educator and the lifelong learner.

Course Descriptions— Education Prefix: EDU

151 Introduction to Education (3)

Studies the historical, philosophical, and sociological underpinnings of education. Provides a framework that sets the foundation of educational thought by becoming familiar with the interrelations of schooling community and legal issues impacting American educational systems. The issues surrounding the education of children with cultural and linguistic differences are also highlighted. Field experience required.

160 Foundations (3)

This course is an introduction to education and to the profession of teaching. With a focus on the historical, philosophical, and sociological aspects of education, the course leads students through a reflective critique of our current educational system and the society of which it is an essential part. The course will also consist of discussions regarding teacher organizations, teaching skills (or pedagogy) and curriculum from a social justice/human rights framework in order to reflect upon why an individual may be committed to teaching as a profession. This is a core course in the Five-Year program. Field experience required.

218 Educational Psychology (3)

Surveys the principles of psychology to the field of education. Examines human development, learning and motivation, diversity issues, including ESOL attributes, impacting teaching and learning strategies, and the learning environment. Field experience required. Pre- or co-requisite: EDU 151.

221 Child Development (3)

This course examines major concepts, principles, theories, and research related to cognitive (metacognitive), linguistic, social, emotional, moral and physical development from birth through adolescence. There is an emphasis on 'developmentally appropriate prac-

tice' within the context of developing the whole child and meeting the needs of all students. Research and theory concerning the typical and atypical child are explored, and an emphasis is placed on brain research and play-based theories of learning in relation to motivation and engagement as factors in educational settings as they pertain to social interaction and the developing child. This is a core course in the Five-Year program. Field experience required.

301 Supplemental Instruction (1)

Supplemental instruction consists of mentored lab experiences and supervised field-implemented instructional activities and assessment tools to develop the content area knowledge and pedagogical skills of each student in her/his selected middle grades (5-9) minor (general science, literature, math, or social science). Field experience required.

320 Children's Literature (3)

Surveys the literature suited to the needs of children and integrates multicultural/diversity aspects found in children's books into the curriculum. Pre- or co-requisite for Elementary Education and Exceptional Student Education: EDU 151 and EDU 218.

322 Methods of Teaching Reading (3)

Surveys the methods of teaching reading and the strategies and materials appropriate for use from emergent through intermediate levels. Focus is on the cognitive development of the emergent reader and how it relates to brain-based research. Emphasis is placed on the development of oral language, the phonological awareness continuum, print and alphabetic knowledge, phonics and the causal links among these and vocabulary, fluency and comprehension. Assessment tools and differentiated approaches are examined and applied. Strategies for teaching reading and writing skills are contextualized in children's literature and content material. Multicultural perspectives and technology are used to facilitate and reinforce instruction. This is a core course in the Five-Year program. Field experience required. Pre-requisite: EDU 151, EDU 218, EDU 496.

362 Teaching Mathematics in the Elementary School (3)

Provides knowledge and skills to effectively establish mathematical foundations for students. Provides methods and instructional strategies for teaching elementary school mathematics. Field experience required. Pre-requisite: EDU151 and EDU 218. Pre- or co-requisite: EDU 496.

366 Teaching Social Studies in the Elementary School (3)

Provides knowledge, skills, and dispositions to effectively establish social studies foundations for students. Provides methods and instructional strategies for

teaching elementary school social studies. Emphasis is on unit development and integrating content. Field experience required. Pre-requisite: EDU 151 and EDU 218. Pre- or co-requisite: EDU 496.

369 Teaching Language Arts through Children's Literature (3)

This course utilizes interdisciplinary and differentiated approaches to the teaching of language arts through multicultural children's literature. Studies research-based models and methods for interrelating language arts. Projects which interrelate and integrate reading, writing, listening, speaking, viewing and thinking with multicultural children's books are required. Surveys the multicultural literature suited to the needs of children and promotes child development through literature. Prerequisite: Fully admitted to an undergraduate program/major in the Adrian Dominican School of Education or non-degree seeking teacher certification/re-certification. Pre-requisite: EDU 322 and EDU 496. This is a core course in the Five-Year program. Field experience required.

371 Instructional Strategies (3)

This course will guide preservice teachers in the selection, implementation, and evaluation of a variety of instructional strategies adapted to meet the needs of all students. By examining research findings related to effective teaching practices, preservice teachers will probe the theories and research evidence applicable to the various models, consider how students' diverse learning styles can be affected by various models, and explore the dichotomy between the research on teaching and the practice of teaching. Through analysis and use of formal and informal assessment data to inform the use of instructional strategies, interdisciplinary units will be developed that stimulate critical thinking and creativity, and that promote cooperative learning and motivation. Prerequisites: EDU 160, EDU 221, fully admitted to an undergraduate program/major in the Adrian Dominican School of Education or non-degree seeking teacher certification/re-certification. This is a core course in the Five-Year program. Field experience required.

372 Inclusionary Settings (3)

This course will explore the theory and practice of professional teamwork to facilitate inclusionary school practices. Participants will discuss the ethical and social issues that undergird the history and philosophy of inclusion and how this has impacted our schools and local communities. Differentiated instruction will be introduced as a best practice strategy in applying collaborative planning for including students with disabilities in general education classrooms. Participants will develop an awareness and understanding of the other risk factors such as limited linguistic proficiency

and/or cultural differences. This is a core course in the Five-Year Program. Field experience required.

388 Teaching Science in the Elementary School (3)
Provides knowledge, skills, and dispositions to effectively establish science foundations for students. Provides methods and instructional strategies for teaching elementary school science. Emphasis is on developing critical thinking skills and hands-on science methodology. Field experience required. Prerequisite: EDU 151 and EDU 218 Pre- or co-requisite: EDU496.

401 Supplemental Instruction (1)
Supplemental instruction consists of mentored lab experiences and supervised field-implemented instructional activities and assessment tools to develop the content area knowledge and pedagogical skills of each student in her/his selected middle grades (5-9) minor (general science, literature, math, or social science). Field experience required.

407 Humanities in the Classroom (3)
The focus of this course is on developing knowledge, skills, and dispositions for the teaching and learning of the visual and performance arts (music, art, movement/dance) to elementary (K-6) students. Emphasis is placed on the role of arts in the development of the elementary-aged child and how activities in these areas can be integrated into the daily curriculum. Field experience is required.

414 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. Field experience required. Prerequisite: Fully admitted to an undergraduate program/major in the Adrian Dominican School of Education or non-degree seeking teacher certification/re-certification.

417 Evaluation and Measurement in Education (3)
Provides experience in designing a variety of assessment strategies. Includes techniques to analyze assessment data for accountability and instructional decision making purposes. The field experience component provides hands-on opportunities to develop and administer both traditional and alternate (a.k.a. alternative); formal and informal; and formative and summative assessments to K-6 students and use the resulting data to make instructional decisions. Prerequisite: EDU 496; Fully Admitted to an undergraduate program/major in the Adrian Dominican School of Education or non-degree seeking teacher certification/re-certification.

435 Teaching Language Arts – Reading and Writing across the Curriculum (3)

Investigates the six language arts as they interface across the disciplines with the focus on using reading and writing to learn from content area material. Includes methods, strategies, and techniques for teaching reading, writing, talking, listening, viewing and visually representing to mainstream and diverse populations with an emphasis on application. The knowledge base includes: Teaching Comprehension; Using Textbooks, Trade Books and multiple genres; Developing Academic Vocabulary for Content Area Learning; Mediating Expository Text Structures; and media and Visual Literacy in the Content Areas. Field experience required. Prerequisite: Fully admitted to an undergraduate program/major in the Adrian Dominican School of Education or non-degree seeking teacher certification/re-certification; EDU 322.

441 Elementary School Curriculum (3)
Examines the principles and problems in elementary school curriculum. Offers practical experiences for the student in developing criteria for valid practices and curriculum changes. Prerequisite: Fully admitted to an undergraduate program/major in the Adrian Dominican School of Education or non-degree seeking teacher certification/re-certification. Field experience required. Pre- or co-requisite: EDU 496, Fully Admitted to an undergraduate program/major in the Adrian Dominican School of Education or non-degree seeking teacher certification/re-certification.

451 Engaging Learners in the Classroom (3)
This course is appropriate for educators at all grade levels who seek to understand the broad issues involved in effective classroom management. A theoretical foundation of key concepts associated with classroom management will be explored in its relationship to students' basic personal and psychological needs. Using knowledge of the whole child and proven human and social development and behavior theories, pre-service teachers apply strategies that employ a repertoire of skills and resources useful in a learning environment. School and community resources available to enhance learning environments that facilitate positive student behavior will be explored. Prerequisite: EDU 160, 221, 371, 372; fully admitted to an undergraduate program/major in the Adrian Dominican School of Education or non-degree seeking teacher certification/re-certification. This is a core course in the Five-Year program. Field experience required.

466 Reading Assessment and Instruction (3)
Presents techniques of informal reading assessment for the purpose of diagnosing, interpreting, and planning lessons for the implementation of individualized and small group reading instruction in elementary

classrooms. This is a core course in the Five-Year program. Field experience required. Prerequisite: Fully admitted to an undergraduate program/major in the Adrian Dominican School of Education or non-degree seeking teacher certification/re-certification; EDU 322 and 435.

492 Workshop in Education (Variable)

Provides special interest areas developed from student needs and community requests. Number of credits depends on individual workshop requirements.

496 Accomplished Practices Seminar (1)

This is an introductory seminar designed to acquaint students with the Florida Educator Accomplished Practices and the 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. This is a core course in the Five-Year program.

497 Pre-Internship (6)

This is the first of two advanced level school based clinical experiences in the senior year of study and provides the student with two days per week of full-time school site experiences under the supervision of a certified teacher. The pre-Intern will be required to apply the knowledge acquired during their coursework in education as well as specific content related to the reading endorsement competencies and the student's minor area of study. Pre-requisite: Fully admitted to an undergraduate program/major in the Adrian Dominican School of Education, 2.5 overall GPA, passed all sections of the General Knowledge Examinations, have taken the Professional Education and Subject Area Examination and received credit in EDU 496 Accomplished Practices Seminar, completed all required coursework except those identified as co-requisites. Co-requisite: EDU 451, EDU 401 and EDU 598. This is a CR/NC course.

499 Internship for Traditional programs (12)

Provides the intern with a full semester of full-time school site teaching experience under the supervision of a certified teacher and University supervisor. The intern will be required to synthesize and apply theories acquired in coursework to realistic classroom situations, demonstrate the 12 Accomplished Practices, and integrate program related curricular outcomes. Pre-requisites: Apply to Internship, be fully admitted to an undergraduate program/major in the Adrian Dominican School of Education, 2.5 overall GPA, passed all sections of the basic skills test (CLAST, Praxis I or General Knowledge examinations), have taken the Professional Education and Subject Area Examinations, completed all professional education

courses with a grade of C or better (Students may apply for Internship with one professional education course remaining in their program/major.), must have completed at least 30 semester hours of coursework at Barry University, received credit in EDU 496 Accomplished Practices Seminar, and demonstrated "fulfilled" on at least nine (9) of the Florida Educator Accomplished Practices. NOTE: This is a CR/NC course.

499F Internship for the Five-Year program (6)

This is the second of two advanced level school based clinical experiences in the senior year of study and provides the student with a full week of full-time school site experiences under the supervision of a certified teacher. The Intern will be required to apply the knowledge acquired during coursework in education as well as specific content related experiences in the areas of mathematics and science. This is a CR/NC course. Pre-requisite: CR/NC in EDU 497.

Course Descriptions— Prefix: EMC

201 Understanding Curriculum and Assessment (3)

This course is the first in a series of four courses for the Early and Middle Childhood specialization candidate and provides an introduction to curriculum, instruction, and assessment. The elementary curriculum will be explored through the study and use of curriculum frameworks, standards, and assessment strategies as candidates learn to design effective, differentiated instruction and assessment. Special attention is given to the socio-cultural context of schooling and the impact that has on teaching and learning. Field experience required. Prerequisite: EDU 160. Co-requisites: EDU 221.

202 Designing Instruction & Assessment (3)

Preservice teachers will consider the learning context as they use practical and authentic resources to evaluate curriculum plans, observe instruction and assessment, and design and implement differentiated instruction and assessment activities. Field experience required. Prerequisite: EMC 201.

302 Developing and Implementing Differentiated Curriculum & Assessment (3)

Applies theories and practices concerning curriculum design, differentiated instruction, and authentic assessment. Integrates problem solving skills into planning and instruction through a social justice framework in the early and middle childhood classroom. Field experience required. Prerequisite: EMC 202.

402 Integrating Curriculum & Assessment in the Elementary School (3)

This course will focus on the development of an integrated unit which will be implemented during the student teaching semester. Students will develop and implement the unit demonstrating knowledge of assessment-driven instruction, differentiated instructional practices that address learning needs of diverse students, the ability to plan integrated instruction, and the ability to plan lessons and learning experiences that promote problem solving skills. Field experience required. Prerequisite: EMC 302.

502 Research Methods for Advocacy (3)

This course provides an early entry graduate, level overview of research methods used in education with an emphasis on interpreting and critiquing educational research literature. The models and best practices of academic research are coupled with the strategies for developing advocacy relationships. Students engage in initial stages of data collection the field.

520 Advanced Theories of Learning (3)

Issues and historical perspectives as they relate to learning are explored. Cognitive theories and processes of learning are a primary focus. Development and learning will be addressed, specifically as they relate to the neuroscience of learning, content-area learning, and motivation. This course blends theory, research, and practical applications throughout, in order for students to develop a unified view of learning in educational settings within their socio-cultural contexts.

549 Critical Theory and Educational Transformation (3)

Students will explore critical education theory and community organizing perspectives and strategies and develop skills in advocacy and activism in order to engage in critical analysis and transformation of educational systems. Laws and policies will be explored in order to make connections at the local, state and federal levels. Community-based organizations will be examined as effective agents for social change and community mobilization.

582 Mentoring of the Professional Educator (1)

This course will provide support and guidance to the beginning teacher through critical discussion of the role of the teacher and analysis of classroom-based experiences. It will emphasize the need for inquiry and self-reflection in the learning environment to foster professional development.

595 Advanced Curriculum and Assessment (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 a differentiated assessment practices with a focus on problem-based standards-based systems. Discusses statewide accountability systems (e.g., Florida's A+ accountability System), the issues surrounding high stakes assessment practices, and the inter-relationships between statewide PK-12 standards, accountability, and teacher quality. Identifies appropriate assessment strategies for diverse needs and populations found within inclusionary educational settings.

598 Capstone Seminar (6)

This course is an action research-based experience intended for preservice educators to gain an applied understanding of how their participation as a change agent can support development and social change within communities and groups. This seminar experience is based upon a reflective process of problem solving, led by individuals working with others in teams or as part of a "community of practice" to improve the way they address issues and solve problems. Building upon the concept of service learning as a foundational principle, students will take a historical look at how various efforts to create social change have impacted communities. This is a guided experience requiring collaboration with a community agency, with the aim of effecting positive social change in the second semester of the course.

602 Advanced Applied Research (3)

In this second of a two-course research sequence, students will select a focus for their research that will inform their immediate efforts at teaching, maintaining an awareness of the impact of the research on the participants and their community. Students will engage in the design of a research study, collect data as defined by their methodologies and report on the study findings. Students begin to reflect on the impact of their research on the communities of interest.

641 Educational Policy & Leadership for Social Justice (3)

Students will determine the relevant nature and purpose of education by examining the appropriateness of various educational policies and practices; analyzing their relationship to and affects on the social inequities of race, class, gender, human rights and access to power; and developing a framework for activism and transformation for social justice in education.

642 Becoming a Teacher Leader (1)

This course will help to build a foundation for hope by helping the beginning teacher understand and critique commonsense views of schools and conventional practices, while learning how to make choices in their practice on behalf of children and social justice. They will learn how to use classroom inquiry to examine personal teaching practices so as to help all of their students succeed all of the time, resulting in ongoing professional development.

696 Community Based Master's Project (3)

The Master's Project developed for this course is community situated and begins with a topic of research that is of practical relevance to the community members involved and approved by the professor. Students are required to explore a topic/issue in depth as part of a field experience designed to allow for students to develop a greater understanding of the social context of education. Depending on her/his interests and the area of need identified, each student will provide an analysis of the educational issue and policies to be addressed from a sociological perspective (school and community contexts). The Master's Project is unique to each student enrolled in the course, and the emphasis is placed on meeting the educational needs of the diverse populations being served. A framework will be provided for the student to identify a community situated problem, in order to establish a collaborative, action oriented project aimed at meeting the needs and benefiting those involved.

Prefix: ESE**201 Foundations & Assessment of Special Education (3)**

This course presents an overview of the cognitive, emotional, social, and physical exceptionalities of children and the disability laws that protect their rights to a free and appropriate education. In addition, this course examines the formal and informal evaluation techniques and procedures to provide an objective data base for individualized instruction for children with exceptionalities. Students gain experience in designing classroom tests and examine test data to facilitate decision making.

202 Special Education Curriculum Design & Development (3)

This course examines and evaluates curriculum models, including the administration of instructional systems and curriculum materials necessary for students with disabilities. Individualized educational programs and transition planning for post school life are explored and developed.

302 Instructional Strategies for Exceptional Learners (3)

This course introduces and evaluates instructional strategies for children with specific learning (LD) disabilities and intellectual developmental disabilities (IDD) based on the development, implementation, and evaluation of individualized education plans. Field experience required.

402 Positive Behavioral Support (3)

This course analyzes the various forms of classroom organization, behavior management, and communication skills appropriate for managing the spectrum of behaviors found in exceptional students, including students with emotional and behavioral disorders. Emphasis is placed on the implementation of developmentally appropriate strategies, functional behavioral assessments, and positive behavioral supports in inclusive settings. Field experience required.

410 Educational Management of Students with Exceptionalities (3)

Analyzes the various forms of classroom organization, behavior management, and communication skills appropriate for managing students with different exceptionalities. Field experience required. Pre-requisite: ESE 470; fully admitted to an undergraduate program/major in the Adrian Dominican School of Education or non-degree seeking teacher certification/re-certification.

411 Speech Correction for Children (3)

Evaluates functional and organic speech deviations and the possible psychological implications in society with a view toward easy and early recognition of a child's possible speech disorder. Pre-requisite: ESE 470; fully admitted to an undergraduate program/major in the Adrian Dominican School of Education or non-degree seeking teacher certification/re-certification.

414 Transition: Teaching Social, Personal, and Work Skills to Students with Exceptionalities (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. Pre-requisite: ESE 470; fully admitted to an undergraduate program/major in the Adrian Dominican School of Education or non-degree seeking teacher certification/re-certification.

420 Instructional Strategies for Students with Intellectual and Developmental Delays (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.

Field experience required. Pre-requisite: ESE 470; fully admitted to an undergraduate program/major in the Adrian Dominican School of Education or non-degree seeking teacher certification/re-certification.

424 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. Field experience required. Pre-requisite: ESE 470; fully admitted to an undergraduate program/major in the Adrian Dominican School of Education or non-degree seeking teacher certification/re-certification.

428 Instructional Strategies for Students with Emotional and/or Behavioral Disorders (3)

Surveys instructional strategies for teaching students with emotional and/or behavioral disorders including, motivational strategies; development, implementation, and evaluation of individualized education plans; and individualized behavior intervention plans. Field experience required. Pre-requisite: ESE 470; fully admitted to an undergraduate program/major in the Adrian Dominican School of Education or non-degree seeking teacher certification/re-certification.

470 Introduction to Children with Exceptionalities (3)

Presents an overview of the physical, mental, emotional, and behavioral exceptionalities in children and the educational and social implications of each. This course also provides an overview of the field of special education and the legal mandates that protect the rights of individuals with disabilities. Field experience required.

483 Educational Assessment of the Exceptional Child (3)

Proposes educational assessment techniques and procedures to provide an objective data base for individualized instruction for children with exceptionalities. Students gain experience in designing classroom tests and examine test data to facilitate decision making. Pre-requisite: ESE 470; fully admitted to an undergraduate program/major in the Adrian Dominican School of Education or non-degree seeking teacher certification/re-certification.

490 Curriculum Design in Exceptional Student Education (3)

Provides fundamental information and competencies regarding the nature and needs of students with mild disabilities. Introduces curriculum models, including the administration of instructional systems and curriculum materials, taking into consideration federal laws, appropriations, staffings, and individualized education programs. Pre-requisite: ESE 470; fully admitted to an undergraduate program/major in the Adrian Dominican School of Education or non-degree seeking teacher certification/re-certification.

Course Descriptions— Prefix: TSL

400 Comprehensive ESOL Strategies (3)

This course develops the knowledge, skills, and dispositions necessary to prepare educators to understand cultural, developmental, linguistic, and social considerations upon which language acquisition and instruction are based. Equipped with this understanding, educators can bring to their future coursework, and ultimately to their classrooms, the knowledge, skills, and dispositions to develop, implement, and advocate for the most effective language instructional strategies as change agents in the service of stakeholders including students, student families and communities, and society in general. This is a core course in the Five-Year program. Field experience required.

415 ESOL Instruction and Assessment Practices (3)

This course is designed to build on the knowledge, skills, and dispositions acquired in the TSL 400, Comprehensive ESOL Strategies, course. The primary focus of this course is to link the theory and practice for effective and efficient instruction of and assessment for diverse K-12 English Language Learners (ELLs). Pre-requisites: TSL 400; fully admitted to an undergraduate program/major in the Adrian Dominican School of Education or non-degree seeking teacher certification/re-certification. This is a core course in the Five-Year program. Field experience required.

COLLEGE OF HEALTH SCIENCES

Pegge L. Bell, PhD, RN, APN, Dean

Faculty: Beason, Carr, Cervantes, Clarke, Colvin, Delpech, Fernandez, Hackett, Hershorin, Lamet, Lavandera, Little, Majka, Neely-Smith, Owen, Packert, Perkel, Rafalko, Rice, Spalding, Steffey, Whalen

History of the College

The College was formed in 2008 to facilitate the collaboration of existing schools and programs across the campus. The College now houses undergraduate and graduate programs that prepare students to become healthcare professions in a number of disciplines. The College consists of the Division of Nursing and the Departments of Biomedical Sciences, Allied Health, Cardiovascular Perfusion, Occupational Therapy, Anesthesia, Health Services Administration, and Public Health.

The purpose of the College of Health Sciences is to provide high-quality education that will prepare competent, thoughtful, ethical and compassionate health professionals who gain value in serving others. This is accomplished within an environment that fosters personal and professional growth.

The goals of the College of Health Sciences are to:

- 1) Provide a health professional education to a culturally diverse student body;
- 2) Offer didactic, laboratory, and clinical courses and other educational experiences that meet the requirements of Barry University and of entrance into professional programs and careers; and
- 3) Develop a sense of ethical and social responsibility through opportunities in local and global community service.

The College of Health Sciences strives to graduate professionals who demonstrate the knowledge, skills, and behaviors to be successful in their careers and contribute to the community they serve. Academic programs within the college provide students an opportunity to learn, grow, and develop into successful healthcare providers. Students learn in a number of culturally diverse communities, contributing to acceptance and respect for others. Graduates return to the community as informed and educated leaders.

The College of Health Sciences reserves the right to remove any student for academic or non-academic reasons as outlined in university, or program policies and procedures.

ALLIED HEALTH PROFESSIONS PROGRAM

Gerhild Packert, Ph.D., Program Director

Allied Health is a term used to describe a range of occupations in which individuals have responsibility for assisting, facilitating, or complementing physicians and other specialists in delivering healthcare services to patients. Advances in the prevention and diagnosis of disease, in therapy and rehabilitation, and the need to cope with new health and environmental concerns have increased demands for skilled personnel in allied health fields. A student entering these fields must possess manual dexterity, reliability, moral character, and the ability to remain calm, courteous, and efficient under adverse conditions and stressful situations. Barry offers a choice of three different programs for students seeking to meet the growing demand in these fields: Histotechnology, Medical Technology, and Nuclear Medicine Technology.

The curricula of the Allied Health Professions Program are dynamic, supported by the belief that society and the healthcare field are ever-changing. In keeping with the mission of Barry University, the Allied Health Professions Program aims to provide a quality education amidst an atmosphere of religious dimension, social responsibility, scholarly research and respect for human dignity.

Acceptance to Barry University does not automatically guarantee acceptance to the Allied Health Professions Program. Please contact the Office of

Health Sciences Admissions for more information about application procedures for Barry University students.

Clinical Biology (B.S.) Specialization Programs

Students will graduate from this program with a bachelor's degree in Clinical Biology and a specialization in either Histotechnology, Medical Technology, or Nuclear Medicine. Classes are offered in the afternoons, evenings and on weekends, providing education for traditional and non-traditional students alike. Participation in clinical experiences, rotations or fieldwork is a required part of the curriculum and will be undertaken off-campus at clinical affiliate sites. Credit for the internship is paid to the University at the usual tuition rate.

ADMISSION REQUIREMENTS

Applications are accepted on an ongoing basis. A \$30 application fee is required at the time of submission. Students seeking admission to the Allied Health Professions 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 may be 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. Students may transfer up to 64 credits from an accredited community college and an additional 26 upper-level credit hours from an accredited university.

All students must have received a minimum grade of C in all college-level prerequisites listed below, and an overall GPA of 2.5 (on a 4.0 scale).

PREREQUISITES

Biology (12 semester hours)

- General Biology
- Physiology with Lab
- Anatomy with Lab

Chemistry (8 semester hours)

- General Chemistry
- Introduction to Organic and Biological Chemistry with Lab

Math (6 semester hours)

- College Algebra
- Statistics

*Physics (4 semester hours)

- Required for Nuclear Medicine students only.

General Non-Academic Requirements

Vision

- Read charts, labels, graphs; 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 related to the chosen field

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) 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.

Educational Objectives

Graduates will have acquired the ability to:

Demonstrate entry-level competencies in the basic procedures of the chosen field.

Demonstrate the skills and attitudes needed for clinical competencies in the allied health professions.

Implement basic principles of laboratory and clinical safety procedures.

Develop the knowledge and skill in education, management and research to fulfill the leadership roles within the clinical environment.

Integrate knowledge and research to be able to critique and analyze data and published studies related to the field.

Develop an awareness of major health, social and economic problems of the community and the world at large.

Histotechnology Specialization

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 healthcare profession one of the most exciting and dynamic in the workplace today. Patient contact is limited.

Histotechnologists must have critical thinking skills, precision, fine manual dexterity, and the ability to work well under pressure and with minimal supervision. Additional requirements include the ability to operate basic instruments including microtome, cryostat, embedding stations and processing equipment, and the ability to perform basic maintenance procedures on this equipment. The ability to differentiate materials with the aid of a microscope is also required. Graduates from this program will have acquired the ability to demonstrate entry-level competencies in the basic procedures of fixation, embedding, frozen sectioning, microtomy, routine and special stains and immunohistochemistry.

The Histotechnology 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 Road, Suite 720, Rosemont, IL 60018 / Telephone: 773-714-8880 / Fax: 773-714-8886 / E-mail: info@naacls.org.

Medical Technology Specialization

Medical technologists are healthcare professionals that play a key role in examining and analyzing body fluids, and are trained to work with infectious specimen. Medical technologists use sophisticated precision laboratory equipment and work in all areas of the lab including hematology, microbiology, serology and blood banking. Clinical technologists develop and modify procedures, establish quality control programs and may supervise clinical laboratory technicians.

With increasing automation and use of computer technology the complexity of tests performed and the level of judgment needed is constantly increasing and the technologist must be able to work under pressure with minimal supervision. Patient contact is limited.

Some states require laboratory personnel to be licensed or registered. Information on licensure is available from state departments and/or health de-

partments. The National Accreditation Agency for Clinical Laboratory Sciences (NAACLS), the Commission on Accreditation of Allied Health Education Programs and the Accrediting Bureau of Health Education Schools are nationally recognized accrediting agencies.

Nuclear Medicine Technology Specialization

Nuclear medicine technology is a diagnostic technique that uses radioactive pharmaceuticals to provide information about the structure and function of bodily organs. Technologists prepare the dosage of the radiopharmaceuticals administered, position the patients, use sophisticated cameras to map the drug in the patient's body and obtain the images. This information is then used for diagnostic, therapeutic and research purposes. The nuclear medicine technologist has direct patient contact. Supervision is limited. Nuclear medicine technologists must be sensitive to patients' physical and psychological needs and must be able to operate complicated equipment that requires mechanical ability and manual dexterity. Excellent communication skills are required.

Educational requirements for nuclear medicine technologists vary from state to state; most states require certification or licensing. Certification is available from the American Registry of Radiologic Technologists (ARRT) and from the Nuclear Technologist Certification Board (NMTCB).

CORE COURSEWORK – BS in Clinical Biology Specialization Programs

BIOE 300	Special Topics: Orientation	(1 s.h.)
BIOE 300	Special Topics: QC in the Laboratory	(2 s.h.)
BIOE 300	Special Topics: Medical Terminology	(2 s.h.)
BIOE 303	Genetics	(3 s.h.)
BIOE 317	Laboratory Management Seminar	(2 s.h.)
BIOE 325	Microbiology	(3 s.h.)
BIOE 330	Cell Biology	(3 s.h.)
BIOE 455	Immunology	(3 s.h.)
BIOE 475	Seminar	(3 s.h.)
BIOE 484	Clinical Experience I - Histotechnology	(4-6 s.h.)
BIOE 489	Clinical Experience II - Histotechnology	(4-6 s.h.)
BIOE 480-485-490	Medical Technology	(4-6 s.h.)
BIOE 482-487-492	Nuclear Medicine Technology	(30 s.h.)

Additional courses available to students to satisfy upper-level biology requirements:

BIOE 300	Special Topics: Flow Cytometry	(2 s.h.)
BIOE 300	Special Topics: Immunohistochemistry	(2 s.h.)
BIOE 300	Special Topics: Cytology	(2 s.h.)
BIOE 300	Special Topics: Bioinformatics	(2 s.h.)
BIOE 300	Special Topics: Laboratory Safety	(2 s.h.)
BIOE 300	Special Topics: Hematology I*	(2 s.h.)
BIOE 300	Special Topics: Hematology II*	(2 s.h.)
BIOE 300	Special Topics: CLS Instrumentation	(2 s.h.)
BIOE 300	Special Topics: Clinical Chemistry I*	(2 s.h.)
BIOE 300	Special Topics: Clinical Chemistry II*	(2 s.h.)
BIOE 300	Special Topics: Serology*	(2 s.h.)
BIOE 300	Special Topics: Blood Banking*	(2 s.h.)
BIOE 300	Special Topics: Advanced Medical Technology I*	(2 s.h.)
BIOE 300	Special Topics: Advanced Medical Technology II*	(2 s.h.)
BIOE 346	Parasitology*	(3 s.h.)
BIOE 427	Biochemistry I*	(3 s.h.)
BIOE 428	Biochemistry II*	(3 s.h.)
BIOE 445	Microtechnique Lecture**	(2 s.h.)
BIOE 445L	Microtechnique Lab**	(2 s.h.)
BIOE 450	Histology Lecture**	(2 s.h.)
BIOE 450L	Histology Lab**	(2 s.h.)
BIOE 452	Quantitative Applications in Biology*	(3 s.h.)
BIOE 460	Advanced Histotechnology I**	(2 s.h.)
BIOE 465	Advanced Histotechnology II**	(2 s.h.)

* Required for Medical Technology students.

**Required for Histotechnology students.

General distribution courses needed to fulfill the degree requirements (refer to Catalog for course descriptions and requirements) can be taken concurrently through Barry University's School of Adult and Continuing Education (ACE). In fulfillment of the distribution requirement, PHI 353 – Biomedical Ethics is required.

DEGREE REQUIREMENTS

Major:	Minimum 50 semester hours in biology courses
Math:	6 semester hours, College Algebra and Statistics
Chemistry:	Minimum 8 semester hours exclusive of MLT Clinical Chemistry, equivalent to CHE 111 and CHE 152 or CHE 343 with lab.
Physics:	4 semester hours, required for Nuclear Medicine students
Computer:	Minimum 3 semester hours. (CAT 102 or CS 180)

Distribution: 36 semester hours, inclusive of PHI 353

Upper-Level credits: 48 semester hours

Total number of credits: 120

Graduation requirements for all majors include an exit interview, program evaluation and final written exam.

IMMUNIZATION AND PHYSICAL EXAMINATION

Before attending the Clinical Experience, the student must present proof of medical insurance, a 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.

PARTICIPATION IN THE CLINICAL EXPERIENCE

Students need 30 hours taken in residence at Barry University before enrolling in the Clinical Experience. Students may be required to relocate during the clinical session. Students must be financially prepared to enter into and complete the program. *Important Notice: Participation in clinical experiences, rotations or fieldwork is a required part of the curriculum for the BS in Clinical Biology Specialization Program and a requirement for graduation. Clinical affiliate sites require a drug and criminal background check in order to permit participation in the program's Clinical Experience. The program may deny a student's participation in the Clinical 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 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 screening and background checks will be done at the student's expense.*

The minimum passing grade for each Clinical Experience is: Clinical Experience I, "73" (C) or higher; Clinical Experience II, "83" (B) or higher.

The grading scale for the Clinical Experience courses is as follows:

93 – 100	= A
83 – 92	= B
73 – 82	= C
68 – 72	= D
Below 68	= F

PROGRESSION IN THE PROGRAM AND ACADEMIC DISMISSAL

Students must maintain an overall GPA of at least 2.5 at all times. Each didactic course must be passed with at least the minimally acceptable grade of C or higher. In the event a grade lower than C is received in any didactic biology course, the student must submit a letter to the program's Student Affairs Committee, requesting permission to repeat the course and continue in the program. The members of the Committee will evaluate the student's academic and advisee records, and depending upon this evaluation, the student may be allowed to repeat the course. If the permission is not granted, the student will not be able to continue in the program.

One didactic course may be repeated *one* time with the consent of the program's Student Affairs Committee. The grades of D,F, W, WP and WF are considered the same as a grade lower than C when repeating any didactic course.

Students will not be able to enroll in any clinical experience 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 and lab courses are taught at Barry University on the main campus. Clinical Experiences are offered at clinical affiliate sites throughout South Florida.

Any remaining distribution courses needed to fulfill the degree requirements (refer to Catalog for course descriptions and requirements) can be taken concurrently through Barry University's School of Adult and Continuing Education (ACE).

ACCREDITATION

Barry University's Histotechnology 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 Road, Suite 720, Rosemont, IL 60018 / Telephone: 773-714-8880 / Fax: 773-714-8886 / E-mail: info@naacls.org.

CLINICAL BIOLOGY COMPLETION PROGRAM

Barry's undergraduate Clinical Biology Completion Program prepares licensed allied health professionals, including histotechnicians, medical laboratory technicians, nuclear medicine technicians, respiratory technicians, and diagnostic medical sonography technicians, for a bachelor's degree in Clinical Biology. Students are able to transfer 64 semester hours from an accredited community college technician program, and up to an additional 26 upper-level semester hours from an accredited university. The students will progress toward a B.S. degree through afternoon, evening and weekend classes.

PREREQUISITES

Biology (12 semester hours)

General Biology
Physiology with Lab
Anatomy with Lab

Chemistry (8 semester hours)

General Chemistry
Introduction to Organic and Biological Chemistry with Lab

Math (6 semester hours)

College Algebra
Statistics

*Physics (4 semester hours)

Required for Nuclear Medicine students only.

General Non-Academic Requirements

Vision

- Read charts, labels, graphs; 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 related to the chosen field

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) 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.

Educational Objectives

Graduates will have acquired the ability to:

- Develop the knowledge and skill in education, management and research to fulfill the leadership roles within the clinical environment.
- Demonstrate the skills and attitudes needed for clinical competencies in the allied health profession.
- Implement laboratory and clinical safety procedures.
- Develop an awareness of major health, social and economic problems of the community and the world at large.
- Integrate knowledge of medical technology and scientific research to be able to critique and analyze data and published studies related to your field.

CORE COURSEWORK – Clinical Biology Completion Programs

All students must meet the following requirements:

BIOE 300	Special Topics: Orientation	(1 s.h.)
BIOE 300	Special Topics: Medical Terminology	(2 s.h.)
BIOE 300	Special Topics: QC in the Laboratory	(2 s.h.)
BIOE 303	Genetics	(3 s.h.)
BIOE 317	Laboratory Management Seminar	(2 s.h.)
BIOE 325	Microbiology	(3 s.h.)
BIOE 330	Cell Biology	(3 s.h.)
BIOE 346	Parasitology	(3 s.h.)
BIOE 455	Immunology	(3 s.h.)
BIOE 427	Biochemistry I	(3 s.h.)
BIOE 428	Biochemistry II	(3 s.h.)
BIOE 475	Seminar	(3 s.h.)

Additional courses to satisfy upper-level biology requirements are available. Please see: Core Coursework – BS in Clinical Biology Specialization Programs for a list of available courses.

Classes may be substituted at the discretion of the program's Student Affairs Committee.

General distribution courses needed to fulfill the degree requirements (refer to Catalog for course descriptions and requirements) can be taken concurrently through Barry University's School of Adult and Continuing Education (ACE). PHI 353 – Biomedical Ethics is required.

Each didactic course must be passed with at least the minimally acceptable grade of C or higher. Students must maintain a minimum overall GPA of 2.50.

DEGREE REQUIREMENTS

Major:	Minimum 42 semester hours in upper-level biology courses
Math:	6 semester hours, College Algebra and Statistics
Chemistry:	Minimum of 8 semester hours, exclusive of MLT Clinical Chemistry. CHE 111 and CHE 152 with labs can be transferred.
Physics:	4 semester hours, required for Nuclear Medicine students
Computer:	Minimum 3 semester hours, CAT 102 or CS 180
Distribution Requirements:	36 semester hours, inclusive of PHI 353
Upper-Level credits:	48 semester hours
Total number of credits:	120, with a minimum of 30 credits from Barry University

Graduation requirements for all majors include an exit interview, program evaluation and final written exam.

PROGRESSION IN THE PROGRAM AND ACADEMIC DISMISSAL

Students must maintain an overall GPA of at least 2.5 at all times. Each didactic course must be passed with at least the minimally acceptable grade of C or higher. In the event a grade lower than C is received in any didactic biology course, the student must submit a letter to the program's Student Affairs Committee, requesting permission to repeat the course and continue in the program. The members of the Committee will evaluate the student's academic and advisee records, and depending upon this evaluation, the student may be allowed to repeat the course. If the permission is not granted, the student will not be able to continue in the program.

One didactic course may be repeated *one* time with the consent of the program's Student Affairs Committee. The grades of D, F, W, WP and WF are considered the same as a grade lower than C when repeating any didactic course.

NATIONAL LICENSURE REQUIREMENTS

Upon successful completion of the Clinical Biology Completion Program, the student will be eligible for technologist certification by ASCP, NCA, AMT, NMTCB, ARDMS or other applicable certifying agencies. Please note that certification agencies may change their qualifying requirements; it is your obligation to meet those requirements.

POST-BACCALUREATE CERTIFICATE IN HISTOTECHNOLOGY PROGRAM

The Post-Baccalaureate Certificate in Histotechnology program is designed for students who have already earned a bachelor's degree from an accredited institution and have fulfilled the prerequisites listed above. This 4 + 1 program prepares the student for histotechnology certification with nine months of additional study, and includes a five-month Clinical Experience at clinical affiliate sites in South Florida. Students successfully completing the 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 your obligation to meet those requirements.

CORE COURSEWORK – Post-Baccalaureate Certificate Program

BIOE 300	Special Topics: Orientation	(1 s.h.)
BIOE 300	Special Topics: QC in the Laboratory	(2 s.h.)
BIOE 317	Laboratory Management Seminar	(2 s.h.)
BIOE 445L	Microtechnique Lab	(2 s.h.)
BIOE 445	Microtechnique Lecture	(2 s.h.)
BIOE 450L	Histology Lab	(2 s.h.)
BIOE 450	Histology Lecture	(2 s.h.)
BIOE 460	Advanced Histotechnology I	(2 s.h.)
BIOE 465	Advanced Histotechnology II	(2 s.h.)
BIOE 484	Clinical Experience I	(4-6 s.h.)
BIOE 489	Clinical Experience II	(4-6 s.h.)

PROGRESSION IN THE PROGRAM AND ACADEMIC DISMISSAL

Students must maintain an overall GPA of at least 2.5 at all times. Each didactic course must be passed with at least the minimally acceptable grade of C or higher. In the event a grade lower than C is received in any didactic biology course, the student must submit a letter to the program's Student Affairs Committee, requesting permission to repeat the course and continue in the program. The members of the Committee will

evaluate the student's academic and advisee records, and depending upon this evaluation, the student may be allowed to repeat the course. If the permission is not granted, the student will not be able to continue in the program.

One didactic course may be repeated *one* time with the consent of the program's Student Affairs Committee. The grades of D,F, W, WP and WF are considered the same as a grade lower than C when repeating any didactic course.

ACCREDITATION

Barry University's Post-Baccalaureate Certificate in Histotechnology 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 Road, Suite 720, Rosemont, IL 60018 / Telephone: 773-714-8880 / Fax: 773-714-8886 / E-mail: info@naacils.org.

Course Descriptions – Allied Health Professions Program

BIOE 300 Special Topics (1-3)

Content to be determined as required for accreditation or to fill specified needs or interests.

BIOE 303 Human Genetics (3)

The goal is to acquire an understanding of the relationship between genes and phenotypes. Emphasis will be placed on familiarizing the student with the molecular nature of the hereditary material, gene function, and gene inheritance. In addition, the student will be introduced to recombinant DNA technology and will learn how these techniques are utilized in human genetics.

BIOE 317 Laboratory Management Seminar (2)

General introduction to laboratory management for allied health professionals; emphasis on theories, methods, and techniques used in management, with specific application to the laboratory.

BIOE 325 Microbiology (3)

Bacterial and viral classification, structure, physiology, genetics, pathogenicity and immunology; methods of cultivation, identification, and control of microorganisms. Prerequisites: BIO 104 or equivalent; CHE 152 or 343.

BIOE 330 Cell Biology (3)

Biological processes in prokaryotic and eukaryotic cells, with emphasis on the correlation between structure and function on the molecular level. Prerequisite: BIO 104 or equivalent, CHE 152 or 343.

BIOE 346 Parasitology (3)

Morphology, taxonomy, identification, life cycle, host-parasitic relationship, and control of protozoan, helminth, and arthropod parasites. Prerequisite: BIO 104 or equivalent.

BIOE 427, 428 Biochemistry I, II (3) (3)

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

BIOE 445 Microtechnique and Lab (2) (2)

Theory and extensive hands-on experience in the histotechnology laboratory. Students learn how to use basic instrumentation in preparation for the Histotechnology Clinical Experience. Prerequisite: BIO 104, BIO 220 or equivalent, and BIOE 450/L.

BIOE 450 Histology and Lab (2) (2)

Microscopic identification of human tissues. Emphasis on the relationship between structure and function. Prerequisite: BIO 104, BIO 220 or equivalent.

BIOE 455 Immunology (3)

Major topics considered in this course are antibody formation, antigen-antibody interactions, biological effects of immunologic reactions, immunological specificity of normal diseased cells and tissues. Prerequisites: BIO 104 and any one of the following: BIO 253 or BIOE 325 or BIOE 330.

BIOE 460 Advanced Histotechnology I (2)

This course introduces students to advanced aspects of histological procedures used in clinical settings. The course will focus on the theoretical basis of immunohistochemistry, enzyme histochemistry and electron microscopy. Prerequisites: BIOE 445/L.

BIOE 465 Advanced Histotechnology II (2)

This course is a capstone course for the histotechnology program. 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: BIOE 445/L.

BIOE 475 Seminar (3)

Presentation of reports, discussions, lectures, and papers on selected topic(s) in biology.

BIOE 480-485-490 Clinical Experience – Medical Technology (30)

Clinical Experience with students' first exposure to the clinical environment. Prerequisites: Completion of didactic portion of the medical technology specialization.

BIOE 484 Clinical Experience I – Histotechnology (4-6)

Clinical Experience with students' first exposure to the clinical environment. Prerequisite: Completion of didactic portion of the histotechnology specialization.

BIOE 489 Clinical Experience II – Histotechnology (4-6)

Continuation of clinical experience with emphasis on achieving entry-level competencies for histotechnologists. Prerequisite: BIOE 484.

BIOE 482-487-492 Clinical Experience – Nuclear Medicine Technology (30)

Twelve-month period of academic and clinical training in an accredited school of nuclear medicine technology. (Fall, Spring, Summer)

For course description of all other courses see appropriate section of University Catalog.

CARDIOVASCULAR PERFUSION, B. S.

Cynthia Cervantes, BS, CCP, Director

Cardiovascular Perfusion is one of the newest and most challenging professions in medicine today. The cardiovascular perfusionist is a highly skilled, allied health professional trained and educated specifically as a member of the open heart, surgical team responsible for the selection, set-up and operation of a mechanical pump commonly referred to as the heart-lung machine. Although the perfusionist's primary role remains in Cardiovascular Surgery, additional scope of practice includes blood conservation, long-term support for respiratory failure, isolated limb perfusion for the treatment of malignant tumors, transplantation for heart, liver, and lung, and artificial cardiac assist devices. While operating the heart and lung machine, additional responsibilities include hemostasis management, blood gas analysis and myocardial protection.

Cardiovascular Perfusionists have grown from an era of on the job trained technicians to recognized and well respected allied health professionals with extensive education in theory and practice. These professionals apply their cardiopulmonary knowledge with cutting-edge technology in a dynamic medical setting.

PROGRAM OVERVIEW

Barry University has designed the Cardiovascular Perfusion Program to span five consecutive semesters (21 months including a summer session). The first two semesters are classroom instruction on campus with a

wet lab. The remaining three semesters are all clinical. Clinical practicum is full-time during the week and requires taking call with a clinical instructor. Clinical experience will consist of adult and pediatric rotations at clinical affiliates. Clinical relocation may be necessary, which may include the student providing for and maintaining housing and living expenses for the duration of the program. Students will be required to be within 30 minutes of the hospital when on call. Upon graduation, you will be awarded a Bachelor of Science in Cardiovascular Perfusion.

A prospective student should assess his capacity and suitability for becoming a cardiovascular perfusionist. This program is a highly intense 21-month program requiring both personal and financial sacrifices. The program demands a high degree of integrity, self-sufficiency, motivation, discipline and time management skills.

ADMISSIONS REQUIREMENTS

Students are admitted to the program only once a year in the fall and enrollment is limited. To be considered for admission into the program you **MUST** have completed a minimum of 59 hours of college prerequisites as follows:

Requirement	Credits
English*	6
Speech*	3
Math (general education, college algebra or higher)*	3
Physics with lab**	4
General Chemistry with labs**	8
Human Anatomy and Physiology with labs**	8
Biochemistry, Organic Chemistry or Cell Biology**	3
Social and Behavioral Sciences (3-6)*	9
Social Sciences: Economics, Geography, History, Political Science	
Behavioral Sciences: Anthropology, Criminology, Psychology, Sociology	
Humanities and Arts (3-6)*	9
Humanities: Foreign Languages, Literature, Arts: Art, Music, Photography, Theatre	
Computer Science	3
Theology or Philosophy	3

* **Not required for second bachelor's degree candidates**

** **Applicants must have an overall GPA of 2.5 (grading based on a 4.0 scale). All prerequisite courses are semester hours or equivalents. In addition, the core science courses require a grade of "B" or above with allowance for only 1 repeat of each core science course.**

Additional Admission requirements:

- A completed application and fee
- 2 official college transcripts
- 3 references from individuals who have known you in a working or educational environment
- A letter documenting the observation of an open heart surgical procedure signed and dated by a cardiovascular perfusionist
- A personal interview

Completion of the admission file is the sole responsibility of the applicant.

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) 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.

Educational Objectives

At the completion of the program, the graduate will be able to:

1. Apply the clinical skills and theoretical knowledge required for entry level positions in the field. They will be able to competently complete all phases of Cardiopulmonary Bypass including pre, intra and post-operatively.
2. Demonstrate compassion for patients and exhibit a strong sense of ethical behavior.
3. Collaborate with other members of the cardiovascular team and act as a resource person to other healthcare professionals and patients.
4. Achieve acceptable pass rates on the American Board of Cardiovascular Perfusion certification examination.
5. Become actively employed in the field of Cardiovascular Perfusion and become involved in professional societies, community service and continuing education.

Non-Academic Requirements

Vision

- Read charts, labels, graphs, 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 complex machinery

Psychological Skills

- Possess the emotional health required to utilize full intellectual abilities
- Recognize emergency situations and take appropriate actions

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 and to comply with criteria for the American Board of Cardiovascular Perfusion certification and adherence to the American Society of Extracorporeal Technology professional codes of conduct and practice.

ADDITIONAL PROGRAM REQUIREMENTS

In order to be awarded a Bachelor of Science degree, students must:

1. Satisfactorily complete all program course work;
2. Maintain a minimum C average for all courses, and an overall GPA of 2.5;
3. Perform a minimum of 75 satisfactory adult clinical bypass procedures and perform or observe a minimum of 10 pediatric clinical bypass procedures;
4. Maintain a student membership in the American Society of Extra-Corporeal Technology (AmSECT) and the Florida Perfusion Society (FPS);
5. Satisfactorily complete a final written and clinical simulation examination;
6. Have a current certification in Basic Life Support;
7. Proof of medical insurance and a physical examination must be presented prior to matriculation;
8. Proof of current immunizations to include Annual TB Screening (PPD), Diphtheria Inoculation Tetanus (DTP) within last 10 years, Measles, Mumps and Rubella (MMRx2), and Hepatitis B vaccination series, Trivalent Oral Polio Vaccine (TOPV) and Varicella must be presented before the student will be allowed to progress to the clinical rotations.

9. Affirm and attest that they are free of addiction to substances of abuse and are willing to adhere to Drug Free Workplace policies and procedures of affiliate clinical training sites, to included submission to randomized drug testing and/or testing for cause and upon program demand.

Important Notice: 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 a drug, criminal, and/or child abuse background check in order to permit participation in the program's clinical experience, rotation or fieldwork. Clinical rotation and fieldwork sites may deny a student's participation in the clinical experience, rotation or fieldwork 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 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 care professional. Information regarding individual eligibility may be obtained from the appropriate credentialing bodies. Drug and background checks will be done at the student's expense.

REQUIRED COURSES

First Year

Fall Semester

Description	Semester Hours
Basic Surgery & Monitoring	2
Perfusion Technology I	3
Perfusion Devices & Lab I	1
Cardiac Anatomy & Physiology	3
Physiological Management of Bypass	2
Biomedical Ethics	3
Elective Course	3
	17

Spring Semester

Cardiovascular Pathology	3
Cardiovascular Pharmacology	3
Perfusion Technology II	3
Perfusion Devices and Lab II	1
Cardiology	2
Research Methodology	1
Theology	3
	16

Summer Semester

Clinical Practicum I	12
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Second Year

Fall Semester

Clinical Practicum II 12

Spring Semester

Clinical Practicum III $\frac{12}{69}$

Total Required for Graduation 69

The program is fully accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Upon successful completion of all program requirements, each graduate will be eligible to enter the perfusion certification process with the American Board of Cardiovascular Perfusion (ABCP).

PROGRAM PROGRESSION AND DISMISSAL

Didactic – Students must maintain a grade point average (GPA) of 2.5 or above to advance in the program. All major and non-major courses taken will count toward the overall GPA. Each didactic course must be passed with, at least, the minimally acceptable grade of C or higher as well as satisfactorily completing all of the required course components. Students will not be able to enroll in Clinical Practicum I until all didactic courses have been successfully completed with a grade of C or higher and an overall GPA of 2.5. Students failing a didactic course will not be granted automatic readmission and will need to petition for re-admittance in the fall of the following year. Students returning because of academic dismissal must start from the beginning of the program and retake all program specific courses. If failure occurs a second time this will result in automatic termination from the program without the possibility of re-enrolling.

Clinical – Students are expected to demonstrate achievement and progression of clinical skills while demonstrating patient safety at all times. Failure to demonstrate competency and safety is grounds for immediate dismissal from the program. The clinical handbook provides more detail.

COURSE DESCRIPTIONS

Cardiovascular Perfusion Prefix: CVP

310 Cardiac Anatomy and Physiology (3)

Structure and mechanisms by which the cardiovascular system functions in relationship to other organ systems. Prerequisite: Program Admission.

340 Basic Surgery and Monitoring (2)

Exposure to sterile and aseptic techniques, interrelationships among personnel and surgical techniques within the operating room relating to perfusion. Prerequisite: Program Admission.

350 Perfusion Technology I (3)

Introduction to the various components that comprise the software and hardware of the perfusion circuit and techniques in their utilization. Prerequisite: Program Admission.

360 Perfusion Devices and Lab I (1)

Extensive hands-on experience in the perfusion wet-lab. Students learn and demonstrate proper circuit assembly utilizing a roller pump with a basic knowledge of the mechanics. Prerequisite: Program Admission.

400 Cardiovascular Pharmacology (3)

Study of the various pharmacological interventions utilized for cardiovascular patients. Prerequisites: CVP 310, 340, and 350.

410 Research Methodology (1)

Applications of how to interpret, write, and present scientific data pertinent to perfusion science. Prerequisites: CVP 350 and 360.

420 Cardiology (2)

Study of normal and abnormal EKG's, echocardiography, electrophysiology treatments, cardiac catheterization, and related procedures. Prerequisites: CVP 310 and 340.

430 Physiological Management of Bypass (2)

Understanding physiological changes occurring during cardiopulmonary bypass and appropriate evaluation for correction and patient safety. Prerequisite: Program Admission.

440 Cardiovascular Pathology (3)

Understanding of pathological conditions that exist in all organ systems, with special emphasis on the cardiovascular system. Prerequisite: CVP 310.

450 Perfusion Technology II (3)

Emphasis on the numerous long-term support technologies that are utilized separately or in conjunction with the heart-lung machine and additional ancillary equipment utilized for patient evaluation and support. Prerequisite: CVP 350.

460 Perfusion Devices and Lab II (1)

Emphasis on set-up and priming of different pump systems utilizing centrifugal pumps and perfusion techniques. Prerequisite: CVP 360.

470 Clinical Practicum I (12)

An introduction to clinical experience with the students' first major exposure to the operating room environment. (Approximately 600 clinical hours) Prerequisites: CVP 400, 410, 420, 440, 450, 460.

475 Clinical Practicum II (12)

Essentials of clinical perfusion with emphasis on cardiopulmonary bypass case management. (Approximately 600 clinical hours) Prerequisite: CVP 470.

480 Clinical Practicum III (12)

Operation of complex perfusion related devices and students' participation in emergency procedures. (Approximately 600 clinical hours) Prerequisite: CVP 475.

OCCUPATIONAL THERAPY

Belkis Landa-Gonzalez, Ed.D., Director

The Occupational Therapy Program at Barry University has prepared students for careers as occupational therapists since 1989. Because the program is designed for working adults, occupational therapy courses are scheduled on weekends.

In 1999, the American Occupational Therapy Association voted to move the education of occupational therapists to the graduate level. The last undergraduate students were admitted to Barry's Occupational Therapy Program in 1999; students are no longer admitted at the undergraduate level.

Barry University currently offers a weekend program leading to the Master of Science in Occupational Therapy. Information about program requirements and application procedures is included in the current Graduate Catalog.

A bachelor's degree is required for admission to the M.S. program. If you are interested in the Occupational Therapy Program, but have not yet completed a bachelor's degree, you may wish to contact the Director about choosing undergraduate courses which will support your application to the professional curriculum. Evening courses leading to baccalaureate degrees are offered through Barry University's School of Adult and Continuing Education.

**POST-BACCALAUREATE/
MASTER OF BIOMEDICAL
SCIENCE COMBINATION
PROGRAM**

Ralph Laudan, Ph.D., Associate Dean

POST-BACCALAUREATE PROGRAM

The two year Post-Baccalaureate/Master's Combination Program is designed for students of high potential, seeking a career change by pursuing premed and subsequent medical studies.

This program encourages students with a bachelor's degree to strengthen their undergraduate and/or graduate credentials for application to U.S. medical schools. Candidates will have the opportunity to pursue a coordinated program of required undergraduate science courses in the various disciplines.

ADMISSION REQUIREMENTS

Admission to the post-baccalaureate program is based upon several criteria:

- a bachelor's degree from a regionally accredited college or university, with a minimum grade point average of 2.70;
- official transcripts from all undergraduate institutions attended;
- receipt of official MCAT or DAT scores now or at the time of application to the Master of Biomedical Science Program;
- a typed personal statement describing your future goals; and
- three letters of recommendation: Two letters from undergraduate science faculty members, and one from an advisor or current employer.

CURRICULUM

- 8 s.h. Math (Precalculus)
- * 8 s.h. General Chemistry with Lab
- * 8 s.h. Physics with Lab
- * 8 s.h. Organic Chemistry with Lab
- * 8 s.h. Anatomy & Physiology with Lab
- * 4 s.h. Zoology with Lab
- 8 s.h. Anatomy & Physiology strongly recommended

*Starred courses are required by most medical schools.

MASTER'S PROGRAM

Upon completion of all post-baccalaureate program requirements, a candidate's credentials will be considered for admission to the Master of Biomedical Science Program. The file must be appended to include an application for graduate admission, post-baccalaureate course transcripts and satisfactory scores on the MCAT or DAT. (See Master of Science in Biomedical Sciences Program.)

Limited financial support may be available for this program.

The College of Health Sciences at Barry University has conducted a special one year program leading to the M.S. in Biomedical Sciences (MBS). While completion of the program does not guarantee acceptance to medical school, approximately 78% of the Track I students over the past 24 years have gained admission to medical or dental schools, as well as schools of osteopathic, veterinary, and podiatric medicine throughout the United States, including the Barry University School of Podiatric Medicine.

Students that are accepted into the Option I – 1 year master's degree program after completing the Post-Baccalaureate Program, may take some of the following courses with the first year podiatric medical students: Biochemistry, Histology, and Neuroanatomy.

Completion of 36 graduate credits with a minimum grade point average of B (3.00), with no more than 8 semester hours of C work, must be maintained. Courses with D or F grades must be repeated and replaced with grades of B or better. In addition, each student must pass a written comprehensive qualifying examination with an overall score of 70% or better before a candidate can be awarded the M.S. degree.

Students should also be aware that the course load required for completion of the master's degree in one year is twice that of the standard course load in our traditional graduate programs.

A student who has had precalculus could complete this post-baccalaureate program in one year (including summer sessions) and apply to the Master's program in Biomedical Sciences for the second year.

COLLEGE OF HEALTH SCIENCES

Division of Nursing

Claudette Spalding, PhD, ARNP, CNAA, Associate Dean and Chair

Faculty: Beason, Carr, Clarke, Colvin, Delpech, Hackett, Hershorin, Lamet, Lavandera, Little, Majka, McCarthy, Neely-Smith, Owen, Perkel, Rafalko, Rice, Spalding, Steffey, Whalen

Philosophy

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 Health Sciences (CHS) philosophy and supports the purpose of the Division of Nursing (DON).

The faculty believes 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 fun-

damental 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 believes 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 clinicians, educators, leaders, researchers, scholars, and visionaries.

Nursing scholarship advances the knowledge base of the discipline by promoting inquiry, generating and utilizing research, and selecting theoretical knowledge that is compatible with our professional values and practices. Inquiry is paramount to competence in professional practice and life long 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 facili-

tate analytical reasoning, critical thinking, evidence based practice, and the ability to construct knowledge. Quality of life and the health care needs of individuals, families, and communities inform and reform the curricula as faculty and students engage in the scholarly search for meaning and understanding in professional nursing.

The philosophy of the Division of Nursing articulates with the philosophy of the CHS 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.

Purpose

The undergraduate nursing program consists of the entry-level BSN program and the RN to BSN program. The undergraduate program is based on a Judeo-Christian heritage and humanistic framework which seeks to lay a foundation for safe, compassionate and multiculturally sensitive professional practice. The undergraduate program prepares clinically competent professional registered nurses for employment settings that require: critical thinking and leadership/management skills to communicate with patients and other health care providers; participation in change related to the provision of nursing care; the inculcation of nursing and health related research; the ability to educate individuals, families, and communities regarding health promotion, risk reduction, and disease prevention; participation in continued personal and professional growth; and preparation for graduate study in nursing.

Curriculum

The nursing faculty has developed a contemporary curriculum designed to prepare nursing students for professional nursing practice in the new millennium. This program is grounded in Community Focused Education (CFE) which requires ongoing partnerships among students, faculty and community members. In community focused education, each defined community is a unique, multidimensional context for learning. Educational opportunities provide a variety of healthcare delivery experiences that are determined by the needs and resources of both the community and the nursing program. The undergraduate curriculum in the Division of Nursing is based on nine significant processes. These processes evolve from beliefs about human beings and their environment; the American

Nurses Association definition of nursing as a profession; and from the intellectual disciplines of natural and social sciences, psychology, education, administration, and the humanities. The nine processes which comprise the practice of nursing and upon which the undergraduate curriculum is based include change, communication, critical thinking, leadership, nursing, professionalism, research, teaching/learning and multicultural health.

Outcomes

In accordance with *The Essentials of Baccalaureate Education for Professional Nursing Practice* of the American Association of Colleges of Nursing (1998), the faculty identified the following outcomes expected of each student at the end of the baccalaureate program in nursing:

- Synthesize knowledge, skills, and technology from the practice and science of nursing, the arts, humanities, and the sciences to engage in critical thinking and the nursing process, incorporating the mind, body, and spirit, in the care of diverse individuals, families, and communities.
- Incorporate nursing and health related research findings in the delivery of comprehensive nursing care.
- Adapt practice, teaching, and communication through knowledge of multicultural norms and beliefs.
- Incorporate strategies for health promotion, risk reduction, and disease prevention in the care of diverse individuals, families, and communities.
- Integrate leadership and management principles to coordinate, manage, delegate, and evaluate care with diverse individuals, families, and communities in multiple contexts.
- Coordinate care for diverse individuals, families, and communities through collaboration with the multidisciplinary healthcare team.
- Evaluate the impact of political, legal, and ethical factors on the health of individuals, families, and communities and the effect of the students' participation in those processes.
- Embrace professional practice through assuming responsibility and accountability for actions and a commitment to education and self evaluation.

Accreditation

The UG nursing program is approved by the Florida Board of Nursing (FBON) since 1953. The FBON may be contacted at 4080 Woodcock Drive, Suite 202, Jacksonville, FL 32207. The UG program was initially accredited by the National League for Nursing (NLN) in December, 1962, and is presently accredited by the Commission on Collegiate Nursing

Education (CCNE). Accreditation is an indication of public approbation, attesting to the quality of the educational program and the continued commitment of the sponsoring institution to support the program. For further information about the accreditation of the UG nursing program, please contact the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, (202) 887-6791.

Programs & Options

Pre-Nursing:

The pre-nursing curriculum is the first two-years of general education, pre-requisites and supporting courses needed for a baccalaureate degree in nursing at Barry University. However, students can complete the below requirements within a shorter period of time by taking selected courses in the summer (see pre-nursing program requirements below).

All freshmen and transfer students not meeting the requirements for admission to the BS nursing program will be admitted to the pre-nursing program. The requirements for the program include:

1. **Freshman** - High school GPA of 2.5 or higher; completion of high school or college courses in biology and chemistry (including laboratories) with a minimum grade of C in each; completion of Algebra II or equivalent, with a minimum grade of C; and, achievement of a minimum score of 800 on the SAT or 17 on the ACT.
2. **Transfer students with more than nine (9) credits outstanding or with nine (9) credits or less outstanding and a GPA of at least 2.5, but less than 3.2** – Achievement of a minimum of 2.5 cumulative college GPA with fewer than 5 Ws, Ds, or Fs; earned at least a C in each of the required science courses taken (Anatomy & Lab, Physiology & Lab, Microbiology & Lab, Biochemistry & Lab) without repeats; and, earned at least a C in all liberal arts courses.

All pre-nursing students will be advised in the Division of Nursing to ensure satisfactory completion of required courses needed to be considered for the nursing program. **Completion of pre-nursing does not guarantee admission to the nursing program.** Students must apply separately to the nursing program after meeting the requirements for admission (see admission requirements to nursing program below).

Freshman students applying for the nursing program will have to complete all pre-nursing courses before admission can be considered. Transfer students applying for the Traditional 2-year Option track will be allowed up to nine (9) non-nursing course credits to complete and those applying for the Accelerated

Option track will be allowed up to six (6) non-nursing course credits to complete before being considered for admission to the nursing program. However, for all students, the following courses must be completed before being considered for acceptance to the nursing program: Anatomy and Lab, Physiology and Lab, Microbiology and Lab, Biochemistry and Lab, Therapeutic Nutrition, Development psychology, Pathophysiology and statistics.

Bachelor of Science Degree:

The baccalaureate degree in nursing may be earned either as an entry-level student or as a registered nurse (RN) student. Entry-level students may earn a BSN through the various options:

- a. Traditional Option which takes two(2) years to complete and includes Baptist Bond option
- b. Accelerated Option which takes 15-months to complete.

Students applying for the Baptist Bond Option must first be accepted into the nursing program, then interviewed and accepted by Baptist Health South Florida (BHSF). Upon acceptance to this program option, BHSF pays half of the student's tuition in return for 3-year employment commitment upon graduation. For complete information regarding this program, please visit our website at <http://www.barry.edu/Nursing/Default.asp>.

The Accelerated Option (AO) may be chosen by students who have at least a bachelor's degree in another field or a 3.2 GPA in the most recent 60 credits of course work leading to a bachelor's degree and have no more than six (6) non-nursing credits to complete. The AO student may earn prerequisite course credit through CLEP, transfer, correspondence, or by challenging or enrolling in courses at Barry University. All nursing courses are taken full time at Barry during four 15-week terms beginning in January and ending the following May.

Because time in class or clinical approximates 40 hours per week, it is not usually possible for an AO student to work during the year of enrollment in nursing courses. Advance preparation should be made for financing during that year. Some financial aid and loans are available, and students are encouraged to seek assistance from the Financial Aid Office. The cost for tuition and fees for the nursing credits equals that for four full-time semesters. Books, uniforms, and other requirements will be additional costs.

The RN-BSN degree program takes 15-months to complete the nursing courses. These students are required to have a cumulative G.P.A. of at least 2.50; a current active license from the State of Florida, and professional liability insurance. The RN student may be admitted to the program with various amounts of

non nursing course credits to complete. However, the student will not be allowed to begin nursing courses unless s/he has no more than nine (9) non nursing course credits to complete.

Admission requirements for all BSN Programs & Options are described in detail below.

Core Performance Standards for Admission, Progression, and Graduation

Performance	Standard	Examples of Necessary Activities (Not all inclusive)
Critical Thinking	Critical thinking ability sufficient for clinical judgment	Identify cause-effect relationships in critical situations, develop nursing care plans.
Interpersonal	Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds	Establish rapport with patients/clients and colleagues.
Communication	Communication abilities sufficient for interaction with others in oral and written form	Explain treatment procedures, initiate health teaching, document and interpret nursing actions and patient/client responses. Give oral and written reports to other members of the health care team.
Mobility	Physical abilities sufficient to move from room to room and maneuver in small spaces	Move around in patient rooms, work spaces, and treatment areas, administer cardiopulmonary resuscitation procedures. Meet responsibilities in a timely manner.
Motor Skills	Gross and fine motor abilities sufficient to provide safe and effective nursing care	Calibrate and use equipment; safely position, lift, and transfer patients/clients.
Hearing	Auditory ability sufficient to monitor and assess health needs	Hear monitor alarm, emergency signals, auscultatory sounds, cries for help.
Visual	Visual ability sufficient for observation and assessment necessary in nursing care	Observe patient/client responses at a distance and close at hand. Comprehend three-dimensional relationships and spatial relationships of objects.
Tactile	Tactile ability sufficient for physical assessment	Perform palpation, auscultation, percussion and functions of physical examination and/or those related to therapeutic intervention.
Social Behavior	Compassion, integrity, interpersonal skills, interest and motivation	Develop a mature, sensitive and effective relationship with clients.

BACHELOR OF SCIENCE IN NURSING (BSN)

Admission, Progression & Graduation Requirements

To be considered for acceptance to the Traditional and accelerated options, the following are required:

Traditional & Accelerated Options

Requirements	Traditional Option freshman student after completing pre-nursing (2-years)	Traditional Option transfer student and Baptist Bond students (2-years)	Accelerated Option (15-months)
GPA	3.2	3.2	3.2
Liberal Arts Outstanding	Zero (0)	Nine (9)	six (6)
Liberal Arts Grades	C or greater	C or greater	C or greater
Science Grades (must be completed before admission to the program)	C or greater, no repeats	C or greater, no repeats	C or greater, no repeats
Courses underlined below (must be completed before admission to the program)	C or greater, one (1) repeat	C or greater, one (1) repeat	C or greater, one (1) repeat
Letter of Recommendation from college/university Professors	Two (2)	Two (2)	Two (2)
Interview	Possible	Possible for main-campus students and definite for Baptist Bond students by Baptist Health South Florida (BHSF)	Possible

Note: **DIN271–Therapeutic Nutrition,**
PSY382–Developmental Psychology,
MAT152–Probability & Statistics and
NUR216/0216–Pathophysiology

Applicants are notified in writing of the admission decision after all application materials have been received and evaluated. Completion of the admission file is the responsibility of the applicant. Applicants must provide two (2) letters of recommendations from prior and/or present college/university faculty. The letters must be on college/university letterhead and mailed directly to Barry University Division of Nursing, **ATTN: Ms. Terri Navarro**, UG Admission Advisor, 11300 NE 2nd Ave, Miami Shores, FL, 22161. An interview with an academic advisor may be required before acceptance to any of the nursing programs and options. Applicants applying for Baptist Bond will have to be interviewed and accepted by BHSF after being accepted to our Traditional (2-year) nursing program.

Note: A License Practical Nurse (LPN) applicant must meet the above requirements applicable to them as well as the following:

- (1) achievement of at least an 80% average in practical nursing coursework; and,
- (2) hold a current Florida L.P.N. license or proof of eligibility to sit for the NCLEX-PN.

Additionally, LPN students have the option to test out of two required courses:

- NUR 212 Therapeutic Nursing Interventions (3 credits)
- DIN 271 Nutrition in Clinical Care (3 credits)

Please note that meeting the admission requirements does not guarantee admission to our nursing programs. Also, due to a high demand for and the competitive nature of our nursing programs, the applicant may be accepted, but placed on a waiting list to begin the program.

The following are the admission application dead-lines and notification date for Barry University Division of Nursing undergraduate programs:

Admission File Completion Dates	Applicant Notification Dates
January 8	January 29
March 5	March 26
May 7	May 28
July 2	July 30
September 3	September 24
November 5	November 26

Note: Students accepted to the BSN program for fall 2010 and spring 2011 were accepted under 2009-2010 UG Catalog BSN program admission requirements and program options.

Background Check and Drug Screening

Clinical agencies require students to be fingerprinted, pass drug screening and background checks, and clear the HHS/OIG list of excluded individuals and the GSA list of parties excluded from federal programs. Compliance with this requirement and satisfactory findings are essential for clinical placement and progression. Students who fail to submit to a background check or students whose background checks indicate a conviction as specified in Florida Statutes, Title XXXI, Labor Chapter 435 Employment Screening (level 2), which can be found at <http://www.leg.state.fl.us/Statutes/index.cfm?Appmode=DisplayStatute&URL=Ch0435/ch0435.htm> or have a positive drug screen will be unable to enroll in or remain in the nursing program. To complete the background and drug screen requirements click on the Background Checks box in the left column of this page, and the link to American Databank will appear. This link will allow you to begin the application process and set up a method of payment to American Databank, the sole company handling the Division of Nursing's screenings. **Please note there will be a fee of \$115 for the background check and drug screening.** When placing your background check order, click "I want to receive a copy of my background check and drug screening." This will enable you to have a copy of the reports that we receive. It should be kept in your portfolio in the event a clinical agency requests to see it. Once American Data Bank receives payment, they will send you the necessary information and forms to get your drug/background check processed.

The cost of background checks, fingerprinting, and drug screening is the responsibility of the student. These requirements must be completed no later than July 1st. Students beginning the undergraduate Accelerated Option program in January must have this completed no later than December 15th of the year prior to their enrollment in nursing courses.

Health & Insurance Requirements

Submission of evidence of health status acceptable for the practice of nursing (which include an annual physical, up-to-date immunization status and tuberculosis [TB] screening); health insurance (see Health Insurance Section of this Catalog); American Heart Association [AHA] approved Basic Life Support [BLS] for Healthcare Providers or American Red Cross CPR/AED for Professional Rescuers; and, liability insurance. The liability insurance fee will be charged to all nursing students; however students who provide proof of comparable liability insurance

coverage to the Business Office within 30 days of billing will have their account credited for the premium. Some clinical agencies may have additional requirements that students must meet. **Students (traditional, accelerated and RN-BSN) not meeting these requirements will not be eligible for admission to the program; and, students already admitted to the program will not be able to continue in the program.**

Continuing Education Offerings

In addition to the degree programs, the Division of Nursing is approved by the Florida Board of Nursing to provide non-credit continuing education offerings for registered and licensed practical nurses, and offers many opportunities for student intellectual growth and service. Additionally, the DON offers Basic Life Support (BLS) classes.

Opportunities for Student Growth and Service

Among the opportunities for student activities within the DON is the *Nursing Student Association (NSA)*, which is a constituent of the Florida Nursing Student Association (FNSA) and the National Student Nurses Association (NSNA). The NSA prepares students for the assumption of professional responsibilities, promotes and encourages participation in community service and activities toward improved health care, nursing education and legislative issues. Additionally, this pre-professional organization offers opportunities for student socialization, recognition, and scholarship. Active membership as a student is rewarded by a special one year membership in the Florida Nurses Association after graduation.

The Division of Nursing supports the *Lambda Chi Chapter of Sigma Theta Tau International*, the international honor society for nursing. The purposes of Sigma Theta Tau International are to: recognize superior academic achievement; recognize the development of leadership qualities; foster high professional standards; encourage creative work; and strengthen commitment to the ideals and purposes of the profession. Lambda Chi sponsors an annual research conference and provides other programs of professional and scholarly interest.

The **Center for Interdisciplinary Scholarship (CIS)** guides, supports, and assists with the discovery, application, integration and dissemination of scholarly work for the faculty and students of the College of Health Sciences (CHS). The Center is guided by

Boyer's model of scholarship, which includes the scholarship of discovery, application, integration, and teaching. The Center provides support in the creation of scholarly activities that affect multicultural health, guide faculty and students in the design of scholarly inquiry, assist with the dissemination of scholarly work, houses scholarly resources for faculty and student use, provides support to develop skills in proposal writing and publishing, reviews IRB proposals to assist faculty and students, and supports scholarship that is created/formed by practice, community services, and /or teaching.

Americans With Disabilities Act

In keeping with its mission and goals, and in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, Barry University's CHS and DON promotes an environment of respect for and support of persons with disabilities. The two categories of individuals with disabilities are: a) individuals with a physical or mental impairment that substantially limits one or more major life activities; and b) individuals with a record of physical or mental impairment that substantially limits one or more major life activities. Major life activities include caring for oneself, performing manual tasks, walking, seeing, hearing, breathing, learning, and working.

The term "physical impairment" includes, but is not limited to: orthopedic, visual, speech and hearing impairments; cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, HIV disease (symptomatic and asymptomatic), tuberculosis, drug addiction, and alcoholism. Mental impairments include mental or psychological disorders such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

Individuals applying for admission, progression to clinical courses, and graduation from nursing must be able to meet the physical and emotional requirements of the academic program. Individuals who pose a direct threat to the health or safety of others or to themselves may be denied admission, progression, or graduation. The division's determination that a person poses a direct threat will be based on an individualized assessment that relies on current medical evidence or on the best available objective evidence to assess: a) the nature, duration and severity of the risk; and b) the probability that the potential injury will actually occur.

The faculty, having accepted that nursing is a practice discipline with cognitive, sensory, affective and psychomotor requirements, has adapted a list of "Core Performance Standards" based on a document of the Southern Council on Collegiate Education for Nursing. This list provides an objective measure upon which an individual and the faculty can base informed decisions regarding whether the individual is "qualified" to meet the requirements of the academic program. Each standard has an example of activities which a student would be required to perform while enrolled in a nursing program.

Progression Through & Graduation From The Nursing Program

Admission to nursing does not guarantee graduation from the program. The nursing faculty reserves the right of retaining, progressing, and graduating those students who, in its judgment, satisfy the requirements of scholarship, health, and personal suitability to practice professional nursing.

TWO-YEAR OPTION

Students in the Basic Option may accelerate their program with the Two-Year Option. In this option, the qualified student may complete all the nursing courses in two years. To progress into this option, the student must meet the following requirements:

- (1) earn at least a B in NUR 200, NUR 215/0215, NUR 216/0216, NUR 220, NUR 212, and NUR 283;
- (2) earn at least a C in all liberal arts courses taken with nursing courses;
- (3) have no more than 9 liberal arts credits to complete by the end of the sophomore year; and
- (4) earn at least a 3.2 cumulative grade point average.

At the end of the sophomore year, students eligible for the program will enroll in junior courses in the summer and fall semesters, and take their senior courses in an accelerated spring semester.

For accurate advising, students planning to enroll in the Two-Year Option should confer with their advisors while taking the science and liberal arts requirements.

Students admitted to the Two-Year Option must earn a minimum of C in junior and senior level courses in order to progress in the option. After conferring with their advisor, students in the Two-Year Option may elect to complete the program in the Basic Option.

Requirements	Basic Option, 2-Year Option, Baptist Bond Option & Traditional Option (begins fall 2011)	Accelerated (15-month) Option
GPA	2.5	2.5
Passing Grade	76% or greater	76% or greater
Course Repeats	One (1) repeat	One (1) repeat
Evolve Reach (HESI) Level Exams	At least a 750 or remediation	At least a 750 or remediation
Evolve reach (HESI) Exit Exam	At least a 850 or a passing grade on an approved NCLEX-RN review	At least a 850 or a passing grade on an approved NCLEX-RN review
Graduation Month	May	May
NCLEX-RN Eligibility Month	June	June

To successfully progress through and graduate from the BSN program, the student must be in compliance with background checks, CPR/BLS completion certification, health and insurance requirements. The following are additional information regarding program progression, graduation, licensure exam and practice eligibility:

FAILURE IN NURSING COURSES

Any grade lower than a C is considered a failure in all UG nursing courses.

1. In the event a grade lower than a C is received in any undergraduate nursing course, students wishing to repeat the course must submit a letter to the Student Affairs Committee (SAC) before the start of the course requesting permission to repeat the course and continue in the nursing program. The members of the SAC will evaluate the student's academic and advisee records. Depending upon the outcome of the SAC's evaluation, the student may be allowed to repeat the course or be advised that permission has not been granted, and therefore, the student cannot continue in the nursing program.
2. One nursing course may be repeated one time with the permission of the SAC. A student receiving a second failure in any UG nursing course will not be permitted to continue in the nursing program.
3. The grades of D, F and WF are considered the same as a grade lower than C when repeating any undergraduate nursing course.
4. Accelerated Option students who receive lower than a C grade (eg. D, F and WF) in a nursing course may petition to the SAC to continuation in the Division of Nursing's Basic Option (Traditional Option after spring 2011) and repeat the course.

Evolve Reach (HESI) Level & Exit Exams

At the end of the sophomore and junior years, the student must take a comprehensive level exam. At the end of the senior year, the student must pass a nationally standardized program comprehensive exam to be eligible for graduation. Complete information regarding these mandatory exams is outlined in the UG Student Policy & Procedure Manual at <http://student.barry.edu.ezproxy.barry.edu/directory/Nursing.htm>

TRANSPORTATION

Students are responsible for providing their own transportation to and from all health agencies and other selected experiences such as home visits to patients, parents, and families and clinical experiences in hospitals.

RN LICENSURE (NCLEX-RN)

Upon completion of all nursing program requirements, including passing a nationally standardized comprehensive examination, the graduate is eligible to take the National Council Licensure Examination (NCLEX-RN). As part of the licensure application process, arrest and court records of final adjudication for any offense other than a minor traffic violation must be submitted to the Board of Nursing for review. Applications of those who have been convicted of a felony and whose civil rights have not been restored are considered to be incomplete until documentation of restoration of civil rights is received.

The Medicaid Fraud bill passed contains provisions concerning the licensure of healthcare providers convicted of certain felonies. If a provider or applicant has a history of a conviction for any felony relating to medical fraud, non-medical fraud or controlled substances, they may not be issued a license for 15 years after their probation has ended.

Effective July 1, 2009, Title XXXII Section 456.0635, Florida Statutes, requires health care boards or the Department of Health to refuse renewal of a license, certificate or registration or admit a candidate for examination, if the applicant meets certain conditions. Florida Statutes: Title XXXII FLS 409; Title XLVI FLS 817 and FLS 893. Website for Florida Statutes www.flsenate.gov

The application and records should be filed at least 90 days before the examination date in case a student may be required to appear before the Board.

R.N. TO B.S.N. PROGRAM & OPTIONS

Graduates of state-approved diploma and associate degree programs in nursing are eligible to apply for admission to the baccalaureate program in the Registered Nurse Options. The program is designed to be flexible and responsive to individual students' needs as possible within the constraints of curriculum, university and accreditation requirements, and quality educational theory. The program is designed to be 15-months (four semesters) long, but the time in the program may vary dependent upon the option chosen, amount of acceptable transfer credit; success in completion of CLEP, proficiency, and nursing examinations; and part-time or full-time status.

Admission to the R.N. to B.S.N (including RNs holding a bachelors degree in another discipline other than nursing) requires the student to have a cumulative G.P.A. of 2.50; a current active license from the State of Florida and professional liability insurance. The RN student may be admitted to the program with various amounts of non nursing course credits to complete. However, the student will not be allowed to begin nursing courses unless s/he has no more than nine (9) non nursing credits of to complete.

Alternatives to Earn Credit

Requirements of the program are met through CLEP, nursing mobility and achievement examinations or their equivalents, proficiency examinations, transfer, correspondence courses, or by enrolling in courses at Barry University. To be accepted in transfer, credit must have been completed with at least a grade of C at a regionally accredited college or university. Please refer to the transfer credit policies in this catalog for complete information.

Proficiency Examinations

One way in which the R.N. student may receive credit for a course at Barry University is by the proficiency exam. The following proficiency exams

are available through the Division of Nursing: CHE 152-Biochemistry; BIO220-Human Anatomy; BIO 240-Physiology; BIO 253-Microbiology; and, NUR 301-Nursing Research.

These examinations are taken for "CREDIT/NO CREDIT" and if a student achieves an acceptable score, "CREDIT" for the course will be given. If an acceptable score is not achieved, "NO CREDIT" will be given. This "NO CREDIT" will not go on a permanent record and will not affect the grade point average. It does mean that the student must enroll in, and pass, the corresponding course. Proficiency exams may not be repeated. There is a \$35 per credit fee for each credit awarded.

Nursing Credit By Examination

Registered nurses who are graduates of approved accredited associate degree programs will be awarded 32 credits towards their bachelors degree after successfully completing 21 credits of nursing courses at Barry University and submission of a portfolio. There is a \$35 per credit fee for each credit awarded. Those RNs who do not meet these criteria may earn 32 nursing credits by successfully completing proficiency exams through Excelsior College. These exams can be taken at any time before enrolling in the first nursing course. The following exams are designed to evaluate previous learning and experience:

1. Excelsior College Exam 554 (19 credits) in lieu of NUR 220 Nursing Care of Individuals, Families, & Communities; NUR 320 Nursing Care of Families: Adult/Elderly; NUR 489 High Acuity Nursing of the Adult; NUR 491 Nursing Care of the Older Adult
2. Excelsior College Exam 457 (8 credits) in lieu of NUR 325, Nursing Care of Families: Parent/Child
3. Excelsior College Exam 503 (5 credits) in lieu of NUR 380, Nursing Care of Families: Mental Health Nursing

To register for the Excelsior College examinations and obtain study guides for these examinations, please contact Excelsior College directly at (518) 464-8500 ext.16. Registered Nurse students may take these exams in any order they choose. It is advisable to begin testing as early in the program as possible. These exams may be repeated once; after the second failed attempt, the student will be asked to enroll in the corresponding course or a tutorial for that course. Tutorials may be taken for credit/no credit only. There is a \$35 per credit fee for each credit by examination awarded.

Equivalent Credit Alternatives

Qualified R.N. students may be eligible to receive some credit in place of taking related proficiency nursing exams. These alternatives include national certification in an area of clinical nursing practice. Details are available from the Assistant Dean.

Sequence for Beginning Required Nursing Courses

The following criteria must be met before an R.N. student is eligible to take the first nursing course:

1. completion of all science courses and not more than nine (9) non nursing credits to complete.
2. All "Nursing Credit by Examinations" must be successfully completed prior to taking NUR 481. If the student is required to take a tutorial to complete the requirements for any of these three examinations, the tutorial must be successfully completed prior to enrolling into NUR 481.

R.N. Progression

In order to progress in the nursing courses, the student must

- Maintain at least a 2.00 GPA;
- Repeat any nursing course in which less than a C (eg. D, F or WF) was earned. The student may not enroll in other nursing courses until earning a grade of C or better in the repeated course. If a student earns a D or an F in NUR 481, NUR 483, NUR 488 or NUR 493R, the student must have permission from the SAC to repeat the course. Only one nursing course may be repeated.
- Compliance with background checks, CPR/BLS completion certification, health and insurance requirements.

Note: In order to graduate with honors, a student must complete at least 56 credit hours at Barry University carrying letter grades of A, B, or C and must have a cumulative grade point average of at least 3.50.

R.N./B.S./B.A. to M.S.N. BRIDGE OPTION

Registered nurses with bachelor's degrees in other fields, who have a GPA of 3.0 or higher, may apply directly for admission to the Masters Program in Nursing. See the graduate catalog for complete information.

NURSING PROGRAM REQUIREMENTS:

Pre-Nursing (70 cr.)

ENG	111/112	English Composition and Research
SPE	101	Fundamentals of Speech
BIO	220	Introductory Human Anatomy (with lab)
BIO	240	Introduction to Human Physiology (with lab)
BIO	253	Introductory Microbiology (with lab)
CHE	152	Introduction to Organic and Biological Chemistry (with lab & SI)
MAT	152	Elementary Probability and Statistics
PSY	281	Introduction to Psychology
PSY	382	Developmental Psychology
SOS		Any History, Economics, Geography, Political Science
ANT/SOC		Any Anthropology, Sociology or Psychology
PHI		Philosophy Distribution
THE		Theology Distribution

HUM and ARTS Humanities *and* Arts Distribution (9 cr.)

DIN	271	Nutrition in Clinical Care
CS	180	Introduction to Computers
NUR	216	Pathophysiology (with SI)
OPEN		Open Elective

Prerequisite Courses for students with a previous bachelor's degree (46 credits):

BIO	220	Introductory Human Anatomy (with lab)
BIO	240	Introduction to Human Physiology (with lab)
BIO	253	Introductory Microbiology (with lab)
CHE	152	Introduction to Organic and Biological Chemistry (with lab & SI)
MAT	152	Elementary Probability & Statistics
PSY	281	Introduction to Psychology
PSY	382	Developmental Psychology
PSY/SOC/ANT		One course in either of these areas
DIN	271	Nutrition in Clinical Care
PHI/THE		Philosophy <i>and</i> Theology courses (6 cr.)
NUR	216	Pathophysiology (with SI)
CS		Computer Elective

Note: Supplemental Instruction (SI)

**TRADITIONAL & ACCELERATED OPTIONS
(63 cr.)**

THE/PHI 353	Biomedical Ethics
NUR 110	Orientation for Nursing Students
NUR 200	Introduction to Professional Nursing
NUR 211	Medication Calculation for Nurses
NUR 212	Therapeutic Nursing Interventions
NUR 220	Nursing Care of Individuals, Families, & Communities
NUR 215	Pharmacology
NUR 0215	SI: Pharmacology
NUR 283	Health Assessment Across the Life Span
NUR 301	Research in Nursing
NUR 320	Nursing Care of Families: Adult/Elderly
NUR 325	Nursing Care of Families: Parent/Child
NUR 380	Nursing Care of Families: Mental Health Nursing
NUR 489	High Acuity Nursing of the Adult
NUR 490	Community/Public Health Nursing
NUR 491	Nursing Care of the Older Adult
NUR 493	Nursing Leadership
NUR 499E	Professional Role Transition

Note: Students accepted to the BSN program for fall 2010 and spring 2011 were accepted under 2009-2010 UG Catalog BSN program required Major courses.

R.N. to B.S.N. Option (62 cr.)

Distribution & Prerequisite Courses:

Human Anatomy + lab
 Microbiology + lab
 Biochemistry + lab
 Physiology + lab
 Statistics
 English Composition (6 cr.)
 Speech
 Social *and* Behavioral Science Distribution (9 cr.)
 Humanities *and* Arts Distribution (9 cr.)
 Philosophy Distribution (3 cr.)
 Theology Distribution (3 cr.)
 Bio-Medical Ethics (3 cr.)
 Computer Elective
 Open Elective

**Nursing Major: R.N. to B.S.N.; Options
(28 cr.) (In addition to 32 credits by
validation or examination)**

NUR 301	Research in Nursing
NUR 303	Professional Processes
NUR 481	Community Health Nursing
NUR 483	Health Assessment
NUR 488	Health Care Trends and Politics for Nurses
NUR 493R	Nursing Leadership
NUR 510	Advanced Pathophysiology
NUR 520	Nursing Informatics

**Course Descriptions—
Nursing Prefix: NUR**

(Theory credits, 1 cr = 15 hours; Clinical credits, 1 cr. = 45 hours)

110 Orientation for Nursing Students (Theory 1)

Assists beginning nursing students to adjust to life in the university and the Division of Nursing. Introduces students to the mission and values of the university, division, and nursing profession and explains how the goals and expectations of the nursing program are congruent with these beliefs. Content includes essential skills needed for academic success at Barry University Division of Nursing. Prerequisite: Admission to the program

199 Special Topics (Theory 1-3)

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

**200 Introduction to Professional Nursing
(Theory 2)**

Introduces the beginning-nursing student to the concepts, theories, and issues of the professional nursing role. Introduces the eight processes, which frame the undergraduate curriculum, within the context of the philosophy of the Division of Nursing and a community-based program, which guides the total curriculum. The essential processes include change, communication, critical thinking, leadership, nursing, professionalization, research, and teaching/learning. Other concepts include mind-body-spirit unity and the cultural aspects of individuals. Facilitates an understanding of nursing's historical development and the role of the nurse in today's healthcare delivery system. Prerequisites: Admission to the program

**211 Medication Calculation for Nurses
(Theory 1)**

Provides an intense, interactive program of study of medication dosage calculations. Includes the application of specific formulas that lead to safe medication calculation. Prerequisites: Admission to the program

**212 Therapeutic Nursing Interventions
(Theory 1, Lab 0.5, Clinical 1.5)**

Focuses on the acquisition of therapeutic nursing interventions that support, promote, restore, and optimize health in a variety of health care settings. Nursing interventions are mastered in the laboratory setting and provide a foundation for nursing practice. Prerequisites: NUR 200, NUR 211, NUR 215/0215, NUR 283

215 Pharmacology (Theory 3)

Includes the various classifications of pharmacologic agents. Addresses the professional nursing implications for safe administration, observation for desired effects, and recognition and treatment of adverse drug reactions and/or interactions. Prerequisites: Admission to the program; Corequisite: NUR 0215

0215 SI: Pharmacology (Theory 1)

This course is a supplemental instruction to NUR 215 Pharmacology. Using a variety of strategies including quizzes, discussion, and tutorials, the focus is on supporting students' learning needs related to the various classifications of pharmacologic agents as well as the nursing implications for safe administration of medications. Corequisite: NUR 215

216 Pathophysiology (Theory 3)

Focuses on alterations in the biological patterning that affect the homeostasis and hemodynamics in human beings across the lifespan. Emphasis is placed on the dynamic aspects of disease, signs and symptoms, and physical and laboratory findings. Prerequisites: BIO 220, BIO 240, BIO 253, CHE 152; Corequisite: NUR 0216

0216 SI: Pathophysiology (Theory 1)

This course is a supplemental instruction to NUR 216 Pathophysiology. Using a variety of strategies including quizzes, discussion, and tutorials, the focus is on supporting students' learning needs related to alterations in biological patterning that affect the homeostasis and hemodynamics in human beings across the lifespan. Corequisite: NUR 216

220 Nursing Care of Individuals, Families, & Communities (Theory 3, Clinical 2)

Discusses health promotion issues ranging from the local community to a global perspective using the epidemiological and ecological models. Focuses on healthy individuals, families, and communities. Introduces students to health/illness factors as they explore health promotion, illness prevention, and systems protection. Prerequisites: NUR 200, NUR 211, NUR 283

DIN 271 Nutrition in Clinical Care (Theory 3)

Introduces the essentials of normal and therapeutic nutrition. Provides students with techniques for assessment of nutritional status and principles of diet therapy in regulating the health of individuals, families and communities.

283 Health Assessment Across the Life Span (Theory 3, Lab/Clinical 1)

Introduces the concepts and skills of health assessment across the life span, including health history and interviewing. Students perform complete system assessments of well children, adults, and elderly clients in community settings. Prerequisites: Admission to the program

300 Special Topics (Theory 1-3)

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

301 Research in Nursing (Theory 3)

Introduces principles and process of nursing practice research: study of problem identification and definition, study design, data collection techniques, interpretation and critique of research reports, and the development of abilities as an intelligent consumer of nursing research. Prerequisite or Corequisite: MAT 152.

303 Professional Processes (Theory 3) (R.N. to B.S.N.)

Examines the health care delivery system based on the 8 processes inherent in the curriculum: change process, communication process, critical thinking, leadership/management process, nursing process, professionalization process, research process, and teaching/learning process. Prerequisite: MAT 152, PHI 353, CS 180.

320 Nursing Care of Families: Adult/Elderly (Theory 3, Clinical 3)

Focuses on the professional practice of nursing individuals and families within the context of acute and restorative care environments. Emphasis is placed on the development of the role of nurse as provider and manager of care. Prerequisites: NUR 212, NUR 220

325 Nursing Care of Families: Parent/Child (Theory 4, Clinical 4)

Focuses on meeting the parent-child and adolescent health needs of individuals and families within the community. Emphasis is placed on providing a continuum of care for at risk pregnant women, infants, children, and adolescents with acute or chronic conditions. Special focus placed on the unique role of nursing and its contributions to the parent-child health team. Prerequisites: NUR 320

380 Nursing Care of Families: Mental Health Nursing (Theory 3, Clinical 2)

Focuses on meeting the mental health needs of individuals and families within the community. Emphasis is placed on the nurse as provider and manager of care. Special focus is placed on the unique role of the nurse and the contribution of nursing to the mental health team. Prerequisites: NUR 220

459 Independent Study (Theory 1-3)

Provides opportunity for an in-depth investigation in an area of nursing of special interest to the student. Student is primary course designer assisted by a nursing faculty member. Prerequisites: Senior status and permission of Associate Dean of the Undergraduate Program.

481 Community Health Nursing (Theory 3, Clinical 3) (RN to BSN Only)

Focuses on health promotion and illness prevention, synthesis and application of nursing skills and theory while caring for individuals, families, and aggregates as an integral part of the community. Students study public health principles, and experience an in-depth relationship with client(s) over extended period of time in variety of community settings to become familiar with the many roles of the community health nurse. Prerequisites: "Nursing Credit by Examination" (32 crs.) or successful completion of respective courses/tutorials.

483 Health Assessment (Theory 3) (R.N. to B.S.N. only)

Introduces the concepts and skills of health assessment with focus on well adults and children. Prerequisites: BIO 220, BIO 240, BIO 253, CHE 152.

488 Healthcare Trends and Politics for Nurses (Theory 3)

Introduction to the present realities of the healthcare industry, the stages of public policy development, and political activism. Focuses on paradigmatic shifts and trends impacting healthcare today, which will affect the new professional nurse. Connects policy and politics to practice. Prepares the student to proactively plan and function in a constantly changing healthcare environment, and empowers students to recognize their professional identities. Prerequisite: NUR 320, NUR 325, NUR 380.

489 High Acuity Nursing of the Adult (Theory 3, Clinical 3)

Provides for the acquisition and synthesis of health-care knowledge with an emphasis on the adult population in an acute care environment. Apply the nursing process, problem solving techniques, and critical thinking in caring for clients with multi-system disease processes. Prerequisite: NUR 320, NUR 380.

490 Community/Public Health Nursing (Theory 2, Clinical 2)

The theoretical and practical bases for public health nursing are presented. Knowledge from previous courses is integrated as students identify and analyze the health care needs of aggregate populations and independently plan and actualize public health intervention projects. Prerequisite: NUR 320, NUR 325, NUR 380.

491 Nursing Care of the Older Adult (Theory 1, Clinical 1)

Details the complex health needs and societal issues of the elderly in our society. Opportunity to manage the health care needs of older clients in a variety of settings while identifying the sociological and political challenges that are unique to clients in this age group. Prerequisite: NUR 320, NUR 325, NUR 380.

493 Nursing Leadership (Theory 2)

Introduction to the professional and social issues of leadership roles and clinical management functions. Assists the student in cultivating and acquiring the leadership skills needed to be innovative and prepared to function in tomorrow's healthcare environment. Prerequisite: NUR 320, NUR 380.

493R Nursing Leadership (Theory 3) (R.N. Only)

Introduction to the professional and social issues of leadership roles and clinical management functions. Assists the student in cultivating and acquiring the leadership skills needed to be innovative and prepared to function in tomorrow's healthcare environment. Prerequisite: Junior or Senior status

499E Profession Role Transition (Seminar 1, Clinical 3)

Synthesis of knowledge, skills, and technology from the practice and science of nursing, arts, humanities and natural sciences to engage in critical thinking, incorporating the mind, body, and spirit in the care of diverse individuals, groups, communities in multiple contexts. Intensive senior practicum and seminar sessions create opportunities to address role transition challenges which foster the successful socialization of the beginning practitioner to professional practice. Prerequisite: All other courses in program

510 Advanced Pathophysiology (Theory 4)

Compares and contrasts physiological and pathological changes that affect homeostasis of individuals across the lifespan. Current research based knowledge is applied to pathological changes in selected disease states. Prerequisite: Junior or Senior status

520 Nursing Informatics (Theory 3)

Introduction to concepts of computer and information science as they relate to nursing informatics. Introduction and refinement of skills necessary to gather and dispense nursing data and nursing information as they relate to nursing science. Exploration of computer programs and software relevant to nursing administration, education, research, and practice (nursing knowledge). Prerequisite: Senior status

SCHOOL OF HUMAN PERFORMANCE AND LEISURE SCIENCES

Christopher Starratt, Ph.D., Acting Dean

Rev. Carl R. Cramer, Ed.D., Interim Associate Dean

Maritza Ryder, M.S., Assistant Dean

The School of Human Performance and Leisure Sciences (HPLS) includes the Department of Intercollegiate Athletics, the Department of Sport and Exercise Sciences, and the Department of Campus Recreation and Wellness.

The Department of Intercollegiate Athletics (ICA) provides students with the opportunity to represent Barry University in amateur, collegiate sport competition against like institutions while pursuing the ultimate goal of completing a college degree. Participation is open only to full-time students who meet NCAA eligibility and satisfactory progress requirements. A “try-out” may be required by the respective head coach in order to assess athletic ability. The list of varsity sports offered is found under the Department of Intercollegiate Athletics.

The Department of Sport and Exercise Sciences (SES) offers professional preparation for students seeking career opportunities in human performance, leisure, and sport-related areas. Five (5) undergraduate programs leading to the Bachelor of Science degree are offered: **Athletic Training, Exercise Science, Leisure and Recreation Management, Physical Education, and Sport Management**. In addition, a five-year seamless program (ten or eleven semesters) leading to both the Bachelor of Science and Master of Science degrees is offered in **Athletic Training, Exercise Science, and Sport Management**. Optional specializations in **Diving Industry Management** and **Golf Industry Management** are available within the **Sport Management** undergraduate major. In addition, courses leading to five distinct minors: **Coaching; Diving Education; Exercise Science; Leisure and Recreation Management; Sport Management**; and an endorsement in **Coaching** are

offered within the department. **Pre-Medical and Pre-Physical Therapy** coursework options can also be supplemented within the Exercise Science and Athletic Training curricula. Actual course requirements and descriptions for each of these majors, minors and special programs are listed under the Department of Sport and Exercise Sciences.

The SES Department, through its program in **Instructional Activities in Sport and Recreation**, is also committed to providing opportunities for all students, faculty, and staff to pursue healthy and active lifestyles by offering activities which lead to the development of lifetime sports skills, recreational pursuits, personal fitness, and wellness.

The Department of Campus Recreation and Wellness located in the Landon Student Union, offers a variety of recreational activities for students, faculty, and staff. These include intramural sports, extramural sports, club sports, and organized on- and off-campus recreational and fitness/wellness opportunities.

The Health and Sports Center houses two departments (i.e., ICA and SES) within the School of HPLS and is fully equipped with state-of-the-art equipment in an Athletic Training Room and research-oriented Human Performance Laboratory, Athletic Training Laboratory, a Biomechanics Laboratory, an arena for basketball and volleyball, a Strength and Conditioning Room, classrooms, locker rooms, and offices. A Fitness Center is located in the Landon Student Union. There are quality external facilities for baseball, softball, soccer, and tennis, along with multipurpose recreational fields. An outdoor pool, a sand volleyball court, a SCUBA dive locker, and an aerobics studio complete the sports complex.

MISSION AND PURPOSE

The School of Human Performance and Leisure Sciences (HPLS) is committed to providing varied educational experiences through its three distinct units:

- DEPARTMENT OF SPORT & EXERCISE SCIENCE: (1) by offering quality academic programs that prepare qualified undergraduate majors for careers in Athletic Training, Exercise Science, Leisure and Recreation Management, Physical Education, and Sport Management; (2) by offering qualified graduate students advanced professional studies in Movement Science or Sport Management; and (3) by providing instructional opportunities for acquiring wellness, fitness, and leisure skills in numerous sport and recreational offerings.
- DEPARTMENT OF INTERCOLLEGIATE ATHLETICS: by striving for competitive excellence for men and women in 12 varsity sport offerings while also achieving academic excellence in the classroom.
- DEPARTMENT OF CAMPUS RECREATION AND WELLNESS: by providing students, faculty, staff, and alumni with a broad selection of sport, wellness/fitness, and recreational opportunities.

HPLS is unique in fulfilling the core commitment of knowledge and truth in the university's mission by engaging all three learning domains (i.e., cognitive, affective, and psychomotor) in the delivery of its various classroom and participation opportunities. The core commitment of social justice is acknowledged through an emphasis on ethical modeling in professional practice among faculty, coaches, administrators, and staff. Good sportsmanship, wholesome and clean competition, comradeship among participants and peers, a diverse cultural representation, and equality of opportunity regardless of race, gender, or religious preference also contribute to the recognition of God's presence in every living being. The core commitment of inclusive community is fostered by assuring the academic, physical, and emotional well-being and safety of participants in each program and by providing mentoring, health care and academic support services that will enhance opportunities for success. The administration strongly encourages interested HPLS constituents to engage in leadership and participation opportunities for the core commitment of collaborative service and annually recognizes outstanding achievements in this area.

DEPARTMENT OF INTERCOLLEGIATE ATHLETICS

Michael L. Covone, M.S., Director of Athletics

Bridget Lyons, Ph.D., Sr. Associate Director of Athletics

Jamie Carrig, M.S., Associate Director of Athletics

Maryanne Simkulak, M.S., Assistant Director of Athletics

MISSION AND PURPOSE

The basic purpose of intercollegiate athletics (ICA) is to provide those students who possess outstanding athletic ability an opportunity to excel in amateur competitive sports against like institutions while pursuing the ultimate goal of completing their college degrees. ICA serves as a means by which other students, faculty, staff and alumni of Barry University can be brought together in support of a common rallying point to generate "school spirit" and round-out the concept of creating a typical college campus setting.

ICA satisfies its role within the educational mission of Barry University by complimenting classroom instruction with experiences that allow for:

- a. appreciation of the results of fitness gained through good strength and conditioning programs, as well as proper nutrition, on one's mind and body;
- b. social development by learning such things as teamwork, self-discipline, group dynamics, and adherence to rules and regulations;
- c. opportunities to broaden one's education through travel;
- d. cultural exchange with team members of differing nationalities and ethnic backgrounds.

Each sport program acknowledges the presence of God through wholesome and clean competition, comradeship among participants, good sportsmanship, and equality of opportunity exclusive of one's sex, race, ethnicity, sexual orientation, or religious affiliation. 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. In return, student-athletes are encouraged to participate in civic and charitable events. Additionally, ICA serves as a vehicle by which the university extends its presence in the community. Staff, coaches, and student-athletes must therefore display a professional decorum befitting that of very visible community ambassadors for 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 extends the university's commitment to excellence into an extremely competitive intercollegiate athletics program that offers national recognition for the student-athlete. 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, and 2007 NCAA Champions in Men's Golf. The ability of Barry's female and male student-athletes to balance the demands of athletic participation with success in the classroom brings much pride to the university community, currently boasting a reported NCAA Academic Success rate of 82%.

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. These requirements include high school graduation with a minimum cumulative grade-point average of 2.000 (based on a maximum 4.000) in a successfully completed core curriculum of at least 14 academic courses (per NCAA Bylaw 14.3.1.1), and a combined SAT score of 820 (if taken on or subsequent to April 1, 1995), or a minimum sum score of 68 on the ACT. These required SAT or ACT scores must be achieved under national testing conditions on a national testing date. 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.

Opportunities are provided for students to "try-out" for any of the twelve sports by contacting the appropriate head coach.

Coaching Staff:

MEN'S:

BASEBALL	Marc Pavao
BASKETBALL	Cesar Odio
GOLF	Jimmy Stobs
SOCCER	Steve McCrath
TENNIS	George Samuel, Ph.D.

WOMEN'S:

BASKETBALL	Bill Sullivan
CREW	David Sanderson
GOLF	Patti Rizzo
SOCCER	Fred Jungemann
SOFTBALL	Danielle Penner
TENNIS	Avi Kigel
VOLLEYBALL	Frederico Santos

DEPARTMENT OF CAMPUS RECREATION AND WELLNESS

Ed Londono, M.A., Director

Dan Hill, M.S., Fitness Center Director

Catalina Franco, M.S., Wellness Coordinator

The Department of Campus Recreation and Wellness (CRW) provides students, faculty and staff with a broad selection of structured sport, wellness/fitness, and recreational opportunities that promote the development of active lifetime patterns for health maintenance, weight management, stress reduction, chronic disease prevention, and long-term good health.

These programs support “the sound mind in a sound body” principle that round out the total campus experience for students by providing healthy and active alternatives for out-of-class leisure hours, as well as opportunities for faculty and staff to engage in non-sedentary exercise and wellness promotion activities. These activities stimulate physiological and chemical changes in the body that improve mental, emotional, and physical functions, which positively impact classroom and job performance, self-esteem, and the maintenance of overall good health for the entire Barry community. CRW activities also create opportunities for social interaction, teamwork, and camaraderie.

A sample list of activities is included below. Other offerings may be added at any time, based on adequate interest levels.

WELLNESS ACTIVITIES

- Aerobic Exercise
- Hip Hop Fitness
- Kickboxing
- Pilates
- Tai Chi
- Yoga
- Zumba

INTRAMURAL SPORTS (all co-ed)

- Basketball
- Flag Football
- Soccer
- Softball
- Dodgeball
- Volleyball
- Kickball
- Whiffle Ball

CLUB SPORTS

- Basketball
- Soccer

OPEN RECREATIONAL ACTIVITIES

Facilities that are available during regularly scheduled open hours include the following:

- Fitness Center
- Gymnasium
- Tennis Courts
- Outdoor Racquetball Courts
- Swimming Pool
- Volleyball Sand Court
- Multipurpose Recreational Fields

FITNESS PROGRAMMING

- Fitness Assessments
- Testing Tuesdays
- Personal Training
- Group Circuits Workouts
- Fitness Orientations

Further information concerning the Department of Campus Recreation may be found in the Sports and Recreation section of this catalog under STUDENT LIFE.

DEPARTMENT OF SPORT AND EXERCISE SCIENCES

Rev. Carl R. Cramer, Ed.D., Interim Associate Dean and Department Chair

Sharon Kegeles, M.S., Director of Undergraduate Programs

Faculty: Amasay, Anderson, Cramer, Cremades, Egret, Gapin, Hicks, Kim, Kegeles, Kluka, Ludwig, Mier, Rosenberg, Scaglione, Shapiro, Tamulevicius, Workman.

The Department of Sport and Exercise Sciences (SES) offers undergraduate degrees in the following fields:

Bachelor of Science (B.S.) in:

ATHLETIC TRAINING

Pre-Medical Option

Pre-Physical Therapy Option

B.S.-to-M.S. Option

EXERCISE SCIENCE

Pre-Medical Option

Pre-Physical Therapy Option

B.S.-to-M.S. Option

LEISURE AND RECREATION

MANAGEMENT

PHYSICAL EDUCATION

SPORT MANAGEMENT, with options for:

Diving Industry Specialization

Golf Industry Specialization

B.S.-to-M.S. Option

The three B.S. to M.S. programs of study are available to qualified students and culminate with the **Master of Science degree in Sport Management or in Movement Science with specialization in Injury and Sport Biomechanics**. The Bachelor of Science (B.S.) in Sport Management includes optional specializations in **Diving Industry Management** and **Golf Industry Management**. In addition, coursework is available for students or practicing professionals who want to enhance their career options by specializing in certain areas or by seeking more in-depth study in their fields. Former high school or collegiate varsity athletes who are completing degree requirements in physical education, as well as any education major or subject

area specialization in secondary education, may desire to pursue the Florida Department of Education (FL-DOE) certificate or endorsement in **Coaching**. Majors in other disciplines (e.g., Marine Biology, Photography, Physical Education) who desire to expand their understanding of the underwater world, may pursue a **Minor in Diving Education**. Majors in health-related professions, including Athletic Training, interested in increasing their knowledge of fitness and human performance, have the option of enrolling in courses leading to a **Minor in Exercise Science**. Students interested in broadening their knowledge in the parks, recreation, and leisure fields can seek a **Minor in Leisure and Recreation Management**. Majors in other disciplines (e.g., Business, Communication Studies, Exercise Science) who desire to increase their knowledge of and ability to apply administrative principles within the sport industry may complete a **Minor in Sport Management**. In addition, the minors in Exercise Science and Sport Management are also available as areas of specialization to students enrolled in the School of Adult and Continuing Education (ACE) who are pursuing the Bachelor of Professional Studies (B.P.S.) degree. The minor in Leisure and Recreation Management is available to ACE students as an area of specialization within both the B.P.S. and Bachelor of Public Administration (B.P.A.) programs. Requirements and descriptions for each of the majors, minors, and special programs offered by the Department of Sport and Exercise Sciences are discussed under the respective program areas.

The SES Department offers an extensive program of **Instructional Activities in Sport and Recreation (ISR)** for students and members of the Barry com-

munity who wish to pursue lifetime leisure, personal fitness, and wellness activities. A listing of these activities can be found at the conclusion of this section.

The SES faculty reserve the right to accept, retain, or recommend for graduation only those students who, in addition to satisfying stipulated academic requirements, meet personal and professional standards established by national governing bodies. Admission to the Department of Sport and Exercise Sciences does not guarantee progression to internship courses, certification, or graduation.

MISSION AND PURPOSE

The mission of the Department of Sport and Exercise Sciences complements that of the University. The curriculum is designed to prepare undergraduate students who are qualified to pursue careers related to Athletic Training, Exercise Science, Leisure and Recreational Management, Physical Education, and Sport Management. In addition, the school and department are committed to preparing qualified graduate students for advanced professional studies in Movement Science (M.S.) and Sport Management (M.S.) Instructional activity courses are also offered to provide opportunities for acquisition of wellness, fitness, and leisure skills in sport and recreation. A religious dimension is threaded throughout the core curriculum and professional courses by fostering an instructional environment that invites students to examine the ethical implications of professional practice. The school and department provide community participation and leadership opportunities for interested students, faculty, and staff. The administration and faculty are committed to providing instruction and services that supplement the classroom experience and promote diversity. This caring environment extends beyond the classroom into day-to-day mentoring relationships and services that support academic progress.

DEGREE REQUIREMENTS

Undergraduate majors in the Department of Sport and Exercise Sciences must satisfy all Barry University graduation requirements (e.g., distribution, upper level courses, GPA, minimum credit hours, integrative experience, etc.) as described in the “Academic Information” section located in the front of this catalog. These are in addition to the specific requirements outlined in the following sections for the particular major.

Information pertaining to the Department’s requirements for “Good Standing” in a major is provided to all undergraduate students who have been initially accepted into the SES Department. Upon completion of the first semester of enrollment, each student’s GPA will be reviewed to see if they have achieved the program GPA requirement. The GPA requirements are:

Athletic Training 2.5; Exercise Science 2.75; Leisure and Recreation Management 2.0; Physical Education 2.5 and Sport Management 2.0. Individuals who do not continue to meet the minimal academic standards required for “Good Standing” to a particular program or major after the first year of study will be dismissed from the program. Requirements for acceptance to the B.S. to M.S. options in ATR, EXS, and SM exceed the minimum. Please refer to these specific requirements in the Course Catalog or consult with the Program Coordinator.

Before internship, students must be in “Good Standing” in their majors. Most of these culminating, capstone, full-immersion experiences will take place in the nearby community with the appropriate agency. In rare exceptions, approval may be given for out-of-town internships. These opportunities are reserved for students who evidence academic excellence, professionalism, and initiative. The decision to support an out-of-town internship is based on the recommendation of the advisor, the coordinator, and the department chairperson. Background checks and finger printing are required for some internships; costs for these are the responsibility of the student. In addition, students must show evidence of current certification in CPR/AED and First Aid prior to the internship experience.

SES CORE

The SES Core is designed to provide broad-based competencies in certain areas fundamental to all majors seeking sound academic preparation in exercise and sport-related professions.

Specific requirements for each major are described under the respective program area. **Students must earn the minimum grade of C or better in all SES Core courses.**

SES	210	Foundations of Sport & Exercise Sciences	3
SES	212	Emergency Response and SES 212 Lab	3
		OR	
SES	112	CPR/AED for the Professional Rescuer and SES 112 Lab	2
SES	270	Concepts of Fitness & Wellness	3
SES	335	Psycho-Social Aspects of Sport	3
SES	340	Adapted Physical Activity in Sport and Recreation	3
SES	360	Essentials of Exercise Physiology and SES 360L Lab	
		OR	4
SES	361	Exercise Physiology and SES 361L Lab	
SES	465	Administration of Programs & Facilities	3
		(Except Majors in Sport or Leisure and Recreation Management)	
SES	480	Contemporary Issues & Ethics in Sport	3
TOTAL SES CORE			21 – 25

ATHLETIC TRAINING (B.S.)

Rev. Carl R. Cramer, Ed.D., Director

The Bachelor of Science in Athletic Training (ATR) is one of the first undergraduate curriculum programs in athletic training to be accredited and is currently accredited by the Commission on Accreditation of Athletic Training Education (CAATE). This program includes a comprehensive view of the broad field of Sports Medicine and offers future career opportunities in professions related to the care, prevention, assessment, and rehabilitation of sport-related injuries. This undergraduate major also provides a strong foundation in the sciences for those students interested in pursuing graduate study in Athletic Training or related fields (e.g., exercise physiology, various medical professions, occupational therapy, physical therapy, recreational therapy, physician's assistant, etc.).

The B.S. degree in Athletic Training requires 55 credit hours specific to the Athletic Training major (beyond the SES core of 25 credit hours) and includes 20 credit hours of clinical instruction and field experience. The program is designed so that the total 132 cr. hrs. can be completed in 4 years (8 semesters), assuming the student maintains satisfactory progress, remains in good standing, and enrolls in 15-18 credits per term (averaging 17 credit hrs.) including clinical skills instruction.

The minimum grade of C is required in all major, SES core, and co-requisite courses. SES 499 A and SES 499 B (A. T. Internship I and II) meet the integrative experience requirement for graduation.

Completion of ATR degree and clinical requirements prepares the Athletic Training major to attempt the Board of Certification (BOC) examination. A description of clinical program requirements and selection criteria can be found following the ATR degree requirements. The student majoring in Athletic Training must sit for the BOC examination prior to bring approved for graduation. The student is responsible for all examination fees and the cost of all related travel to and from the examination site. Fees are posted on the BOC website at www.bocatac.org. Click on to the Candidate Handbook and Requirements and refer to the fee structure in the appendix. BOC certification, in combination with the B.S. degree in ATR qualify the Barry graduate to apply for a State of Florida License in Athletic Training. Licensing information is available from the Program Director and at www.myflorida.com.

Other options: ATR majors should consult with their advisor if interested in pursuing coursework in Pre-Medicine, Pre-Physical Therapy or other allied health graduate programs, as well as classes leading to Florida Teacher certification in related disciplines

(i.e., Biology, Health, or Physical Education). A detailed explanation for each of these areas can be found later in this section.

Minors in Exercise Science and Sport Management are also available to support the major in Athletic Training, as well as majors in other health-related fields (e.g., nursing, pre-med, allied health, and biological sciences) who are interested in enhancing their knowledge of human performance and movement science.

B.S. to M.S. Option

Qualified students may opt for the B.S. to M.S. degree program in Movement Science – Injury and Sport Biomechanics, Athletic Training track, while completing their undergraduate studies. Students may be considered for graduate study at the end of the junior year of undergraduate coursework when they present a cumulative GPA of 3.0 or better and are in Good Standing. Information on the B.S. to M.S. option is available from one's academic advisor or the Program Director for Athletic Training. (See detailed program description later in this section.)

Pre-Medical Option

A student completing the Exercise Science or Athletic Training program with high academic standing may include pre-medical studies if interested in applying to medical schools after completion of one of these SES majors. Students must consult the medical school catalog(s) of choice under "Criteria" or "Prerequisites for Admissions" for specific requirements and policies appropriate to each medical school before selecting this option. Declaration of this option will largely depend upon the student's GPA and faculty/advisor recommendations on academic standing and character. Majors in Athletic Training or Exercise Science may have to complete coursework in the areas of Calculus, College Chemistry with lab, Organic Chemistry with lab, Biochemistry, College Physics with lab, Microbiology, Genetics, Developmental Psychology and/or Abnormal Psychology, and a demonstrated foreign language proficiency. (These requirements may vary based on specific medical school admissions criteria.)

The student interested in the Pre-Medical option should consult with his/her Barry academic advisor early in one's undergraduate course of study in order to accommodate any additional courses that may be necessary into one's schedule. Students should also plan to take the Medical College Admissions Test (MCAT) and plan to interview with the medical school(s) of their choice, along with any other criteria for selection established by the respective medical school(s).

Pre-Physical Therapy Option

Students completing the Athletic Training or Exercise Science programs with high academic standing may wish to pursue a pre-physical therapy option. Students must consult the physical therapy school catalog(s) of choice under “criteria” or “prerequisites for admissions” for specific requirements and policies appropriate to each physical therapy school before selecting this option. Declaration of this option will largely depend upon the student’s GPA and faculty/advisor recommendations on academic standing and character. Majors in Athletic Training or Exercise Science may have to complete coursework in the areas of College Chemistry with Lab, College Physics with Lab, Microbiology, Developmental Psychology, Abnormal Psychology. (These requirements may vary based on specific admissions criteria established by the respective Physical Therapy school(s) under consideration).

The student interested in the Pre-Physical Therapy option should consult with his/her Barry academic advisor early in one’s undergraduate course of study in order to accommodate any additional courses that may be necessary into one’s schedule. Students should also plan to take the appropriate examination (GRE or AHPAT) and plan to interview with the Physical Therapy school(s) of their choice, along with any other criteria for selection established by the respective Physical Therapy school(s).

Florida Teacher Certification Option

By taking a few additional courses in Education and Teaching specialization, students completing the Athletic Training major may pursue a teaching certificate for work in Florida secondary schools as a teacher-athletic trainer. Declaration of this option will be based largely upon the student’s GPA and faculty/advisor recommendations on academic standing and character. Recommended subject areas for secondary teaching include Biology, Health or Physical Education. Students interested in the Teacher Certification Option should consult with his/her Barry academic advisor early in one’s undergraduate course of study in order to accommodate any additional courses that may be necessary into one’s schedule.

B.S. in Athletic Training — Program Mission and Terminal Objectives

Mission

The program is designed to prepare qualified athletic trainers for employment in high schools, community colleges, four-year colleges and universities, professional sports programs, and other sports medicine-related agencies throughout the United States and foreign countries. The athletic training educational program provides an effective blend of classroom instruction and clinical experience designed to prepare the student for the prevention, management, and rehabilitation of injuries and/or illnesses experienced by athletes at all levels of competition. Professional preparation of students in the administrative, educational, and counseling aspects of athletic training is also of importance and is included in this program.

The purpose of the Athletic Training Education Program (ATEP) at Barry University is to provide a quality experience in athletic training. The graduate will have the opportunity to return to society a service that will improve the health and well-being of the sports participants and physically active people for whom they care.

Academic Good Standing for B.S. in Athletic Training

By the end of the first semester of study, Athletic Training student majors must have earned at least a 2.5 cumulative GPA. Students not meeting or maintaining the program cumulative GPA requirement will be notified and given one additional semester to meet or exceed the minimum cumulative GPA. If at the end of the second semester of study the student still has not earned the required program cumulative GPA, they will be dismissed from the major.

Terminal Objectives

The ATEP Program strives to have its graduating students

- Master the skills, knowledges and clinical proficiencies included in the Educational Competencies In Athletic Training. National Athletic Trainers’ Association (NATA, 2005);
- Demonstrate currently accepted professional practices in athletic training (BOC, 2004);
- Utilize through competent practice, the theories and evidence-based procedures that aid in the prevention, recognition, management, and rehabilitation of exercise-related injuries;

- Utilize through competent practice, the theories and evidence-based procedures of program administration, including the education and counseling of those people involved in athletic training;
- Assume personal responsibility for continuing professional competence and development;
- Encourage students to assume leadership roles in the community with respect to effecting social change;
- Engage the athletic training community through participation in state, regional and national symposia;
- Pursue graduate study in athletic training or a related field;
- Incorporate respect for human diversity and dignity while participating in culturally and spiritually sensitive action in community service.

DEGREE REQUIREMENTS

Distribution Requirements and Co-requisites 52
 The student majoring in this program must exceed the University’s distribution requirement of 45 hours. The Science and Mathematics area requires 16 credit hours of course work, bringing the total distribution credit hours required for Athletic Training majors to 52. **Courses specifically required are listed below each subject area with a double asterisk (**) and must be completed with a grade of C or better.**

THEOLOGY AND PHILOSOPHY 9
 (THE or PHI 353 Bio-Medical Ethics, and PHI 120 Critical Thinking, and THE 300 Ethical Decision-Making are strongly recommended choices.)

WRITTEN AND ORAL COMMUNICATION 9

SCIENCE AND MATHEMATICS 16
 ** BIO 220 Human Anatomy 3
 ** BIO 220L Human Anatomy Laboratory 1
 ** BIO 240 Introduction to Human Physiology 3
 ** BIO 240L Introduction to Human Physiology Laboratory 1
 ** MAT 152 Elementary Probability & Statistics 3
 ** PHY 151 Introductory Physics 3
 ** PHY 151L Introductory Physics & Laboratory 1

SOCIAL AND BEHAVIORAL SCIENCES 9
 ** PSY 281 Introduction to Psychology 3

HUMANITIES AND FINE ARTS 9

SES Core Requirements: 25
 (See listing, SES 212/212L, SES 361/SES 361L required.)

Athletic Training Major Requirements			55
CS	180	Introduction to Computers	3
SES	181	A. T. Pre-clinical Skills I	1
SES	220	Care and Prevention of Athletic Injuries	3
SES	220L	Care and Prevention of Athletic Injuries Laboratory	1
SES	281	A. T. Pre-clinical Skills II	1
SES	316	Therapeutic Modalities	3
SES	316L	Therapeutic Modalities Laboratory	1
SES	318	Therapeutic Exercise	3
SES	318L	Therapeutic Exercise Laboratory	1
SES	320	Kinesiology	3
SES	320L	Kinesiology Laboratory	1
SES	321	Advanced Assessment of Athletic Injuries Upper Extremity	3
SES	321L	Advanced Assessment of Athletic Injuries Upper Extremity Laboratory	1
SES	322	Advanced Assessment of Athletic Injuries Lower Extremity	3
SES	322L	Advanced Assessment of Athletic Injuries Lower Extremity Laboratory	1
SES	330	Nutrition for Physical Performance	3
SES	381A	A. T. Clinical Skills Level II Pt. 1	2
SES	381B	A. T. Clinical Skills Level II Pt. 2	2
SES	481A	A. T. Clinical Skills Level III Pt. 1	2
SES	481B	A. T. Clinical Skills Level III Pt. 2	2
SES	487	Senior Seminar in Athletic Training	3
SES	499A	A. T. Internship I	6
SES	499B	A. T. Internship II	6
DEGREE TOTAL: ATHLETIC TRAINING			132

Clinical Program Requirements in Athletic Training

All course requirements for certification by the BOC are included in the Athletic Training major. To satisfy Barry University and BOC requirements, the student must complete all hours of clinical instruction and field experiences in six continuous semesters of clinical study prior to applying for the BOC certification examination in accordance with the standards set by Barry University, the BOC, and the Commission on Accreditation of Athletic Training Education (CAATE). Clinical courses and Internships may not be done concurrently.

CLINICAL PROGRAM SELECTION CRITERIA

1. A minimum of 24 credit (semester) hours completed.
2. SES 181: A. T. Pre-clinical Skills I; SES 281: A. T. Pre-clinical Skills II; BIO 220: Intro To Human Anatomy with lab; SES 220: care and prevention of athletic injuries and lab; SES 212: Emergency Response completed with all certifications and a grade of C or better.
3. Major declared in Athletic Training.

4. A program application form completed and filed with the Program Director.
5. Official transcripts on file with the academic advisor. Students transferring to Barry and simultaneously applying for acceptance into the clinical program must have their official transcripts filed with their clinical application to the Program Director.
6. Both a cumulative and major GPA of 2.50 or higher to enter and to remain active in the clinical program.
7. Two program recommendations on file with the Program Director.
8. Statement of personal and professional goals filed with the Program Director. (one full page, typed, double spaced)
9. Successful completion of interview with the selection committee.
10. Technical Standards acknowledgement form signed by applicant and witnessed by program director.

The candidates for the clinical component of the athletic training professional program must meet all 10 criteria listed above. The number of appointments to the program will vary from year to year. Program application materials must be received by April 1 of the first academic year in which the student participates as an Athletic Training major in order to be considered for the fall semester. These fall candidates will be notified of their clinical program status by June 1. Students not accepted on the first attempt have one more opportunity to apply the following year by April 1. The application must be resubmitted *the next consecutive year*. Students unable to qualify for acceptance into the clinical program after the required two (2) consecutive attempts will be withdrawn from the major.

Students must be accepted into the Clinical Program in order to be considered candidates for graduation in Athletic Training.

Students accepted into the clinical program must stay at or above a 2.5 cumulative GPA. Students who drop below 2.5 are placed on clinical probation and have one year to return to clinical standing with a 2.5 or higher cumulative GPA. If after one year of clinical probation that requirement is not met, the student must change his/her major. Students on clinical probation may continue non-clinical coursework, but no clinical hours may be logged or proficiencies assessed.

NOTE: Clinical students pursuing the B.S.-to-M.S. option must attain a minimum 3.0 cumulative GPA in order to be accepted into this option and prior to enrolling in graduate courses.

Students accepted into the clinical program will be assessed a fee of \$40. This assessment will occur annually at the time of registration and will provide liability insurance coverage for the year. Beginning and maintaining a student membership in the National Athletic Trainer's Association (NATA), Southeastern Athletic Trainer's Association (SEATA), and the Athletic Trainer's Association of Florida (ATAF) is expected of all clinical program students. Clinical students must demonstrate proof of NATA student membership before enrolment in SES 499 A. T. Internship I is allowed. (See the ATR Program Director for information on membership). Clinical students are expected to attend at least one professional symposium annually. (See the ATR Program Director for registration information). Uniforms are required for all students in the clinical program. (See the ATR Program Director for cost and purchasing details). Students will need to arrange transportation to off-campus clinical experience sites. This may include cost for public transportation and/or parking. Senior fall interns in SES 499 will begin at their site approximately two weeks before the term begins. Students must make room and board arrangements for this time which may result in additional financial obligations. Students attending summer session must be enrolled full-time during this session to receive financial aid.

Transfer students' credentials will be examined on the basis of the same ten acceptance criteria and a minimum six semester commitment to meet clinical instruction and field experience requirements at Barry University.

Students who have completed the academic program in Athletic Training must have also completed clinical instruction and field experience (SES 381 and 481 @ 2 hours/segment for two Level II and two Level III segments equaling 8 hours total) prior to being approved for enrollment in SES 499 (Internships). All hours of clinical instruction and field experience must be completed prior to receiving a final grade in SES 499 A. T. Internship II. All Athletic Training majors must apply for the BOC examination on the advertised date nearest their date of graduation. Applications must be filed in the final semester of study in order to be approved for graduation. Please see the program director for BOC examination application information.

The clinical education component of the Athletic Training Program at Barry University is a competency-proficiency based program which utilizes faculty in mentoring students in the attainment of athletic training clinical knowledge and skills. Each year is considered a clinical level in which selected proficiencies and experiences must be completed BEFORE advancing to the next clinical level. Before

applying for the clinical education program, students must enroll in SES 181/SES 281. All Athletic Training majors not yet accepted into the clinical education program must be enrolled in SES 181/SES 281. Students in Level I who are not enrolled in SES 181/281 shall be withdrawn from the ATR major program.

Level I Completion Requirements:

1. Successful completion of SES 181/281, SES 212/212L, SES 220/220L, BIO 220/220L
2. Minimum cumulative GPA of 2.5.
3. Acceptance into the clinical education program.
4. Interim acceptance achieved by the end of year one.

Level II Completion Requirements:

1. Completion of SES 321/321L, SES 322/322L, SES 316/316L, SES 381A and SES 381B with a grade of C or better.
2. Emergency Response re-certifications
3. Minimum cumulative GPA of 2.5.
4. Recommendation of the Athletic Training faculty for Level III promotion.

Level III Completion Requirements:

1. Completion of SES 318 and Lab, SES 481A and SES 481B with a grade of C or better.
2. Emergency Response re-certifications
3. Minimum cumulative GPA of 2.5.
4. Recommendation of the Athletic Training faculty for Level IV promotion.

Level IV Completion Requirements:

1. Completion of SES 499 in two semesters at 6 credits per semester, with grades of C or better.
2. Emergency Response re-certifications
3. Minimum cumulative GPA of 2.5.
4. Completion of SES 487 with a grade of C or better.
5. Recommendation of the Athletic Training faculty for the BOC examination and graduation.

Technical Standards for Clinical Program Acceptance

The Athletic Training Educational Program at Barry University is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Barry University Athletic Training Educational Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations

of the program's accrediting agency, the Commission on Accreditation of Athletic Training Education (CAATE). The following abilities, personal qualities, and expectations must be met by all students admitted to, studying in, and graduating from, the Athletic Training Educational Program.

Compliance with the program's technical standards does not guarantee a student's eligibility for the BOC certification exam or a student's progress to internship courses or graduation. The Athletic Training faculty reserve the right to accept, to retain, and to recommend to the dean for graduation only those candidates who fulfill all academic requirements and who satisfy all technical standards.

Candidates for selection to, and completion of, the Athletic Training Educational Program must demonstrate:

Standard 1. Intellect

the mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.

Standard 2. Physical Ability

sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.

Standard 3. Communication

the ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.

Standard 4. Receptive Language

the ability to record the physical examination results and a treatment plan clearly and accurately.

Standard 5. Emotional Fortitude

the capacity to maintain composure and continue to function well during periods of high stress.

Standard 6. Commitment

the perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced.

Standard 7. Flexibility

flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.

Standard 8. Professionalism

affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Evaluation of Technical Standards

Students who with reasonable accommodation(s) are found to not be able to meet the technical standards of the Athletic Training Educational Program (ATEP) must change their major.

Appeal

Students failing to meet the technical standards with all reasonable accommodation(s) may request an outside review of their ability to meet the technical standards by a Florida Licensed and BOC certified athletic trainer in good standing with the BOC who has an approved clinical instructor (ACI) rating in conjunction with a licensed Physiatrist specializing in disabilities. This review should be arranged through the ATEP program director. If the review affirms the program's position of failure to meet the technical standards, the student will immediately change his or her major. If the review affirms the student's position, the student will be allowed to continue with the signed understanding that he or she in all probability will not be able to earn a passing performance in the clinical course sequence or the BOC Examination. Barry University policy allows a maximum of three attempts at any course. After the third failed attempt at any clinical coursework, the student at that time would be required to change his or her major.

**ATHLETIC TRAINING
(B.S. TO M.S.)**

Rev. Carl R. Cramer, Ed.D., Director

The seamless Bachelor of Science to Master of Science Degree in Athletic Training is a 162 semester hour (10 semester) program available to qualified students, which can be completed in five years. A summer term may be required in some cases. Choices include a thesis option OR the successful completion of the comprehensive examination and a project/internship. The program requires 132 undergraduate semester hours and 30 graduate semester hours. The student who successfully completes the program meets the requirements for the Bachelor of Science degree in Athletic Training and the Master of Science Degree in Movement Science with a specialization

in Injury and Sport Biomechanics-Athletic Training Track. This degree program option in Athletic Training merges the undergraduate CAATE accredited entry-level program with an advanced graduate Athletic Training degree program in a seamless time frame. Students will need to arrange transportation to off-campus clinical experience sites. This may include cost for public transportation and/or parking. Senior fall interns in SES 499 will begin at their site approximately two weeks before the term begins. Students must make room and board arrangements for this time which may result in additional financial obligations. Students attending summer session must be enrolled full-time during this session to receive financial aid.

Academic Good Standing for B.S. to M.S. in Athletic Training

By the end of the fifth semester of study, B.S. to M.S. students in Athletic Training must have obtained at least a 3.0 cumulative GPA to begin graduate coursework. Students not meeting and maintaining the cumulative program GPA requirement will not be allowed to begin or continue with graduate coursework. Students will have their major changed from B.S. to M.S. to only the B.S. degree program for degree completion.

Graduation Requirements

1. Successful completion of the Movement Science Graduate Program Core Requirements (12credits).
2. Successful completion of the Athletic Training Course Requirements (18 credits).
3. Cumulative GPA of 3.0 or higher in graduate level courses, no "D" or "F" grades, and no more than six credits with a grade of "C".
4. Successful completion of the comprehensive examination and project/internship or Master's thesis and oral defense.

(See Graduate Catalog for specific degree requirements)

DEGREE REQUIREMENTS: B.S. to M.S.

Distribution Requirements and Co-requisites 52
The student majoring in this program must exceed the University's distribution requirement of 45 hours. The Science and Mathematics area requires 16 credit hours of course work, bringing the total distribution credit hours required for Athletic Training majors to 52. **Courses specifically required are listed below each subject area with a double asterisk (**) and must be completed with a grade of C or better.**

THEOLOGY AND PHILOSOPHY 9
 (THE or PHI 353 Bio-Medical Ethics, and PHI 120 Critical Thinking, and THE 300 Ethical Decision-Making are strongly recommended choices.)

WRITTEN AND ORAL COMMUNICATION 9

SCIENCE AND MATHEMATICS 16

- ** BIO 220 Human Anatomy 3
- ** BIO 220L Human Anatomy Laboratory 1
- ** BIO 240 Introduction to Human Physiology 4
- ** BIO 240L Introduction to Human Physiology Laboratory 1
- ** MAT 152 Elementary Probability & Statistics 3
- ** PHY 151 Introductory Physics 3
- ** PHY 151L Introductory Physics & Laboratory 1

SOCIAL AND BEHAVIORAL SCIENCES 9

- **PSY 281 Introduction to Psychology 3

HUMANITIES AND FINE ARTS 9

SES Core Requirements 25
 (See listing. SES 212/212L, SES 361/361L required.)

Athletic Training Major Requirements 55

- CS 180 Introduction to Computers 3
- SES 181 A. T. Pre-clinical Skills I 1
- SES 220 Care and Prevention of Athletic Injuries 3
- SES 220L Care and Prevention of Athletic Injuries Laboratory 1
- SES 281 A. T. Pre-clinical Skills II 1
- SES 316 Therapeutic Modalities 3
- SES 316L Therapeutic Modalities Laboratory 1
- SES 318 Therapeutic Exercise 3
- SES 318L Therapeutic Exercise Laboratory 1
- SES 320 Kinesiology 3
- SES 320L Kinesiology Laboratory 1
- SES 321 Advanced Assessment of Athletic Injuries Upper Extremity 3
- SES 321L Advanced Assessment of Athletic Injuries Upper Extremity Laboratory 1
- SES 322 Advanced Assessment of Athletic Injuries Lower Extremity 3
- SES 322L Advanced Assessment of Athletic Injuries Lower Extremity Laboratory 1
- SES 330 Nutrition for Physical Performance 3
- SES 381A A. T. Clinical Skills Level II Pt. 1 2
- SES 381B A. T. Clinical Skills Level II Pt. 2 2
- SES 481A A. T. Clinical Skills Level III Pt. 1 2
- SES 481B A. T. Clinical Skills Level III Pt. 2 2
- SES 487 Senior Seminar in Athletic Training 3
- SES 499A A. T. Internship I 6
- SES 499B A. T. Internship II 6

Athletic Training Graduate Requirements 30

- SES 520 Biomechanics 3
- SES 545 Manual Techniques 3
- SES 547 Biom. of Musculoskeletal Injury 3
- SES 590 Gross Anatomy and Lab 6
- SES 616 Research Methods 3
- SES 627 ABC Laboratory Instrumentation 3

- SES 686M Adv. Practicum in A.T. I 1
 - SES 686M Adv. Practicum in A.T. II 1
 - SES 686M Adv. Practicum in A.T. III 1
 - SES 689 Thesis 6
- OR**
- SES 679 Project/Internship 6

DEGREE TOTAL:
ATHLETIC TRAINING (B.S. to M.S.) 162

EXERCISE SCIENCE (B.S.)

Constance M. Mier, Ph.D., Coordinator

The Bachelor of Science Degree in Exercise Science (EX) is a 121-semester-hour program which prepares students for a wide variety of health-related careers which include, but are not limited to the following:

- Fitness and wellness programs: careers include health and fitness instructor, strength training instructor; exercise leader, health and fitness program director.
- Clinical programs such as cardiac/pulmonary rehabilitation: careers include exercise specialist, exercise test technologist, clinical program director.
- Exercise physiology research: a B.S. degree in Exercise Science prepares students for graduate degree work in an exercise physiology laboratory. Careers include laboratory technician, research assistant, research scientist.
- Other careers: a B.S. degree in Exercise Science is a stepping stone for other health-related careers such as nursing, physical therapy and physician assistant.

The program requires 38 credit hours (beyond the SES core of 24 hours) which are specific to the Exercise Science major and which prepare students to attempt professional certification examinations. A student majoring in Exercise Science must take the ACSM Health/Fitness Instructor or the NSCA Strength and Conditioning Specialist certification examination prior to graduation. **The minimum grade of C is required in all major, SES core, and co-requisite courses.**

B.S. to M.S. Option

The B.S. to M.S. option in Exercise Science is available to qualified students who meet the criteria for selection to and continued enrollment in this program. (See specific requirements for acceptance to the B.S. to M.S. option and detailed program description later in this section). Further information is available from one's academic advisor or the program coordinator. Along with other published requirements, the student must have a 3.0 or better cumulative and are in Good Standing within the program.

Academic Good Standing for B.S. in Exercise Science

By the end of the first semester of study, Exercise Science student majors must have earned at least a 2.75 cumulative GPA. Students not meeting or maintaining the program cumulative GPA requirement will be notified and given one additional semester to meet or exceed the minimum cumulative GPA. If at the end of the second semester of study the student still has not earned the required program cumulative GPA, they will be dismissed from the major.

Terminal Objectives

The Exercise Science Program strives to have its graduating students:

- Master the skills, knowledge and abilities that meet the professional standards set forth by the American College of Sports Medicine and National Strength and Conditioning Association.
- Utilize through competent practice the theories and evidence-based procedures that aid in the promotion of fitness and wellness of individuals and various populations
- Utilize through competent practice the theories and evidence-based procedures when developing and implementing fitness and performance tests, individualized exercise prescriptions and training programs, and group exercises
- Utilize through competent practice the theories and evidence-based procedures that aid in the promotion of fitness and wellness of individuals and various populations, including education and counseling
- Assume personal responsibility for continuing professional competence and development
- Assume leadership roles in the community with respect to effecting social change through promotion of healthy lifestyles
- Continue pursuing professional development and involvement in professional networking that includes participation in state, regional and national conferences and symposia
- Pursue a graduate-level degree in Exercise Science or a related field
- Support an environment of diversity and inclusion for all individuals seeking a healthier lifestyle or pursuing individual fitness goals.

Field Experiences in Exercise Science

Students must pass SES 361 Exercise Physiology and SES 361L Lab with a C or better and show proof of current CPR/AED certification prior to being admitted to SES 486 Practicum. Practicum in Exercise Science requires at least 4 hours per week of guided

field experience in laboratory testing and research, exercise leadership, exercise prescription and programming, and fitness assessment. (See other SES 486 requirements in the course descriptions section.)

SES 499 (Internship in Exercise Science) is a full-time field experience in a hospital-based wellness or cardiac rehabilitation program, a corporate or community fitness center or sports training facility. Completion of SES 486 is required in order to receive approval from the Program Coordinator and Department Chair to enroll in SES 499. (See other requirements under course descriptions.) SES 499: Internship meets the integrative experience requirement for graduation.

DEGREE REQUIREMENTS

Distribution Requirements and Co-requisites 56

The student majoring in Exercise Science must exceed the University's distribution requirement of 45 hours. The Science and Mathematics area includes 11 additional hours of required coursework, bringing the total distribution credit hours required for Exercise Science majors to 56. **Courses specifically required are listed below each subject area with a double asterisk (**) and must be completed with a grade of C or better.**

THEOLOGY AND PHILOSOPHY 9
(THE or PHI 353, Bio-Medical Ethics is strongly recommended)

WRITTEN AND ORAL COMMUNICATION 9

SCIENCE AND MATHEMATICS 20

** BIO 220	Human Anatomy	3
** BIO 220L	Human Anatomy Laboratory	1
** BIO 240	Introduction to Human Physiology	4
** BIO 240L	Introduction to Human Physiology Laboratory	1
** CHE 152	Intro. to Organic & Biological Chemistry (3) and CHE 152L Laboratory (1) OR	
** CHE 111	General Chemistry (3) and CHE 111L Qual. Laboratory (1)	
** MAT 152	Elementary Probability & Statistics	3
** PHY 151	Introductory Physics	
** PHY 151L	Introductory Physics & Laboratory	1

SOCIAL AND BEHAVIORAL SCIENCES 9

** PSY 281 Introduction to Psychology 3

HUMANITIES AND FINE ARTS 9

SES Core Requirements: 24
(See listing. SES 112/112L, SES 361/SES 361L required)

Exercise Science Major Requirements 38

CS	180	Introduction to Computers	3
SES	220	Care & Prev. of Athletic Injuries	3

SES	320	Kinesiology	3
SES	320L	Kinesiology Laboratory	1
SES	330	Nutrition for Physical Performance	3
SES	370	Fitness Assessment and Exercise Prescription	3
SES	370L	Fitness Assessment and Exercise Prescription Laboratory	1
SES	441	Cardiac Rehabilitation	3
SES	441L	Cardiac Rehabilitation Laboratory	1
SES	463	Appl. Physiol. of Resist. Training	3
SES	486	Practicum in Exercise Science	2
SES	499	Internship in Exercise Science	12

Electives (3 hours minimum) 3

Recommended Courses:

SES	326	Principles of Motor Learning (3)
SES	469	Directed Readings in Exercise Science (3)
SES	479	Directed Research in Exercise Science (3)
SES	485	Intro. to Law in Sport and Exercise Sciences (3)

DEGREE TOTAL:
EXERCISE SCIENCE (B.S.) 121**Minor in Exercise Science**

An Exercise Science minor is available to complement pre-professional majors in medical, allied health, athletic training or other science-based fields who are interested in further study in the areas of exercise prescription and fitness programming. A student may earn a minor in Exercise Science by completing the following courses:

SES	112	CPR/AED for the Prof. Rescuer	1
SES	112L	CPR/AED for the Prof. Rescuer Laboratory	1
SES	270	Concepts of Fitness and Wellness	3
SES	320	Kinesiology	3
SES	320L	Kinesiology Laboratory	1
SES	361	Exercise Physiology	3
SES	361L	Exercise Physiology Laboratory	1
SES	370	Fitness Assessment and Exercise Prescription	3
SES	370L	Fitness Assessment and Exercise Prescription Laboratory	1
SES	441	Cardiac Rehabilitation	3
SES	441L	Cardiac Rehabilitation Laboratory	1
SES	463	Applied Physiology of Resistance Training	3
SES	486	Practicum in Exercise Science	2

MINOR IN EXS TOTAL: 26**Pre-Physical Therapy and Pre-Medical Options:**

Available only to majors in Exercise Science or Athletic Training (ATR). Please refer to the details on the undergraduate course requirements for these program options as described in the Athletic Training section.

Technical Standards for B.S. in Exercise Science Program

All students are expected to demonstrate a high level of ethical standards as exercise science professionals. For the exercise science professional, adequately addressing the individual needs of clients or patients and placing the highest priority on the confidentiality, health and well being of clients or patients are the expected ethical standards to be upheld when conducting assessments, and developing or prescribing exercise programs.

A level of knowledge, skills and abilities (KSAs) must be demonstrated effectively prior to graduation. Specifically, all students must demonstrate the KSAs required to pass the American College of Sports Medicine's (ACSM) Health/Fitness Specialist or the National Strength and Conditioning Association's Strength and Conditioning Specialist certification examination. KSAs are represented in the following categories:

1. Anatomy and Biomechanics
2. Exercise Physiology
3. Human Development and Aging
4. Pathophysiology and Risk Factors
5. Human Behavior and Psychology
6. Health Appraisal and Fitness Testing
7. Safety and Injury Prevention
8. Exercise Programming
9. Nutrition and Weight Management

EXERCISE SCIENCE (B.S. TO M.S.)

Constance M. Mier, Ph.D., Coordinator

The Bachelor of Science to Master of Science Degree in Exercise Science is a 151 semester hour program available to qualified students, which can be completed in five years plus thesis or a summer internship (11 semesters). The program requires 115 undergraduate semester hours and 36 graduate semester hours. The student who successfully completes the program meets the requirements for the Bachelor of Science degree in Exercise Science and the Master of Science degree in Movement Science with a specialization in Exercise Science.

The student selects one of two tracks, clinical or research. The clinical track prepares the student for director positions in fitness and wellness clinics. Several courses offer firsthand experience within fitness and wellness programs, including a graduate-level internship. Additional courses within SES emphasize administrative, marketing and legal aspects of fitness and wellness careers. The research track is designed to prepare the student for doctoral study in exercise physiology research or in the medical field, having its

greatest emphasis in the sciences. Emphasis is placed on practical experience in the human performance laboratory, including a graduate-level thesis.

Academic Good Standing for B.S. to M.S. in Exercise Science

By the end of the fifth semester of study, B.S to M.S. students in Exercise Science must have obtained at least a 3.0 cumulative GPA to begin graduate coursework. Students not meeting and maintaining the cumulative program GPA requirement will not be allowed to begin or continue with graduate coursework. Students will have their major changed from B.S. to M.S. to only the B.S. degree program for degree completion.

Graduation Requirements

1. Successful completion of the course and credit hour requirements.
2. Cumulative GPA of 3.0 or higher in graduate-level courses, no "D" or "F" grades, and no more than six credits with a grade of "C".
3. Successful completion of the comprehensive examination (clinical track).
4. Successful completion of the internship and the internship project (clinical track).
5. Acceptable oral defense of thesis (research track).

DEGREE REQUIREMENTS B.S. TO M.S.

Distribution Requirements and Co-requisites 56

The student enrolled in the B.S. to M.S. degree program must exceed the University's distribution requirement of 45 hours for a Bachelor of Science degree. **Courses specifically required are listed below each subject area. Those courses with a double asterisk (**) must be completed with a grade of C or better.**

THEOLOGY AND PHILOSOPHY 9
(THE or PHI 353, Bio-Medical Ethics is strongly recommended)

WRITTEN AND ORAL COMMUNICATION 9

SCIENCE AND MATHEMATICS 20

- ** BIO 220 Human Anatomy 3
- ** BIO 220L Human Anatomy Laboratory 1
- ** BIO 240 Introduction to Human Physiology 4
- ** BIO 240L Introduction to Human Physiology Laboratory 1
- ** CHE 152 Intro. to Organic & Biological Chemistry (3) and CHE 152L Laboratory (1) OR
- ** CHE 111 General Chemistry (3) and CHE 111L Qual. Laboratory (1)

- ** MAT 152 Elementary Probability & Statistics 3
- ** PHY 151 Introductory Physics 3
- ** PHY 151L Introductory Physics Laboratory 1

SOCIAL AND BEHAVIORAL SCIENCES 9

- ** PSY 281 Introduction to Psychology 3

HUMANITIES AND FINE ARTS 9

SES Core Requirements: 24

(See listing. SES 112/112L, SES 361/SES 361L required)

Exercise Science Major Undergraduate Requirements 32

(for both clinical and research tracks)

- CS 180 Introduction to Computers 3
- SES 220 Care & Prev. of Athletic Injuries 3
- SES 320 Kinesiology 3
- SES 320L Kinesiology Laboratory 1
- SES 330 Nutrition for Physical Performance 3
- SES 370 Fitness Assessment and Exercise Prescription 3
- SES 370L Fitness Assessment and Exercise Prescription Laboratory 1
- SES 541 Cardiac Rehabilitation 3
- SES 541L Cardiac Rehabilitation Laboratory 1
- SES 563 Appl. Physiol. of Res. Training 3
- SES 486 Practicum 2
- SES 499 Internship 6

Undergraduate Course Electives 3

Recommended Courses:

- SES 326 Principles of Motor Learning 3
- SES 469 Directed Readings in Exercise Science 3
- SES 479 Directed Research in Exercise Science 3
- SES 485 Intro to Law in Sport & Exercise Science 3
- ACC 201 Financial Accounting 3
- ECO 201 Intro Macroeconomics 3

Exercise Science Major Graduate Requirements 21

- SES 520 Biomechanics or 546 Qualitative Analysis of Biomechanics 3
- SES 561 Adv Exercise Physiology 3
- SES 561L Adv Exercise Physiology Laboratory 1
- SES 578 ECG Interpretation & Exercise Testing 2
- SES 616 Research Methodology 3
- SES 618 Fitness & Wellness Promotion 3
- SES 672 Exercise & Energy Metabolism 3
- SES 686E Advanced Practicum 3

Clinical 9

- SES 679 Internship (6)
- SES xxx Elective (see list below)

OR

Research 9

- SES 689 Thesis 6
- SES 701 Advanced Studies in Applied Statistics 3

Graduate Course Electives			3
SES	537	Sport Psychology	3
SES	585	The Law in Sport & Exercise Science	3
SES	625	Motor Learning and Control	3
SES	627	Lab Instrumentation in Biomechanics	3
SES	660	Performance Enhancement Psychology	3
SES	662	Exercise Psychology	3
SES	701	Advanced Studies in Exercise Science	3
DEGREE TOTAL:			
EXERCISE SCIENCE (B.S. to M.S.)			151

LEISURE AND RECREATION MANAGEMENT (B.S.)

Gayle Workman, Ph.D., Coordinator

The Bachelor of Science degree in Leisure and Recreation Management (LRM) prepares students to design, manage, and deliver leisure and recreation services to a variety of people in diverse settings. The Leisure and Recreation Management major requires a total of 124 semester hours of coursework, including a full-immersion 12 hour internship. A 21 hour minor in Business is also included. **The minimum grade of C is required in all major, SES core, minor, and co-requisite courses.**

The major in Leisure and Recreation Management focuses on developing the skills to meet the demand and consumer expectations for the expanding leisure industry worldwide. Students completing the Business minor receive an academic background preparing them for positions of responsibility and leadership in the areas of marketing, management, accounting, and economics within the broad field of outdoor leisure and recreation. Extensive opportunities to integrate classroom learning within private leisure programs, tourism agencies, and public recreation and park facilities enhances students' knowledge and refines skills.

Academic Good Standing for B.S. in Leisure and Recreation Management

By the end of the first semester of study, Leisure and Recreation Management student majors must have earned at least a 2.0 cumulative GPA. Students not meeting or maintaining the program cumulative GPA requirement will be notified and given one additional semester to meet or exceed the minimum cumulative GPA. If at the end of the second semester of study the student still has not earned the required program cumulative GPA, they will be dismissed from the major.

Terminal Objectives

The Leisure and Recreation Management Program strives to have its graduating students:

- Master the skills, knowledge and proficiencies included in the Standards and Evaluation Criteria established by the Council on Accreditation and sponsored by the National Recreation and Park Association and the American Association for Physical Activity and Recreation.
- Demonstrate currently accepted professional practices in Leisure and Recreation Management.
- Assume personal responsibility for continuing professional competence and development.
- Assume leadership roles in the community with respect to effecting social change.
- Engage in the community through participation in state, regional and national symposia.
- Incorporate respect for human diversity and dignity while participating in culturally and spiritually sensitive action in community service.

DEGREE REQUIREMENTS

The student majoring in Leisure and Recreation Management must exceed the University's distribution requirement of 45 hours. The Science and Mathematics area includes 11 additional hours of required coursework, bringing the total distribution credit hours required for Leisure and Recreation Management majors to 47. **Courses specifically required are listed below each subject area with a double asterisk (**) and must be completed with a grade of C or better.**

Distribution Requirements and Co-requisites:	47
THEOLOGY AND PHILOSOPHY	9
PHI 354, Environmental Ethics, is recommended.	
WRITTEN AND ORAL COMMUNICATION	9
SCIENCE AND MATHEMATICS	11
** BIO 220 Human Anatomy	3
** BIO 220L Human Anatomy Laboratory	1
** MAT 152 Elementary Probability & Statistics	3
** SES 360 Essentials of Exercise Physiology	3
** SES 360L Essentials of Exercise Physiology Lab (also required in SES core but counted in distribution)	1
SOCIAL AND BEHAVIORAL SCIENCES	9
**PSY 281 Introduction to Psychology	3
**ECO 201 Introductory Macroeconomics (also required for minor in Business)	3
GEO 301 World Environments (recommended)	3
GEO 320 Geography of Disasters (recommended)	3

HUMANITIES AND FINE ARTS 9

SES Core Requirements 17
(See listing. SES 212/212L, SES 360/SES 360L required but counted in Distribution. SES 465 not required.)

Leisure and Recreation Management Core Requirements 42

SES	150	Introduction to Outdoor Pursuits	3
CS	180	Introduction to Computers	3
SES	260	Leisure Programming and Planning	3
SES	262	Recreational Leadership	3
SES	292	Commercial Recreation	3
SES	380	Facility Design and Event Management	3
SES	390	Natural Resource Recreation Management	3
SES	485	Intro to Law in Sport and Exercise Sciences	3
SES	422	Principles of Sport Travel and Tourism	3
SES	499	Internship	12

Minor in Business 18

ACC	201	Financial Accounting	3
ECO	201	Intro. Macroeconomics (3 hrs. counted in Distribution)	3
BUS	315	Intro. to Management Systems	3
MGT	305	Organizational Behavior & Management	3
MGT	352	Human Resource Management	3
MKT	306	Marketing Concepts and Applications	3
MKT	385	Consumer Behavior	3

Electives (8 hours minimum) 8

Recommended Courses:

SES	308	Underwater Photography	3
SES	311	Tropical Diving Requirements	3
SES	346	Wilderness Expeditionary Training	3
SES	388	Sport Ecotourism	3
SES	431	Media Relations in Sport	3
COM	200	Introduction to Mass Media	3
COM	390	Principles of Public Relations	3
ENG	417	Advertising Copywriting	3
ENG	418	Publication Production and Layout	3
EVS	430	Environmental Crime and Law	3

Or other courses as approved by advisor

DEGREE TOTAL: 124

Minor in Leisure and Recreation Management

The minor in Leisure and Recreation Management is available for students interested in broadening their knowledge in the leisure field. This minor is designed to prepare students enrolled in other majors for career opportunities in the recreation industry. A student may earn a minor in Parks and Recreation Management by selecting 21 credit hours from the following courses:

Recommended Courses:

SES	260	Leisure Programming and Planning	3
SES	262	Recreational Leadership	3
SES	292	Commercial Recreation	3
SES	328	Theory of Coaching	3
SES	346	Wilderness Expeditionary Training	3
SES	388	Sport Ecotourism	3
SES	380	Facility Design and Event Management	3
SES	390	Natural Resource Recreation Management	3
SES	422	Principles of Sport Travel and Tourism	3
SES	440	Sport Marketing, Promotions, and Fund Raising	3
SES	444	Financial Applications to Sport	3
SES	470	Methods & Practice of Teaching Elementary Physical Education	4
SES	476	Methods & Practice of Teaching Secondary Physical Education	4
SES	485	Intro to Law in Sport and Exercise Sciences	3

TOTAL: Leisure and Recreation Minor 21 credits

Technical Standards for Program Acceptance, Progression, and Graduation

The Leisure and Recreation Management Program at Barry University places specific requirements and demands on the students enrolled in this program. An objective of this program is to prepare graduates to enter a variety of employment settings within this industry and to render service to a wide spectrum of individuals engaged in some form of leisure, recreation, and/or physical activity. The technical standards set forth by the Barry University Leisure and Recreation Management Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies for successful degree completion and future employment within this field. The following abilities, personal qualities, and expectations must be met by all students admitted to, and graduating from, the Leisure and Recreation Management Program.

The Sport and Exercise Science faculty reserve the right to accept, to retain, and to recommend to the dean for graduation only those candidates who fulfill all academic requirements and who satisfy all technical standards.

Candidates for selection to, and completion of, the Leisure and Recreation Management Program must demonstrate the following:

Standard 1. Critical Thinking

The mental capacity to assimilate, analyze, synthesize, integrate concepts, creatively problem solve, and demonstrate sound judgement when working with individuals or groups.

Standard 2. Physical Ability

Sufficient mobility and coordination to safely and efficiently move in indoor and outdoor leisure and recreation environments and settings.

Standard 3. Communication

The ability to communicate effectively with others in written and oral form.

Standard 4. Social Behavior

Compassion, integrity, interest and motivation.

Standard 5. Interpersonal

The capacity to sufficiently interact and establish rapport with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.

Standard 6. Commitment

The perseverance, diligence and commitment to complete the Leisure and Recreation Management Program as outlined and sequenced.

Standard 7. Flexibility

The ability to adjust to changing situations without undue difficulty.

Standard 8. Professionalism

The affective skills and appropriate demeanor that relate to professional behavior and decision-making.

Evaluation of Technical Standards

Students who with reasonable accommodation(s) are found to not be able to meet the technical standards of the Leisure and Recreation Management (LRM) program must change their major.

Appeal

Students failing to meet the technical standards with all reasonable accommodation(s) may request an outside review of their ability to meet the technical standards by the SES faculty, Department Chair and Dean. If the review affirms the program's position of failure to meet the technical standards, the student must immediately change his or her major. Barry University policy allows a maximum of three attempts at any course. After the third failed attempt at any coursework, the student at that time would be required to change his or her major.

PHYSICAL EDUCATION (B.S.)

Kathryn Ludwig, Ph.D., Coordinator

This program may meet the requirements for Florida temporary certification. Additional requirements would subsequently be necessary to obtain a professional certificate. Students are advised that this program may not be accepted for certification in other states because it is not a state approved program.

The Bachelor of Science degree in Physical Education (PE) prepares the student to teach physical education, fitness, and wellness in the primary, elementary, and/or secondary schools (K-12). The Physical Education major requires a total of up to 121 semester hours of coursework. **The minimum grade of C is required in all major, SES core, education, and co-requisite courses.**

The major in Physical Education focuses on the acquisition of knowledge and the refinement of teaching skills in the areas of fitness, team and individual sports, recreational games, and aquatics, as well as balance, tumbling, rhythmic and movement activities. Emphasis is placed on the sequencing of skills from elementary through the secondary grades. Extensive opportunities for clinical experiences are provided over a minimum of three years, beginning with classroom observations in EDU 151, and SES 210. Continued observations and student-aiding are part of the course requirements in SES 470 and 476. SES 486 (Practicum in Teaching Physical Education) offers opportunities for further refining teaching skills.

Vision Statement

It is the vision of the Barry University physical education program to focus on dynamic and humanistic physical education pedagogy to prepare teachers in physical education who are effective decision makers, leaders, and lifelong learners. We aim to foster physical educators who are adaptive, creative, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, reflective, ethical, and professional. We prepare physical educators to promote all aspects of a healthy lifestyle through effective, inclusive, and enthusiastic teaching practices.

Academic Good Standing for B.S. in Physical Education

By the end of the first semester of study, Physical Education student majors must have earned at least a 2.5 cumulative GPA. Students not meeting or maintaining the program cumulative GPA requirement will be notified and given one additional semester to meet

or exceed the minimum cumulative GPA. If at the end of the second semester of study the student still has not earned the required program cumulative GPA, they will be dismissed from the major.

Terminal Objectives

The Physical Education program at Barry University directly reflects the highest expectations of discipline standards as written by the National Association for Sport and Physical Education. As such, Physical Education graduates are prepared to:

- Understand physical education content and disciplinary concepts related to the development of a physically educated person.
- Understand how individuals learn and develop, and provide opportunities that support physical, cognitive, social and emotional development.
- Understand how individuals differ in their approaches to learning and create appropriate instruction adapted to these differences.
- Use and have an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical education settings.
- Understand the importance of planning developmentally appropriate instructional units to foster the development of a physically educated person.
- Understand and use the varied types of assessment and their contribution to overall program and the development of the physical, cognitive, social, and emotional domains.
- Understand the importance of being a reflective practitioner and its contribution to overall professional development and actively seek opportunities to sustain professional growth.
- Use information technology to enhance learning and personal and professional productivity.
- Understand the necessity of fostering collaborative relationships with colleagues, parents/guardians, and community agencies to support the development of a physically educated person.

DEGREE REQUIREMENTS

Distribution Requirements and Co-requisites 47
(Courses specifically required are listed below each subject area with a double asterisk (**)) and must be completed with a grade of C or better).

THEOLOGY AND PHILOSOPHY 9

WRITTEN AND ORAL COMMUNICATION 9

SCIENCE AND MATHEMATICS 11

** BIO 220 Human Anatomy 3

** BIO 220L Human Anatomy Laboratory 1

** MAT 152 Elementary Probability & Statistics 3

** SES 360 Essentials of Exercise Physiology 3

** SES 360L Essentials of Exercise Physiology Lab 1
(also required in SES core)

SOCIAL AND BEHAVIORAL SCIENCES 9

** PSY 281 Introduction to Psychology 3

HUMANITIES AND FINE ARTS 9

SES Core Requirements: 20

(See listing, SES 112/SES 112L, SES 360/SES 360L required but counted in Distribution)

Physical Education Major Requirements 36

ISR As recommended by advisor 2

CS 180 Introduction to Computers 3

EDU 151 Introduction to Education 3

EDU 218 Educational Psychology 3

TSL 400 ESOL Issues and Strategies 3

SES 220 Care and Prevention of Athletic Injuries 3

SES 220L Care and Prevention of Athletic Injuries Laboratory 1

SES 320 Kinesiology 3

SES 320L Kinesiology Laboratory 1

SES 326 Principles of Motor Learning 3

SES 350 Tests & Measurement in HPER and Sport 3

SES 470 Methods & Practice of Teaching Elementary Physical Education 4

SES 476 Methods & Practice of Teaching Secondary Physical Education 4

Additional Major Requirements 15

SES 486 Practicum in Teaching Elementary PE 3-6

SES 486 Practicum in Teaching Secondary PE 3-6

AND

SES xxx Electives** 3-9

**3-9 credits of additional SES electives, approved by one's academic advisor, are needed in order to complete 15 credits total in the "Additional Major Requirements" category.

Required SES Electives (3 hrs. minimum) 3

Recommended Courses:

SES 325 Officiating Team and Individual Sports 2

*SES 328 Theory of Coaching 3

SES	330	Nutrition for Physical Performance	3
SES	431	Media Relations in Sport	3
SES	479	Directed Research in Physical Education	3
SES	485	Intro. to Law in SES	3
*SES	486	Practicum in Coaching	3

* NOTE: These courses also satisfy the requirements for a Florida Coaching Certificate / Endorsement (from the above list of electives)

**DEGREE TOTAL: PE-OPTION
PHYSICAL EDUCATION (B.S.) 121**

Coaching Certificate/Endorsement

The Department of Sport and Exercise Sciences offers coursework that leads to the State of Florida Department of Education (FL-DOE) endorsement in Coaching.

Requirements: The study of the effects and dangers of drug use including performance enhancing drugs, and a valid certificate in CPR issued by the American Red Cross or the American Heart Association, is now required. The following courses are offered to all majors who also desire to coach in a public school system. These courses satisfy FL-DOE requirements towards an Endorsement in Coaching.

SES	220	Care and Prevention of Athletic Injuries	3
SES	220L	Care and Prevention of Athletic Injuries Laboratory	1
SES	328	Theory of Coaching	3
SES	486	Practicum in Coaching	3

COACHING ENDORSEMENT TOTAL 10

In addition, SES 212/212L, 320, 325, 330, 335, 360, and 485 are strongly recommended electives for those students interested in pursuing coaching careers.

SPORT MANAGEMENT (B.S.)

Darlene A. Kluka, Ph.D., D. Phil., Coordinator

The Bachelor of Science in Sport Management (SM) prepares students for positions within the professional, collegiate, corporate, commercial, governmental, or recreational sport industry, as well as graduate study. The Sport Management program requires a total of 120 semester hours, including 33 credit hours specific to Sport Management and an additional 22 hours in the SES Core. A 21 credit hour minor in Business is also included. **A minimum grade of C is required in all major, minor, SES core, and co-requisite courses.**

Optional specializations are available in **Sport Management-Diving Industry** and in **Sport Management-Golf Industry**. Acceptance to these specializations requires satisfying various competencies

and standards as stipulated within the catalog description for these programs, which follows the Sport Management major.

SES 499 (Internship) meets the integrative experience requirement for graduation.

B.S. to M.S. Option

The B.S. to M.S. option in Sport Management is available to qualified students who meet the criteria for selection to and continued enrollment in this program. (See specific requirements for acceptance to the B.S. to M.S. option and detailed program description later in this section). Further information is available from one's academic advisor or the program coordinator. Along with other published requirements, the student must have a 3.0 or better cumulative and are in Good Standing within the program.

Academic Good Standing for B.S. in Sport Management

By the end of the first semester of study, Sport Management student majors must have earned at least a 2.0 cumulative GPA. Students not meeting or maintaining the program cumulative GPA requirement will be notified and given one additional semester to meet or exceed the minimum cumulative GPA. If at the end of the second semester of study the student still has not earned the required program cumulative GPA, they will be dismissed from the major.

Terminal Objectives

The Sport Management Program strives to have its graduating students: Graduates from the SM program will be able to:

- Demonstrate content knowledge in the field of Sport Management
- Identify and explain the internal and external factors that influence and shape sport in society
- Explain what constitutes sport management and what constitutes a sport organization.
- Apply the concepts of planning, organizing, leading and controlling organizational goals to sport organizations
- Create and professionally present a sport business plan, a strategic plan, and a policy plan
- Comprehend how ethical behavior influences financial, marketing and managerial decision making
- Apply fundamental marketing concepts to the sport industry, create marketing plans, evaluate market segments and predict consumer behavior
- Develop financial strategies and evaluate budgets and sources of revenues and expenses relevant to sport organizations

- Explain and judge fundamental legal concepts relevant to tort, contract and constitutional law, and how they apply to the sport management field
- Use accepted techniques of discovery and critical thinking to solve problems independently, and to evaluate opinions and outcomes within and outside the sport management area
- Provide leadership skills necessary to succeed in the field of sport management
- Understand and use qualitative and quantitative analysis through formal and informal assessment strategies
- Effectively produce, interpret, analyze and present written text, oral messages and multimedia presentations used in sport management related settings

DEGREE REQUIREMENTS

Distribution Requirements and Co-requisites 47

The student majoring in Sport Management must exceed the University's distribution requirement of 45 hours. The Science and Mathematics area includes 11. This brings the total Distribution credit hours required for Sport Management majors to 47. (**Courses specifically required are listed below each subject area with a double asterisk (**) and must be completed with a grade of C or better.**)

THEOLOGY AND PHILOSOPHY 9

WRITTEN AND ORAL COMMUNICATION 9

SCIENCE AND MATHEMATICS 11

- ** BIO 220 Human Anatomy 3
- ** BIO 220L Human Anatomy Laboratory 1
- ** MAT 152 Elementary Probability & Statistics 3
- ** SES 360 Essentials of Exercise Physiology 3
- ** SES 360L Essentials of Exercise Physiology Lab 1
(also required in SES core but counted in distribution)

SOCIAL AND BEHAVIORAL SCIENCES 9

- ** ECO 201 Introductory Macroeconomics 3
(also required for minor in Business)
- ** PSY 281 Introduction to Psychology 3

HUMANITIES AND FINE ARTS 9

SES Core Requirements 17

(See listing. SES 112/112L, SES 360/SES 360L required but counted in Distribution. SES 465 not required.)

Sport Management Major Requirements 33

Sport Management Core 21

- CS 180 Intro. to Computers 3
- SES 250 Sport and Recreational Management 3
- SES 485 Intro. to Law in SES 3
- SES 499 Internship in Sport Management 12

Additional Sport Management Requirements 12

- SES 260 Leisure Planning and Programming 3
- SES 380 Facility Design and Event Management 3
- SES 440 Sport Marketing, Promotions,
and Fund Raising 3
- SES 444 Financial Applications to Sport 3

Minor in Business 18

- ACC 201 Financial Accounting 3
- ECO 201 Intro. Macroeconomics
(3 hrs. counted in Distribution)
- BUS 315 Intro. to Management Systems 3
- MGT 305 Organizational Behavior &
Management 3
- MGT 352 Human Resource Management 3
- MKT 306 Marketing Concepts and Applications 3
- MKT 385 Consumer Behavior 3

Electives (5 hours minimum) 5

Recommended Courses:

- SES 431 Media Relations in Sport 3
- COM 200 Introduction to Mass Media 3
- COM 390 Principles of Public Relations 3
- ENG 417 Advertising Copywriting 3
- ENG 418 Publication Production and Layout 3

DEGREE TOTAL:

SPORT MANAGEMENT (B.S.) 120

Minor in Sport Management

The minor in Sport Management is available to complement professional majors in other disciplines such as marketing, management, fitness, health, wellness, public relations, journalism, psychology and communications. It is designed to prepare students for opportunities in the sport-related fields including amateur, professional, and collegiate sport administration, as well as entrepreneurial businesses focusing on health, fitness, recreation, sport and sport products. A student may earn a minor in Sport Management by completing the following:

Required Courses: 15

- SES 250 Sport & Recreation Management 3
- SES 440 Sport Marketing, Promos/Fundraising 3
- SES 480 Contemporary Issues & Ethics
in Sport 3
- SES 485 Intro. to Law in SES 3
- SES 486 Practicum in Sport Management 3

Electives: (6 hours minimum) 6

Recommended Courses:

- SES 260 Leisure Planning and Programming 3
- SES 380 Facility Design and Event Management 3
- SES 431 Media Relations in Sport 3
- SES 444 Financial Applications to Sport 3
- SES 465 Administration of Programs and
Facilities 3

**TOTAL: SPORT MANAGEMENT
MINOR**

21 credits

Minor in Coaching

The coaching minor is a 24 semester hour program designed specifically to service majors in other areas outside of sport management or physical education. It is for those who desire in-depth theoretical knowledge, intensive practical skill application and risk management awareness in coaching developing athletes. Students must meet prerequisites of the program before beginning coursework.

SES	220	Care and Prevention of Athletic Injuries	3
SES	320	Kinesiology	3
SES	326	Principles of Motor Learning	3
SES	328	Theories of Coaching	3
SES	335	Psycho-Social Aspects of Sport	3
SES	360	Exercise Physiology	3
SES	486	Practicum in Coaching	3

Electives: (Select one)

SES	330	Nutrition for Physical Performance	3
SES	340	Adapted Physical Activity, Rec, Sport	3
SES	411	Coaching Techniques for Disabled Athletes	3
SES	480	Contemporary Issues and Ethics in Sport	3
SES	485	Intro to Law in SES	3
TOTAL: COACHING MINOR			24 credits

SPORT MANAGEMENT – DIVING INDUSTRY (B.S.)

Sharon Kegeles, M.S., Program Facilitator

The B.S. degree in Sport Management (SM) includes an optional specialization in Diving Industry. This area of emphasis is designed to prepare the student for a career in the instructional and business segments of the diving industry and offers the opportunity to attain SCUBA Instructor certification. The SM Diving Industry program consists of a total of 132 semester hours with a major in Sport Management totaling 45 credit hours, 26 hours of which are specific to the Diving Industry. An additional 22 hours of SES Core courses must be satisfied. A 21 credit hour minor in Business, is also included as part of the Diving Industry program. All requirements for the Sport Management major apply. **The minimum grade of C in all major, minor, SES Core, and co-requisite coursework is also required for the Diving Industry track. Prior to attempting any dive under supervision, students will be asked to sign an agreement verifying that various technical and safety standards have been met.**

Academic Good Standing for B.S. in Sport Management-Diving Industry

By the end of the first semester of study, Sport Management-Diving Industry student majors must have earned at least a 2.0 cumulative GPA. Students not meeting or maintaining the program cumulative GPA requirement will be notified and given one additional semester to meet or exceed the minimum cumulative GPA. If at the end of the second semester of study the student still has not earned the required program cumulative GPA, they will be dismissed from the major.

Terminal Objectives for Graduates of Sport Management – Diving Industry Program

For successful entry into the international recreational diving industry and related fields, graduates must:

- Show a solid foundation of knowledge of the diverse career opportunities by verbalizing a functional understanding of the specific technical skills required for those areas.
- Have a functional command of the physics involved in compressed gas and breath-hold diving and the resulting physiological and psychological effects on the human body from juvenile to geriatric.
- Utilize that knowledge base for appropriate safe planning of diving operations within a multitude of aquatic environments using the current technical support equipment within the industry.
- Demonstrate a high degree of personal watermanship ability topside and underwater, including but not limited to swimming; breath-hold diving; rescue techniques; SCUBA skills and seamanship.
- Hold current certifications as a lifeguard and as a qualified emergency responder to maintain life-support in remote locations until more qualified medical personnel arrive.
- Manage all aquatic-related emergencies whether local or remote in location and provide total appropriate care for the situation, including notification of all professional agencies with required documentation.
- Demonstrate the ability to work with and take full professional responsibility for diverse populations who present with specific needs whether cognitive or motor in nature and manage the risk in a variety of aquatic environments.
- Attain professional diving leadership certification with an international training organization, be current with all legal and ethical issues and be governed by all professional standards as written.

- Be proficient in dive operations planning, execution and management for various underwater work within international tropical environments whether from land or a vessel.
- Have a functional understanding of the international business aspects and current trends of the global industry including: marketing, promotion, sport tourism including cultural diversity in human resource management.
- Perform as an instructional assistant to a professional SCUBA instructor in maintaining a safe and enjoyable environment for new divers to enter into the recreational diving market as educated consumers.
- Demonstrate appropriate professional ethics in the preservation and conservation of the marine environment, and educate others to support these efforts.

Criteria for Sport Management/Diving Industry (SMDI) Acceptance

Students electing this specialization, as well as those pursuing a minor in Diving Education, must satisfy the following criteria prior to acceptance. **NOTE: For student and group safety, **starred items must be completed before the end of the first semester of enrollment. In addition, the faculty member reserves the right to restrict a student from participating in a dive or related diving activity in order to ensure the safety of everyone who might be placed at risk.**

- **1. Documentation of current immunizations and health screenings, including, but not limited to Tetanus, Hepatitis A and B, Tuberculosis, and HIV.
- **2. Medical examination results for certification of physical fitness for rigorous physical activity, including but not limited to chest x-ray, lung function, cardiovascular fitness, complete blood and urine screening and blood toxicology reports. Results may be shared with international diving medical experts at Divers Alert Network to help determine safety clearance for diving at all depths required within the SMDI curriculum.
- **3. Verification of current medical insurance to cover local medical treatment for routine health services and/or emergencies including hyperbaric medical treatment and remote air ambulance coverage. All policies must be current throughout the duration of the SMDI program to protect the health of the student.
- **4. Agreement to complete, prior to each in-water activity, a "Hold Harmless" statement that acknowledges proper individual preparation for diving including proper rest, hydration, nutrition and including attesting to being alcohol, nicotine and substance-free.
- **5. Agreement to subject to random urine drug testing during all semesters of in-water activity and/or coursework as is the professional standard in many areas of the diving industry.
- **6. Agreement to weekend availability of no less than one Saturday or Sunday per month during the academic year for open water activities related to coursework. Student will be notified in advance of particular course registration.
- **7. Agreement to summer availability for one academic session in order to complete an intensive international dive activity experience.
- **8. Agreement to provide documentation of annual professional service for any personally-owned mechanical or electronic diving equipment for continued use throughout the duration of the SMDI program.
- **9. Successful completion of the Cooper 12-minute Swim at a "Good" or higher category for aquatic fitness. Testing to begin the first semester of program involvement.
- **10. ISR 155 or equivalent entry-level diving certification from a recognized training/certifying agency.
 11. ISR 255 or equivalent intermediate diving certification from a recognized training/certifying agency.
 12. SES 211 or current Lifeguard Training Certification equivalent to that issued in SES 211.
 13. SES 212/212L or current First Aid, CPR/AED for Professional Rescuers, Blood Borne Pathogen, Oxygen Administration certifications equivalent to those issued in SES 212/212L.
 14. Documentation of no fewer than 30 SCUBA dives in a variety of environments and conditions.
 15. Satisfactory completion of a proficiency examination including, but not limited to, a written examination on basic diving theory, as well as a practical exam on diving skill performance in confined and open water.

DEGREE REQUIREMENTS

Distribution Requirements and Co-requisites 47
 (Courses specifically required are listed below each subject area with a double asterisk (**)) and must be completed with a grade of C or better).

THEOLOGY AND PHILOSOPHY 9

WRITTEN AND ORAL COMMUNICATION 9

SCIENCE AND MATHEMATICS 11

- ** BIO 220 Human Anatomy 3
- ** BIO 220L Human Anatomy Laboratory 1
- ** MAT 152 Elementary Probability & Statistics 3
- ** SES 360 Essentials of Exercise Physiology 3
- ** SES 360L Essentials of Exercise Physiology Lab 1
 (also required in SES core but counted in distribution)

SOCIAL AND BEHAVIORAL SCIENCES 9

- ** ECO 201 Introductory Macroeconomics 3
 (also required for minor in Business)
- ** PSY 281 Introduction to Psychology 3
- ** SOC 201 Introduction to Sociology 3

HUMANITIES AND FINE ARTS 9

(PHO 203 or 206 is required for those electing to take SES 308.)

SES Core Requirements 18
 (See listing. SES 212/212L, SES 360/SES 360L required but counted in distribution. SES 465 not required.)

Sport Management Major Core 21
 (See listing under Sport Management)

Sport Management/Diving Industry Requirements: 47

Diving Industry Specialization Requirements 26

- SES 110 Intro to Diving Sciences, Technology & Management 2
- SES 226 Seamanship and Laboratory 3
- SES 230 Recreational Diving Theory 3
- SES 240 Dive Accident Management & Rescue 2
- SES 240L Dive Accident Management & Rescue Laboratory 1
- SES 351 Diving Leadership 2
- SES 351L Diving Leadership Laboratory 1
- SES 362 Diving Business Management, Retailing 3
- SES 365 Hyperbaric Physiology & Decompression Theory 3
- SES 421 Methods of Instruction in SCUBA Diving 3

Summer Intensive Program:

- SES 311 Tropical Diving Environments 3
- SES — Diving Industry track electives TBA

Minor in Business 18

- ACC 201 Financial Accounting 3
- ECO 201 Intro. Macroeconomics
 (3 hrs. counted in Distribution)
- BUS 315 Intro to Information Systems 3
- MGT 305 Organizational Behavior & Management 3
- MKT 306 Marketing Concepts & Applications 3
- MGT 352 Human Resource Management 3
- MKT 385 Consumer Behavior 3

Other Electives: (3 hours minimum) 3

Recommended Courses:

- SES 260 Leisure Planning and Programming 3
- SES 308 Underwater Photography 3
- SES 380 Facility Design & Event Mgmt. 3
- SES 440 Sport Marketing, Promotions, and Fund Raising 3
- SES 444 Financial Applications to Sport 3

DEGREE TOTAL: SPORT MANAGEMENT-DIVING INDUSTRY (B.S.) 132

Minor in Diving Education

The Minor in Diving Education is designed specifically to service majors in other areas outside of Sport Management (e.g., Marine Biology, International Business, Photography, Physical Education, Journalism, Broadcast Communications, Criminology, Sport Management) who desire in-depth theoretical knowledge, intensive practical skill application and risk management awareness in the use of SCUBA equipment for work and recreation. Students electing this minor must satisfy all SM/Diving Industry criteria for acceptance as stated at the beginning of the SMDI section.

Required Courses:

- SES 110 Intro to Diving Sciences, Technology & Management 2
- SES 211 Lifeguarding 2
- SES 212 Emergency Response 3
- SES 226 Seamanship and Laboratory 3
- SES 230 Recreational Diving Theory 3
- SES 240 Dive Accident Management & Rescue 2
- SES 240L Dive Accident Management & Rescue Laboratory 1
- SES 351 Diving Leadership 2
- SES 351L Diving Leadership Laboratory 1

Recommended Electives: (3 hours required) 3

- SES 308 Underwater Photography 3
- SES 362 Diving Bus Mgmt, Retailing & Practicum 3
- SES 365 Hyperbaric Phys & Decompression Theory 3
- SES 421 Methods of Instruction in SCUBA Diving 3
- ISR xxx (Three) ISR Diving Courses 3

TOTAL: DIVING EDUCATION MINOR 25

SPORT MANAGEMENT – GOLF INDUSTRY (B.S.)

Hyun-Duck Kim, Ph.D., Program Facilitator

The B.S. degree in Sport Management (SM) includes an optional specialization in the Golf Industry. This area of emphasis is designed to prepare the young professional in sport management for instructional and managerial (entrepreneurial) careers in golf operations. The program provides the opportunity for the student to acquire the knowledge and skills necessary for success in golf facilities and operational management through classroom studies, player development, and varied field experiences in the South Florida area. The SM Golf Industry program consists of a total of 141 semester hours with a major in Sport Management totaling 58 credit hours, 22 of which are specific to the Golf Industry. An additional 22 hours of SES Core courses must be satisfied. A 21 credit hour minor in Business is also included as part of the Golf Industry Management program. All requirements for the Sport Management major apply. **A minimum grade of C is required in all major, minor, SES core, and co-requisite coursework.**

Academic Good Standing for B.S. in Sport Management-Golf Industry

By the end of the first semester of study, Sport Management-Golf Industry student majors must have earned at least a 2.0 cumulative GPA. Students not meeting or maintaining the program cumulative GPA requirement will be notified and given one additional semester to meet or exceed the minimum cumulative GPA. If at the end of the second semester of study the student still has not earned the required program cumulative GPA, they will be dismissed from the major.

TERMINAL OBJECTIVES

The Sport Management – Golf Industry program strives to have its graduating students:

- Demonstrate the ability to orally transmit ideas and information clearly with regard to the SM Golf Industry
- Identify and explain the internal and external factors that influence and shape golf as a part of society
- Explain what constitutes the golf industry and what constitutes a sport management thereof
- Apply the concepts of planning, organizing, leading and controlling organizational goals to golf organizations

- Create and professionally present a golf industry business plan, a strategic plan, and a policy plan
- Comprehend how ethical behavior influences financial, marketing and managerial decision making in golf environments
- Apply fundamental marketing concepts to the golf industry, create marketing plans, evaluate market segments and predict consumer behavior
- Develop financial strategies and evaluate budgets and sources of revenues and expenses relevant to golf organizations
- Explain and judge fundamental legal concepts relevant to tort, contract and constitutional law, and how they apply to the golf industry
- Use accepted techniques of discovery and critical thinking to solve problems independently, and to evaluate opinions and outcomes within and outside the golf industry
- Provide leadership skills necessary to succeed in the golf industry
- Understand and use qualitative and quantitative analysis through formal and informal assessment strategies in the golf environment
- Effectively produce, interpret, analyze and present written text, oral messages and multi-media presentations used in golf industry-related settings

SPORT MANAGEMENT DEGREE REQUIREMENTS

Distribution Requirements and Co-requisites 47

The student majoring in SM Golf Industry must exceed the University's distribution requirement of 45 hours. The Science and Mathematics area includes 11. This brings the total Distribution credit hours required for Sport Management majors to 47. **(Courses specifically required are listed below each subject area with a double asterisk (**)) and must be completed with a grade of C or better).**

THEOLOGY AND PHILOSOPHY 9

WRITTEN AND ORAL COMMUNICATION 9

SCIENCE AND MATHEMATICS 11

** BIO 220	Human Anatomy	3
** BIO 220L	Human Anatomy Laboratory	1
** MAT 152	Elementary Probability & Statistics	3
** SES 360	Essentials of Exercise Physiology	3
** SES 360L	Essentials of Exercise Physiology Lab	1
	(also required in SES core but counted in distribution)	

SOCIAL AND BEHAVIORAL SCIENCES		9
**ECO 201	Introductory Macroeconomics (also required for minor in Business)	3
**PSY 281	Introduction to Psychology	3
HUMANITIES AND FINE ARTS		9
SES Core Requirements		17
(See listing. SES 112/112L, SES 360/SES 360L required but counted in Distribution. SES 465 not required.)		
Sport Management/Golf Industry Requirements:		44
Sport Management Major Core (See listing under Sport Management)		21
Additional Sport Management Requirements		3
SM-Golf Industry Requirements		18
SES 205	Managerial Issues in Golf Industry	3
SES 320	Kinesiology	3
SES 320	Kinesiology Lab	1
SES 382	Turfgrass Management for the Golf Professional	2
SES 442	Golf Country Club Management	3
SES 472	Methods of Teaching Golf	3
SES 486	Practicum in Golf Industry	3
Minor in Business		18
ACC 201	Financial Accounting	3
ECO 201	Intro. Macroeconomics (3 hrs. counted in Distribution)	3
BUS 315	Intro to Information Systems	3
MGT 305	Organizational Behavior & Management	3
MKT 306	Marketing Concepts & Applications	3
MGT 352	Human Resource Management	3
MKT 385	Consumer Behavior	3
Electives (4 hours minimum)		4
DEGREE TOTAL: SPORT MANAGEMENT-GOLF INDUSTRY (B.S.)		128

B.S. TO M.S. in Sport Management

Darlene A. Kluka, Ph. D., D. Phil., Coordinator

The Bachelor of Science to Master of Science Degree in Sport Management is a 150 semester hour program available to qualified students, which can be completed in five years plus thesis or a summer internship (11 semesters). The program requires 120 undergraduate semester hours and 30 graduate semester hours. The student who successfully completes the program meets the requirements for both the Bachelor of Science and the Master of Science degree in Sport Management.

The student may select one of two tracks, thesis or internship. The thesis track is designed to prepare the student for doctoral study and/or positions in a sport-related career. All thesis track students must be

approved for thesis by the sport management coordinator. The internship track includes a graduate level applied experience working in an area of particular interest, such as facility management, marketing and promotions, or management within a sport or recreational organization.

Academic Good Standing for B.S. to M.S. in Sport Management

By the end of the fifth semester of study, B.S. to M.S. students in Sport Management must have obtained at least a 3.0 cumulative GPA to begin graduate coursework. Students not meeting and maintaining the cumulative program GPA requirement will not be allowed to begin or continue with graduate coursework. Students will have their major changed from B.S. to M.S. to only the B.S. degree program for degree completion.

Graduation Requirements

1. Successful completion of the course and credit hour requirements.
2. Cumulative GPA of 3.0 or higher in graduate-level courses, no "D" or "F" grades, and no more than six credits with a grade of "C".
3. Successful completion of the internship and the internship project (internship track) or
4. Successful completion of the thesis (thesis track).

DEGREE REQUIREMENTS B.S. TO M.S.

Distribution Requirements and Co-requisites 47
The student enrolled in the 5-year B.S. to M.S. degree program must exceed the University's distribution requirement of 45 hours for a Bachelor of Science degree. Courses specifically required are listed below each subject area. **Those courses with a double asterisk (**) must be completed with a grade of C or better. Some courses require prerequisites. Prerequisite workshops are indicated in the Barry University Graduate Catalog, MBA course descriptions.**

THEOLOGY AND PHILOSOPHY	9	
WRITTEN AND ORAL COMMUNICATION	9	
SCIENCE AND MATHEMATICS	11	
** BIO 220	Human Anatomy	3
** BIO 220L	Human Anatomy Laboratory	1
** MAT 152	Elementary Probability & Statistics	3
** SES 360	Essentials in Exercise Physiology	3
** SES 360L	Essentials in Exercise Physiology Laboratory	1
SOCIAL AND BEHAVIORAL SCIENCES		
** ECO 201	Introductory Macroeconomics	3
** PSY 281	Introduction to Psychology	3

HUMANITIES AND FINE ARTS	9	MBA 605 Entrepreneurial Management	3
SES Core Requirements	18	MBA 660 Managerial Accounting (MBA prerequisite)	3
(See listing. SES 112/112L, SES 360 required @ 4 hrs but counted in Distribution. SES 465 not required.)		MBA 681 Economics for Strategic Decisions	3
Sport Management Major Requirements	33	DEGREE TOTAL:	
Sport Management Core	21	SPORT MANAGEMENT (B.S. to M.S.)	150
CS 180 Intro. to Computers	3		
SES 250 Sport and Recreational Management	3		
SES 585 The Law in SES	3*		
SES 499 Internship in Sport Mgmt	12		
* graduate numbered course, taken in second semester of junior year			
Additional Sport Management Requirements	12		
SES 260 Leisure Planning and Programming	3		
SES 532 Facilities and Event Management	3*		
SES 440 Sport Marketing, Promotions, and Fund Raising	3		
SES 444 Financial Applications to Sport	3		
Minor in Business	18		
ACC 201 Financial Accounting	3		
ECO 201 Intro. Macroeconomics (3 hrs. counted in Distribution)	3		
BUS 315 Intro to Information Systems	3		
MGT 305 Organizational Behavior & Management	3		
MGT 352 Human Resource Management	3		
MKT 306 Marketing Concepts and Applications	3		
MKT 385 Consumer Behavior (Prerequisite - SES 440)	3		
Electives (4 hours minimum)	4		
Required Graduate Courses, Thesis Track	15		
SES 616 Research Methods	3		
SES 634 Governance and Ad. of Amateur Sport	3		
SES 686 Advanced Practicum	3		
SES 689 Thesis	6		
OR			
Required Graduate Courses, Internship Track	12		
SES 616 Research Methods	3		
SES 634 Governance and Ad. of Amateur Sport	3		
SES 679 Internship/Project	6		
Sport Management Graduate Course Electives	15-18		
SES 530 Managing the Sport Enterprise	3		
SES 533 Sport Marketing Management	3		
SES 544 Financial Applications to Sport	3		
SES 621 Ethics and Social Issues in Sport	3		
SES 652 Labor Relations in Sport	3		
SES 663 Risk Management	3		
SES 531 Media Relations and Sport	3		
SES 532 Facilities and Event Planning	3		
SES 535 Managing Professional Sport	3		
SES 537 Sport Psychology	3		
SES 618 Fitness and Wellness Promotion	3		
SES 701 Special Topics	3		
MBA 601 Human Resource Management	3		
		Course Descriptions —	
		Sport and Exercise Sciences Prefix: SES	
		110 Introduction to Diving Science, Technology and Management (2)	
		Provides an overview of recreational, scientific, public safety, commercial, military diving, and career oppor- tunities within each area.	
		112 CPR/AED for the Professional Rescuer (1)	
		American Red Cross certification examinations: CPR for the Professional Rescuer including AED for adult and child, Blood Bourne Pathogens Training and Oxygen Administration. Lecture and lab must be taken concurrently.	
		112L CPR/AED for the Professional Rescuer Laboratory (1)	
		This Laboratory course applies the cognitive and affective components of the SES 112 lecture in the practical experiences needed to prepare the student to make appropriate decisions about the care needed in case of emergency. Provides opportunity to acquire skills necessary to act as a crucial link in the emer- gency medical services (EMS) system. American Red Cross certification examinations: CPR for the Professional Rescuer including AED for adult and child, Blood Bourne Pathogens Training and Oxygen Administration.	
		150 Introduction to Outdoor Pursuits (3)	
		This course serves as a basic introduction to the field of leisure and recreation. It includes current prin- ciples, theories, and practical applications relevant to contemporary outdoor recreation and leisure pursuits. The course includes principles, current theories and practical applications for the leisure service provider.	
		170 Introduction to Wellness (3)	
		An introductory course open to all students interested in fitness and wellness and how it relates to quality of life. Students are provided with a basic knowledge of diet, exercise, stress management, health, and other areas of total wellness and their impact on maintaining healthy lifestyles. Opportunities for computer analysis and hands-on experience will be provided. (SES 270 is designed for majors in SES.)	
		181 A. T. Pre-clinical Skills I (1)	
		Pre-clinical practicum for athletic training majors. Introduction to basic clinical skills used in the profes-	

sional activities of the athletic trainer. Basic fieldwork in the athletic training facility is included. SES 181 A1 01 and SES 281 A1 01 are both required as part of the criteria for clinical program selection.

199 Special Topics (1-3)

Topics may vary each semester as determined by the SES faculty, based on subjects of current interest. Offered no more than twice for the same topic.

205 Managerial Issues in Golf Industry (3)

210 Foundations of Sport and Exercise Sciences (3)

Historical foundations of physical education, sport, and exercise. Introduction to the fields of Exercise Science, Physical Education, Sport Management, Leisure and Recreation Management and Athletic Training. Participation in a variety of sport experiences. A focus of the class is to examine the common elements that unite the fields of Sport and Exercise Sciences.

211 Lifeguard Training (2)

Personal safety, self-rescue, and rescue of others in, on and around the water. Provides minimum skills necessary for qualification as a non-surf lifeguard. American Red Cross certification examination: Lifeguard Training. Prerequisite: SES 112 or 212, or current certification in First Aid, CPR/AED prior to course completion.

212 Emergency Response (2)

Course content and practical experiences prepare the student to make appropriate decisions about the care needed in case of emergency. Provides opportunity to acquire skills necessary to act as a crucial link in the emergency medical services (EMS) system. American Red Cross certification examinations: CPR for the Professional Rescuer including AED for adult and child, Blood Borne Pathogens Training and Oxygen Administration. Lecture and Lab must be taken concurrently.

212L Emergency Response and Lab (1)

This Laboratory course applies the cognitive and affective components of the SES 212 lecture in the practical experiences needed to prepare the student to make appropriate decisions about the care needed in case of emergency. Provides opportunity to acquire skills necessary to act as a crucial link in the emergency medical services (EMS) system. American Red Cross certification examinations: CPR for the Professional Rescuer including AED for adult and child, Blood Borne Pathogens Training and Oxygen Administration.

214 Methods of Instruction in Swimming and Water Safety (3)

Methods of teaching swimming and water safety; American Red Cross Water Safety Instructor certification course.

220 Care and Prevention of Athletic Injuries (3)

This course is designed to introduce the student to the study of injuries as well as the conditions and illnesses of the physically active. The student will examine the anatomy and physiology associated with injury as well as the etiologic factors related to injury. The student will also be introduced to the concepts related to the field of athletic training as a profession and will address the view of other professionals involved with injury in the athletic arena. The course is intended to provide the preliminary information needed to advance the field of athletic training and establish a foundation of knowledge towards challenging the BOC certification examination. Prerequisite: BIO 220/230.

220L Care and Prevention of Athletic Injuries Lab (1)

This laboratory course applies the cognitive and affective components of the SES 220 lecture in the practice and proficiency of the psychomotor skills associated with basic injury assessment and athletic injury assessment and athletic taping techniques. Two hours weekly. Prerequisite: Concurrent enrollment in SES 220.

226 Seamanship and Lab (3)

Introduction to small boat operation for support of diving activities. Topics include basic boat operation, boat maintenance, boating safety, safety equipment requirements, rules of the road, marine navigation, marine radio operation, captain and crew responsibilities, requirements for U.S. Coast Guard licensing, and practical exercises.

230 Recreational Diving Theory (3)

Provides certified SCUBA divers with knowledge of diving theory. Examines physics, physiology of SCUBA diving, diver stress, stress management and prevention. Prerequisites: initial acceptance into SMDI Track, and SES 110.

240 Dive Accident Management & Rescue (2)

Trains divers and dive leaders in procedures and techniques for the emergency management of injuries encountered in diving and the aquatic environment. Examines primary, secondary, and illness assessment, field neurological tests, first aid for pressure related accidents with emphasis on decompression sickness and arterial gas embolism, use of oxygen and oxygen equipment, care of marine life injuries, accident-related diving equipment problems, diving accident analysis, statistical review of diving injuries and fatal-

ities, and the role of divers and dive leaders in accident prevention. Prerequisite: SES 230.

240L Dive Accident Management & Rescue Laboratory (1)

Laboratory exercises in dealing with watermanship and self-rescue techniques, panicked divers, missing divers, in-water artificial respiration, pressure-related accidents, and diving accident scenarios. Students successfully completing the course may be eligible for certification as Advanced Rescue Diver and DAN Oxygen Provider. Special course and certification fees apply. Concurrent enrollment in SES 240.

250 Sport and Recreational Management (3)

An introduction to the fields of sport and recreational management; overview of theories of management and administration to sports and recreation.

259/359/459 Independent Study (3)

Original research of special topics pursued independently or in small groups. Available in Athletic Training (AT), Exercise Science (EX), SM-Diving Industry (DI), SM-Golf Industry (GI), Physical Education (PE), and Sport Management (SM). Prior approval of Department Chair and Dean required.

260 Leisure Planning & Programming (3)

Provides a basic understanding of the knowledge, skills, and values required for successful planning & programming of leisure services for all populations. Presents the steps necessary to establish, market, and manage the human and financial resources in leisure activities. Includes observations of recreational programs, including those in aging communities, tourism, etc.

262 Recreational Leadership (3)

This course is designed to introduce students to program and leadership skills used in leisure and recreational enterprises. Emphasis will be on leadership techniques, group dynamics, communication skills, facilitation styles, problem solving and decision making techniques. A study of group dynamics and the theories and processes of leadership will be explored.

270 Concepts of Fitness and Wellness (3)

This course is required for students majoring or minoring in one of the SES programs. Students will analyze the impact of diet, exercise, stress management, health, and other areas of total wellness on the quality of life. Students will examine their personal health risk, complete a personal fitness and nutritional assessment, as well as pursue an individual exercise prescription program. Hands-on experiences and exposure to the use of computer analysis in fitness assessment are included.

281 A.T. Pre-Clinical Skills II (1)

Pre-clinical practicum for athletic training majors. Introduction to basic clinical skills used in the profes-

sional activities of the athletic trainer. Basic fieldwork in the athletic training facility are included. SES 181 A1 01 and SES 281 A1 01 are both required as part of the criteria for clinical program selection. Prerequisite: prior to successful completion of or concurrent enrollment in SES 181.

292 Commercial Recreation (3)

This course is designed to introduce students to the fundamentals and principles of commercial recreation, including the delivery of goods, services, facilities, entrepreneurship, and current trends in the field.

300 Special Topics (3)

Designed to provide experiences in a contemporary topic, problem, and/or research area. Offered in Athletic Training (AT), Exercise Science (EX), Sport Management-Diving Industry (MD), Sport Management-Golf Industry (MG), Physical Education (PE), and Sport Management (SM). Specific topics will be offered no more than twice.

308 Underwater Photography (3)

Provides the student with working knowledge and basic skills in digital underwater photography. Topics include camera selection, camera operation, natural light and artificial light photography, composition, normal and wide-angle lens use, and visual presentation. Special course fees apply. Prerequisites: PHO 203/206, ISR 255, or equivalent and Instructor approval.

311 Tropical Diving Environments (3)

Examines selected environments commonly associated with recreational diving in Florida and the Tropics. Includes intensive field trip and theory reviewing site selection. Topics selected for individual diver projects chosen for integration and environment. Special course and certification fees apply. Prerequisites: ISR 255 or equivalent and instructor approval.

314 SCUBA Equipment Repair & Maintenance (3)

An overview of SCUBA diving equipment design, manufacturing, function, maintenance, and repair, including disassembly, inspection, and assembly of selected SCUBA regulators, valves, buoyancy control devices and inflation mechanisms, cylinder inspection, principles of hydrostatic testing, regulator performance testing, principles of dive computer operation, field maintenance and repair of selected diving equipment, and operation of professional repair facilities. Special course and certification fees may apply.

316 Therapeutic Modalities (3)

A study of sports therapy physical agents used in athletic training techniques such as cryotherapy, hydrotherapy, electrotherapy, and mechanical therapy. 3 hours lecture and 2 hours laboratory weekly.

Laboratory to be taken concurrently with lecture. Prerequisites: SES 220, 220L.

316L Therapeutic Modalities Laboratory (1)

A laboratory course for athletic training majors. The practice of the techniques of application of therapeutic modalities utilized by certified athletic trainers in their management of injuries to athletes. Prerequisite: SES 220, SES 220L, Concurrent enrollment SES 316. Two contact hours. One credit.

318 Therapeutic Exercise (3)

A study of clinical sports therapy techniques used in the rehabilitation and reconditioning of athletic injuries. 3 hours lecture and 2 hours laboratory weekly. Prerequisites: SES 220, 220L.

318L Therapeutic Exercise Laboratory (1)

A laboratory course for athletic training majors. The practice of the techniques of application of therapeutic exercise techniques utilized by certified athletic trainers in their management of injuries to athletes. Prerequisite: SES 220, SES 220L, Concurrent enrollment SES 318. Two contact hours. One credit.

320 Kinesiology (3)

The study of anatomical and biomechanical principles of human performance and movement science. 3 hours lecture, 2 hours laboratory weekly. Laboratory to be taken concurrently with lecture. Prerequisite: BIO 220/230.

320L Kinesiology Lab (1)

The study and application of anatomical and biomechanical principles of human performance and movement science. Laboratory to be taken concurrently with lecture.

321 Advanced Upper Extremity Assessment of Athletic Injuries (3)

This course is designed to introduce the athletic training student to techniques in assessment and evaluating athletic related injuries in the upper extremity, head facial, ear, eye regions. The student will be introduced to the processes associated with evaluating structural, bio-mechanical, neural, and etiological factors related to athletic injury. Prerequisites SES 220/220L (as required by the program director)

321L Advanced Upper Extremity Assessment of Athletic Injuries Laboratory (1)

A laboratory course for athletic training majors. This course is designed to introduce the athletic training student to techniques in assessment and evaluating athletic related injuries in the upper extremity, head & facial, ear, eye region. Prerequisite: SES 220, SES 220L, Concurrent enrollment SES 321. Two contact hours. One credit.

322 Advanced Lower Extremity Assessments of Athletic Injuries (3)

This course is designed to introduce the athletic training student to techniques in assessment for evaluating athletic related injuries to the lumbar spine, hip, knee, and ankle region. The student will be introduced to the processes associated with evaluating structural, bio-mechanical, neural, and etiological factors related to athletic injury. Prerequisites SES 220/220L (as required by the program director)

322L Advanced Lower Extremity Assessments of Athletic Injuries Laboratory (1)

A laboratory course for athletic training majors. The course is designed to introduce the athletic training student to techniques in assessment and evaluating athletic related injuries to the lumbar spine, hip, knee and ankle region. Prerequisite: SES 220, SES 220L, Concurrent enrollment SES 322. Two contact hours. One credit.

325 Officiating Team and Individual Sports (2)

A study of officiating techniques, rules and procedures in selected team and individual sports.

326 Principles of Motor Learning (3)

Introduces the student to psychomotor concepts and how these principles are applied to the learning of gross and fine motor skills in order to produce more efficient movement. Emphasis is placed on motor learning theories, research, and the learning environment.

328 Theory of Coaching (3)

Techniques and principles related to coaching and training athletes in various team and individual sports; use of sound instructional strategies, athletic management, and organizational techniques applied to coaching. This course partially fulfills the requirements for the Coaching endorsement. Must be taken concurrently with one section of SES 328L.

330 Nutrition for Physical Performance (3)

The study of nutrition, diet analysis, biochemical processes in energy metabolism, nutrition and health problems, and nutrition as it relates to physical performance.

335 Psycho-Social Aspects of Sport (3)

An analysis of the social and psychological dimensions of sport. Emphasis is placed on social and psychological theories and research related to physical activity, physical education, corporate fitness, and athletic programs. Prerequisites: PSY 281 or college-level course work in Psychology.

340 Adapted Physical Activity, Recreation and Sport (3)

An introductory course designed for pre-professionals to develop competencies necessary to deliver service

in accordance with federal laws. Motor, sensory, and cognitive disabilities will be discussed. Emphasis is placed on individualized educational programming and adapting regular physical activity, recreation, and sport programs.

346 Wilderness Expeditionary Training (3)

This course involves travel to and within selected national parks or wilderness areas, offering an applied approach to preparing for and leading wilderness expeditions. The purpose of this course is to introduce students to the fundamentals of wilderness travel with an emphasis on preparation, safety, service and leadership. This course is designed to meet the needs of those interested in outdoor adventure activity programming.

350 Tests and Measurement in HPER and Sport (3)

Introduction to measurement and evaluation techniques used in school and non-school settings. Includes simplified statistics, test construction, skill evaluation, and measurement of physical fitness and physical performance. Prerequisite: MAT 152.

351 Diving Leadership Practicum (2)

Prepares students for industry opportunities as a dive master or dive guide and diving instructor. Includes dive planning, dive management and control, diver problem-solving, diver rescue (review), teaching confined water skills, teaching open water skills, tutoring entry level diving students, role of dive masters in confined water and open water training and non-training activities, diver buoyancy control, dive site survey, analysis, and mapping, and responsibilities and techniques of dive guides. Reviews selected topics from SES 230 and 240. Practical experience is acquired by serving as an instructor aide in ISR 155 and/or ISR 255 (confined-water and open-water sessions) as well as tutoring entry-level students. Additional open water training sessions will be scheduled. Students successfully completing this course may be eligible for certification as Dive Master. Special course and certification fees apply. Prerequisite: SES 240, SES 311.

351L Diving Leadership Practicum Laboratory (1)

Prepares students for career opportunities as a dive master or dive guide and diving instructor. Includes practical experiences with dive planning, dive management and control, diver problem-solving, diver rescue (review), teaching confined water skills, teaching open-water skills, tutoring entry level students, role of divemasters in confined and open water training and non-training activities, diver buoyancy control, dive site survey, analysis, and mapping, and responsibilities and techniques of dive guides. Practical experience is also acquired by serving as an instructor aide in ISR 155 and/or 255 (confined and open water

training sessions) as well as tutoring entry-level students. Additional open water training sessions will be scheduled. Must be taken concurrently with SES 351. Students successfully completing this course may be eligible for certification as Dive Master with an international training agency. Pre-requisites: ISR 155, 255 or equivalent; SES 110; SES 212/212L; SES 230; SES 240/240L.

360 Essentials of Exercise Physiology (3)

This is an entry-level course in exercise physiology, which is the study of how the body (subcell, cell, tissue, organ, system) responds in function and structure to 1) acute exercise stress, and 2) chronic physical activity. Aspects of chemistry, biology, and physics are integrated to explain biological events and their sites of occurrence in the human body as they affect exercise and training. The course includes the energy systems, neuromuscular concepts as applied to sports, and functions of the cardiovascular and respiratory systems during rest, steady state and exhaustive physical activity. This course satisfies a general education "distribution" requirement in Science and is required for SMDI, SMGI, PE, and SM majors. 3 hours lecture and 2 hours lab weekly. Laboratory to be taken concurrently with lecture. Laboratory fee required. Prerequisite: BIO 220/230.

360L Essentials of Exercise Physiology Laboratory (1)

This lab course is designed to provide students the opportunity to learn basic principles of exercise response and training and their applications to diverse populations. It is designed to help pre-professionals in physical education and sport management related majors understand the interrelationships among energy intake, energy production during exercise, and physiologic systems which support physical activity and training responses. Its applied perspective is designed to help physical educators, coaches and beginning exercise and sport professionals understand and appreciate the scientific foundations of exercise and physical activity/sport. Co-requisite: SES 360. Prerequisites: BIO 220/230 and BIO 220/230 Lab

361 Exercise Physiology (3)

Includes an in-depth survey of the neuromuscular, metabolic cardiorespiratory and hormonal responses to acute exercise and the physiological adaptations to chronic exercise. Topics include thermoregulation, ergogenic aids, body composition, sport training, growth and development, and aging. Required for athletic training and exercise science majors. 3 hours lecture and 2 hours laboratory weekly. Laboratory to be taken concurrently with lecture. Laboratory fee required. Prerequisites: BIO 240 and Full Acceptance.

361L Exercise Physiology Laboratory (1)

This lab course is designed to provide students the opportunity to learn basic skills relevant to an exercise physiologist. The student learns these skills through observation as well as through hands-on opportunities to perform as the technician and/or the client during the structured weekly activities. Students will experience, first hand, the neuromuscular, metabolic, and cardiorespiratory responses to acute exercise. Skills learned in this interactive setting serve as the foundation for future coursework within the Exercise Science curriculum. Pre-requisite: BIO240 and Full Acceptance; Co-requisite: SES 361.

362 Diving Business Management, Retailing (3)

Provides the information and strategies necessary to research, establish, and operate a diving-related business. Topics include recreational diving business opportunities, the diving consumer, the diving market and its evolution, typical retail business profiles, dive instruction, dive travel, and the interactions of various dive training/certifying agencies. Prerequisites: MGT 305, MKT 306.

365 Hyperbaric Physiology & Decompression Theory (3)

Provides in-depth study of decompression illness, arterial gas embolism, and therapeutic applications of hyperbaric chambers. Topics include decompression illness, arterial gas embolism, CNS and pulmonary oxygen toxicity, hyperbaric chambers and support systems, treatment protocol and tables, application of hyperbaric oxygen in treatment of non-diving related illness and injury, and hyperbaric chambers. Prerequisites: BIO 220/230, SES 351/351L, SES 360/360L or 361/361L.

370 Fitness Assessment and Exercise Prescription (3)

Application of exercise physiological concepts to exercise prescription and programming for individuals without disease or with controlled disease. Includes analysis of techniques used for health appraisal, risk stratification and fitness assessment, and evaluation of strategies used to promote physical activity. Prerequisites: SES 270 and SES 360/361L.

370L Fitness Assessment and Exercise Prescription Lab (1)

This lab course is designed to provide students the opportunity to acquire the skills necessary to perform fitness assessment and exercise testing for cardiorespiratory fitness, body composition, and muscle flexibility, strength and endurance, and to demonstrate various exercises prescribed for muscle flexibility, strength and endurance as recommended by the American College of Sports Medicine. 2-hour laboratory weekly. Must be taken concurrently with SES

370. Prerequisites: SES 270, and SES 360/360L or SES 361/361L.

380 Facility Design and Event Management (3)

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

381A A.T. Clinical Skills Level II Part 1 (2)

A course for athletic training majors designed to promote clinical skills proficiency in general medical conditions, upper and lower body patient exposures, medical terminology and athletic protective equipment. Formatted in five-three week rotations with surgical observation. Physician presentations in Family Practice and Optometry are included. Prerequisites: Clinical acceptance and SES 281.

381B A.T. Clinical Skills Level II Part 2 (2)

A course for athletic training majors designed to promote clinical skills proficiency in general medical conditions, upper and lower body patient exposures, and medical documentation. Formatted in five-three week rotations with surgical observation. Physician/dentist presentations in Pediatrics and Dentistry are included. Prerequisite: SES 381A.

382 Turfgrass Management for the Golf Professional (2)

An analysis of turfgrass and turfgrass management issues related to golf. Topics include the influences of climate, chemicals, topography, repeated use, golf course design, and related factors in the development and maintenance of golf course turf.

388 Sport Ecotourism (3)

This course involves travel to and within selected locations outside of the United States. Topics covered will include the history, philosophy, organization and management of the ecotourism industry. The selected destination will be examined in order to understand the various systems of the host country, including an overview of urban, private, regional, state and federal roles and guidelines in the provision of recreational opportunities. An introduction to nature resource-based tourism, adventure and commercial outdoor recreation opportunities, conservation values, and the impact of ecotourism will be explored.

390 Natural Resource Recreation Management (3)

This course investigates the natural, cultural, social and managerial systems that provide society with opportunities for nature-based recreation. It will focus on the administration of recreational lands by state and federal agencies. Principles and practices of recreation planning and the management of natural resources will be examined.

411 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.

420 Biomechanics (3)

This course provides you 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. Prerequisite: SES 320.

421 Methods of Instruction in SCUBA Diving (3)

Develops the student's ability to assist with SCUBA diving in courses such as open water, advanced open water, rescue diver, dive master, and assistant instructor courses. Examines teaching theory and methods, oral communication, lesson preparation, teaching aids, confined and open water instruction planning, methods, and student evaluation, organizing and scheduling courses, skill problem solving, legal aspects of diving instruction, review of key academic material and skills, and presentations by participants. Prerequisite: SES 351/351L.

422 Principles of Sport Travel and Tourism (3)

The purpose of this course is to examine the elements and concept of sport and adventure travel and tourism. Topics will include the social science of tourism, and the geography, economics, psychology, history, and development of tourism and sustainable systems. The industry's positive and negative social, cultural, economic, and ecological impacts in destination communities throughout the world will be explored. The planning, development and management of sport tourism at local, regional, national and international levels will be analyzed.

431 Media Relations in Sport (3)

Study of professional and collegiate sports and their relationship with the various media outlets. (Same as COM 431).

440 Sport Marketing, Promotions, and Fundraising (3)

An investigation of the principles, applications, and techniques of marketing, promotions, corporate sponsorships, and fundraising within the various sporting industries.

441 Cardiac Rehabilitation (3)

Pathophysiology of cardiopulmonary and metabolic diseases with further 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. 3 hours lecture weekly. Prerequisite: SES 361 or equivalent. Co-requisite: SES 441L.

441L Cardiac Rehabilitation Laboratory (1)

This lab course is designed to provide students the opportunity to learn basic skills relevant to exercise supervision of clients possessing cardiovascular, metabolic, or pulmonary disease. The student learns basic EKG interpretation, hemodynamic assessment, exercise prescription and monitoring of a client with chronic clinical conditions. These skills are learned through observation as well as through hands-on opportunities to perform as the technician and/or the client during the structured weekly activities. Skills learned in this interactive setting prepare the student for future employment in clinical settings and working with the aging adult population. Pre-requisite: SES361 or equivalent; Co-requisite: SES441.

442 Golf Country Club Management (3)

Provides the student with knowledge base for managing public, private, and resort golf course facilities including managing the golf pro shop, merchandising, running a tournament, understanding laws and governance, understanding food and beverage administration, managing personnel, and customer relations.

444 Financial Applications to Sport (3)

Applies principles of finance to budgeting, operations, and business decision-making in various sport and exercise-related settings (e.g., schools, colleges, pro teams, retail establishments, and corporations). Prerequisites: MAT 152, ACC 201, ECO 201.

446 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.

447 Biomechanics of Musculoskeletal Injuries (3)

The study of the physical laws and mechanical principles governing the force characteristics, mechanisms of injury, and healing rate of tissues in the human musculoskeletal system. Prerequisites: SES 420.

461 Advanced Exercise Physiology (3)

Continuation of Exercise Physiology. Includes an in-depth survey of exercise biochemistry, cardiovascular function in exercise, biochemical and cardiovascular adaptations to exercise training, with emphasis on current research in exercise physiology. 3 hours lecture and 2 hours laboratory weekly. Laboratory to be taken

concurrently with lecture. Laboratory fee required. Prerequisites: CHE 152, SES 361.

461L Advanced Exercise Physiology Laboratory (1)

This lab course is designed to provide students the opportunity to learn advanced skills relevant to an exercise physiologist. The student learns these skills through observation as well as through hands-on opportunities to perform as the technician and/or the client during the structured weekly activities. Students will experience, first hand, the neuromuscular, metabolic, and cardiorespiratory responses to acute exercise. Skills learned in this interactive setting serve as the preparation for graduate coursework within the Exercise Science curriculum. Pre-requisite: BIO240 and Full Acceptance; Co-requisite: SES461. Prerequisite SES 361L.

463 Applied Physiology of Resistance Training (3)

Includes 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. Prerequisites: SES 320 and SES 361. Can be taken concurrently with SES 320.

465 Administration of Programs and Facilities (3)

Study of desirable standards, policies, and practices in the organization, supervision, and administration of physical education, athletics, recreation, dance, athletic training, and sport programs. Prerequisite: Junior standing.

469 Directed Readings (3)

Directed library research and readings in Athletic Training (AT), Exercise Science (EX), Sport Management-Diving Industry (MD), and Sport Management-Golf Industry (GI) to prepare for certification examinations. In Physical Education this course will involve a reading specialist teaching strategies for developing students' reading abilities in Physical Education content, with a focus on the instructional materials and methods for teaching vocabulary, comprehension, and text learning experiences. Prerequisite for AT, EX, and MD: Prior approval of Department Chair and Dean; for PE, "interim" acceptance.

470 Methods and Practice of Elementary Physical Education (4)

This course involves the study and practical application of instructional design and content for grades K-8 in a comprehensive and intensive format. It is designed to provide the elementary physical education major with the knowledge base, skills, methodology, curriculum development and techniques to teach a full

range of developmental activities to school children in these grades. Instructional activities will involve skill analysis, peer teaching, video analysis, and demonstration of various teaching strategies for skills appropriate to grades K through 8. Instructional content and curriculum development will cover the entire range of skills, games, rhythms and dance, as well as tumbling, balance, and movement activities typically associated with physical education programs for this age group. Health-related subject matter appropriate for K-8 will also be addressed. An emphasis is placed on learning in all three domains: cognitive, affective, and psychomotor. Students also participate in twenty hours of field experiences and observation in elementary/middle schools. This is a required course for majors in elementary physical education (K-8). Prerequisites: EDU 151 and 218, SES 270 and Full Acceptance.

471 Methods and Practice of Teaching Developmental Activities II (K-8) (4)

Continuation of SES 470. This course is designed to integrate material learned in SES 470 with teaching methodology, curriculum development, and refinement of teaching skills. Students also participate in twenty hours of field experiences and observation in selected elementary/middle schools. This is a required course for majors in physical education (K-8). Prerequisites: SES 470 and Full Acceptance.

472 Methods of Teaching Golf (2)

Instruction in and techniques of teaching golf to clients at various golf facilities. Application, methods and practice in golf instruction and training with subjects of varying skill levels.

475 Methods and Practice of Teaching Secondary Physical Education (4)

This course involves the study and practical application of instructional design and content for grades 6-12 in a comprehensive and intensive format. It is designed to provide the secondary physical education major with the knowledge base, skills, methodology, and techniques to teach a full range of activities to secondary students in these grades. Instructional content and curriculum development will cover three general areas: recreational team sports, individual lifetime sports, and personal fitness/wellness activities. Instructional activities will involve skill analysis, peer teaching, video analysis, and demonstration of various teaching strategies for skills appropriate to grades 6-12. Emphasis is placed on learning in all three domains: cognitive, affective and psychomotor. Students may also be assigned to assist with an ISR class within the department or other instructional setting. Students also participate in twenty hours of field experiences and observation in selected middle and

secondary schools. This is a required course for majors in secondary physical education (6-12). Prerequisites: EDU 151 and 218, SES 270 and Full Acceptance.

476 Secondary School Physical Education Theory and Practice II (6-12) (4)

Continuation of SES 475. This course is designed to integrate skills learned in SES 475 with teaching methodology, curriculum development, and refinement of teaching skills. Students also participate in twenty hours of field experiences and observation in selected middle and secondary schools. This is a required course for majors in secondary physical education (6-12). Prerequisites: SES 475 and Full Acceptance.

479 Directed Research (3)

Advanced research experience in Athletic Training (AT), Exercise Science (EX), Management-Diving Industry (MD), Physical Education (PE), and Sport Management (SM) under the direct supervision of faculty. Prerequisite: Prior approval of Department Chair and Dean.

480 Contemporary Issues and Ethics in Sport (3)

The senior “capstone” course for all SES majors which integrates the knowledge and concepts gained from prior course work and field experiences with real life situations in sport. Examines the positive and negative consequences of the way sport is organized, managed, and reported in American society by drawing from current events and articles. Provides a philosophical overview of the values that sport personifies in today’s society. Prerequisite: Senior status; at least one of the following is strongly recommended: PHI 120, 170, 353, THE 300, 353.

481A A. T. Clinical Skills Level III Part 1 (2)

A course for athletic training majors designed to promote clinical skills proficiency in general medical conditions, upper and lower body patient exposures, and Pharmacotherapeutics. Formatted in two seven-week rotations with team care assignment. Pharmacist, Nurse Practitioner and Physician’s Assistant presentations are included. Prerequisite: SES 381B and Full Acceptance.

481B A. T. Clinical Skills Level III Part 2 (2)

A course for athletic training majors designed to promote clinical skills proficiency in general medical conditions, upper and lower body patient exposures, and human diseases. Formatted in two-seven week rotations with team care assignment. Physicians presentations in Podiatry and Internal Medicine are included. Prerequisite: SES 481A.

485 Introduction to Law in Sport and Exercise Sciences (3)

Law affecting participation, supervision, and administration of amateur, professional, and recreational sport and exercise.

486 Practicum (2, 3, or 6)

Advanced field experience in the application of learned principles from Coaching (CO), Athletic Training (AT), Exercise Science (EX), Management-Diving Industry (MD), Management-Golf Industry (MG), Physical Education (PE), and Sport Management (SM). Course may be repeated if field experience is varied. Prerequisites for all SES majors: Full Acceptance into the preferred SES major, as well as prior approval of Program Director and Department Chair; Exercise Science majors must also satisfy the specific requirements for Practicum approval listed under the major and must have passed SES 370 Fitness Assessment and Exercise Prescription or be taking it concurrently.

487 Senior Seminar in _____ (2 or 3)

An integrative study of the knowledge, concepts, and professional and clinical skills gained from prior coursework and practical experiences in Athletic Training (AT), Exercise Science (EX), SM-Diving Industry (DI), SM-Golf Industry (GI), Physical Education (PE), and Sport Management (SM).

499 Internship (3, 6 or 12)

Intensive, senior-level supervised work experience in Athletic Training (AT), Exercise Science (EX), Leisure and Recreation Management (LRM), SM-Diving Industry (DI), SM-Golf Industry (GI), Physical Education (PE), and Sport Management (SM). An evening seminar and/or written report of experiences may be included. In order to be permitted to represent Barry University in the public sector, students approved for off-campus internships must, in addition to satisfying stipulated academic requirements in the major, meet personal and professional standards established by national governing bodies. Students must be currently certified in CPR/AED and First Aid. All internship assignments are local in order to provide appropriate faculty supervision. Rare exceptions may be made for offsite internships by the Dept. Chair for exceptional students who have demonstrated superior academic performance and the ability for self-motivation. Students must be able to provide personal transportation to all internship affiliations and absorb expenses related thereto. Athletic Training majors must have also completed 700 supervised clinical hours; Physical Education, Exercise Science, and Leisure and Recreation Management majors

must satisfy the specific requirements for Internship approval listed under the major. A total of 12 cr. hrs. is required for all SES majors, except for the five-year EXE B.S. to M.S. option, which only requires 6 credits. Prerequisites Students must be in academic “Good Standing” in their SES major as well as prior approval of the Program Coordinator and Dept. Chair.

NON-DEGREE PROGRAM

INSTRUCTIONAL ACTIVITIES IN SPORT AND RECREATION

Catalina Franco-Cicero, M. S., Coordinator

The courses in this program focus on general fitness, lifetime sport and recreational opportunities. Offering diversity in choice, the program provides instructional fitness and recreational experiences available to the entire University community. Courses are designed to promote physical and mental well-being through the development of a lifestyle that includes physical activity. The variety of activities and skill levels affords each student a choice to suit individual needs and desires. The student has the opportunity to develop competency in selected activities in order to maintain fitness for living, to provide a foundation for active use of leisure time, and to prepare for life-long recreational involvement.

All ISR courses may be repeated for credit in order to provide opportunity to improve upon skill, endurance, strength, and flexibility. ISR courses are two (2) semester hours of credit, unless otherwise stated, and are CR/NC option only; no letter grade is earned. Activities may carry a special course fee. All courses require a signed waiver of liability and medical history questionnaire/participation agreement. Courses involving strenuous physical activity may also require additional participation/liability releases.

Course Descriptions — Instructional Sport & Recreation Program Prefix: ISR

LEVEL I COURSES are designated by the 100 number and are entry level courses.

LEVEL II COURSES are designated by the 200 number. Course material builds on entry skills developed by 100 courses. Prerequisite to enrollment is the appropriate 100 level course or permission of the instructor.

101/201 Aerobic Exercise (2)

Course Fee: TBA

Course will incorporate Aerobic Exercise (Hi and Low Impact), Step, Cardio Kickboxing, Body Sculpting, Abdominal, Balance, Stretching and Coordination exercises. Each class will consist of a cardio workout followed by an abdominal and lower body workout as well as stretching.

110/210 Archery (2)

Course will provide the student with opportunities to learn archery equipment selection and care, basic safety considerations, techniques and fundamentals of shooting. This course is designed to help each student attain, through practice, skill in the basic fundamentals of archery and to create and promote interest in archery.

112/212 Badminton (2)

Course Fee: TBA

Course covers the fundamentals of badminton. Emphasis is placed on the basics of serving, clears, drops, drives, smashes, and the rules and strategies of singles and doubles. Upon completion, students should be able to apply these skills in playing situations.

113/213 Basketball (2)

Course designed to create an interest in basketball and develop sufficient knowledge and skills so that one can enjoy the sport as a recreational activity. This course includes a combination of in class instruction, session's of practice with specific drills, and extensive team participation.

114/214 Board Sailing (2)

Course Fee: TBA

Course designed to teach students how to perform on a sailboard, commonly known as windsurfing. The objective of this course is to teach students basic skills, help students understand and appreciate the sport of board sailing, and encourage the development of individual windsurfing competencies. Techniques, safe practices, and strategies of windsurfing will be taught throughout the class.

115/215 Bowling (2)

Course Fee: TBA

Course designed to provide an active learning environment in which students are exposed to the fundamentals of bowling. This class will demonstrate a progression of basic bowling skill and understanding through beginner, recreational, and introductory competitive levels. Physical and mental skill development as well as strategy are included.

120/220 Canoeing (1)

Course provides the student will knowledge about canoe nomenclature, basic strokes and flat-water maneuvers, and basic boating safety. The student will also be introduced to river reading and some beginning moving water techniques.

125/225 Fencing (2)

Course provides an understanding of the fundamentals of fencing with an emphasis on the basic footwork, blade work, strategy, basic boating skills. The course will allow you to develop confidence through skill development and will include understanding of the rules, sportsmanship, and etiquette of fencing so that you can develop an appreciation for the sport.

130 /230 Golf (2)

Course Fee: TBA

Course designed to assist you to build a good foundation of current knowledge and practices in golf. Emphasis will be placed upon: technique and participation. The ultimate purpose of this course is to help you establish the sound fundamentals of the golf swing.

135/235 Judo and Self-Defense (2)

Course designed to provide knowledge of basic self-defense techniques and skills necessary to enjoy and participate in the sport of judo.

136 Kayaking (1)

Course Fee: TBA

Course focuses on skills needed for any type of kayak including but not limited to sit on tops, recreational, and sit-in. The class will address paddle safely and potential paddling hazards. Simple rescues are demonstrated by the instructor combined with the paddling skills practiced by students to maneuver safely and comfortably on still and coastal waters.

140/240 Personal Fitness: Strength and Conditioning (2)

Course designed to assist students to build a good foundation of current knowledge and practice in the field of strength and conditioning. Emphasis will be placed upon: fitness components, proper lifting techniques, program design, lifting strategies, psychological and social dimensions of strength training, nutrition, and specialty topics. Goal is to help establish exercise behaviors that will promote a healthier life.

142/242 Personal Fitness: Aqua Aerobics (2)

Course focuses on water aerobic exercise and conditioning that will emphasize cardiovascular endurance and promotes fitness using water resistance. Students need not be a swimmer to participate in this class.

145/245 Walk, Jog, Run (1)

Course designed to assist in building a good foundation of current knowledge and practice in cardiovascular training. Emphasis will be placed upon: fitness components, walk/jog/running techniques, individualized program design, pacing strategies, psychological and social dimensions of cardiovascular training, nutrition, and specialty topics. Goal is to help establish exercise behaviors that will promote a healthier life.

147/247 Racquetball (2)

Course designed to introduce the student to the sport of racquetball . The student will learn the rules of the game, equipment necessary for safe and competitive play, skills necessary for competent court play, and options for practice sessions and matches.

148/248 Rowing (2)

The goal of this class is to provide the beginner and experienced rower instruction on basic rowing technique, use of the ergometer (rowing machine), and basic principles of training for rowing. Rowing at a pace appropriate for each individual, student in this class will be exposed to endurance, speed and strength workouts.

150 /250 Sailing (2)

Course Fee: TBA

Ten- week course in the basics of sailing a small boat. Students will learn nautical terminology, navigation, sailing theory, wind dynamics, knots and their applications and more. This is a universally recognized outdoor recreational experience which can be used beyond the college environment.

152/252 Ice Skating (1)

Course Fee: TBA

Introduction to the development of beginning level ice skating skills, techniques, technical and safety knowledge in a fun and enjoyable atmosphere fostering a lifetime passion for ice skating and improving cardiovascular physical fitness, social, and team skills. The class will, for the most part, take place on the ice; there will be short lectures and reading assignments.

153/253 In-Line Skating (1)

Course designed to introduce students to the sport of in-line skating. Instructional emphasis will be placed on safely learning the lifelong activities of both in-line skating. The first half of the course will focus on basic intermediate in-line skating skills. The second part of the course will focus on the skills & enjoyment of in-line skating outdoors. Instruction will be given on skating basics, including: Skating forwards & backwards, turning, cross-overs & braking/stopping. Additional topics include: Discussions on the proper use of protective gear & the proper maintenance of equipment.

155/155L Scuba Diving (2)

Course Fee: TBA

Designed to provide the entry-level student with the elementary knowledge and skills needed to safely gain experience in the diving environment and, ultimately, to dive independently. Course is performance-based and designed to take students through simple to complex learning objectives. Performance-based means that students must satisfactorily complete the academic and water-skills requirements for each session before progressing to the next session. Initial open-water training phases are based on skill progression and at gradually increasing depths. All included skills are designed to be logical, realistic and apply to practical diving situations.

158/258 Softball (2)

Course provides an introduction to the basic competencies, skills, methods and techniques necessary to play fast pitch softball at the basic level. Additionally, course designed to offer an overview of some of the rules and regulations of softball in a game setting.

159/259 Indoor Soccer (2)

Course Fee: TBA

Course is designed to introduce indoor soccer. Emphasis will be placed upon the development of technical and tactical skills.

160/260 Swimming (2)

Course designed to cover basic water safety skills and basic swimming strokes that should be used while in, on, or around the water.

162/262 Table Tennis (2)

Course Fee: TBA

Course designed to teach students how to play table tennis that will allow him/her to improve his/her basic skills, individual game and general physical fitness. Principles, techniques, safe practices, and strategies of table tennis will be taught throughout the class.

163/263 Tai Chi (2)

Practice and study of the Chinese martial art tai chi quan/taiji chuan, including the Yang style '24' form (Basic/Simplified T'ai Chi), physical conditioning, breathing, internal energy (qi gong), meditation/relaxation (zazen), self-defense (external energy); brief history of taiji, philosophies of Taoism and zen.

165/265 Tennis (1 or 2 Credit Option)

Course Fee: TBA

Course provides an understanding of the fundamentals of tennis with an emphasis on the basic strokes - forehand, backhand, volley, and serve. Additionally, the advanced skills such of overhead, lob, groundstroke variations, and playing strategies will be introduced. The course will allow you to develop confidence through skill development and will include under-

standing of the rules, sportsmanship, and etiquette of tennis so that you can develop an appreciation for the sport.

170/ 270 Strength Training (2)

Course Fee: TBA

Course designed to assist students to build a good foundation of current knowledge and practice in the field of strength and conditioning. Emphasis will be placed upon: fitness components, proper lifting techniques, program design, lifting strategies, psychological and social dimensions of strength training, nutrition, and specialty topics. The goal of this course is to help students establish exercise behaviors that will promote a healthier life.

175/ 275 Volleyball (2)

Course designed to familiarize the student with the skills involved in playing correct volleyball. Attention will be given to setting, hitting, passing, serving, serve receive and defense. The aim of the course is to aid the student in developing sound techniques and consistency playing volleyball. The course will also cover the rules of the game as emphasized by the FIVB, volleyball's international governing body.

180/280 Volleyball/Softball (2)

This course is split into two different sports. The first half of the course will be an introduction to the fundamental skills and strategies of organized volleyball. Volleyball requires development of the following individual skills: forearm pass, set, spike, block, dig, and serve. In addition, students will gain an understanding of elementary team strategies. Students will learn to practice effective communication with teammates. The second half of the class will focus on the fundamental skills and rules of softball. Emphasis is placed on proper techniques and strategies for playing softball. Upon completion, students should be able to participate in recreational volleyball and softball.

189/289 Yoga (1-2)

Course Fee: TBA

(01 **Yoga Express** – 1 Cr) Gain an understanding of Hatha Yoga and its three components: postures (asanas), breath work (pranayama), and relaxation / meditation techniques.

(02 **Yoga** – 2 Cr) Course will concentrate on Integral Yoga as taught by Sri Swami Satchidinanda for the first half of the semester and Vinyasa Yoga (based on Astanga Yoga) the second half of the semester.

(03 **Yoga Power** – 2 Cr) Gain an understanding of Hatha Yoga and its three components: postures (asanas), breath work (pranayama), and relaxation / meditation techniques. The course will concentrate on Vinyasa Yoga (based on Astanga Yoga).

(04 **Yoga Gentle** – 2 Cr) Gain an understanding of Hatha Yoga and its three components: postures (asanas), breath work (pranayama), and relaxation / meditation techniques. The course will concentrate on Sivananda Yoga.

190/190L Caribbean Connection (2)

Course Fee: TBA

Course designed to provide both the entry level and the more experienced SCUBA diver the additional knowledge, skills and experience to make diving safer and more enjoyable. This course will concentrate on the identification and behaviors of reef fishes inhabiting South Florida. Proper environmental diving techniques are emphasized.

191/191L Diver and the Coral Reef (2)

Course Fee: TBA

This course is designed to provide both the entry level and the more experienced SCUBA diver the additional knowledge, skills and experience to make diving safer and more enjoyable. This course will concentrate on the intricate function of the coral reef ecosystem and individual diver responsibility. Proper environmental diving techniques are emphasized.

192/192L Night and Drift Diving (2)

Course Fee: TBA

Designed to provide the experienced Advanced Level SCUBA diver the additional knowledge, skills, and experiences to make the activity of night diving and drift diving safer and more enjoyable. This course will concentrate on familiarizing

advanced divers with skills, knowledge, organization, procedures, techniques, problems, hazards, and excitement of diving at night in local conditions.

195/195L Wreck Diving (2)

Course Fee: TBA

Designed to provide the experienced Advanced Level SCUBA diver the additional knowledge, skills, and experiences to make the activity of survey wreck diving safer and more enjoyable. This course will concentrate on familiarization of advanced divers with the skills, knowledge, planning, organization, procedures techniques, problems, hazards and excitement of diving on wrecks. This course is intended to be a safe, supervised introduction to diving on local artificial wreck sites.

199 Special Topics (1-2)

Content may vary each semester as determined by the ISR faculty, based on faculty, staff or student interests. No special topic offered more than twice.

255/255L Advanced Scuba Activities (2)

Course Fee: TBA

Designed to provide both the entry level and the more experienced SCUBA diver the additional knowledge, skills and experiences to make diving safer and more enjoyable. Some of diving's most popular activities will be explored such as navigation; drift; boat; wreck and proper diver interaction with the environment. Actual diving experiences will be at the discretion of the instructor of record and based on group's experience level, accessibility to dive locations and monitored weather locations.

ELLEN WHITESIDE McDONNELL SCHOOL OF SOCIAL WORK

Debra M. McPhee, Ph.D., Dean

Phyllis F. Scott, Ph.D., Interim Associate Dean

Maria Teahan, LCSW, Director, MSW Program

Jennifer Williams, LCSW, Director, BSW Program

Gala Munnings, MSW, Director, Field Education

Preeti Charania, LCSW, Assistant Director, BSW Field Education

Mabel Rodriguez, LCSW, Director of Admissions and Enrollment

Faculty: Austin, Charania, Engle, Gray, , Ingram-Herring, Lacey, Lewis, McPhee, Millenbach, Moreda, Munnings, Naranjo, Nowakowski-Sims, Nuehring, Pierce, Rodriguez, Rosenwald, , Scott, Singleton, Smith, Teahan, Whelley, Williams

HISTORY OF THE SCHOOL

In the wake of community upheaval and turmoil in the early and mid 1960's there was a demand for professionally trained social workers. As there was not a school of social work in South Florida, Barry University established the first graduate social work program in South Florida in 1966 to help fill this need. A Ph.D. in Social Work was introduced in 1983 to prepare advanced practitioner/scholars for leadership roles within the profession and community. In 2000, the School initiated a BSW degree program which was fully accredited by the Council on Social Work Education in 2003 and reaccredited in 2008. In 1984, the School was named the Ellen Whiteside McDonnell School of Social Work to honor a woman who made a significant contribution to the reform and development of social welfare programs in the State of Florida.

THE MISSION OF THE SCHOOL

The mission of the School of Social Work is framed by the values, ethics and social commitments of the social work profession as well as those of Barry University. The school's primary purpose is the education of social workers for all levels of professional practice that is characterized by competence, quality, and dedication to the principles of social and economic justice. The school is committed to the development of professional social workers who are drawn from diverse communities and who are prepared to engage in social work practice that improves the quality of life

within those communities. Through professional and continuing education, knowledge development and professional action, the school aims to enhance the quality and effectiveness of human services and social well-being throughout the region and nation.

PHILOSOPHY OF THE BSW PROGRAM

The BSW program will prepare students to be direct service generalist social workers. Much like a general practitioner in medicine, a direct service generalist social work practitioner must have a wide range of knowledge, methods, and skills. The worker must be able to work with individuals, families, small groups, and larger systems to promote the best possible relationships between people and their environments. Direct service refers to the activities the worker does to help consumers of service. These include individual, family, and group counseling; case management; education; advocacy; referral; and work on behalf of clients in agency change and community organization. Understanding the connections between the problems of clients and the communities in which they live, the worker is able to move naturally and seamlessly from work with individuals, families, or groups to work in the agency, neighborhood, community, local, or larger level as needed and to use various methods as needed.

The ability to move seamlessly from one level of work to another is the hallmark of a direct service generalist. The worker is able to move the work with their clients from the clients' personal struggles to their community struggles within their capacity of what can realistically be accomplished. The "larger

systems work” of the generalist develops from their direct service work. Conversely, a worker engaged in community work will be able to move with constituents from their community struggles to help with personal struggles where appropriate. The connections between personal and communal problems/resources are of paramount importance to the direct service generalist practitioners and they are facile in shifting the focus of work or of working with two or more foci. In addition, they are facile in using various methods as they work in the various foci.

This notion of seamless practice is the organizing principle of the BSW curriculum. The liberal arts distribution courses are selected to provide students with the cognitive tools and education necessary for the complex task of seeing, understanding, and assessing the connections between private troubles and public issues. This understanding is critical to seamless practice. The courses within the major will prepare the student for seamless practice.

GOALS OF THE BSW PROGRAM

Consistent with the Mission of the School and to fulfill the mission of the BSW Program, the following program goals were developed. The program will prepare students:

1. For seamless generalist social work practice in agency-based settings within the South Florida context;
2. To practice with, and on behalf of, diverse and multicultural clients and communities and with populations at risks, within a person-environment perspective;
3. To practice with a commitment to the alleviation of poverty, oppression, social injustice, and discrimination;
4. To practice guided by a social work identity, professional values, and ethical standards;
5. To practice with a clear understanding of the connections between public issues and personal troubles, and to seamlessly move from work at an individual level to work with larger systems both with and on behalf of clients; and
6. To engage in lifelong professional growth and learning.

BSW Program Objectives

Graduates demonstrate the ability to:

- Apply critical thinking skills within the context of professional social work practice;
- Understand the value base of the profession and its ethical standards and principles, and practice accordingly;

- Practice without discrimination and with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation;
- Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice;
- Understand and interpret the history of the social work profession and its contemporary structures and issues;
- Apply knowledge and skills of generalist social work practice with systems of all sizes;
- Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities;
- Analyze, formulate, and influence social policies;
- Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions;
- Use communication skills differentially across client populations, colleagues, and communities;
- Use consultation and supervision appropriate to social work practice; and
- Function within the structure of organizations and social service delivery systems and seek necessary organizational change.

ACCREDITATION

Barry University School of Social Work BSW Program is accredited, by the Council on Social Work Education (CSWE). E-mail addresses: www.cswe.org

BACHELOR OF SOCIAL WORK (BSW)

ADMISSION REQUIREMENTS

All undergraduate students entering Barry University must apply through university enrollment services and meet university standards for admission.

BSW Major-Specific Admission Criteria:

As a program that prepares students for beginning professional social work practice, the undergraduate program admits only those students who have the academic and personal qualifications for the profession. An interview with an academic advisor may be required.

Freshman Admission:

1. Total score of 970 on the SAT or 20 on the ACT
2. High school grade point average of 2.7

Transfer Admission:

1. College grade point average of 2.7 with no more than 5 Ws, Ds, or Fs
2. Students transferring as Juniors must complete the Request for Progression to Major Courses form in addition to the University Application

Applicants are notified in writing of the admission decision after all application materials have been received and evaluated. Normally the review and notification process takes 4 to 6 weeks after the complete application materials are received. Completion of the admission file is the responsibility of the applicant. Exceptions to the admission policy may be granted for special circumstances on a case-by-case basis by the Program Director.

READMISSION POLICY

When a student applies for readmission to the School of Social Work, the applicant must meet admission requirements in effect at the time of re-application and must have left the School in good standing and in full compliance with the School's Core Performance Standards. Additional requirements can be found in the University Undergraduate Catalog in the University Admissions section entitled "Readmission and change of Status."

CHANGE OF MAJOR CREDITS

Students who change their major to social work while attending Barry University must have their transcript evaluated by the School of Social Work in order for credits to be accepted as part of the social work program. Acceptance of credits from another major at Barry University does not guarantee acceptance by the School of Social Work.

PROGRESSION TO MAJOR COURSES

Admission to the University does not guarantee progression to the 300 level courses or to the field-work and practice courses.

The following are the criteria for progression to the 300 level courses, which are taken in the junior year:

1. completion of Social Work 201 (Introduction to Social Work) with a minimum grade of 2.7;
2. attainment of a 2.00 (C) average in courses taken in the social and behavioral science block;
3. completion of at least 30 hours of the course work applicable to social work, including Sociology 201 and Psychology 281, with at least a C;
4. attainment of a 2.50 (C) cumulative grade point average in all coursework completed at Barry or 2.70 for transfer credit;
5. submission of the Request For Progression form.

FIELD INTERNSHIP

There are two required Field Education courses; SW 491 (Field Education I) and SW 492 (Field Education II). Both courses are a supervised educational experience with specified educational objectives in an agency setting. SW 491 and SW 492 are taken in the senior year of study. The purpose of the field experience is to help students integrate theory with practice in order to develop appropriate knowledge, value, skills, and professional identification as a generalist practitioner. Field Education I and II require a minimum total of 448 hours.

Students who are enrolled in Field Education must be enrolled in a practice course. Students must be enrolled in SW 471 Social Work Practice II with SW 491 Field Education I; and SW 472 Social Work Practice III and SW 476 Social Work Practice IV with SW 492-Field Education II. **Field Education I and II requires the minimum completion of 448 hours. Students must earn a grade of "CR".**

The following are the criteria for progression into Field Education I and Social Work Practice II (SW 471) taken concurrently in the senior year:

1. attainment of a 2.50 (C) cumulative grade point average in all coursework completed at Barry;
2. attainment of a 2.70 cumulative grade point average in all social work coursework completed at Barry;
3. completion of 75 hours of student service learning experience; and
4. submission of the Field Internship application form and acceptance into a field internship placement arranged by the field education department.

PROGRESSION TO ADVANCED STANDING (5 YEAR SEAMLESS DEGREE PROGRAM)

1. Barry undergraduate Social Work majors must earn a grade point average of 3.0 in all social work courses from the School before matriculating to Advanced Standing.
2. Successfully complete all Field Education Requirements.

GRADUATION REQUIREMENT

- Completion of a minimum of 120 credits with a cumulative grade point average of 2.00
- Satisfactory completion 75 student service learning hours
- Satisfactory completion of all Field Internship requirements
- Adherence to all School of Social Work Core Performance Standards
- Application for graduation and paid appropriate fees as applicable

Should graduation be forfeited, the student is responsible for the resubmission of a graduate application with accompanying fees.

DISTRIBUTION REQUIREMENTS AND CO-REQUISITES

Students majoring in social work will exceed the University's distribution requirement of 45 credit hours. The Social and Behavioral Science area includes 18 hours, bringing the total distribution/co-requisite credit hours to 54. The courses social work majors should choose from to fulfill the category of distribution and co-requisites are listed below. Availability of courses will vary by semester. Required courses are indicated with an asterisk. Strongly recommended courses are indicated by double asterisks. Availability of courses will vary by semester.

Written Communication (6 hours)

ENG 111	Freshman Composition and Literature
ENG 112	Techniques of Research
ENG 210	Introduction to Literature
ENG 212	Processes and Strategies for Writing
ENG 312	Advanced Composition
ENG 329	English Composition and Syntax (ACE)

Oral Communication (3 hours)

COM 104	Interpersonal Communication
COM 320	Family Communications (ACE)
SPE 101	Fundamentals of Speech
SPE 305	Theories of Communication

Theology (3 hours)

THE 103	World Religions: Spiritual Experiences of Humankind
THE 201**	Faith, Belief, and Traditions
THE 303	Comparative Religion
THE 306	Dynamics of Faith, Beliefs, and Theology
THE 311	Sexuality, Sex and Morality
THE 312	Freedom and Virtue
THE 325	Feminist Perspectives in Ethics
THE 327	Peace and Justice
THE 331	Christianity and Culture
THE 360	Women in the Church
THE 362	Women in the New Testament
THE 372	Marriage and the Family

Philosophy (6 hours)

PHI 120**	Critical Thinking
PHI 150	Philosophic Problems
PHI 220	Introduction to Philosophy
PHI 260	Philosophy of the Human Person
PHI 292**	Ethics
PHI 304	Epistemology
PHI 305	Problems in Philosophy
PHI 308	Philosophy of Law
PHI 314	Metaphysics
PHI 318	Modern Philosophy
PHI 319	Contemporary Philosophy
PHI 353**	Biomedical Ethics
PHI 354	Environmental Ethics
PHI 355	Philosophy of Politics
PHI 370	Contemporary Moral Problems

Fine Arts (3 hours)

Any Art, Music, Theatre, Dance, or Photography Course except MUS 376 or MUS 476

Humanities (6 hours)

Any 2 Humanities distribution courses may be taken; however, the selection of foreign language is strongly recommended.

Natural and Physical Sciences (9 hours)

MAT 107	General Education Mathematics
MAT 109	Pre-calculus Mathematics
MAT 152**	Elementary Probability and Statistics *
BIO 103	Biological Crisis
BIO 120*	Biology Overview for non-biology majors *
BIO 215	Health and Wellness
BIO 300*	Biology for Social Workers *

Social And Behavioral Sciences (18 hours)

CRM 200** Introduction to Criminology
 CRM 305 Women and Crime
 CRM 317 Elite and Organized Crime
 CRM 328 Race, Class and Crime
 ECO 201/202** Introduction to Macroeconomics
 POS 201* American Government*
 POS 303 Public Policy and Administration (ACE)
 POS 355 Environment and Politics (ACE)
 SOC 201* Introduction to Sociology*
 SOC 202 Juvenile Delinquency
 SOC 204 Social Problems
 SOC 246 Marriage and Family
 SOC 300 Schools and Society
 SOC 301 American Family (ACE)
 SOC 305 Issues in Culture (ACE)
 SOC 307 Race and Ethnicity
 SOC 332 Drugs and Society
 SOC 370 Social Psychology
 SOC 372 Social Stratification
 SOC 405** Sociology of Race, Class, & Gender**
 SOC 415 Women in Contemporary Society
 SOC 417 Sociology of Death and Dying
 SOC 455 Sociology of the Family
 Psychology 281* Introduction to Psychology

Psychology 301 Psychology of Drug and Alcohol Abuse
 Psychology 306 Psychology of Women
 Psychology 325 Theories of Personality
 Psychology 329 Understanding and Coping with Stress (ACE)
 Psychology 370 Social Psychology
 Psychology 382 Developmental Psychology
 Psychology 410 Group Dynamics and Decision-Making (ACE)
 HIS 150 The Meaning of History
 HIS 201** U.S. People & Ideas I
 HIS 202** U.S. People & Ideas II
 HIS 306** Twentieth Century America
 HIS 315 History of Florida
 HIS 390** U.S. History since World War II

Note: Must take at least one history course

Computer Proficiency (3 hours or a score of 75% on computer placement waiver test)

CAT 102 Basic Computer Applications
 CS 180 Introduction to Computers

Electives

24 credit hours are required.

School of Social Work Required Courses**1st Year and Sophomore Year**

SW 201 Introduction to Social Work
 SW 352 Social Welfare Policy

Junior Year

SW 365 Human Behavior and the Social Environment I
 SW 366 Human Behavior and the Social Environment II
 SW 340 The Personal, Cultural, and Social Influences on Helping
 SW 481 Research
 SW 376 Social Work Practice I Student Service Learning

Senior Year

SW 471 Social Work Practice II
 SW 472 Social Work Practice III
 SW 476 Social Work Practice IV
 SW 491 Field Education I
 SW 492 Field Education II
 SW Elective (May be taken in the junior or senior year of study)

Minor in Sociology

Social Work students can earn a minor in sociology by completing 18 hours in the sociology department. Students must successfully complete the following four sociology courses plus two other sociology classes:

SOC 201 Introduction to Sociology
 SOC 370 Social Psychology
 SOC 405 Sociology of Race, Class, and Gender
 SOC 423 Sociological Theory

Course Descriptions— Social Work Prefix: SW

201 Introduction to Social Work (3)

The introductory course will introduce the students to the profession of social work, but it also introduces the students to generalist social work practice: social workers must be able to see the connection between social issues and individual problems and then to move from individual problems to helping efforts involving larger systems.

340 The Personal, Cultural, and Social Influences on Helping (3)

The course explores approaches to and activities of helping in various cultures and societies. The significance of both giving and receiving help will be examined. The values associated with varying helping methods as well as their strengths and limitations will be explored. Emphasis will be placed on the importance of seeing problems from multiple points of view and being able to help at individual, group, and community levels.

352 Social Welfare Policy (3)

The Policy Course will introduce students to the connections between society's organized public responses to personal problems. In addition, content on policy formulation, implementation, analysis, and change will reinforce and provide the context for seamless practice.

365 Human Behavior and the Social Environment I (3)

This is the first of a two-course sequence that provides a social work context for introducing students to theories and theoretical models that explain reciprocal influences in shaping human behavior. This course examines human growth and development from conception to very old age and death through the lens of psychosocial developmental theory and resiliency theory. The influence of race, culture, ethnicity, socio-economic status, gender, physical and cognitive capacities, social and economic injustice, and sexual orientation are presented as variables which play a central role in influencing the transactions between the person and the environment. The interplay of social systems with the developmental process is highlighted.

366 Human Behavior and the Social Environment II (3)

This is the second course of a two-semester sequence providing content on theories and knowledge of human bio-psycho-social development and the interaction between the range of social systems (society, communities, organizations, families, and groups) which comprise the social environments of most human beings. Ecological systems theory, social con-

structivism and conflict theory provide a basis for an examination of the systems which comprise the social environment and for understanding human behavior as influenced by the reciprocal interaction of social, cultural, and political factors. The impact of social and economic injustices upon individuals, families, groups, and society is explored.

376 Social Work Practice I (3)

This course introduces students to generalist social work practice. This social work skills course introduces students to the wide spectrum of settings in which services are offered. The focus will be on acquainting students with the skills needed for ethical and effective generalist social work practice. The different roles practitioners assume in providing service to client systems (e.g. individuals, families, groups, organizations, and communities) will be examined. Course topics include professionalism, ethical decision making, critical thinking, self awareness and culturally competent communication, as well as an introduction to the variety of skills implemented in each stage of a strengths-based helping process. The student's volunteer experience provides opportunities for integrated learning.

471 Social Work Practice II (3)

The second of four courses in the BSW Practice Sequence introduces the skills of helping individuals, families and groups within a community context. Grounded in the values and ethics of the profession, students learn the application and evaluation of skills used in the initial phase of helping. Emphasis is on the relationship of the attributes of client systems, agency and community contexts, and worker roles in practice. The effects of oppression, the role of diversity, recognition of strengths and promotion of resilience in client systems are considered. SW 491, Field Education I, must be taken concurrently with this course.

472 Social Work Practice III (3)

This third practice course in the BSW program focuses on the development of professional skills unique to the middle/ongoing or work phase and the ending phase and transitions. The strengths perspective, integral to the interactional approach and life model of social work practice, provides the framework for this course. Students will examine current knowledge, professional values, and skills relevant to work with a range of life stressors as they present themselves within diverse populations and diverse communities. Critical to understanding the helping relationship and essential skills is the student's ability to respond to the ways in which individuals, groups, organizations and communities are systematically oppressed and denied access to social, political, and economic resources. This course includes a specific focus on student skill development related to: the identification and assess-

ment of service gaps within human service organizations, professional social work role and function, mediation of interpersonal and environmental stressors with individuals, families, groups and communities, and the skillful navigation of the middle and ending phases of the helping relationship. SW 492, Field Education II, must be taken concurrently with this course.

476 Social Work Practice IV (3)

This course introduces students to generalist social work practice in the context of organizations and communities. It builds upon the knowledge that students have gained in their previous practice courses on work with individuals, families and groups. Particular attention is devoted to the problems of vulnerable populations living in oppressed communities and situations. The course will include generalist practice skills in the assessment of problems in organizations and communities and will teach students various approaches to the implementation of change methodologies. SW 492, Field Education, must be taken concurrently with this course.

481 Social Work Research (3)

Social Work Research provides under-graduate social work students with the necessary values, knowledge, and skills for utilizing methods of research and evaluation in their professional work.

491 Field Education I (3)

A supervised educational experience with specified educational objectives, completing the required hours per week in an agency setting for the duration of the field placement semester. Field Education I requires a minimum of 224 hours. Co-Requisite: SW 471

492 Field Education II (3)

A supervised educational experience with specified educational objectives in an agency setting, completing the required hours per week in an agency setting for the duration of the field placement semester. Field Education II requires a minimum of 224 hours. Co-Requisite: SW 472 and SW 476.

Electives

SW 425 Community Organization (3)

This elective course emphasizes definitions and utilization of power as it relates to the history, philosophy, and practice of community organization. Students learn how to charter an organization; to locate and utilize local bases of power; plan and run meetings, using Robert's Rules of Order; and plan and utilize strategies for bringing about change

SW 455 Ethnic Sensitive Social Work Practice (3)

This elective 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

SW 458 Social Work with Women (3)

This elective course explores the social construction of gender and the ways in which such construction has historically shaped the lived experiences of women. The intersection of race gender, and power are examined with particular attention to how gender ideology has and continues to contribute to the social, economic and political oppression of women. Key practice issues and skills are highlighted.

SW 475 Social Work Practice with Refugees and Immigrants (3)

This elective 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. Pre-/co-requisite: SW 340.

Americans with Disabilities Act

In keeping with its mission and goals, and in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, Barry University School of Social Work promotes an environment of respect for and support of persons with disabilities. The two categories of individuals with disabilities are: a) individuals with a physical or mental impairment that substantially limits one or more major life activities; and b) individuals with a record of physical or mental impairment that substantially limits one or more major life activities. Major life activities include caring for oneself, performing manual tasks, walking, seeing, hearing, breathing, learning, and working.

The term “physical impairment” includes, but is not limited to: orthopedic, visual, speech and hearing impairments; cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, HIV disease (symptomatic and asymptomatic), tuberculosis, drug addiction, and alcoholism. Mental impairments include mental or psychological disorders such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

Individuals applying for admission, progression to junior and senior courses, and graduation from the School of Social Work must be able to meet the physical and emotional requirements of the academic program as well as performance expectations of professional social work practice. Individuals who pose a direct threat to the health or safety of others or to themselves may be denied admission, progression, or graduation. The school’s determination that a person poses a direct threat will be based on an individualized assessment that relies on current medical evidence or on the best available objective evidence to assess: a) the nature, duration and severity of the risk; and b) the probability that the potential injury will actually occur.

Social work is a practice discipline with cognitive, sensory, affective and psychomotor requirements, and the faculty have adapted a list of “Core Performance Standards.” Each standard has an explanation of skill areas and an example of activities that the student would be required to perform while enrolled in a social work program.

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).

Standards	Skill Areas	Description of Essential Behavior
<p>Professional Ethics:</p> <p>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.</p>	<p>Identifies and maintains legal and ethical standards in all practice and academic roles and settings; seeks appropriate consultation when necessary.</p> <p>Demonstrates integrity and trustworthiness in carrying out all professional/academic roles and activities.</p> <p>Demonstrates academic integrity in the preparation of written assignments, research and scholarly papers.</p> <p>Understands and appropriately applies laws pertaining to client confidentiality; protects the well-being of research participants in accord with IRB human subjects' protection guidelines.</p> <p>Advocates for and advances change on behalf of vulnerable populations.</p> <p>Demonstrates respect for the positive value of diversity.</p>	<p>Student:</p> <p>Refrains from socializing with clients; maintains boundaries with research participants and students they may teach.</p> <p>Utilizes clinical supervision and/or refers client when needed interventions are beyond his/h competence.</p> <p>Keeps commitments to clients, research participants, students they may teach and colleagues.</p> <p>Refrains from cheating and plagiarism as defined in the student handbook.</p> <p>Utilizes pseudonyms when discussing clients in class or academic papers; protects research participant identity in written reports of studies.</p> <p>Submits research proposal to IRB for review prior to initiating research activities with human subjects.</p> <p>Participates in individual and/or group activities at the local, state or national level, such as Lobby Day.</p> <p>Willingly accepts and works with diverse client populations within community and organizational settings.</p> <p>Designs research and scholarship that reflect cultural validity.</p>
<p>Critical Thinking:</p> <p>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>	<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>Student:</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> <p>Professional Use of Self</p>

Standards	Skill Areas	Description of Essential Behavior
<p>Task Management:</p> <p>Effective time/task management strategies guide all professional and academic responsibilities and activities.</p>	<p>Consistently completes quality work on schedule.</p> <p>Acts responsibly with respect to communication and negotiation of professional and academic commitments.</p>	<p>Student:</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>Attends all classes and field practicum in accordance with the School's attendance policy and meet all course requirements</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>
<p>Self Awareness:</p> <p>Demonstrates 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.</p> <p>Solicits, accepts, and incorporates feedback with respect to performance.</p> <p>Identifies and addresses barriers to performance through the design and implementation of specific goals and strategies for professional growth.</p>	<p>Student:</p> <p>Engages the challenge of self-reflection and self-critique process in all classroom, field education and practicum discussions and written exercises.</p> <p>Utilizes weekly supervisory sessions and/ or other forms of professional and academic advisement and mentorship.</p> <p>If in a field placement, submits required process recording and actively participates in field supervision.</p> <p>Seeks professional help and consultation when necessary.</p> <p>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>
<p>Professional Relationships:</p> <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.</p> <p>Contributes as a constructive participant in academic and agency affairs.</p> <p>Cooperates, collaborates, and supports social work and interdisciplinary colleagues in the knowledge-building and knowledge dissemination enterprise.</p> <p>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.</p>	<p>Student:</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.</p> <p>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.</p> <p>Honors and follows through on verbal and written agreements and commitments made with others.</p> <p>Attends "Meet the Dean" sessions and offers constructive suggestions to improve the quality of the program.</p> <p>Co-authors publications with peers and faculty colleagues.</p> <p>Constructs culturally grounded research and scholarship and intervention plans with various client systems.</p> <p>Prepares strengths-based social work research designs and assessments of clients.</p>

Standards	Skill Areas	Description of Essential Behavior
	<p>Collaborates effectively with community resources and connects clients with local community resources.</p> <p>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>Makes appropriate referrals of clients or research participants, as appropriate, for client services.</p> <p>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>
<p>Communication:</p> <p>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.</p>	<p>Receives and responds appropriately to verbal, nonverbal 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 use language to communicate with others.</p> <p>Demonstrates mastery of the English language.</p> <p>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.</p>	<p>Student:</p> <p>Speaks with dignity, respect, and sensitivity to clients, colleagues, faculty, school staff, field staff, research participants, students, and others at all times.</p> <p>Prepares written and oral academic products and presentations with responsible content.</p> <p>Prepares written documents that are clear, concise, accurate and complete and reflect correct grammar, syntax, thought development and APA referencing format.</p> <p>Follows agency guidelines for record keeping SSW guidelines for record keeping if deployed by the SSW.</p> <p>Uses process recordings to communicate learning progress to field educator and field advisor.</p> <p>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.</p>

Attendance Policy

Due to the applied nature of social work as a professional discipline, participation and full engagement by students in all class activities is essential. Prompt regular attendance extends each student's learning experience and the experience of his/her classmates. 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 worker, as well as his/her timely presence to appointments and timely response to the needs of clients. It is essential therefore, to be fully prepared as a social worker by acquiring the knowledge, skills, and professional character and conduct necessary to promote client well-being. Not attending classes seriously compromises a student's ability to be fully prepared to meet his/her obligations and responsibilities as a professional social worker.

Regular attendance is required of all students. A total of 6 class hours of absence can result in an automatic withdrawal with W, WP, or WF if within the designated withdrawal period, or with an automatic

"F" if not. It is the responsibility of the student to complete the withdrawal during the designated withdrawal period. Otherwise, an "F" will be issued at the end of the term.

The majority of coursework for the major and minor must be completed in residence.

Developmental Courses

To fulfill its responsibility to educate students, Barry University offers a series of developmental courses for the benefit of those students who need to strengthen some of their skills. Students receiving a grade of NC in any developmental English or math course will be enrolled in the SAME course as a REPEAT in the subsequent term. All developmental courses must be completed successfully by the end of 45 credit hours or, in the case of transfer students, within the first academic year in residence. Developmental courses do not fulfill Distribution, General Education, or degree requirements.

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