

# 16-17

Undergraduate  
Catalog



**Barry University**



Miami, Florida



**Barry University** | Miami, Florida

# Undergraduate Catalog



**2016-17**

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

# Inquiries, Applications, and Credentials

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## *Barry University*

Division of Enrollment Services  
11300 N.E. Second Avenue  
Miami Shores, Florida 33161-6695

General University Number [\(305\) 899-3000](tel:(305)899-3000)  
Toll-Free General University Number [\(800\) 756-6000](tel:(800)756-6000)

Web Address: <http://www.barry.edu>

Office of Admissions: [\(305\) 899-3100](tel:(305)899-3100)  
Toll Free: [\(800\) 695-2279](tel:(800)695-2279)  
Fax: (305) 899-2971

E-mail: [admissions@barry.edu](mailto:admissions@barry.edu)

Office of Financial Aid: [\(305\) 899-3673](tel:(305)899-3673)  
Toll Free: [\(800\) 695-2279](tel:(800)695-2279)  
Fax: (305) 899-3104

E-mail: [finaid@barry.edu](mailto:finaid@barry.edu)

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Local: [\(305\) 899-3300](tel:(305)899-3300)  
In-State Toll-Free: [\(800\) 945-2279](tel:(800)945-2279)  
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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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+ Indicates programs that are approved by the Florida State Department of Education

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## Academic Calendar 2016-2017

\*Please note that some schools may have another schedule; i.e., PACE, POD

### \*Fall 2016

Barry 101	Monday-Tuesday, June 27-28
Barry 101	Thursday, June 30-Friday, July 1
Barry 101	Monday, July 11
Barry 101	Thursday-Friday, August 18-19
New Student Investiture	Sunday, August 21
Classes Begin	Monday, August 22
Labor Day	Monday, September 5
Fall Holiday	Friday, October 7
Thanksgiving Holiday	Thursday-Sunday, November 24-27
Classes End	Friday, December 2
Final Exams	Monday-Friday, December 5-9
Commencement	Saturday, December 10

### \*Spring 2017

Barry 101	January 4,5,6
Classes Begin	Monday, January 9
Martin L. King Holiday	Monday, January 16
Spring Break	Monday-Sunday, March 6-12
Easter Holiday	Thursday-Sunday, April 13-16
Classes End	Friday, April 28
Final Exams	Monday-Friday, May 1-5
Commencement	Saturday, May 6

### \*Summer I 2017

Classes Begin	Monday, May 8
Classes End	Friday, June 16

### \*Summer II 2017

Classes Begin	Monday, June 19
Classes End	Friday, July 28

## School of Professional and Career Education

### Fall 2016

Session A	August 8-October 3
Session B	October 6-December 3

### Spring 2017

Session A	January 3-March 6
Session B	March 9-May 6

### Summer 2017

	May 30-July 25
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# Accreditation

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

The **graduate programs in Theology** in the College of Arts and Sciences are accredited by the Association of Theological Schools in the United States and Canada (ATS).

The **baccalaureate and master's programs in Nursing** at Barry University are accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036, [\(202\) 887-6791](tel:2028876791). The baccalaureate program in Nursing is also approved by the Florida Board of Nursing, 4052 Bald Cypress Way, BIN CO2, Tallahassee, FL 32399, [\(850\) 245-4125](tel:8502454125). The **master's in Occupational Therapy program** is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449, [\(301\) 652-AOTA](tel:301652AOTA). The **Cardiovascular Perfusion program** is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The Anesthesiology Programs are accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs. The **Bachelor of Science in Clinical Biology with a Histotechnology Specialization, Post-Baccalaureate Certificate in Histotechnology, and Master of Science in Clinical Biology with a Histotechnology Specialization programs** are approved by the Florida Department of Health, Board of Clinical Laboratory Personnel, and accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). The **Bachelor of Science in Clinical Biology with a Medical Technology Specialization** is also accredited by NAACLS. The **Master of Science in Medical Biotechnology** has been recognized as a Professional Science Master's (PSM) Program by the Council of Graduate Schools.

The **Adrian Dominican School of Education (ADSOE)** offers a **Bachelor of Science in Education (B.S.) degree with a (M.S.) option**; the B.S. program offers the following areas of specialization: Early and Middle Childhood (Elementary Education), Infancy and Early Childhood (Pre-K/Primary) and Special Education (Exceptional Student Education). All of the specializations are approved by the Florida Department of Education (DOE) as follows, each with endorsements (also State Approved): English for Speakers of Other Languages (ESOL) and Reading; Elementary Education/ESOL/Reading; Exceptional Student Education/ESOL/Reading and Pre-K/Primary/ESOL/Reading. Due to Florida's reciprocal certification agreement, graduates of these specializations may meet eligibility requirements for teacher certification in most states. The School of Education's **graduate Educational Leadership, Reading, School Counseling and School Psychology programs** are also approved by the DOE. The School of Education's **Master of Science Counseling programs** in Marital, Couple, Family Counseling/Therapy, Mental Health Counseling and School Counseling and **Ph.D. Counseling program** with a specialization in Marital, Couple, Family Counseling/Therapy are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The **Montessori Education Early Childhood and Elementary programs** are accredited by the Montessori Accreditation Council for Teacher Education (MACTE). The **School Psychology program** is accredited by the National Association of School Psychologists (NASP). Further, ADSOE is approved by the DOE to offer endorsements in Autism, Gifted Education, Reading, and TESOL.

The **Ellen Whiteside McDonnell School of Social Work's B.S.W. and M.S.W. programs** are fully accredited by the Council on Social Work Education.

The **Doctor of Podiatric Medicine program in the School of Podiatric Medicine** is accredited by the American Podiatric Medical Association (APMA)/Council on Podiatric Medical Education (CPME). The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted **Accreditation-Continued** status to the Barry University Physician Assistant Program sponsored by Barry University. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

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

The **School of Human Performance and Leisure Sciences' Athletic Training program** is accredited by the Commission on the Accreditation of Athletic Training Education (CAATE).

The **D. Inez Andreas School of Business** programs are accredited by AACSB International—The Association to Advance Collegiate Schools of Business.

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

# Notices

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

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

# The Mission of Barry University

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

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

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

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## Core Commitments

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

### *Knowledge and Truth*

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

### *Inclusive Community*

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

### *Social Justice*

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

### *Collaborative Service*

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

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## Learning Environment

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Barry University, through its two academic colleges and 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 socio-economic backgrounds. The University seeks to recruit and retain a diverse faculty who enrich it with their own traditions and heritage, who are dedicated to teaching and advising, to searching for and disseminating truth through scholarship, research, and creative activities, and to serving both the University and the larger community in a multicultural environment. The University commits itself to excellence in teaching at all levels, and values its undergraduate, graduate, and professional programs by supporting their search for knowledge through research and study. The University seeks to maintain a diverse and student-centered staff whose activities enhance the quality of University life. Through its students, faculty, and staff Barry University provides a learning environment that challenges all to accept intellectual, spiritual, ethical, physical, and social responsibilities.

# General Information

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## History

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Originally conceptualized by the Most Reverend Patrick Barry, Bishop of St. Augustine, and Reverend Mother M. Gerald Barry, Prioress General of the Dominican Sisters of Adrian, Michigan, plans for Barry College received active support from Reverend William Barry, Pastor of St. Patrick's Church of Miami Beach, and John Thompson, Mayor of Miami Shores, Florida. In June 1940, a 40-acre tract of tropical vegetation located in residential Miami Shores was transformed into the campus of Barry College. By action of the Board of Trustees, the college became Barry University on November 13, 1981. Today's University community is comprised of approximately 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, a School of Podiatric Medicine in 1985, and a 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 student population. The physical plant includes 55 buildings, with indoor and outdoor athletic facilities, spread over 80 of the University's 122-acre campus and adjacent areas. The tropical beauty of the campus, its excellent educational facilities, and the ideal South Florida climate combine to create an atmosphere conducive to learning and to continued personal development.

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## University Life

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

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

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

### Student Right to Know Act

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

### General Graduation Rate Data

Currently, the six-year graduation rate is 36 percent for full-time, first-time freshmen entering in the fall of 2008.

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

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

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## **Buildings & Facilities**

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### **Barry University—Miami Shores Main Campus**

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

**ANDREAS LAW CENTER**—This two-story building, located at Barry University's School of Law in Orlando, houses the Admissions, Career Services, and Student Life offices as well as five classrooms and one mini courtroom. It also houses the Center for Earth Jurisprudence and a faculty lounge.

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

**ANDY GATO GALLERY**—The fine art gallery was established in the fall of 2008. Built in memory of Andy Gato, a Miami businessman and friend to the university, this spacious facility is located on the second floor of Thompson Hall and has over 4,000 square feet of exhibition space. The Andy Gato Gallery also serves as a lecture facility, reception hall, and student lounge. The exhibition space reflects the long history of Barry University's visual arts programs and features the work of graduate and undergraduate art, graphic design, and photography students, faculty, and alumni.

**ARCHIVES AND HISTORICAL COLLECTIONS**—The Barry University Archival Program, located on the second floor of Lehman Hall, was established in the fall of 1991 to manage and preserve inactive university records that have administrative, historical, or legal value and to make them available for use. It also receives the donated papers of faculty, staff, and alumni. The Historical Collections contain papers and memorabilia of the Barry University founders, Congressman William Lehman's papers, the case histories and program files of Operation Pedro Pan/Cuban Children's Program-Catholic Charities. Materials in the Archives and Historical Collections are available for use by faculty, staff, students, and alumni.

**ATHLETIC FACILITIES**—The main campus includes the Buccaneer Soccer Fields, Buccaneer Softball Field, Feinbloom Baseball Field, the Buccaneer Tennis Center, and locker and training rooms. The gymnasium is located inside the Health and Sports Center.

**BENINCASA HALL**—Named for St. Catherine of Siena, Benincasa opened in the fall of 2005. Located on NE 115th Street behind the Health and Sports Center, Benincasa is a mirror-image of Kolasa Hall and is comprised of double and single rooms with private bathrooms in each. Benincasa houses sophomore, junior, and senior students.

**BROWNE HALL**—Built in 1985, Browne Hall was named after Sister M. Dorothy Browne, Barry's third president. It houses male and female students in double suites; a bathroom is shared between two rooms. Browne houses first-year students.

**COMPUTER LAB**—As part of the Division of Information Technology, Barry's main computer lab provides computing resources to students, faculty, and staff seven days a week. The computer lab is located in the Monsignor William Barry Memorial Library.

**COR JESU CHAPEL**—Built in 1940 through a donation from Margaret Brady Farrell, Cor Jesu Chapel is the center of many campus ministry activities. Masses are celebrated here on a daily basis. The chapel also serves as a venue for special campus and community gatherings. The Department of Campus Ministry has offices on its west side.

**DALTON AND DUNSPAUGH HALLS**—Originally known respectively as Regina Caeli and Regina Mundi, Dalton-Dunspaugh was built through the Dunspaugh Foundation in 1962. It serves as a co-ed residence hall; a central lobby separates male and female wings. Dalton, the female wing, is composed of suites, which share a bathroom between double rooms. Dunspaugh, the male wing, has a large community bathroom on each floor. Dalton-Dunspaugh is exclusively for first-year students.

**DAVID BRINKLEY STUDIO**—Named after the famed television journalist David Brinkley, this facility provides resources for communication and media students to work and learn with professional-grade equipment and over 2,000 square feet of set space. It is located on the first floor of Garner Hall.

- DOMINICAN HALL**—This three-story, 247-bed residence hall was opened in 2012 to house upperclassmen. The first floor includes a café and convenience store.
- FARRELL HALL**—Dedicated to Margaret Brady Farrell in recognition of her generous contributions to Barry University, Farrell Hall was built in 1940. Originally named Maris Stella, it houses the Cashier/Business Office.
- FINE ARTS QUADRANGLE**—The Fine Arts Quadrangle is comprised of art, photography, theatre, and music studios, lecture rooms, the Pelican Theatre, and faculty and administrative offices for the Department of Fine Arts.
- FLOOD HALL**—Built in 1987, Flood Hall was named after Sister Trinita Flood, the fourth president of Barry. It houses male and female students in double suites; a bathroom is shared between two rooms. Flood houses sophomore, junior, and senior students.
- HEALTH AND SPORTS CENTER**—This center houses the School of Human Performance and Leisure Sciences, which includes the Department of Sport and Exercise Sciences and the Department of Intercollegiate Athletics. The Health and Sports Center also has a 1,500-capacity gymnasium for basketball and volleyball, a Human Performance Lab, Strength and Conditioning Room, Athletic Training Room, locker rooms, and classrooms.
- HOLLY HOUSE APARTMENTS**—Located approximately two blocks north of campus, this residence hall has traditional apartment-style units with full kitchens. The complex includes gated access, a pool, and a laundry facility.
- HOPPER BUILDING**—Located at 11603 N.E. 2nd Avenue, the Hopper Building houses the Public Safety Department and the Distribution Center for the Department of Recruitment and Admissions.
- HPLS ANNEX**—This building is located at 99 NW 115th Street and houses classrooms, laboratories, and offices for the School of Human Performance and Leisure Sciences.
- JAMES G. GARNER HALL**—Funded through a grant from the Federal Aviation Administration, Garner Hall was opened in the fall of 1989. This building houses the Division of Information Technology, the Department of Communication, the Department of Mathematics and Computer Science, the Glenn Hubert Learning Center, and the Center for Advanced Learning (CAL). It is also home to the Student Media Center, which includes the David Brinkley Television Studio, WBRY radio station, and Media Services Center.
- JOHN & NETA KOLASA HALL**—Located on NE 115th Street behind the Health and Sports Center, Kolasa opened in 2002 and is comprised of double and single rooms with private bathrooms in each. Kolasa houses sophomore, junior, and senior students and has a lounge on each floor.
- KELLEY HOUSE**—Originally named Rosa Mystica, it is dedicated to Mabel Kelley for her generous contributions to Barry University. Kelley House includes the Department of Recruitment and Admissions and Office of Financial Aid.
- LAVOIE 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, housing the Office of the President, Office of the Provost, Division of Business and Finance, and General Counsel Office.
- LEHMAN HALL**—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 located on the second floor. There are also classrooms and meeting rooms.
- MONSIGNOR WILLIAM BARRY MEMORIAL LIBRARY**—As part of the Division of Information Technology, the Monsignor William Barry Memorial Library provides materials and services in support of the educational and cultural objectives of the University. The library building also contains the main computer lab, classrooms, and administrative offices.
- MOTTRAM DOSS HALL**—Mottram Doss Hall was completed in 1990 and is named after René Mottram Doss, one of Barry's benefactors. Two of its buildings serve as a residence hall containing eight five-bedroom/two-bath and three-bedroom/one-bath apartments housing sophomore, junior, and senior students. The central building serves as office space for the Division of Institutional Advancement and External Affairs.
- NATURAL AND 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, the Wiegand Center, and Fine Arts, this facility includes health and science classrooms, science labs, and the offices for the Department of Biology and several allied health programs.
- O'LAUGHLIN HALL**—Completed in November 2000, this building houses the Department of Theology and Philosophy and the Department of History and Political Science on the second floor, and classrooms on the first floor.

- PELICAN THEATRE—This small black-box theatre is a popular venue for intimate theatrical productions. With a 50-seat capacity, it is used by fine arts students and outside professional theatre companies.
- PENAFORT POOL—Built in 1941 through a donation from Margaret Brady Farrell, Penafort Pool serves as both a recreational and instructional facility for students of Barry University.
- POWERS HALL—Built in 1994, Powers Hall is the home of the Adrian Dominican School of Education and the Ellen Whiteside McDonnell School of Social Work. It contains the administrative offices of both schools in addition to faculty offices, classrooms, and seminar rooms.
- R. KIRK LANDON STUDENT UNION—Built in 2004, the Student Union houses the Rousell Dining Hall, Barry Bookstore, fitness center, a Public Safety Department satellite office, Bucky's Cove sports bar, the Student Union Office, and all departments within the Division of Student Affairs, including but not limited to the Center for Student Involvement, Career Development Center, Campus Recreation and Wellness, Student Advocacy Center, and Student Health Services.
- SAGE HALL—Built in 1984, Sage Hall was named after Robert F. Sage, one of Barry's benefactors. Sage houses first-year freshman students in double suites; a bathroom is shared between two rooms.
- SCHOOL OF PODIATRIC MEDICINE—This building houses classrooms and administrative offices for the School of Podiatric Medicine and the Physician Assistant Program.
- SCHOOL OF PROFESSIONAL AND CAREER EDUCATION—The School of Professional And Career Education building was acquired in 1983 and named in honor of Frank J. Rooney, a longtime friend of Barry University.
- SHEPARD AND RUTH K. BROAD CENTER FOR THE PERFORMING ARTS—This 970-seat venue hosts educational, university, theatrical, and musical events.
- THOMPSON HALL—Built in 1962, Thompson Hall presently houses the Division of Human Resources, Division of Mission and Institutional Effectiveness, Buc Stop café, Andy Gato Gallery, business center and postal services, the Miller Studio which is used for sport and fitness instruction, Kostka Room, a laptop kiosk as well as computer and study stations.
- TWOHIG HALL—Built in 1987, Twohig Hall (formerly known as the Wiegand Annex), houses science labs.
- VIVIAN A. DECKER ALUMNI HOUSE—Opened in 1995 to provide a place for alumni to meet and gather, the Vivian A. Decker Alumni House is home to the Department of Alumni Relations and Annual Giving and includes a memorial to Barry's fourth president, Sister Trinita Flood.
- WEBER HALL—Built in 1946 through the generosity of the Edyth Bush Foundation, Weber Hall was named for former Barry President Mother Genevieve Weber. It houses female, predominately first-year students. It contains single, double, triple, and quad rooms, with en-suite and community bathrooms.
- WEBER GRAND HALL—This meeting and event space located on the south side of Weber Hall was renovated in 2015.
- WIEGAND CENTER—Built in 1970 through a donation from Edwin L. Wiegand, Wiegand Center contains health and science classrooms, science labs, and a large lecture hall. Administrative and faculty offices for the College of Nursing and Health Sciences and the Department of Physical Sciences are located here. In 1987 an additional science wing was added and named Wiegand Annex (now Twohig Hall).

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

- ANDREAS LAW CENTER—This two-story building greets you at the end of Barry Law's main entrance. It includes the Office of Admissions, Career Services, the Center for Earth Jurisprudence, and the Office of Student Life.
- BUILDINGS A, B, AND C—These units on the northeast side of campus house Barry Law's Legal Advocacy Clinics, Bookstore, Academic Success and Bar Preparation Center, and the Student Center.
- EULIANO LAW LIBRARY—This three-story building houses library services, the computer lab, multimedia study rooms, and offices.
- FACULTY BUILDING—This one-story building houses Barry Law faculty offices and meeting rooms.
- LEGAL ADVOCACY CENTER—This three story, 32,400 sq. ft. LEED building built in 2011 houses several administrative and executive offices, including the Dean's Suite, Institutional Advancement, Finance, Human Resources, Registrar, and Financial Aid. The building also contains two large classrooms, five small courtrooms, two seminar rooms, and a large multipurpose room.
- MOOT COURTROOM—This one-story building houses Barry Law's main moot courtroom and the Sidebar Café.



# Admissions

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## Applicants for Admission

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**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 twelve hours of transferable college-level credit from a regionally accredited institution. Applicants who have taken dual-enrollment credits only are also considered freshman applicants.

**TRANSFER APPLICANTS**—Applicants who have earned at least twelve hours of transferable college-level credits 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 resident aliens. 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.

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## Application Procedures

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All applicants are required to submit a complete application form. Applicants may apply on-line for admission by creating a myBarry Account at [www.barry.edu/apply](http://www.barry.edu/apply). If you do not have access to our on-line application, you may submit a paper application. Please contact the admissions office directly for a copy.

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, 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.

The Office of Admissions will notify the applicant of the decision in writing as well as notification via their myBarry account. An enrollment deposit of \$225.00 USD is required in order to reserve a space in the entering class. The deposit will apply towards the first semester tuition cost. The University has a commitment to admit only qualified applicants. For details on admission, applicants should read the following information as it applies to their particular situation. Each applicant will be assigned an Undergraduate Admission Counselor who will guide them through the admission process at Barry University.

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

Applicants to the School of Professional And Career Education should refer to that section of the catalog for their admission requirements.

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## Freshmen Applicants

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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 along with any partial high school transcripts.
2. Test results from the SAT I (Scholastic Assessment Test) or ACT (American College Test). This requirement does not apply to applicants twenty-one 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 <https://barry.edu/nursing/bsn/> for additional admissions criteria.

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 two 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 units of mathematics (including algebra, geometry, and some background in trigonometry), as well as two 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; and
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; and
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.

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## Transfer Applicants

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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 Professional And Career 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. Applicants interested in pursuing the Nursing Program should refer to the appropriate section of the catalog for their admission requirements and visit <https://www.barry.edu/nursing/bsn/>.

### Transfer Credit Policies

Evaluation of all undergraduate course work taken prior to admission to the University is performed by transcript evaluators in the Office of Transcript Evaluation.

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 sixty-four 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 Baccalaureate 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 thirty 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 sixty-four maximum transfer credits accepted from community colleges.

Credit will be accepted from military service schools, USAFI, and DAN TES 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**

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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 <https://dlss.fvc.org/manuals>.

### **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 three to eight 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.

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## Non-Degree Applicants/Guest Applicants

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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.

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## Campus Interchange Program

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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; and
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.

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## Readmission and Change of Status

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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 online at <http://www.barry.edu/apply>. 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 Associate Vice President of Student Affairs and Dean of Students. 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 thirty 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. Any provisions or stipulations handed down by the Dean must be met before readmission will be approved.

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 Professional And Career Education (PACE). Students in this school must meet with a PACE academic advisor to complete a new application.

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## International Applicants

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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: International applicants who do not give evidence of being a native English speaker, including those applying for transfer from U.S. institutions, are required to submit either a score of 500 on the paper-based Test of English as a Foreign Language (TOEFL) or a score of 61 on the internet-based TOEFL. For TOEFL application information refer to [www.ets.org/toefl](http://www.ets.org/toefl) 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 of 500 or higher that demonstrates English proficiency.
  - The international transfer applicant has attended an accredited college/university in the U.S.A., has completed at least twenty-four hours of transferable college-level credits, and is in good standing at the last institution attended.

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](mailto:mia@els.edu) or write to:

*Director, ELS Language Centers*  
Barry University  
11300 N.E. Second Avenue  
Miami, 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 of \$1,000.00 USD is also required to reserve a space in the entering class. The deposit will be applied to the first semester tuition cost.

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. Prior to registration, students on a F-1 or J-1 visa are required to submit proof of medical insurance or obtain student health insurance through the University, provide immunization records, and comply with the regulations of Student Health Services Office. Please refer to the Student Health Services section of the catalog for further information.

**Note:**

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

**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.

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 Services

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## Campus Bookstore

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

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## Theatre, Music, and Dance Performances

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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.

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## Fine Arts Exhibitions

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A new exhibition space, the Andy Gato Gallery, was introduced in Fall 2008. The beautiful 4100 square foot gallery has approximately 350 linear feet of exhibition space with twelve 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.

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## Publications

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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.

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## Alumni Association

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

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

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



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

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

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## Division of Student Affairs

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Scott F. Smith, Ph.D.

Recognizing the Catholic and Dominican heritage of Barry University, the Division of Student Affairs offers a developmental and student centered approach to *transformative Catholic education* through the provision of extra- and co-curricular programs and services. Divisional staff members incorporate the University Mission into all Student Affairs' operations, emphasizing Barry's Core Commitments of *Knowledge and Truth, Social Justice, Inclusive Community and Collaborative Service*, as well as values, maturity, respect for oneself, and respect for others.

The Division of Student Affairs comprises: Campus Ministry, Career Services, Counseling and Psychological Services, Commencement, Dean of Students, De Porres Center for Ethical Leadership, Disability Services, Housing, Residence Life & Student Conduct, Center for Student Involvement, International & Multicultural Programs, and Student Health Services.

Students are involved in all aspects of the Student Affairs Division through the Student Government Association, departmental advisory committees, and involvement with each staff member of the division.

### **New Student Orientation/FYI**

The first year of college is critical to the long-term success of students; the difference between a successful first year and an unsuccessful one can be as simple as getting help with a class or roommate. In an effort to assist new students in navigating the ins and outs of their first semester, Barry offers 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.

The Orientation courses below assist new freshmen to explore the components of a liberal arts education and to develop skills and competencies for academic and social success. The Career Readiness course assists junior and senior students to more fully develop competencies and resources necessary for career success.

**Course Descriptions**

**Orientation; Prefix: ORI**

100 First-year Experience Seminar (1)

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

300 Career Readiness (1)

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

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**Office of the Dean of Students**

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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.

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

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**Campus Ministry**

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

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

<b>Worship Schedule</b>	
Sunday Community Masses	11:00 a.m. 5:00 p.m. (during the academic year)
Daily Mass	12:00 p.m. (Monday–Friday)

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

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

# Campus Recreation and Wellness

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 well-being.

These programs support an integrated body, mind, and spirit approach that rounds out the total campus experience for students by providing healthy and active alternatives for out-of-class leisure hours, as well as social opportunities for faculty and staff to engage in exercise and wellness activities.

<b>Wellness Activities</b>	
Aerobic Exercise	Spinning
Boot Camp	Pilates
BUC-Walking Challenge	Tai Chi
Cardio Kickboxing	Yoga
Social Dance	Zumba®

<b>INTRAMURAL SPORTS (all co-ed)</b>	
Basketball	Dodgeball
Flag Football	Volleyball
Soccer	Kickball
Softball	

<b>Open Recreational Facilities</b>	
Facilities that are available during regularly scheduled open hours include the following:	
Fitness Center	
Gymnasium	Swimming Pool
Lighted Tennis Courts	Volleyball Sand Court
Miller Studio	Lighted Multipurpose Recreational Fields

<b>Fitness Programming</b>	
Fitness Assessments	Personal Training
Testing Tuesdays	Group Circuit Workouts

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## Fitness Orientations

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Sport specific instruction can be received through the ISR program. Get certified instruction in activities like golf, basketball, football, self-defense, scuba, and volleyball and receive college credit as well. Refer to the section: **INSTRUCTIONAL ACTIVITIES IN SPORT AND RECREATION** for availability.

The Fitness Center is part of Campus Recreation and Wellness. The Fitness Center is open to current students, faculty, staff and Alumni. The Center is open from 7:00 am to 11:00 PM each day. Over 50,000 visits were recorded for the center this past academic year. The equipment is well maintained and individual training is available.

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## Career Development

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

LEARN about themselves and the needs of society.

REFLECT on who they are in relation to the needs of society and their role in it.

SERVE the community while finding purpose in their lives.

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

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

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

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

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

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## Center for Counseling and Psychological Services

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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; and
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 beeper system. Residence Life and Public Safety have the pager number.

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. An initial fee of \$65 and a follow up fee

of \$25 will be charged to the student's Barry insurance or their student account (reimbursable through private insurance). All 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, or one of the Counseling Center psychologists, as a condition for continued enrollment in the University. This also applies to those students who withdraw from the University for Psychiatric Treatment and subsequently seek re-admission.

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## Disability Services

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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 for 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 University ADA Coordinator, Dr. Eileen McDonough, in writing within ten 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 University ADA Coordinator, Dr. Eileen McDonough, shall investigate and respond in writing to the notice of appeal stating the decision together with the reasons for either affirming or reversing either previous decision as to an accommodation or auxiliary aid.

### Grievance Process

ODS will attempt to resolve the issues causing concern by assisting the student in discussing issues with the faculty member, department, or program, participating in such discussions, or calling the faculty member and/or head of the department in an effort to clarify and resolve issues. Most situations are positively resolved through coordinator support and mediation. The student and involved parties will be notified by the ODS coordinator or the University ADA Coordinator of progress, findings, or resolution within ten business days. Due to the urgency of many issues, it is likely that many issues will be resolved much sooner. When a student has a grievance against ODS and/or one of its staff members, the student should first discuss the grievance with his/her ODS coordinator. If for a specific reason the grievance cannot be discussed with the coordinator, the student can 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 activity
- 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 three years), relevant, comprehensive, and should contain test scores and interpretation where appropriate. 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 three 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 three 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 Coordinator 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 three years old and meet the documentation guidelines of the university. (All documentation guidelines are listed on our web site at [www.barry.edu/disabilityservices](http://www.barry.edu/disabilityservices)). The Coordinator 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 ten 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/her 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:
    1. The Coordinator of ODS; and
    2. The request will be forwarded to the Chair of the Department of the student's academic major.



- B.** The request should include:
1. The course in question;
  2. 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);
  3. 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;
  4. 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 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:
1. 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 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.
  2. The student will be given a minimum of ten 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.
  3. 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.
  4. The 504 Committee Chair will inform the student in writing within ten working days of the decision.

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## Student Health Services

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

SHS provides quality health care utilizing a nursing model in collaboration with a local contracted family practice physician to promote a healthy community and healthy individuals as critical components of student learning.

All Full-time Undergraduate students will be automatically enrolled in the Student Health Access Plan at a cost of \$60.00 billed to their student account, as a nonnegotiable biannual fee (once in the Fall semester and once in the Spring semester). Students will be responsible for the fee regardless of approved private insurance coverage or enrollment in the student health UHCSR plan. This plan provides access to most health services offered in SHS for no additional cost. In addition, all Full-time Undergraduate students are billed a nonnegotiable biannual fee for accident liability insurance.

***This plan covers the following services offered by Student Health Services:***

- Assessment of injury or illness by a registered nurse;
- Provision of select over-the-counter medications;
- Evaluation and treatment by a board certified Family Nurse Practitioner (APPOINTMENTS REQUIRED FOR WELL VISITS);
- Limited in-house prescriptive medications dispensary\*;
- Select immunizations\*;
- Administration of the Student Health Insurance Plans\*\*; and
- A Self-help area is provided at no-charge to all Barry University students regardless of their insurance status.

\* A copayment or a nominal fee may apply for these services. These fees do not apply for students who are enrolled in the Barry University Sponsored United Healthcare Student Resources Student Insurance Plan and the Student Health Access Plan.

\*\* Enrollment in the Barry University Sponsored United Healthcare Plan is available through your MyBarry account through the first two weeks of the semester. Enrollment in the Student Health Access Plan is available throughout the semester in SHS.

**Services Not Offered**

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

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

**Responsibility of Students**

- 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 SHS current medical documentation with proof of an adult (1) Tetanus/Diphtheria/Pertussis (Tdap, preferred) vaccination within the past ten years, (2) measles, mumps, rubella (MMR) vaccines (first dose at the age of twelve to fifteen months or later, second dose at age four to six years or later) or, laboratory proof of immunity to measles, mumps, rubella and (3) a Meningitis vaccination after the age of sixteen. All students are strongly encouraged to provide a statement of good health and proof of Hepatitis B, Hepatitis A, Varicella, annual Influenza, and HPV vaccinations and PPD screenings prior to attending Barry University. This documentation must be received prior to class registration or moving into campus housing: Acceptable records of immunizations may be obtained from the following sources and must be presented to SHS prior to arriving to campus to begin your studies: High school records, personal shot records (signed or stamped by a healthcare provider), Health Department or physician records, military documents or World Health Organization documents, previous college or university immunization records (these records do not automatically transfer, you must request a copy).
- All students residing in university provided housing and international students are required to complete a current health history (included in the health form). All forms can be downloaded from the Web site at <https://www.barry.edu/health-services/>.
- All full-time students are recommended to provide and all international students attending Barry University on an F-1 or J-1 visa, as well as all students living in campus housing, are required to provide, on an annual basis, proof of continuous health insurance coverage. Please go to Student insurance at <https://www.barry.edu/health-services/insurance/> for a complete explanation of adequate insurance. Proof of insurance and a completed insurance waiver must be received in SHS upon entering the University and, on an annual basis thereafter prior to the first fourteen days of the semester or the fee for the Barry sponsored primary 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 Class Registration 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 SHS.
- According to Barry University class attendance policy it is the responsibility of the student to notify the professor in advance of an absence regardless of the reason. The SHS never provides an excused absence. The excusal is at the professors' discretion. Reasons for medical absences are limited to hospitalization, communicable disease, or long-term illness, and are only sent at the request of the student seen in the SHS.
- All students are encouraged to make an appointment prior to coming to the SHS for non-urgent services. Ill visits will be triaged by a registered nurse upon arrival at the SHS and an appropriate treatment plan or referral will be given to the student.
- The SHS hours are Monday–Friday, 9 a.m.–5 p.m. All students covered by the Barry University student insurance policy have access to a twenty-four hour nurse line.

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## Housing, Residence Life & Student Conduct

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The purpose of the Housing, Residence Life & Student Conduct 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.

### Residency Requirement

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

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

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

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

On-campus accommodations within the residence halls are available to full-time, degree-seeking students. Acceptance by the University does not assure a student of on-campus housing. The student must complete an application for housing in order to receive consideration. Housing assignments are made on a first-applied, first-served basis, in priority order of the date of application.

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

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

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

## International Student Services and Multicultural Programs (IMP)

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

### Enrollment Requirement

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

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

International and Multicultural Programs also provides advising on any financial, personal, and immigration matters during business hours, Monday, Wednesday, and Friday from 9:00 a.m. to 5:00 p.m., and Tuesday and Thursday from 9:00 a.m. to 6:00 p.m. 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 a print out of I-94. Failure to submit these documents will subject the student to IS restriction which prevents registration of classes.

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

### Internship Requirement

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

For more information about IMP services refer to our website [www.barry.edu/imp](http://www.barry.edu/imp).

### Programming Component

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

IMP promotes awareness to the Barry Community by sponsoring:

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

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

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## Center for Student Involvement

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The Center for Student Involvement 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 Center for Student Involvement encompasses student organizations, leadership development, campus events and programs, club and organization governance, Greek life, Commuter Student Resources, New Student Orientation/FYI, and International Student Services and Multicultural Programs. The staff, through the implementation of student development theories in a variety of instructional settings, assists students in developing environments which enhance diversity, promote ethical and moral development, encourage civic engagement, promote the establishment of meaningful interpersonal relationships, and provide leadership and experiential learning opportunities.

### Campus Events & Programming

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

### Student Organizations

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

### DePorres Center for Ethical Leadership

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, in conjunction with the Center for Community Services Initiatives, 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
- Project L.E.A.D.
- Diversity and Leadership Week
- Women and Men Leadership Week

- National Society of Leadership and Success
- STAMPS Foundation Scholars
- Chartwells Student Engagement Scholarship

### **Fraternity and Sorority Life**

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

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

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

### **Commuter Student Resources**

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

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

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## **Student Union and Food Services**

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*Landon Student Union, Room 103*

[\(305\) 899-4900](tel:(305)899-4900)

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

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

### **Concierge Center and Information Desk**

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

### **ID Services**

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



***Students are expected to carry University ID at all times while on campus.***

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

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

## **Union Facility Services**

### ***Room Reservation***

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

### ***Posting and Publicity***

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

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

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## **Dining Services**

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### ***Landon Student Union, 200***

[\(305\) 899-3695](tel:3058993695)

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

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

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

### **Campus Dining Locations**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

***Bucky’s Cove: [Landon Student Union]***

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

***Le Cafe International***

Le Cafe 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. Purchases can be made using cash, credit/debit card, or Flex Bucs.

**Dining Hall Policies & Procedures**

1. Students must present their valid Barry University ID card. This card may only be used by the person to whom it is issued. Fraudulent use of a Barry University ID card will result in confiscation of the card and all persons involved being referred to the Dean of Students office.
2. Students on the go can grab a meal from the Roussell to-Go set up front of Roussell.
3. All buffet food must be consumed inside the dining hall.
4. Foods not prepared in this facility are not permitted in the Dining Hall.
5. Students are expected to practice proper behavior while using the dining facilities.

**Flex Bucs**

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

- Bookstore purchases
- Dining Services
  - Roussell Dining Hall, Subway, Chick-n-Grill, Outtakes, We Proudly Brew [Buc Stop Café @ Thompson Hall], Chopp’d, Wrap’d & Roll’d, Juiceblendz, Outtakes [Dominican Hall], Bucky’s Cove, and Le Café International.
- Business Center
  - Flex Bucs accounts can be opened at the Cashier Business Office (CBO). Payments of cash, check, or credit card are accepted. Requests for billing against excess Financial Aid, loans, or scholarship funds to your uni-



versity account are done at the same office. A refund request of Flex Bucs begins at the Student Union Office located in Landon Student Union.

- Deposits in this account carry over from semester to semester.
- Additional funds can be added to this account at any time during a semester.
- Unused funds will be refunded upon request.
- University ID card is required for all Flex Bucs account purchases.
- A university ID card can only be used by the person to whom it is issued.
- Unauthorized or fraudulent use of an ID card will result in the card being confiscated and all persons involved being referred to the University Judicial System.
- Any systematic problems with the university ID card must be taken to the Student Union Office for resolution.
- Payments of cash, check, or credit card to the Flex Bucs account are made at the office of Cashiers/Business Office, Farrell Hall, Room 110 (Andreas 112 during arena registration) or the Frank J. Rooney Bldg. for PACE students. Requests for billing against excess Financial Aid, loans, or scholarship monies to your university account are done at the same office. Refunds of Flex Bucs money begins with a request made at the Office of the Student Union located in Landon Student Union.

## Emergency Management and Public Safety

### ***Hopper Building***

[\(305\) 899-3335](tel:3058993335)

[psdoffice@mail.barry.edu](mailto:psdoffice@mail.barry.edu)

### ***Crime Prevention Office Hopper Building***

[\(305\) 899-3338](tel:3058993338)

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

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

<b>Emergency Numbers</b>	
Public Safety Department (Campus Security) 24 hours a day, 7 days a week	<a href="tel:3058993333">305-899-3333</a>
Public Safety Office (Non-Emergency) Monday-Friday, 9 a.m.-5 p.m.	<a href="tel:3058993335">305-899-3335</a>
Student Health Services (University Provider) Monday-Friday, 9 a.m.-5 p.m.	<a href="tel:3058993750">305-899-3750</a>
Dade County Emergency	<a href="tel:911">911</a>
Miami Shores Police	<a href="tel:3057592468">305-759-2468</a>
North Miami Police (for Holly House Residence)	<a href="tel:3058918111">305-891-8111</a>
Metro Fire-Rescue	<a href="tel:3057592468">305-759-2468</a>
Metro-Dade Police (Non-Emergency)	<a href="tel:3055956263">305-595-6263</a>
University Hotline	<a href="tel:3058994000">305-899-4000</a>

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

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

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

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

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

### **Timely Warnings**

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

### **Services**

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

# 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.

## 2016–2017 Tuition and Fee Schedule\*

<b>Tuition</b>	
<b>Undergraduate</b>	
Full-time, 12-18 credits per semester**	\$14,400.00
Full-time UG, Student Accident Plan (mandatory per semester)	\$22.00
Student Health Center Access Plan (Mandatory per semester)	\$60.00
Part-time, per credit	\$865.00
Credits in excess of 18, per credit	\$865.00
Post-Baccalaureate Certificate in Histotechnology	\$12,900.00
<b>School of Professional and Career Education</b>	
Undergraduate, per credit	\$454.00
Portfolio Tuition	\$1,950.00
Portfolio Materials	\$20.00
Lab/Material Fee for NSE Prefix Courses (non-refundable)	\$375.00
Technology Fee	\$50.00
Distance Education Fee	\$125.00
(Note: For further financial information/policies, please refer to the School of Professional And Career Education Student Bulletin)	
CAL Program, per term	\$3,500.00
CAL Summer I & II Fees	\$705.00
Summer II, 2016, per credit	\$865.00
Summer I, 2017, per credit	\$865.00

<b>Fees</b>	
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	Variable
Health Insurance	Variable
Corporate Deferred Payment Plan Per semester	\$150.00
Tuition Management Payment Plan Per semester	\$85.00
Annually	\$110.00
Returned Check	\$100.00
Special Course Fee (see class schedule)	Variable
Non-Reversible Late Payment Fee	\$250.00
Lost I.D. Card	\$15.00
Transcript, each official	\$10.00
Graduation Application Fee <b>(Fee applies each time a student registers for graduation.)</b>	\$200.00
Late Registration Fee	\$100.00
Lab & Materials Fees	Variable

<b>Housing</b>	
Room Deposit (mandatory)	\$200.00

<b>Room Rate ONLY, per semester</b>	
Single, PB	\$4,605.00
Single, SB	\$4,385.00
Single, CB	\$4,170.00
Double, PB	\$3,520.00
Double, SB	\$3,300.00
Double, CB	\$3,085.00

<b>Holly House Room Rate, per semester</b>	
Studio	\$4,020.00
One Bedroom	\$5,095.00
Two Bedroom	\$3,865.00
Meal plans are mandatory per semester for all University Housing; various meal options	\$2,010.00

**\*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 PACE (Fall), twelve to eighteen credits, in any combination Main Campus (Spring) and PACE (Spring), results in the administration of the full-time rate of \$14,400.00.

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](tel:3058993673), or the Cashier/Business Office (CBO), at [\(305\) 899-3585](tel:3058993585), 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.

## Terms and Conditions of Registration

### Student Financial Responsibility

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. Any Charges that are not covered by financial aid shall be the responsibility of the student and shall be paid within the term in which the Charges incurred.

Students assume responsibility for all costs incurred as a result of enrollment at Barry University. It is the student's responsibility to be aware of their account balance and financial aid information and maintain current valid postal address information at all times to ensure receipt of all University correspondence in a timely manner. Barry University recognizes the university e-mail system as the primary electronic communication between the student and the University. Students are expected to check their email on a frequent and consistent basis in order to stay current with University-related communications. You agree to reimburse to the University the fees of any collection agency, which may be based on a percentage at a minimum of 33 percent of the debt, and all costs and expenses, including reasonable attorneys' fees that the university incurs in such collection efforts.

The University reserves the right to cancel registration of any student if a balance due from a previous term remains unpaid at the start of a subsequent term.

### Conditions for Non-Reversible Fee

A non-reversible \$250 fee shall be charged to your student account if a balance remains on the account after the last payment due date of the term. Each student must be aware of all payment due dates for each term they are registered.

### Course Drop or Withdrawal

Students who drop courses or withdraw from the University may be eligible for a credit of tuition charges according to the University's withdrawal policy outlined on the Class Schedule website available at [www.barry.edu/classschedule](http://www.barry.edu/classschedule) under Withdrawal Information from the Office of Registrar. PACE students should refer to the Student Bulletin, Financial Information, available at [www.barry.edu/pace](http://www.barry.edu/pace).

<b>Payment Due Dates</b>	
Fall	8/1, 9/1, 10/1
Spring	12/20, 1/20, 2/20
Summer 1	5/1, 6/1
Summer 2	6/1, 7/1
Both Summer 1 & 2	5/1, 6/1, 7/1

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.

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## Professional Discounts Provided by the University

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**Nurses:** Scholarships are available for registered nurse students enrolled in the B.S.N. or M.S.N. These students are entitled to a 30 percent reduction on tuition. Students enrolled in the Doctoral Nursing Program are entitled to a 20 percent reduction of tuition. Registered nurse students enrolled in the post-baccalaureate D.N.P. nursing program are entitled to a 25 percent reduction in tuition.

**Clergy/Religious:** Full-time clergy members of religious communities are entitled to a reduction on tuition. Proof of affiliation is required at each registration.

**Note:**

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

### Student Account Payment Agreement

I (student) agree that if I default on my payments, the entire balance will become immediately due and payable.

I agree to pay the full balance due plus any late payment fees.

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

I agree to reimburse the fees of any collection agency, which may be based on a percentage at a minimum of 33 percent of the debt, and all costs and expenses, including reasonable attorneys' fees, which the university incurs in such collection efforts.

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.

I further agree to waive demand, notice of non-payment, and protest.

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## Employer Reimbursement Programs

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Please contact the Cashier/Business Office in Farrell Hall, Room 110, with any questions concerning Employer Reimbursement Programs. You can also contact the Cashier/Business Office at [\(305\) 899-3585](tel:305-899-3585) or by e-mail at [cho@barry.edu](mailto:cho@barry.edu).

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## Florida Prepaid College Program

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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.

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## Tuition Management Systems Payment Plans

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Barry University offers the services of Tuition Management Systems, Inc. (TMS), providing an alternative method of paying for tuition and 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 [\(800\) 722-4867](tel:800-722-4867) for additional information.

**Any delinquent payments or cancellation of plans may result in the assessment of a \$250.00 fee.**

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### Withdrawal Policy For Individual Courses

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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.

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### Changes Made During the Period of Schedule Adjustment

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Students dropping courses during the Period of Schedule Adjustment 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.**

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### Total Withdrawal Policy

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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.

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### Fall or Spring Semester

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

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

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### Summer Semester

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

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

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### Refundable Credit

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Refundable credit must be claimed within one calendar year.

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### Student Dismissal

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

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## Refunds/Overpayments

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The Cashier's office has automated the process of issuing refund checks. All credit balances generated by financial aid will be automatically issued and mailed to your preferred address in the Registrar's system. Please make sure your address is correct with the Office of the Registrar to ensure you receive your checks. To simplify the disbursement of your funds, direct deposit is available. If you wish to participate in direct deposit, please go to Web-Advisor to enter your banking information.

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

### *Note:*

If a credit card payment was made to your account within ninety calendar days of the refund date, funds will be issued to the credit card first. Any additional credit that remains will then be issued to you. Credit balances generated from the Parent Plus loan will be refunded to the parent unless otherwise noted on loan application. The refund of a credit balance is not intended as a final accounting of all charges incurred on your account.

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## Delinquent Accounts

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If your account shall become delinquent, the account may be referred to a collection agency, to an attorney, or both. In such event, you agree to reimburse the fees of any collection agency, which may be based on a percentage at a minimum of 33 percent of the debt, and all costs and expenses, including reasonable attorneys' fees, which the university incurs in such collection efforts. If you default on this debt you authorize Barry University to disclose any relevant information to credit bureau organizations and collection agencies, and further authorize Barry to contact your employer.

You further agree to waive demand, notice of non-payment, and protest.

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## Use of Federal Student Aid Authorization

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Federal Regulations require that Federal Student Aid be automatically applied to tuition, mandatory fees, and room and board. The University must receive authorization from you to apply excess federal funds to all charges incurred and up to \$200 in charges from a prior year. If we do not receive authorization from you, any excess federal funds will not be applied to other charges incurred or up to \$200.00 in charges from a prior year. This may result in an outstanding balance on your student account which could prevent future registrations, cause late fees, and/or prevent the release of official documents such as transcripts and diplomas.

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

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## Health Insurance

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Proof of insurance must be received by Student Health Services (SHS) prior to checking in to their residence and/or before the first day of classes. The waiver must be completed within the first fourteen 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 SHS.



### Total Withdrawal and Return of Title IV Funds

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

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

### 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 funds that were returned that would have been used to cover University charges.

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

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## Refund Policy For State of Florida Funds

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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 thirty 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.

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## Financial Aid

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The mission 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 student/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. Students complete this form online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) and entering Barry's Federal School Code of 001466. This information is processed by the federally-approved processors, and the results are sent to Barry at the request of the student.

**PRIORITY DATE:** March 30. 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 (FAFSA results) by our priority date of March 30th. 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.

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### Determining Eligibility For Financial Aid

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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 and forms by the appropriate deadlines.

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### Standards of Academic Progress

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Satisfactory academic progress will be reviewed at the end of every semester.

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

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

All Barry University students must meet and maintain the cumulative grade point average (GPA) required by the university for continued eligibility to enroll and graduate.

Undergraduate students must maintain a minimum cumulative grade point average of 2.0.

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

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

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

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

### **Understanding Satisfactory Progress**

#### ***Attempted Credit Hours***

Attempted credits include any hours for which a student is registered for at the conclusion of the relevant drop/add period. Any attempted credits that are canceled and removed from a student's transcript (e.g., via withdrawal) are still

considered attempted credits for purposes of determining financial aid eligibility under this policy. Attempted credits include all grades, including “F,” “IP,” “I,” “NC,” “W,” “WP,” and “WF.”

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

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

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

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

### Satisfactory Academic Progress Review

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

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

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

### *Warning Status*

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

### *Termination Status*

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

### *Regaining Eligibility After Financial Aid Termination*

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

### *Appeal Procedure*

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

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

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

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

***Eligible Non-Citizens***

In order to qualify as an eligible non-citizen, students must be permanent residents with an Alien Registration Card, Form I-551, I-151, I-94A, 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 Direct 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.

***Repeated Courses***

The United States Department of Education recently published regulations which affect students who repeat courses. These regulations may impact your financial aid eligibility and awards, including Federal Pell Grant, Federal SEOG Grant, Federal Direct Loans, Federal Work-Study, and others. Beginning with the FALL 2011 semester, regulations prevent the Financial Aid Office from paying for a course that has been passed and repeated more than one time. In order for a repeated course to be counted towards your enrollment status for financial aid purposes, you may only repeat a previously passed course once (a total of two attempts). If you enroll in a previously repeated and passed course for a third time, this course will not count towards your enrollment for financial aid purposes.

***Summer Enrollment***

Most federal, state, and Barry scholarships and grants are only available in the Fall and Spring semesters. Federal Direct Loans are available during the summer terms.

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## **Cost of Attendance (COA)**

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The COA is the estimated and reasonable cost of completing a standard year of college. The cost of attendance is required by the federal government and published by each educational institution and includes: Tuition and fees, books and supplies, room and board, transportation, and living expenses. Federal regulations limit the total of all financial aid awards, including scholarships, grants, work, and loans to the cost of attendance.

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## **Applying For Financial Aid**

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After applying for admission students should submit the Free Application for Federal Student Aid (FAFSA) entering Barry University's Federal School Code of 001466. The FAFSA should be completed online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The FAFSA should be renewed online every year. Please remember to sign your application electronically with a PIN number.

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.

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## **Types of Financial Aid For Undergraduate Students**

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Barry University participates in many 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** 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 \$588 to \$5,815 per academic year. This grant is offered to eligible full-time and part-time undergraduate students pursuing their first undergraduate degree.

#### ***Federal Pell Grant Lifetime Eligibility***

The federal Department of Education recently established new regulations which reduce the duration of a student's eligibility to receive a federal Pell Grant from 18 full-time semesters (or its equivalent) to 12 full-time semesters (or its equivalent). This provision applies to **all** federal Pell Grant eligible students. This means that students who take longer than five years to earn their first bachelor's degree may lose Pell Grant eligibility.

#### ***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 \$200 to \$800 per academic year. Funding is limited for this program.

#### ***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: Direct Loans for students (subsidized and unsubsidized direct loans) and Direct Parent Loan for Undergraduate Students (PLUS). The **Direct Subsidized 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. Repayment of principal begins six months after graduation or when enrollment drops below half time. Repayment may extend up to ten years. The **Direct Unsubsidized 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 and deferment periods. There is a fee of approximately 1 percent subject to change 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 **Direct Parent Loan for Undergraduate Students (PLUS)**, parents of dependent students may borrow up to the difference between the costs of education minus other financial aid. This loan is not based on financial need but a credit check is required. There is an origination fee of approximately 4 percent (subject to change) that the government deducts proportionately from each loan disbursement.

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

#### ***Federal Work-Study Program***

This federally funded, need-based program enables students to work part time to help defray educational expenses. A minimum of 7 percent 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. Funding and positions are extremely limited and students are placed on a first come first served basis. Not every student awarded Federal Work Study will be placed in jobs.

### State of Florida Programs

To be eligible for any type of Florida scholarship or grant, the state of Florida requires that students document their parent's residency in Florida (or theirs if they are independent) by completing the Florida Residency Affidavit and providing copies of the required documentation to Barry.

#### *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 \$3,000 per academic year, subject to state budget appropriations. The Florida Residency Affidavit is required to receive this grant.

#### *Florida Student Assistance Grant (FSAG)*

This need-based grant provides approximately \$1,400 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. The Florida Residency Affidavit is required to receive this grant.

#### *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: (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 or at <http://www.myfloridaprepaid.com/>

### 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 University scholarships, grants, and awards are offered annually to talented incoming freshmen and transfer students based on scholastic achievement. The amount ranges from \$5,000 to \$17,000 annually. Scholarships are available to full-time students in the traditional non-discounted undergraduate programs. Students must maintain satisfactory academic progress to renew scholarships, and any change in housing status may also impact the amount of the scholarship. Scholarships for graduate, PACE, and students enrolled in off-campus programs are limited.

***Stamps Leadership Scholars Program:***

Barry University's Stamps Leadership Scholars Program recognizes the best and brightest students and the most promising future leaders. Founded by South Florida philanthropists, Penny and E. Roe Stamps, this full merit scholarship demonstrates Barry's commitment to attracting and cultivating outstanding students from around the world. Barry is one of thirty-five prestigious universities to offer this distinguished award.

The Stamps Leadership Scholars Program provides full tuition and room and board over four years, plus funds for study abroad, undergraduate research, and other exceptional learning experiences.

***Barry Honors Scholarship***

The Barry Honors Scholarship is valued at \$5,000 per academic year and is available to first-year undergraduate students with an SAT score of 1250 and a high school GPA of 3.70 as well as to undergraduate transfer students with a 3.7 GPA from a regionally accredited university. Additional information can be found at <https://www.barry.edu/honors-program/>.

***PTK Scholarship***

Transfer students accepted to Barry University, and who can demonstrate membership in Phi Theta Kappa Honors Society, are eligible for a supplemental \$2,000 scholarship. Applicants must be accepted into a degree-seeking program as a full-time student and provide documentation of their membership in order to receive the PTK scholarship at Barry University.

***Dominican Leadership Award***

Awarded to incoming freshman based on competitive academic achievement. Award amount is \$2,000 per year.

**Private Scholarship Funds**

Barry University offers both endowed and annual scholarship. 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. Annual scholarships are established by individuals and/or foundations to assist students annually.

Available Private Scholarships can be found on the Barry University Scholarship Website, <http://www.barry.edu/> scholarships. If awarded a scholarship, the funds are distributed to the student's account by the Office of Financial Aid. In some cases the addition of a large outside scholarship may impact your other financial aid.

**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 and academic progress. Award amounts vary. These awards are made on a first-come, first-served basis and funding is limited. 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](http://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 veterans. Information may be obtained on the University webpage [www.barry.edu/veterans](http://www.barry.edu/veterans), from the local or regional Veterans Administration Offices, online at <http://www.benefits.va.gov/gibill/> or by calling 888-GIBILL-1. A student cannot be certified beyond his or her sophomore year unless a major is declared. Only general education courses can be certified prior to the declaration of a major. A student must be fully accepted into a degree-seeking program or certificate program approved by the State Approving Agency for Veterans Training to use educational benefits. The student must declare a major within the first two semesters. The Veterans Administration will make determination of eligibility for benefits. Enrollment certification for Veterans Programs is completed by the Office of the Registrar.

### **VA Yellow Ribbon Program**

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

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

### ***Standards of Progress Policy for Veterans***

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 veteran's 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.



# Academic Information

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## Academic Awards

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### 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.

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## Advisors

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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.

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## Audit

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

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## Attendance

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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.

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## Campus Interchange Program

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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 Clausland 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.

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## Application Requirements

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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.

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## Challenge Testing

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### 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 or by placement test results.

Transfer credits in English 111 and 112 or 210 are accepted to fulfill distribution requirements.

### Chemistry Placement

All students wishing to take CHE 111 must take the chemistry placement test or have a grade of C or better in CHE 095. The student's placement will be based on the score on the exam:

If CHE placement score 21 or higher, then CHE 111

If CHE placement score 17-20, then either CHE 111 or CHE 095 left to discretion of academic advisor

If CHE placement score of 16 or below, then CHE 095

### English Placement

ENG 095 SAT-V 480 and below  
ACT 21 and below  
TOEFL 599 and below

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; a CXC English score of 2, or a TOEFL score as follows: 577-599 (paper-based), 233-249 (computer-based), or 90-99 (Internet-based)). Students with an SATV of 460 or below (or an ACT/English of 19 or below, a TOEFL score below 577 (paper-based), 233 (computer-based) or 90 (Internet-based; or a CXC score of 3 or more)) 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/English of 22 or above) are placed in ENG 111.

If, as a result of the ENG 095/111 placement test, a student is placed in ENG 095, he or she must complete ENG 095 before taking ENG 111. Once a student has taken the English Placement Test, he or she is 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.

### Foreign Language Placement

All students who register for their first foreign language course at Barry are required to take either the Spanish or French foreign language placement test.

### 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.

### Reading Placement

Students who enroll in ENG 095 are required to take a Reading Placement Test to determine the need for a one-credit Active Reading and Learning Strategies course—SI 010. SI 010 must be taken in the same semester in which ENG 095 is taken. Students who do not earn credit for SI 010, regardless of the grade earned in ENG 095, must re-take SI 010 in the semester immediately following the one in which the NC grade was earned.

### Exemptions

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

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## Change of Major and/or School

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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.

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### Class Adjustments

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

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### Classification and Status of Undergraduate Students

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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

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### Class Load

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The recommended undergraduate academic course load is 15-18 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.

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### Credit/No Credit

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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.), Bachelor of Science in Legal Studies (B.S.L.S.), and Bachelor of Science in Business Administration (B.S.B.A.).

### The University Offers Over Fifty Undergraduate Majors

<b>School or Professional and Career Education</b>	
Administration (B.S.) Health Services Administration Specialization Human Resource Administration Specialization Legal Studies Specialization Organizational Leadership Specialization Personal Financial Planning Specialization Administration—Minor Emergency Management (B.S.) Health Services Administration (B.S.) Human Services (B.A.) Information Technology (B.S.) Information Systems Administration Specialization Network and Systems Engineering Specialization Software Engineering Specialization	Information Technology—Minor Legal Studies—Minor Liberal Studies (B.L.S.) Literature and Humanities Specialization Psychology Specialization Network and Systems Engineering—Minor Public Administration (B.P.A.) Public Administration—Minor Software Engineering—Minor
<b>College of Arts and Sciences</b>	
Advertising (B.A.) International Advertising Specialization Advertising—Minor Art (B.F.A.) (B.A.) Studio Art Specialization Graphic Design Specialization Art History Specialization Art—Minor Art History—Minor Biology (B.S.) Marine Biology Specialization Professional Biology Specialization Biology—Minor Broadcast and Emerging Media (B.A.) Broadcast and Emerging Media—Minor Chemistry (B.S.) Biochemistry Specialization Pre-Pharmacy Specialization Chemistry—Minor Communication and Media Studies (B.A.) Communication and Media Studies—Minor Computer Information Sciences (B.S.) Information Security Specialization Multimedia Specialization	Computer Information Sciences—Minor Computer Science (B.S.) Computer Science—Minor Computer Technologies—Minor Criminology (B.S.) Criminology—Minor English (B.A.) Literature Specialization Professional Writing Specialization Environmental Studies—Minor Dance—Minor Film Studies—Minor French—Minor General Studies (B.A.) Geography—Minor Graphic Design—Minor History (B.A.) History—Minor International Studies (B.A.) Journalism—Minor Literature—Minor Marine Biology (B.S.)
Continued	

<b>College of Arts and Sciences—Continued</b>	
Mathematical Sciences (B.S.) General Mathematics Specialization Statistics-Actuarial Science Specialization Computational Mathematics Specialization Mathematical Sciences—Minor Mathematics—Minor Music (B.A.) (B.M.) Instrumental Performance Specialization Music Education Specialization Vocal Performance Specialization Music—Minor Peace Studies—Minor Philosophy (B.A.) Philosophy—Minor Photography (B.F.A.) (B.A.) Fine Art Photography Photography/Biomedical/Forensic Photography—Minor Physics—Minor Political Science (B.S.) Political Science—Minor Pre-Engineering (Non Degree seeking) Pre-Law (B.A.)	Professional Writing—Minor Psychology (B.S.) Forensic Psychology Specialization Industrial/Organizational Psychology Specialization Psychology—Minor Public Relations (B.A.) Public Relations—Minor Sociology (B.S.) Sociology—Minor Social Sciences—Minor Spanish (B.A.) Translation & Interpretation Specialization Language & Literature Specialization Spanish—Minor Theatre (B.F.A.) (B.A.) Acting Specialization Dance Theatre Specialization Technical Theatre Specialization Theatre—Minor Theology (B.A.) Theology—Minor Translation and Interpretation—Minor
<b>Andreas School of Business</b>	
Accounting (B.S.B.A.) Business—Minor Economics—Minor Finance (B.S.B.A.) International Business (B.S.B.A.)	Management (B.S.B.A.) Management—Minor Marketing (B.S.B.A.) Marketing—Minor
<b>College of Nursing and Health Sciences</b>	
Cardiovascular Perfusion (B.S.) Clinical Biology (B.S.) Histotechnology Specialization Medical Technology Specialization	Nursing (B.S.N.)
<b>Adrian Dominican School of Education</b>	
Education w/ESOL/Reading Endorsement (B.S.) Early and Middle School Education Specialization Infancy Early Childhood Education Specialization Special Education K-12 Specialization	Education—Minor
<b>School of Human Performance and Leisure Sciences</b>	
Applied Sport and Exercise Sciences (B.S.) Coaching Concentration Fitness Specialist Concentration Recreation Management Concentration Athletic Training (B.S.) Athletic Training (B.S. to M.S.) Coaching—Minor Diving Education—Minor Exercise Physiology (B.S.) Exercise Physiology (B.S. to M.S.)	Exercise Physiology—Minor Leisure and Recreation Management—Minor Sport Management (B.S.) Sport Management (B.S. to M.S.) Sport Management—Minor Sport Management—Diving Industry Specialization (B.S.) Sport, Exercise, & Performance Psychology (B.S.) Sport, Exercise, & Performance Psychology—Minor

<b>Ellen Whiteside McDonnell School of Social Work</b>
Social Work (B.S.W.)

**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.

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## Degrees and Majors for Graduate Students

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

<b>School of Professional and Career Education</b>
Administration, M.A.A.
Public Administration, M.P.A.

<b>College of Arts and Sciences</b>	
Clinical Psychology, M.S.	Practical Theology and Ministry, M.A.
Communication, M.A.	Doctor of Ministry, D. Min.
Health & Development Communication	Postgraduate Certificate Programs:
Specialization	Broadcasting
Public Relations & Corporate Communication	Public Relations and Corporate Communication
Specialization	U.S. Hispanic/Latino(a) Theology
Liberal Studies, M.A.	Healthcare Ethics
Pastoral Ministry for Hispanics, M.A.	
Photography, M.A. Photography, M.F.A.	

<b>Andreas School of Business</b>	
Accounting, M.S.A.	Management, M.S.
Business Administration, M.B.A.	Postgraduate Certificate Programs:
Accounting Specialization	Accounting, Finance, Health Services
Finance Specialization	Administration, International Business,
Health Services Administration Specialization	Management, Marketing
International Business	
Management Specialization	
Marketing Specialization	

<p><b>Adrian Dominican School of Education</b></p>	
<p><b>Counseling</b>                  Counseling, M.S., Ed.S.                  With specializations in:                  Clinical Mental Health Counseling                  Marital, Couple, Family Counseling/Therapy                  School Counseling                  Counseling, Ph.D.                  With specializations in:                  Marital, Couple, Family Counseling/Therapy                  School Psychology, M.S., S.S.P.</p> <p><b>Curriculum and Instruction</b>                  Curriculum and Instruction, M.S.                  With specializations in:                  Early and Middle Childhood Education                  English                  Social Sciences                  Curriculum and Instruction, Ph.D.                  With specializations in:                  Teaching English to Speakers of other Languages (TESOL)                  Curriculum Evaluation and Research                  Early and Middle Childhood Education                  Reading, Literacy and Cognition                  Montessori Early Childhood Education, M.S., Ed.S.                  Montessori Elementary Education, M.S., Ed.S.</p> <p><b>Educational Leadership</b>  <b>Educational Leadership, M.S., Ed.S. Exceptional Student Education</b></p>	<p>Exceptional Student Education (ESE), M.S.                  Endorsements (Non-degree):                  Autism                  Certificates                  Autism</p> <p><b>Higher Education Administration Program</b>                  Higher Education Administration, M.S.</p> <p><b>Organizational Learning and Leadership</b>                  Organizational Learning and Leadership (OLL), M.S.                  Organizational Learning and Leadership (OLL), Ed.D.                  With specializations in:                  Human Resource Development (HRD)                  Educational Leadership</p> <p><b>Reading and Literacy Studies</b>                  Reading, M.S., Ed.S.                  Reading Endorsement Non-degree                  Certificates                  Adult Literacy</p> <p><b>Leadership and Education Program</b>                  Leadership and Education, Ph.D.                  With specializations in:                  Exceptional Student Education                  Higher Education Administration</p>
<p><b>School of Podiatric Medicine</b></p>	
<p>Doctor of Podiatric Medicine, D.P.M.                  Physician Assistant Program, M.C.M.S.</p>	<p>Anatomy, Master of Science, M.S.</p>
<p><b>School of Human Performance and Leisure Sciences</b></p>	
<p>Movement Science, M.S.,                  With Specializations in:                  Exercise Physiology                  Injury and Sport Biomechanics                  Biomechanics Track                  Athletic Training Track                  Sport Exercise and Performance Psychology                  or the General Option</p>	<p>Sport Management, M.S.                  Dual Masters Degree in Sport Management &amp; Business Administration with Andreas School of Business, M.S./M.B.A.                  Dual Masters Degree in Movement Sciences – SEPP and MBA with Andreas School of Business</p>
<p><b>School of Law*</b></p>	
<p>Juris Doctor, J.D.</p>	



<b>College of Nursing and Health Sciences</b>	
Anesthesiology, M.S. Biomedical Science, M.S. Clinical Biology, M.S. Histotechnology specialization Laboratory Management specialization Medical Biotechnology, M.S. Health Services Administration, M.S. Health Services Administration/Public Health Dual Degree, M.S. Nursing, M.S.N. Nursing Education Specialization Nurse Practitioner (Family) Nurse Practitioner (Acute Care) Nurse Executive Leadership Specialization, including a dual degree with Andreas School of Business, M.S.N./M.B.A.	Doctor of Nursing Practice—Post-Baccalaureate (D.N.P.) Adult-Gerontology Acute Care Nurse Practitioner specialization Family Nurse Practitioner specialization Doctor of Nursing Practice—Post-Master’s (D.N.P.) Doctor of Nursing Practice—Post-Master’s (D.N.P.) Anesthesiology specialization Doctor of Philosophy in Nursing, Ph.D. Occupational Therapy, M.S. Doctor of Occupational Therapy, (O.T.D.)

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

\*Admissions and Academic information published in Barry University at Orlando, School of Law Catalog. Contact [407\) 275-2000](tel: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 English Composition Strategies, MAT 090 Pre-Entry Math, MAT 091 Preparatory Mathematics I, 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.
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 viewpoints.
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.

**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
6. Total Distribution Requirements	45 credits

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

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 (PACE 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

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. All Barry students are required to demonstrate computer proficiency. This requirement may be satisfied by completion of CS 180.
4. 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.
5. 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.

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### Freshman Composition

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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.

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### Grade Reports

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Students may view final grades online via their WebAdvisor account at the end of each term. Any error in grading, the omission of a course, etc. should be reported to the Office of the Registrar within two weeks following the end of the term. 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	Credit awarded; achievement at or above the D level (C level in ENG 095, 111, 112 and 210; MAT 090, 091, 093, 095, 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, 112, and 210; 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 INC	INC	No credit

<b>Withdrew</b>	
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.

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### **Good Standing—Probation—Suspension**

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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 re-admission 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.

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### **Gordon Rule**

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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.

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### **Graduate Credit for Qualified Undergraduate Seniors**

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Undergraduate students at the senior level with a high academic average in their field may be authorized to enroll in six graduate credits while completing undergraduate requirements. Such course work will require the written approval of the dean. This approval does not presume automatic admission into a graduate program. These credits may be applied towards fulfillment of undergraduate degree requirements if they satisfy a specific requirement. However, these credits cannot be used towards both undergraduate and graduate degree requirements.

Undergraduate students who wish to enroll in graduate courses must follow the steps below:

1. Have a faculty advisor certify to the dean that all undergraduate graduation requirements will be met.
2. Have the dean file a letter with the Registrar prior to registration stating that the student will meet all requirements for a bachelor's degree and that the graduate credits (3 or 6) are over and above all undergraduate requirements.

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### **Incomplete**

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Only in an emergency situation may a student request an incomplete "I" grade. It is the student's responsibility to arrange with the instructor for satisfactory completion of course requirements. An incomplete grade must be redeemed within the semester following its receipt, unless otherwise stated, or the student will be automatically awarded a final grade of "F." "I" grades, even when redeemed, are part of the official transcript.

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## Independent Study

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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.

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## Internship

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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 twenty hours per week. The student must be enrolled in school during their training in order to maintain lawful F-1 status.

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## Knowledge of Regulations

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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.

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## Permanent Records

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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.

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## Policy on Release of Information

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

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.

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## Repeat Courses

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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 three 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.

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## Request to Register at Another Institution

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### 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 thirty days prior to the anticipated class start date*. A copy of the course description from the respective institution's catalog must be included with the form. Additional documents (e.g., course syllabus) may also be requested in order to validate that the content of the substituted course is comparable to Barry's course.

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.

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## Reserve Officer Training Corps (ROTC)

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### Air Force (AFROTC)

#### *Aerospace Studies*

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 leading to active duty commissioned service in the United States Air Force.



AFROTC is an educational program designed to provide college students the opportunity to become Air Force officers while completing a Bachelor's degree. The AFROTC program provides superior hands-on leadership training and is designed to prepare cadets to assume positions of increasing responsibility as officers in service to their country.

Normally, the program is four years, but in some instances students can complete requirements in three years. The first two years of the program, the General Military Course (GMC), consist of a one hour class, three hours of leadership laboratory/practical military training, and two hours of organized physical conditioning each week. AFROTC cadets compete for entry into the last two years of the program, the Professional Officer Course (POC). Competition includes both quantitative and qualitative factors, such as grade-point average, unit commander's evaluation, aptitude test scores and physical fitness test scores. If selected, cadets must complete a twenty-two day summer Field Training Program at Maxwell Air Force Base in Montgomery, AL before entering the POC.

After earning their degree and successfully completing all Air Force ROTC requirements, cadets are commissioned as Air Force officers with a four-year active duty service commitment. Pilots, Combat Systems Officers, and Air Battle Managers have longer service commitments upon completion of specialized training.

For more information, contact Detachment 155 Cadre at [\(305\) 284-2870](tel:3052842870).

### ***Enrollment***

There is no military obligation to enroll in AFROTC. To enroll students must meet the following criteria:

- Be a U.S. citizen or resident alien, or be able to become a U.S. citizen prior to attending Field Training the summer following sophomore year
- Be a full-time college student, enrolled in 12 credits per semester
- Be able to participate in a demanding physical fitness program
- Be able to pass a Department of Defense Medical Examination
- Have solid moral character
- Maintain AFROTC minimum required grade point average

### ***Scholarships***

More than 60 percent of Air Force ROTC scholarships are awarded to undergraduate students in engineering or other scientific and technical disciplines. However, students in every degree program enjoy scholarship opportunities, as the Air Force seeks to engage students who excel both academically and militarily. Scholarships are awarded in increments of two, three, and four years. Air Force ROTC offers several types of scholarships. Type 1 covers full tuition and most required fees. Type 2 covers tuition and fees, but is capped at \$18,000 annually. Type 3 pays up to \$9,000 annually and can be used at any university that offers Air Force ROTC. Type 7 scholarships are normally designated for in-state tuition-level institutions. All types of awards provide an allowance for books, most required fees, and a monthly non-taxable stipend.

All scholarship cadets are required to meet certain academic, military, and physical fitness standards to earn and maintain scholarship benefits.

### ***Benefits***

All AFROTC cadets receive uniforms, books, and equipment for ROTC classes at no cost. Upon commissioning as 2nd Lieutenant, you will receive a starting salary and allowances worth more than \$63,000 annually\*. Free medical and dental care, thirty days paid annual vacation, and added educational benefits are also part of the compensation package.

\*Based on 2015 Pay Chart and Miami FL Housing Allowance for an O-1\*

## **Course Descriptions**

### **Aerospace Studies; Prefix: AIS**

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

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, career opportunities, Air Force Core Values, interpersonal communications, and team building. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences.

## 201/202 The Evolution of USAF Air and Space Power (Lecture 1, Leadership Lab\* O)

Aerospace Studies 201/202 is a survey course designed to examine general aspects of the employment of air and space power through a historical perspective. Historical examples assist in understanding the development of Air Force distinctive capabilities and missions. In addition, the students continue discussing the importance of the Air Force Core Values with the use of operational examples and historical Air Force leaders. Students also continue to develop communication skills. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences.

## 301/302 Air Force Leadership Studies (Lecture 3, Leadership Lab\* O)

Aerospace Studies 301/302 teaches cadets advanced skills and knowledge in management and leadership. Special emphasis is placed on enhancing leadership skills. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles.

## 401/402 National Security Affairs and Preparation for Active Duty (Lecture 3, Leadership Lab\* O)

Aerospace Studies 401/402 is a course designed to examine national security process, regional studies, advanced leadership ethics, and Air Force Doctrine. Special topics of interest focus on the military as a profession, officership, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism with a continuing emphasis on the refinement of communication skills. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles.

\*In addition to their respective classroom session, AFROTC cadets will be required to attend Leadership Lab (AIS 150) 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 Cadet Command and Florida International University (FIU) offers the Army Reserve Officers' Training Corps (ROTC) course. These are college electives designed for undergraduate and graduate students that provide unrivalled leadership training for success in any career field and necessary to become officers in the active Army, National Guard, or Army Reserves. Students that complete the curriculum and earn a Bachelor Degree will become a commissioned officer, Second Lieutenant (O-1). For more information contact the host: FIU Army ROTC Program, 11200 SW 8th Street, Bldg. # W10A, Miami FL 33199. Website: <http://armyrotc.fiu.edu/> Telephone: (305) 348-1619, Email: [armyrotc@fiu.edu](mailto:armyrotc@fiu.edu).

#### ***Enrollment***

Freshman (non-prior service) and sophomore (prior, current service, or 2+ years JROTC) must be academically aligned to register for the MSL-1000 or 2000 series classes. There is no military obligation for non-contracted Cadets. Students must be resident aliens to participate and be U.S. citizens prior to junior semester. Students desiring MSL-3201/2 and MSL-4301/2 must have completed an AA/AS degree and obtained ROTC advisement before enrolling. Students must not have a history of physical, medical or legal issues, nor have visible tattoos. Student must be under thirty years of age on 30 June of year eligible for commissioning. Students are required to commute to nearest campus with Army ROTC program (if there are less than ten students registered in the BU system). Leadership Labs (0 credit) is included in the course and scheduled each Thursday at 11:30 a.m.–1:30 pm, and is optional for non-contracted Cadets, yet is highly recommended.

#### ***Scholarships***

Two to four year Army ROTC scholarships are offered to qualified ROTC students at BU.

Four-Year College Scholarships pay full tuition or room and board, \$1,200 annually for books. For more information, visit <http://www.goarmy.com/rotc.html>

### ***Special Programs***

Prior service members and those in the National Guard or Army Reserve have special entrance considerations and may be entitled to other monetary benefits. All Cadets are required to attend Fort Knox, Kentucky for a summer training event. Summer study abroad options are also available. Transportation, lodging, uniforms, and meals are provided.

### ***Benefits***

Contracted Cadets, regardless of a scholarship, receive a monthly stipend of \$350 (freshman) and up to \$500 (seniors). Once commissioned, an active duty Second Lieutenant (0-1) will earn a starting salary over \$35,211.60 annually, thirty days paid vacation, educational, medical, dental care, and housing allowance.

## **Course Descriptions**

### **Military Science & Leadership Courses; Prefix: MSL**

- 1001 Introduction to the Army and Critical Thinking (2), 1001L Leadership Laboratory (0)  
Introduce Cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical thinking, time management, goal setting, stress management, and comprehensive fitness relate to leadership, and the Army profession. (Fall)
- 1002 Introduction to the Profession of Arms (2), 1002L Leadership Laboratory (0)  
Introduce Cadets to the personal challenges and competencies that are critical for adaptive leadership. Cadets learn the basics of the communications process and the importance for leader's to develop the essential skills to effectively communicate in the Army. Students will examine the Army Profession and what it means to be a professional in the U.S. Army. (Spring)
- 2101 Foundations of Leadership I (2), 2101L Leadership Laboratory (0)  
Explore the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework. Aspects of personal motivation and team building are practiced planning, executing and assessing team exercises. (Fall)
- 2102 Foundations of Leadership II (2), 2102L Leadership Laboratory (0)  
Examine the challenges of leading tactical teams in complex operations. This course will highlight dimensions of terrain analysis, patrolling, and operation orders. We will continue to explore theoretical foundations of the Army leadership framework and investigate adaptive leadership in the context of military operations. (Spring)
- 3201 Adaptive Team Leadership (3), 3201L Leadership Laboratory (0)  
Challenges cadets to study, practice, and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Cadets receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self-evaluations, cadets continue to develop their leadership and critical thinking abilities. (Fall)
- 3202 Applied Team Leadership (3), 3202L Leadership Laboratory (0)  
Uses increasingly intense situational applying team leadership challenges to build cadet awareness and skills in leading tactical operations at the small unit level. Cadets review aspects of full spectrum operations. They also conduct military briefings and develop proficiency in the operation orders process. (Spring)
- 4301 Mission Command and the Army Profession (3), 4301L Leadership Laboratory (0)  
Introduce Cadets to the challenges of mission command and gaining an understanding of the Army Profession. Cadets learn the basics of what mission command is and how it is used in Army operations. Students will examine the Army Profession and what it means to be a professional in the U.S. Army. The overall focus is on developing basic knowledge and comprehension of Army leadership while gaining a big picture of understanding the Reserve Officers' Training Corps (ROTC) program, its purpose in the Army, and its advantages for the student. (Fall)

## 4302 Mission Command and the Company Grade Officer (3), 4302L Leadership Laboratory (0)

Explore the dynamics of leading in the complex situations during *Unified Land Operations I, II, and III*. Examine the *Art of Command* and how to properly communicate with your NCOs and Soldiers during *Taking Charge 1, 2, and 3*, and *Developing Others* (counseling). During *Cultural Awareness* and *Cultural Property Protection (CPP)*, you will discuss numerous situations on how ethical decisions impact personnel and the unit mission. Through the understanding of your roles and responsibilities, you will learn about *Comprehensive Soldier Fitness (CSF)*, *Being Ready and Resilient (R2C)*, and *Individual and Family Readiness* can assist you in preparing your Soldiers and their Families on reducing and managing stress during times of uncertainty. The course places significant emphasis on preparing you for BOLC-B and your first unit of assignment. It uses mission command case studies and scenarios to prepare you to face the complex ethical demands of serving as a commissioned officer in the United States Army. (Spring)

## 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.

## 4900 Miscellaneous, Supervised Independent Study (3)

This course entails supervised reading and an independent study of United States Military History and writing requirements. Approval from the host Military Science Department is required.

**Note:**

- a. MSL Labs are scheduled Thursdays from 11:30 a.m.–1:30 p.m.
- b. Numbers in parentheses (1–3) equal credit hours.

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## Second Bachelor's Degree

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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.

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## Special Topics

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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.

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## Summer Sessions

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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.

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## Transcript Requests

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To request an official transcript, current students may order transcripts online at <http://webadvisor.barry.edu>. Alumni and former students may order transcripts online at <https://iwantmytranscript.com/barry>. Alumni and former students are asked to complete a one-time consent form the first time a transcript is requested.

### Additional Information

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

### *Note:*

**Transcripts cannot be processed or released if there are outstanding financial obligations to Barry.**

Please visit <http://www.barry.edu/registrar/transcript.html> for further information.

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## Tutorial

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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.

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## Withdrawals

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### Course Withdrawal

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

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

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

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

### University Withdrawal

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

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## Withdrawal Policy for Full Semester Class

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

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

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

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

The following procedures are applicable in all schools (except for the School of Podiatric Medicine and the School of Social Work) with regard to challenges to grades. A student wishing to challenge a grade will proceed in the following manner:

- a. If the student's school has a grade appeal procedure, such procedure will be followed and all such remedies must be exhausted prior to filing a petition. In the event that the grievance is not settled at the school level, the student may file the Grade Appeal Form with the Chair of the Committee on Grades, whereupon the procedure set forth will apply. The student must file the form no later than five working days after the final decision of the student's school.
- b. If the student's school has no grade appeal procedure, the following will apply:
  - (1) If the grade challenged is in a course, the student will first discuss the matter with the faculty member teaching the course in an effort to resolve the grievance informally. If the grievance is not settled, the student may then file the Grade Appeal Form with the chair of the department who will seek an informal reconciliation. The form must be filed no later than 120 calendar days after the date on which the grade was due in the Registrar's office.
  - (2) If the grade is received in a comprehensive examination or on a thesis, the student may file the Grade Appeal Form with the chair of the department who will seek an informal reconciliation. The form must be filed no later than five working days after the grade is received. If reconciliation is not achieved at the departmental level, the student may file the Grade Appeal Form with the dean of the school. The form must be filed no later than five working days after receiving the department chair's decision in the case. The dean will make an informal investigation, hearing both the student and the faculty member, and attempt an informal reconciliation. The dean will render a decision within thirty calendar days and inform the student and faculty member in writing.
- c. Except in the School of Podiatric Medicine, if the student wishes to appeal the decision of the dean, he or she may file the Grade Appeal Form with the Chair of the Committee on Grades. The form must be filed no later than five working days after the student is notified of the dean's decision. The Committee on Grades will make a formal investigation, hearing both the student and faculty member. The Committee will reach a decision within thirty calendar days and notify the student, the faculty member, and the Provost in writing. The decision will be either that the grade will stand, or that the faculty member should change the grade as recommended by the committee. If the faculty member disagrees with the recommended change, he or she will promptly inform the committee chair of that decision. The committee chair will then notify the Registrar, through the Provost, that the grade will not affect the student's grade point average, cause the course to be repeated, or prevent continuation in the University.



- d. The student and/or the faculty member may appeal the decision of the Committee on Grades by sending the Grade Appeal Form to the Provost no later than five working days after notification of the Committee's decision. The decision of the Provost is the final University appeal. The Provost will make a decision within thirty calendar days and inform the student and faculty member in writing. In instances where the Provost recommends a grade change and the faculty member does not follow the recommendation, the Provost will inform the Registrar that the grade will not affect the student's grade point average, cause the course to be repeated, or prevent continuation in the University.

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### Policy on Medical Leave

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The purpose of this policy is to ensure that all Barry students with incipient emotional, mental health or physical needs receive timely assessment and access to service. The policy shall cover all students.

When a student experiences serious medical or psychological problems while enrolled as a student in Barry University, he or she may request to take a voluntary medical leave. The student requesting the leave must submit documentation from a physical or mental health professional stating that a medical leave is required. If the requested leave is approved by the Dean of Students, the student will be withdrawn from the university, leave campus, be granted grades of "W" in all enrolled courses (even if the normal deadline for withdrawal without academic penalty has passed), and the student will be obligated to adhere to the readmission requirements outlined below, if he or she desires to return to Barry after the issue which caused the medical leave has been treated and resolved. If a student is granted a medical leave, all financial obligations to the university remain intact.

Similarly, the University may require a student to take a medical leave if, in the judgment of the Dean of Students or his/her designee, the student (a) poses a threat to the lives or safety of other members of the Barry community, and/or (b) has evidenced a medical condition or behavior that seriously interferes with the student's ability to function and/or seriously interferes with the educational pursuits of other members of the Barry Community.

In making the decision to require a student to take a medical leave, the Dean of Students, or his/her designee, acts out of concern for the student and his or her rights, concern for other students and concern for the university as a whole. The Dean of Students, or his/her designee, will have to consider whether there is a likelihood that the student will pose a threat to others and/or to what extent the student seriously interferes with the rights of the others in the community to carry on their educational pursuits. While on medical leave a student may not return to campus and/or any university leased or owned property and/or participate in any university activity until officially readmitted with the permission of the Dean of Students or his/her designee.

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

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### Readmission Requirements for Medical Leaves

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

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

The letter from the health care or mental health care professional should address at least the following questions: what were the reasons for the student seeing you, how often did you meet, what gains were made, do you feel the student is able to handle the intellectual, physical and personal demands of being a full-time resident/commuter student, do you feel the student is ready to return to Barry, and are there any special conditions under which the student should be readmitted. The letter should be directed to the Dean of Students. The information gathered is reviewed by the appropriate health-care professionals at Barry and by the Dean of Students or his/her designee. The decision to readmit a student from a



medical leave is a provisional judgment which may be reversed if a student fails to be a responsible member of the Barry community. When a student is permitted to return, special conditions or requirements may be outlined at the time, and upon return, the student might be asked to meet periodically with the Dean of Students or his/her designee. Similarly, it is advisable for the student, during the first term back, to establish a professional relationship with a member of the Student Health and/or Center for Counseling and Psychological Services.

The Dean of Students renders a decision for re-admission to the university, not re-admission to individual schools or divisions (majors). This is the prerogative of respective deans. Dialogue regarding re-admission to a particular school or division is the responsibility of the individual students.

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## Alcohol and Other Drugs

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The abuse of alcohol and the use of illegal drugs by members of the Barry University community are incompatible with the goals of the institution. The university does acknowledge the problem of substance abuse in our society and perceives this problem as a serious threat to employees and students. The university does hold its students and employees responsible for the consequences of their decisions to use or distribute illicit drugs or to serve or consume alcohol. It is the intent of the university to establish and maintain a drug-free workplace. It is the university's further intent to comply in every respect with the Drug-Free Schools and Communities Act Amendment of 1989 (Public Law 101-226) as presently constituted to be amended in the future.

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

As a condition of employment, all employees and students must abide by the terms of this policy. Under federal law, any employee working under, or student receiving funds from a federal grant or contract, must report his/her criminal drug statute conviction for a violation occurring in the University to the Administration not later than five (5) days after such conviction. If said employee/student is receiving federal grant or contract funds, the University is required to give notice of the conviction to the contracting agency within ten (10) days after learning of it. Employees/students convicted must, under the terms of this policy, have sanctions imposed within thirty days of the date the University administration learns of the conviction. <http://www.barry.edu/student-handbook/handbook/alcohol-and-drug-policy.html>

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## Policies and Procedures Relating to Sexual Harassment

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

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

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

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

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

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

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

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## Academic Dishonesty Policy

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(From the Barry University Faculty Handbook)

### Cheating and Plagiarism: Definitions

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

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

### An Incident of Cheating or Plagiarism

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

### Procedures for Handling Cheating and Plagiarism

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

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

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

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

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

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

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

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

For a second or subsequent offense, the student shall be subject to suspension or dismissal from the University by the Provost.

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

### **Responsibilities of the Faculty**

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

### **Responsibilities of Students**

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

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

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

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## **Policy on Hazing**

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

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

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

# Academic Resources

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## Glenn Hubert Learning Center

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Victoria A. Giordano, Ed.D., Associate Dean for Learning and Academic Support Services

Faculty: Drozd, Pearson, Sampol

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

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, Reading, French, Math, Spanish, and Chemistry, 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 Learning Center.

### Courses

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

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

#### ENG 095 English Composition Strategies (3)

English Composition Strategies 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.

**Supplemental Instruction; Prefix: SI**

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 address specified needs or interests. Does not fulfill distribution, General Education, or degree requirements. CR/NC only. SI credit does not count toward degree.

## 010 Active Reading and Learning Strategies (1)

This course is designed to develop students' understanding and application of active reading strategies in order to comprehend and retain material in college-level texts. Emphasis in this course is placed on reading comprehension, vocabulary development, reading fluency, and critical thinking skills.

## 031 Statistics Laboratory (1)

A supplemental instruction course to MAT 152 that is designed to deliver small group instruction. The content is determined each semester by the Learning Center as requested by the specific school, faculty, and/or students to address specified needs or interests. Uses a statistic software computer program. Corequisite: Student must be enrolled in MAT 152.

## 071 CHE 111 Recitation (1)

## 072 CHE 112 Recitation (1)

## 073 CHE 152 Recitation (1)

## 075 CHE 343 Recitation (1)

## 076 CHE 344 Recitation (1)

## 083 PHY 201 Recitation (1)

## 084 PHY 202 Recitation (1)

## 086 PHY 211 Recitation (1)

## 087 PHY 212 Recitation (1)

# CAL Program

Madalay Fleming, M.S., 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. 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.

The CAL Program services are fee-based and in addition to tuition costs. See details at [www.barry.edu/CAL](http://www.barry.edu/CAL).

## Course Description

### Strategies; Prefix: 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.

# Honors Program

Pawena Sirimangkala, Ph.D., Director

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## Purpose of the Program

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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 Program 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 Honors Program consists of a series of 7 intensive liberal arts and sciences courses.

Students in the Honors Program are required to create a portfolio of reflections on their Honors classes and to incorporate experiential learning (e.g., leadership, research in its various forms, community or global engagement) as an integral part of their course of studies. The Honors Program curriculum will provide a broader intellectual platform for supporting student work in their major(s) and will prepare them to move their education from academe into action in their various communities after college or in many cases after completion of their graduate and professional programs.

The Honors Program curriculum is designed so that students will be able to:

- Develop effective written and oral communication skills;
- Develop their ability to analyze and synthesize a broad range of material;
- Understand how scholars think about problems, formulate hypotheses, research those problems, and draw conclusions about them;
- Become more independent and critical thinkers, demonstrating the ability to use knowledge and logic when discussing an issue or an idea, while considering the consequences of their ideas, for themselves, for others, and for society; and
- Foster student-faculty interaction and community building.

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

- HP classes have ten to fifteen 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, Southern Regional Honors Council, and National Conference on Undergraduate Research; and
- HP students have access to the HP computer lab (located in Landon 206 G).

### Qualification

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

- Attain a minimum combined SAT score of 1250; and
- 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 a faculty member and/or an academic advisor; and
- Submit an admission essay.

### Scholarship Opportunity

The Barry Honors Scholarship (BHS) is awarded for the duration of your bachelor's degree program at Barry provided that you meet the program's requirements. Core program 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 three semesters prior to graduation; and
- Completion of 21 credit hours in Honors Program courses.

### Honors Program Living and Learning Community

First-year Honors Program students are required to live on campus, participate in the Honors Program Living and Learning Community (Honors LLC), and enroll in the following two courses in their first Fall semester: PHI 191 H1 Judeo-Christian Doctrine, and THE 201 H1 Theology: Faith, Beliefs, and Traditions. PHI 191 H1 and THE 201 H1 will fulfill the general education or distribution requirements.

### 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.

<b>Year 1</b>		
		<b>Semester Hours</b>
<b>Fall</b>		
PHI 191 H1	Judeo-Christian Doctrine*	3
<b>Spring</b>		
ENG 199 H1	Special Topics in Literature*	3
<b>Year 2</b>		
		<b>Semester Hours</b>
<b>Fall</b>		
CHE/PHY 240 H1	History and Philosophy of Science**	3
OR		
MAT 240 H1	History and Philosophy of Science***	3
<b>Spring</b>		
HUM 199 H1	Dimensions of Culture I***	3



<b>Year 3</b>		
		<b>Semester Hours</b>
<b>Fall</b>		
SOC 394 H1	The World in America**	3
<b>Spring</b>		
HUM 300 H1	Dimensions of Culture II***	3
<b>Year 4</b>		
		<b>Semester Hours</b>
<b>Fall</b>		
HON 479 H1	Senior Honors Thesis or Research Project***	3
	Submit the Honors Thesis Proposal (three semesters prior to graduation)	
<b>Spring</b>		
HON 479 H1	Oral Defense (the defense should be scheduled one month prior to graduation)	
<b>Total</b>		<b>21 credits</b>
<p>*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.</p>		

### Course Descriptions

#### **(Honors Program Only)**

##### ENG 199 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. (Spring)

##### PHI/THE 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. Honors Program students will take PHI 191 in lieu of PHI 220. (Fall)

##### THE 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. (Fall)

##### CHE/PHY/MAT 240 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. (Fall)

HON 300 Special Topics: Chinese Culture (3)

Examines the major aesthetic, social, and political elements which have shaped modern Chinese culture and society. Primary focus on China, with some reference to Korea, Japan, and Southeast Asia. Readings on contemporary China and the historical evolution of the culture are coordinated with study of art (calligraphy, painting, movies, and music) and literature (Tao Te Ching & Confucius). Part of China Study Abroad Program. This course is available to both Honors Program students and non-Honors Program students. Non-Honors Program students must have cum GPA of 3.0 or a strong letter of recommendation when submitting the China Study Abroad application. (Occasional offering)

HUM 199 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. (Spring)

HUM 300 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 or permission of the instructor. (Spring)

SOC 394 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. (Fall)

HON 479 Senior Honors Thesis/Research Project (3)

Students will conduct an original research that stems from collaboration between the student's academic major and the Honors Program's curriculum. Topic and thesis proposal must be approved by the Honors Program's director and the thesis advisor. A supervisory committee will oversee the thesis/project. (Fall, Spring)

# 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 ninety programs in twenty-eight 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.

# Center for Community Service Initiatives

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

The Center for Community Service Initiatives (CCSI) is Barry University's community engagement clearinghouse. By providing programs, services, and resources to students, faculty, and administrators/staff, the CCSI supports community-engaged teaching and learning, research, and service. The Center functions as both a catalyst and the coordinating unit for reciprocal partnerships between the University and the wider community, designed to create long-term, self-sustaining solutions to human, social, economic, and environmental problems.

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## Programs, Projects, and Events

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

- **Alternative Breaks:** Students take short-term service trips to underserved communities in the United States and abroad, where they collaborate typically with nonprofit or faith-based organizations to work intensively on projects addressing social issues.
- **Barry Service Corps Fellows Program:** A select group of students participate in this yearlong civic learning and leadership development program designed to foster civic-mindedness and promote social justice.
- **Campus Democracy Project:** Students, faculty, and staff participate in this nonpartisan initiative that promotes civic learning and democratic engagement through get-out-the-vote activities, including voter registration, education, and mobilization.
- **Community Engagement Awards:** The University, together with community partners, celebrate community-engaged learning, teaching, service, and scholarship at this major annual event. Individual students and student clubs/organizations receive the Community Impact Award.
- **Community Engagement Fair:** Community partners come to campus for this fall-semester event, offering opportunities for service and research in surrounding neighborhoods.
- **Community Engagement Symposium:** Students present posters, faculty and administrators (sometimes with students) make concurrent-session presentations, and community partners showcase their programs and services at this annual event focused on community engagement strategies, practices, and outcomes.
- **Days of Service:** Students, including student clubs/organizations, engage with the community on designated Days of Service such as Make a Difference Day and Martin Luther King, Jr. Day.
- **Deliberative Dialogue Series:** Students and alumni, faculty and staff, and community partners take part these in facilitated forums, working towards a shared understanding of specific social issues and practical solutions to those issues.
- **Federal Work-Study Community Service Program:** Students eligible for Federal Work-Study are placed in community settings, with public institutions and nonprofit organizations, where they assist in meeting the needs of disadvantaged populations.

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## Services and Resources

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

- CEMS—Community Engagement Management System (accessed via [www.barry.edu/service](http://www.barry.edu/service))
- Community-based research mini-grants

- Library resources—books, journal articles, service-learning reflection guide, etc.
- Engagement News (CCSI newsletter)
- Research, presentation, and publication opportunities
- Opportunities for non-credit (enrichment) internships
- Service-learning community-site placement

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## Service-Learning

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

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

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

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

# Division of Information Technology

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

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

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## Workplace and Instructional Technologies Services (wITs)

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

### *Client Services*

Darrell Duvall, M.S., Director, Client Services

John Baldwin, B.S., Associate Director, Client Services

Client Services provides students, faculty, and staff a single point of contact for customer focused, quality technical support, as well as secure computing resources for instructional and administrative purposes. These services contribute to the intellectual life and collaboration among all University constituents.

### **Desktop Support Services**

Karl-Marc DeGraff, M.A.S., Manager, Desktop Support Services

Desktop Support Services provides an efficient and cost effective support structure for the University's computers and peripherals. Desktop Support Services also advises on technology needs and is responsible for the configuration, installation, and maintenance of all desktop computing equipment.

### **IT Support Desk**

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

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

- Walk-in support: Library 226
- Phone: 305-899-3604

- Support website: <http://help.barry.edu>
- Email: [helpdesk@barry.edu](mailto:helpdesk@barry.edu)

Hours of operation are available from the resources mentioned above.

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

### **Labs and Instructional Facilities**

Carmen Ramirez, M.S., Manager, Computer Labs & Instructional Facilities

149 computers are available for students to use throughout campus, including 48 laptops that can be checked-out for up to one day through a self-service dispensing kiosk. The computers include over 79 software packages used in courses throughout the year. For teaching, there are 9 classrooms for hands-on computer use. Each room is equipped with 24 student computers, an instructor's computer and a multimedia projection system. Students can print from public access PC's around campus, or from their own device, to printers located throughout campus. Please check with the IT Support Desk in Library 226 for more information.

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## **Infrastructure and Operations**

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Hernan Londono, Ph.D., Associate CIO

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

### **Conferencing and Media Services**

Guillermo Dopico, M.B.A., Director, Conferencing and Media

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

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

### **Data Center Operations**

Justin Moses, B.S., Director, Data Center Operations

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

### **BarryNet Accounts**

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

**Email**

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

**Barry Remote Access Services**

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

**Software Solutions and Information Management**

Kerri-Quaan Stewart, M.B.A., Director, Software Solutions & Information Management

Software Solutions and Information Management provides information management through customized software solutions, consulting, and data provisioning using the latest technology to support the business operations of administrative and academic units.

**Network and Telecommunications**

Maximo Ramirez, B.S., Director

The Network and Telecommunications group designs, installs, and maintains the information transport system, which includes both inter-building and intra-building media paths. This department designs, implements, and manages networking systems that power the capabilities of the network in general. It molds the network to fit the needs of the users in terms of functionality, capacity, and performance.

**Wireless**

Internet access is currently available throughout the entire Miami Shores campus via wireless. All of the residence halls offer wireless access, and 9 provide Ethernet connectivity in addition. Information on wireless locations is available by visiting <http://help.barry.edu>.

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## IT Business Operations

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

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

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

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## Project Portfolio Management

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

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



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

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

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## Administrative Information Systems

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Tracy Simpson, M.S., Associate Vice President

Administrative Information Systems (AIS) configures, manages and supports the centralized systems and applications that allow members of the Barry University community to process human resources, financial, and student data. AIS maintains the University's administrative databases Colleague and Workday, as well as other systems and applications related to Business Intelligence reporting, document imaging and archiving and self-service portals for students. AIS engages in a multitude of projects throughout a fiscal year in addition to standard incident management services. Examples of AIS projects include the following:

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

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## Library Services

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Rodrigo Castro, M.L.I.S., Director of Library Services

The Monsignor William Barry Memorial Library provides information resources, services, and facilities to support the educational objectives of the University. Students have access to a huge collection of over 226,620 physical items, over 139 electronic databases, 67,574 online journal titles, 202,067 eBooks, and over 56,144 streaming videos and music.

### Public Services

Rodrigo Castro, M.L.I.S., Director of Library Services

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

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

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

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

### Reference Services

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

- at the 2nd floor reference area
- via telephone
- via electronic mail (to contact the Subject Librarian for your academic program go to: <http://www.barry.edu/library-services/staff.html>)
- by appointment
- through bibliographic instruction classes scheduled by the faculty
- the Library also participates in a state-wide, real-time, reference chat service

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

Sunday	10:00 a.m.- 6:00 p.m.
Monday-Friday	8:00 a.m.- 8:00 p.m.
Saturday	9:00 a.m.- 5:00 p.m.

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

### Technical Services

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

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

### Archives and Special Collections

Ximena Valdivia, M.L.I.S., Manager of Archives and Special Collections

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

# College of Arts and Sciences

Karen A. Callaghan, Ph.D., Dean and Associate Vice President for Undergraduate Studies

Gloria Schaab, S.S.J, Ph.D., Associate Dean of General Education

Tony Wallner, Ph.D., Associate Dean of Undergraduate Studies

Fr. Mark Wedig, O.P., Ph.D., Associate Dean of Graduate Studies

Victoria A. Giordano, Ed.D., Associate Dean for Learning and Academic Support Services

Deborah Montague, M.B.A., Assistant Dean

Elisa Pearson, M.A., Assistant Dean, Academic Advising and General Studies, Undecided Programs

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

The College offers twenty-eight 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, firefighting, 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 viewpoints.
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 either ENG 112 or ENG 210	6
SPE 101 or COM 104	3
Foreign Language	3*
MAT (107 or higher) & CS (180, 190 or 211)	6
Science (with Lab)	3-4
Fine Arts/Humanities Art—applied, appreciation or history Humanities—(HUM or literature)	3 3
History 150	3
Sociology 200	3
Psychology 281	3
Political Science 201	3
Philosophy 220 and 300 level course	6
Theology 201 and 300 level course	6
<b>Total</b>	<b>51-52 credits</b>

\*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.

<b>Undergraduate Majors</b>	<b>Department</b>
Advertising	Communication
Art Studio Art Graphic Design	
Art History	Fine Arts

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)	Biology
Broadcast and Emerging Media	Communication
Chemistry Biochemistry Pre-Pharmacy	Physical Sciences
Communication and Media Studies	Communication
Computer Information Sciences	Mathematics and Computer Science
Computer Science	Mathematics and Computer Science
Criminology	Sociology and Criminology
English Literature Professional Writing	English and Foreign Languages
History	History and Political Science
General Studies	Arts & Sciences
International Studies	History and Political Science
Mathematical Sciences	Mathematics and Computer Science
Music Instrumental Performance Specialization Music Education Specialization Vocal Performance Specialization	Fine Arts
Philosophy	Theology and Philosophy
Photography Fine Art Photography Photo/Biomedical/Forensic	Fine Arts
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 Translation & Interpretation Language & Literature	English and Foreign Languages
Theatre Acting Dance Theatre Technical Theatre	Fine Arts
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 member 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.

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### Attendance Policy

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All courses taught in the College of Arts and Sciences adhere to the following attendance policy: A total of six 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.

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### Written Expression

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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; and
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; and
6. aid students in their development by pointing out deficiencies in their written work and assisting them with special writing problems arising from the demands of a particular field of study.

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### Developmental Courses

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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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## Graduate Programs

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

Graduate Majors	Department
Communication, M.A.	Communication
Clinical Psychology, M.S.	Psychology
Liberal Studies, M.A.	Arts and Sciences
Photography, M.A.	Fine Arts
Photography, M.F.A.	Fine Arts
Practical Theology and Ministry, M.A.	Theology and Philosophy
Pastoral Ministry for Hispanics, M.A.	Theology and Philosophy
Theology, D.Min.	Theology and Philosophy

Please refer to the Barry University graduate catalogue for detailed information.

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## General Studies (B.A.)

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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. To fulfill degree requirements 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 which is not included in the 30 upper level hours in the concentration.

There are no minors awarded to students in the General Studies major. Additionally a minor in “General Studies” is not available.

### Course

LIB 487 Senior Seminar (03)

Under the supervision of a faculty mentor, the seminar will integrate a research project in 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, Robinson, Sanborn, Schoffstall, Vega

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## Biology (B.S.)

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### 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 correctly identify and use scientific literature.

### 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 Professional and Career 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 105: Biomedical Terminology if they are freshmen with verbal SATs below 480. 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 mathematics, chemistry, and physics requirements: Chemistry 111-112 and 343-344 (16 s.h.); Math 211 (note prerequisites); and physics (8 s.h.). 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 Biological theory courses: Biology 420 (at least 3 credits) or 440 or 474 or 475. BIO 341 (Genetics) is recommended.

Students must also fulfill the following physics, chemistry, and math requirements: Chemistry 111, 112, 343, and 344 (16 s.h.); Mathematics 211 (note prerequisites); and physics (4 s.h.). 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, 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 or 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 must also fulfill the following mathematics, chemistry, and physics requirements: chemistry (12 s.h.) and MAT 211 (4 s.h.) or 9 semester hours in mathematics (including MAT 109 and 152) and physics (4 s.h.). 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 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 (3 credits), BIO 104/104L (4 credits), BIO 307 or 309 or 319 (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 and Summer, 102 Spring)

## 104/104L Biological Foundations (3, 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)

## 105 Biomedical Terminology (1)

Students are expected to engage in a self-study and word-building system of biomedical terms by using the assigned textbook. 1 hour lecture weekly. Prefixes, suffixes, and word roots of Greek and Latin origin will be identified and used to better understand the meaning of biomedical terminology. Pronunciation, spelling, and correct use of these terms will be emphasized.

## 112/112L Botany (3, 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)

## 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. Credits do not count toward the major. (Occasional offering)

## 199/199L Special Topics (3, 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)

## 216/216L Zoology (3, 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)

## 220/220L Introductory Human Anatomy (3, 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)

## 225/225L Comparative Anatomy (3, 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)

## 230/230L Human Anatomy (3, 1)

Gross anatomy with laboratory, including dissection of the mink. 3 hours lecture, 3 hours laboratory weekly. This course is intended for pre-Professional Biology majors other than pre-Veterinary students. Corequisite: BIO 230L (special fee) (Fall, Spring, Summer)

## 240/240L Introduction to Human Physiology (4, 1)

Survey of the functions of the organ systems in the human body. 4 hours lecture, 2 hours laboratory weekly. Prerequisite: BIO 220 or 230 lecture. Corequisite: BIO 240L (special fee) (Fall, Spring, Summer)

253/253L Introductory Microbiology (3, 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 253L (special fee) (Fall, Spring)

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 and minors only and do count towards Biology majors and minor. (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. (Fall, 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. Recommended: 4 s.h. of physics (PHY 151 or 201, 202). (Alternate years, Fall)

307/307L Biology of Crime (3, 0)

This is a survey course which emphasizes the use of modern scientific procedures to supply biological information and evidence used in criminal investigations. These methods will be discussed in class and the methods applied in the laboratory. 2 hours lecture, 2 hours laboratory weekly. The concepts include: DNA fingerprinting, ABO blood grouping, blood spatter pattern analysis, forensic anthropology, hair and fiber analysis, forensic toxicology, forensic entomology, arson, bioterrorism and other methodologies used in forensic investigations. Prerequisites: 3 hours of college level math, Junior or Senior status and/or permission from the instructor. Credits do not count toward Biology major.

308/308L Environmental Science (3, 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 112 and BIO 216 or permission of instructor. Corequisite: BIO 308L (special fee) (Spring)

309/309L Disease Detectives (3, 0)

This is survey course, which emphasizes the mechanisms of the transmission of diseases that affect the organ systems of the human body. 2 hours lecture, 2 hours laboratory weekly. Etiology, epidemiology, and treatments of the various diseases will be the major parameters of study. Emphasis will be placed on investigating the mechanisms of disease transmission as well as identifying the causal nature of human infectious diseases. This is a lab based course which allows the students to have an integrative laboratory experience using a hands-on approach. Prerequisites: 3 hours of college level math, Junior or Senior status and/or permission from the instructor. Credits do not count toward Biology major.

310/310L Marine Biology (3, 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)

312/312L Ecology (3, 1)

Plants and animals in relation to their environments; population, communities, eco-systems, and behavioral patterns, utilizing many of the natural areas provided, such as coral reefs, hammocks, everglades. 3 hours lecture, 3 hours laboratory including field work and research projects. Prerequisite: BIO 112 and 216, or equivalent. Corequisite: BIO 312L (special fee) (Fall)

## 313 Human Nutrition (3)

This course considers the principles of nutrition and its applications. It has been designed so as to provide the necessary information to allow the student to make informed decisions with regard to nutritional well-being. It prompts the student to learn more about themselves, their diet and the maintenance of good health. It also serves to raise awareness of topical nutrition issues. Prerequisite: Junior or Senior status.

## 319/319L Biology of the Senses (3, 0)

This is a survey course which emphasizes the use of modern scientific procedures to supply biological information and research that supports an understanding of the human senses. 2 hours lecture, 2 hours laboratory weekly. These procedures will be discussed in class and the methods applied in the laboratory. The concepts include: study of the human eye and how it converts light energy into visual images, study of the human ear and the conversion of sound waves into audible signals, study of sensory receptors that deal with taste, smell, and tactile discrimination. Prerequisites: 3 hours of college level math, Junior or Senior status and/or permission from the instructor. Credits do not count toward Biology major.

## 323L Tropical Marine Ecosystems (1)

A field course that exposes students to the major tropical marine ecosystems, including coral reefs, seagrass beds, mangrove swamps, and rocky and sandy shores, where they will conduct taxonomic identifications and behavioral observations. Swimming and snorkeling required. Five nine-hour days of lecture and field trips (typically 8:00 a.m.–5:00 p.m.). In the event a field trip(s) is cancelled due to weather, the trip(s) will be made up on subsequent Saturdays during the Fall semester. Prerequisite: BIO 112 and BIO 216 and ability to swim. (special fee) (Alternate years: Fall)

## 325/325L Microbiology (3, 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. Prerequisite: Biology 104; Prerequisite or Corequisite: CHE 152 or 343. Corequisite: BIO 325L (special fee) (Fall, Spring)

## 328 Animal Nutrition (3)

Animal nutrition is a discipline of animal science that is concerned with the feeding of animals and how animals utilize dietary nutrients to sustain life and for reproduction. Animal nutritionists aim to provide animals with a cost-effective balanced diet that is appropriate for a given life stage. This course in animal nutrition is divided into two discrete parts that serve to introduce the principles and concepts of animal nutrition. The first part provides a brief overview of the discipline, defines key terms, and provides an overview of the structure and function of the gastrointestinal tracts of selected domestic species. In part II, the major classes of nutrients are reviewed in terms of their structure, function, and metabolism. Prerequisite: Junior or Senior status. (Spring)

## 330/330L Cell Biology (3, 1)

Biological processes in prokaryotic and eukaryotic 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)

## 334/334L Human Physiology (3, 1)

Comprehensive study of major organ systems' function in 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)

## 335/335L Comparative Physiology (3, 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 335L (special fee) (Spring)

## 337 Neurobiology (3)

Cellular and molecular study of the function of the nervous system including discussions of neuronal structure, properties, and signaling. 3 hours of lecture weekly. Prerequisites: BIO 104, BIO 220 or 230. (Alternate years, Fall)

339 Animal Behavior (3)

Animal Behavior is a lecture course which examines the basic principles of animal behavior. The major topics include an investigation into the physiological basis of behavior and the evolutionary significance of particular behaviors. 3 hours lecture weekly. Prerequisite: BIO 104 or permission of the instructor.

341/341L Genetics (3, 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 Corequisites: CHE 152 or 343 or permission of instructor. Corequisites: BIO 341L (special fee) (Fall, Spring).

346 Parasitology (3)

Morphology, taxonomy, identification, life history, host-parasite relationship, and control of protozoan, helminth, and arthropod parasites. 3 hours lecture. Prerequisites: BIO 104 and BIO 216. (Alternate years, Spring)

352/352L Biochemistry (3, 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 308, or BIO 312. (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. Prerequisites: BIO 104; MAT 109. (Occasional offering)

420 Marine Internship (1-10)

A capstone course for Marine Biology majors offering 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)

A capstone course for any Biology major reviewing evidence for and the principles involved in the evolution of plants and animals, including humans. Prerequisites: BIO 112 and 216 or equivalent; BIO 220 or 225 or 230. (Fall)

450/450L Histology (3, 1)

Microscopic study of animal tissues, with the relationship between structure and function stressed. 3 hours lecture weekly. May be taught some semesters with a 3 hour weekly laboratory. 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 capstone course for pre-professional or general Biology majors that broadly investigates 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 immunological 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 (1-10)

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)

## 474 Marine Biology Seminar (3)

A capstone course for students specializing in Marine Biology. Presentation of reports, discussion, lectures on selected topic(s) in the field of marine science. Design, implementation, and presentation of a research project. 3 hours lecture weekly, one Saturday or Fall Break field trip required. Prerequisite: Marine Biology Specialization and BIO 310, or permission of instructor. (Alternate years: Fall)

## 475 Seminar (3)

A capstone course for any Biology major involving presentation of reports, discussions, lectures, and papers on selected topic(s) in biology. Prerequisite: At least 12 credits of Biology including 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

Vicente Berdayes, Ph.D., Chair

Faculty: L. Berdayes, Chojnacki, Dean, Gordon, Hicks, Nelson, Samra, Saverimuttu, Sirimangkala, Steele

The Department of Communication offers a choice of four baccalaureate degree programs. They are the Bachelors of Arts in Advertising, Broadcast and Emerging Media, Communication and Media Studies, and Public Relations. Communication is at the center of our rapidly evolving global community, especially as it pertains to issues of technology, culture, and commerce. The programs of study in the Department offer students multiple professional entry points into this world. Students can integrate their studies in ways that most suit their interests by choosing readily available electives or combining their major with several minor programs of study. The Department also offers a thriving internship program that has placed students throughout the greater Miami area so that they gain real-world experience in an international metropolitan environment.

## 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 students with knowledge of all aspects of the process of advertising. A comprehensive curriculum exposes students to research based strategic planning, development of creative materials for multiple platforms, and media planning and placement in a shifting media environment. The program also examines advertising's profound influence on society, both within national and international contexts, and persuasive practices that are grounded in strong ethical and moral principles.

The advertising program:

1. Provides students with background in the theory and practice of advertising,
2. Emphasizes the importance of research based promotional strategies,
3. Develops the skills to craft original and creative advertising,
4. Emphasizes effective media planning in understanding the complexities of advertising across multiple media platforms,
5. Fosters an understanding of advertising's influence on society, and
6. Provides students with an understanding of the cultural and global context of advertising.

Graduates of the program work in advertising and public relations agencies, media outlets, print, broadcast and multimedia production houses, and in the marketing divisions of companies.

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

<b>Distribution</b>	<b>51-52 credits</b>
SPE 101 is required as part of Distribution	
<b>Core</b>	<b>33 credits</b>

<b>Departmental Requirement</b>			
COM	201	Introduction to Communication	3
<b>Advertising Foundations</b>			
ADV	301	Principles of Advertising	3
ADV	362	Advertising Media Planning	3
COM	390	Public Relations Principles and Issues	3
ADV	401	Advertising Creative Strategy and Execution	3
ADV	484	Public Relations/Advertising Research	3
<b>Advertising Society and Culture</b>			
ADV	442	Advertising & Social Responsibility	3
ADV	480	International Advertising	3
COM	495	Communication Law	3
<b>Design Corequisite</b>			
ART	205	Graphic Design	3
<b>Marketing Corequisite</b>			
MKT	306	Marketing Concepts and Applications	3
<b>Area of Interest</b>			<b>6 credits</b>
<b>Creative Focus</b>			
ART	305	Collateral Design	3
COM	395	Media Publishing in the Digital Age	3
OR			
<b>Strategic Focus</b>			
MKT	385	Consumer Behavior	3
COM	412	Persuasion	3
<b>Capstone &amp; Integrative Experience</b>			<b>6 credits</b>
ADV	470	Advertising & Public Relations Campaigns	3
ADV	499	Internship	3
<b>Minor and/or General Electives</b>			<b>23 or 24 credits</b>
<b>Degree Total</b>			<b>120 credits</b>

### **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.

<b>Minor in Advertising</b>			<b>21 credits</b>
COM	201	Introduction to Communication	3
ADV	301	Principles of Advertising	3
ADV	362	Advertising Media Planning	3
ADV	401	Advertising Creative Strategy and Execution	3
ADV	442	Advertising and Social Responsibility	3
ADV	470	Advertising Campaigns	3
ADV	480	International Advertising	3

### **Broadcast and Emerging Media (B.A.)**

The Bachelor of Arts in Broadcast and Emerging Media is designed for students who seek practical skills complemented by a theoretical understanding of traditional broadcast and emerging media platforms.

The program prepares students with a multi-faceted curriculum that highlights information gathering, content creation, and production in today's rapidly changing media environment. In accord with the liberal arts emphasis on media literacy, students reflect on the social, economic, and cultural dimensions of media and engage in critical analysis of media systems and messages. Students also examine legal and ethical frameworks that inform how media content is produced. The undergraduate curriculum is shaped by the Barry University mission, so that students learn how media can be used for collaborative service projects and to pursue social justice.

Students who complete the major in Broadcast and Emerging Media will be able to:

1. Explain how media systems shape and are shaped by various social, cultural, and economic contexts.
2. Explain and/or demonstrate how media can be used to pursue social justice and bring about social change.
3. Demonstrate knowledge of the technical and performance skills required to write, design, and produce broadcast media content.
4. Produce and distribute content over multiple contemporary media, including television and emerging media.

#### **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 the Bachelor of Arts degree in Broadcast and Emerging Media 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 prerequisites for admission, continued enrollment, and graduation with a B.A. in Broadcast and Emerging Media. An example of activities that students are required to perform while enrolled in the Broadcast and Emerging Media program accompanies each standard.

<b>Performance</b>	<b>Standard</b>	<b>Examples of Necessary Activities (not all inclusive)</b>
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 through a headset
Visual	Visual ability sufficient for monitoring video sources	Focus shot, follow movement of people 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 manner, hold a field camera steady
Motor Skills	Gross and fine motor abilities sufficient to operate broadcast equipment	Operate switcher, linear and non-linear, and focus cameras
Social Behavior	Patience, interpersonal skills, teamwork, integrity, interest, and motivation	Work with others under the pressure of a “live” broadcast

### Degree Requirements

<b>Distribution</b>	<b>51–52 credits</b>
SPE 101 is required as part of the Distribution	

<b>Department Requirements</b>	<b>3 credits</b>	
COM 201	Introduction to Communication	3

<b>Theoretical Foundation</b>	<b>15 credits</b>	
COM 200	Introduction to Mass Media	3
COM 335	Media Theory	3
ADV 442	Advertising and Social Responsibility	3
COM 484	Communication Research	3
COM 495	Communication Law	3

<b>Broadcast and Emerging Media Core</b>	<b>22 credits</b>	
COM 204	Writing for the Media	3
COM 214	Television Production	3
COM 301	Practicum I	1
COM 309	Multimedia Communication	3
COM 314	Advanced Television Production	3
COM 318	Radio & TV Reporting	3
COM 418	Broadcast News	3

<b>Approved Elective (one course from list below)</b>	<b>3 credits</b>	
COM 215	Audio Production	3
COM 322	Television and the Internet	3
COM 456	Advanced Video Editing	3

<b>Capstone &amp; Integrative Experience</b>	<b>5 credits</b>	
COM 489	Seminar in Broadcast & Emerging Media	3
COM 499	Internship	2

<b>Minor or General Elective (a minor is strongly recommended)</b>	<b>23–24 credits</b>
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<b>Degree Total</b>	<b>120 credits</b>
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**Minor in Broadcast and Emerging Media (21 Credits)**

<b>Required Courses</b>			<b>9 credits</b>
COM	200	Introduction to Mass Media	3
COM	204	Writing for the Media	3
COM	309	Multimedia Communication	3
Choose four courses from the following:			
COM	214	Television Production	3
COM	215	Audio Production	3
COM	301	Practicum I	1
COM	314	Advanced Television Production	3
COM	318	Radio and TV Reporting	3
COM	322	TV and the Internet	3
COM	335	Media Theory	3
COM	366	History of the Moving Image	3
COM	401	Practicum II	1-2
COM	418	Broadcast News	3
COM	456	Advanced Video Editing	3

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**Communication and Media Studies (B.A.)**


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The Bachelor of Arts in Communication and Media Studies is a broad program of study that prepares students to become competent communication professionals and engaged citizens. The program develops students' abilities to engage in critical reflection and analysis of communication from multiple perspectives. In accord with the Barry University Mission, students learn about transformative and ethical approaches to communication. Topics explored in the program's multifaceted curriculum include race, gender, and the interpersonal, intercultural, and organizational contexts of human communication. The media's institutional, cultural, and economic effects on society are also examined, as well as the role they can play in promoting social change and creating a more inclusive society. Graduates leave the program with a broad, liberal arts-based education that emphasizes today's highly sought after communication skills.

**Program Goals**

1. Identify communication's role in shaping personal identities and social and cultural relationships.
2. Provide an integrated study of key theoretical frameworks within communication scholarship.
3. Encourage the use of communication for social change.
4. Develop students' technical and practical communication skills.

Students who complete the major in Communication and Media Studies majors will be able to:

1. Assess how human communication and media institutions shape key aspects of social life, including interpersonal relationships, gender relations, and culture;
2. Apply various communication theories in the analysis of texts, relationships, messages, and social settings;
3. Design communication strategies that meet ethical and professional standards in multiple contexts; and
4. Demonstrate communication practices that pursue social justice and bring about social change.

Graduates of the program work in advertising, communication education, public relations agencies, electronic media, radio and television broadcasting, journalism, theatre/performing arts, government/politics, communication and health, law, and social and human services.

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

**Degree Requirements**

<b>Distribution</b>	<b>51–52 credits</b>
SPE 101 is required as part of the Distribution	

<b>Departmental Requirement</b>			
COM	201	Introduction to Communication	3

<b>Communication and Media Studies Requirements</b>			
COM	104	Interpersonal Communication	3
COM	200	Introduction to Mass Media	3
COM	304	Intercultural Communication	3
COM	311	Communication and Gender	3
COM	343	Perspectives in Conflict and Transformation	3
COM	349	Social Media and Identity	3
COM	409	Organizational Communication	3
COM	412	Persuasion	3
COM	484	Communication Research	3
ADV	442	Advertising and Social Responsibility	3

<b>Global Context Electives—Choose one course from below</b>			
COM	323	Communication, Race, and Ethnicity	3
COM	331	Health and Development Communication	3

<b>Social Interaction Electives—Choose one</b>			
COM	326	Small Group Communication	3
COM	308	Relational Communication	3

<b>Capstone/Integrative experience</b>			
COM	470	Senior Seminar	3

<b>Minor</b>			<b>21 credits</b>
<b>General Electives</b>			<b>5–6 credits</b>
<b>Degree Total</b>			<b>120 credits</b>

**Minor in Communication and Media Studies (21 Credits)**

<b>Communication and Media Studies Minor Requirements</b>			
COM	104	Interpersonal Communication	3
COM	201	Introduction to Communication	3
COM	304	Intercultural Communication	3

<b>Electives—Choose an additional 12 credits from the following courses</b>			
COM	343	Perspectives in Conflict and Transformation	3
COM	349	Social Media and Identity	3
COM	323	Communication, Race, and Ethnicity	3
COM	331	Health and Development Communication	3
COM	311	Communication and Gender	3
COM	326	Small Group Communication	3
COM	308	Relational Communication	3
COM	409	Organizational Communication	3
COM	412	Persuasion	3

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## Journalism

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The interdisciplinary minor in Journalism introduces students to the principles of Journalism and allows them to choose a specialization from among several areas of contemporary journalistic practice. Students can focus on news writing, studio news, photojournalism, media production, design, or web publishing. Students in the minor also have the chance to produce content for Barry Student Media.

### Minor in Journalism

The Journalism minor requires 21 credits. A required core of 12 credits includes three courses: COM 207, COM 243, COM 484. The core is completed by taking COM 301, and/or COM 401 for a total of three credits.

COM	207	Introduction to Journalism	3
COM	243	News Reporting, Writing and Editing	3
COM	484	Communication Research	3
COM	301	Practicum I	1
COM	401	Practicum II	1-2

Three additional classes (9 credits) from one area of specialization completes the minor:

<b>News Writing: News as a specialized genre of professional writing</b>			
ENG	344	Professional Editing (Required)	3
ENG	362	Magazine Article Writing	3
ENG	364	Multimedia Writing	3
ENG	410	Advanced Grammar	3

<b>Studio News: Theory and mechanics of news production within formal studio settings.</b>			
COM	204	Writing for the Media	3
COM	318	Radio & TV Reporting	3
COM	418	Broadcast news	3



<b>Photo Journalism: The history, theory, and practice of gathering and relating news through photographs.</b>			
PHO	203	Basic Photography	3
PHO	303	Intermediate Photography	3
PHO	315	Photojournalism	3
PHO	426	Documentary Photo	3
PHO	313	Intermediate Photo (Digital)	3

<b>Media Production: Theory and mechanics of creating news content using contemporary digital tools.</b>			
COM	215	Audio Production	3
COM	309	Multimedia Production	3
COM	322	Television & the Internet	3
COM	456	Advanced Video Editing	3

<b>Design: Principles for effective communication of information across media formats.</b>			
ART	205	Graphic	3
ART	305	Collateral Design	3
ART	325	Visual Communications	3
ART	335	Typography	3

<b>Web Publishing: Theory and techniques for distributing news content over the Internet.</b>			
ART	101B	2D Design	3
ART	305	Collateral Design	3
PHO	305	Computer Imaging	3
CS	334	Computerized Graphics	3
CS	338	Web Design, Authoring and Publishing	3
ART	367	Art of Web Design	3

<b>(Required, prerequisites: ART 101 B and ART 305 or PHO 305 or CS 334)</b>			
COM	395	Media Publishing in the Digital Age	3
ART	467	Art of Web Design II	3

## **Public Relations (B.A.)**

The Bachelor of Arts in Public Relations provides students with a background in the theories, methods, and practice of Public Relations. The curriculum emphasizes strategic thinking, professional writing, presentational skills, and innovative uses of media for promotion that are grounded in the ethical and moral principles of persuasive practice.

The public relations program:

1. Provides students with a background in the theory and practice of public relations.
2. Emphasizes the role of research as a basis for public relations.

3. Develops effective writing and presentational skills.
4. Fosters strategic planning and thinking skills in the production of integrated Public Relations campaigns.
5. Emphasizes sound ethical principles in the practice of public relations.

Graduates of the program work in Public Relations agencies, businesses, governmental organizations, the media, and not-for-profit organizations.

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

<b>Distribution</b>			<b>51 credits</b>
SPE 101 and PHO 305 are required as part of the distribution			

<b>Departmental Core</b>			<b>3 credits</b>
COM	201	Introduction to Communication	3

<b>Public Relations Core</b>			<b>15 credits</b>
ADV	301	Principles of Advertising	3
COM	390	Public Relations Principles and Issues	3
COM	409	Organizational Communication	3
ADV	484	Public Relations/Advertising Research	3
and one of the following:			
COM	412	Persuasion	3
COM	495	Communication Law	3

<b>Written and Oral Competencies</b>			<b>12 credits</b>
COM	204	Writing for the Media	3
COM	403	Communication for Business/Public Relations Professionals	3
SPE	415	Speech Research, Writing, & Delivery	3
and one course from the following:			
ENG	362	Magazine Article Writing	3
ENG	374	Writing for the Internet	3
ENG	404	Persuasive Writing or	3
ENG	406	Rhetorical Analysis	3

<b>Creative Concepts and Publishing</b>			<b>6 credits</b>
ADV	401	Advertising Creative Strategy and Execution	3
COM	395	Media Publishing in the Digital Age	3

<b>Marketing Corequisite</b>			<b>3 credits</b>
MKT	306	Marketing Concepts and Apps.	3

<b>Capstone and Integrative Experience</b>			<b>6 credits</b>
ADV	470	Advertising and Public Relations Campaigns	3

COM	499	Internship	3
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<b>Minor and/or Electives</b>			<b>24 credits</b>
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Students are encouraged to take a relevant minor. Minors in Marketing, Computer Technologies, Photography, and Art are strongly recommended.

<b>Degree Total</b>			<b>120 credits</b>
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<b>Minor in Public Relations</b>			<b>21 credits</b>
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ADV	301	Principles of Advertising	3
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COM	390	Public Relations Principles and Issues	3
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SPE	415	Speech Research, Writing, & Delivery	3
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ADV	470	Advertising and Public Relations Campaigns	3
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ADV	484	Public Relations/Advertising Research	3
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Choose two courses from the following:

COM	204	Writing for the Media	3
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COM	395	Media Publishing in the Digital Age	3
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ADV	401	Advertising Creative Strategy and Execution	3
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COM	403	Communication for Business/Public Relations Professionals	3
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COM	412	Persuasion	3
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COM	495	Communication Law	3
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## Course Description

### Advertising; Prefix: ADV

#### 301 Principles of Advertising (3)

Basic principles of advertising and their role in media and society. Includes advertising environment in the twenty-first 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. (Fall, Spring).

#### 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. (Every third semester).

#### 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 or PHO 305 recommended. (Spring).

#### 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. Prerequisite: Juniors and Seniors only. (Fall).

#### 470 Advertising and Public Relations Campaigns (3)

Capstone course emphasizing the planning, creation, and presentation of integrated promotional campaigns.

The course involves research, strategic planning, and the development of creative materials for distribution using multimedia platforms. Prerequisites: Senior status, COM 390, ADV 301, ADV 401, and ADV 484 (Spring).

480 International Advertising (3)

Major theoretical and managerial issues in international advertising and advertising directed at cultural minorities within countries. (Every third semester).

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. (Fall).

499 Internship (3-12)

Practical experience in advertising in a professional setting. CR/NC grade. Prerequisites: Senior standing (90+ credit hours), good academic standing, approval of Advisor and Department Chair. (Fall, Spring, Summer).

### Course Description

#### 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. Prerequisite: Eligible for ENG 111. (Fall, Spring).

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. Prerequisite: Eligible for ENG 111. (Fall, Spring).

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). Prerequisite: Enrolled or completed ENG 111. (Fall, Spring).

204 Writing for the Media (3)

Writing basic media copy. Emphasis on script preparation and techniques used professionally in the electronic media. Prerequisite: ENG 111. (Fall, Spring)

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.

214 Television Production (3)

Studio production theory and practice; hands-on experience in basic production, direction, and technical operations of a studio. (Special fee). (Fall, Spring)

215 Audio Production (3)

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

243 News Reporting, Writing, and Editing (3)

Thorough study and practice of news reporting, writing, and editing techniques.

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.) (Occasional offering).

301 Practicum I (1)

Development of skills in communication related settings. Prerequisites: COM 204, COM 214, or permission of instructor. May be repeated for a maximum of 3 credit hours. (Special fee) (Fall).

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 SPE 101 or COM 104. (Occasional offering).

304 Intercultural Communication (3)

An introduction to the factors that influence communication among individuals of different subcultures. Both theoretical and practical problems of intercultural communication are analyzed. Prerequisites: Eligible for ENG 111 and SPE 101 or COM 104. (Spring)

308 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 SPE 101 or COM 104. (Alternate years, Spring)

309 Multimedia Communication (3)

This course presents a practical survey of digital and emerging communication platforms. Students learn about institutional, ethical, and design issues that shape the production of content for digital/emerging media and how to produce multimedia content such as hypertext, digital images, podcasts, and videos within the context of well-planned communication campaigns. Prerequisites: COM 200 and CS 180. (Special fee). (Spring).

311 Communication and Gender (3)

This course provides an overview of the role of communication in the construction of gender. Students will be introduced to various theories, including standpoint theory, grounded theory, queer theory, and performance theory, as they explore the process of identity formation from a communication perspective. Prerequisite: COM 201 or Instructor's permission. (Fall).

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. (Special fee) (Fall, Spring).

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. (Occasional offering).

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. (Fall).

322 Television and the Internet (3)

The study and practice of the latest news gathering technology, including the increasingly important role that the Internet plays in television news coverage. Prerequisites: COM 204, COM 214 and COM 314. (Special fee). (Fall).

323 Communication, Race, and Ethnicity (3)

This course explores the history and constructs of race and ethnicity from an interpersonal and intercultural communication point of view. It also examines the intersections of race and ethnicity within the contexts of globalization, media, and popular culture. Prerequisite: COM 201 or Instructor's permission. (Alternate years, Fall).

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 SPE 101 or COM 104. (Occasional offering).

331 Health and Development Communication (3)

This course takes a critical approach toward understanding the role of communication and communication technologies in the creation and dissemination of health messages in international development contexts. Prerequisite: COM 201 or Instructor's permission. (Alternate years, Fall)

335 Media Theory (3)

This course is designed to introduce students to the fundamental theories of mass communication and the role that these theories play in our understanding of the socio-cultural impact media have on society. It emphasizes the forms and effects of media and explains how these influence the structure and performance of media as well as the creation, reception, and interpretation of mass media messages. Prerequisites: COM 200 and COM 201. (Spring)

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 that is more difficult to define (such as film noir) or that blends over into other genres (such as the horror/fantasy/science-fiction crossover). (Occasional offering).

343 Perspectives in Conflict and Transformation (3)

This course introduces students to the field of conflict analysis, resolution, and transformation. It examines our interdependent world and nature of conflict in interpersonal, group, organizational, and international situations. This course focuses on fundamental principles and communication skills for resolving conflict with respect, fairness, and empowerment. Prerequisite: ENG 111. (Fall).

349 Social Media and Identity (3)

This course focuses on the establishment of identity at the intersection of physical and virtual community dynamics. Students will examine contemporary theories that relate to the key aspects of this establishment, including the distinction between public and private spheres, performativity, and phenomenological principles of being and embodiment. Students will apply the key concepts of the course to specific ethical, cultural, and social variables at play in the digital arena, such as simulation, cyber bullying, privacy, virtual relationships, and issues related to race, ethnicity, and gender. Prerequisites: COM 104 and COM 201 or Instructor's permission. (Spring).

359 Independent Study (3)

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

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 twentieth 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. (Alternate years, Fall).

- 390 Public Relations Principles and Issues (3)  
Basic concepts of public relations; case studies; the tools and media used in communication with the public. (Fall, Spring).
- 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. (Occasional offering).
- 395 Media Publishing in the Digital Age (3)  
This seminar focuses on conceptual audience outreach models for strategic communications using digital media platforms. Students will identify a media product and develop a sustainable plan for its distribution and measurement using industry tools such as Google Analytics, Hitbox, as well as Nielsen and Arbitron for audience analysis. Prerequisite: COM 204 (Special fee). (Fall).
- 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 COM 391 or COM 484. (Fall, Spring).
- 401 Practicum II (1-2)  
Advanced development of skills in communication related settings. Prerequisites: COM 301 and COM 314 or permission of Instructor. (Fall, Spring).
- 403 Communication for Business/Public Relations Professionals (3)  
Application of principles of speech communication in the presentation of informational reports, conference management, and interviewing. Prerequisite: SPE 101. (Spring).
- 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: COM 201 and Junior or Senior standing. (Spring).
- 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. Prerequisite: Junior or Senior standing. (Spring).
- 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: COM 204 or COM 243.
- 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. Prerequisite: COM 318. (Special fee). (Spring).
- 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. (Occasional offering).
- 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. (Occasional offering).

- 431 Media Relations and Sport (3)  
Study of professional and collegiate sports and their relationship with the various media outlets. Same as SES 431. (Occasional offering).
- 443 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.
- 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. (Occasional offering).
- 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. (Occasional offering).
- 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. (Special fee). (Fall).
- 470 Senior Seminar (3)  
A senior seminar in selected topics in communication. Limited to Department of Communication majors with 90+ credit hours. Serves as Department of Communication integrative experience and includes service learning and senior capstone. Prerequisites: Senior standing and completion of at least 30 credits of major's required coursework. (Fall, Spring).
- 484 Communication Research (3)  
Introduction to research methodology for public relations and advertising. Includes planning, measurement, evaluation, and reporting of results. Prerequisites: Senior standing. (Spring).
- 489 Senior Seminar in Broadcast & Emerging Media (3)  
The senior capstone course in Broadcast and Emerging Media is designed to put into practice the knowledge that students have acquired throughout their program of study. Students will utilize their skills in research, writing, and production, for multiple platforms, while applying ethical standards in producing independent project(s) that will contribute towards their portfolios. Prerequisites: Senior standing and permission of the Instructor. (Fall, Spring).
- 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 gaining 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. Prerequisites: COM 204 and COM 314. (Special fee). (Occasional offering).
- 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. (Special fee). (Occasional offering).



- 495 Communication Law (3)  
Studies in the current laws governing the mass media. Role of the FCC, libel, privacy, and First Amendment issues. Prerequisite: Junior and Senior standing. (Fall, Spring).
- 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 or permission of the Instructor and Department Chair. (Occasional offering).
- 498 Broadcast Journalism (3)  
Principles of journalism applied to the electronic media. Experience in field reporting and writing news copy. Prerequisite: COM 204 or COM 243, COM 418 is recommended. Same as JOU 498. (Occasional offering).
- 499 Internship (1-12)  
Practical experience in communication in a professional setting. CR/NC grade. Prerequisites: Senior standing (901 credit hours); Good academic standing; approval of Advisor and Department Chair. (Fall, Spring, Summer).

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## Non-Degree Program

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### 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. (Fall, Spring, Summer).
- 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. (Occasional offering).
- 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. (Spring).

# Department of English and Foreign Languages

Laura Alonso-Gallo, Ph.D., Chair

Faculty: Alonso-Gallo, Alvarez, Banaji, Bowers, Byrne, Calvo-Peña, Cartright, Comer, Crossgrove, , Greenbaum, Mihut, Nodarse, Schanfield

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## English (B.A.)

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### Program Goals

- Literary canon:** Students will demonstrate familiarity with a variety of literary texts from the Anglo-American canon including its multicultural, postcolonial, and gendered expansions; with philosophical, historical, political, economic, biographical, and cultural contexts; and with major critical approaches.
- Critical analysis:** Students will apply interpretive and argumentative skills through reading and writing about texts in various discourses, genres, and media.
- Rhetorical literacy:** Students will communicate effectively and ethically across multiple media by attending to questions of context, audience, and purpose.
- Writing skills:** Students will approach composition as a process of assessing the rhetorical situation, conducting research, evaluating resources, organizing ideas, and designing and revising texts for multiple contexts and purposes.

Core Courses			
ENG	316	World Literary Masterpieces	3
ENG	324	Major American Writers	3
ENG	331	Major British Writers I	3
ENG	332	Major British Writers II	3
ENG	404	Persuasive Writing	3
ENG	406	Rhetorical Analysis	3
ENG	407	Shakespeare	3
ENG	410	Advanced Grammar	3
<b>Total</b>			<b>24 credits</b>

Beyond the core courses, students can choose the remaining 18 major elective credits from any upper-level ENG or HUM course, plus ENG 487, the capstone course, to receive the B.A. in English. Students can also specialize in literature by taking all 18 elective credits in literature and humanities or specialize in professional writing by taking all 18 elective credits in ENG Professional Writing courses plus ENG 499, the internship, instead of ENG 487.

The minimum grade of C is required in all major and minor courses. A student must maintain a minimum GPA of 2.5 in major and minor courses.

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## Literature Specialization

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The literature curriculum encourages a broad exposure to literature of various cultures, literary periods, genres and themes; the development of critical, analytic, and interpretive skills in reading texts; and strong competencies in research and written communication. Students are prepared for postgraduate studies and teaching, as well as for careers in fields that value the wide knowledge and the critical thinking, research, and writing skills acquired in a core liberal arts major.

### 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; and
- 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 18 credit hours in addition to the Core listed above.

**18 credits from the following recommended ENG or HUM courses with no more than 6 credits in HUM**

<b>Period courses in ENG</b>			
ENG	420	Medieval English Literature	3
ENG	424	American Literature: 1800-1865	3
ENG	425	American Literature: 1865-1914	3
ENG	426	American Literature: 1914-present	3
ENG	432	Nineteenth Century English Literature: the Romantics	3
ENG	433	Nineteenth Century English Literature: the Victorians	3
ENG	460	Twentieth Century Literature: 1900-1945	3
ENG	461	Literature: 1945-present	3
ENG	423	Eighteenth Century English Literature	3

<b>Genre Courses in ENG</b>			
ENG	300	Special Topics	3
ENG	315	The Novel	3
ENG	336	Latino/Latina Literature	3
ENG	340	Women in Literature	3
ENG	348	Caribbean Literature	3
ENG	352	Survey of African American Literature	3
ENG	387	Introduction to Literary Theory and Criticism	3
ENG	419	Literature and Film	3
ENG	429	English Studies	3
ENG	449	Film Theory and Criticism	3

<b>HUM Courses</b>			
HUM	396	Cultural Studies Special Topics	3
HUM	397	Ethnic Studies Special Topics	3
HUM	398	Gender Studies Special Topics	3
HUM	399	Genre Studies Special Topics	3

<b>Capstone Experience ENG</b>			
ENG	487	Senior Seminar	3

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.

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## Professional Writing Specialization

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The Professional Writing specialization provides students with a background in the theories, methods, and practical skills of the field in order for students to pursue a variety of careers in writing, publishing, journalism, and electronic media. The minimum grade of C is required in all major and minor courses. The specialization culminates with an internship and the production of a writing portfolio.

### 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, and
- Presenting material both in written and visual formats.

### Curriculum

The professional writing specialization requires 18 credit hours from the following recommended courses in addition to the Core listed above plus ENG 499, a 3–6 credit internship.

ENG	300	Special Topics (By Department Chair's approval)	3
ENG	333	Introduction to Fiction Writing	3
ENG	344	Professional Editing	3
ENG	350	Theories of Rhetoric and Public Discourse	3
ENG	362	Magazine Article Writing	3
ENG	364	Multimedia Writing	3
ENG	374	Writing for the Internet	3
ENG	417	Copywriting	3
ENG	444	Business Research, Writing, and Editing	3
ENG	446	Screenwriting	3
ENG	447	Technical and Scientific Research, Writing, and Editing	3
CS	325	Desktop Publishing	3
COM	416	Investigative Reporting	3

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: ENG 374, ENG 406, and ENG 499. ENG 499 (Internship) can only be taken for 3 credits.

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: 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 Rhetoric (3)

This course offers an introduction to college-level writing, transferable rhetorical concepts, and basic secondary research. Students analyze and compose a variety of texts for different audiences and purposes. Required for all undergraduate students. A minimum grade of C is required to earn credit and to satisfy graduation requirements. Fulfills the Gordon Rule.

## 112 Techniques of Research (3)

This course offers an introduction to academic discourse through advanced research and writing. Students design and execute extensive research projects involving primary and secondary research. Alternative to ENG 210 to fulfill General Education or Distribution requirements. A minimum grade of C is required to earn credit and to satisfy graduation requirements. Fulfills the Gordon Rule. Prerequisite: ENG 111 with C or better.

## 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 Writing About Literature (3)

This course offers an introduction to academic discourse through advanced research and writing about literature. Students develop skills in textual analysis, secondary research, and critical argumentation. Alternative to ENG 112 to fulfill General Education or Distribution requirements. A minimum grade of C is required to earn credit and to satisfy graduation requirements. Fulfills the Gordon Rule. Prerequisite: ENG 111 with C or better.

## 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 socio-political 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 eighteenth and nineteenth 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 Multimedia 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 hypertexts (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 or 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.
- 423 Eighteenth Century English Literature (3)  
Major literary works of the Restoration and eighteenth century, from Dryden to Johnson.
- 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 twentieth and twenty-first 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. 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 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 which synthesizes significant elements of the English major program core courses.
- 499 Internship (3–6)  
Practical experience within a professional setting. Prerequisite: Senior status (901 credit hours); 2.50 overall GPA. Students will create a professional writing portfolio that demonstrates rhetorical literacy, advanced writing, and critical thinking skills, and the proficient use of multimedia technologies. All paperwork must be completed before the end of the semester preceding the internship. Prior approval of Department Chair and Dean required.



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## Foreign Languages

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### Goals and Objectives:

The foreign language curricula at Barry University have the following goals and objectives:

1. 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; and
  - Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
2. 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.
3. 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; and
  - Acquire information and recognize the distinctive viewpoints that are available only through the foreign language and its cultures.
4. 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; and
  - Show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

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## Spanish (B.A.)

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The Spanish program provides students with proficiency in the four basic skills—listening, speaking, reading, and writing—and gives them a deeper understanding of Hispanic culture and literature. It aims to prepare Spanish majors for graduate studies, teaching and 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 other industries. Students are placed in Spanish classes according to their level of proficiency. The Spanish program offers two specializations: Language and Literature, and Translation and Interpretation. Internships (SPA 499) are available as a 3 or 6 credit option.

### 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 an oral presentation of their capstone experience.

## Translation and Interpretation Specialization

### Mission

The Translation and Interpretation specialization 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, and
4. Participating in multilingual communities at home and around the world.

### Prospective Students

The specialization 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 specialization 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, and
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			
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
SPA	487	Senior Seminar	3
<b>Total</b>			<b>15 credits</b>

Language and Literature Courses			
SPA	304	Advanced Spanish	3
SPA	307	Advanced Conversation	3
SPA	315	Reading and Writing I	3
SPA	316	Reading and Writing II	3

SPA	317	Commercial Spanish	3
SPA	355	Major Spanish Authors I	3
SPA	356	Major Spanish Authors II	3
SPA	360	Major Hispanic-American Authors I	3
SPA	361	Major Hispanic-American Authors II	3
ENG	410	Advanced English Grammar	3
SPA	447	Contemporary Hispanic-American Fiction	3
<b>Total</b>			<b>12 credits</b>

<b>Culture Courses</b>			
SPA	333	Spanish Culture	3
SPA	335	Hispanic-American Culture	3
<b>Total</b>			<b>6 credits</b>

<b>Communication Courses</b>			
COM	304	Intercultural Communication	3
(COM 104 OR SPE 101 are prerequisites for COM 304)			
<b>Total</b>			<b>3 credits</b>

### 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 credits in Spanish at the 200+level will be granted to students passing the language and/or literature Advanced Placement examination with a score of four or more.

### Minor in Translation and Interpretation

The minor in Translation and Interpretation consists of 21 credit hours.

Up to six credits in Spanish at the 200-level will be granted to students passing the language and/or literature Advanced Placement examination with a score of four or more.

Required courses for the Translation and Interpretation Minor:

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
<b>Total</b>			<b>21 credits</b>

All courses must be completed with a minimum grade of C

## Certificate Program in Translation and Interpretation

Individuals wishing to study only Translation and Interpretation without having to complete other university requirements may enroll as a non-degree seeking student. They will have the option of earning a Certificate in Translation and Interpretation by successfully completing the following courses. Students must choose a minimum of 24 credits.

### 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
<b>Total</b>			<b>21 credits</b>

### Recommended courses:

SPA	499	Internship	3-6
<b>Total</b>			<b>24-27 credits</b>

To undertake this certificate program, students must demonstrate a minimum proficiency in Spanish and English at the intermediate-high level. Proficiency will be determined by examination. A minimum grade of C is required in all courses. Please refer to admissions policies for non-degree students.

### 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.

#### 215 Intermediate Spanish for Heritage Speakers (3)

This course teaches Spanish heritage speakers how to use Spanish in a formal setting, to improve their grammar, spelling and communication skills. The course is designed for bilingual students with oral Spanish proficiency but little or no formal training in the Spanish language.

#### 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 GPA; all paperwork must be completed before the end of the semester preceding the internship. 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. Students are placed in French classes according to their level of proficiency.

Up to 6 credits in French will be granted for CLEP upon completion of 6 credits in residence, according to placement. The level of competency will be determined by the Foreign Language faculty.

Up to 6 credits in French at the 200-level will be granted to students passing the language and/or literature Advanced Placement examination with a score of 4 or more.

### 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: FRE 102 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 203 or 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. Techniques of composition. For native and non-native speakers with command of the language.

- 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 203 or 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 GPA; all paperwork must be completed before the end of the semester preceding the internship. Prior approval of Department Chair and Dean required.

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## Non-Degree Programs

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### 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	3
ENG	352	Survey of African American Literature	3
ENG	429	English Studies—Black Women Writers	3
DAN	199	Special Topic—Dances of the Africana Diaspora	1
DAN	300	Special Topic—Caribbean Rhythm and Culture	1-2
HIS	456	African American History Since Reconstruction	3
HIS	388	History of the Caribbean	3
HIS	449	Race, Gender, Class in Latin America	3
HUM	396	Roots, Rap, and Reggae	3
HUM	397	Native American Literature	3
HUM	399	Black History in the Fictive Imagination	3
PSY	300	Psychology and Culture: Psychology of the African Diaspora	3
SOC	405	Sociology of Race, Class, and Gender	3
SOC	307	Race and Ethnicity	3
CRM	328	Race, Class, and Crime	3

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## American Sign Language

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### Course Descriptions

#### American Sign Language; Prefix: ASL

## 101, 102 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 III, IV (3)

Continuation of ASL 101–102. Perceptive and expressive skills will be emphasized. Voice to sign and activities.

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## Film Studies

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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:

### Course Descriptions

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 1890s to the present. The second emphasis will be of the history of television from the early twentieth 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.

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## Humanities

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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 HUM courses

### Course Descriptions

**Humanities; Prefix: HUM**

396 Cultural Studies Special Topics (3)

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.

## 397 Ethnic Studies Special Topics (3)

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.

## 398 Gender Studies Special Topics (3)

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.

## 399 Genre Studies Special Topics (3)

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.

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## Italian

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### Course Descriptions

#### Italian; Prefix: 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.

# Department of Fine Arts

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## Art, Photography, Music, Theatre

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Silvia Lizama, M.F.A., Chair

Faculty: Beltran, Coulter, Curreri, Ewing, Goodridge, Heller, Lizama, Manzelli, Murphy, Rios, Rockwell, Rytteke, Weber

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## Mission of the Department

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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.

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## Programs of Study

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The Department of Fine Arts is comprised of both the Visual Arts and the Performing Arts, and offers eight 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, studio art, art history; for Photography—photography, biomedical/forensics photography; for Music—instrumental performance, vocal performance, and music education; and for Theatre—acting, technical theatre, and dance theatre.

In addition minors are offered in Art, Art History, Graphic Design, Photography, Music, Dance, and Theatre. Photography also offers a Certificate in Photography.

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## Art (B.F.A., B.A.)

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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 is 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 B.F.A. program and no more than 19 credits toward the B.A. program. Transfer credits exceeding the transfer allotment will be accepted as general elective credits only and cannot be used to replace required coursework. All Graphic Design transfer students are required to submit a portfolio exhibiting design work taken in other schools to receive credit for

Barry University graphic design courses. See the Transfer Credit Policies section for a detailed description of the Barry University Transfer Policy.

### Degrees and Specializations in Art and Art History

The major in Art offers two degrees:

- **Bachelor of Fine Arts (B.F.A.) in Art**
  - **Studio Art Specialization:** requiring 27 credits of the core curriculum, plus 18 credits of the Studio Art Requirements, 9 credits of Studio Art electives and 6 credits of Art History electives.
  - **Graphic Design Specialization:** requiring 21 credits of the core curriculum, plus 27 credits of the Graphic Design Requirements, 9 credits of Art electives and 3 credits of Art History electives.
- **Bachelor of Arts (B.A.) in Art**
  - **Studio Art Specialization:** requiring 27 credits of the core curriculum, plus 9 credits Studio Art Requirements and 3 credits of art history electives.
  - **Art History Specialization:** requiring 27 credits of the core curriculum, plus 12 credits of art history electives and 6 credits of art history cognate courses or approved substitutes.

### Minors in Art, Graphic Design, and Art History

Students interested in pursuing an Art minor may choose:

- **Minor in Studio Art** consists of 21 credits of ART 101A, ART 101B, ART 204 or ART 260 and additional credits of ART elective courses (could include a 3 credit studio PHO course.)
- **Minor in Graphic Design** consists of ART 101B, ART 205, ART 305, ART 325, ART 335 and 6 additional credits of Graphic Design elective 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, unless a minor or a second major is completed. 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.

### Studio Art Specialization (B.F.A. 60 credits, B.A. 39 credits)

This program provides extensive exposure to the various 2- and 3-dimensional visual arts media. The emphasis is upon the development of creativity, self-expression, and technical skills in these media.

Studio Art Core			27 credits
ART	101A	Basic Drawing	3
ART	101B	2D Design	3
ART	102B	3D Design	3
ART	204	Color Foundations	3

ART	329	World Art I: To 1400	3
ART	330	World Art II: Since 1400	3
ART	364	Figure Studies	3
ART	342	Dir. Studies in Ceramics	
OR			
ART	365	Dir. Studies in Painting/Drawing	3
ART	487	Senior Seminar Professional Practices in Art	3

<b>Studio Art Requirements (B.F.A.)</b>			<b>18 credits</b>
<b>Studio Art Requirements (B.A.)</b>			<b>9 credits</b>
ART	141	Basic Handbuilding	3
ART	241	Basic Potter's Wheel	3
ART	260	Basic Painting I	3
ART	265	Basic Painting II	3
ART	334	Sculpture	3
ART	340	Handmade Books, Structure & Binding	3
ART	342	Dir Studies Ceramics	3-6
ART	359	Independent Study	3
ART	364	Figure Studies	3-6
ART	365	Dir. St. Paint./Draw.	3-6
ART	450	Collage	3-9

<b>Studio Art Electives (B.F.A. only)</b>			<b>9 credits</b>
Any ART or PHO studio course (excluding ART and PHO history and/or appreciation courses.)			

<b>Art History Electives (B.F.A.)</b>			<b>6 credits</b>
<b>Art History Electives (B.A.)</b>			<b>3 credits</b>
ART	409	Renaissance Art	3
ART	410	Art in the Age of Rembrandt	3
ART	411	Nineteenth Century European Art	3
ART	415	History of Graphic Design	3
ART	417	Twentieth Century Art	3
ART	423	Contemporary Art	3
PHO	420	History of Photography	3
PHO	421	Hist. of Photo., Film, and Art	3

### **Graphic Design Specialization (B.F.A. 60 credits)**

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, web design and professional standards.

<b>Graphic Design Core</b>			<b>21 credits</b>
ART	101A	Basic Drawing	3
ART	101B	2-D Design	3
ART	204	Color Foundations	3
ART	329	World Art I: To 1400	3
ART	330	World Art II: Since 1400	3
ART	364	Figure Studies	3
ART	487	Senior Seminar Professional Practices in Art	3

<b>Graphic Design Requirements</b>			<b>27 credits</b>
ART	205	Graphic Design Foundations	3
ART	305	Collateral Design	3
ART	325	Visual Communications	3
ART	335	Typography	3
ART	350	Packaging Design	3
ART	367	The Art of Web Design I	3
ART	415	History of Graphic Design	3
ART	445	Advertising Design and Production	3
ADV	301	Principles of Advertising	3

<b>Art Electives</b>		<b>9 credits</b>
Graphic Design majors can take any Art courses and/or up to 6 credits of PHO courses (excluding Art and Photo history courses). Graphic Design majors are strongly encouraged to take ART 467 The Art of Web Design II as one of the required electives.		

<b>Art History Elective</b>		<b>3 credits</b>
Any Art History course except ART 329, 330, and 415. This may include PHO 420 or 421.		

### **Art History Specialization (B.A. 45 credits)**

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.

Students not electing to complete a minor or a second major are required to complete 6 credits of cognate courses, chosen from the offerings listed below. 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.

<b>Art History Core</b>			<b>27 credits</b>
ART	101B	2-D Design	3
ART	114	Art Appreciation	3
ART	329	World Art I: To 1400	3

ART	330	World Art II: Since 1400	3
ART	359A	Independent Study	3
ART	408	Medieval Monuments	3
ART	409	Renaissance Art	
OR			
ART	410	Art in the Age of Rembrandt	3
ART	411	Nineteenth Century European Art	
OR			
ART	417	Twentieth Century Art	3
ART	487A	Senior Seminar: Art History	3

<b>Art History Electives</b>			<b>12 credits</b>
PHO	203	Basic Photography	
OR			
PHO	206	Digital Photography I	3
ART	320	Western Art: Renaissance to Modern	3
ART	408 *	Medieval Monuments	3
ART	409 *	Renaissance Art	3
ART	410 *	Art in the Age of Rembrandt	3
ART	411 *	Nineteenth Century European Art	3
ART	415	History of Graphic Design	3
ART	417 *	Twentieth Century Art	3
ART	423	Contemporary Art	3
ART	459A	Independent Study	3
ART	499A	Internship	3
PHO	420	History of Photography	3
PHO	421	Hist. of Photography, Film & Art	3
* not an option if taken as a core course			

<b>Art History Cognate Courses</b>			<b>6 credits</b>
COM	366	History of the Moving Image	3
ENG	449	Film Theory and Criticism	3
HIS	308	History of Asian Civilizations	3
HIS	383	History of Latin Amer. Colonial	3
HIS	384	Latin Amer. National Period	3
PHI	313	Philosophy of Art—Aesthetics	3
PHI	360	Asian Philosophy	3
SOC	306	Sociology of Art	3
THE	103	World Religions	3
THE	303	Comparative Religion	3
Or advisor-approved substitute when above courses are unavailable.			

**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 ceramics 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. Prerequisite: 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 ceramics techniques using 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 and color, within a composition. Prerequisite: ART 260. (Special fee)
- 300 Special Topics (3)  
Subject content to be determined by the Department to fill specified needs or interests. (Special fee for Studio courses)



**305 Collateral Design (3)**

This second course in 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 or permission of instructor. (Special fee)

**320 Western Art: Renaissance to Modern (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.

**325 Visual Communications (3)**

An exploration of visual systems, processes, and media for the expression of 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 will be placed on 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 woodcuts, from the Taj Mahal to Gauguin in Tahiti, and from contemporary photography 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)

**333 Poster Design (3)**

Students will explore the specific skills necessary to design posters as a means of mass communication. Working with large text formats, students will develop skills in research, the development of concepts and content, analysis and editing, and technical execution of typographic solutions. Critical thinking will be employed as purposeful and reflective judgment about what to believe or what to do in response to observations made by the student when evaluating creative solutions. Prerequisites: ART 305. (Special fee)

**334 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. Prerequisite: ART 101B or 102B or permission of the instructor. (Special fee)

**335 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)

## 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. Repeatable course by instructor permission. (Special fee)

## 342 Directed Studies in Ceramics (3)

A continuation of the study of ceramics material, processes and techniques with emphasis on the sculptural refinement of the medium. Repeatable course. 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 305 or permission of the instructor. (Special fee)

## 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. Open to junior or senior majors only, with a 2.5 GPA or higher, and all paperwork to be completed before the end of the semester preceding the Independent Study. Prerequisite: Dean and Department Chair approval required.

## 364 Figure Studies (3)

Study of the human form in a variety of media and techniques. Repeatable course. 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. Prerequisites: ART 101A, ART 101B, ART 204, ART 260, ART 265, ART 364. (Special fee)

## 367 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, and web development techniques, as well as discussions about digital artists, web structure, and critical reviews of existing art web sites. Prerequisites: ART 101B and 305 or PHO 305 or CS 334 or permission of instructor. (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. Repeatable course by permission of instructor. Prerequisites: ART 205, CS 180 and permission of the Department Chair.

- 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 fifteenth and sixteenth 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 era. Emphasis upon the achievements of Rembrandt, Vermeer, Caravaggio, Bernini, Rubens, and Velazquez, in relation to social and intellectual developments, plus the innovations in architecture and the dominance of Versailles.
- 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, and 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.
- 433 Expressive Typography (3)  
This course will be an exploration of design using text, typefaces, and typographic technology to create professional typographic solutions. Typographic exercises will explore congruency between visual and verbal hierarchies, expressive use of typographic form, format/informational organization problems, and technical details of typographic specification and computer layout. In addition to a variety of projects focusing on typographic design, students will be expected to create and implement a new/unique typeface consisting of fifty-two characters and ten numbers. Prerequisite: ART 335. (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. Prerequisite: ART 305. (Special fee)

## 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. Prerequisites: ART 101A, ART 101B, or PHO 203 (Special fee).

## 467 Art of Web Design II (3)

The intent of this course is to provide an experience that integrates the design aesthetics learned in the Art of Web Design I, with deeper exploration of coding techniques. Current industry standard software products and end-to-end web site construction will be covered. This course will emphasize design principles, Responsive Web Design, navigation, and the visual interface of the website. Prerequisite: ART 367. (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. (Special fee)

## 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. Repeatable course by permission of instructor. 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 (901 credit hours); 2.5 overall GPA; 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 (901 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.

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## Photography (B.F.A., B.A.)

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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.

The program goals of the photography curriculum are:

1. To develop and support the mastery of traditional, as well as contemporary digital photographic processes;
2. To nurture and develop a students' individual aesthetic as a reflection of their originality and creativity; and
3. To develop and support a foundation of art historical knowledge in the field.

### Degrees in Photography

The major in Photography offers three degree programs:

- **Bachelor of Fine Arts (B.F.A.)**, requiring 36 credits of the Photography Core, plus a minimum of 24 credits of Photography electives.
- **Bachelor of Arts (B.A.)**, requiring 36 credits of the Photography Core, plus a minimum of 3 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 13–14 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 including PHO 203, PHO303, PHO 305, and either PHO 313 or PHO 206 plus 9 credits of PHO electives, (could include a 3 credit studio ART course). A minimum grade of C is required in all 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 credit minimum, B.A. 39 credit minimum)

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			36 credits
ART	101B	2D Design	3
PHO	203	Basic Photography	3
PHO	303	Intermediate Photo—Film	3
PHO	305	Computer Imaging I	3
PHO	313	Intermediate Photo—Digital	3
PHO	401	Color Photography	
OR			
PHO	402	Color Processes	3
PHO	405	Advanced Digital Imaging	
OR			
PHO	406	Advanced Digital Photographic Imaging	
OR			
PHO	419	Digital Fine Art Printing	3
PHO	411	Lighting Techniques	
OR			

PHO	412	Studio Lighting	3
PHO	420	History of Photography	3
PHO	487	Senior Seminar	3
PHO	—	Any Art History	6
OR			
ART	—	Any Art History	6

<b>Photography Electives</b>			
<b>Minimum for B.F.A. degree</b>			<b>24 credits</b>
<b>Minimum for B.A. degree</b>			<b>3 credits</b>
PHO	300	Special Topics in Photography	3
PHO	309	Pinhole Photography	3
PHO	315	Photojournalism	3
PHO	359	Independent Study	3
PHO	394	Photography Practicum I	3
PHO	401	Color Photography	3
PHO	402	Color Processes	3
PHO	405	Advanced Digital Imaging	3
PHO	406	Advanced Digital Photographic Imaging	3
PHO	407	View Camera	3
PHO	408	Large Format Photography	3
PHO	411	Lighting Techniques	3
PHO	412	Studio Lighting	3
PHO	415	Influences of the Masters	3
PHO	416	Alternative Process Photography	3
PHO	417	Manipulated Photography	3
PHO	419	Digital Fine Art Printing	3
PHO	421	Hist. of Photo, Film & Art	3
PHO	426	Documentary Photography	3
PHO	429	Fine Art Digital Portfolio	3
PHO	459	Independent Study	3
PHO	494	Photography Practicum II	3
PHO	499	Photography Internship	3
<b>(Biomedical does not count towards B.F.A.)</b>			
SES	308	Underwater Photography	3
COM	214	TV Production	3
COM	301	Practicum I	2
COM	314	Advanced TV Production	3
COM	401	Practicum II	1
ART	—	Any Art courses (except ART 114)	

**Photography/Biomedical and Forensic (B.A. 61 Credits Minimum)**

The Forensic Photography Program at Barry University combines the study of Photography, Biology, Criminology, and the university's general education courses. Upon completion of all regular on-campus coursework in the senior year, each student in this program enrolls in PHO 499, an intensive 12 credit, twenty-one week, full-time, on-site internship at the Miami-Dade County Medical Examiner's Department, Forensic Imaging Bureau.

Acceptance into the Biomedical and Forensic Photography specialization is not guaranteed and 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 all required courses, and PHO 394 Practicum (Biomedical and Forensic) (a 3-credit, 120 hour, on-site photography practicum taken during summer). It is recommended that this process be completed prior to the junior year. The PHO 499 Internship fulfills the University's requirement for an integrative experience.

<b>Biomedical and Forensic Photography Core</b>			<b>48 credits</b>
ART	101B	2D Design	3
PHO	203	Basic Photography	3
PHO	303	Intermediate Photo—Film	3
PHO	305	Computer Imaging I	3
PHO	313	Intermediate Photo—Digital	3
PHO	394	Biomedical and Forensic Practicum	3
PHO	401	Color Photography	
OR			
PHO	402	Color Processes	3
PHO	411	Lighting Techniques	3
PHO	412	Studio Lighting	3
PHO	420	History of Photography	3
PHO	487	Senior Seminar	3
PHO	499	Biomedical and Forensic Internship	12
PHO	400	level elective	3

<b>Corequisites</b>			<b>13–14 credits</b>
BIO	220/220L	Introductory Human Anatomy	4
BIO	307/307L	Biology of Crime	3
CRM	200	Introduction to Criminology	3
BIO/CRM	300	level electives	3–4 credits

**Photography Minor (21 Credits)**

The Photography minor consists of 21 credits of PHO, photography, courses including PHO 203, PHO 303, PHO 305, and either PHO 313 or 206, plus 9 credits of PHO electives (could include a 3 credit studio ART course). 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 film 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 (camera must be approved by instructor). For non-majors only. May not be taken if a student has already completed PHO 313. Prerequisite: CS 180 or equivalent. (Special fee)
- 300 Special Topics (3)  
Courses designed to enrich the student's understanding and appreciation of photography as an art form and to fill specific needs or interests. Content to be determined.
- 303 Intermediate Photography—Film (3)  
Projects involving abstraction and character-portraits allow the student to creatively refine techniques of PHO 203 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 use the computer to make and manipulate photographic images. Tools and techniques include color balancing, painting, cloning, text, and making composite photographs. Pre or Co-requisite: CS 180 or equivalent or by Permission of Instructor. (Special fee)
- 309 Pinhole Photography (3)  
Students design and construct cameras to produce unique color and black and white photographs through the use of paper and film negatives. (Special fee)
- 313 Intermediate Photography—Digital (3)  
This course is an exploration of digital image capture techniques, workflow, and digital output. Emphasis is placed upon technical, aesthetic, contemporary, and historical perspectives of the medium of digital photography as a fine art. DSLR camera required (or equivalent, see faculty for approval). Prerequisites: CS 180, PHO 203, and PHO 305. (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)  
Printing color enlargements from color negatives using automated RA-4 processing. Emphasis on creative use 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 color transfers. Prerequisite: PHO 303. (Special fee)
- 405 Advanced Digital Imaging (3)  
A refined study of digital manipulation through the use of image editing software. More complex layer techniques, use of scanner as an input device, various source materials and non-traditional presentations are explored. Discussions will include aesthetics and ethics of using digitally modified images. Prerequisites: PHO 313 or PHO 305 and PHO 206. (Special fee)
- 406 Advanced Digital Photographic Imaging (3)  
Application of advanced digital camera techniques as an expressive visual medium along with the use of image editing software. The class will reinforce digital photographic manipulation skills, as well as discussions about digital artists, critical thinking, and aesthetics in relation to personal creativity and expression. Prerequisites: PHO 313 or PHO 305 and PHO 206. (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 using medium and large format cameras. Large scale printing in either black and white and/or color introduces the important element of scale into the student's images. Prerequisite: PHO 303 (Special fee)
- 411 Lighting Techniques (3)  
An exploration of a variety of lighting techniques. Projects involve use of natural, available, incandescent, on-camera flash, and studio strobe lighting. Prerequisite: PHO 303. (Special fee)
- 412 Studio Lighting (3)  
Students will learn artificial lighting techniques in a studio setting to provide creative solutions to visual problems. The class will cover discussions about the principles of light and its impact on personal expression, as well as past and contemporary visual artists' use of light. Prerequisite: PHO 313 or 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 choice of PHO 420 or 421. (Special fee)
- 416 Alternative Process Photography (3)  
This course will explore various photographic processes that are an alternative to contemporary photographic image-making techniques. Photographic techniques used throughout the history of the medium have subtle qualities and properties that are unique in their creative possibilities. The use of precious metals to produce images is the basis for all photography prior to the introduction of digital (electronic) photography. These images created from metals are not only distinctive but extremely stable as well. Historical references and examination of the work of contemporary photographers using these techniques will accompany assignments. Pre-requisite: PHO 303 and either PHO 313 or PHO 305.
- 417 Manipulated Photography (3)  
Exploration of alternative methods of making and displaying photographic images. Prerequisite: PHO 303. (Special fee)

- 419 Digital Fine Art Printing (3)  
An advanced course investigating the printing of fine art digital images. Several types of digital printers and substrates will be utilized. A component of the course is the development of a coherent digitally printed body of creative photographic imagery. Prerequisites: CS 180, PHO 313. (Special fee)
- 420 History of Photography (3)  
An overview of the evolution of photography from its invention in the 1800s 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 interrelationship of aesthetic movements and cross-fertilizing influence of the different media. Analysis of classic movies as representative examples from film history.
- 426 Documentary Photography (3)  
Documentary Photography will explore the use of the camera as a tool for documentation. Emphasis will be placed on the development of individual and group projects dealing with topics which arise from cultural, political, and social issues that focus on truth and justice. Historical references and examination of the work of documentary photographers will accompany assignments. Digital Single Lens Reflex camera (or equivalent) required. Prerequisite: PHO 313. (Special fee)
- 429 Fine Art Digital Portfolio (3)  
The emphasis of the course is the development of a cohesive body of work. The class will cover making a digital portfolio using printed and time-based digital media techniques, sequencing, and narrative structure. Photographic artists, critical thinking, and aesthetics in relation to personal creativity and expression will be discussed. Prerequisites: CS 180, PHO 313. (Special fee)
- 459 Independent Study (3)  
Opportunity for research in areas of special interest to the student. Prerequisites: PHO 359 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 or digital images 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. (Special fee)
- 499 Biomedical/Forensic Internship (12)  
For Photography majors in the Biomedical/Forensic Specialization, this includes practical experience within a professional setting, a twenty-one week 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 all required coursework and the PHO 394 Practicum (Biomedical and Forensic). All paperwork must be completed before the end of the semester preceding the internship.

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## Music (B.M., B.A.)

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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.

Auditions required for admission to the Music major. Please check the Barry University webpage ([www.barry.edu/finearts/music/](http://www.barry.edu/finearts/music/)) click on "About the Program" or call the Fine Arts office for audition dates and requirements.

### 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)
- **Vocal Performance Specialization:** B.M. and B.A. degrees; study of voice
- **Music Education Specialization:** B.M. degree; study of music and education

### Degrees in Music

The major in Music offers two degrees:

- **Bachelor of Music (B.M.) Instrumental and Vocal Performance**—65 credits minimum: 45 credits of the Music Core, plus a minimum of 20 credits of combined Specialization Requirements and Specialization Electives.
- **Bachelor of Music (B.M.) Music Education**—27 credits of Music Core, plus 17 credits of Music Education Requirements, 18 credits of Education (PTO) Corequisites and 3 credits of Music Education Electives.
- **Bachelor of Arts (B.A.) Instrumental and Vocal Performance**—39 credits minimum: 37 credits of the Music Core, plus a minimum of 2 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 (B.M. 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 (65 Credits Minimum for B.M.—39 Credits Minimum 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.

<b>Music Core (B.M.)</b>			<b>45 credits</b>
MUS	109	Theory I	3
MUS	110	Theory II	3
MUS	186	Ensemble	1
MUS	135	Applied Music	2
MUS	136	Applied Music	2
MUS	211	Theory III	3
MUS	212	Theory IV	3
MUS	287	Applied Music	2
MUS	288	Applied Music	2
MUS	327	History: Baroque and Classical	3
MUS	328	History: Romantic Music	3
MUS	329	History: Twentieth Century	3
MUS	335	Applied Music	2
MUS	338	Applied Music	2
MUS	340	Sightsinging/Eartraining	1
MUS	384	Conducting I	2
MUS	386	Ensemble (up to 3x at 1 credit)	3
MUS	487	Applied Music	2
MUS	490	Applied Music	2
MUS	497	Senior Seminar	1

<b>Instrumental Performance Requirements (B.M.)</b>			<b>13 credits</b>
MUS	135	Applied Music (secondary)	2
MUS	136	Applied Music (secondary)	2
MUS	192	Performance Workshop	2
MUS	326	Electronic Music/MIDI	3
MUS	385	Conducting II	2
MUS	386	Ensemble (2x at 1 credit)	2

<b>Music Core (B.A. in Instrumental Performance)</b>			<b>39 credits</b>
<b>Music Core</b>			<b>37 credits</b>
<b>From Electives listed below</b>			<b>2 credits</b>
MUS	109	Theory I	3
MUS	110	Theory II	3
MUS	135	Applied Music	2
MUS	136	Applied Music	2
MUS	186	Ensemble	1
MUS	211	Theory III	3
MUS	212	Theory IV	3

MUS	287	Applied Music	2
MUS	288	Applied Music	2
MUS	327	Hist: Baroque and Classical	3
MUS	328	History: Romantic Music	3
MUS	329	History: Twentieth Century Mus	3
MUS	340	Sightsinging/Eartraining	1
MUS	384	Conducting 1	2
MUS	386	Ensemble (3x for 1 credit)	3
MUS	497	Senior Seminar	1

### **Electives for Instrumental Specialization**

#### **Choose 7 for B.M. Degree in Instrument Performance**

**7 credits**

#### **Choose 2 for B.A. Degree in Instrument Performance**

**2 credits**

MUS	106	Rudiments of Music	3
MUS	135	Applied Music	1-2
MUS	136	Applied Music	1-2
MUS	168	Percussion Techniques	1
MUS	169	Woodwind Techniques	1
MUS	170	Brass Techniques	1
MUS	171	String Techniques	1
MUS	180	University Chorale	1
MUS	200	Diction for Singers	1
MUS	205	Piano Sight Reading	1
MUS	223	Piano Literature I	1
MUS	234	Piano Literature II	1
MUS	287	Applied Music	1-2
MUS	288	Applied Music	1-2
MUS	302	Accompaniment	1
MUS	303	Sound Reinforcement	3
MUS	309	Survey of Vocal Literature I	1
MUS	310	Survey of Vocal Literature II	1
MUS	324	Musical Theater Styles I	3
MUS	325	Musical Theater Styles II	3
MUS	326	Electronic Music/MIDI	3
MUS	330	The Amer. Musical Theater: GA	3
MUS	335	Applied Music	1-2
MUS	338	Applied Music	1-2
MUS	350	Hist. of Sacred Music Lit.	3
MUS	359	Independent Study	3

*Continued*

<b>Choose 2 for B.A. Degree in Instrument Performance—Continued</b>			<b>2 credits</b>
MUS	375	Piano Pedagogy	1
MUS	380	University Chorale	1
MUS	385	Conducting II	2
MUS	420	Vocal Interpretation	1
MUS	422	Instrumental Interpretation	1
MUS	476	Methods in Music Education	3
MUS	487	Applied Music	2
MUS	488	Vocal Pedagogy	1
MUS	490	Applied Music	2
MUS	499	Internship	3
TH	—		3-6
DAN	—		2-4

<b>Vocal Performance Specialization</b>		
<b>Minimum for B.M.</b>		<b>65 credits</b>
<b>Minimum for B.A.</b>		<b>39 credits</b>

**The Vocal Performance Specialization is designed for music students with a combined interest in voice and vocal stage performances with an emphasis on art song, choral repertoire, musical theatre, and opera. Opera and Musical Theatre programs are performed each semester, and vocal recitals are presented on a regular basis throughout each academic year.** 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.

<b>Music Core (B.M.)</b>			<b>45 credits</b>
MUS	109	Theory I	3
MUS	110	Theory II	3
MUS	186	Ensemble	1
MUS	135	Applied Music	2
MUS	136	Applied Music	2
MUS	211	Theory III	3
MUS	212	Theory IV	3
MUS	287	Applied Music	2
MUS	288	Applied Music	2
MUS	327	History: Baroque and Classical	3
MUS	328	History: Romantic Music	3
MUS	329	History: Twentieth Century	3
MUS	335	Applied Music	2
MUS	338	Applied Music	2
MUS	340	Sightsinging/Eartraining	1
MUS	384	Conducting I	2

MUS	386	Ensemble (up to 3x at 1 credit)	3
MUS	487	Applied Music	2
MUS	490	Applied Music	2
MUS	497	Senior Seminar	1

<b>Vocal Performance Specialization Requirements (B.M.)</b>			<b>16 credits</b>
MUS	135	Applied Music (piano)	2
MUS	136	Applied Music (piano)	2
MUS	192	Performance Workshop	2
MUS	200	Diction for Singers	1
MUS	309	Survey of Vocal Literature I	1
MUS	310	Survey of Vocal Literature II	1
MUS	386	Ensemble—Chamber (2x at 1 credit)	2
MUS	392	Perf. Workshop (2x at 2 credit)	4
MUS	488	Vocal Pedagogy	1

<b>B.A. in Vocal Performance</b>			<b>39 credits</b>
<b>Music core</b>			<b>37 credits</b>
<b>From Electives listed below</b>			<b>2 credits</b>
MUS	109	Theory I	3
MUS	110	Theory II	3
MUS	135	Applied Music	2
MUS	136	Applied Music	2
MUS	186	Ensemble	1
MUS	211	Theory III	3
MUS	212	Theory IV	3
MUS	287	Applied Music	2
MUS	288	Applied Music	2
MUS	327	Hist: Baroque and Classical	3
MUS	328	History: Romantic Music	3
MUS	329	History: Twentieth Century Mus	3
MUS	340	Sightsinging/Eartraining	1
MUS	384	Conducting 1	2
MUS	386	Ensemble (3x for 1 credit)	3
MUS	497	Senior Seminar	1

<b>Electives for Vocal Performance, Choose:</b>			
<b>For B.M. degree in Vocal Performance</b>			<b>4 credits</b>
<b>For B.A. degree in Vocal Performance</b>			<b>2 credits</b>
MUS	106	Rudiments of Music	3
MUS	135	Applied Music	1-2
MUS	136	Applied Music	1-2
MUS	168	Percussion Techniques	1
MUS	169	Woodwind Techniques	1
MUS	170	Brass Techniques	1
MUS	171	String Techniques	1
MUS	180	University Chorale	1
MUS	200	Diction for Singers	1
MUS	205	Piano Sight Reading	1
MUS	223	Piano Literature I	1
MUS	234	Piano Literature II	1
MUS	287	Applied Music	1-2
MUS	288	Applied Music	1-2
MUS	302	Accompaniment	1
MUS	303	Sound Reinforcement	3
MUS	309	Survey of Vocal Literature I	1
MUS	310	Survey of Vocal Literature II	1
MUS	324	Musical Theater Styles I	3
MUS	325	Musical Theater Styles II	3
MUS	326	Electronic Music/MIDI	3
MUS	330	The Amer. Musical Theater: GA	3
MUS	335	Applied Music	1-2
MUS	338	Applied Music	1-2
MUS	350	Hist. of Sacred Music Lit.	3
MUS	359	Independent Study	3
MUS	375	Piano Pedagogy	1
MUS	380	University Chorale	1
MUS	385	Conducting II	2
MUS	420	Vocal Interpretation	1
MUS	422	Instrumental Interpretation	1
MUS	476	Methods in Music Education	3
MUS	487	Applied Music	2
MUS	488	Vocal Pedagogy	1
MUS	490	Applied Music	2
MUS	499	Internship	3
TH	—		3-6
DAN	—		2-4



**Music Education Specialization/B.M (65 Credit Minimum for B.M.)**

The Music Education Specialization combines the Music Core (27 credit) with Specific Music Requirements (17 credit) for the Education Specialization and music electives (3 credit) with a Professional Training Option (PTO) program including (18) credits from the School of Education.

<b>Music Core</b>			
<b>For B.M. degree</b>			<b>27 credits</b>
MUS	109	Theory I	3
MUS	110	Theory II	3
MUS	186	Ensemble (1 credit-3 times)	3
MUS	135	Applied Music	2
MUS	136	Applied Music	2
MUS	287	Applied Music	2
MUS	288	Applied Music	2
MUS	327	History: Baroque and Classical	3
MUS	328	History: Romantic Music	3
MUS	386	Ensemble (1 credit-3 times)	3
MUS	497	Senior Seminar	1

<b>Music Education Requirements</b>			
<b>For B.M. degree</b>			<b>17 credits</b>
MUS	211	Theory III	3
MUS	212	Theory IV	3
MUS	329	History: Twentieth Century	3
MUS	384	Conducting I	2
MUS	385	Conducting II	2
MUS	386	Ensemble—Chamber	1
MUS	476	Methods in Music Education	3

<b>Education (PTO) Corequisites</b>			
<b>For B.M. degree</b>			<b>18 credits</b>
EMC	202	Designing Instruction Assessment	3
EDU	221	Child Development	3
EDU	322	Methods of Teaching Reading	3
EDU	371	Instructional Strategies	3
EDU	372	Inclusionary Settings	3
EDU	451	Engaging Learners in Classroom	3

<b>Music Education Electives</b>			
<b>Minimum for B.M. degree</b>			<b>3 credits</b>
MUS	192	Performance Workshop	2
MUS	335	Applied Music	2
MUS	338	Applied Music	2
MUS	386	Ensemble	1
MUS	392	Performance Workshop	2
MUS	487	Applied Music	2
MUS	490	Applied Music	2

<b>Music Minor</b>
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**

- 106 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.
- 108 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)  
Intermediate integrated study of melodic, rhythmic, and harmonic elements of music, primarily focusing on four-part harmony (chorale style); topics include study of seventh chords, secondary dominants, secondary leading tone chords, introduction to modulation, as well as ear training (melody, rhythm, intervals, and harmonic progression dictations). Prerequisite: MUS 109
- 123 Applied Music (2)  
Private lessons for non-majors; one hour private lesson, 2 credits. (Special Fee)
- 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) This is a repeatable course.
- 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 **University Chorale (1)**  
A choral ensemble comprised of students and community members. No audition required.
- 186 **Ensemble (1)**  
Ensembles including but not limited to Choir, String Ensemble, Guitar Ensemble, Piano Ensemble, Woodwind Ensemble, Liturgical Ensemble, Jazz Ensemble, Rock Ensemble, Percussion Ensemble and Composition. (Repeatable course.)
- 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.
- 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.
- 303 Sound Reinforcement (3)  
Study of the physical properties of sound including sound propagation and perception, followed by an exploration of sound reinforcement systems and techniques. Prerequisites: MUS 110 or by permission of faculty.
- 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 1950s. 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 1950s 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 or by Permission of Instructor. (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.

**380 University Chorale (1)**

A choral ensemble comprised of students and community members. No audition required. (Repeatable course)

**384 Conducting I (2)**

Techniques of instrumental and choral conducting.

**385 Conducting II (2)**

Advanced instrumental and choral conducting techniques. Prerequisite: MUS 384.

**386 Ensemble (1)**

Ensembles including but not limited to Choir, String Ensemble, Guitar Ensemble, Piano Ensemble, Woodwind Ensemble, Liturgical Ensemble, Jazz Ensemble, Rock Ensemble, Percussion Ensemble and Composition. (Repeatable course.)

**392 Performance Workshop (2)**

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)

**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)

**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)

**476 Methods in Music Education (3)**

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.

## 499 Internship (3)

Practical experience within a professional setting. Prerequisites: Senior status (90+ credit hours), 2.5 overall GPA, all paperwork must be completed before the end of the semester preceding the internship. Prior approval of Department Chair and Dean required.

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## Theatre (B.F.A., B.A.)

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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 in the entertainment industry and also in the fields of teaching, law, politics, communication, sales, and management.

### 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

### Degrees in Theatre

The major in Theatre offers two degree programs:

- **Bachelor of Fine Arts (B.F.A.),** requiring 60 credits of the Theatre Core, Specialization Requirements, and Specialization Electives.
- **Bachelor of Arts (B.A.),** requiring 36 credits.

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 main-stage 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 credit minimum, B.A. 36 credit minimum)**

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.

<b>Theatre Core</b>			<b>18 credit</b>
TH	100	Intro to Theatre	3
TH	105	Intro to Tech. Theatre	3
TH	111	Technical Theatre Lab I	1
(min 2 credits required)			1
TH	155	Acting I: Fundamentals	3
TH	439	Theatre History I	3
TH	440	Theatre History II	3
TH	497	Senior Seminar	1

<b>Acting Specialization Requirements</b>			<b>12 credit</b>
TH	156	Voice and Movement	3
TH	255	Acting 2: Role Analysis	
OR			
TH	256	Acting 3: Scene Study	3
TH	323	Play Directing	3
TH	355	Acting 4: Period Styles	3

<b>Acting Specialization Electives</b>			
<b>Minimum for B.F.A. degree</b>			<b>30 credits</b>
<b>Minimum for B.A. degree</b>			<b>6 credits</b>
TH	180	Ensemble	1-3
TH	300	Special Topics	3
TH	255	Acting 2: Role Analysis	3
TH	256	Acting 3: Scene Study	3
TH	295	Principles of Cost. & Makeup	3
TH	379	Theatre for Social Change	3
TH	380	Ensemble	1-3
TH	389	Critical Readings	3
TH	391	Lighting Design	3
TH	392	Scene Design	3
TH	441	Contemporary Theatre	3
TH	455	Acting 5: Camera	3
TH	459	Independent Study	3
TH	499	Internship	3
TH	—	Any TH elective not listed above	1-6
DAN	—	Elective	1-6
MUS	—	Elective	1-5

**Technical Theatre Specialization (B.F.A. 60 Credits Minimum, B.A. 36 Credits Minimum)**

The **Technical Theatre Specialization** allows students to combine technical elective courses in order to concentrate on a variety of theatre design and technology areas. Through involvement in University productions, students can expect significant hands-on production experience corresponding to the theory taught in Technical Theatre and related courses.

<b>Theatre Core</b>			<b>18 credits</b>
TH	100	Intro to Theatre	3
TH	105	Intro to Tech. Theatre	3
TH	111	Technical Theatre Lab I	1
(minimum 2 credits required)			1
TH	155	Acting I: Fundamentals	3
TH	439	Theatre History I	3
TH	440	Theatre History II	3
TH	497	Senior Seminar	3

<b>Technical Specialization Requirements</b>			<b>14 credits</b>
TH	211	Technical Theatre, Lab II	1
TH	311	Technical Theatre Lab III	1
TH	391	Lighting Design	3
TH	392	Scene Design	3
ART	101A	Basic Drawing	3
ART	330	World Art II: Since 1400	3

<b>Technical Specialization Electives</b>			
<b>Minimum for B.F.A.</b>			<b>28 credits</b>
<b>Minimum for B.A.</b>			<b>4 credits</b>
TH	180	Ensemble	1-3
TH	185	Stagecraft	3
TH	208	Principles of Light. & Sound	3
TH	295	Principles of Costume and Makeup	3
TH	300	Special Topics	3
TH	380	Ensemble	1-3
TH	389	Critical Readings	3
TH	441	Contemporary Theatre	3
TH	459	Independent Study	3
TH	499	Internship	3
ART	101B	2D Design	3
ART	364	Figure Studies	3
ART	102B	3D Design	3
ART	204	Color Foundations	3
ART	260	Basic Painting I	3



ART	329	World Art I: to 1400	3
ART	417	Twentieth Century Art	3
ART	415	History of Graphic Design	3
PHO	305	Computer Imaging I	3
TH	—	Any TH elective not listed above	1-6

### **Dance Theatre Production Specialization**

#### **(B.F.A. 60 Credits Minimum, B.A. 36 Credits Minimum)**

The **Dance Theatre Production Specialization** is designed for students with a performance interest in both Theatre and Dance. The Dance Theatre Production specialization electives provide a diverse selection of dance courses to better prepare students interested in a Theatre 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.

<b>Theatre Core</b>			<b>18 credits</b>
TH	100	Intro to Theatre	3
TH	105	Intro to Tech. Theatre	3
TH	111	Technical Theatre Lab I	1
(minimum 2 credits required)			1
TH	155	Acting I: Fundamentals	3
TH	439	Theatre History I	3
TH	440	Theatre History II	3
TH	497	Senior Seminar	1

<b>Dance Theatre Specialization Requirements</b>			<b>8 credits</b>
DAN	180	Repertory Ensemble	1
DAN	109	Modern Dance I	2
DAN	320	Dance Composition/Choreography II	2
DAN	410	Dance Production	3

<b>Dance Theatre Specialization Electives</b>			
<b>Minimum for B.F.A. degree</b>			<b>34 credits</b>
<b>Minimum for B.A. degree</b>			<b>10 credits</b>
DAN	104	Dance Appreciation	3
DAN	105	Ballet I	2
DAN	108	Theatrical Movement	1
DAN	110	Modern/Jazz Dance I	2
DAN	119	Latin Dance I	2
DAN	180	Repertory Ensemble	1-2
DAN	199	Special Topics in Dance	2
DAN	205	Ballet II	2
			<i>Continued</i>

<b>Minimum for B.A. degree—Continued</b>			<b>10 credits</b>
DAN	209	Modern Dance II	2
DAN	210	Modern/Jazz Dance II	2
DAN	219	Latin Dance II	2
DAN	220	Dance Composition/Choreography I	2
DAN	300	Special Topics in Dance	2
DAN	305	Ballet III	2
DAN	309	Modern Dance III	2
DAN	310	Modern Jazz III	2
DAN	325	Dances of African Diaspora	3
DAN	380	Repertory Ensemble	1-2
DAN	429	History and Philosophy of Dance	3
TH	180	Ensemble	1-3
TH	380	Ensemble	1-3
TH	459	Independent Study	3
TH	—	Any TH elective not listed above	1-6

For course descriptions of the above B.F.A., B.A., courses, see TH, DAN, ART, PHO.

### **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.

## **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). TH majors and minors only.
- 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 Ensemble (1-3)  
Involvement in a full-length play on the mainstage. Admission by audition or faculty approval. (Repeatable courses)

- 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)
- 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)
- 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.
- 379 Theatre for Social Change (3)  
This course is specifically designed to explore the topic of Theatre for Social Change. Since its beginnings, theatre has been an active social force. It has been used to educate the public, mold public opinion, and incite theatre goers to action.
- 389 Critical Readings: Topics (3)  
Advanced course focusing on various dramatic genres, styles, playwrights, and/or script analysis. Content to be determined. (Repeatable course)
- 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 twentieth and twenty-first 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. (Repeatable course)
- 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 40 hours of experience for each credit hour. 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 Ballet I (2)  
Study and practice in beginning ballet technique designed to improve strength, flexibility, and an understanding of ballet vocabulary. (Special fee)
- 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. (Special fee)

- 109 Modern Dance I (2)  
An objective approach to beginning 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. (Special fee)
- 110 Modern Jazz I (2)  
Beginning jazz dance with exploration of disco jazz, classic jazz, and character jazz dance. (Special fee)
- 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. (Special fee)
- 180 Repertory Dance Ensemble (1-2)  
Repertory Dance Ensemble—A faculty directed performing group formulated to enhance presentation skills in dance and dance theatre. Prerequisite: Audition. (Repeatable courses) (Special fee)
- 205 Ballet II (2)  
Study and practice in intermediate ballet technique designed to improve strength, flexibility, and an understanding of ballet vocabulary. Prerequisite DAN 105 (Special fee)
- 209 Modern Dance II (2)  
An objective approach to intermediate modern dance technique. The student will explore movement skills, vocabulary, and principles. Further development of the principles of the dance form through learned dance phrases, self-expression in improvisational structures, and discussion of dance viewing. Prerequisite DAN 109 (Special fee)
- 210 Modern Jazz II (2)  
Intermediate jazz dance with continued exploration of disco jazz, classic jazz, and character jazz dance. Prerequisite DAN 110 (Special fee)
- 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 (Special fee)
- 220 Dance Composition/Choreography I (2)  
This course investigates the procedures and concepts of dance composition and choreography. Students will explore the practical process of dance-making through improvisation and learned movement studies.
- 305 Ballet III (2)  
Study and practice of intermediate to 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) (Special fee)
- 309 Modern Dance III (2)  
An objective approach to advanced modern dance technique. The student will explore movement skills, advanced vocabulary, and principles. Further development of the principles of the dance form through learned dance phrases, self-expression in improvisational structures, and discussion of dance viewing. Prerequisite DAN 209. (Repeatable course) (Special fee)
- 310 Modern Jazz III (2)  
Intermediate/Advanced jazz dance with advanced exploration of disco jazz, classic jazz, and character jazz dance. Prerequisite DAN 210. (Repeatable course) (Special fee)

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.

380 Repertory Dance Ensemble (1-2)

Repertory Dance Ensemble—A faculty directed performing group formulated to enhance presentation skills in dance and dance theatre. Prerequisite: Audition. (Repeatable courses) (Special fee)

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: Blumenfeld, Caravelis, Foreman, Mendez, Smith

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## History (B.A.)

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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 credits are required for the major in history excluding HIS 150. Majors must take HIS 101, 102, 201, 202, 487 (which serves as the integrative experience), and GEO 301 as well as a minimum of 15 additional credits in upper level courses, including 6 credits of 400-level. Of the upper level 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 42 credits in history. Students must complete MAT 152. Students must earn a C or higher in course prerequisites prior to taking the course. 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 credits excluding HIS 150. Minors must take HIS 101, 102, 201, 202, and 9 credits in upper level courses. A minimum grade of C in all minor courses is required.

### Course Descriptions

#### History; Prefix: HIS

##### 101 Western Civilization I (3)

General survey of western history examining the origins and development of ideas and institutions. Concentrates on the period from prehistory to the Peace of Westphalia (1648). Corequisite: ENG 111 or higher.

- 102 Western Civilization II (3)  
General survey of western history examining the origins and development of ideas and institutions. Concentrates on the modern age. Non-western history is included as it has influenced western thought and activity. Corequisite: ENG 111 or higher.
- 150 The Meaning of History (3)  
An introduction to the discipline of history using as a vehicle the history since 1900 of the twentieth century world. The course, through an emphasis on reading and writing skills, will explore the interrelationship of historical, geographical, political, social, and economic perspectives. Corequisite: ENG 111 or higher.
- 201 U.S. People & Ideas, I (3)  
Topical survey of American history, its people and ideas to 1877.
- 202 U.S. People & Ideas II (3)  
Topical survey of American history, its people and ideas 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.
- 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 1900 (3)  
Foundation of American diplomacy, Monroe Doctrine, foreign wars and diplomacy of America's Civil War. Prerequisite: HIS 201.
- 404 American Diplomatic II 1900 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.
- 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)  
Opportunity for extensive research in an historical area of special interest to the student. Dean and Department Chair approval required.
- 487 Senior Seminar (3)  
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 GPA, 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; promotes an understanding of American politics and government; 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, 487 and GEO 301. Majors must complete POS 201 before taking upper level required courses. Students who complete a single major without a minor must complete 42 credit hours in political science. Students must complete MAT 152. Students must earn a C or higher in course prerequisites prior to taking the course.

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

- 201 American Government (3)  
National Government and its structure; administrative and political practices of the central agencies of authority in the United States. Corequisite: ENG 111 or higher.
- 202 State and Local Government (3)  
Role of states in our federal system as well as interrelationships among them, analysis of patterns of legislative and executive process on the state level; particular attention will be devoted to these processes in Florida. 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. Prerequisite: MAT 152.
- 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 (3)

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.

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.

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## International Studies (B.A.)

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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, and
- the study of comparative government and history.

The business component provides:

- a knowledge of basic business skills, and
- 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 must earn a C or higher in course prerequisites prior to taking the course. 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, ECO 326, BUS 366, MKT 306, 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 and 210, MAT 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.

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### Pre-Law (B.A.)

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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 PHI 304; THE 201 and 3 THE elective credits
Humanities and Fine Arts—6 elective credits
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 credits

Students will include the following courses as part of the 51+ credit major requirements in the six indicated component areas:

Philosophy (9 credits)—PHI 292, PHI 308, PHI 310
Political Science (12 credits)—POS 207, 308, 425-426
History (9 credits)—HIS 201, 202, 432
Business (12 credits)—BUS 181, 239, ECO 201, 202
English (3 credits)—ENG 406
Geography (3 credits)—GEO 301
Integrative Experience (3 credits)—HIS/POS 487

The balance of the credits 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 earn a C or higher in course prerequisites prior to taking the course. 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 credits of geography courses including GEO 203, GEO 305, GEO 301, and 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; human 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+ credits), 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 383, HIS 384, 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	3
POS	395	International Organizations	3
PHI	292	Ethics	3
PHI	321	Philosophy of Peace and War	3
			<i>Continued</i>

PHI	355	Philosophy of Politics	3
THE	312	Freedom and Virtue	3
THE	438	Catholic Social Teaching	3
THE	327	Theology of Peace and Justice	3
HIS	404	American Diplomatic History: 1900 to Present	3

The minimum grade of C is required in all courses.



# Department of Mathematics and Computer Science

Ricardo Jimenez, Ph.D., Chair

Faculty: Cazalis, DeLaCruz, Del Rio, Franco, Haralambides, Marinas, Markov, Morales, Pan, Sanchez, Singh, Zivanovic.

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## Mathematical Sciences (B.S.)

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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 discrete mathematics. Corequisites 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.

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## Learning Objectives

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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, including 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.

The program goals are derived from recommendations from major mathematical associations such as the Mathematical Association of America and the American Mathematical Society, including the MAAs Committee on the Undergraduate Program in Mathematics (CUPM). The goals are consistent with the University mission and core commitments:

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.

These program goals are accomplished and assessed using the academic assessment plan developed by the faculty focusing on the following student centered learning objectives;

1. Demonstrate mastery of mathematical skills.
2. Model and analyze real world problems via mathematics.
3. Recognize the interdependency of different areas of mathematics and the connection between mathematics and other disciplines.
4. Show capability to read and understand advanced mathematical theory.
5. Perform oral and written communication of a mathematical concept.

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 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, 332, 456, and 487 (27 credits).

### Corequisites: 16 credits

- 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.

**Electives: (12 credits)**

At least four upper division courses according to the desired specialization. MAT 395 & MAT 495 (combined) may count for a maximum of 3 credits towards the major.

**1. Specialization in General Mathematics**

Suggested electives: MAT 310, 311, 331, 356, 395, 416, 451, 452 and 495.

**2. Specialization in Statistics-Actuarial Science**

Suggested electives: MAT 214, 230, 317, 330, 356, 395 451, 452 and 495.

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, 356, 395, 451, 495, and CS 331, 431 and 478.

**Academic Requirements for Minors**

**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.

**Departmental Requirements**

- a. Capstone course:** Some courses help the students integrate mathematics within the historical, philosophical, social, and creative dimensions of general culture. MAT 487 (Undergraduate Seminar) is designated as a departmental capstone course.
- b. Service-Learning:** The general goal of service-learning is to enrich the learning experience, foster civic responsibility, and strengthen communities. The purpose of service-learning is to get young students excited about math, to broaden their vision of the usage and importance of mathematics, and to help them overcome difficulties they encounter in class. A service-learning experience requires students to demonstrate mathematics concepts to students in an elementary and/or secondary school, to explain applications of mathematics learned in class (possibly using technology), and to reflect on their own experience. MAT 213 (a core mathematics course) contains this service learning component. Students submit three reflective journals (1.5 pages long). The reflective journal addresses new skills developed as a result of service; positive and negative experiences and what they tell you about yourself and the service site.

**Learning outcomes regarding service learning:**

- develop or enhance communication, collaboration, and leadership skills
  - grow understanding of diverse cultures and communities
  - gain confidence in personal mathematical abilities
- c. Exit Exam:** During the junior or senior year students must satisfactorily complete an integrative experience as a prerequisite for graduation. The integrative experience may be the ETS/Major Field Area Test (MFAT), 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.

d. **Gordon Rule:** Any MAT course numbered 107 or above fulfills the State of Florida Gordon Rule.

### Course Descriptions

#### Mathematical Sciences; 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. 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.

##### 091 Preparatory Mathematics I (3)

Introduction to algebra, exponents, polynomials, factoring, solving linear and graphing linear equations, 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. (Fall, Spring)

##### 095 Preparatory Mathematics III (3)

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 091 or appropriate Math SAT or ACT score. (Fall, Spring, Summer)

##### 107 General Education Mathematics (3)

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. (Fall, Spring)

##### 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 095 or appropriate math SAT or ACT score. (Fall, Spring)

##### 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. (Fall, Spring, Summer)

##### 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. (Fall, Spring, Summer)

##### 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 satisfactory math SAT or ACT score. (Fall, Spring, Summer)

- 199 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. (Occasional Offering)
- 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. (Spring)
- 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. (Occasional Offering)
- 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. (Fall, Spring, Summer)
- 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. (Fall, Spring)
- 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. (Spring)
- 214 Introduction to Financial Mathematics (3)  
Mathematics of interest rates and their applications to financial and risk management: simple and compound interest, annuities and other accumulation methods, rates of return, amortization, sinking fund and bond management. Prerequisite: MAT 109. (Spring even years)
- 230 Statistical Methods I (3)  
Introduction to the description and analysis of data. Exploratory graphical methods. Data summarization methods. Probability, sampling, expectation. Statistical inference for means and proportions. Statistical software will be widely used. Prerequisites: MAT 110 or 152 or equivalent. (Fall even years)
- 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) (Fall)
- 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. (Fall, Spring)
- 253 Discrete Mathematics I (3)  
Sets, counting, methods of proof. Logic. Relations, types of relations, functions, types of functions. Recursive functions. Prerequisite: MAT 110. (Fall)

- 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. (Spring even years)
- 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. (Occasional Offering)
- 310 Advanced Calculus I (3)  
Functions, sequences, limits. Continuity, uniform continuity. Differentiation, integration, Taylor Polynomials. Prerequisite: MAT 213 or MAT 212 with a grade of B or higher. (Fall odd years)
- 311 Advanced Calculus II (3)  
Continuation of MAT 310. Uniform convergence; functions of several variables, partial differentiation; multiple integrals. Prerequisite: MAT 310 and MAT 213. (Spring occasional offering)
- 314 Differential Equations (3)  
Linear differential equations, systems of differential equations, solutions by series and by numerical methods, applications. Prerequisite: MAT 212. (Fall)
- 317 Introduction to Actuarial Mathematics (3)  
Survival distribution function, life table, life insurance policies, life annuities, risk models for life insurance. Prerequisites: MAT 211 and MAT 214. (Fall even years)
- 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. (Spring odd years)
- 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. Prerequisite: MAT 332. (Fall even years)
- 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. (Spring)
- 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. (Spring even years)  
395, 495 Research (1-3)  
Investigation of an original research problem of special interest to the student; independent execution of specific work in pure/applied mathematics or library research under the direction of a selected faculty member. Students who have completed at least 1 credit of MAT 395 (or PHY 395 in certain cases and with Chair's approval) may register for MAT 495. Prerequisite: Approval of Instructor (Fall, Spring, Summer)

- 416 Introduction to Complex Analysis (3)  
Analytic functions, Cauchy-Riemann equations. Complex integration, Cauchy's theorem and integral formula. Power series, Laurent series. Calculus of residues and applications. Prerequisite: MAT 213. (Fall occasional offering)
- 451 Probability Theory (3)  
Probability spaces, distribution functions, central limit theorem, conditional probability. Prerequisite: MAT 213. (Fall)
- 452 Mathematical Statistics (3)  
Sampling theory, statistical inference, hypothesis testing. Prerequisite: MAT 451. (Spring odd years)
- 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, 332 and CS 211 or 231. (Fall odd years)
- 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.
- 487 Undergraduate Mathematics Seminar (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. (Spring)
- 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.

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### Computer Science (B.S.)

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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; and
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
<b>Total</b>	<b>120-122 credits</b>

### Computer Science Core

The core of CS courses consists of the following:

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
<b>Total</b>			<b>40 credits</b>

### 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	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 a specialization selected by the student. 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 based on the course of study.

The curriculum for the Computer Information Sciences major consists of the following components:

CIS Core	30 credits
Specialization	15 credits
CIS Electives	3 credits
Science and Mathematics	10 credits
General Education	42 credits
Electives	20 credits
<b>Total</b>	<b>120 credits</b>

**Note:**

A minimum grade of C is required in all courses in the CIS Core, CIS Electives, Science, and Mathematics.

### 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. The capstone experience is the internship. The courses included in the core are the following:

CS	151	Computational Thinking	3
CS	211	Computer Programming I	4
CS	212	Computer Programming II	4
CS	300	Ethics and Digital Technology	3
CS	305	Computer Systems	3
CS	306	Database Analysis and Logical Design	4
CS	372	Software Engineering	3
CS	440	Data Communications	3
CS	499	Internship	3
<b>Total</b>			<b>30 credits</b>

### Information Security Specialization

CS	340	Java Programming for the Web	3
CS	473	Network Programming	3
CS	477	Computer Security	3
CS	478	Cryptography	3
CS	300 and above	Computer Science Elective	3
<b>Total</b>			<b>15 credits</b>

### Multimedia Specialization

CS	320	Computer Animation	3
CS	334	Computerized Graphics	3
CS	338	Web Design, Authoring, and Publishing	3
CS	341	Multimedia Systems	3
CS	342	Web Animation	3
<b>Total</b>			<b>15 credits</b>

### 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 and the specialization, students in this major are required to select one additional 300 or 400 level course 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
<b>Total</b>			<b>10 credits</b>

### Other Requirements

Students are also required to learn at least two different programming languages. Suggested languages are Visual Basic, C11, 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, or 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 CS 325, CS 334, CS 338, and CS 341. 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

- a. **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.
- b. **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

### Computer Science; Prefix: CS

#### *Note:*

Exceptions to any prerequisite must be approved by the Department Chair.

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.

151 Computational Thinking (3)

This course will sharpen students’ analytical skills as they are challenged to think critically, abstractly, and computationally. This course will improve the students’ problem-solving skills, by using an interactive programming language as a workbench to run simulations, filter out unnecessary information, and discover patterns that can be used to give a step-by-step solution to a computational problem. Corequisites: MAT 095 or appropriate SAT or ACT score or appropriate math placement test score.

- 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. (Fall, Spring, Summer)
- 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. Co-requisite: MAT 109 or Departmental Approval. (Spring)
- 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. (Fall)
- 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. (Spring)
- 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. (Fall)
- 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. (Fall)
- 306 Database Analysis and Logical Design (4)  
Conceptual data modeling. Entity-Relationship and object-oriented modeling. Logical database design. Query languages. Prerequisite: CS 212. (Spring)

- 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. (Fall)
- 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. (Spring)
- 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. (Spring)
- 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. (Fall)
- 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. (Fall even years)
- 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. (Fall)

- 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. (Spring)
- 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, troubleshooting, 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: C11 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, anti-aliasing. 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 analyzes 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. (Spring odd years)
- 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. (Fall)
- 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 CS 212 and CS 477 equivalent. (Spring even years)
- 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. (Spring)

## 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. (Fall, Spring)

**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:**

<b>Freshman Year</b>	
<b>Fall</b>	
MAT 211 Calculus I	4
ENG 111 English Composition	3
PHY 211 University Physics I	4
Distribution, CHE	3-4
<b>Total</b>	<b>14-15 credits</b>

<b>Spring</b>	
MAT 212 Calculus II	4
CS 231 Computer Science I	4
ENG 210 Writing About Literature	3
PHY 212 University Physics II	4
Distribution, CHE	3
<b>Total</b>	<b>18 credits</b>

<b>Sophomore Year</b>	
<b>Fall</b>	
MAT 213 Calculus III	4
PHY 313 Statics	3
CS 232 Computer Science II	4
Distribution or electives	4
<b>Total</b>	<b>15 credits</b>

<b>Spring</b>	
MAT 314 Differential Equations	3
MAT 356 Statistics for Science	3
CS or Science electives	6
Distribution or elective	3
<b>Total</b>	<b>15 credits</b>



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

Zuzana Zajickova, Ph.D., Chair

Faculty: Boulos, Fisher, Giannotti, Goehl, Hamilton, Tsesarskaia, Wallner

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## Department Mission

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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, prepares 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.

Courses in the chemistry major are designed to fulfill the following learning goals. Students will:

1. Formulate and carry out strategies for solving scientific problems;
2. Master laboratory technical skills and knowledge, carry out scientific experiments, keep an accurate account of scientific data, gain research experience, be able to understand the basic principles and applications of modern instrumentation, computation, experimental design, and data analysis;
3. Communicate chemistry and physics information both in written and oral forms, search the science literature, co-author research papers, and present research data at both regional and national conferences;
4. Demonstrate awareness of the broader implications of chemical processes on society and their impact on the environment (e.g., technological advances/applications, laboratory safety, and waste disposal/ecological impact);
5. Acquire substantive knowledge in the major areas of chemistry (inorganic, organic, physical, analytical, and biochemistry); and
6. Demonstrate knowledge of the most relevant aspects of Mechanics, Thermodynamics, and Electromagnetism, and to show ability to solve problems in these areas.

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## Chemistry (B.S.)

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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 department 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 pre-medical, pre-dental, pre-pharmacy, and pre-veterinary specializations.

The core courses consist of the following:

<b>Chemistry Core Courses</b>			
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			
PHY	211/211L	Physics I	4
PHY	202/202L		
OR			
PHY	212/212L	Physics II	4
MAT	211	Calculus I	4
<b>Total</b>			<b>28 credits</b>

In addition to these core courses, students will design their schedules in conjunction with their advisors 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>B.S. Chemistry</b>			
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	360/360L	Inorganic Chemistry	4
CHE	490	Senior Seminar	2
CHE electives (300 and above)			5
MAT	212	Calculus II	4
<b>Total</b>			<b>31 credits</b>

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 as part of their elective chemistry courses. Many graduate schools require either a semester or a year of physical chemistry (depending on the school).

<b>Biochemistry Specialization</b>			
CHE	321	Quantitative Analysis	4
CHE	352/352L	Biochemistry I	4
CHE	353	Biochemistry II	3
CHE	360/360L	Inorganic Chemistry	4
CHE	490	Senior Seminar	2
CHE electives (300 and above)			6
BIO	104	Biological Foundations	4
BIO	330	Cell Biology	4
BIO	341	Genetics	4
BIO	325	Microbiology	4
MAT	212	Calculus II	4
<b>TOTAL</b>			<b>43 credits</b>

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.

**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 104/104L, BIO 216/216L; 8 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 two semesters of general chemistry (with labs) and 12 additional credits of CHE (300 and above) 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 307 or 309 or 319 (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 CHE 111 or CHE 152. Credit not applicable toward graduation, major, or minor. Prerequisite: Placement in MAT 095 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, thermochemistry, and nuclear chemistry. Prerequisite: Placement in MAT 095 or higher and grade of C or better in CHE 095 or score of 17 or higher in chemistry placement exam. Corequisites: CHE 111L and SI 071. Must take lecture and SI with the same section number. (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, thermochemistry, 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, liquids, solids, intermolecular forces, and coordination/transition element chemistry. Prerequisites: Placement in MAT 109 or higher and grade of C or better in CHE 111 and CHE 111L. Corequisites: CHE 112L and SI 072. Must take lecture and SI with same section number. (Spring, Summer)
- 112L General Chemistry and Qualitative Analysis II Lab (1)  
Laboratory course taken concurrently with CHE 112. Topics include: kinetics, equilibrium, LeChatelier's principle, acid/base titration, solubility product, thermodynamics, electrochemistry, structural determination of organic compounds, coordination chemistry, and qualitative ion analysis. (Spring, Summer) (Special Fee).
- 135/135L Consumer Chemistry (3, 1)  
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. Corequisite: CHE 135L (Fall) (Special fee)
- 152/152L Introduction to Organic and Biological Chemistry (3, 1)  
Organic chemistry with application to the chemistry of the cell. This course is intended for students in the nursing, occupational therapy, anesthesia technology, cardiovascular perfusion programs, and sports medicine majors. 3 hours lecture, 2 hours laboratory weekly, to be taken concurrently. Prerequisites: High school chemistry within the last 3–4 years or consent of instructor, or CHE 095. Corequisites: CHE 152L and SI 073. Must take lecture and SI with same section number. (Fall, Spring, Summer) (Special Fee)
- 199 Special Topic (1-3)  
Content to be determined by the Department as requested by faculty and/or students to fill specified needs or interests. Credits do not count towards Chemistry major or minor.
- 209/209L Environmental Perspectives in Chemistry (2, 1)  
An examination of environmental problems emphasizing chemical aspects of problems and their solution. Topics include the air we breathe, the ozone layer, global warming, water, acid rain, and nuclear fission. 2 hours lecture, 2 hours laboratory weekly. (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)

- 300 Special Topics (3)  
Content to be determined each semester by the department to meet the needs of the program and students. Prerequisite: Departmental approval
- 321 Quantitative Analysis (4)  
Theory and practice of analysis, including volumetric, colorimetric, gravimetric, and electrochemical procedures. 2-hour lecture and two 3-hour laboratory periods per week. Prerequisite: grade of C or better in CHE 112/112L. (Fall) (Special fee)
- 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 112/112L. Corequisites: CHE 343L and SI 075. Must take lecture and SI with same section number. (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; Corequisite: 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 343/343L. Corequisites: CHE 344L and SI 076. Must take lecture and SI with same section number. (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 with Biology 352. Prerequisite: Grade of C or better in CHE 343/343L. Corequisite: CHE 352L (Fall)
- 352L Biochemistry I Lab (1)  
A laboratory course to complement CHE 352. It will introduce the student to biochemical laboratory techniques such as PCR, extraction, enzyme assays, chromatography, and protein, nucleic acid, and lipid isolation and characterization. Prerequisites: Grade of C or better in CHE 343/343L. Corequisite: CHE 352. (Fall) (Special fee)
- 353 Biochemistry II (3)  
Photosynthesis, lipids, amino acids and nucleoside metabolism, gene expression and replication. Prerequisites: Grade of C or better in CHE 352/352L. (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: Grade of C or better in CHE 112, PHY 212 or 202, MAT 211. (Occasional offering) (Also PHY 355)

- 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. Prerequisites: Grade of C or better in CHE 343, 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, equilibrium. Prerequisites: Grade of C or better in CHE 343, PHY 212 or PHY 202, and grade of C or better in MAT 212. (Spring) (Also PHY 357)
- 360 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, coordination chemistry structures and isomers, bonding, electronic spectra, reactions, and mechanisms. Prerequisites: Grade of C or better in CHE 112/112L. Corequisite CHE 360L (Fall)
- 360L Inorganic Chemistry Lab (1)  
Three hour laboratory course to be taken concurrently with CHE 360, with emphasis on inorganic laboratory technique, symmetry, synthesis of main group compounds, solid acids, polyoxometallates, semiconductors, coordination compounds, and characterization techniques including UV-Vis spectroscopy, IR spectroscopy, magnetic susceptibility, and X-Ray crystallography. Prerequisites: Grade of C or better in CHE 112/112L. (Fall) (Special fee)
- 366 Physical Chemistry Lab (2)  
Laboratory problems in physical chemistry, with emphasis on equilibria, kinetics, thermodynamics, and spectroscopic methods; one four-hour laboratory weekly. Corequisite: CHE 357 (Spring) (Special fee) (Also PHY 366)
- 390 Professional Practices Seminar (1)  
This is an intermediate course where students will investigate and research a topic of interest related to chemistry or physics. Techniques of researching scientific literature, stages of report writing and oral presentation within the discipline will be addressed. Professional presentation, ethics, professional service, and résumés will also be covered. Prerequisite: Grade of C or better in CHE 343 or instructor permission (Spring)
- 400 Special Topics (3)  
Special topics in advanced subjects of chemistry and/or physics. Credits can count towards major electives or minor. (Occasional offering).
- 421 Instrumental Analysis (4)  
Theory and application of modern instrumental analytical techniques, including ultraviolet and visible spectrophotometry, emission, atomic absorption, infrared spectroscopy, liquid and gas chromatography, and mass spectrometry. 2-hour lecture and two 3-hour laboratory periods per week. Prerequisites: Grade of C or better in CHE 321 and CHE 343/343L. (Spring) (Special fee)
- 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. (Occasional offering)
- 449 Advanced Spectroscopy (3)  
Exposure to the four main areas of spectroscopy; Mass Spectrometry (MS), Ultra-violet-Visible (UV-VIS), Infra-red/Raman (IR/Raman), and Nuclear Magnetic Resonance (NMR). 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. Three hours lecture, Prerequisites: Grade of C or better in CHE 344 and CHE 356 or concurrent enrollment. (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. Prerequisites: Senior standing and 6 credits of CHE courses (300 and above). (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 and/or literature study under the direction of a selected faculty. Prerequisite: Instructor approval. (Special fee) May be repeated for 3 credits counted towards major. CR/NC option only. (Fall, Spring, Summer)

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## Non-Degree Programs

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### 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 bachelor's degree in pharmacy. These will include CHE 111/111L, 112/112L, 343/343L, 344/344L; PHY 201/201L, 202/202L; MAT 211; BIO 112/112L, BIO 216/216L. 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 (300 and above). 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.

## 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. Corequisite: PHY 151L. (Fall, Spring) (Special Fee)



- 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. Corequisites: PHY 201L and SI 083. Must take lecture and SI with same section number. (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/PHY 201L. Corequisites: PHY 202L and SI 084. Must take lecture and SI with same section number. (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. Prerequisites: Grade of C or better in MAT 211 or equivalent and PHY 095 or high school physics with a grade of B or higher. Corequisites: PHY 211L, SI-086. Must take lecture and SI with same section number. (Fall)
- 211L University Physics Lab 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. Corequisites: PHY 212L and SI 087. Must take lecture and SI with same section number. (Spring)
- 212L University Physics Lab 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)  
Content to be determined each semester by the department to meet the needs of the program and students. Prerequisite: Departmental approval.
- 313 Statics (3)  
Principles of statics, rigid body equilibrium, trusses, frames, machines, friction, moments of inertia. Prerequisites: PHY 211 and 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: CHE 112, PHY 212 or 202, MAT 211. (Occasional offering) (Also CHE 355)

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. Prerequisites: Grade of C or better in, CHE 343, 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. Prerequisites: Grade of C or better in CHE 343, PHY 212 or PHY 202, and grade of C or better in MAT 212. (Spring)

366 Physical Chemistry Lab (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 and/or literature study 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)

400 Special Topics (3)

Special topics in advanced subjects of chemistry and/or physics. Credits can count towards major electives or minor. (Occasional offering).

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

Frank Muscarella, Ph.D., Chair

Faculty: Bacheller, Des Rosiers, Feldman, Hall, Koncsol, Rivard, Wated

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## Mission of the Department

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

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## Psychology (B.S.)

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The mission of the undergraduate major in psychology is to teach students the scientific method as it applies to the wide range of subdisciplines in psychology. The skills derived from this study will help 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.

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## Student Learning Outcomes

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Courses in the psychology major are designed to serve the mission of the Department and to fulfill the five goals for the psychology major endorsed by the American Psychological Association's Board of Educational Affairs. The Department of Psychology is committed to supporting students in their pursuit of the following goals and outcomes:

1. **Knowledge Base in Psychology.** Students will describe key concepts, principles, and overarching themes in psychology; they will develop a working knowledge of psychology's content domains; they will describe applications of psychology.
2. **Scientific Inquiry and Critical Thinking.** Students will use scientific reasoning to interpret psychological phenomena; they will demonstrate psychology information literacy; they will engage in innovative and integrative thinking and problem solving; they will interpret, design, and conduct basic psychological research; they will incorporate sociocultural factors in scientific inquiry.
3. **Ethical and Social Responsibility in a Diverse World.** Students will apply ethical standards to evaluate psychological science and practice; they will build and enhance interpersonal relationships; they will adopt values that build community at local, national, and global levels.
4. **Communication.** Students will demonstrate effective writing for different purposes; they will exhibit effective presentation skills for different purposes; they will interact effectively with others.
5. **Professional Development.** Students will apply psychological content and skills to career goals; they will exhibit self-efficacy and self-regulation; they will refine project-management skills; they will enhance teamwork capacity; they will develop meaningful professional direction for life after graduation.

The psychology major requires the completion of 42 credits. The required courses include PSY 281, 283, 320, 325, 335, 413, 436, 490, and one of the following: PSY 493, 495, or 497. ENG 111, a choice of ENG 344, 404, 410, 444, or 447, and MAT 152 and MAT 252 are corequisites 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 courses and corequisites. The total number of re-attempts of psychology courses is limited to two for a psychology major. Withdrawals count as attempts.

### Psychology Minor

The Psychology minor (21 credits) requires PSY 281, 283, 325, 413, and 9 elective credits within the discipline, with a minimum grade of C.

### Industrial/Organizational Psychology Specialization

The Industrial/Organizational (I/O) Psychology Specialization (18 credits) is available to psychology majors. It requires substituting the following courses for two of the five psychology electives: PSY 370 and PSY 423. In addition, the following courses are required: MGT 305 Organizational Behavior & Management, MGT 352 Human Resource Management, MGT 355 Conflict & Negotiation, and MGT 420 Leadership.

The specialization focuses on the scientific study of the workplace, in particular on the study of human behavior as it relates to employee productivity and well-being. Students will consider how a well-functioning organization contributes to social justice by examining issues such as equal employment opportunity and equitable distribution of employment resources. The I/O Psychology Specialization may enhance the eligibility of psychology majors for graduate study in I/O psychology, human resources management (HRM), organizational behavior, and organizational learning and leadership. At the bachelor's level, the specialization may enhance eligibility for entry-level positions in the HRM field.

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## Forensic Psychology Specialization

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The Forensic Psychology Specialization (18 credits) is available to psychology majors. It requires substituting the following psychology courses for three of the five psychology electives: PSY 307, PSY 313, and PSY 415. PSY 493 Seminar: Great Cases in Law and Psychology substitutes for PSY 497 as the capstone course. In addition, the following courses are required: SOC 320 Sociology of the Law, and one from among the following: SOC 410 Theories of Deviance, SOC 426 Sociology of Violence, SOC 405 Sociology of Race, Class, and Gender, CRM 328 Race, Class, and Crime, and CRM 202 Juvenile Delinquency.

The specialization has a focus on the intersection between psychology as the study of human behavior and the legal system as society's attempt to control human behavior. The psychology courses examine how the science and profession of psychology may be applied to the legal system. Students will examine the social justice implications for both psychology and law. The Forensic Psychology Specialization may enhance the eligibility of psychology majors for graduate study in forensic and clinical psychology, law, and/or criminal justice. At the bachelor's level, the specialization may enhance eligibility for positions related to probation, incarceration programs, juvenile detention, social and legal agencies, and agencies working with victims and offenders.

### 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. Corequisite: ENG 111 or higher. (Fall, Spring, Summer)

##### 283 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)

- 295 Research (3)  
This course is the first step in the development of a literature review. Under the direction of a faculty mentor, the student learns how to conduct a focused search for literature on a topic in psychology and learns how to read scholarly sources. Prerequisites: PSY 335 and permission of the instructor. (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. (Occasional offering)
- 307 Law and Psychology (3)  
This course examines the application of psychological principles, theory, and research within the American legal system. It focuses on the intersection between psychology as a study of human behavior and law as the means to control human behavior. Prerequisite: PSY 281, plus one other psychology course. (Spring)
- 313 Forensic Psychology (3)  
This course explores the clinical evaluation, psychopathology, and treatment modalities of criminal and severely mentally ill offenders in a variety of settings, including psychiatric and correctional facilities. A variety of readings, discussions, and real life case studies of various types of offenders will serve to give students a better understanding of the topic and related mental health and political issues. Also included will be several in-depth discussions of various legal issues, such as not guilty by reason of insanity, competency to stand trial, risk and dangerousness, and sexually violent predator civil commitment laws. Prerequisite: PSY 281. (Fall)
- 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 and reliability, and an overview of testing instruments in clinical, educational, and industrial settings. Prerequisites: MAT 152 and PSY 281. Fee required. (Fall, Spring)
- 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. (Occasional offering)
- 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)
- 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 &amp; 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. Corequisite: MAT 252. (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. (Regular offering)

## 395 Research (3)

This course is designed to provide the student with experience in the conceptualization and critical evaluation of psychological research. Under the direction of a faculty mentor, the student develops a research proposal in the field of psychology. This includes a full literature review and proposed method of study that answers an empirical question that is an outcome of the literature review. May be repeated for credit. Prerequisites: PSY 295, MAT 252, & permission of the instructor. (Fall, Spring)

## 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)

## 415 Psychological Dimensions of Therapeutic Jurisprudence (3)

This course examines the impact of the judicial system on an individual's emotional life and psychological well-being. It will focus on the therapeutic or disruptive consequences of the legal system on those with a psychological disorder. It will also examine the role of psychologists and psychological science in aiding the development of therapeutic legal policy, legal rules, and legal procedures. Prerequisite: PSY 307 and PSY 313. (Fall)

## 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 283 (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. (Spring)

## 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 &amp; 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. Prerequisites: MAT 252 & PSY 335. Corequisite: ENG 410. (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 283. (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)
- 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)
- 493 Great Cases in Law and Psychology (3)  
This course is the capstone course in the Forensic Psychology Specialization. Psychological principles, theory, and research will be critically analyzed and applied to major laws and cases. Through a focused exploration of the judicial process related to specific cases, the students will gain a greater understanding of the role of psychological knowledge and research within the judicial system. Prerequisite: PSY 415. This course is the capstone course in the Forensic Psychology Specialization. All Courses for the Specialization must be completed prior to enrolling in this course. (Spring)
- 494 Substance Abuse (3)  
Consideration of habituating and addicting drugs, including alcohol, and their effects upon individuals and society. Prerequisite: PSY 281. (Occasional offering)
- 495 Research (3)  
Investigation of a research problem of special interest to the student. Under the direction of a faculty mentor, the student conducts the research project previously proposed, analyzes results, and produces a completed research report in the style of the American Psychological Association. May be repeated for credit. Prerequisite: PSY 395 and permission of instructor. (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. This course has a service-learning designation. Prerequisite: Graduation status. (Spring)
- 498 Seminar (3)  
Advanced topics. Discussion on selected topics under direction of instructor.

# Department of Sociology and Criminology

Gary Grizzle, Ph.D., Chair

Faculty: Esposito, Finley, Konczal, Perez, Romano

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## Major Area Learning Goals

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The sociology and criminology curricula are designed to facilitate students' comprehension through the study, review, reflection, and application 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, assumptions, standards, and ethics 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; and
7. role of sociological-criminological perspectives in developing critical analyses of both local and global social arrangements, with emphasis on issues of social inequality and social justice.

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## Sociology (B.S.)

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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. Students can only re-attempt a major course once and cannot re-attempt more than two major courses. In both of the above instances, withdrawals count as an attempt. 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	3
SOC	370	Social Psychology	3
SOC	409	Research Methodology	3
SOC	423	Sociological Theory	3
SOC	487	Senior Seminar	3



**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	3
SOC	320	Sociology of Law	3
SOC	349	Sociology of Religion	3

- 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	3
SOC	356	Schools and Society	3

- 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	3
SOC	332	Drugs and Society	3
SOC	404	Ethical Issues in Social Science Research	3

- IV. Distributive Courses** (These courses address problems/issues regarding social differentiation and social inequalities.)

SOC	307	Race and Ethnicity	3
SOC	352	Sociology of Immigration	3
SOC	372	Social Stratification	3
SOC	405	Sociology of Race, Class, & Gender	3

**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	3
SOC	202	Juvenile Delinquency	3
SOC	204	Social Problems	3
SOC	300	Special Topics	3
SOC	359	Independent Study	3
SOC	410	Theories of Deviance	3
SOC	426	Sociology of Violence	3
SOC	455	Sociology of the Family	3
SOC	499	Internship	3-6

### **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 or permission of Department Chair.
- 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, and Weber and their views on the function of religion and the process of secularization.
- 352 Sociology of Immigration (3)  
A comprehensive examination of U.S. immigration policies. Emphasis on issues of exclusion, inclusion, and segregation; the impact of immigration policies on the life-chances of immigrants and their descendants; assimilation theories; and data collection techniques pertaining to immigrant work, education, and healthcare. Prerequisite: Junior or senior status or permission of instructor.
- 356 Schools and Society (3)  
An examination of the sociological understanding of educational processes. The course will examine the relationships between education and society by reviewing a variety of theoretical perspectives (structural-functionalism, conflict theory, and symbolic interactionism) and empirical studies. Topics include social mobility and stratification; social reproduction; the dynamics of race, class, and gender in education; social capital; the student-teacher relationship; past/current school policies; and higher education. Major contemporary issues of formal schooling, such as desegregation, digital schooling, global comparisons, and the education of immigrant children are also addressed. Prerequisite: ENG 112 or ENG 210.
- 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-functionism, 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. Prerequisite: Completion of 24 credits in the major or approval of Department Chair. (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.

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## Criminology (B.S.)

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The major in Criminology 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. Students can only re-attempt a major course once and cannot re-attempt more than two major courses. In both of the above instances, withdrawals count as an attempt. Students must complete the Core Courses (15 credit hours) and a minimum of 12 credit hours in each of the two specialization areas. The criminology major requires a minimum of 39 credit hours, which includes the following courses:

<b>Core Courses 15 hours/5 courses</b>			
CRM	200	Introduction to Criminology	3
SOC	320	Sociology of Law	3
SOC	409	Research Methodology	3
SOC	410	Theories of Deviance	3
CRM	487	Senior Seminar	3

<b>Organizational-Institutional Courses 12 hours/4 courses</b>			
SOC	204	Social Problems	3
CRM	202	Juvenile Delinquency	3
CRM	307	Critical Issues in Criminal Justice	3
CRM	309	Police and Policing	3
CRM	311	Corrections	3
SOC	426	Sociology of Violence	3
CRM	300	Special Topics	3
CRM	499	Internship	3-6

<b>Cultural-Inequalities-Specialization Courses 12 hours/4 courses</b>			
CRM	305	Women and Crime	3
CRM	317	Elite and Organized Crime	3
CRM	319	International Perspectives on Criminology and Criminal Justice	3
CRM	328	Race, Class, and Crime	3
SOC	332	Drugs and Society	3
SOC	370	Social Psychology	3
CRM	300	Special Topics	3
CRM	499	Internship	3-6

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	3
SOC	320	Sociology of Law	3
SOC	409	Research Methodology	3
SOC	410	Theories of Deviance	3

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.
- 319 International Perspectives on Criminology and Criminal Justice (3)  
An examination of global differences in crime, policing, and corrections. Emphasis on comparing laws, police practices, crime rates, courts, and correctional systems around the world with those of the United States. This course will also address transnational crime and its intersection with these issues. Prerequisite: CRM 200.
- 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. Prerequisite: 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. Prerequisite: Completion of 24 credits in the major or approval of Department Chair. (Same as SOC 487)

## 499 Internship (3-6)

A systematic means of combining classroom learning with practical work experience. Students are placed in work situations designed to complement and enrich their personal and professional career development. Requires approval of Department Chair and Dean.

## 459 Independent Study (3)

An opportunity for extensive research into criminology topics of special interest to the student. Requires approval of Department Chair and Dean.

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### Environmental Studies Minor

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The environmental studies minor requires a minimum of 23–24 credit hours, as follows:

Required Courses			20 credits
BIO	104	Biological Foundations	4
BIO	260	Biodiversity of Ecosystems	4
BIO	360	Dynamics of Restoration Ecology	3
EVS	310	Environmental Movements	3
GEO	320	Geography of Disasters	3
PHI	354	Environmental Ethics	3

Elective Course			3–4 credits
BIO	112	Botany	4
BIO	216	Zoology	4
CHE	209	Environmental Chemistry	3
EVS	430	Environmental Crime and Law	3
GEO	301	World Environments	3

Students must earn a grade of C or higher in all minor courses.

### Course Descriptions

#### Environmental Studies; Prefix: EVS

310 Environmental Movements (3)

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.

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. Prerequisite: EVS 310.



# Department of Theology and Philosophy

Fr. Mark E. Wedig, O.P., Ph.D., Chair

Faculty: Alfarone, Austin, Capo-Iriarte, S. Fairbanks, S. J. Fairbanks, Gonzalez, Grant, Jones, Lavallee, Marill, McKeon, Miranda, Padilla, Presmanes, Schaab, Tallman, Wedig, Wilcox

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## Mission Statement

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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.

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## Theology (B.A.)

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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

- To systematically analyze Christian and Jewish thought and practice and differentiate between catechesis and theology,
- To critically analyze New Testament and Old Testament Scripture using historical-critical methods of biblical interpretation,
- To establish theological foundations for ethical practice,
- To situate the historical development of theological praxis in its cultural and social contexts, and
- To write coherently and concisely about theological beliefs and actions.

### 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	THE 309 (Old Testament Interpreters) AND THE 321 (New Testament as Christian Scripture)
Historical and Comparative Theology	THE 303 (Comparative Religion) AND THE 308 (God and Suffering)
Systematic and Liturgical Theology	THE 307 (Christology) OR THE 333 (Christian Understanding of God) AND THE 338 (The Church) OR THE 344 (Sacraments)

Moral and Spiritual Theology	THE 311 (Sexuality, Sex and Morality) <b>OR</b> THE 312 (Freedom and Virtue) AND THE 327 (Peace and Justice) <b>OR</b> THE 315 (Christian Spirituality and Prayer) <b>OR</b> THE 311 (Christianity and Culture)
Theology Seminar (THE 487, capstone)	THE 487
Electives	

### 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
Historical and Comparative Theology	3
Systematic and Liturgical Theology	3
Moral and Spiritual Theology	3
Electives	9

### Course Categories

#### I. General Education

THE	201	Theology: Faith, Beliefs, and Traditions	3
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#### II. Biblical Hermeneutics and Theology

THE	108	Introduction to the Old Testament	3
THE	309	The Old Testament and Its Interpreters	3
THE	321	The New Testament as Christian Scripture	3
THE	362	Women in the New Testament	3
THE	365	Creation and Apocalypse	3
THE	431	Jesus in the Gospels	3
THE	432	Prophetic and Wisdom Writings	3
THE	495	Topics in Biblical Hermeneutics and Theology	3

#### III. Historical and Comparative Theology

THE	103	World Religions: Religious Experiences of Humankind	3
THE	231	Judaism	3
THE	303	Comparative Religion	3
THE	304	Theology Through Film	3
THE	306	Dynamics of Faith, Beliefs and Theology	3
THE	308	God & Suffering	3

THE	314	Jewish Civilization & Practice	3
THE	324	The Catholic Imagination in Film	3
THE	331	Christianity & Culture	3
THE	334	History of Christianity I	3
THE	335	History of Christianity II	3
THE	360	Women in the Church	3
THE	370	Protestantism	3
THE	496	Topics in Historical and Comparative Theology	3

#### IV. Systematic and Liturgical Theology

THE	191	Judeo-Christian Doctrine	3
THE	307	Christology	3
THE	323	Theology and Science: A Contemporary Dialogue	3
THE	330	Approaches to God	3
THE	333	Christian Understanding of God	3
THE	338	The Church	3
THE	342	Salvation, Liberation, and Politics	3
THE	344	Sacraments	3
THE	345	Liturgy, Feasts, and Devotions	3
THE	354	Music in Worship	3
THE	497	Topics in Systematic and Sacramental Theology	3

#### V. Moral and Spiritual Theology

THE	311	Sexuality, Sex, and Morality	3
THE	312	Freedom and Virtue	3
THE	315	Christian Spirituality and Prayer	3
THE	325	Feminist Ethics	3
THE	327	Peace and Justice	3
THE	353	Bioethics	3
THE	372	Marriage and Family	3
THE	438	Catholic Social Teaching	3
THE	498	Topics in Moral and Spiritual Theology	3

#### VI. Integrative Experience

THE	487	Theology Seminar	3
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## 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 (Ingmar 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 (3)  
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.

## 308 God &amp; Suffering (3)

In every era the ubiquity of pain, suffering, and death, manifest in the cosmos and endured by its creatures, has provoked poignant and perplexing questions. This is especially the case for those who attempt to fathom such experiences and to reconcile them with belief in an all-loving, all-just, and all-powerful God. Through biblical, theological, philosophical, and experiential resources drawn from the Jewish, Catholic, and broader Christian traditions and from personal experiences, this course engages the theological perplexities of inherent and inflicted suffering and examines the variety of ways in which human beings might attempt to speak authentically of God in the midst of a suffering cosmos.

## 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

## 314 Jewish Civilization &amp; Practice (3)

This course examines the variety of elements that coalesce to define Judaism as both a civilization and a religion. The course uses Jewish historical phases such as the biblical, rabbinic, medieval, and modern periods, as backdrops against which Judaic theology, practice, and ritual are examined. The primary means by which Judaism is analyzed is via the study of biblical, rabbinic, and modern Jewish texts. Pre-requisite: ENG 112 or 210.

## 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 (3)

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. Prerequisite: 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 (3)**

A study of the foundations of theological perspectives for ethical decision-making in health care practice. These foundations include fundamental claims in theology about creation, human ingenuity and frailty, and Christian discipleship that provide insight into decision-making and the standards of evaluation for use in healthcare settings. These claims instigate discussions of medical interventions into matters, for example, of access to healthcare, reproduction, chronic and critical care, genetic manipulations, technological medical interventions, and end of life care.

**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 nature 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)  
The theology seminar capstone course engages theology majors at the end of their program in an advanced theological research project that integrates theological theory and religious praxis. The course demonstrates the necessarily contextual nature of theology, by requiring students to apply a praxis-theory-praxis theological methodology. Students engage deeply with a particular religio-cultural reality, reflect upon the situation through a specific theological lens, and then respond to the situation in light of theological reflection. Through this process students learn to think critically about the intersection of community and theology. Prerequisite: THE 201.
- 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
- 144 St. Paul's Letters
- 145 Foundations of Catholicism
- 146 Christology
- 151 Introduction to the Old Testament
- 152 Introduction to the New Testament



- 157 Living, Loving and Celebrating Liturgy I  
 158 Living, Loving and Celebrating Liturgy II  
 161 The Church After Vatican II  
 163 Becoming Peacemakers  
 164 Church History

## 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 systematically analyze complex or foundational issues such as the nature of free will, the existence of God, or the possible moral significance of non-human beings;
- To justify beliefs or actions by appeal to supporting reasons, especially concerning ethics;
- To recognize and identify fallacious attempts at reasoning; and
- To understand the historical development of seminal ideas and practices.

### 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: 220 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	3
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#### II. Critical Thinking

PHI	310	Formal Logic (replaces PHI 212)	3
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**III. History**

PHI	302	Spanish and Hispanic-American Philosophers	3
PHI	316	Ancient Philosophy	3
PHI	317	Medieval Philosophy	3
PHI	318	Modern Philosophy	3
PHI	319	Contemporary Philosophy	3
PHI	320	American Philosophers	3
PHI	323	Philosophical Perspectives on Cinema	3
PHI	332	The Thought of Ortega y Gasset	3
PHI	336	Julian Marias and the School of Madrid	3

**IV. Problem Solving**

PHI	310	Formal Logic	3
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**V. Ethics**

PHI	260	Philosophy of the Human Person	3
PHI	292	Ethics	3
PHI	308	Philosophy of Law	3
PHI	350	Family Ethics	3
PHI	351	Ethics Bowl	3
PHI	353	Bio-Medical Ethics	3
PHI	354	Environmental Ethics	3
PHI	370	Contemporary Moral Problems	3
PHI	371	Social and Ethical Issues in Business	3

**VI. Major Topic Areas**

PHI	191	Judeo-Christian Doctrine	3
PHI	304	Epistemology	3
PHI	306	Philosophy of God and Religion	3
PHI	313	Philosophy of Art—Aesthetics	3
PHI	314	Metaphysics	3
PHI	321	Philosophy of Peace and War	3
PHI	360	Asian Philosophy	3

**VII. Special Topics**

PHI	300	Special Topics	3
PHI	460	Philosophical Classics	3
PHI	487	Senior Seminar	3

**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 symbols, 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 seventeenth century to the mid-nineteenth 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 nineteenth and twentieth 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 nineteenth and twentieth 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 twentieth 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 twentieth century. Special emphasis will be paid to the work of Julian Marias and the School of Madrid philosophical movement.

**350 Family Ethics (3)**

Through a variety of sources and perspectives in philosophy, this course aims to get students to examine, reflect, and to respond critically to the relationship of morality and the family. This course covers important questions in family ethics, such as: What is a family? Should there be families? What is it that makes someone a parent? What are the reasons for and against having children? Both historical conceptions and contemporary insights will be covered. Prerequisite: PHI 220.

**351 Ethics Bowl (3)**

The Ethics Bowl course is designed to prepare students for the Southeast Regional Ethics Bowl competition. In order to effectively participate in the Ethics Bowl students must develop their knowledge and skills in four areas. First, students will learn relevant ethical theories and principles. Second, students will apply these theories and principles to real life ethical cases, so as to produce an argument for a specific ethical conclusion. Third, students will develop analytic skills enabling them to criticize opposing arguments. Fourth, students will learn to orally present their arguments and criticisms clearly, concisely, and systematically. Students may register for this course up to four times. This course is limited to ten students who will be selected through an interview process based on the following criteria: (1) Completion of PHI 220, (2) Familiarity with ethical theories, (3) Public speaking ability, and (4) Analytic skills.

**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; and 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 Senior Seminar (3)

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: Beauchesne, Broihahn, Castater, Daghestani, Doss, Evans, Frank, Kemerer, Morrell, Nickerson, Payne, Rutherford, Sadler, Sheng, Tejada, Tyler, and Wong

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## Mission

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Our mission is to deliver high quality education that will enable our students to succeed as responsible business practitioners and leaders.

We strive to develop in our students a strong sense of ethics, social responsibility, and an entrepreneurial attitude within a global perspective.

We are committed to excellent teaching, engaged learning, and collaboration with our community. Our intellectual contributions emphasize practical applications, with our faculty also engaging in theoretical and empirical research and instructional development.

We operate in a highly cosmopolitan, multicultural setting, with students from around the world, as part of a Catholic, international university, and we function as a collaborative, inclusive community of caring faculty, staff, and students in the tradition of the Adrian Dominicans.

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## The Bachelor of Science in Business Administration (B.S.B.A.) Degree Program

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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. The learning goals of the program are:

1. Our graduates will demonstrate sufficient comprehension and competence of major business knowledge and skills.
2. Our graduates will demonstrate sufficient comprehension of individual, business, and community ethics and social responsibility.
3. Our graduates will demonstrate an awareness of entrepreneurship and innovation and their importance.
4. Our graduates will demonstrate sufficient comprehension of global business.

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## Student Code of Conduct

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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.
- Unacceptable and unruly behavior in the classroom can lead to sanctions taken by the instructor ranging from a private reprimand to an unsatisfactory grade (F, NC) in the course. If the matter is considered serious, an instructor may also recommend to the Dean that the student be withdrawn from the course for academic reasons.

### School Policies

- 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.
- Students in the Andreas School of Business are expected to know the attendance policy (see Class Attendance Policy) and to respect its implementation.

### 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.

### 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 or towards any School of Business minor. 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 all B.S.B.A. Degree Requirements, which include required courses which fulfill distribution requirements, a general elective requirement, the core business curriculum, and major courses with a grade of C or better in each course.
6. 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.
7. 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 Development Center

The Barry University Career Development Center 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 of finding full-time placement in their field of study upon graduation. In addition to assistance with domestic internships, the Career Development Center 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. The Career Development Center 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 the Career Development Center 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

Barry University offers a variety of Study Abroad options. School of Business students interested in arranging a study abroad experience should obtain information from the Director of the Study Abroad Program, College of Arts and Sciences. After obtaining information and choosing a location, students should see the Assistant Dean of the School of Business to discuss how the Study Abroad experience is best accommodated within their academic program and to obtain approval for the Study Abroad program. **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. For more information, please see the Study Abroad Programs section of this catalog.

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. However, the International Internship can also be done in an organization in the United States (see course description for BUS 341/441 in this section of the catalog). Students who do an International Internship must register for the following course:

#### Course

BUS 341/441 International Internship

The Director of International Business will provide all the necessary information on International Internships. Students wishing to arrange 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.

**B.S.B.A. Degree Requirements**

<b>University Distribution—including Corequisites</b>			<b>45 credits</b>
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.

<b>Business Core</b>			<b>42 credits</b>
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

<b>General Electives—including Corequisites</b>			<b>15 credits</b>
CS	180	Introduction to Computers	3
ORI	100	Freshman Seminar	1
ORI	300	Senior Transitions	1

**Note:**

It is strongly recommended that all new first-time college students (freshmen with no college credits) in the School of Business take ORI 100 Freshman Seminar in their first semester. ORI 100 can be taken as a CR/NC course or for a letter grade. Students not taking ORI 100 must complete a one-credit general elective instead. All School of Business students are required to take ORI 300 Senior Transitions. ORI 300 is a one-credit, CR/NC course. ORI 300 cannot be waived.

**Majors**

<b>Accounting</b>			
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
<b>Total</b>			<b>24 credits</b>

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</b>			
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
<b>Total</b>			<b>21 credits</b>

<b>International Business</b>			
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
<b>Total</b>			<b>21 credits</b>

***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.

<b>Management</b>			
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
<b>Total</b>			<b>18 credits</b>

<b>Marketing</b>			
MKT	371	Personal Selling	3
MKT	381	Marketing Research	3
MKT	385	Consumer Behavior	3
MKT	466	International Marketing	3
MKT	467	Retail Management	3
MKT	486	Advertising and Promotional Strategies	3
MKT	490	Marketing Management Strategy	3
<b>Total</b>			<b>21 credits</b>

### Andreas School of Business Minors

<b>Minor in Business</b>			
<b>(21 credits; approval of Assistant Dean, School of Business)</b>			
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.			

<b>Minor in Economics</b>			
<b>(18 credits; approval of Assistant Dean, School of Business)</b>			
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.			

<b>Required Courses</b>			
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 <b>two</b> additional courses selected from those listed below, being careful that prerequisite 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
<b>Total</b>			<b>18 credits</b>

### 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
<b>Total</b>			<b>21 credits</b>

### Minor in Marketing

**(21 credits not including course prerequisites; 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

**Note:**

- 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 meet the School's minimum overall grade point average requirement of 2.25. 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; and 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 permission 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 systems 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 A, B, C 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 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, franchising, and subsidiaries; international dimensions of management, marketing, and accounting; international financial management; the special problems of multi-national corporations; recent problems of the international economic system; country-risk analysis; the increasing use of 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, and 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. (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, and 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. Corequisite: 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.

## 356 Student Management Investment Fund I

This course is an experiential course. Students will learn via firsthand experiences the many and varied practical uses and applications of the theories, concepts, and principles of security research, security valuation, security selection, security trading, and, to a lesser though necessary degree, the design, development, construction and evaluation of portfolios of securities. Experiential learning will occur through active membership, participation and time intensive involvement in Barry University's Student Managed Investment Fund (SMIF) where students will manage a real portfolio of securities. The monies the students will invest are part of Barry University endowment.

Students will be assigned to one of five security sector teams (four equity and one fixed income at present) headed by experienced and qualified SMIF members. Additionally, students will be required to participate and contribute to SMIF's financial literacy community service program conducted in partnership with the Finance Academy at William Turner Technical High School. Each student's responsibilities are presented in detail in the course syllabus. Prerequisites: FIN 319, 3.0 GPA; Interviews with and Approvals from SMIF Faculty Advisors. Corequisites: FIN 352, FIN 316

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 corequisite 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 salespersons 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

Jill Beloff Farrell, Ed.D., Dean  
M. Sylvia Fernandez, Ph.D., Associate Dean  
David M. Kopp, Ph.D., Associate Dean  
Gloria M. Arcia, M.B.A., Assistant Dean  
Sam Perkins, Ph.D., DOE Certification Ombudsman

Faculty: Ban, Borgen, Buckreis, DiBello, Farrell, Fernandez, Fischweicher, Gaffney, Gonzalez, Harris-Looby, Jackson, Kim, Koesten, Kopp, Machuca, Markovic, Marrah, Matusevich, McAtavey, McCoy, McCrink, Ney, Perkins, Posey, Rice, Ricketts-Duncan, Roseman, Rudes, Sacco-Bene, Shatz, Shine, Shure, Starratt, Strange-Martin, Türegün, Whitford, Winkle, Wolman

Dean Emerita: Sister Evelyn Piche, Ph.D.  
Faculty Emeritus: John Dezek, Ed.D.

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## Mission

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The Adrian Dominican School of Education is committed to promoting the mission of the University through teaching, advising, scholarship, research, and supportive service to the University, its students, and the community-at-large. Respecting life in all its diversity, we are committed to continuous improvement through collaborative processes. Thus, we:

- offer a comprehensive range of professional courses and programs to prepare leaders for the twenty-first century;
- 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.

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## Undergraduate Program

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### Bachelor of Science (B.S.) in Education with Master of Science (M.S.) Option with specializations in the following areas:

- Early and Middle Childhood Education (K–6)/ESOL\*/Reading\*<sup>1</sup>
- Infancy through Early Childhood Education (Birth–Grade 3)/ESOL\*/Reading\*<sup>1</sup>
- Special Education (K–12)/ESOL\*/Reading\*<sup>1</sup>

<sup>1</sup> Indicates programs that are approved by the Florida State Department of Education (FLDOE)

\* Indicates an endorsement

Those specializations noted allow students to attain a professional certification and applicable endorsements. As such, the Florida Department of Education (FLDOE) 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.

This program is a high-quality, rigorous, state-approved program aimed to provide graduates with a(n):

- education major and area of specialization (Early and Middle Childhood Education OR Infancy through Early Childhood Education OR Special Education);
- subject-area minor in General Science, Literature, Math, or Social Science (students are eligible for Florida certification grades 5–9);
- endorsement (K–12) in English as a Second Language (ESOL) in Florida; and
- endorsement (K–12) in (teaching) Reading in Florida.

There are four thematic strands that are systematically woven throughout 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. Field/Clinical 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.

In the Senior year, students in the 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.

Community service is directly and purposefully planned into this program at two critical points. The first is through the capstone project during 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 (including a content-area minor) will earn a Bachelor's degree and have the option of continuing into the Master's portion of the program. 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.

Participants enrolled in the Masters option of the program are provided extensive individualized mentoring, especially during their first year as full-time teachers in their own classrooms.

### **Vision**

The vision of the B.S. in Education with M.S. Option 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 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 critical analysis of their own knowledge, skills, and dispositions.

**Sequence of Required Courses for the B.S.  
in Education With M.S. Option**

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**Distribution Courses**

(See course description in the Arts &amp; Sciences section of this catalog)

Art elective			3
Biology (except General Science minors who are required to take the courses listed in the Content Area Minor Requirements Section)			3
CS	180	Intro to Computers	3
ENG	111	First Year Comp/Lit.	3
ENG	210	Intro to Literature	3
HIS	150	The Meaning of History	3
Humanities electives			6
MAT	107	General Education Math	3
MAT	152	Elem Probability & Statistics	3
PHI	220	Intro to Philosophy	3
Philosophy 220			3
PSY	281	Intro to Psychology	3
SOC	300	Special Topics	3
SPE	101	Fundamentals of Speech	3
OR			
COM	104	Interpersonal Communication	
Theology elective			3
<b>Total</b>			<b>48 credits</b>

**Content Area Minor Requirements (Students select one content area)**

<b>Literature</b>			
ENG	324	Major American Writers	3
ENG	331	Major British Writers II	3
OR			
ENG	332	Major British Writers II	
ENG	350	Theories of Rhetoric and Public Disc.	3
OR			
ENG	406	Rhetorical Analysis	
ENG	410	Advanced English Grammar	3
OR			
ENG	404	Persuasive Writing	
OR			
ENG	407	Shakespeare	
ENG electives			9
<b>Total</b>			<b>21 credits</b>



<b>Math</b>			
MAT	152	Elem Probability & Statistics	3
MAT	109	Precalculus Math I	3
MAT	110	Precalculus Math II	3
MAT	211	Calculus I	4
MAT	203	Geometry for Teachers	3
MAT	253	Discrete Mathematics	3
MAT elective			3
<b>Total</b>			<b>22 credits</b>

<b>General Science</b>			
BIO	101 or 102	General Biology I or II	3
BIO	104/LAB	Biological Foundations	4
CHE	111/LAB	Gen. Chem. & Qual. Analysis	4
BIO	305	Intro. to Oceanography	3
CHE	135/LAB	Consumer Chemistry	4
PHY	151/LAB	Introductory Physics	4
BIO	307/LAB	Biology of Crime	3
OR			
BIO	309/LAB	Disease Detectives	
OR			
BIO	319/LAB	The Six Senses	
<b>Total</b>			<b>25 credits</b>

<b>Social Science</b>			
HIS	102	Western Civilization II	3
HIS	201	U.S. People & Ideas I	3
HIS	202	U.S. People & Ideas II	3
POS	201	American Government	3
ECO	201	Principles of Macroeconomics	3
HIS elective 300 Level or 400 Level			3
GEO elective			3
<b>Total</b>			<b>21 credits</b>

<b>Core Requirements for the Program</b>			
EDU	160	Foundations	3
EDU	221	Child Development	3
EDU	322	Methods of Teaching Reading	3
EDU	369	Teaching Language Arts through Children's Literature	3
EDU	371	Instructional Strategies	3
			<i>Continued</i>

<b>Core Requirements for the Program—Continued</b>			
EDU	372	Inclusionary Settings	3
EDU	451	Engaging Learners in the Classroom	3
EDU	466	Reading Assessment and Instruction	3
TSL	400	Comprehensive ESOL Strategies	3
TSL	415	ESOL Instruction and Assessment Strategies	3
EDU	597	Capstone Seminar (graduate credits)	3
EDU	598	Capstone Seminar (graduate credits)	3
<b>Total</b>			<b>36 credits</b>

<b>Clinical Core Requirements</b>			
EDU	301	Supplemental Instruction	1
EDU	401	Supplemental Instruction	1
EDU	497	Pre-Internship	3
EDU	499	Internship	6
<b>Total</b>			<b>11 credits</b>

<b>Graduate Requirements (includes 6 graduate credits from the Capstone Seminar)</b>			
EDU	502	Research Methods for Advocacy	3
EDU	520	Advanced Theories of Learning	3
EDU	549	Critical Theory and Educational Transformation	3
EDU	582	Mentoring of the Professional Educator	1
EDU	595	Advanced Curriculum and Assessment	3
EDU	602	Advanced Applied Research	3
EDU	641	Educational Policy and Leadership for Social Justice	3
EDU	642	Becoming a Teacher Leader	1
EDU	696	Community-Based Master's Project	4
<b>Total</b>			<b>24 credits</b>

### **Curriculum Courses Specific To Specializations**

**(Students Select 1 Area of specialization.)**

<b>Early and Middle Childhood Education specialization (K–6)</b>			
EMC	201	Understanding Curriculum and Assessment	3
EMC	202	Designing Instruction and Assessment	3
EMC	302	Developing and Implementing Differentiated Curriculum and Assessment	3
EMC	402	Integrating Curriculum and Assessment in the Elementary School	3
<b>Total</b>			<b>12 credits</b>

<b>Infancy through Early Childhood Education specialization (Birth to Grade 3)</b>			
ECE	201	Philosophical and Sociological Foundations of Early Childhood Education	3
ECE	202	Literacy-based Integrated Curriculum for the Early Childhood Classroom: Creative Arts and Social Studies	3
ECE	302	Literacy-based Integrated Curriculum for the Early Childhood Classroom: Math, Science, and Nutrition	3
ECE	402	The Reflective Early Childhood Professional	3
<b>Total</b>			<b>12 credits</b>

<b>Special Education specialization (K-12)</b>			
ESE	201	Foundations and Assessment of Special Education	3
ESE	202	Special Education Curriculum Design and Development	3
ESE	302	Instructional Strategies for Exceptional Learners	3
ESE	402	Positive Behavioral Support	3
<b>Total</b>			<b>12 credits</b>

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 this 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.

### **Barry Distribution and General Education Requirements for Transfer Students**

All transfer students to the undergraduate teacher-education program are required to meet Barry University distribution requirements prior to full admission to the program/major. Please contact the Program Director for advising in reference to transfer credits.

#### **Full Admission to the B.S. in Education With an M.S. Option Program**

Acceptance to the School of Education

In order to be accepted into the undergraduate teacher preparation program in the School of Education, students must have a cumulative 2.5 GPA.

**Students applying for acceptance to the graduate option must maintain a 2.5 GPA through the first semester of their junior year. Then each student must have a 3.0 GPA by the second semester of their junior year and maintain the 3.0 GPA for graduate admission. Each student must pass the Professional Education Exam of the Florida Teacher Certification Exam (FTCE) by the end of their first semester of their junior year. Each student must pass the Subject Area Exam of the FTCE by the end the second semester of their junior year.**

#### **Full Admission to the School of Education**

In order to be fully admitted to the B.S. in Education with an M.S. Option Program, students:

- must have maintained a 2.5 GPA within the first year of the program and must have passed all four (4) sections of the General Knowledge portion of the FTCE;
- must demonstrate computer proficiency by earning a grade of C or better in CS 180 or an approved equivalent course, or by earning an acceptable score on the computer challenge test; and
- must earn a grade of “C” or better in EDU 160 or an approved equivalent course.

Students who are unable to meet full-admission requirements by the end of their first year in the program 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 the School of Education. 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 B.S. in Education With M.S. Option Program**

International students with an F-1 visa status must fulfill the following conditions for the graduate 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.

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## **Standards of Progress**

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All students in the B.S. in Education with an M.S. Option Program must maintain a 2.5 GPA through their **first semester junior year**. Beginning with the **second semester junior year**, students in the program who wish to continue to the Master's portion of the program must maintain a 3.0 GPA to meet the requirements for admission into the Master's portion of the program. Students who are unable to meet the 3.0 GPA requirement for the Master's portion of the program will complete only the undergraduate portion of the program.

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## **Academic Probation/Suspension**

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### **Academic Probation**

Students remain in good academic standing if the cumulative GPA is 2.5 or above once they are accepted to the School of Education. A student is placed on academic probation if the student's cumulative GPA falls below a 2.5. **Students in the program who plan to move into the Master's portion of the program must maintain a 3.0 GPA beginning with their second semester of junior year.** The Dean of the School of Education 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. Further, suspended students may only repeat courses in which a grade of "D" or "F" was earned. 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 FLDOE in effect at the time of readmission **with or without notice in this catalog.**

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## **Incomplete Grades**

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Incomplete grades (I) 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.

#### ***In Progress Grade:***

In Internship, an “In Progress” (IP) is given at the discretion of the Coordinator of Field and Clinical Experiences. This grade will be given when any of the following requirements are not met:

- a. Passage of licensure exams, until official copies of tests scores are submitted to the Coordinator of Field and Clinical Experiences;
- b. Successful completion of the Accomplished Practices;
- c. Successful completion of the Teacher Work Sample (TWS); or
- d. Successful demonstration of Reading Endorsement Competency 5.

The “IP” grade will remain on the student’s record until such time that the student meets the requirements for Internship.

Any Intern receiving an “I” or “IP” must reapply for graduation and pay an additional graduation fee, as noted on the application form, for the nearest graduation date AFTER meeting the above criteria for which the “I” or “IP” was given.

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## **Field and Clinical Experiences**

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### **Field and Clinical 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. Clearance can take several weeks, and students should begin this process early in their freshman year to insure clearance is secured prior to beginning field experience. Students who do not clear fingerprinting will not be able to participate in field experience, and this will result in a failing grade for the course(s) in which field experience is required. **Placement in field experiences is dependent upon criminal/fingerprinting clearance and is determined by the Coordinator of Field and Clinical Experiences.** Placements in schools must incorporate a sixth (6th) grade or higher placement as required for the Reading Endorsement. (Should the 6th grade or higher placement not be completed during field experience, such placement will be made for Pre-Internship/Internship as applicable to the program.)

### **Pre-Internship**

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 Master’s portion of the Program (2.5 overall GPA for those students unable to continue to the Master’s portion of the program);
- copies of scores for the Professional Education and Subject Area Examinations of the FTCE
- must be fully admitted to the School of Education; and
- completion of all required coursework except EDU 401; EDU 451; EDU 466; EDU 597; EDU 598; and ECE, EMC, or ESE 402, depending on the student’s chosen specialization in the program. Each of these courses is taken during the Pre-Internship or Internship semesters.

### **Internship**

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, **Application requirements for Internship also include:**

- the Program Evaluation from Web Advisor,
  - must have completed at least 30 semester hours of coursework at Barry University,
  - proof of Student Teaching Liability Insurance,
  - a grade of credit (CR) in EDU 401,
  - a grade of “C” or better in EDU 451, and
  - a grade of credit (CR) in EDU 597.
1. Placement for Internship will **not** be made at sites where the Intern is currently employed;
  2. has had previous employment;
  3. has attended as a student; **nor**
  4. has family employed or attending, including children.

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### Graduation Requirements for All Undergraduate Specializations

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- 3.0 overall GPA is required for graduation from the undergraduate portion of the B.S. in Education with M.S. Option program for those entering the Master’s portion of the program;
- 2.5 overall GPA for those not entering the Master’s portion of the program;
- no grades of “I” or “IP” remaining on transcript;
- 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 all endorsement requirements: passing scores on ALL sections of the FTCE must be earned in order to graduate.

Should graduation be forfeited, the student is responsible for **submitting an updated graduation application with accompanying fees. Students continuing into the M.S. option must present documentation of the earned Bachelor’s degree 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 will be denied admission to the graduate program.**

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### Licensure/Certification Information

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Only students who have completed all requirements for any State-approved degree program will have their transcripts stamped as graduating from a state-approved program meeting 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.

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### Post-Baccalaureate Certification/Re-Certification

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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 contact the DOE Certification Ombudsman in the School of Education for guidance.

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### Professional Training Option for Content Majors (PTO)

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The Professional Training Option (PTO) is available to students earning a major in a content area outside of education (e.g., Mathematics, English, Music, Art, History, etc.) Requirements for admission to the PTO include a 2.5 GPA

in the content major as well as passing of the General Knowledge Exam portion of the Florida Teacher Certification Examination.

Required courses for the PTO are:

EDU	221	Child Development	3
EDU	322	Methods of Teaching Reading	3
EDU	451	Engaging Learners in the Classroom	3
EMC	202	Designing Instruction and Assessment	3
EDU	371	Instructional Strategies	3
EDU	372	Inclusionary Settings	3
<b>Total</b>			<b>18 credits</b>

### Minor in Education (21 Credit Hours)

The Minor in Education is available to students earning a major in a content area outside of education (e.g., Mathematics, English, Music, Art, History, etc.). Requirements for admission to the Minor in Education include

- a 2.5 GPA in the content area; and
- passing all four sections of the General Knowledge Exam portion of the FTCE prior to taking junior-level courses (300 level).

#### Required courses for the Minor in Education are:

EDU	221	Child Development	3
EDU	322	Methods of Teaching Reading	3
EDU	451	Engaging Learners in the Classroom	3
EMC	202	Designing Instruction and Assessment	3
EDU	371	Instructional Strategies	3
EDU	372	Inclusionary Settings	3
<b>Total</b>			<b>18 credits</b>

#### ONE elective from the following courses

EDU	160	Foundations	
EDU	369	Teaching Language Arts through Children's Literature	
EDU	466	Reading Assessment and Instruction	
TSL	400	Comprehensive ESOL Strategies	
One of the three foundational curriculum courses: ECE 201 or EMC 201 or ESE 201			

**Note:**

Other education courses may be considered for the three-credit elective with approval from the Director of Undergraduate Education.

### Course Descriptions

#### Early Childhood Education; 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. Prerequisites or corequisites: EDU 160 and EDU 221. Fall course only.
- 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. Prerequisite: ECE 201. Spring course only.
- 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. Prerequisite: ECE 202. Spring course only.
- 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 roles in advocacy and public policy. Field experience required. Prerequisite: ECE 302. Spring course only.

### 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. Fall course only.
- 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. Field experience required. Fall course only.



- 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. Prerequisite: EDU 151. Spring course only.
- 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 practice 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. Field experience required. Prerequisite or corequisite: PSY 281; Prerequisite: EDU 160. Spring course only.
- 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. Note: This is a CR/NC course. Fall course only.
- 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. Field experience required. Prerequisites: EDU 160 and EDU 221. Fall course only.
- 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. Field experience required. Prerequisite: EDU 322. Spring course only.
- 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 with an emphasis on the development of mathematics knowledge and pedagogical skills. 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. Field experience required. Prerequisites: EDU 160; EDU 221; and ECE 202, EMC 202, or ESE 202. Fall course only.
- 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. Field experience required. Prerequisite: EDU 371. Spring course only.

## 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. Prerequisite: EDU 301. Note: This is a CR/NC course. Fall course only.

## 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. Field experience required. Prerequisite: EDU 369; EDU 372; TSL 415; and ECE 302 or EMC 302 or ESE 302. Fall course only.

## 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. Field experience required. Prerequisites: EDU 322 and EDU 369. Fall course only.

## 492 Workshop in Education (Variable)

Provides special interest areas developed from student needs and community requests. Number of credits depends on individual workshop requirements.

## 497 Pre-Internship (3)

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 coursework in education as well as specific content related to the reading endorsement competencies and the student's minor area of study. Prerequisites: 2.5 overall GPA, passed all sections of the General Knowledge Examinations, and Professional Education and Subject Area Examination of the FTCE and completed all required coursework with final course grade of C or better except those courses identified as corequisites. Corequisites: EDU 451, EDU 401, EDU 466, and EDU 597. This is a CR/NC course. Fall course only.

## 499 Internship (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 former twelve Florida Educator Accomplished Practices, and integrate program-related curricular outcomes. Prerequisites: Apply for 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 1, 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.), and must have completed at least 30 semester hours of coursework at Barry University. NOTE: This is a CR/NC course. This course may only be taken by students who completed their coursework prior to 2011 and only need to complete Internship to earn their degree.

## 499F Internship for the B.S. in Education with an M.S. Option (6)

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. The Intern will be required to apply the knowledge acquired during coursework in education as well as specific content-related experiences. Prerequisite: CR in EDU 497 and apply to Internship. NOTE: This is a CR/NC course. Spring course only.

**502 Research Methods for Advocacy (3)**

This course provides an 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 in 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 differentiated assessment practices with a focus on problem-based standards-based systems. Discusses statewide accountability systems, the issues surrounding high-stakes assessment practices, and the 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.

**597 Capstone Seminar (3)**

The first semester of this year-long course offering 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. Fall course only.

**598 Capstone Seminar (3)**

Building upon the preliminary design of the project prepared in the first semester (EDU 597) and 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 through the completion and presentation of their action-research projects. Spring course only.

**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 communities. 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 &amp; 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 effects 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 beginning teachers understand and critique commonsense views of schools and conventional practices, while learning how to make choices in their practices 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 (4)

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.

### Course Descriptions

#### Early and Middle Childhood Education; 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. Prerequisites or corequisites: EDU 160 and EDU 221. Fall course only.

## 202 Designing Instruction &amp; 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 with an emphasis on the development of knowledge and pedagogical skills in the early- and middle childhood classroom content areas of the Social Sciences and the Arts. Field experience required. Prerequisite: EMC 201. Spring course only.

## 302 Developing and Implementing Differentiated Curriculum &amp; Assessment (3)

Applies theories and practices concerning curriculum design, differentiated instruction, and authentic assessment with an emphasis on the development of knowledge and pedagogical skills in the early- and middle-childhood classroom content areas of Mathematics and Science. 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. Spring course only.

## 402 Integrating Curriculum &amp; 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. Spring course only.

**Course Descriptions****Special Education; Prefix: ESE**

## 201 Foundations &amp; 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. Field experience required. Prerequisites or corequisites: EDU 160 and EDU 221. Fall course only.

## 202 Special Education Curriculum Design &amp; 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. Field experience required. Prerequisite: ESE 201. Spring course only.

## 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 based on the development, implementation, and evaluation of Individualized Education Plans (IEPs). Field experience required. Prerequisite: ESE 202. Spring course only.

## 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. Prerequisite: ESE 302. Spring course only.

**Course Descriptions****ESOL; 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. Field experience required. Fall course only.

## 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). Field experience required. Prerequisite: TSL 400. Spring course only.

# College of Nursing and Health Sciences

John McFadden, Ph.D., CRNA, Dean  
Tony Umadhay, Ph.D. CRNA, Associate Dean

Faculty: Ackbarali, Carr, Cervantes, Colvin, , Diaz-Cruz, Fernandez, Hackett, Hernandez-Pupo Hawkins, Hershorin, Jaffe, Jeffery, Lamet, Lavandera, Milne, Owen, Packert, Rice, Samson-Mojares, Schwal, Shaw, Subramoney

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## Introduction to the College

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Barry University has a long history of preparing compassionate health care practitioners who are committed to excellence in practice. In 2008, the faculty and administration united select biological, biomedical, and health care professional courses and programs to create the College of Health Sciences. In 2014, the College of Health Sciences was renamed the College of Nursing and Health Sciences to affirm the composition of the College's programs and the collaborative nature of our disciplines. The College provides students with a vibrant academic environment that supports an inclusive community. Our undergraduate programs encourage faculty and students to explore ideas and solve professional problems as a scholarly community. The purpose of the College of Nursing & Health Sciences is to provide high quality education that will prepare competent, thoughtful, ethical, and compassionate health professionals and scientists both within the U.S. and at the international level. This is accomplished within a caring environment, supportive of the religious dimension of the University. The College also provides biological and biomedical science courses for students from other academic disciplines as part of a liberal education. With the knowledge that the world and human needs are constantly changing, the goals of the College of Nursing and Health Sciences are to:

1. Provide a liberal and professional education in the biological, biomedical, and health sciences to a diverse student body within an environment that fosters self-directed analytical thinking and a commitment to life-long learning and scholarship;
2. Offer didactic, laboratory, simulation, and practicum courses and other educational experiences that meet the requirements of Barry University and of entrance into professions and professional programs; and
3. Foster a sense of ethical and social responsibility through collaborative service-learning opportunities.

We respect the diversity of our students and their desire to make meaningful contributions locally, nationally, and internationally.

The College offers the following undergraduate degree programs (by degree, in alphabetical order):

- Clinical Biology Program
  - Histotechnology
  - Medical Technology
  - Completion Program (Associate's to Bachelor's degree)
- Cardiovascular Perfusion
- Nursing
  - Traditional Option
  - Accelerated Option
  - R.N. to B.S.N. Blended On-Line Option)

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## Highlighted College Policies

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### Background Checks and Drug Screens

Participation in clinical experiences, rotations, or fieldwork is a required part of the curriculum and a requirement for graduation. Clinical rotation and fieldwork sites require drug, criminal, and/or child abuse background checks, and clear-

ance through the HHS/OIG list of excluded individuals and the GSA list of parties excluded from federal programs in order to permit participation in the program's clinical experiences, rotations, and/or fieldwork experiences. Clinical and fieldwork sites may deny a student's participation in the clinical experience, rotation, or fieldwork experience because of a felony or misdemeanor conviction, failure of a required drug test, or inability to produce an appropriate health clearance, which would result in delayed graduation or in the inability to graduate from the program. Individuals who have been convicted of a felony or misdemeanor may be denied certification or licensure as a health professional. Information regarding individual eligibility may be obtained from the appropriate credentialing bodies. Drug and background checks will be conducted at the student's expense.

### **Curricular and Policy Changes**

The curricula described in this catalog are continually subject to review in order to respond to external mandates, including those of both regional and professional accrediting bodies. University policy changes in curriculum may be made without advance notice. The College will make every effort to minimize the impact of such changes on currently enrolled students by stipulating that students complete the requirements of their degree program in effect at the time of admission or readmission to the program. In the event that this is not possible due to accreditation standards or the deletion of courses, students may be required to complete alternative degree requirements in order to graduate. The programs, policies, requirements, and regulations listed in this catalog are continually subject to review in order to serve the needs of the University's and College's various communities and stakeholders. Changes may be made without advance notice. Please refer to the General Information section for the University's policies, requirements, and regulations. Please refer to the College's website for the most recent information regarding program requirements, policies, and procedures.

### **Dismissal**

The College of Nursing & Health Sciences strives to graduate professionals who demonstrate the knowledge, skills, and behaviors necessary to be successful in their careers and contribute to the community they serve. As such, the College faculty and leadership reserves the right to remove any students for academic or nonacademic reasons as outlined in University, school, or program policies and procedures. Students removed from any program must follow the grievance procedures as outlined by the University and Program.

# Clinical Biology Program

Jorge Lopez, PhD., Program Director, Clinical Biology Program  
Daniel Packert, MS, Program Director, Histotechnology Specialization  
Sumera Ackbarali, MS, Program Director, Medical Technology Specialization

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## Overview of Program

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Clinical Biology 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 moral character, reliability, manual dexterity, and the ability to remain calm, courteous, and efficient under adverse conditions and stressful situations. Barry offers programs for students seeking to meet the growing demand in these fields: Histotechnology and Medical Technology.

The curricula of the Clinical Biology 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 Clinical Biology Program aims to provide a quality education amidst an atmosphere of social responsibility, scholarly research, and respect for human dignity.

Acceptance to Barry University does not automatically guarantee acceptance to the Clinical Biology Program.

### 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](tel:773-714-8880)/Fax: (773) 714-8886/E-mail: [info@naacls.org](mailto:info@naacls.org).

Barry University's Medical Technology Specialization Program is approved by the Florida Department of Health, Board of Clinical Laboratory Personnel, and accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS): 5600 N. River Road, Suite 720, Rosemont, IL 60018/Telephone: [\(773\) 714-8880](tel:773-714-8880)/Fax: (773) 714-8886/E-mail: [info@naacls.org](mailto:info@naacls.org).

### Mission and Philosophy

The philosophy of the Clinical Biology Program is consistent with the Barry University mission.

Our faculty and staff are committed to helping students achieve their goals and producing graduates who can make a difference as leaders in the international health care community. Existing as a scholarly community, we are committed to the highest academic standards in undergraduate education. As part of the Clinical Biology Program students will learn to grow as individuals committed to lifelong learning and social justice.

This mission of Clinical Biology aligns with the goals of NAACLS and the College of Nursing and Health Sciences at Barry University. The mission of the Clinical Biology Program is to prepare our graduates with skills that will allow them to apply scientific knowledge, while collaborating with others using verbal, written, and technological skills inherent to health care. We provide them the tools to engage in professional practices that adhere to the concepts of integrity, ethics, life-long learning, and patient advocacy.

### Program Goals

Upon successful completion of the Program, all Program graduates will be able to:

1. Comprehend and apply knowledge, analyze case studies and synthesize and apply the best available evidence as the basis for evaluating healthcare practices (Critical Thinking);
2. Collaborate and communicate with others using verbal, written, and technological skills inherent to health care, healthcare professionals, and healthcare scientists (Communication); and



3. Engage in professional practices that adhere to the concepts of integrity, ethics, life-long learning and patient advocacy (Professionalism).

### Program Objectives

The educational objectives for the Program correlate with the three (3) goals of the curriculum: critical thinking, communication, and professionalism. Upon completion of the Program, the graduate shall have acquired knowledge, skills, and competence related to the Program goals as evidenced by the ability to:

1. Analyze individual case studies and evaluate clinical laboratory sciences (Critical Thinking);
2. Demonstrate collaboration by actively engaging in interdisciplinary local and global community outreach efforts for health promotion (Communication, Professionalism);
3. Participate in health-related research and scholarship (Professionalism);
4. Demonstrate technology skills to enhance overall lifelong learning through continuing education (Communication, Professionalism); and
5. Demonstrate achievement of the Program's objectives and synthesis of educational activities by completing a scholarly work in the form of a research project (Critical Thinking, Communication, Professionalism).

### Expected Student Learning Outcomes

Graduates will have acquired the ability to:

Demonstrate entry-level competencies in the basic procedures of the chosen field;

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; and

Develop an awareness of major health, social, and economic problems of the community and the world at large.

### Admission Requirements

Applications are accepted on an ongoing basis. Incoming freshmen seeking admission must submit a completed application for undergraduate study and provide official transcripts from high schools attended. Transfer students must be able to demonstrate through the satisfactory completion of previous coursework and interview with admissions committee that they are able to perform well in a rigorous academic program focusing on the clinical sciences.

Below are minimum scores required for incoming freshman for admissions to the Health Professions Foundation coursework:

SAT 1100 (minimum Math 600 and Verbal 490)

ACT Composite variable (minimum Math 26 and English 22)

HS. GPA of 3.0 or above (inclusive of dual enrollment courses)

### 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 Division of Enrollment. 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 500 (61 on the internet-based test) on the Test of English as a Foreign Language (TOEFL). Official test results must be submitted to the Office of Health Sciences Admissions, Barry University.

### 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

***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. Physical exams and immunizations will be done at the student's expense.

**Health Professions Foundation**

The Health Professions Foundation is for those students interested in pursuing one of the clinical biology specialization programs after two years of study. Students in the Health Professions Foundation will take foundation courses in biology, chemistry, math, and physics, as well as general distribution requirements, before applying to one of the specialization programs. Acceptance to an individual specialization program, be it Histotechnology or Medical Technology, is dependent upon the satisfactory completion of the first two years of study with a minimum cumulative 3.0 GPA. The department's admissions committee will review academic performance and suitability to each discipline before granting a change of major into a specialization program.

<b>Core Coursework</b>			
BIO	104	Biological Foundations	3
BIO	104L	Biological Foundations Lab	1
BIO	105	Biomedical Terminology	1
BIO	220	Introductory Human Anatomy	3
BIO	220L	Introductory Human Anatomy Lab	1
BIO	240	Introduction to Human Physiology	4
BIO	240L	Introduction to Human Physiology	1
CHE	111	General Chemistry and Qualitative Analysis	3
CHE	111L	General Chemistry and Qualitative Analysis Lab	1
CHE	152	Introduction to Organic and Biological Chemistry	3
CHE	152L	Introduction to Organic and Biological Chemistry Lab	1
MAT	109	Precalculus Mathematics I	3
MAT	152	Elementary Probability and Statistics	3
PHY	151	Introductory Physics	3
PHY	151L	Introductory Physics Lab	1
CS	180	Introduction to Computers	3
General distribution courses as required.			
These courses or their equivalent are prerequisites for the specialization programs.			

## Clinical Biology (B.S.) Specialization Programs

The Specialization Programs are open to those students applying for transfer from the Health Professions Foundation Program, other programs within Barry University, and students transferring from other institutions. All students must be able to demonstrate through the satisfactory completion of previous coursework that they are able to perform well in a rigorous academic program focusing on the clinical sciences. The application process also requires an interview with the admissions committee. Students will graduate from this program with a bachelor's degree in Clinical Biology and a specialization in either Histotechnology or Medical Technology. Participation in clinical experiences is a required part of the curriculum and will be undertaken off-campus at clinical affiliate sites. Credit hours for the Clinical Experience courses are charged the standard tuition rate.

### 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, making this area of Clinical Biology 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 microtomes, cryostats, embedding stations, and processing equipment, and the ability to perform basic maintenance procedures on equipment. The ability to differentiate specimen 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. Graduates are eligible to sit for the American Society for Clinical Pathology (ASCP) HTL certification examination.

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](tel:7737148880)/Fax: [\(773\) 714-8886](tel:7737148886)/E-mail: [info@naaccls.org](mailto:info@naaccls.org).

<b>Core Coursework B.S. in Clinical Biology/Histotechnology Specialization</b>			
BIO	253	Intro Microbiology	3
BIO	253L	Intro Microbiology Lab	1
CLB	300	Special Topics: QC in the Laboratory	2
BIO	303	Genetics	3
CLB	317	Laboratory Management Seminar	2
BIO	330	Cell Biology	3
CLB	432	Immunology/Serology	3
CLB	445	Microtechnique Lecture	3
CLB	445L	Microtechnique Lab	1
CLB	450	Histology Lecture	3
CLB	450L	Histology Lab	1
CLB	460	Advanced Histotechnology I	2
CLB	465	Advanced Histotechnology II	2
CLB	475	Seminar	3
CLB	484	Clinical Experience I—Histotechnology	2-6
CLB	489	Clinical Experience II—Histotechnology	2-6

General distribution courses are needed to fulfill the degree requirements (refer to Catalog for course descriptions and requirements). In fulfillment of the distribution requirement, 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 3.0.

### Medical Technology Specialization

Medical technologists are healthcare professionals that play a key role in examining, analyzing, and providing results from blood and body fluids. They represent the major group of laboratory professionals and are highly trained and technically skilled. Medical technologists use sophisticated precision laboratory equipment and work in all areas of the lab including chemistry, hematology, microbiology, immunology, and blood bank. Medical technologists perform analytical patient testing, develop and modify procedures, establish quality control and quality assurance 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.

The state of Florida requires laboratory personnel to be licensed or certified. In order to obtain state of Florida licensure, the medical technologist must first pass a national certification examination as a generalist. This examination is offered by the following agencies: American Society for Clinical Pathology (ASCP) American Medical Technologists (AMT) and the American Association of Bioanalysts (AAB). Furthermore, some states have additional requirements for licensure or certification of laboratory personnel. (Refer to National Licensure Requirements on the following pages.) Information on licensure is available from state departments and/or health departments. 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.

<b>Core Coursework B.S. in Clinical Biology/Medical Technology Specialization</b>			
BIO	253	Intro Microbiology	3
BIO	253L	Intro Microbiology Lab	1
CLB	300	Special Topics: QC in the Laboratory	2
BIO	303	Genetics	3
CLB	317	Laboratory Management Seminar	2
BIO	330	Cell Biology	3
CLB	427	Biochemistry I	3
CLB	428	Biochemistry II	3
CLB	432	Immunology/Serology	3
CLB	440	Medical Microbiology	3
CLB	456	Clinical Chemistry	3
CLB	462	Hematology	3
CLB	466	Preparatory Lab Practicum I	1
CLB	468	Preparatory Lab Practicum II	1
CLB	475	Seminar	3
CLB	479	Blood Banking	3
CLB	480	Clinical Experience I—Medical Technology	1-6
CLB	485	Clinical Experience II—Medical Technology	1-6
CLB	490	Clinical Experience III—Medical Technology	1-6

General distribution courses are needed to fulfill the degree requirements (refer to Catalog for course descriptions and requirements). In fulfillment of the distribution requirement, 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 3.00.

### **Participation in the Clinical Experience (Histotechnology and Medical Technology Specialization Programs)**

Students need 30 hours taken in residence at Barry University before enrolling in the Clinical Experience. Students must provide their own transportation to the clinical site. 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 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 B.S. in Clinical Biology Specialization Programs (Histotechnology and Medical Technology) and a requirement for graduation. Clinical affiliate sites require a drug and criminal background check in order to permit participation in the 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 and III, "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 3.0 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.

Students participating in the Clinical Experience are expected to demonstrate progression of clinical and professional skills and good laboratory practice at all times. Students' failure to do so will result in dismissal from the Clinical Experience and therefore the program.

### **Graduation Requirements**

Students are eligible for graduation after all program requirements have been satisfactorily met and verified by the Undergraduate Program Director. After graduation students are qualified to apply for licensure by examination for their

respective specialization. The granting of the degree or certificate must not be contingent upon the student passing any type of external certification or licensure examination.

### Grade Policy

The following grades may be recorded for a didactic course:

A = 90-100 points
B = 80-89 points
C = 70-79 points
D = 60-69 points
F = Below 60 points
I = Incomplete
IP = In progress (incomplete internship, project); students have six months to complete the course requirements or the grade will be converted to an "F"
W = Withdrew from course before the withdrawal deadline

An 'I' grade is not automatically given for absence from class or incomplete work. An 'I' grade will need to be requested in writing by the student to the course instructor when course assignments have not been satisfactorily completed. Students who are granted an 'I' grade in a course must complete all the course requirements by the end of the next semester. An 'I' grade becomes an 'F' if assignments are not completed.

### Transfer Credits

Students are able to transfer 64 semester hours from an accredited community college or state college program, and up to an additional 26 semester hours from an accredited four-year university. Students must complete their final 30 credits at Barry University.

### Sites

Didactic and lab courses are taught at Barry University on the main campus. Clinical Experiences are offered at clinical affiliate sites throughout the State of Florida.

## Clinical Biology Completion Program (B.S.)

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. Students must maintain a minimum overall GPA of 2.5

Biology (12 semester hours)
Chemistry (8 semester hours)
Math (3 semester hours)
Statistics (3 semester hours)

### 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 500 (or 61 on the internet-based test) on the Test of English as a Foreign Language (TOEFL). Official test results must be submitted to the Office of Health Sciences Admissions, Barry University.

### Program Goals

Upon successful completion of the Program, all Program graduates will be able to:

1. Comprehend and apply knowledge, analyze case studies and synthesize and apply the best available evidence as the basis for evaluating healthcare practices (Critical Thinking);
2. Collaborate and communicate with others using verbal, written, and technological skills inherent to health care, healthcare professionals, and healthcare scientists (Communication); and
3. Engage in professional practices that adhere to the concepts of integrity, ethics, life-long learning, and patient advocacy. (Professionalism)

### Program Objectives

The educational objectives for the Program correlate with the three (3) goals of the curriculum: critical thinking, communication, and professionalism. Upon completion of the Program, the graduate shall have acquired knowledge, skills, and competence related to the Program goals as evidenced by the ability to:

1. Analyze individual case studies and evaluate clinical laboratory sciences (Critical Thinking);
2. Demonstrate collaboration by actively engaging in interdisciplinary local and global community outreach efforts for health promotion (Communication, Professionalism);
3. Participate in health-related research and scholarship (Professionalism);
4. Demonstrate technology skills to enhance overall lifelong learning through continuing education (Communication, Professionalism); and
5. Demonstrate achievement of the Program's objectives and synthesis of educational activities by completing a scholarly work in the form of a research project (Critical Thinking, Communication, Professionalism).

### Expected Student Learning Outcomes

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 professions;
- Implement laboratory and clinical safety procedures;
- Develop an awareness of major health, social, and economic problems of the community and the world at large; and
- Integrate knowledge of healthcare and scientific research to be able to comprehend and analyze data and published studies related to the graduate's chosen field.

### Core Coursework

Clinical Biology Completion Program

All students must meet the following requirements:

CLB	300	Special Topics: QC in the Laboratory	2
BIO	303	Genetics	3
CLB	317	Laboratory Management Seminar	2
BIO	325	Microbiology	3
CLB	432	Immunology/Serology	3
CLB	427	Biochemistry I	3
CLB	428	Biochemistry II	3
CLB	475	Seminar	3

Additional graduation requirements are available. Please see: Core Coursework—B.S. in Clinical Biology Specialization Programs for a list of available courses.

Classes will be selected with assistance of student's advisor.

General distribution courses are needed to fulfill the degree requirements (refer to Catalog for course descriptions and requirements). 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 2.5; complete all prerequisites, distribution requirements, and core coursework.

### 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, AAB, NMTCB, ARDMS or other applicable certifying agencies. Please note that certification agencies may change their qualifying requirements; it is the student's obligation to meet those requirements.

### Post-Baccalaureate Certificate in Histotechnology

The Post-Baccalaureate Certificate in Histotechnology is designed for students who have already earned a bachelor's degree from an accredited institution and have fulfilled the prerequisites defined under the Clinical Biology Specialization Programs. This 4 + 1 certificate 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 certificate requirement are eligible to sit for the American Society for Clinical Pathology (ASCP) HTL certification examination. Please note that certification agencies may change their qualifying requirements; it is the student's obligation to meet those requirements.

### Core Coursework

Post-Baccalaureate Certificate			
CLB	300A	Special Topics: Orientation	1
CLB	300	QC in the Lab	2
CLB	317	Laboratory Management Seminar	2
CLB	445L	Microtechnique Lab	1
CLB	445	Microtechnique Lecture	3
CLB	450L	Histology Lab	1
CLB	450	Histology Lecture	3
CLB	460	Advanced Histotechnology I	2
CLB	465	Advanced Histotechnology II	2
CLB	484	Clinical Experience I	2-6
CLB	489	Clinical Experience II	2-6

### 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. Physical exams and immunizations will be done at the student's expense.

### Participation in the Clinical Experience

Clinical relocation may be necessary, which may include the student providing for and maintaining housing and living expenses for the duration of the program.

#### Important Notice:

*Participation in clinical experiences is a required part of the curriculum for the Post-Baccalaureate Certificate in Histotechnology and a requirement for completion of the program. Clinical affiliate sites require a drug and criminal background check in order to permit participation in the 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. 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.*

### Progression and Academic Dismissal

Students must maintain an overall GPA of at least 3.0 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 Student Affairs Committee, requesting permission to repeat the course and continue. 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.

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.

Students participating in the Clinical Experience are expected to demonstrate progression of clinical and professional skills and good laboratory practice at all times. Students' failure to do so will result in dismissal from the Clinical Experience and therefore will not be able to continue.

### 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@naacls.org](mailto:info@naacls.org).

## Course Descriptions

### Biology; Prefix: BIO

#### 253 Intro Microbiology and Lab (3)(1)

Characteristics, physiology, pathogenicity of bacteria and viruses, with emphasis on organisms important in human diseases; methods of cultivation, identification and control of microorganisms. Corequisite BIO 253L (special fee)

#### 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.

## 330 Cell Biology (3)

Biological processes in procaryotic and eukaryotic cells, with emphasis on the correlation between structure and function on the molecular level.

### Course Descriptions

#### Clinical Biology Program; Prefix: CLB

## 300 Special Topics (1-3)

Content to be determined as required for accreditation or to fill specified needs or interests.

## 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.

## 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.

## 432 Immunology/Serology (3)

This course presents fundamental concepts of immunology, discusses the role of immune system in health and disease, introduces serological and antibody-based methods in the clinical laboratory, and reviews current knowledge in immunologic therapy. Prerequisites: BIO 104 or equivalent, CHE 152 or 343.

## 440 Medical Microbiology (3)

Medical Microbiology is designed to provide the student with theory and practical applications specific to microbiology in patient care. It provides case studies to engage students as team members of a medical team providing highly specific microbiological laboratory techniques. The focus of this course is diagnostic microbiology including specimen collection and processing; identification of clinically significant pathogens including bacteria, yeasts and fungi, parasites and viruses. It is specifically designed for students in the Medical Technology Specialization in Clinical Biology. Prerequisites: BIO 104 & BIO 104L, BIO 253 & BIO 253L, BIO 303, BIO 330 & BIO 330L

## 445/445L Microtechnique and Lab (3) (1)

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 CLB 450/L. (Special Fee)

## 450/450L Histology and Lab (3) (1)

Microscopic identification of human tissues. Emphasis on the relationship between structure and function. Prerequisite: BIO 104, BIO 220 or equivalent. (Special Fee)

## 456 Clinical Chemistry (3)

The course is designed to explore the science, principles, and theories of clinical chemistry and its applications. Course lectures will provide an introduction to the various tests performed in a clinical chemistry laboratory. The course will present the physiological basis, principle, procedures, and clinical significance of test results, including quality control and reference values.

## 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: CLB 445/L. (Special Fee)

**462 Hematology (3)**

This course introduces basic principles of the study of blood cells. The fundamental concepts of biology, cellular morphology, and chemistry as applied to the diagnosis of hematological diseases that are related to or manifested in the blood or bone marrow are presented. The course will include the theoretical and practical application of hematology procedures.

**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: CLB 445/L.

**466 Preparatory Lab Practicum I (1)**

These companion courses introduce the Medical Technology student to the principles of proper clinical laboratory practice. A practical laboratory environment is provided in which students are afforded a “hands-on” learning experience in preparation for the Medical Technology Specialization’s required Clinical Experience rotations (CLB 480, 485, and 490). Preparatory Lab Practicum I presents laboratory safety to the student and also includes general lab skills including (but not limited to): microscopy (light, fluorescent and stereo), pipetting, pipette breakdown and calibrations, and use of balances. Laboratory specific section practicums include Coagulation, Hematology, and Immunohematology (Blood Banking) including (but not limited to): H&E stain and hematology special stains, manual hematology methods, automated coagulation testing, ABO and Rh tube testing, and antibody screening. (Special fees). Prerequisites: BIO 104 & BIO 104L, CHE 111 & CHE 111L, CHE 152 & CHE 152L, CLB 427, BIO 253 & BIO 253L

**468 Preparatory Lab Practicum II (1)**

These companion courses introduce the Medical Technology student to the principles of proper clinical laboratory practice. A practical laboratory environment is provided in which students are afforded a “hands-on” learning experience in preparation for the Medical Technology Specialization’s required Clinical Experience rotations (CLB 480, 485, AND 490). Preparatory Lab Practicum II includes laboratory specific section practicums for Clinical Chemistry, Immunology/Serology, and Urinalysis including (but not limited to): protein, carbohydrate, and glucose assays, ANA immunofluorescence pattern Interpretation, agglutination and precipitation testing, and urine microscopy. Completion of the course will prepare students for the clinical experience in a health care environment or institution. Prerequisites: BIO 104 & BIO 104L, CHE 111 & CHE 111L, CHE 152 & CHE 152L, CLB 427, BIO 253 & BIO 253L

**475 Seminar (3)**

Presentation of reports, discussions, lectures, and papers on selected topic(s) in biology.

**479 Blood Banking (3)**

The course is designed to explore the science of blood banking or “immunohematology.” Foundational concepts of immunohematology are presented in a wide variety of procedures including donor selection, component preparation and use, as well as lab techniques designed to detect antigen/antibody reactions that may adversely affect a patient receiving a transfusion.

**480, 485, 490 Clinical Experience—Medical Technology (1-6)**

Clinical Experience with students’ first exposure to the clinical environment. Prerequisites: Completion of didactic portion of the medical technology specialization.

**484 Clinical Experience I—Histotechnology (2-6)**

Clinical Experience with students’ first exposure to the clinical environment. Prerequisite: Completion of didactic portion of the histotechnology specialization.

**489 Clinical Experience II—Histotechnology (2-6)**

Continuation of clinical experience with emphasis on achieving entry-level competencies for histotechnologists. Prerequisite: CLB 484.

# Cardiovascular Perfusion, (B.S.)

Cynthia Cervantes, MHSA, CCP, Director

Cardiovascular Perfusion is one of the newest and most challenging professions in healthcare today.

The Cardiovascular Perfusionist is a highly skilled, allied health professional educated specifically as a member of the open-heart surgical team. Perfusionists are 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 circulatory assist devices. While operating the heart-lung machine, additional responsibilities include hemostasis management, blood gas analysis, and myocardial protection.

Cardiovascular Perfusionists have evolved from performing as technicians to being recognized and well respected allied health professionals with extensive education in theory and practice. As professionals, perfusionists apply their extensive knowledge of cardiopulmonary anatomy, physiology, and pharmacology with cutting-edge technology in a dynamic medical setting.

The curriculum of the Cardiovascular Perfusion Program is supported by the belief that society and the healthcare field are ever-changing. In congruence with the mission of Barry University and the College of Health Sciences, the Cardiovascular Perfusion Program aims to provide a quality education that integrates experiential and service learning. A commitment to life-long learning is encouraged amidst an atmosphere that fosters ethical and social responsibility, scholarly research, and respect for human dignity.

Acceptance to Barry University does not automatically guarantee acceptance to the Cardiovascular Perfusion Program Specialization. Please contact the Division of Enrollment Services for more information about application procedures for prospective Barry University students.

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## Program Overview

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Barry University has designed the Cardiovascular Perfusion Program to span four years with the final year consisting of three consecutive clinical semesters, including a summer session. Following the first two years of coursework in the Health Professions Foundation, students begin specialization courses in the cardiovascular perfusion discipline. Specialization coursework includes theoretical principles of perfusion accompanied by simulation, laboratory work, and hands-on clinical experiences. Upon graduation, the student will be awarded a Bachelor of Science degree in Cardiovascular Perfusion.

Clinical practicum experiences are full time and span three continuous (no semester breaks) semesters in the final year. Clinical practicum requires on call experiences with a clinical instructor. Clinical experiences will consist of adult and pediatric rotations at clinical affiliates. Relocation may be necessary during the clinical practicum rotations. Students are responsible for their own housing, transportation, and living expenses throughout the program. Students will be required to be within thirty minutes of the hospital when on-call.

A prospective student should assess his/her capacity and suitability for becoming a Cardiovascular Perfusionist. This program is a highly intense four-year program requiring both personal and financial sacrifices. The program demands a high degree of integrity, self-sufficiency, motivation, discipline, and time management skills.

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## Goals of the Curriculum

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Upon successful completion of the program, all graduates will be able to:

1. Create a clinical environment that reduces risk and promotes safety for patients and practitioners (Patient Safety);
2. Utilize data from an individual's health assessment to provide comprehensive care utilizing appropriate knowledge and skill for patients of all ages and conditions (Perfusion Management);

3. Synthesize and apply knowledge, experiences, and the best available evidence as the basis for the delivery of perfusion care (Critical Thinking);
4. Collaborate and communicate with others using verbal, written, and technological skills inherent to health care and the practice of perfusion (Communication); and
5. Engage in a professional practice that adheres to the concepts of integrity, ethics, life-long learning, and patient advocacy (Professionalism).

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### Objectives of the Cardiovascular Perfusion Program

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The objectives for the Program correlate with the five (5) domains essential to the practice of perfusion:

1. Patient Safety
2. Perfusion Management
3. Critical Thinking
4. Communication
5. Professionalism

Upon completion of the didactic and clinical components of the Program, the graduate shall have acquired knowledge, skills, and competence in these domains, as evidenced by the ability to:

1. Create and employ strategies that protect the patient from harm, promote a safe environment for the patient, and support practitioner wellness (Patient Safety);
2. Perform a complete and accurate pre-perfusion evaluation utilizing all available data (Perfusion Management, Critical Thinking);
3. Formulate a comprehensive perfusion care plan and consulting with other practitioners as required (Perfusion Management, Critical Thinking);
4. Integrate current perfusion knowledge and sound clinical judgment in practice of perfusion for a diverse population regardless of age or condition (Perfusion Management, Critical Thinking);
5. Forecast, recognize, and manage actual and/or potential pre-, intra-, and post-operative perfusion related complications (Patient Safety, Perfusion Management, Critical Thinking);
6. Demonstrate proficiency in the advanced technical skills required for the contemporary practice of perfusion (Perfusion Management);
7. Function as a leader and a resource person in perfusion and perfusion related topics (Critical Thinking, Communication, and Professionalism);
8. Engage in the full scope of practice of a certified clinical perfusionist, accepting responsibility and accountability for personal and professional behaviors (Professionalism);
9. Demonstrate cultural competence by integrating an understanding of universal and singular human experiences in the clinical practice of perfusion (Critical Thinking, Communication, and Professionalism);
10. Demonstrate leadership in the perfusion community through commitment and active involvement in local, state, and national professional organizations (Professionalism);
11. Demonstrate technology skills to enhance overall lifelong learning through literature and web searches related to health care and perfusion (Communication and Professionalism);
12. Present research and scholarly work to the community of peers (Critical Thinking, Communication, and Professionalism);
13. Demonstrate competence in Basic Life Support (BLS) through certification (Safety, Perfusion Management, and Critical Thinking); and
14. Actively seek opportunities to improve health and perfusion care locally and globally through the use of quality improvement and error reduction activities across disciplines (Safety, Perfusion Management, Critical Thinking, Communication, and Professionalism).

## Health Professions Foundation Courses

The Health Professions Foundation includes coursework in biology, chemistry, math, computer science, and physics, as well as general distribution requirements. These requirements must be met before progression to the Cardiovascular Perfusion (CVP) Program Specialization coursework. Acceptance is dependent upon the satisfactory completion of the Foundation courses with a GPA overall of 2.5 (grading based on a 4.0 scale) and a grade of B or higher in all science-related courses with allowance for only 1 repeat of each core science course.

Prior to year three, an open heart observation and 3 letters of recommendation will be required. After a review of academic performance and an interview with the Admission's Committee of CVP, suitability for progression into the Cardiovascular Perfusion Specialization coursework will be determined.

<b>Health Professions Foundation Core Coursework</b>			
MAT	109	Precalculus Mathematics 1	3
CS	180	Introduction to Computers	3
BIO	220/220 Lab	Introductory Human Anatomy and Lab	3, 1
BIO	240/240 Lab	Introductory Human Physiology and Lab	3, 1
CHE	152	Introduction to Organic and Biological Chemistry	3
CHE	111/111 Lab	General Chemistry and Qualitative Analysis 1 and Lab	3, 1
CHE	112/112 Lab	General Chemistry and Qualitative Analysis 2 and Lab	3, 1
PHY	151/151 Lab	Introductory Physics	3, 1
Note: General distribution courses as required; selected from the approved list of courses.			

Theology and Philosophy	9
Written and Oral communication	9
Social and Behavioral Science	9
Humanities and Arts	9

## Admissions Requirements

Applicants are accepted on an ongoing basis. Incoming freshman seeking admission to the Health Professions Foundations coursework must submit a completed application for undergraduate study and provide official transcripts from high schools attended.

Below are minimum scores required for incoming freshman for admission to the Health Professions Foundation coursework.

SAT 1100 (minimum Math 600 and Verbal 490)

ACT Composite variable (minimum Math 26 and English 22)

H.S. GPA of 3.0 or above (inclusive of dual enrollment courses)

*Must have a "B" or better in biology, chemistry and Algebra II*

**Note:**

Placement Tests students **must** score high enough to enter directly into ENG 111 or above and MAT 109 or above.

Transfer Students and/or second degree earners seeking admission to the Cardiovascular Perfusion specialization options must submit a completed application through the Division of Enrollment Services providing official transcripts from Institutions attended. Additional requirements include: submitting a personal statement, three letters of recommendation, and an open heart observation. After a review of academic performance and an interview with the Admission's

Committee of CVP, suitability for progression into the Cardiovascular Perfusion Specialization coursework will be determined. Transfer students are admitted to the program only once a year in the fall and enrollment is limited. To be considered for admission into the Cardiovascular Perfusion Specialization as a transfer or second degree earner, you **MUST** have completed the Health Professions Foundation coursework and the required general distribution coursework. Completion of the admission file is the sole responsibility of the applicant.

Candidates are selected for admission on the basis of high promise for program completion and academic success. Admission to the program is on a competitive basis for a limited number of positions. As a result, applicants may meet minimum admission requirements, but may not be selected for a personal interview or admission. At the time of interview, applicants must be prepared to affirm that they have sufficient financial resources and/or planning appropriate to complete the program of study without reliance on outside employment. Applicants are advised to contact the office of Financial Aid to investigate funding options at the time they are considering submission of their application package.

### **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 Division of Enrollment Services. 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 Division of Enrollment Services, Barry University.

### **Core-Performance Standards for Admission, Progression, and Graduation**

#### ***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.

Upon the start of the program, accepted candidates are required to possess a notebook computer with specified software which conforms to criteria established by the Program. Applicants are advised that portions of the didactic coursework are web-based and also provided in conjunction with telecommunications or video teleconferencing instruction. Candidates should possess basic computer literacy skills, including the use of word-processing, Windows operating systems, electronic mail, and navigation of Internet applications.

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## **Additional Program Requirements**

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In order to be awarded a Bachelor of Science degree, students must:

1. Satisfactorily complete all program course work and clinical rotations;
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 ten years, Measles, Mumps, and Rubella (MMRx2), and Hepatitis B vaccination series, Trivalent Oral Polio Vaccine (TOPV), Varicella, and a Flu shot must be presented before the student will be allowed to progress to the clinical rotations; and
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 include 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 arrested and/or 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 with electronic fingerprinting will be done at the student's expense.*

**Cardiovascular Perfusion Specialization Required coursework**

<b>Fall Semester—Third Year</b>			
CVP	340	Basic Surgery & Monitoring	2
CVP	350	Perfusion Technology I	3
CVP	360	Perfusion Devices & Lab I	1
CVP	310	Cardiac Anatomy & Physiology	3
CVP	430	Physiological Management of Bypass	2
PHI	353	Biomedical Ethics	3
<b>Total</b>			<b>14 credits</b>

<b>Spring Semester—Third Year</b>			
CVP	440	Cardiovascular Pathology	3
CVP	400	Cardiovascular Pharmacology	3
CVP	450	Perfusion Technology II	3
CVP	460	Perfusion Devices & Lab II	1
CVP	420	Cardiology	2
CVP	410	Research Methodology	1
Theology Course—If Applicable			3
<b>Total</b>			<b>16 credits</b>



<b>Summer Semester—Third Year</b>			
CVP	470	Clinical Practicum I	12
<b>Fall Semester—Fourth Year</b>			
CVP	475	Clinical Practicum II	12
<b>Spring Semester—Fourth Year</b>			
CVP	480	Clinical Practicum III	12
<b>Total Required For Graduation</b>			<b>131 credits</b>

The Cardiovascular Perfusion Program at Barry University is accredited by the Commission on Accreditation of Allied Health Education Programs ([www.caahep.org](http://www.caahep.org)) upon the recommendation of the Accreditation Committee-Perfusion Education (<http://ac-pe.org/wordpress>). 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 satisfactory completion of all the required course components. Students will not be able to enroll in Clinical Practicum I until all Health Professions Foundations and Cardiovascular Perfusion specialization courses have been successfully completed with a grade of C or higher and an overall GPA of 2.5. Students failing a course will not be granted automatic readmission and will need to petition for re-admittance in the fall of the following year. Readmission is not guaranteed. 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. Students dismissed from the clinical portion of the program are not eligible to return. Additional information is provided in the Clinical Handbook.

### Courses Description

#### Cardiovascular Perfusion; Prefix: CVP

- 310 Cardiac Anatomy and Physiology (3)  
A study of the structure and mechanisms by which the cardiovascular system functions in relationship to other organ systems. Prerequisite: Program Admission.
- 340 Basic Surgery and Monitoring (2)  
An 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)  
An 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)

An 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)

A study of different pharmacological interventions utilized for cardiovascular patients. The student will learn the actions and effects of specific classes of drugs, both singularly and in combination with emphasis being placed on the interactions of these drugs, as well as their relevance in the clinical setting, particularly as they apply to the cardiovascular, respiratory, and renal systems. Prerequisites: CVP 310, 340, and 350.

410 Research Methodology (1)

A web-based course on the applications of how to interpret, write, and present scientific data pertinent to perfusion. The student will present a literature review utilizing the tools of experimental design and statistics, presenting their findings through written and oral communication. Prerequisites: CVP 350 and 360.

420 Cardiology (2)

A study of the structure, function, and disorders of the heart. The student will learn cardiac diagnosis utilizing invasive and non-invasive techniques including electrocardiograms (EKG's), echocardiology, electro-physiology, and cardiac catheterization, and the subsequent interventions. Prerequisites: CVP 310 and 340.

430 Physiological Management of Bypass (2)

A study to understand the physiological changes occurring during cardiopulmonary bypass and appropriate evaluation for correction while maintaining patient safety. Prerequisite: Program Admission.

440 Cardiovascular Pathology (3)

A study of the pathological changes that affect the cardiovascular system, including the dynamic aspects of diseases, pathophysiological mechanisms involved, and associated signs and symptoms. Special attention is given to the study of cardiac congenital malformations. Additionally, all available diagnostic techniques and current treatments (medical and surgical) are studied. Prerequisite: CVP 310.

450 Perfusion Technology II (3)

An 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)

An emphasis on set-up and priming of different pump systems utilizing centrifugal pumps and ancillary perfusion techniques. Prerequisite: CVP 360.

470 Clinical Practicum I (12)

This course is the initial clinical exposure to the open heart environment where the student will receive one on one instruction from a designated clinical instructor and begin the foundation for clinical consistency and competence. Prerequisites: CVP 400, 410, 420, 440, 450, 460.

475 Clinical Practicum II (12)

This course is the intermediate clinical exposure to the open heart environment where the student will continue to receive one on one instruction with a clinical instructor and further develop an expected level of consistency and competence while mastering perfusion techniques relating to a variety of patient populations and scenarios. Prerequisite: CVP 470.

480 Clinical Practicum III (12)

This course is the final clinical exposure to the open heart environment where the student will be expected to demonstrate a high level of consistency and proficiency in the conduct of cardiopulmonary bypass with respect to a variety of patient populations, perfusion scenarios, and adjunctive techniques. The clinical instructor will continue to monitor the student but strive to maintain an advisory role to promote further the student's confidence and independence. Prerequisite: CVP 475.

# Nursing

John McFadden, Ph.D., CRNA., Dean

Tony Umadhay, Ph.D, CRNA, Associate Dean of Academic Affairs

Mary K. Colvin, Ph.D, R.N., CNE, Assistant Professor and Program Director

Clare Owen, PhD., R.N., Assistant Professor and Assistant Program Director

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## Program Overview

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The Undergraduate Program in Nursing has a seventy-five year history of excellence in preparing professional nurses at the baccalaureate level as nurse generalists. There are three pathways to earn a Bachelor of Science in Nursing.

- The TRADITIONAL OPTION is a four-year program: the first two years allow for completion of all pre-nursing, liberal arts requirements. Upon successful completion of these requirements, the student may then apply for admission to the nursing program and complete upper level nursing courses (years three and four). Students may be admitted to begin the upper level nursing courses in the fall or spring. Upon completion of all pre-nursing and upper division nursing credits the student is awarded a Bachelor of Science in Nursing degree and is eligible to apply for the National Council Licensure Examination (NCLEX-RN).
- The ACCELERATED OPTION is designed for students who already have a bachelor's degree and now wish to pursue a bachelor's degree in nursing (B.S.N.). The Accelerated Option is an intensive, fifteen month program. Upon completion of all pre-nursing and upper division nursing credits the student is awarded a Bachelor of Science in Nursing degree and is eligible to apply for the National Council Licensure Examination (NCLEX-RN).
- The R.N. to B.S.N. OPTION is a blended, on-line program for registered nurses who have earned an Associate Degree and desire to advance their education to a baccalaureate level. This program is four sequential semesters. The blended approach to distance learning retains the face to face interaction between faculty and student complemented by on-line course work which provides flexibility for the practicing R.N.

### Purpose

The Bachelor of Science in Nursing (B.S.N.) program consists of the Traditional, Accelerated, and R.N. to B.S.N. options. The undergraduate program is based on a Judeo-Christian heritage and humanistic framework which seeks to lay a foundation for safe, compassionate, and multicultural sensitive professional practice. The undergraduate program prepares beginning practitioners of professional nursing to provide health care in a variety of settings.

### Accreditation

The undergraduate nursing program was originally approved by the Florida Board of Nursing (FBON) in 1953. The FBON may be contacted at 4080 Woodcock Drive, Suite 202, Jacksonville, FL 32207. In December, 1962, the program received accreditation by the National League for Nursing (NLN). Currently, the baccalaureate degree in nursing and master's degree in nursing at Barry University are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, [\(202\) 887-6791](tel:202-887-6791).

### 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 Nursing and Health Sciences (CHS) philosophy and supports the purpose of the Nursing Program.

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 fundamental to the diagnosis and treatment of human experiences and responses.

Focusing in a holistic manner across the life span, professional nursing roles involve evidence based practices that are preventative, restorative, and promotive. Evolving professional roles are acknowledged and fostered.

The knowledge base for professional nursing practice is derived from the liberal arts, nursing science, and related professional studies. Professional nursing education facilitates the socialization process, the development of values and professional behavior, and the social construction of policies which affect health at local, national, and international levels. The faculty 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 lifelong learning. The unique focal area of our inquiry is multicultural health.

The curricula of the nursing programs are transformational and based on the belief that society and nursing are ever-changing. This attention to nursing's influence on communities and society supports our focal area of multicultural health by providing opportunities for scholarship, research, teaching, and community service. The curricula promote and facilitate analytical reasoning, critical thinking, evidence based practice, and the ability to construct knowledge.

The philosophy of the Nursing Program articulates with the philosophy of the CNHS and the University mission through the major characteristics of knowledge and truth, religious dimension, collaborative service, social justice, and an inclusive community which celebrates the diversity of students, staff, faculty, and community. The nursing faculty embrace Barry University's international dimension, respect for human dignity, Dominican spirit of scholarship and service and commitment to a nurturing environment, social responsibility, and leadership.

### **Mission Statement**

The Undergraduate Nursing program embraces the core commitments and values expressed in the University Mission which is to provide a high quality education grounded in the liberal arts and sciences. The program provides educational experiences which are transformative and inclusive to establish a foundation for nursing as an applied science and practice discipline. The faculty is dedicated to educating nurses who honor and respect human dignity and who are prepared to take a leading role in meeting the health care needs of an ever changing global community.

### **Curriculum**

The undergraduate nursing faculty has developed a comprehensive curriculum designed for the nursing student's transformational progression into professional nursing practice. This program provides optimum learning opportunities based on core values that are integrated throughout the curriculum and are congruent with the Barry University mission and College of Nursing and Health Sciences philosophy.

The undergraduate nursing curriculum is based on six integrating concepts: clinical reasoning, diversity, professionalism, leadership, evidence-based practice, and communication/collaboration. These concepts evolve from beliefs about nursing, health, human beings, and their environment; the American Nurses Association definition of nursing as a profession; and from a solid base in liberal arts education. This conceptualization provides a foundation for practice in a complex healthcare environment that is ever-changing.

The baccalaureate curricular elements and framework are faculty led and based on recommendations from key stakeholders and evidence from landmark reports. Achievement of learning outcomes based on the curriculum will enable graduates to assume the roles of provider of care, health care team member, and manager/coordinator of safe, quality patient care as a nurse generalist.

**Expected Learning Outcomes**

In accordance with *The Essentials of Baccalaureate Education for Professional Nursing Practice* of the American Association of Colleges of Nursing (2008), the faculty identified the following outcomes expected of each student at the end of the baccalaureate program in nursing:

1. Assimilate knowledge, skills, and values from the arts and sciences to provide humanistic, safe, quality care as a nurse generalist;
2. Utilize clinical reasoning to formulate decisions regarding safe, quality healthcare outcomes;
3. Integrate evidence based practice to provide safe, compassionate, and holistic patient/family centered care in diverse settings;
4. Communicate effectively with all members of the health care team, including patients and their support systems;
5. Integrate health promotion, disease, and injury prevention strategies in the care of individuals, families, and communities;
6. Apply leadership concepts, skills, and decision making in the provision of high quality nursing care;
7. Demonstrate proficiency in using patient care technologies, information systems, and communication devices to support safe nursing practice;
8. Evaluate the impact of political, legal, and ethical factors on the health of individuals, families, and communities from a global perspective; and
9. Integrate professional standards of moral, ethical, and legal conduct into nursing practice.

**Core Performance Standards**

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. The knowledge, skills, and attitudes necessary to successfully achieve a B.S.N. degree are based on the following core performance standards.

**Core Performance Standards**

<b>Performance</b>	
Critical Thinking	Hearing
Interpersonal	Visual
Communication	Tactile
Mobility	Social Behavior
Motor Skills	

<b>Standard</b>
Critical thinking ability sufficient for clinical judgment
Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds
Communication abilities sufficient for interaction with others in oral and written form
Physical abilities sufficient to move from room to room and maneuver in small spaces
Gross and fine motor abilities sufficient to provide safe and effective nursing care
Auditory ability sufficient to monitor and assess health needs
Visual ability sufficient for observation and assessment necessary in nursing care
Tactile ability sufficient for physical assessment
Compassion, integrity, interpersonal skills, interest, and motivation

<b>Examples of Necessary Activities</b>
(Not all inclusive)
Identify cause-effect relationships in critical situations, develop nursing care plans.
Establish rapport with patients/clients and colleagues.
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.
Move around in patient rooms, work spaces, and treatment areas, administer cardiopulmonary resuscitation procedures.
Meet responsibilities in a timely manner.
Calibrate and use equipment; safely position, lift, and transfer patients/clients.
Hear monitor alarm, emergency signals, auscultatory sounds, cries for help.
Observe patient/client responses at a distance and close at hand. Comprehend three-dimensional relationships and spatial relationships of objects.
Perform palpation, auscultation, percussion, and functions of physical examination and/or those related to therapeutic intervention.
Develop a mature, sensitive, and effective relationship with clients.

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## Admission

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### Admission Process

For students transferring from another institution: All application materials must be complete and be received by June 30<sup>th</sup> for admission to the Nursing Program at the start of the fall semester, and by November 1st for the spring semester.

Only those candidates with a completed application package on file, inclusive of all documentation noted below, will be considered for admission. The criteria listed under Admission Requirements are evaluated as a holistic composite package, serving as an indicator of predictive success in the program. The Admissions Committee will rank all applicants as Fully Accepted, Conditionally Accepted, or Not Accepted.

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.

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

1. Complete the application and submit the non-refundable application fee
2. Submit evidence of your high school diploma
3. Submit your SAT/ACT scores

**Transfer Students**—Transfer students are undergraduate students who are transferring to Barry University from another college or university with at least 12 hours of acceptable college credit. Transfer students are required to meet the admission requirements of the University as described in the Undergraduate Catalog prior to admission to the upper level nursing courses.

1. Complete the application and submit the non-refundable application fee
2. Submit all official transcripts

**Students with a Non-Nursing Bachelor's degree**—Applicants who possess an earned bachelor's degree, not in nursing, from a regionally accredited college or university.

1. Complete the application and submit the non-refundable application fee
2. Submit all official transcripts

**Registered Nurses seeking the R.N. to B.S.N. Program**—Applicants who are Registered Nurses with an Associate Degree or Diploma in Nursing. The degree/diploma must be from a state-approved or professionally accredited institution.

1. Complete the application and submit the non-refundable application fee
2. Submit all official transcripts
3. Submit a copy of your Registered Nurse license

### Admission Requirements

#### Admission to the Pre-Nursing program (First Time Freshman and Transfer students)

Pre-Nursing is a pre-professional track that consists of approximately two years of general education, prerequisites, and supporting courses needed for admission to the Traditional or Accelerated Option BSN. If students wish to transfer credits from another institution, it is highly recommended that they contact our pre-nursing advisors after submitting their application to ensure that the courses taken are equivalent to those required by Barry. Transferred credits are reviewed by our professional transcript evaluators and are assessed on a case-by-case basis.

1. Freshmen Applicants (First Time College Students)
  - High School GPA of 2.5 or higher
  - Combined SAT score of 800 or above (or 17 on the ACT)
  - Minimum grade of C in the following courses:
    - a. Algebra II or equivalent
    - b. Biology and Lab
    - c. Chemistry and Lab
2. Transfer Students
  - Minimum GPA of 3.0 cumulative college GPA
  - Less than a total of five Ws, Ds, or Fs
  - Minimum of a C in all Liberal Arts courses
  - A student may transfer in any of the following courses with a minimum grade of C (without repeats or withdrawals)
    - Anatomy & Lab
    - Physiology & Lab
    - Microbiology & Lab
    - Biochemistry & Lab [Equivalent chemistry courses with labs will be considered in lieu of Biochemistry]

#### Pre-requisites to the Traditional Option Program

All students in the Pre-Nursing program (First Time Freshman and Transfer students) must complete the following course requirements with a minimum overall 3.2 GPA to be considered for full admission into the upper level nursing courses:

<b>Pre-requisite courses for first time freshman and transfer students</b>			
ORI	100	Freshman Seminar	1
ENG	111/210	English Composition and Research	6
SPE	101	Fundamentals of Speech	3
			<i>Continued</i>

<b>Pre-requisite courses for first time freshman and transfer students—Continued</b>			
BIO	220	Introductory Human Anatomy (with lab)	4
BIO	240	Introduction to Human Physiology (with lab)	5
BIO	253	Introductory Microbiology (with lab)	4
CHE	152	Introduction to Organic and Biological Chemistry	
(with lab & SI) Equivalent chemistry courses with labs will be considered			5
MAT	152	Elementary Probability and Statistics	3
PSY	281	Introduction to Psychology	3
PSY	283	Developmental Psychology	3
SOS		Any History, Economics, Geography, Political Science	3
PHI		Philosophy Distribution	3
THE		Theology Distribution	3
HUM and ARTS		Humanities and Arts Distribution (9 credits)	9
DIN	271	Nutrition in Clinical Care	3
CS	180	Introduction to Computers	3
PHI	353	Biomedical Ethics [can be taken with nursing if needed]	3
<b>Total</b>			<b>64 credits</b>

### Pre-requisites to the Accelerated Option Program

#### Admission Requirements for the Accelerated Option Program

1. Complete the application and submit the non-refundable application fee
2. Submit all official transcripts and evidence of a baccalaureate or graduate degree
3. Completion of the following prerequisite course credit through CLEP, transfer, correspondence, or by challenging or enrolling in courses at Barry University

<b>Prerequisite Courses for students with a previous bachelor's degree:</b>			
BIO	220	Introductory Human Anatomy (with lab)	4
BIO	240	Introduction to Human Physiology (with lab)	5
BIO	253	Introductory Microbiology (with lab)	4
CHE	152	Introduction to Organic and Biological Chemistry	
(with lab & SI) Equivalent chemistry courses with labs will be considered			5
MAT	152	Elementary Probability & Statistics	3
PSY	281	Introduction to Psychology	3
PSY	283	Developmental Psychology	3
PSY/SOC/ANT		One course in either of these areas	3
DIN	271	Nutrition in Clinical Care	3
PHI/THE		Philosophy	3
		Theology	3
PHI	353	Biomedical Ethics	3
CS		Computer Elective	3
<b>Total</b>			<b>45 credits</b>



### Admission Requirements for Traditional Option Program

- To be considered for acceptance into the Traditional Bachelor of Science in Nursing program, the following is required:
- GPA of 3.2
- Grade C or greater for liberal arts courses
- Grade C or greater for science courses with no repeats (Science courses must be completed before admission to the program)
- Grade C or greater in DIN 271—Therapeutic Nutrition, PSY 283—Developmental Psychology, and MAT 152—Probability & Statistics, with one repeat available
- Interview at the discretion of the Admissions Committee
- All applicants must complete all prerequisite courses prior to being admitted to the nursing program

All prospective students must take the Kaplan Nursing School Entrance Exam prior to being evaluated by the Admissions Committee. While the Admissions Committee does not specify a benchmark, students should make every effort to attain as high a score as possible in order to strengthen their application for admission to the BSN program.

### Baptist Scholar's Program

The College of Nursing and Health Sciences at Barry University is fortunate to have a longstanding agreement with Baptist Health South Florida that offers students, who have been admitted to the Traditional BSN Option, the option to apply for the Baptist BOND scholarship in exchange for an employment commitment upon graduation. A selected group of students, known as Baptist Scholars, complete their nursing studies at Baptist Hospital in Kendall and are subsequently provided the opportunity for employment within the Baptist Healthcare system upon completion of the program. Tuition for these highly-qualified and motivated students is substantially reduced. This scholarship opportunity is available for both the fall and spring semesters.

### Admission Requirements—Accelerated BSN Option

The Accelerated Bachelor of Science in Nursing (BSN) program is for individuals who already have a bachelor's degree or higher, and who meet the requirements for admission into the program. If the student's prior degree(s) does not fulfill certain prerequisites, that student must enroll as a pre-nursing candidate before starting the 15-month Accelerated BSN option.

### Requirements

To be considered for acceptance into the Accelerated BSN option, the following is required:

- GPA of 3.2
- Grade C or greater for liberal arts courses
- Grade C or greater for science courses with no repeats (Science courses must be completed before admission to the program)
- Grade C or greater in DIN 271—Therapeutic Nutrition, PSY 283—Developmental Psychology, and MAT 152—Probability & Statistics, with one repeat available
- Two letters of recommendations from college/university professors
- Interview at the discretion of the Admissions Committee
- All applicants must complete all prerequisite courses prior to being admitted to the nursing program

All prospective students must take the Kaplan Nursing School Entrance Exam prior to being evaluated by the Admissions Committee. While the Admissions Committee does not specify a benchmark, students should make every effort to attain as high a score as possible in order to strengthen their application for admission to the BSN program.

### Admission Requirements for the R.N. to B.S.N. Program

1. Completed an associate's degree or diploma in nursing from a state approved or professionally accredited program (CCNE, NLN) with a GPA of 2.5 or higher,

2. A grade of C or better in all Liberal Arts and Science courses,
3. A grade of C or better in DIN 271 Therapeutic Nutrition, PSY 283 Developmental Psychology, and MAT 152 Probability & Statistics,
4. Current licensure as a Registered Nurse,
5. Background Check,
6. Current BLS for healthcare providers
7. Two professional references, and
8. Attendance at a personal interview at the discretion of the Program's Admission Committee.

<b>R.N. to B.S.N. Option—Prerequisite Courses:</b>	
Human Anatomy 1 lab	4
Microbiology 1 lab	4
Biochemistry 1 lab	4
Physiology 1 lab	4
Statistics	3
English Composition (6 credits)	6
Speech	3
Social and Behavioral Science Distribution (9 credits)	9
Humanities and Arts Distribution (9 credits)	9
Philosophy Distribution (3 credits)	3
Theology Distribution (3 credits)	3
Bio-Medical Ethics (3 credits)	3
Computer Elective	3
Open Elective	4
Credits through Portfolio Validation (or Examination)	32
<b>Total</b>	<b>94 credits</b>

### **Nursing Credit by Portfolio Validation or Examination**

After admission into the R.N. to B.S.N. program, students are required to submit a portfolio of nursing experiences and education. The portfolio is reviewed by the faculty to determine eligibility for an award of up to 32 credits toward the bachelor's degree. Students are provided a guide for the completion of the portfolio and are encouraged to submit the portfolio early in their program enrollment. A fee is assessed for each credit awarded. Registered Nurses who graduated from a diploma program may need to complete proficiency exams. For further information about these examinations, students should contact their initial academic advisor.

### ***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 Master's Program in Nursing for Executive or Educator tracks. See the graduate catalog for complete information.

### **Bachelor of Science in Nursing Program**

After completion of pre-nursing requirements and full acceptance into the nursing program, the baccalaureate degree in nursing may be earned through the following options:

### **Traditional Option Curriculum Plan**

All students must first complete the Pre-Nursing course requirements with an overall 3.2 GPA and be fully admitted into the upper level nursing courses.

**Upper level nursing Course Sequence**

<b>Semester I</b>			
NUR	205	Introduction to Nursing Science	2
NUR	207	Essentials of Nursing Education	2
NUR	313	Pathophysiology	4
NUR	323	Health Assessment and Health Promotion	4
<b>Total</b>			<b>12 credits</b>

<b>Semester II</b>			
NUR	319	Foundations of Nursing Care	5
NUR	329	Pharmacology	3
NUR	383	Patient Centered Care: Behavioral Health Nursing	5
<b>Total</b>			<b>13 credits</b>

<b>Semester III</b>			
NUR	335	Patient Centered Care: Adult/Elderly Nursing	5
NUR	337	Research and Evidence Based Practice	3
<b>Total</b>			<b>8 credits</b>

<b>Semester IV</b>			
NUR	343	Patient Centered Care: Adult/Elderly Nursing II	6
NUR	416	Family Centered Care: Mother/Baby & Women's Health Nursing	4
NUR	418	Family Centered Care: Parent/Child Nursing	4
<b>Total</b>			<b>14 credits</b>

<b>Semester V</b>			
NUR	426	Health Policy, Advocacy & the Political Process	2
NUR	422	Community/Public Health Nursing	5
NUR	438	Nursing Leadership & Management	3
NUR	432	Patient Centered Care: High Acuity Nursing	5
<b>Total</b>			<b>15 credits</b>

<b>Semester VI</b>			
NUR	456	Professional Role Transition	4
NUR	458	Senior Seminar	3
<b>Total</b>			<b>7 credits</b>
<b>Program Total</b>			<b>69 credits</b>

**Accelerated Option Curriculum Plan***Course Sequence*

<b>Semester I</b>			
NUR	205	Introduction to Nursing Science	2
NUR	313	Pathophysiology	4
NUR	319	Foundations for Nursing Practice	5
NUR	329	Pharmacology	3
NUR	323	Health Assessment and Health Promotion	4
<b>Total</b>			<b>18 credits</b>

<b>Semester II</b>			
NUR	335	Patient Centered Care: Adult/Elderly Nursing I	5
NUR	337	Research & Evidence Based Practice	3
NUR	383	Patient Centered Care: Behavioral Health Nursing	5
NUR	416	Family Centered Care: Mother/Baby & Women's Health Nursing	4
<b>Total</b>			<b>17 credits</b>

<b>Semester III</b>			
NUR	343	Patient Centered Care: Adult/Elderly Nursing II	6
NUR	418	Family Centered Care: Parent/Child Nursing	4
NUR	422	Community/Public Health Nursing	5
NUR	426	Health Policy, Advocacy & the Political Process	2
<b>Total</b>			<b>17 credits</b>

<b>Semester IV</b>			
NUR	432	Patient Centered Care: High Acuity Nursing	5
NUR	438	Nursing Leadership and Management	3
NUR	456	Professional Role Transition	4
NUR	458	Senior Seminar	3
<b>Total</b>			<b>15 credits</b>
<b>Program Total</b>			<b>67 credits</b>

***R.N. to B.S.N. Option Curriculum Plan (Blended / Online)***

All students must complete the R.N. to B.S.N. prerequisite courses and portfolio, and complete the following courses.

**Course Sequence**

<b>Semester I</b>			
NUR	333	Professional Nursing Practice	3
NUR	313	Pathophysiology	4
<b>Total</b>			<b>7 credits</b>

<b>Semester II</b>			
NUR	337	Research and Evidence Based Practice	3
NUR	323	Health Assessment & Health Promotion	4
<b>Total</b>			<b>7 credits</b>

<b>Semester III</b>			
NUR	422	Community Health Nursing	6
NUR	426	Health Care Policy, Advocacy, & the Political Process	2
<b>Total</b>			<b>8 credits</b>

<b>Semester IV</b>			
NUR	444	Nursing Informatics & Healthcare Technologies	3
NUR	438	Nursing Leadership	3
<b>Total</b>			<b>6 credits</b>
<b>Program Total</b>			<b>28 credits</b>

### Background Check and Drug Screening

Students must submit to drug screening and background checks. The College of Nursing and Health Sciences maintains an agreement with American Data-Bank to monitor compliance. For further information please see the UG Nursing Student Handbook and/or the College of Nursing and Health Sciences website: [www.barry.edu](http://www.barry.edu).

### Health & Insurance Requirements

Students are required to have a physical examination prior to enrollment in clinical nursing courses. All students must provide evidence of a current TB screening test, hepatitis B, MMR, tetanus, varicella, and influenza vaccinations. All students must provide proof of health insurance. Students may purchase a policy for a nominal fee through the University Student Health Service. Failure to comply with health and insurance requirements as directed will prevent the student from continuing in a clinical course.

### Basic Life Support

All B.S.N. students must be certified in Basic Life Support (BLS for health care providers) at Barry University, College of Nursing and Health Sciences prior to the beginning of classes.

### Transportation

Clinical learning experiences require that students have access to transportation. Since many experiences occur in the community and other affiliations, students should own, or have access to, a car. Unavailability of private transportation will not excuse the student from meeting clinical learning objectives. Students without their own private car should familiarize themselves with local public transportation prior to the beginning of the semester. Students are encouraged to be proactive in arranging transportation needs. Faculty and clinical adjuncts do not provide transportation for students. Clinical assignments are done by random allocation within Dade and Broward counties and are NOT determined by the individual student's geographic location or transportation particulars.

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## Computer Requirements

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Upon the start of the program, accepted candidates are required to possess a laptop computer with specified software which conforms to criteria established by the Program. Applicants are advised that portions of the didactic coursework are web-based and also provided in conjunction with telecommunications or video teleconferencing instruction. Candidates should possess basic computer literacy skills, including the use of word-processing, Windows operating systems, electronic mail, and navigation of Internet applications.

### Progression Requirements and Standards

- Maintain current health and compliance requirements. Failure to submit evidence of compliance as directed will result in an administrative withdrawal from the course. The student must wait until the next time the course is offered to progress.
- Earn a minimum of a 76 average on examinations.
- Earn a final grade of a 76 in all nursing courses. Most courses require an average of 76% on examinations BEFORE any other assignment point are added.
- In each clinical nursing course, pass a Medication Calculation Quiz (90 percent) within three attempts. Inability to achieve this standard will result in a course failure.
- Earn a passing grade in the clinical portion of nursing courses.
- A clinical failure is considered a course failure regardless of didactic grade.
- One nursing course may be repeated one time.
- Students who request and are granted an 'Incomplete' in a clinical practicum course must begin and complete the course in the next semester. Students who are unable to meet this requirement may not progress.
- Students may not begin a new semester with a grade of 'Incomplete' in a didactic course from the previous semester.
- The Academic Dishonesty Policy described in the Policies and Procedures section of this catalog is strictly adhered to.
- A student receiving a second failure in any UG nursing course will not be permitted to continue in the nursing program and will not be eligible for readmission.
- Grades of D, F, and WF are considered the same as a grade lower than C when repeating any undergraduate nursing course.
- R.N. to B.S.N. student may not enroll in other nursing courses until earning a C or better in a repeated course.

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## Grading Policy

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The following grading policy exists for the Traditional, Accelerated and R.N. to B.S.N. Options

### Grading Scale

Grading Scale for Undergraduate Nursing Program

1. Class:

<b>Tests</b>	
92-100	A
84-91	B
76-83	C
69-75	D
0-68	F

2. Clinical: Pass/Fail

### Kaplan Comprehensive Integrated Testing for Nursing Programs

The Traditional and Accelerated Option programs seek to facilitate the success of its students for entry into professional clinical practice as a nurse generalist. As part of this process, the faculty utilizes the Kaplan Integrated Testing series of content specific exams, remediation programs, and final comprehensive predictor examinations to assess knowledge of concepts and readiness for the national licensure examination (NCLEX-RN). All students are required to participate in this program and the Kaplan NCLEX-RN on-line or live preparation courses for licensure testing. Detailed policies and procedures for standardized testing may be found in the College of Nursing and Health Sciences Undergraduate Nursing Student Handbook.

### Graduation and NCLEX-RN Testing

Students are eligible for graduation after all program requirements have been satisfactorily met and verified by the Undergraduate Program Director. After graduation students are qualified to apply for licensure by examination with a State Board of Nursing. A letter of completion and official transcript is usually sufficient evidence to apply for licensure by examination in most states. Students are advised to contact the Board of Nursing in the state they intend to take their licensure exam for detailed instructions. Official transcripts may not be available for up to two months after graduation. Faculty recommends students take the NCLEX-RN examination within 3 months after graduation. In Florida if an applicant who graduates from an approved program does not take the licensure examination within six (6) months after graduation, he or she must enroll in and successfully complete a board approved licensure examination preparatory course. The applicant is responsible for all costs associated with the course and may not use state or federal financial aid for such costs.

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 fifteen 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](http://www.flsenate.gov).

The application and records should be filed at least ninety days before the examination date in case a student may be required to appear before the Board.

### Graduation Requirements

Satisfactory completion of ALL courses, clinical rotations, and Exit Policy requirements is necessary for the student to graduate.

## Course Descriptions

### Nursing; Prefix: NUR

(Theory credits, 1 cr = 15 hours; Clinical credits, 1 cr = 45 hours)

#### 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.

#### 205 Introduction to Nursing Science (Theory 2)

This course provides an introduction to the professional and scientific foundation of nursing practice. Topics such as the historical development of nursing, ethical, legal, and theoretical foundations of the profession are explored, and competencies necessary to provide safe, quality health care are presented. Prerequisites: Traditional Option: Admission to the Nursing Program, Co-requisites: NUR 207, NUR 313, NUR 323 and Accelerated Option: Prerequisites: admission to the nursing program, co-requisites: NUR 205, NUR 313, NUR 319, NUR 323, NUR 329.

## 207 Essentials of Nursing Education (Theory 2)

This course introduces the new undergraduate nursing students to the baccalaureate nursing program and provides the student with knowledge and skills to be successful in this program, in nursing, and in life. Students will be provided with essential tools for academic and personal success. Topics such as study and test-taking skills, library resources, writing skills, time and stress management, learning styles, and critical thinking will be explored. Basic competencies for medication calculation, cultural competence, and effective communication will be presented. Prerequisites: Admission to the nursing program, co-requisite: NUR 205, 313, and 329.

## 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.

The following is one of the available titles as a Special Topic:

**Nursing International Study Abroad Program (Theory 1, Clinical 1)**

This elective course provides an opportunity for an enriched experience of clinical practice at the level of novice in a Low Resource Country (LRC). The purpose of this course is to facilitate understanding of global health issues, social determinants of health, and provision of health care services to underserved communities. Global Service-Learning is a major focus of this course and will provide students a forum for critical reflection on community-driven service, intercultural experiences, and global citizenship. This course is designated as Service Learning (SL). Prerequisite: NUR 416, NUR 418, NUR 422, NUR 426.

## 313 Pathophysiology (Theory 4)

The focus of this course is on alterations in the biological patterning that affects the homeostasis/homeodynamics in human beings. Emphasis is placed on the dynamic aspects of disease, signs and symptoms, and physical and laboratory findings. Prerequisites: Admission to the Nursing Program. Corequisites for Traditional option: NUR 205, NUR 323. Corequisites for R.N. to B.S.N.: NUR 333. Corequisites for Accelerated option: NUR 205, NUR 319, NUR 323, NUR 329.

## 319 Foundations of Nursing Care (Theory 3, Clinical 1.5, Lab 1.5)

This course introduces basic nursing concepts to establish a foundation for nursing practice. These include therapeutic communication, nursing process, nursing interventions which promote safety, principles of infection control, and skills for basic care and comfort needs. In addition to theory, students practice in the laboratory setting and begin to apply basic skills to patient care in clinical settings. Prerequisites: NUR 313, NUR 323. Co-requisites for Traditional option: NUR 329 and NUR 383. Prerequisite for Accelerated Option: Admission to the program, Co-requisites for Accelerated option: NUR 205, NUR 313, NUR 323, NUR 329.

## 323 Health Assessment &amp; Health Promotion (Theory 3, Lab 1)

This course introduces the concepts and skills of health assessment across the lifespan and perspectives of wellness and health promotion while utilizing the nursing process. Health assessment is approached holistically, advocating the foundational principles of health promotion and client education. Prerequisite for Traditional Option: Admission to the Nursing Program. Co-requisites for Traditional Option: NUR 205, NUR 207, NUR 313. Prerequisites for Accelerated Option: Admission to the program; Co-requisites for Accelerated option: NUR 205, NUR 313, NUR 319, NUR 329. Prerequisites for R.N. to B.S.N.: NUR 333, NUR 313. Co-requisites for R.N. to B.S.N.: NUR 337.

## 329 Pharmacology (Theory 3)

This course examines the principles of pharmacotherapeutics, pharmacodynamics, pharmacogenomics, and pharmacokinetics. Professional Nursing implications of safe medication administration, adverse drug reactions, and implications are emphasized. Prerequisites for Traditional Option: NUR 205, NUR 207, NUR 313, NUR 323. Corequisite: NUR 319, NUR 383. Pre-requisite for Accelerated Option: Admission to the program. Co-requisites NUR 205, NUR 313, NUR 319, NUR 323.



- 333 Professional Nursing Practice (Theory 3) (RN to BSN only)  
This course focuses on the transitional role of the professional nurse by examining the process of professional socialization, ethical and legal issues, and theoretical underpinnings of professional nursing. The nurses' role in providing safe, quality health care are investigated including concepts of change and collaborative practices in which the student is supported to cultivate and acquire leadership skills needed in today's healthcare environment. Prerequisite: Admission to the RN to BSN Program. Corequisite: NUR 313
- 335 Patient Centered Care: Adult & Elderly Nursing I (Theory 3, Clinical 2)  
This course focuses on the professional practice of patient-centered nursing for the adult and elderly within the context of acute and restorative care environments. Emphasis is on clinical reasoning and decision-making for patient centered collaborative care and safe clinical practice. Prerequisites for Traditional Option: NUR 319, NUR 329, NUR 383 NUR 319. Pre or Co-requisite: NUR 337. Prerequisites for Accelerated Option: NUR 205, NUR 313, NUR 319, NUR 323, NUR 329.
- 337 Research and Evidence-Based Practice (Theory 3)  
This course provides a basic understanding of the research process and examines its relationship to evaluation and application of evidence based knowledge in nursing practice. Prerequisite for Traditional Option and Accelerated Option: NUR 205. Prerequisite for R.N. to B.S.N.: NUR 313, NUR 333.
- 343 Patient Centered Care: Adult & Elderly Nursing II (Theory 3, Clinical 3)  
This is the second course in a sequence that covers topics of adult and elderly nursing. The focus continues to be on the professional practice of patient centered nursing care for adults and elderly within the context of acute and restorative environments. Emphasis is on clinical reasoning and safe practice for more complex medical surgical patients. Prerequisites for Traditional Option: NUR 335, NUR 337. Co-requisite: NUR 416, NUR 418. Prerequisites for Accelerated Option: NUR 335, NUR 337, NUR 383, NUR 416. Co-requisite for Accelerated Option: NUR 418, NUR 422, NUR 426.
- 383 Patient Centered Care: Behavioral Health Nursing (Theory 3, Clinical 2)  
This course focuses on the role of the nurse as provider of care for individuals experiencing acute and chronic mental health disorders. Emphasis is placed on the therapeutic relationship, evidence based practice for treatment modalities, teaching and learning related to safe administration of psychopharmacological agents, and the role of the nurse within a patient centered, interdisciplinary approach to promote and support behavioral health. Prerequisites for Traditional Option: NUR 205, NUR 207, NUR 313, NUR 323, NUR 335. Co-requisite: NUR 319, NUR 329. Prerequisites for the Accelerated Option: NUR 205, NUR 313, NUR 319, NUR 323, NUR 329. Co-requisites for the Accelerated Option: NUR 335, NUR 337, NUR 416.
- 400 Special Topic (3)  
Content to be determined each semester by the School as requested by faculty and/or students to fill specified needs or interest.
- 416 Family Centered Care: Mother/Baby & Women's Health Nursing (Theory 2.5, Clinical 1.5)  
This course focuses on providing a continuum of care during the childbearing years. Emphasis is placed on women's health issues and care for mothers and babies during normal and high risk pregnancy and the labor and postpartum periods. Students apply theory to practice in acute and community clinical settings. Prerequisites for the Traditional Option: NUR 335, NUR 337. Co-requisites for the Traditional Option: NUR 343, NUR 418, Prerequisites for the Accelerated Option: NUR 205, NUR 313, NUR 319, NUR 323, NUR 329. Co-requisites for the Accelerated Option: NUR 335, NUR 337, NUR 383.

## 418 Family Centered Care: Parent/Child Nursing (Theory 2.5, Clinical 1.5)

This course focuses on the role of the nurse as provider of family centered care for infants, children, and adolescents along the health-illness continuum. Students apply theory and evidence based knowledge to practice in acute and community clinical settings. Prerequisites for the Traditional Option: NUR 335, NUR 337. Co-requisites for the Traditional Option: NUR 343, NUR 418. Prerequisites for the Accelerated Option: NUR 335, NUR 337, NUR 383, NUR 416. Co-requisites for the Accelerated Option: NUR 343, NUR 422, NUR 426.

Please note that in the Traditional Program Option, NUR 416 and 418 are offered in the same semester as consecutive seven-week courses. If a student is unsuccessful in NUR 416 or 418 during the first part of the semester, they may NOT take the corresponding course in the latter part of the semester.

## 422 Community/Public Health Nursing (Theory 3, Clinical 2)

This course provides a foundation of community and public health nursing concepts and interventions for individuals, families, and communities. Students integrate health promotion and disease prevention concepts into multidimensional, population-focused, community-oriented nursing practice. This course has a service learning (SL) designation. Prerequisites for Traditional Option (Fall admission): NUR 343, NUR 416, NUR 418. Co-requisites NUR 416, NUR 438, NUR 422. Pre-requisites for Traditional Option (Spring admission): NUR 426, NUR 432. Co-requisites: NUR 4xx, NUR 438, NUR 456. Pre-requisites for Accelerated Option: NUR 335, NUR 337, NUR 383, NUR 416. Co-requisites: NUR 343, NUR 418, NUR 456. Prerequisites for R.N. to B.S.N.: NUR 313, NUR 337. Co-requisite for R.N. to B.S.N.: NUR 426.

## 426 Health Policy, Advocacy, and the Political Process (Theory 2)

This course provides a broad understanding of health care policies, regulation, and finance as they impact quality of health care from a local to global perspective. Students examine the role of politics, advocacy, and interdisciplinary collaboration to achieve health outcomes within a complex health care system. Prerequisites for Traditional Option (spring admission): NUR 343, NUR 416, and NUR 418. Co-requisite: NUR 432. Prerequisite for Traditional Option (fall admission): NUR 343, NUR 416, NUR 418. Co-requisite: NUR 422, NUR 438, NUR 432. Pre-requisite Accelerated Option: NUR 335, NUR 337, NUR 383, NUR 416. Co-requisite for Accelerated Option: NUR 343, NUR 418, NUR 422. Pre-requisite for RN to BSN: NUR 337, NUR 323. Co-requisite: NUR 422.

## 432 Patient Centered Care: High Acuity Nursing (Theory 3, Clinical 2)

This course focuses on the acquisition and synthesis of health care knowledge with an emphasis on the adult population in the critical care environment. The student will apply the nursing process, problem solving techniques, and critical thinking techniques in caring for patients with multi-system disease processes. Prerequisites for Traditional Option (spring admission): NUR 416, NUR 418, NUR 422, NUR 426, NUR 343, NUR 416, and NUR 418. Co-requisite: NUR 426. Prerequisite for Traditional Option (fall admission): NUR 343, NUR 416, NUR 418. Co-requisite: NUR 422, NUR 426, NUR 438. Pre-requisite for Accelerated Option: NUR 343, NUR 418, NUR 422, NUR 426. Co-requisite for Accelerated Option: NUR 438, NUR 456. NUR 458

## 438 Nursing Leadership and Management (Theory 3)

This course provides knowledge related to basic organizational and systems leadership necessary for the nurse generalist to provide high quality health care. It assists the student in cultivating and acquiring leadership and management skills needed to work collaboratively within complex health care environments. Prerequisites for Traditional Option (spring admission): NUR 426, NUR 432. Co-requisite: NUR 422, NUR 456 NUR 458. Prerequisite for Traditional Option (fall admission) NUR 343, NUR 416, NUR 418. Co-requisite: NUR 422, NUR 426, NUR 432. Prerequisites for Accelerated Option: NUR 343, NUR 418, NUR 422, NUR 426. Co-requisite for Accelerated Option: NUR 4xx, NUR 432, NUR 456. Pre-requisite for RN to BSN: NUR 422, NUR 426. Co-requisite: NUR 444.

## 444 Nursing Informatics &amp; Healthcare Technologies (Theory 3) (R.N. to B.S.N. only)

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: NUR 422, NUR 426, Co requisites NUR 438.

**456 Professional Role Transition (Clinical 4)**

This is a clinical immersion capstone course which provides the student the opportunity to synthesize previous learning while further developing the knowledge, skills, and attitudes of a beginning professional nurse. Students transition to the role of graduate nurse with the guidance of a preceptor in a selected area of practice. Prerequisites for Traditional (spring admission) All Nursing Courses except NUR 458 which is a co-requisite. Prerequisites for Traditional (fall admission): All Nursing courses, except NUR 458 which is a co-requisite. Prerequisites for Accelerated Option: all nursing courses, except 458 which is a co-requisite.

**458 Senior Seminar (Theory 3)**

This course is designed to provide students with the opportunity to comprehensively apply and integrate synthesized theoretical and clinical experiences from previous nursing courses in preparation for graduation and licensure. Students will reflect upon learning goals, personal and professional growth, and the achievement of baccalaureate program outcomes. Students will assume a leadership role by coordinating and managing a capstone project which will integrate evidence-based practice and interprofessional collaboration, with an emphasis on providing holistic, safe, and effective nursing care to a diverse patient population. The capstone project will culminate in a scholarly paper and peer-reviewed poster presentation. Prerequisites (spring traditional): NUR 426, NUR 432. Co-requisites: NUR 422, NUR 438, NUR 456. Prerequisites (fall traditional) NUR 422, NUR 426, NUR 432, NUR 438 and co-requisites NUR 456. Accelerated Option pre-requisites NUR 343, NUR 418, NUR 422. NUR 426. Co requisites, NUR 432, NUR 438, NUR 456,

**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 Program Director of the Undergraduate Program.

# School of Human Performance and Leisure Sciences

Darlene Kluka, Ph.D., D.Phil., Dean  
Rev. Carl R. Cramer, Ed.D., Associate Dean

The School of Human Performance and Leisure Sciences (HPLS) includes the Department of Intercollegiate Athletics, and the Department of Sport and Exercise Sciences.

The Department of Intercollegiate Athletics (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: **Applied Sport & Exercise Sciences, Athletic Training, Exercise Physiology, Sport Exercise, and Performance Psychology, and Sport Management**. In addition, B.S.–M.S. programs leading to both the Bachelor of Science and Master of Science degrees are offered in **Athletic Training, Exercise Physiology, and Sport Management**. An optional specialization in **Diving Industry** is available within the **Sport Management** undergraduate major. In addition, courses leading to five distinct minors: **Coaching; Diving Education; Exercise Physiology; Sport, Exercise, and Performance Psychology;** and **Sport Management** 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 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, 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.

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## Vision, Mission, and Values

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### Vision

The School of HPLS advances human potential through the integration of body, mind, and spirit in pursuit of excellence.

The School values a strong sense of ethics, personal and social responsibility through reflection, and a search for knowledge with a global perspective. We also value a holistic approach to addressing the challenges of society, focusing on the importance of human action as a contributor to solutions, communication as a vehicle for integrity and justice, excellence in teaching and engaged learning, and in collaboration with communities. We value social contributions that combine intellectual curiosity with practical application, the engagement of theoretical and empirical research, and a highly multicultural environment that supports a cosmopolitan university lifestyle. Its alumni are well educated in the liberal arts, leaders in their chosen professions, and engaged citizens whose lifelong learning and service make them visionary leaders for Florida, the nation, and the world. The School provides excellent education, promotes research and scholarship, fosters community engagement, supports intellectual inquiry, and contributes to societal development.

**Mission**

The School of Human Performance and Leisure Sciences serves local and global communities through scholarship and professional practices in science, sport, recreation, and wellness.

Our academic programs are nationally recognized in the academic areas of undergraduate athletic training and graduate sport management. Our undergraduate sport management—diving industry program is internationally renowned. The intercollegiate athletic program is recognized as a program of national excellence. Faculty, staff, and students have accomplished local, state, regional, national, and international notoriety in teaching/coaching, research, and service. The School's students prosper in a supportive environment with faculty, staff, and administrators who are vitally engaged in student life. The School's academic programs are collaborative and creative, emphasizing both the development and application of knowledge.

**Values**

- A strong sense of ethics, personal and social responsibility through reflection;
- A search for knowledge with a global perspective;
- A holistic approach to addressing the challenges of society, focusing on the importance of human action as a contributor to solutions;
- Communication as a vehicle for integrity and justice;
- Excellence in teaching in engaged learning and in collaboration with communities;
- Social contributions that combine intellectual curiosity with practical application;
- Faculty and staff engagement in theoretical and empirical research, as well as instructional development; and
- A highly multicultural environment that supports a cosmopolitan university lifestyle.

# Department of Intercollegiate Athletics

Michael L. Covone, M.S., Director of Athletics  
Bridget Lyons, Ph.D., Sr. Associate Director of Athletics/SWA  
Jamie Carrig, M.S., Associate Director of Athletics  
Amanda Knight, M.S., Assistant Director of Athletics  
Cesar Odio, M.S., Assistant Director of Athletics  
Joey Capote, MBA, Assistant Director of Athletics for Development

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## Mission and Purpose

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The mission of intercollegiate athletics (ICA) department and its programs is to provide opportunities for those with outstanding athletic abilities to excel in intercollegiate sport participation while completing their degrees in higher education at Barry University. As the most visible and prestigious program combining academic and athletic excellence on campus, the ICA departmental mission is a vital part of overall student life at Barry University.

ICA fulfills its role within the mission of Barry University by complementing classroom instruction. Each sport program integrates body, mind, and spirit in healthy athletic competition that promulgates the university's core commitments: teamwork, fair play, self-discipline, search for knowledge and truth through intercollegiate sport competition, and social justice involving experiences with team members of differing nationalities and ethnic backgrounds. A caring environment is provided by assuring the academic, physical, emotional, and social welfare of our student athletes through the leadership provided by a well-qualified teaching/professional staff, academic support services, comprehensive health care and coverage, and safe playing and practice conditions.

All athletic activities and events are actively published and promoted to also elicit involvement and support from the community. In return, student athletes are encouraged to participate in global through local civic and charitable events. Additionally, ICA serves as a vehicle by which the university extends its presence in a variety of communities. Staff, coaches, and student athletes must, therefore, display a professional decorum suitable for very visible ambassadors of Barry University. Furthermore, the intercollegiate athletics program will be operated within strict adherence to the published rules of the NCAA and the Sunshine State Conference (SSC) in order to assure that the university's status within the community always remains a positive one.

As an NCAA Division II member school, Barry University furthers the university's commitment to excellence by providing a nationally competitive intercollegiate athletics program that offers national recognition for student athletes. It is home to the 1989, 1992, and 1993 NCAA Champions in Women's Soccer, the 1995, 2001, and 2004 NCAA Champions in Women's Volleyball, the 2007, 2013, and 2014 NCAA Champions in Men's Golf, the 2010 and 2013 NCAA Champions in Men's Tennis, and the 2011 and 2014 NCAA Champions in Women's Tennis, and the 2015 and 2016 NCAA Champions in Women's Rowing. The ability of Barry's female and male student athletes to balance the demands of high level athletic participation with outstanding academic success ranks the university as one of the top academic/athletic institutions of its kind in the United States. The Barry University community is proud to currently boast a reported NCAA Academic Success rate of 87 percent.

To participate in intercollegiate athletics as an entering freshman with no previous full-time college attendance, the student athlete must be admitted to Barry University and must meet conference and NCAA eligibility requirements, including certification by the NCAA eligibility center. 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 fourteen 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. Any eligible student may try out for any of the twelve sports by contacting the appropriate head coach prior to the opening of the season.

<b>Coaching Staff</b>	
<b>Men's</b>	
BASEBALL	Marc Pavao, M.S.
BASKETBALL	Butch Estes, M.S.
GOLF	Jimmy Stobs, B.A.
SOCCER	Steve McCrath, M.S.
TENNIS	George Samuel, Ph.D.
<b>Women's</b>	
BASKETBALL	Bill Sullivan, M.S.
ROWING	Boban Rankovic, M.S.
GOLF	Shannon Sykora, B.A.
SOCCER	Denise Brolly, M.S.
SOFTBALL	Danielle Penner, M.S.
TENNIS	Avi Kigel, M.S.
VOLLEYBALL	Steve Hendricks, M.S.

# Department of Sport and Exercise Sciences

Kathryn Ludwig, Ph.D., Department Chair  
 Sharon Kegeles, M.S., Director of Undergraduate Programs

Faculty: Amasay, Bone, Cremades, Egret, Kegeles, Kuo, Ludwig, Mier, Nixon, Rosenberg, Shapiro, Simpson, Tamulevicius, Tashman, Workman

The Department of Sport and Exercise Sciences (SES) offers undergraduate degrees in the following fields:

## Bachelor of Science (B.S.)

<b>APPLIED SPORT &amp; EXERCISE SCIENCE, with concentration options in:</b>	
Coaching	Recreation Management
Fitness Specialist	
<b>Athletic Training</b>	
Pre-Medical Option	B.S. to M.S. Option
Pre-Physical Therapy Option	
<b>Exercise Physiology</b>	
Pre-Medical Option	B.S. to M.S. Option
Pre-Physical Therapy Option	
<b>Sport, Exercise, &amp; Performance Psychology, with options for:</b>	
Psychology Minor	Management Minor
<b>Sport Management, with options for: Diving Industry Specialization</b>	
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 an optional specialization in **Diving Industry**. 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 secondary education, may desire to pursue the minor in **Coaching** or the **Minor in Sport, Exercise, & Performance Psychology**. Majors in other disciplines (e.g., Marine Biology, Photography, and others) 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 Physiology**. 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 Physiology) who desire to increase their knowledge of and ability to apply administrative principles within the sport industry may complete a **Minor in Sport Management** or for presenting instructional techniques in sport, a **Minor in Coaching**. In addition, the minors



in Exercise Physiology and Sport Management are also available as areas of specialization to students enrolled in the School of Professional and Career Education (PACE) who are pursuing the Bachelor of Professional Students (BPS.) degree. The minor in Leisure and Recreation Management is available to PACE students as an area of specialization within both the BPS. and Bachelor of Public Administration (BPA.) 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 community who wish to pursue lifetime leisure, personal fitness, and wellness activities. A listing of these activities can be found at the conclusion of this section.

The SES faculty reserves 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.

### **Vision, Mission, and Values**

#### ***Vision***

To pursue excellence in Sport and Exercise Sciences as an essential part of a liberal education gleaned from traditional parent disciplines in the humanities; biological, behavioral, sociological sciences, and the arts.

#### ***Mission***

We aspire to be the department of choice for students majoring in sport and exercise sciences who desire an international, premium, ethically-based, and market-related education. We accomplish this in a diverse, caring, and nurturing environment with dedicated and professionally competent faculty who excel in teaching, service, and scholarship.

#### ***Values***

Scientific inquiry within the Sport and Exercise Sciences develops students' perspectives about themselves and the world around them and fosters new and creative ways of thinking. It is also the foundation upon which professional practice knowledge, essential for success in a career, is constructed.

- We strive to create an environment conducive to scholarship and provide opportunities for professional development and personal growth.
- We engage students in a top quality education based upon critical and independent thinking that facilitates young professionals to become successful in their chosen fields upon graduation.
- In the Catholic intellectual tradition, we facilitate sport and exercise sciences content and experiential learning in each student through the development of confidence and competence while offering the appeal of a small private university.
- We contribute to research-based evidence and generate new knowledge in our respective academic fields by producing high-quality research that is locally and internationally relevant and ethically responsible.
- We engage in service to our University, our profession, and our community to contribute to positive, transformative, social, and intellectual outcomes.

### **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.

All students pursuing major and/or minor academic programs within the Department of Sport and Exercise Sciences are required to earn a grade of "C" or better in all SES coursework as well as all required prerequisites and/or co-requisites for those courses.

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: Applied Sport and Exercise Sciences 2.0; Athletic Training 2.75; Exercise Physiology 2.75; Sport, Exercise, and Performance Psychology 2.0; 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. There is a 3.0 GPA requirement for acceptance to the B.S. to M.S. options in ATR, EXP, and SPM. Please refer to these specific requirements in the Course Catalog or consult with the Program Coordinator. Please note, first year freshmen whose high school GPA does not meet the chosen SES program GPA requirement, will need advisor approval to enroll in BIO 220 Human Anatomy and BIO 220L Human Anatomy Lab in their first semester.

Students enrolled at Barry University who wish to change their academic major into a program offered in the SES Department must meet the following requirements prior to making a formal application to switch programs:

#### *Applied Sport & Exercise Sciences*

- Cumulative GPA of 2.0
- Successful completion of all developmental course requirements

#### *Athletic Training*

- Cumulative GPA of 2.75
- Grade ‘C’ or better earned in BIO 220 and BIO 220L
- Successful completion of all developmental course requirements

#### *Exercise Physiology*

- Cumulative GPA of 2.75
- Grade ‘C’ or better earned in BIO 220 and BIO 220L
- Successful completion of all developmental course requirements

#### *Sport, Exercise, and Performance Psychology*

- Cumulative GPA of 2.0
- Successful completion of all developmental course requirements

#### *Sport Management*

- Cumulative GPA of 2.0
- Successful completion of all developmental course requirements

Before internship (SES 499), 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. 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 enrolling in 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	Intro to Sport Psychology	3
OR			
SES	337	Exercise Psychology (3)	

SES	340	Adapted Physical Activity in Sport and Recreation	3
SES	360	Essentials of Exercise Physiology and SES 360L Lab	4
OR			
SES	361	Exercise Physiology and SES 361L Lab (4)	
SES	480	Contemporary Issues & Ethics in Sport	3
<b>Total</b>			<b>17-22 credits</b>

## Applied Sport & Exercise Sciences (B.S.)

Sharon Kegeles, M.S., Coordinator

The Bachelor of Science Degree in Applied Sport and Exercise Sciences (SESA) focuses on a foundation in the movement sciences yet allows multiple elective options to provide a broad, quality academic experience. Through this more personal, holistic approach, pathways for individual success are provided with early exposure to activities as students are prepared for multiple options within the sport, exercise, and recreation fields. The program develops students who are adaptive to the physical needs of others, creative, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, reflective, ethical, and professional. We prepare students to examine and apply the knowledge and skills learned in the program to sport, exercise, and recreational settings while working to improve current fitness challenges prevalent throughout society.

The applied degree requires the same common core of coursework as all other Sport and Exercise Sciences Department academic programs. An additional common core created for this applied program has been drawn from a variety of existing courses within SES to prepare for cross-training within these fields. Students also have the opportunity to choose from one of three concentrations: Coaching, Fitness Specialist, and Recreation Management.

Students will be exposed to a variety of career fields through practical and experiential learning. In the final year of the program, the students take a two credit practicum in each of the three concentration areas which immerses them in the diverse applied theme of the degree; and then culminate with a six credit internship in their chosen area of concentration. A minimum of nine credits of electives are required to assist with the broad academic exploration that stimulates an educated person. Students work with their academic advisors to select electives that appeal to the needs and desires of the students.

### Academic Good Standing for B.S. in Applied Sport & Exercise Sciences

By the end of the first semester of study, Sport & Exercise Sciences (SESA) 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.

### Program Objectives

The Applied Sport & Exercise Sciences Program strives to have its graduating students:

1. Master a foundation of knowledge and skills related to sport and exercise science that will prepare them for professional careers in areas such as sport and recreational coaching, personal/group specialist fitness training, corporate fitness and wellness coordination, recreational activity specialist, park and recreational management and operations;
2. Participate in university and community service activities that promote physical, emotional and spiritual well-being and make sport, exercise, and recreation a meaningful experience to be repeated throughout their lifetime;
3. Engage the sport and exercise sciences communities at the local, regional, national, and/or international level;
4. Pursue activities that promote professional development and communication, leadership, and reflective decision-making skills; and
5. Support an environment of diversity and inclusion that values and examines how multicultural, social, and ethical values and issues affect Individuals, communities, and society, in sport, exercise, and recreational settings.

**Degree Requirements:**

Distribution Requirements and Co-requisites	47
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The student majoring in Applied Sport & Exercise Science 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 Applied Sport & Exercise Sciences majors to 47. **(Courses specifically required are listed below each subject area and must be completed with a grade of C or better).**

<b>Theology and Philosophy</b>			<b>9 credits</b>
THE	201	Theology, Faiths, Beliefs, & Traditions	3
PHI	220	Introduction to Philosophy	3
THE/PHI		From University approved distribution list	3
<b>Written and Oral Communication</b>			<b>9 credits</b>
ENG	111	First Year Composition and Literature	3
ENG	112	Techniques of Research	3
OR			
ENG	210	Introduction to Literature	
SPE 101 or COM 104 or TH 155			3
<b>Science and Mathematics</b>			<b>11 credits</b>
BIO	220	Human Anatomy	3
BIO	220L	Human Anatomy Laboratory	1
MAT	107	General Education Math	3
OR			
MAT	109	Pre-Calculus 1 (3)	
OR			
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)			
<b>Social and Behavioral Sciences</b>			<b>9 credits</b>
PSY	281	Introduction to Psychology	3
From University approved distribution list			6
<b>Humanities and Fine Arts</b>			<b>9 credits</b>
From University approved distribution list			
<b>SES Core Requirements</b>			<b>17 credits</b>
(See listing. SES 112/112L required, SES 360/360L required but counted in Distribution)			
<b>Applied Sport &amp; Exercise Science Major Requirements</b>			<b>29 credits</b>
CS	180	Introduction to Computers	3
ORI	100	1st Year Experience—Applied SES	1
SES	262	Recreational Leadership	3

SES	320	Kinesiology	3
SES	320L	Kinesiology Lab	1
SES	326	Principles of Motor Learning	3
SES	330	Nutrition for Physical Performance	3
SES	465	Organizational Leadership & Management in SES	3
SES	485	Intro to Law in SES	3
SES	486	Practicum Courses	6
Coaching (2)			
Fitness Specialist (2)			
Recreational Management (2)			
<b>Concentration Options</b>			<b>12</b>
<b>Coaching Option</b>			
SES	220	Care and Prevention of Musculoskeletal Injury	3
SES	220L	Care and Prevention of Musculoskeletal Injury Lab	1
SES	325	Officiating Team and Individual Sports	2
SES	328	Theory of Coaching	3
SES	427	Applied Sport, Exercise, and Performance Psychology	3
<b>Fitness Specialist Option</b>			
SES	220	Care and Prevention of Musculoskeletal Injury	3
SES	337	Intro to Exercise Psychology	3
SES	367	Principles of Personal Training	3
SES	477	Physical Activity, Health, and Disease	3
<b>Recreation Management Option</b>			
SES	250	Sport and Recreational Management	3
SES	260	Leisure Planning & Programing	3
SES	380	Facility Design & Event Management	3
SES	440	Sport Marketing, Promotions, & Fund Raising	3
<b>Integrative Experience</b>			
SES	499	Internship	6
Electives (9 hours minimum)			9
<b>Degree Total: Applied Sport &amp; Exercise Science (B.S.)</b>			<b>120 credits</b>

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### Athletic Training (B.S.)

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Sue Shapiro, Ed.D., Director

The Bachelor of Science in Athletic Training (ATPP) 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 activity-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 51 credit hours specific to the Athletic Training major (beyond the SES core of 22 credit hours) and includes 20 credit hours of clinical instruction and field experience. The program is designed so that the total **125** credit hours can be completed in four years (eight 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 ATPP degree requirements. The student majoring in Athletic Training must make application and be approved by the BOC and program director for the BOC examination prior to being 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.bocatc.org](http://www.bocatc.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](http://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 Physiology, Sport Management, and Sport, Exercise, and Performance Psychology, 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 Physiology 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 Physiology 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 Physiology 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 Physiology 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).

## **B.S. in Athletic Training—Program Mission and Terminal Objectives**

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### **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 Professional Program (ATPP) 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 academic year of study, Athletic Training student majors must have earned at least a 2.75 cumulative GPA in order to qualify for entrance into the clinical portion of the Athletic Training Program. Students not meeting or maintaining the program cumulative GPA requirement will be notified at the end of the first semester of study, 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. After clinical acceptance into the clinical portion of the program, students may only repeat an athletic training core course one time with a total of two attempts (one repeat per athletic training core course with a total of two attempts per athletic training curriculum).

### **Program Objectives**

The ATEP Program strives to have its graduating students:

- Master the skills, knowledge, and clinical proficiencies included in the Educational Competencies in Athletic Training; National Athletic Trainers' Association (NATA, 2011, fifth edition);
- 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	48 credits
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The student majoring in this program must exceed the University's distribution requirement of 45 hours. The Science and Mathematics area requires 12 credit hours of course work, bringing the total distribution credit hours required for Athletic Training majors to 48. **Courses specifically required are listed below each subject area and must be completed with a grade of C or better.**

<b>Theology and Philosophy</b>			<b>9 credits</b>
THE	201	Theology, Faiths, Beliefs, & Traditions	3
PHI	220	Introduction to Philosophy	3
THE/PHI		From University approved distribution list	3
(THE or PHI 353 Bio-Medical Ethics are strongly recommended choices.)			
<b>Written and Oral Communication</b>			<b>9 credits</b>
ENG	111	First Year Composition and Literature	3
ENG	112	Techniques of Research	3
OR			
ENG	210	Introduction to Literature	3
SPE 101 or COM 104 or TH 155			3
<b>Science and Mathematics</b>			<b>12 credits</b>
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
<b>Social and Behavioral Sciences</b>			<b>9 credits</b>
PSY	281	Introduction to Psychology	3
From University approved distribution list			6
<b>Humanities and Fine Arts</b>			<b>9 credits</b>
From University approved distribution list			
<b>SES Core Requirements</b>			<b>22 credits</b>
(See listing. SES 212/212L, SES 361/SES 361L required.)			
<b>Athletic Training Major Requirements</b>			<b>55 credits</b>
CS	180	Introduction to Computers	3
SES	181	A. T. Pre-clinical Skills I	1
SES	220	Care and Prevention of Musculoskeletal Injuries	3
SES	220L	Care and Prevention of Musculoskeletal 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 Musculoskeletal Injuries Upper Extremity	3
SES	321L	Advanced Assessment of Musculoskeletal Injuries Upper Extremity Laboratory	1
SES	322	Advanced Assessment of Musculoskeletal Injuries Lower Extremity	3
SES	322L	Advanced Assessment of Musculoskeletal 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
<b>Degree Total: Athletic Training</b>			<b>125 credits</b>

### Clinical Program Requirements in Athletic Training

All course requirements for certification by the Commission on Accreditation of Athletic Training Education (CAATE) 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 CAATE, 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 in specific coursework.
2. SES 181: A. T. Pre-clinical Skills I; SES 281: A. T. Pre-clinical Skills II; BIO 220/220L: Intro to Human Anatomy with lab; BIO 240/240L: Human Physiology and Lab; SES 220/220L: Care and Prevention of Musculoskeletal Injuries and Lab; SES 212/212L: 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 2.75 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 ten criteria listed above. The number of appointments to the program will vary from year to year. Program application materials must be received by April 1 of the first academic year in which the student participates as an Athletic Training major in order to be

considered for the fall semester. These fall candidates will be notified of their clinical program status 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 accepted into the clinical program must stay at or above a 2.75 cumulative GPA. Students who drop below 2.75 are placed on clinical probation and have one year to return to clinical standing with a 2.75 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 by the summer prior to their senior year before enrolling in graduate courses.

Students accepted into the clinical program will be assessed a fee of approximately \$25 per semester. This assessment will occur at the time of registration and will provide liability insurance coverage for the semester. 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 required of all clinical program students. Clinical students must demonstrate proof of NATA student membership before enrollment in SES 381A is allowed. (See the ATPP Program Director for information on membership). Clinical students are highly encouraged to attend at least one professional symposium annually. (See the ATPP Program Director for registration information). Uniforms are required for all students in the clinical program. (See the ATPP 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. Prior to registration for SES 499 Internships, students are required to obtain a Level II background check, current TB skin test, and inoculations at students' expense. 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 A & B and 481 A & B at 2 hours/segment for two Level II and two Level III segments equaling 8 credit 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 fall date for fall graduation or the advertised spring date for spring 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. Barry University's BOC exam three-year first time pass rate for 2015 was 85% and for 2014-2015 first time pass rate was 71%.**

The clinical education component of the Athletic Training Professional 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 ATPP major program.

#### ***Level I Completion Requirements***

1. Successful completion of SES 181/281, SES 212/212L, SES 220/220L, BIO 220/220L; BIO 240/240L
2. Minimum cumulative GPA of 2.75;
3. Acceptance into the clinical education program; and
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 2.75; and
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 2.75; and
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 2.75;
4. Completion of SES 487 with a grade of C or better; and
5. Recommendation of the Athletic Training faculty for the BOC examination and graduation.

### **Technical Standards for Clinical Program Acceptance**

The Athletic Training Professional 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 ATPP 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 Professional 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 as relates 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 Program (ATR) 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 a clinical preceptor rating in conjunction with a licensed Physiatrist specializing in disabilities. This review should be arranged through the ATPP 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.

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## Athletic Training (B.S. to M.S.)

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B. Sue Shapiro, Ed.D., Director

The seamless Bachelor of Science to Master of Science Degree in Athletic Training (ATRM) is a 155 semester hour (ten 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 125 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 sixth semester of study or the summer semester prior to their senior year, B.S. to M.S. students in Athletic Training (ATRM) 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 (12 credits);
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"; and
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	48 credits
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The student majoring in this ATRM program must exceed the University's distribution requirement of 45 hours. The Science and Mathematics area requires 12 credit hours of course work, bringing the total distribution credit hours required for Athletic Training majors to 48. **Courses specifically required are listed below each subject area and must be completed with a grade of C or better.**

<b>Theology and Philosophy</b>			<b>9 credits</b>
THE	201	Theology, Faiths, Beliefs, & Traditions	3
PHI	220	Introduction to Philosophy	3
THE/PHI From University approved distribution list			3
THE or PHI 353 Bio-Medical Ethics are strongly recommended choices.			
<b>Written and Oral Communication</b>			<b>9 credits</b>
ENG	111	First Year Composition and Literature	3
ENG	112	Techniques of Research	3
OR			
ENG	210	Introduction to Literature	3
SPE 101 or COM 104 or TH 155			3
<b>Science and Mathematics</b>			<b>12 credits</b>
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
BIO	240L	Introduction to Human Physiology Laboratory	1
MAT	152	Elementary Probability & Statistics	3
BIO	240L	Introduction to Human Physiology Laboratory	1
MAT	152	Elementary Probability & Statistics	3
<b>Social and Behavioral Sciences</b>			<b>9 credits</b>
PSY	281	Introduction to Psychology	3
From University approved distribution list			6
<b>Humanities and Fine Arts</b>			<b>9 credits</b>
From University approved distribution list			
<b>SES Core Requirements</b>			<b>22 credits</b>
(See listing. SES 212/212L, SES 361/361L required.)			

<b>Athletic Training Major Requirements</b>			<b>55 credits</b>
CS	180	Introduction to Computers	3
SES	181	A. T. Pre-clinical Skills I	1
SES	220	Care and Prevention of Musculoskeletal Injuries	3
SES	220L	Care and Prevention of Musculoskeletal 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 Musculoskeletal Injuries Upper Extremity	3
SES	321L	Advanced Assessment of Musculoskeletal Injuries Upper Extremity Laboratory	1
SES	322	Advanced Assessment of Musculoskeletal Injuries Lower Extremity	3
SES	322L	Advanced Assessment of Musculoskeletal 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
<b>Athletic Training Graduate Requirements Total</b>			<b>30 credits</b>
<b>Movement Science Core:</b>			
SES	520	Biomechanics	3
OR			
SES	546	Qual. Analysis in Biomechanics	3
<b>Athletic Training Specialization:</b>			
SES	545	Manual Techniques	3
SES	547	Biomechanics. of Musculoskeletal Injury	3
SES	616	Research Methods	3
SES	627	ABC Laboratory Instrumentation	3
SES	686A	Adv. Practicum in A.T. I	1
SES	686B	Adv. Practicum in A.T. II	1
SES	686C	Adv. Practicum in A.T. III	1
3 credits of SES electives from approved list			3

<b>Options for:</b>			
<b>Thesis:</b>			
SES	624	Advanced Statistics in SES	3
SES	689	Thesis I	3
SES	690	Thesis II	3
OR			
<b>Internship:</b>			
SES	679	Project/Internship	3
6 credits of SES electives from approved list			6
<b>Degree Total: Athletic Training (B.S. To M.S.)</b>			<b>155 credits</b>

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### Exercise Physiology (B.S.)

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Constance M. Mier, Ph.D., Coordinator

The Bachelor of Science Degree in Exercise Physiology (EXP) is a 120 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 specialist, strength and conditioning specialist, group exercise instructor.
- Clinical programs such as cardiac/pulmonary rehabilitation: careers include clinical exercise specialist, clinical exercise.
- Exercise physiology research: a B.S. degree in Exercise Physiology prepares students for graduate degree work in an exercise physiology laboratory.
- Other careers: a B.S. degree in Exercise Physiology is a stepping stone for other health-related careers such as nursing, physical therapy, and physician assistant.

The program requires 39 credit hours (beyond the SES core of 22 hours) which are specific to the Exercise Physiology major and which prepare students to attempt professional certification examinations. A student majoring in Exercise Physiology must take the ACSM Health/Fitness Specialist 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 Physiology (EXPM) 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 grade point average, be in Good Standing within the program; and have successfully completed two semesters at Barry University or obtained approval from Department Chair.

#### **Academic Good Standing for B.S. in Exercise Physiology**

By the end of the first semester of study, Exercise Physiology (EXP) 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.

### Program Objectives

The Exercise Physiology 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 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, including education and counseling, that aid in the promotion of fitness and wellness of individuals and various populations;
- Participation in university and community-wide programs that promote healthy lifestyles;
- Continue pursuing professional development and involvement in professional networking that includes participation in state, regional, and national conferences and symposia; and
- Support an environment of diversity and inclusion for all individuals seeking a healthier lifestyle or pursuing individual fitness goals.

### Field Experiences in Exercise Physiology

Students must pass SES 361 Exercise Physiology and SES 361L Lab, and SES 370 Fitness Assessment and Exercise Prescription and 370L 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 Physiology requires at least six 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 Physiology) is a 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 Internship 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 credits
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The student majoring in Exercise Physiology 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 Physiology majors to 56. **Courses specifically required are listed below each subject area and must be completed with a grade of C or better.**

<b>Theology and Philosophy</b>			<b>9 credits</b>
THE	201	Theology, Faiths, Beliefs, & Traditions	3
PHI	220	Introduction to Philosophy	3
THE/PHI From University approved distribution list			3
(THE or PHI 353, Bio-Medical Ethics is strongly recommended)			
<b>Written and Oral Communication</b>			<b>9 credits</b>
ENG	111	First Year Composition and Literature	3
ENG	112	Techniques of Research	3
OR			
ENG	210	Introduction to Literature	3
SPE 101 or COM 104 or TH 155			3



<b>Science and Mathematics</b>			<b>20 credits</b>
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	107	General Education Mathematics	3
OR			
MAT	109	Pre-calculus Mathematics I	3
PHY	151	Introductory Physics	3
PHY	151L	Introductory Physics & Laboratory	1
**Student must test-out of CHE 095 Prep for College Chemistry or pass CHE 095 prior to attempting CHE 152			
<b>Social and Behavioral Sciences</b>			<b>9 credits</b>
PSY	281	Introduction to Psychology	3
From University approved distribution list			6
<b>Humanities and Fine Arts</b>			<b>9 credits</b>
From University approved distribution list			
<b>SES Core Requirements:</b>			<b>22 credits</b>
(See listing. SES 212/212L, SES 361/SES 361L )			
<b>Exercise Physiology Major Requirements</b>			<b>39 credits</b>
CS	180	Introduction to Computers	3
SES	322	Applied Exercise Techniques & Injury Prevention	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	Clinical Exercise Physiology	3
SES	441L	Clinical Exercise Physiology Lab	1
SES	463	Physiology of Strength and Conditioning	3
SES	465	Organizational Leadership and Management in SES	3
SES	469	Directed Readings in Exercise Physiology	3
SES	486	Practicum in Exercise Physiology	3
SES	499	Internship in Exercise Physiology	6

<b>Electives (3 hours minimum at 300–400 level)</b>			<b>3 credits</b>
Some recommended Courses:			
SES	326	Principles of Motor Learning	3
SES	335	Sport Psychology	3
SES	479	Directed Research in Exercise Physiology	3
<b>Degree Total: Exercise Physiology (B.S.)</b>			<b>120 credits</b>

### Minor in Exercise Physiology

An Exercise Physiology 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 Physiology by completing the following courses:

SES	112	CPR/AED for the Prof. Rescuer	1
SES	112L	CPR/AED for the Prof. Rescuer Lab	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	Clinical Exercise Physiology	3
SES	441L	Clinical Exercise Physiology Lab	1
SES	463	Applied Physiology of Strength and Conditioning	3
SES	486	Practicum in Exercise Physiology	3
<b>Minor in Exercise Physiology Total:</b>			<b>27 credits</b>

### Pre-Physical Therapy and Pre-Medical Options:

Available only to majors in Exercise Physiology (EXP) 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 Physiology Program

All students are expected to demonstrate a high level of ethical standards as exercise physiology professionals. For the exercise physiology 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 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 Physiology (B.S. to M.S.)

Constance M. Mier, Ph.D., Coordinator

The Bachelor of Science to Master of Science Degree in Exercise Physiology (EXPM) is a 150 semester hour program available to qualified students. The program requires 114 undergraduate semester hours and thirty-six graduate semester hours (six of which count towards the needed 120 undergraduate hours). The student who successfully completes the program meets the requirements for the Bachelor of Science degree in Exercise Physiology and the Master of Science degree in Movement Science with a specialization in Exercise Physiology.

The student selects one of two tracks: Physiology of Sport Performance Track or Clinical Exercise Physiology Track. The purpose of the clinical exercise physiology track is to prepare students for careers that incorporate exercise programming for clinical populations and prevention of chronic diseases or for research focusing on benefits of exercise on health and fitness, along with prevention and treatment of chronic diseases. The purpose of the physiology of sport performance track is to prepare students for careers in strength and conditioning and performance testing for athletes at various levels of competition or research, focusing on sport performance and training physiology. In addition, the student chooses an internship or thesis plan of study.

### Academic Good Standing for B.S. to M.S. in Exercise Physiology

By the end of the seventh semester of study, B.S. to M.S. students in Exercise Physiology (EXPM) 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 (Internship plan of study).  
OR  
Successful completion and presentation of a thesis proposal (Thesis plan of study).
4. Successful completion of the internship and the internship project (Internship plan of study).  
OR  
Successful completion and oral defense of a Thesis (Thesis plan of study).

### Degree Requirements B.S. to M.S.

Distribution Requirements and Co-requisites	56 credits
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The student enrolled in the B.S. to M.S. EXPM 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 and must be completed with a grade of C or better.**

Theology and Philosophy			9 credits
THE	201	Theology, Faiths, Beliefs, & Traditions	3
PHI	220	Introduction to Philosophy	3
THE/PHI From University approved distribution list			3
(THE or PHI 353, Bio-Medical Ethics is strongly recommended)			

<b>Written and Oral Communication</b>			<b>9 credits</b>
ENG	111	First Year Composition and Literature	3
ENG	112	Techniques of Research	3
OR			
ENG	210	Introduction to Literature (3)	
SPE 101 or COM 104 or TH 155			3
<b>Written and Oral Communication</b>			<b>9 credits</b>
ENG	111	First Year Composition and Literature	3
ENG	112	Techniques of Research	3
OR			
ENG	210	Introduction to Literature (3)	
SPE 101 or COM 104 or TH 155			3
<b>Science and Mathematics</b>			<b>20 credits</b>
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	General Chem. Laboratory (1)	
MAT	107	General Education Mathematics	3
OR			
MAT	109	Pre-calculus Mathematics I (3)	
PHY	151	Introductory Physics	3
PHY	151L	Introductory Physics Laboratory	1
**Student must test-out of CHE 095 Prep for College Chemistry or pass CHE 095 prior to attempting CHE 152			
<b>Social and Behavioral Sciences</b>			<b>9 credits</b>
PSY	281	Introduction to Psychology	3
From University approval distribution list			6
<b>SES Core Requirements:</b>			
(See listing. SES 212/212L, SES 361/SES 361L required)			
<b>Exercise Physiology Major Undergraduate Requirements</b>			<b>33 credits</b>
CS	180	Introduction to Computers	3
SES	322	Applied Exercise Techniques & Injury Prevention	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	Clinical Exercise Physiology	3
SES	441L	Clinical Exercise Physiology Lab	1
SES	463	Applied Physiology of Strength and Conditioning	3
SES	565	Laboratory Techniques in EXP	3
SES	561	Advanced Exercise Physiology	3
SES	486	Practicum in EXP	3
SES	499	Internship	6
<b>Electives (3 hours minimum at 300-400 level)</b>			<b>3 credits</b>
Some recommended Courses:			
SES	326	Principles of Motor Learning	3
SES	469	Directed Readings in Exercise Physiology	3
SES	479	Directed Research in Exercise Physiology	3
<b>Exercise Physiology Major Graduate Requirements</b>			<b>30 credits</b>
<b>Movement Science Core:</b>			
SES	520	Biomechanics	3
OR			
SES	546	Qualitative Analysis of Biomechanics	3
SES	616	Research Methodology	3
<b>Exercise Physiology Specialization:</b>			
SES	618	Fitness and Wellness Promotion	3
SES	672	Exercise & Energy Metabolism	3
SES	686E	Advanced Practicum	3
<b>Options for:</b>			
<b>Thesis</b>			
SES	624	Adv. Statistics in SES	3
SES	689	Thesis I	3
SES	690	Thesis II	3
6 credits of SES electives from approved list			6
OR			
<b>Internship</b>			
SES	679	Internship	6
9 credits of SES electives from approved list			9
<b>Degree Total: Exercise Physiology (B.S. to M.S.)</b>			<b>150 credits</b>

## Sport, Exercise, and Performance Psychology (B.S.)

Duncan Simpson, Ph.D., Coordinator

It is the vision of the Barry University Bachelor of Science degree in Sport, Exercise, and Performance Psychology (SEPP) to focus on humanistic and psychological education to prepare students to be effective decision makers, leaders, and lifelong learners. We aim to develop students who are adaptive, creative, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, reflective, ethical, and professional. We will prepare students to examine and apply the knowledge and skills learned in the program to sport, exercise, and performance settings and problems faced throughout society. Ultimately, we aspire for students to be empowered through education to improve their own performance and lives as well as those with whom they work.

The curriculum will provide students with a foundation of sport, exercise, and performance psychology knowledge and will also give them the opportunity to obtain minors that will aid them with their intended career goals or preparedness for graduate degrees. The program will offer two options for students to choose from based on their future goals and interests. One option (SEPP) will include a minor in psychology (120 credits), and the second option (SEPB) will include a minor in management (120 credits).

### Academic Good Standing for B.S. in Sport, Exercise, and Performance Psychology

By the end of the first semester of study, Sport, Exercise, and Performance Psychology (SEPP/SEPB) 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.

### Program Objectives

The Sport, Exercise, and Performance Psychology program strives to have its graduating students:

1. Master a foundation of knowledge and skills related to sport, exercise, and performance psychology that will prepare them for graduate study in the field and other related areas;
2. Participate in university and community service activities that promote psychological well-being and make sport, exercise, and performance a more meaningful experience;
3. Engage the sport, exercise, and performance psychology community at the local, regional, national, and international level;
4. Pursue activities that promote professional development and communication, leadership, and reflective decision-making skills; and
5. Support an environment of diversity and inclusion that values and examines how multicultural, social, and ethical values and issues affect individuals, communities, society, and sport, exercise, and performance settings.

### Degree Requirements

#### *Option One:*

Sport, Exercise, and Performance Psychology with Psychology Minor (SEPP)

Distribution Requirements and Co-requisites	47 credits
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The student majoring in Sport, Exercise, and Performance Psychology 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 Physiology majors to 46. **Courses specifically required are listed below each subject area and must be completed with a grade of C or better.**

<b>Theology and Philosophy</b>			<b>9 credits</b>
THE	201	Theology, Faiths, Beliefs & Traditions	3
PHI	220	Introduction to Philosophy	3
THE/PHI		From University approved distribution list	3
<b>Written and Oral Communication</b>			<b>9 credits</b>
ENG	111	First Year Composition and Literature	3
ENG	112	Techniques of Research	3
OR			
ENG	210	Introduction to Literature	3
SPE 101 or COM 104 or TH 155			3
<b>Science and Mathematics</b>			<b>11 credits</b>
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)			
<b>Social and Behavioral Sciences</b>			<b>9 credits</b>
PSY	281	Introduction to Psychology	3
From University approved list			6
<b>Humanities and Fine Arts</b>			<b>9 credits</b>
From University approved list			
<b>SES Core Requirements:</b>			<b>17 credits</b>
(See listing: SES 112/112L required; SES 360/SES 360L required @ 4 hrs but counted in distribution)			
<b>Sport, Exercise, and Performance Psychology Major Requirements</b>			<b>28 credits</b>
CS	180	Introduction to Computers	3
SES	320	Kinesiology	3
SES	320L	Kinesiology Laboratory	1
SES	326	Principles of Motor Learning	3
SES	337	Intro to Exercise Psychology	3
SES	341	Psychology of Injury	3
SES	427	Applied Sport, Exercise, & Performance Psychology	3
SES	437	Research in Sport, Exercise, & Performance Psychology	3
SES	465	Organizational Leadership and Management in SES	3
SES	483	Senior Project (Applied or Research Option)	3
<b>Minor in Psychology</b>			<b>18 credits</b>
PSY	281	Intro to Psychology (3 credits counted in distribution)	
PSY	283	Developmental Psychology	3
PSY	325	Theories of Personality	3
PSY	413	Abnormal Psychology	3

<b>+9 credits of preferred electives from the following list:</b>			
PSY	316	Cognitive Psychology	3
PSY	318	Psychology of Learning	3
PSY	343	Introduction to Perception	3
PSY	370	Social Psychology	3
PSY	423	Industrial Psychology	3
PSY	426	Health Psychology	3
PSY	445	Community Psychology	3
PSY	449	Adolescent Psychology	3
PSY	490	Physiological Psychology	3
<b>Electives: Minimum of 10 credits (9 credits + 1 credit ISR)</b>			<b>10 credits</b>
<b>Note: Some courses may require prerequisites</b>			
<b>Some recommended courses:</b>			
Any 1 credit ISR Course			
Any PSY electives not used for Psychology Minor			
SES	260	Leisure Planning and Programming	3
SES	262	Recreational Leadership	3
SES	328	Theories of Coaching	3
SES	330	Nutrition for Physical Performance	3
SES	370	Fitness Assessment & Exercise Prescription	3
SES	370L	Fitness Assessment & Exercise Prescription Lab	1
SES	422	Principle of Sport Travel and Tourism	3
SES	431	Media Relations in Sport	3
SES	440	Sport Marketing, Promotions and Fundraising	3
SES	463	Physiology of Strength & Conditioning	3
ADV	301	Principles of Advertising	3
MGT	305	Organizational Behavior & Management	3
MGT	309	Organizational Communication	3
MGT	355	Conflict and Negotiation	3
MGT	420	Leadership	3
MKT	306	Principles of Marketing	
MKT	326	Internet Marketing	3
MKT	371	Personal Selling	3
<b>Degree Total: Sport, Exercise, and Performance Psychology with Psychology Minor (B.S.)</b>			<b>120 credits</b>

### Degree Requirements

#### Option Two:

Sport, Exercise, and Performance Psychology with Management Minor (SEPB)

Distribution Requirements and Co-requisites	47 credits
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The student majoring in Sport, Exercise, and Performance Psychology 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 Physiology majors to 46. **Courses specifically required are listed below each subject area and must be completed with a grade of C or better.**

<b>Theology and Philosophy</b>			<b>9 credits</b>
THE	201	Theology, Faiths, Beliefs, & Traditions	3
PHI	220	Introduction to Philosophy	3
THE/PHI		From University approved distribution list	3
<b>Written and Oral Communication</b>			<b>9 credits</b>
ENG	111	First Year Composition and Literature	3
ENG	112	Techniques of Research	3
OR			
ENG	210	Introduction to Literature (3)	
SPE 101 or COM 104 or TH 155			3
<b>Science and Mathematics</b>			<b>11 credits</b>
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)			
<b>Social and Behavioral Sciences</b>			<b>9 credits</b>
PSY	281	Introduction to Psychology	3
ECO	201	Principles of Macroeconomics	3
ECO	201	Principles of Microeconomics	3
<b>Humanities and Fine Arts</b>			<b>9 credits</b>
From University approved list			
<b>SES Core Requirements:</b>			<b>17 credits</b>
(See listing: SES 112/112L required; SES 360/SES 360L required at 4 hours but counted in distribution)			
<b>Sport, Exercise and Performance Psychology Major Requirements</b>			<b>25 credits</b>
CS	180	Introduction to Computers	3
SES	320	Kinesiology	3
SES	320L	Kinesiology Laboratory	1
SES	326	Principles of Motor Learning	3
SES	337	Intro to Exercise Psychology	3
SES	341	Psychology of Injury	3
SES	427	Applied Sport, Exercise, & Performance Psychology	3
SES	437	Research in Sport, Exercise, & Performance Psychology	3
SES	483	Senior Project (Applied or Research Option)	3
Minor in Management 21 + 9 cr of course prerequisites			

<b>Prerequisites</b>			<b>9 credits</b>
ACC	201	Financial Accounting	3
ECO	201	Principles of Macroeconomics (counted in distribution)	
ECO	202	Principles of Microeconomics (counted in distribution)	
FIN	319	Managerial Finance	3
MKT	306	Principles of Marketing	3
<b>Required Minor Courses</b>			<b>21 credits</b>
BUS	181	Introduction to Business	3
MGT	305	Organizational Behavior	3
MGT	309	Organizational Communication	3
MGT	352	Human Resource Management	3
MGT	355	Conflict and Negotiation	3
MGT	420	Leadership	3
MGT	428	Entrepreneurship	3
<b>Electives</b>			<b>1 credit</b>
Any 1 cr ISR course			
<b>Degree Total: Sport, Exercise, and Performance Psychology with Management Minor (B.S.)</b>			<b>120 credits</b>

### Minor in Sport, Exercise, & Performance Psychology

The minor is a 21 credit hour program designed specifically to service majors in the Sport and Exercise Sciences as well as those in other related programs, such as Psychology. It will provide an overview of the principles, theories, and practices underlying the psychology of sport, exercise, and performance. The curriculum reflects the interdisciplinary nature of the field as a blend of Sport and Exercise Sciences and Psychology. A student may earn a minor in Sport, Exercise, and Performance Psychology by completing the following requirements:

<b>Required</b>			<b>15 credits</b>
PSY	218	Introduction to Psychology	3
SES	335	Introduction to Sport Psychology	3
SES	337	Introduction to Exercise Psychology	3
SES	341	Psychology of Injury	3
Choose one:			
SES	427	Applied Sport, Exercise, & Performance Psychology	3
OR			
SES	437	Research in Sport, Exercise, & Performance Psychology	3
<b>SES Elective (choose 1)—note: some courses may have prerequisites</b>			
SES	173	Introduction to Wellness	3
SES	250	Sport and Recreational Management	3
SES	260	Leisure Planning & Programming	3
SES	262	Recreational Leadership	3
SES	270	Concepts of Fitness and Wellness	3
SES	326	Principles of Motor Learning	3

SES	328	Theory of Coaching	3
SES	330	Nutrition for Physical Performance	3
SES	340	Adapted Physical Activity, Recreation and Sport	3
SES	431	Media Relations in Sport	3
SES	440	Sport Marketing, Promotions, and Fundraising	3
SES	446	Qualitative Analysis of Biomechanics	3
SES	463	Physiology of Strength & Conditioning	3
SES	480	Contemporary Issues & Ethics in Sport	3
<b>PSY Elective (choose 1)—note: some courses may have prerequisites:</b>			
PSY	316	Cognitive Psychology	3
PSY	318	Psychology of Learning	3
PSY	325	Theories of Personality	3
PSY	343	Introduction to Perception	3
PSY	370	Social Psychology	3
PSY	283	Developmental Psychology	3
PSY	413	Abnormal Psychology	3
PSY	423	Industrial Psychology	3
PSY	426	Health Psychology	3
PSY	445	Community Psychology	3
PSY	449	Adolescent Psychology	3
PSY	490	Physiological Psychology	3
PSY	494	Substance Abuse	3

## Sport Management (B.S.)

Leslie Nixon, EdD., J.D., Coordinator

The Bachelor of Science in Sport Management (SPM) 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.**

An optional specialization is available in Diving Industry (SPMD). Acceptance to this specialization requires satisfying various competencies and standards as stipulated within the catalog description for this program, which follows the Sport Management major.

### **B.S. to M.S. Option**

The B.S. to M.S. option in Sport Management (SPMM) 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 be 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 (SPM) 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.

### Program Goals

It is expected that graduating students from the Sport Management program will be able to:

1. Demonstrate content knowledge in the field of Sport Management and be able to apply the concepts of planning, organizing, leading, and developing organizational goals to sport organizations;
2. Create and professionally present a sport business plan, a strategic plan, and a policy plan that evaluates financial strengths, budgets and sources of revenues, and expenses relevant to sport organizations;
3. Apply fundamental marketing concepts to the sport industry, create marketing plans, evaluate market segments and predict consumer behavior;
4. Explain and judge fundamental legal concepts relevant to tort, contract, and constitutional law, and how they apply to the sport management field; and
5. Summarize, identify, and explain how ethical behavior influences and shapes sport in society using techniques of discovery and critical thinking to solve problems, evaluate outcomes, and effectively produce, interpret, and analyze written, oral, and multimedia presentations in sport management-related settings.

### Degree Requirements

Distribution Requirements and Co-requisites	47 credits
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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 and must be completed with a grade of C or better).**

<b>Theology and Philosophy</b>			<b>9 credits</b>
THE	201	Theology, Faiths, Beliefs, & Traditions	3
PHI	220	Introduction to Philosophy	3
THE/PHI		From University approved distribution list	3
<b>Written and Oral Communication</b>			<b>9 credits</b>
ENG	111	First Year Composition and Literature	3
ENG	112	Techniques of Research	3
OR			
ENG	210	Introduction to Literature (3)	
SPE 101 or COM 104 or TH 155			3
<b>Science and Mathematics</b>			<b>11 credits</b>
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)			

<b>Social and Behavioral Sciences</b>			<b>9 credits</b>
ECO	201	Principles of Macroeconomics	3
(also required for minor in Business)			
PSY	281	Introduction to Psychology	3
SOC	201	Introduction to Sociology	3
<b>Humanities and Fine Arts</b>			<b>9 credits</b>
From University approved distribution list			
<b>SES Core Requirements</b>			<b>17 credits</b>
(See listing. SES 112/112L required, SES 360/SES 360L required but counted in Distribution)			
<b>Sport Management Major Requirements</b>			<b>33 credits</b>
<b>Sport Management Core</b>			<b>21 credits</b>
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
<b>Additional Sport Management Requirements</b>			<b>12 credits</b>
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
<b>Minor in Business</b>			<b>18 credits</b>
ACC	201	Financial Accounting	3
ECO	201	Principles Macroeconomics	
(3 hours counted in Distribution)			
BUS	315	Intro. to Management Systems	3
MGT	305	Organizational Behavior & Management	3
MGT	352	Human Resource Management	3
MKT	306	Principles of Marketing	3
MKT	385	Consumer Behavior	3
<b>Electives (5 credits minimum)</b>			<b>5 credits</b>
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
<b>Degree Total: Sport Management (B.S.)</b>			<b>120 credits</b>

**Minor in Coaching**

The coaching minor is a 24 semester hour program designed specifically to service majors in other areas outside of physical education and coaching. 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. This program may meet the requirements for Florida Athletic Coaching Certification to work in schools.

SES	220	Care and Prevention of Musculoskeletal 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
<b>Electives: (Select one)</b>			
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
<b>Total: Coaching Minor</b>			<b>24 credits</b>

**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 SPMD Diving Industry academic and specialization involvement criteria as stated at the beginning of the SPMD section.

<b>Required Courses:</b>			
SES	110	Intro to Diving Sciences, Technology, & Management	2
SES	211	Lifeguarding	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	311	Tropical Diving Environments	3
SES	351	Diving Leadership	2
SES	351L	Diving Leadership Laboratory	1
<b>Recommended Electives: (3 credits required)</b>			
SES	270	Concepts of Fitness & Wellness	3
SES	308	Underwater Photography	3

SES	362	Global Sport Diving Industry	3
SES	365	Hyperbaric Physiology	3
SES	421	Methods of Instruction in SCUBA Diving	3

<b>Total: Diving Education Minor</b>			<b>22 credits</b>
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### 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 Leisure and Recreation Management by selecting 21 credit hours from the following courses:

<b>Recommended Courses</b>			
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	380	Facility Design and Event Management	3
SES	388	Sport Ecotourism	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	4
Elementary Physical Education			
SES	476	Methods & Practice of Teaching	4
Secondary Physical Education			
<b>Total Required: Leisure and Recreation Minor</b>			<b>21 credits</b>

### 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:

<b>Required Courses</b>			<b>15 credits</b>
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

<b>Electives: (6 credits minimum)</b>			<b>6 credits</b>
<b>Recommended Courses</b>			
SES	260	Leisure Planning and Programming	3
SES	380	Facility Design and Event Management	3
SES	390	Natural Resource Rec Management	3
SES	422	Principles of Sport Travel & Tourism	3
SES	431	Media Relations in Sport	3
SES	444	Financial Applications to Sport	3
SES	465	Organizational Leadership and Management in SES	3
<b>Total: Sport Management Minor</b>			<b>21 credits</b>

### Sport Management—Diving Industry Specialization (B.S.)

Sharon Kegeles, M.S., Program Facilitator

The B.S. degree in Sport Management (SPM) includes an optional specialization in Diving Industry (SPMD). This area of emphasis is designed to prepare the student for a career in the instructional and business segments of the diving industry and prepares for optional SCUBA Instructor certification. The Diving Industry specialization (SPMD) consists of a total of 133 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. All requirements for the Sport Management major apply to the Diving Industry specialization and the Diving Education minor programs: **The minimum grade of C in all major, minor, SES Core, and co-requisite coursework; and 2.0 GPA. Additional criteria for program involvement in the specialization and minor are listed in this section.**

#### Academic Good Standing for B.S. in Sport Management-Diving Industry Specialization

By the end of the first semester of study, Sport Management-Diving Industry (SPMD) 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.

#### SPMD Attendance Policy

Due to the applied nature of the Recreational Diving Industry as a professional discipline, prompt consistent attendance with active participation and full engagement in all class activities is critical due to the inherent risks of the sport. Within the recreational diving industry, the health and safety and at times the very lives of others depend on the preparation and response of the diving professional within the aquatic environment. Due to the critical nature of information provided in class/lab sessions, a total of six class hours of absence will result in an administrative withdrawal (W) requiring the repetition of the class.

#### Program Objectives for Graduates of Sport Management—Diving Industry Specialization

For successful entry into the international recreational diving industry and related fields, graduates must:

- Demonstrate a solid foundation of knowledge of the diverse career opportunities by listing the specific technical skills required for those areas;
- Demonstrate 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 safe dive operations planning, execution, and management for various underwater work within international tropical environments whether from land or a vessel;
- Demonstrate the needs of the international business aspects and current trends of the global diving 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; and
- 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 Specialization Involvement**

Students electing this SPMD specialization as well as those pursuing a minor in Diving Education, must satisfy the following detailed criteria list prior to involvement in any SES course that requires in-water activity. Agreement statements will be completed at the beginning of the first semester of enrollment.

#### **Note:**

Prior to attempting any dive under university supervision, all students will be asked to sign an agreement verifying that various technical and safety standards have been met. In addition, faculty members reserve the right to restrict any 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. Agreement to Documentation of current immunizations and health screenings, including, but not limited to: Tetanus, Hepatitis A and B, Tuberculosis, and HIV, prior to involvement in any SES course that requires in-water activity.
2. Agreement to provide 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 curriculum prior to involvement in any SES course that requires in-water activity.
3. Agreement to show proof 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 prior to involvement in any SES course that requires in-water activity. All policies must be current throughout the duration of the SPMD 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 upon successful completion of SES 240/240L.

8. Agreement to provide documentation of annual professional service for any personally-owned mechanical or electronic diving equipment prior to involvement in any SES course that requires in-water activity for continued use throughout the duration of the SPMD program.
9. Agreement to successful completion of the Cooper Twelve-minute Swim at a "Good" or higher category for aquatic fitness by the end of SES 240L. Testing to begin the first semester of program involvement.
10. Agreement to provide equivalent entry-level diving certification from a recognized training/certifying agency or to enroll in ISR 155/155L.
11. Agreement to provide equivalent intermediate diving certification from a recognized training/certifying agency or to enroll in ISR 255/255L.
12. Agreement to provide current Lifeguard Training Certification equivalent to that issued in SES 211 or to enroll in SES 211.
13. Agreement to provide and to keep current the National Safety Council Emergency Medical Responder Certification equivalent to that issued in SES 212/212L or to enroll in SES 212/212L.
14. Agreement to document no fewer than sixty SCUBA dives in a variety of environments and conditions as required for application for industry professional certifications.
15. Agreement from experienced divers to 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 OR agree to enroll in ISR 155/155L and/or ISR 255/255L.

### Degree Requirements:

Distribution Requirements and Co-requisites	47 credits
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(Courses specifically required are listed below each subject area and must be completed with a grade of C or better).

<b>Theology and Philosophy</b>			<b>9 credits</b>
THE	201	Theology, Faiths, Beliefs, & Traditions	3
PHI	220	Introduction to Philosophy	3
THE/PHI From University approved distribution list			3
<b>Written and Oral Communication</b>			<b>9 credits</b>
ENG	111	First Year Composition and Literature	3
ENG	112	Techniques of Research	3
OR			
ENG	210	Introduction to Literature	3
SPE 101 or COM 104 or TH 155			3
<b>Science and Mathematics</b>			<b>11 credits</b>
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)			
<b>Social and Behavioral Sciences</b>			<b>9 credits</b>
ECO	201	Principles of Macroeconomics	3
(also required for minor in Business)			
PSY	281	Introduction to Psychology	3

SOC	201	Introduction to Sociology	3
<b>Humanities and Fine Arts</b>			<b>9 credits</b>
From University approved distribution list (PHO 203 or 206 is required for those electing to take SES 308)			
<b>SES Core Requirements</b>			<b>18 credits</b>
(See listing, SES 212/212L required, SES 360/SES 360L required but counted in distribution)			
<b>Sport Management Major Core</b>			<b>21 credits</b>
(See listing under Sport Management)			
<b>SPMD Specialization Requirements:</b>			<b>26 credits</b>
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 Practicum	2
SES	351L	Diving Leadership Practicum Laboratory	1
SES	362	Global Sport Diving Industry	3
SES	365	Hyperbaric Physiology	3
SES	421	Methods of Instruction in SCUBA Diving	3
<b>Summer Intensive Program:</b>			<b>3-6 credits</b>
SES	311	Tropical Diving Environments	3
SES	308	Underwater Photography (elective)	3
<b>Minor in Business</b>			<b>18 credits</b>
ACC	201	Financial Accounting	3
ECO	201	Principles of Macroeconomics (3 credits counted in Distribution)	
BUS	315	Intro to Information Systems	3
MGT	305	Organizational Behavior & Management	3
MKT	306	Principles of Marketing	3
MGT	352	Human Resource Management	3
MKT	385	Consumer Behavior	3
<b>Other Electives: (3 credits minimum)</b>			<b>3 credits</b>
<b>Recommended Courses:</b>			
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
<b>Degree Total: Sport Management–Diving Industry (B.S.)</b>			<b>133 credits</b>

## B.S. to M.S. in Sport Management

Leslie Nixon, Ed.D., J.D., Coordinator

The Bachelor of Science to Master of Science Degree in Sport Management (SPMM) is a 150 semester hour program available to qualified students, which can be completed in five years plus thesis or a summer internship (eleven semesters). The program requires 120 undergraduate semester hours and 36 graduate semester hours, six of which count towards the needed 120 undergraduate total. 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 (SPMM) 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"; and
3. Successful completion of the internship and the internship project (internship track); or successful completion of the thesis (thesis track).

### Degree Requirements B.S. to M.S.

Distribution Requirements and Co-requisites	47 credits
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The student enrolled in the B.S. to M.S. SPMM 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. **Courses specifically required are listed below each subject area and must be completed with a grade of C or better. Those courses with an asterisk (\*) are graduate numbered courses taken in junior and senior years. Some courses require prerequisites. Prerequisite workshops are indicated in the Barry University Graduate Catalog, MBA course descriptions.**

<b>Theology and Philosophy</b>			<b>9 credits</b>
THE	201	Theology, Faiths, Beliefs, & Traditions	3
PHI	220	Introduction to Philosophy	3
THE/PHI		From University approved distribution list	3
<b>Written and Oral Communication</b>			<b>9 credits</b>
ENG	111	First Year Composition and Literature	3
ENG	112	Techniques of Research	3
OR			
ENG	210	Introduction to Literature (3)	
SPE 101 or COM 104 or TH 155			3

<b>Science and Mathematics</b>			<b>11 credits</b>
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
<b>Social and Behavioral Sciences</b>			<b>9 credits</b>
ECO	201	Principles of Macroeconomics	3
(also required for minor in Business)			
PSY	281	Introduction to Psychology	3
SOC	201	Introduction to Sociology	3
<b>Humanities and Fine Arts</b>			<b>9 credits</b>
From University approved list			
<b>SES Core Requirements</b>			<b>17 credits</b>
(See listing. SES 112/112L required, SES 360 required at 4 credits but counted in Distribution)			
<b>Sport Management Core</b>			<b>21 credits</b>
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 Management	12
<b>Additional Sport Management Requirements</b>			<b>12 credits</b>
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
<b>Minor in Business</b>			<b>18 credits</b>
ACC	201	Financial Accounting	3
ECO	201	Principles of Macroeconomics (3 credits counted in Distribution)	
BUS	315	Intro to Information Systems	3
MGT	305	Organizational Behavior & Management	3
MGT	352	Human Resource Management	3
MKT	306	Principles of Marketing	3
MKT	385	Consumer Behavior	3
Electives 5 credits minimum			5
<b>Sport Management Graduate Requirements</b>			
<b>Sport Management Core</b>			
SES	533	Sport Marketing Management	3
SES	544	Financial Applications to Sport	3
SES	616	Research Methods	3
SES	621	Ethics and Social Issues in Sport	3

<b>Options for:</b>			
<b>Internship:</b>			
SES	679	Internship/Project	6
12 credits of SES electives from approved list			12
<b>Options for:</b>			
<b>Internship:</b>			
SES	679	Internship/Project	6
12 credits of SES electives from approved list			12
OR			
<b>Thesis:</b>			
SES	689	Thesis I	3
SES	690	Thesis II	3
SES	624	Advanced Statistics in SES	3
OR			
SES	630	Advanced Qualitative Research (3)	
9 credits of SES electives from approved list			9
<b>Course Electives</b>			
SES	530	Managing the Sport Enterprise	3
SES	533	Sport Marketing Management	3
SES	544	Financial Applications to Sport	3
SES	600	Advanced Studies	2-4
SES	621	Ethics and Social Issues in Sport	3
SES	630	Advanced Qualitative Research	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	686	Advanced Practicum	1-3
SES	701	Special Topics	3
MBA	601	Human Resource Management	3
MBA	605	Entrepreneurial Management	3
MBA	660	Managerial Accounting	3
(MBA prerequisite)			
MBA	681	Economics for Strategic Decisions	3
<b>Degree Total: Sport Management (B.S. to M.S.)</b>			<b>150 credits</b>

**Course Descriptions****SES Sport and Exercise Sciences; Prefix: SES**

- 110 Introduction to Diving Science, Technology, and Management (2)  
Provides an overview of recreational, scientific, public safety, commercial, military diving, and career opportunities within each area.
- 112 CPR/AED for the Professional Rescuer (1)  
National Safety Council certification examinations: Professional Rescuer CPR (Includes AED/O2 Admin) and Bloodborne and Airborne Pathogens. Corequisite: Concurrent enrollment in SES 112 CPR/AED for the Professional Rescuer Lab.
- 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 emergency medical services (EMS) system. National Safety Council certifications: Professional Rescuer CPR (Includes AED/O2 Admin) and Bloodborne and Airborne Pathogens. Corequisite: Concurrent enrollment in SES 112 CPR/AED for the Professional Rescuer.
- 150 Introduction to Outdoor Pursuits (3)  
This course serves as a basic introduction to the field of leisure and recreation. It includes current principles, 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.
- 173 Introduction to Wellness (3)  
Introduction to wellness is the study of essential practices as they relate to current concepts of prevention. The course will explore and emphasize the importance of emotional wellness, financial wellness, global wellness, intellectual wellness, physical wellness, social wellness, spiritual wellness, and vocational wellness.
- 181 A. T. Pre-clinical Skills I (1)  
Pre-clinical practicum for athletic training majors. Introduction to basic clinical skills used in the professional 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)  
This course will introduce students to the topics, including merchandise sales, HR Management for golf course superintendents, service marketing/management, risk management in golf course, and hosting/promoting golf tournaments.
- 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 CPR/AED for the Professional Rescuer and SES 112L CPR/AED for the Professional Rescuer Lab, or SES 212 Emergency Response and SES 212L Emergency Response Lab, or proof of equivalent 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. National Safety Council certifications: Professional Rescuer CPR (Includes AED/O2 Admin); Bloodborne and Airborne Pathogens, and First Responder. Corequisite: Concurrent enrollment in SES 212 CPR/AED for the Professional Rescuer lecture and SES 212L CPR/AED for the Professional Rescuer Lab.

## 212L Emergency Response 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. National Safety Council certifications: Professional Rescuer CPR (Includes AED/O2 Admin), Bloodborne and Airborne Pathogens, and First Responder. Corequisite: Concurrent enrollment in SES 212 CPR/AED for the Professional Rescuer lecture and SES 212L CPR/AED for the Professional Rescuer Lab.

## 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 Musculoskeletal 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 Human Anatomy.

## 220L Care and Prevention of Musculoskeletal 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: BIO 220L Human Anatomy Lab. Corequisite: Concurrent enrollment in SES 220 Care and Prevention of Musculoskeletal injuries.

## 226 Seamanship (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. Special course fees apply.

## 230 Recreational Diving Theory (3)

Provides certified SCUBA divers with knowledge of diving theory. Examines physics, physiology of SCUBA diving, diver stress, and stress management and prevention. Special course fees apply. Prerequisites: SES 110 Intro to Diving Science, Technology and Management; ISR 155 Scuba Diving /SES 155L Scuba Diving Lab or equivalent; ISR 255 Advanced Scuba Activities/ISR 255L Advanced Scuba Activities Lab or equivalent.

## 240 Dive Accident Management &amp; 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 fatalities; and the role of divers and dive leaders in accident prevention. Prerequisite: SES 230 and documentation of required program criteria. Corequisites: Concurrent enrollment In SES 240L Dive Accident Management & Rescue Lab; SES 211 Lifeguarding or equivalent; SES 212 Emergency Response/SES 212L Emergency Response Lab or equivalent.



**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 required. Prerequisite: SES 230. Corequisites: Concurrent enrollment in SES 240L Dive Accident Management & Rescue; SES 211 Lifeguarding or equivalent; SES 212 Emergency Response/SES 212L Emergency Response Lab or equivalent.

**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 Applied Sport & Exercise Science (AS); Athletic Training (AT); Exercise Physiology (EX); SM-Diving Industry (DI); Sport, Exercise, & Performance Psychology (SP); 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 professional 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 A.T. Pre-Clinical Skills I.

**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 Applied Sport & Exercise Sciences (AS); Athletic Training (AT); Exercise Physiology (EX); Sport Management-Diving Industry (MD); Sport, Exercise & Performance Psychology (SP); 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 Basic Photography or PHO 206 Digital Photography, ISR 255 Advanced Scuba Activities and ISR 255L Advanced Scuba Activities Lab, or equivalent, and Instructor approval prior to enrollment as special program criteria for student involvement must be met.

## 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 fees apply. Prerequisites: ISR 255 Advanced Scuba Activities and ISR 255L Advanced Scuba Activities Lab, or equivalent, and instructor approval prior to enrollment as special program criteria for student involvement must be met.

## 314 SCUBA Equipment Repair &amp; 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. Prerequisites: SES 220 Care and Prevention of Musculoskeletal Injuries, SES 220L Care and Prevention of Musculoskeletal Injuries Lab. Corequisite: Concurrent enrollment in SES 316L Therapeutic Modalities Lab.

## 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. Two contact hours. One credit. Prerequisite: SES 220 Care and Prevention of Musculoskeletal Injuries, SES 220L Care and prevention of Musculoskeletal Injuries Lab, Corequisite: Concurrent enrollment SES 316 Therapeutic Modalities.

## 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 Care and Prevention of Musculoskeletal Injuries, SES 220L Care and Prevention of Musculoskeletal Injuries Lab. Corequisite: Concurrent enrollment in SES 318L Therapeutic Exercise Lab.

## 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 Care and Prevention of Musculoskeletal Injuries, SES 220L Care and Prevention of Musculoskeletal Injuries Lab. Corequisite: Concurrent enrollment SES 318 Therapeutic Exercise. 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. Prerequisite: BIO 220 Human Anatomy. Corequisite: Concurrent enrollment in SES 320L Kinesiology Lab.

## 320L Kinesiology Lab (1)

The study and application of anatomical and biomechanical principles of human performance and movement science. Prerequisite: BIO 220L Human Anatomy Lab. Corequisite: Concurrent enrollment in SES 320 Kinesiology.

- 321 **Advanced Upper Extremity Assessment of Musculoskeletal 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 Care and Prevention of Musculoskeletal Injuries SES 220L Care and Prevention of Musculoskeletal Injuries Lab (as required by the program director) Corequisite: Concurrent enrollment in SES 321L Advanced Upper Extremity Assessment of Musculoskeletal Injuries Lab.
- 321L **Advanced Upper Extremity Assessment of Musculoskeletal 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. Two contact hours. One credit. Prerequisite: SES 220 Care and Prevention of Musculoskeletal Injuries, SES 220L Care and Prevention of Musculoskeletal Injuries Lab. Corequisite: Concurrent enrollment in SES 321 Advanced Upper Extremity Assessment of Musculoskeletal Injuries.
- 322 **Advanced Lower Extremity Assessments of Musculoskeletal 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 Care and Prevention of Musculoskeletal Injuries, SES 220L Care and Prevention of Musculoskeletal Injuries Lab. Corequisite: Concurrent enrollment in SES 322L Advanced Lower Extremity Assessments of Musculoskeletal Injuries Laboratory.
- 322L **Advanced Lower Extremity Assessments of Musculoskeletal 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. Two contact hours. One credit. Prerequisite: SES 220 Care and Prevention of Musculoskeletal Injuries, SES 220L Care and Prevention of Musculoskeletal Injuries Lab. Corequisite: Concurrent enrollment SES 322 Advanced Lower Extremity Assessments of Musculoskeletal Injuries.
- 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 Florida Athletic Coaching Certification.
- 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.
- 332 **Applied Exercise Techniques & Injury Prevention**  
This course focuses on the application of biomechanics and exercise physiology in the development of neuromuscular exercise techniques for the apparently healthy populations including children and older adults. Emphasis is placed on teaching safe and effective exercises through the following topics; proper demonstration of exercises, adapting exercises to meet individual needs, progressing the exercises from beginner- to advanced-level, identification of incorrect techniques, and identification of chronic overuse injuries and strategies to avoid them. Prerequisite: SES 320 Kinesiology and Lab or equivalent

## 335 Introduction to Sport Psychology (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 Introduction to Psychology or college-level course work in Psychology.

## 337 Introduction to Exercise Psychology (3)

A course that examines the reciprocal relations among physical activity, exercise behavior, and biochemical and physiological adaptation. Further, this course provides a foundational exploration of psychosocial determinants and effects associated with adopting and maintaining an exercise program. Topics include: theories of behavior change, exercise psychology interventions, and the relationship between exercise and mental health. Pre-requisite: SES 335 Introduction to Sport 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.

## 341 Psychology of Injury (3)

This course will examine the psychological factors involved in injury and the rehabilitation process. Relevant theory, research, and practical applications will be discussed along with the integration and application of knowledge learned from other major courses as they apply to this particular context. Some topics include: impact of stress on injury, psychological reactions to injury, adherence to injury rehabilitation programs, the application of psychological skills (e.g., goal setting, imagery, self-talk, confidence) based on the phase of injury rehabilitation, social support, and returning to performance after injury. Pre-requisite: SES 335 Introduction to Sport Psychology.

## 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 Elementary Probability and Statistics.

## 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, as well as responsibilities and techniques of dive guides. Reviews selected topics from SES 230 Recreational Diving Theory and SES 240 Dive Accident Management & Rescue. Practical experience is acquired by serving as an instructor aide in ISR 155L SCUBA Diving (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 with an international training agency. Special course and certification fees apply. Prerequisite: SES 240 Dive Accident Management & Rescue and SES 240L Dive Accident Management & Rescue Lab, SES 311 Tropical Diving Environments and proof of current certifications in SES 211 Lifeguarding, SES 212 Emergency Response, and SES 212L Emergency Response Lab or equivalents. Corequisites: Concurrent enrollment in SES 351 Diving Leadership Practicum Lab.

## 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, as well as responsibilities and techniques of dive guides. Practical experience is also acquired by serving as an instructor aide in ISR 155L SCUBA Diving (confined and open water training 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 with an international training agency. Special course and certification fees apply. Prerequisites: SES 240 Dive Accident Management & Rescue, SES 240L Dive Accident Management & Rescue Lab, SES 311 Tropical Diving Environments and proof of current certifications in SES 211 Lifeguarding, SES 212 Emergency Response and SES 212L Emergency Response Lab or equivalents. Corequisites: Concurrent enrollment in SES 351 Diving Leadership Practicum.

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 Applied Sport & Exercise Sciences (SESA); Sport, Exercise, and Performance Psychology (SEPP); Sport Management (SPM); and Sport Management-Diving Industry (SPMD) majors. Laboratory to be taken concurrently with lecture. Laboratory fee required. Prerequisite: BIO 220 Human Anatomy. Corequisite: SES 360L Essentials of Exercise Physiology Lab.

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. Prerequisites: BIO 220 Human Anatomy, and BIO 220L Human Anatomy Lab. Corequisite: Concurrent enrollment in SES 360 Essentials of Exercise Physiology.

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 physiology majors. 3 hours lecture and 2 hours laboratory weekly. Laboratory fee required. Prerequisites: BIO 240 Human Physiology. Corequisite: Concurrent enrollment in SES 361L Exercise Physiology Lab.

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 Physiology curriculum. Prerequisite: BIO 240 Human Physiology. Corequisite: Concurrent enrollment in SES 361 Exercise Physiology.

362 Global Sport Diving Industry (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, and dive travel. Prerequisites: MGT 305 Organizational Behavior and Management, MKT 306 Principles of Marketing.

## 365 Hyperbaric Physiology (3)

Provides in-depth study of barotrauma and related treatments as they relate to the recreational SCUBA diver from juvenile to geriatric. Prerequisites: BIO 220 Human Anatomy, SES 351 Diving Leadership Practicum and SES 351L Diving Leadership Practicum Lab, SES 360 Essentials of Exercise Physiology and SES 360L Essential of Exercise Physiology Lab, or SES 361 Exercise Physiology and SES 361L Exercise Physiology Lab.

## 367 Principles of Personal Training

This course provides an introduction to the principles of personal training as established by the American College of Sports Medicine (ACSM) and the National Strength and Conditioning Association (NSCA). It will provide students a basic understanding of physiological changes occurring during exercise training. The student will be introduced to concepts of exercise testing and prescription, and design of safe exercise programs for apparently healthy individuals medically cleared to exercise. Prerequisites: SES 330 Nutrition for Physical Performance, SES 360 Essential of Exercise Physiology or SES 361 Exercise Physiology.

## 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 Concepts of Fitness and Wellness, SES 360 Essential of Exercise Physiology, SES 361 Exercise Physiology. Corequisite: Concurrent enrollment in SES 370L Fitness Assessment and Exercise Prescription Lab.

## 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 cardio-respiratory 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. Prerequisites: SES 270 Concepts of Fitness and Wellness, and SES 360 Essential of Exercise Physiology and SES 360L Essentials of Exercise Physiology Lab or SES 361 Exercise Physiology and SES361L Exercise Physiology Lab. Corequisite: Concurrent enrollment in SES 370 Fitness Assessment and Exercise Prescription.

## 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/Allied-Health presentations are included. Prerequisites: Clinical acceptance and SES 281 A.T. Pre-Clinical Skills II.

## 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/Allied-Health presentations are included. Prerequisite: SES 381A A.T. Clinical Skills Level II Part I.

## 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.

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 Kinesiology.

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. Special course fees apply. Prerequisite: SES 351 Diving Leadership Practicum and SES 351L Diving Leadership Practicum Lab, proof of current certifications in SES 211 Lifeguarding, SES 212 Emergency Response and SES 212L Emergency Response Lab, or equivalents.

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.

427 Applied Sport, Exercise, & Performance Psychology (3)

This course will examine relevant issues in the field of applied sport psychology and the application of psychological theories and research to performance in sport, exercise, and non-sport contexts. The course is designed to teach students the basics of psychological skills training and intervention development by exploring the application of cognitive strategies, such as goal setting, imagery, positive self-talk, and teambuilding. Students will have the opportunity to develop mental training programs for athletes, exercisers, groups/teams, coaches, and/or non-sport performers. Students will also have the opportunity to develop their understanding of the practice of sport psychology by observing the design and application of evidence-based mental training techniques and interventions utilized by AASP Certified Consultants and MS SEPP supervised graduate students.

431 Media Relations in Sport (3)

Study of professional and collegiate sports and their relationship with the various media outlets (Same as COM 431 Media Relations in Sport).

437 Research in Sport, Exercise, & Performance Psychology (3)

This course examines research methods and designs used in sport, exercise, and performance psychology. Emphasis is placed on the development of research techniques, including the ability to define research problems, write hypotheses, review and interpret literature, and develop research designs. Student will learn basic statistics for measurement and research (e.g., probability, meaningfulness, sampling techniques, linear regression, and correlation).

- 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 Clinical Exercise Physiology (3)  
Pathophysiology of chronic diseases with further emphasis on the physiological and technical basis of clinical exercise tolerance tests and exercise prescription for the prevention and treatment of chronic diseases. 3 hours lecture weekly. Prerequisite: SES 361 Exercise Physiology or equivalent. Corequisite: Concurrent enrollment in SES 441L Clinical Exercise Physiology Lab.
- 441L Clinical Exercise Physiology Lab (1)  
Practical applications to clinical exercise tolerance tests and exercise prescription for the chronic disease patient. Health screening, risk stratification, basic ECG and blood pressure measures, developing and implementing exercise test protocols, and emergency protocols. Prerequisite: SES 361 Exercise Physiology or equivalent. Corequisite: SES 441 Clinical Exercise Physiology.
- 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 Elementary Probability and Statistics, ACC 201 Financial Accounting, and ECO 201 Principles of Macroeconomics.
- 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 Kinesiology.
- 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 Biomechanics.
- 463 Applied Physiology of Strength and Conditioning (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 Kinesiology and SES 361 Exercise Physiology. Can be taken concurrently with SES 320 Kinesiology.
- 465 Organizational Leadership and Management in SES (3)  
Study of desirable standards, policies, and practices in the organizational leadership, 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 Physiology (EX), Sport Management-Diving Industry (MD), and Sport Management (SM) to prepare for certification examinations. Prerequisite: Prior approval of Department Chair and Dean.
- 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. Prerequisites: EDU 151 Introduction to Education, EDU 218 Educational Psychology, and SES 270 Concepts of Fitness and Wellness.

471 Methods and Practice of Teaching Developmental Activities II (K–8) (4)

Continuation of SES 470 Methods and Practice of Elementary Physical Education. 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 Methods and Practice of Elementary Physical Education.

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. Prerequisites: EDU 151 Introduction to Education, EDU 218 Educational Psychology, and SES 270 Concepts of Fitness and Wellness.

476 Secondary School Physical Education Theory and Practice II (6–12) (4)

This course is designed to integrate skills learned in SES 475 Methods and Practice of Teaching Secondary Physical Education 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: EDU 151 Introduction to Education, EDU 218 Educational Psychology, and SES 270 Concepts of Fitness and Wellness.

477 Physical Activity in Health and Disease (3)

This course provides an epidemiological foundation to physical activity research specific to public health. Participants will examine the literature relative to the physiological impact of regular physical activity on chronic diseases (e.g., cardiovascular diseases, diabetes, cancer, etc.).

479 Directed Research (3)

Advanced research experience in Athletic Training (AT), Exercise Physiology (EX), Sport Management-Diving Industry (MD), 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.

## 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. Physician/Allied-Health presentations are included. Prerequisite: SES 381B A.T. Clinical Skills Level II Part 2.

## 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/Allied-Health presentations are included. Prerequisite: SES 481A A. T. Clinical Skills Level III Part 1.

## 483 Senior Project (Applied or Research option) (3)

This is a senior capstone course, which integrates the knowledge, concepts, as well as professional skills gained from prior coursework in the sport, exercise, and performance psychology undergraduate program. Students will be able to choose from two different options in this capstone course: a) an applied project in which the student will develop a hypothetical applied case and intervention program for a client/team (e.g., athlete, exerciser, musician, dancer) in order to synthesize and demonstrate their ability to understand, develop, and advance the principles of applied psychology; or b) a research project in which the student will provide the development of research techniques, including the ability to define a research problem, write hypotheses, review the literature, apply a research design, collect and analyze data, and interpret the results.

## 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 (A, B, C, D) Practicum (2, 3, or 6)

Advanced field experience in the application of learned principles and professional development from Applied Sport & Exercise Sciences (SESA CO/FS/RM), Athletic Training (AT), Coaching (CO), Exercise Physiology (EX), Management-Diving Industry (MD), Sport & Exercise Performance Psychology (SEPP) and Sport Management (SM). Course may be repeated if field experience is varied. Prerequisites for all: Approval of Program Director and Department Chair; Exercise Physiology majors must also satisfy the specific requirements for Practicum approval listed under the major.

## 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 Applied Sport & Exercise Sciences (SESA CO/FS/RM), Athletic Training (AT), Exercise Physiology (EP), SM-Diving Industry (DI), Sport & Exercise Performance Psychology (SEPP), and Sport Management (SM).

## 499 (A, B, C, D) Internship (3, 6, or 12)

Intensive, senior-level supervised work experience in Applied Sport & Exercise Sciences (SESA CO/FS/RM), Athletic Training (AT), Exercise Physiology (EP), SM-Diving Industry (DI), Sport & Exercise Performance Psychology (SEPP), 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; Physiology majors must satisfy the specific requirements for Internship approval listed under the major. A total of 12 credit hours is required for all SES majors, except for the EXP 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.

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## Instructional Activities in Sport and Recreation

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Lorean Mapp, M.S., ISR Coordinator

The following courses focus on general fitness, lifetime sport and recreational opportunities. Offering diversity in choice, the courses provide instructional fitness and recreational experiences available to the entire University community. They 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.

Students may choose to enroll in an ISR course for their first experience at the 100 level. All subsequent ISR course enrollments on the same topic may be repeated at the 200 level for credit in order to provide opportunity to improve upon skill, endurance, strength, and flexibility. ISR courses are one to two (1–2) 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

101 Aerobic Exercise (1 or 2 Credit Option)

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.

103 Boot Camp (1 or 2 Credit Option)

Course Fee: TBA

Course is an intense physical training program founded on the principles established through the United States Army Physical Fitness School (USAPFS). Class will be conducted in an indoor/outdoor environment, utilizing a military-style format that will expand the fitness horizons of all participants. Class format to include fitness games, group challenges, wheelbarrow races, medicine ball drills, plyometrics, box drills, obstacle courses, and multiple versions of the military standard—push-ups and sit ups.

105 Cardio Kickboxing (1 or 2 Credit Option)

Course Fee: TBA

Class taught is a non-contact group exercise format to include both cardiovascular and strength training routines based on martial arts moves. Skills include: kicks, jabs, hooks, and uppercuts to improve skill related fitness components such as agility, power, speed, and balance. In addition, a portion of the class will focus on sculpting of the body through use of the students' own body weight and various fitness equipment (i.e., body bars, medicine balls, and hand held weights).

107 Flag Football (1 or 2 Credit Option)

Course Fee: TBA

Students will learn the fundamentals of football: passing, catching, and playing defense. Class will cater to both the beginner and intermediate participant, where the latter will refine skills and work on more complex parts of the game (designing plays, refereeing, or coaching). The course will also educate students in the finer points of the game in an attempt to appreciate the game from a spectator's perspective.

## 109 Basic Self Defense for Women (1 credit)

Course Fee: TBA

The Rape Aggression Defense (RAD) system is a course that focuses on the realistic development of self-defense options for women, before and during situations of imminent or actual abductive assault. The manual that will be used with the course is the Basic Physical Defense System for Women. The RAD system is nationally recognized as the largest women's self-defense training organization in the world and is the National standard in self-defense programming.

## 110 Archery (1 credit)

Course Fee: TBA

Course will provide the student with opportunities to learn archery equipment selection and care, basic safety considerations, techniques, and fundamentals of shooting through practice.

## 112 Badminton (1 or 2 Credit Option)

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 Basketball (1 or 2 Credit Option)

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, sessions of practice with specific drills, and extensive team participation.

## 114 Board Sailing (1 or 2 Credit Option)

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 Bowling (1 or 2 Credit Option)

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.

## 117 Kung Fu (1 or 2 Credit Option)

Course Fee: TBA

Practice and study of the Chinese martial arts 'wushu/kung fu.' Depending on the participant's skill level, bare hands and weapons styles and forms span the traditional Shaolin forms and contemporary international competition routines. Training to include physical conditioning (stances, strength, endurance, balance, flexibility, coordination, etc.), self-defense, sparring; breathing, internal energy (qi gong); and a brief history of wushu/kung fu, philosophies of Guan Gong, Bushido, Taoism and Zen, etc.

## 119 Body Sculpting (1 or 2 credit option)

Course Fee: TBA

Body Sculpting: is a low impact program that sculpts the body with exercises that includes both cardiovascular and strength training routines. It is designed to be easy to follow and target strength building as well as muscular endurance. Methods include the use of students' own body weight, various fitness equipment (i.e., jump-rope, steps, tension bands, medicine balls, free-weights, etc.), and circuit training.

- 120 Canoeing (1 or 2 Credit Option)  
Course Fee: TBA  
Course provides the student with 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.
- 121 Spinning (1 or 2 Credit Option)  
Course Fee: TBA  
Course designed to build a good foundation of current knowledge and practices of Spinning. Emphasis placed upon: safety, bike setup, spinning movements and technique, heart rate training, program design, music selection, and specialty topics. The ultimate purpose of this course is to prepare students to safely meet the physical demands of daily life, to improve health benefits, and to seek opportunities to be physically active for a lifetime.
- 123 Outdoor Soccer (1 or 2 Credit Option)  
Course Fee: TBA  
This course is designed to introduce the sport of soccer, and enhance your soccer knowledge and physical ability. Emphasis will be placed upon the development of technical and tactical skill.
- 125 Fencing (1 or 2 Credit Option)  
Course Fee: TBA  
Course provides an understanding of the fundamentals of fencing with an emphasis on the basic footwork, blade work, strategy, and basic bouting 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.
- 127 Mind & Body Meditation (1 or 2 Credit Option)  
Course Fee: TBA  
Course provides an introduction to and practice of meditation, relaxation, positive mental programming, visualization and peak performance techniques, nutrition, and lifestyle practices. Discussions and DVDs are integrated to provide context for the diverse forms of meditation and healthy lifestyle, with concepts from Asian philosophies/practices, Western psychologies (i.e., behaviorist, sports, transactional, etc.), and for one's nutrition, fitness, and environment.
- 129 Zumba® (1 or 2 Credit Option)  
Course Fee: TBA  
Zumba is a Latin-inspired dance-fitness program that blends international music and Latin dance steps to form a fun, cardiovascular workout. Each class will consist of a warm-up, cardiovascular exercise, and cool-down/stretching.
- 130 Golf (1 or 2 Credit Option)  
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 Judo and Self-Defense (1 or 2 Credit Option)  
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 or 2 Credit Option)  
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 safety 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.

## 137 Peak Performance Training (1 or 2 Credit Option)

Course is an advanced format designed to introduce students to functional exercise training methods. Main focus is on exercises that improve health, skill, fitness, and overall performance as it pertains to a particular sport (i.e., softball, basketball, volleyball, etc). Course consists of a variety of progressive strength, speed, agility, and endurance exercises that aim to train the body to meet the physical demands associated with sport participation.

## 140 Personal Fitness: Strength and Conditioning (1 or 2 Credit Option)

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 Personal Fitness: Aqua Aerobics (1 or 2 Credit Option)

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 Walk, Jog, Run (1 or 2 Credit Option)

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 Racquetball (1 or 2 Credit Option)

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 (1 or 2 Credit Option)

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, students in this class will be exposed to endurance, speed, and strength workouts.

## 150 Sailing (1 or 2 Credit Option)

Course Fee: TBA

A 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.

## 151 Pilates (1 or 2 Credit Option)

Course Fee: TBA

Course is designed to improve neuromuscular performance by focusing on core stability while balancing muscular strength with flexibility. The class is a progression of mat exercises utilizing resistance bands, balls, and rings which enhance the workout by enabling the student to vary the intensity of the exercises. Goals are to improve abdominal strength, spinal flexibility, and mind-body awareness.

## 152 Ice Skating (1 or 2 Credit Option)

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 In-Line Skating (1 or 2 Credit Option)

Course designed to introduce students to the sport of in-line skating. Instructional emphasis will be placed on safely learning the lifelong activities of 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, and braking/stopping. Additional topics include: Discussions on the proper use of protective gear & the proper maintenance of equipment.

155/155L Scuba Diving (2 credits)

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. Corequisites: ISR 155/155L must be taken concurrently unless permitted by instructor of record.

158 Softball (1 or 2 Credit Option)

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 Indoor Soccer (1 or 2 Credit Option)

Course Fee: TBA

Course is designed to introduce indoor soccer. Emphasis will be placed upon the development of technical and tactical skills.

160 Swimming (1 or 2 Credit Option)

Course designed to cover basic water safety skills and basic swimming strokes that should be used while in, on, or around the water.

162 Table Tennis (1 or 2 Credit Option)

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.

164 Tai Chi (1 or 2 Credit Option)

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, and philosophies of Taoism and Zen.

165 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 understanding of the rules, sportsmanship, and etiquette of tennis so that you can develop an appreciation for the sport.

170 Strength Training (1 or 2 Credit Option)

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 Volleyball (1 or 2 Credit Option)

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 Volleyball/Softball (1 or 2 Credit Option)

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 Yoga (1-2) (1 or 2 Credit Option)

Course Fee: TBA

(01 **Yoga Express**—1 or 2 Credits) Gain an understanding of Hatha Yoga and its three components: postures (asanas), breath work (pranayama), and relaxation/meditation techniques.

(02 **Yoga**—1 or 2 Credits) 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**—1 or 2 Credits) 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**—1 or 2 Credits) 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 (1 or 2 Credit Option)

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. Prerequisite: ISR 155/155L or equivalent. Corequisites: ISR 190/190L must be taken concurrently unless permitted by instructor of record.

## 191/191L Diver and the Coral Reef (2 Credits)

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. Prerequisite: ISR 155/155L or equivalent. Corequisites: ISR 191/191L must be taken concurrently unless permitted by instructor of record.

## 192/192L Night and Drift Diving (2 Credits)

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. Pre-requisite: ISR 255/255L or equivalent. Corequisites: ISR 192/192L must be taken concurrently unless permitted by instructor of record.

## 195/195L Wreck Diving (2 Credits)

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. Prerequisite: ISR 255/255L or equivalent. Corequisites: ISR 195/195L must be taken concurrently unless permitted by instructor of record.

199 Special Topics (1–2 Credits)

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.

201 Aerobic Exercise (1 or 2 Credit Option)

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. Prerequisite: ISR 101.

203 Boot Camp (1 or 2 Credit Option)

Course Fee: TBA

Course is an intense physical training program founded on the principles established through the United States Army Physical Fitness School (USAPFS). Class will be conducted in an indoor/outdoor environment, utilizing a military-style format that will expand the fitness horizons of all participants. Class format to include fitness games, group challenges, wheelbarrow races, medicine ball drills, plyometrics, box drills, obstacle courses, and multiple versions of the military standard—push-ups and sit ups. Prerequisite: ISR 103.

205 Cardio Kickboxing (1 or 2 Credit Option)

Course Fee: TBA

Class taught is a non-contact group exercise format to include both cardiovascular and strength training routines based on martial arts moves. Skills include: kicks, jabs, hooks, and uppercuts to improve skill related fitness components such as agility, power, speed, and balance. In addition, a portion of the class will focus on sculpting of the body through use of the students' own body weight and various fitness equipment (i.e., body bars, medicine balls, and hand held weights). Pre-requisite: ISR 105.

207 Flag Football (1 or 2 Credit Option)

Course Fee: TBA

Students will learn the fundamentals of football: passing, catching, and playing defense. Class will cater to both the beginner and intermediate participant, where the latter will refine skills and work on more complex parts of the game (designing plays, refereeing, or coaching). The course will also educate students in the finer points of the game in an attempt to appreciate the game from a spectator's perspective. Prerequisite: ISR 107.

210 Archery (1 cr)

Course Fee: TBA

Course will provide the student with opportunities to learn archery equipment selection and care, basic safety considerations, techniques and fundamentals of shooting through practice. Prerequisite: ISR 110.

212 Badminton (1 or 2 Credit Option)

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. Prerequisite: ISR 112.

213 Basketball (1 or 2 Credit Option)

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, sessions of practice with specific drills, and extensive team participation. Prerequisite: ISR 113.

214 Board Sailing (1 or 2 Credit Option)

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. Prerequisite: ISR 114.

215 Bowling (1 or 2 Credit Option)

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. Prerequisite: ISR 115.

219 Body Sculpting (1 or 2 credit option)

Course Fee: TBA

Body Sculpting is a low impact program that sculpts the body with exercises that includes both cardiovascular and strength training routines. It is designed to be easy to follow and target strength building as well as muscular endurance. Methods include the use of students' own body weight, various fitness equipment (i.e., jump-rope, steps, tension bands, medicine balls, free-weights, etc.), and circuit training. Prerequisite: ISR 119.

220 Canoeing (1 or 2 Credit Option)

Course Fee: TBA

Course provides the student with 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. Prerequisite: ISR 120.

221 Spinning (1 or 2 Credit Option)

Course Fee: TBA

Course designed to build a good foundation of current knowledge and practices of Spinning. Emphasis placed upon: safety, bike setup, spinning movements and technique, heart rate training, program design, music selection, and specialty topics. The ultimate purpose of this course is to prepare students to safely meet the physical demands of daily life, to improve health benefits, and to seek opportunities to be physically active for a lifetime. Prerequisite: ISR 121.

223 Outdoor Soccer (1 or 2 Credit Option)

Course Fee: TBA

This course is designed to introduce the sport of soccer, enhance your soccer knowledge and physical ability. Emphasis will be placed upon the development of technical and tactical skill. Prerequisite: ISR 123.

225 Fencing (1 or 2 Credit Option)

Course Fee: TBA

Course provides an understanding of the fundamentals of fencing with an emphasis on the basic footwork, blade work, strategy, and basic bouting 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. Prerequisite: ISR 125.

227 Mind & Body Meditation (1 or 2 Credit Option)

Course Fee: TBA

Course provides an introduction to and practice of meditation, relaxation, positive mental programming, visualization, and peak performance techniques; nutrition and lifestyle practices. Discussions and DVDs are integrated to provide context for the diverse forms of meditation and healthy lifestyle, with concepts from Asian philosophies/practices, Western psychologies (i.e., behaviorist, sports, transactional, etc.), and for one's nutrition, fitness, and environment. Prerequisite: ISR 127.

- 229 Zumba® (1 or 2 Credit Option)  
Course Fee: TBA  
Zumba is a Latin-inspired dance-fitness program that blends international music and Latin dance steps to form a fun, cardiovascular workout. Each class will consist of a warm-up, cardiovascular exercise, and cool-down/stretching.
- 230 Golf (1 or 2 Credit Option)  
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. Prerequisite: ISR 130.
- 235 Judo and Self-Defense (1 or 2 Credit Option)  
Course designed to provide knowledge of basic self-defense techniques and skills necessary to enjoy and participate in the sport of judo. Prerequisite: ISR 135.
- 237 Peak Performance Training (1 or 2 Credit Option)  
Course is an advanced format designed to introduce students to functional exercise training methods. Main focus on exercises that improve health, skill, fitness, and overall performance as it pertains to a particular sport (i.e., softball, basketball, volleyball, etc). Course consists of a variety of progressive strength, speed, agility, and endurance exercises that aim to train the body to meet the physical demands associated with sport participation. Prerequisite: ISR 137.
- 240 Personal Fitness: Strength and Conditioning (1 or 2 Credit Option)  
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. Prerequisite: ISR 140.
- 242 Personal Fitness: Aqua Aerobics (1 or 2 Credit Option)  
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. Prerequisite: ISR 142.
- 245 Walk, Jog, Run (1 or 2 Credit Option)  
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. Prerequisite: ISR 145.
- 247 Racquetball (1 or 2 Credit Option)  
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. Prerequisite: ISR 147.
- 248 Rowing (1 or 2 Credit Option)  
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, students in this class will be exposed to endurance, speed, and strength workouts. Prerequisite: ISR 148.
- 250 Sailing (1 or 2 Credit Option)  
Course Fee: TBA  
A 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. Prerequisite: ISR 150.

## 251 Pilates (1 or 2 Credit Option)

Course Fee: TBA

Course is designed to improve neuromuscular performance by focusing on core stability while balancing muscular strength with flexibility. The class is a progression of mat exercises utilizing resistance bands, balls, and rings which enhance the workout by enabling the student to vary the intensity of the exercises. Goals are to improve abdominal strength, spinal flexibility, and mind-body awareness. Prerequisite: ISR 151.

## 252 Ice Skating (1 or 2 Credit Option)

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. Prerequisite: ISR 152.

## 253 In-Line Skating (1 or 2 Credit Option)

Course designed to introduce students to the sport of in-line skating. Instructional emphasis will be placed on safely learning the lifelong activities of 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, and braking/stopping. Additional topics include: Discussions on the proper use of protective gear & the proper maintenance of equipment. Prerequisite: ISR 153.

## 258 Softball (1 or 2 Credit Option)

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. Prerequisite: ISR 158.

## 259 Indoor Soccer (1 or 2 Credit Option)

Course Fee: TBA

Course is designed to introduce indoor soccer. Emphasis will be placed upon the development of technical and tactical skills. Prerequisite: ISR 159.

## 260 Swimming (1 or 2 Credit Option)

Course designed to cover basic water safety skills and basic swimming strokes that should be used while in, on, or around the water. Prerequisite: ISR 160.

## 262 Table Tennis (1 or 2 Credit Option)

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. Prerequisite: ISR 162.

## 264 Tai Chi (1 or 2 Credit Option)

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. Prerequisite: ISR 164.

## 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 as overhead, lob, groundstroke variations, and playing strategies will be introduced. The course will allow you to develop confidence through skill development and will include understanding of the rules, sportsmanship, and etiquette of tennis so that you can develop an appreciation for the sport. Prerequisite: ISR 165.

## 270 Strength Training (1 or 2 Credit Option)

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. Prerequisite: ISR 170.

## 275 Volleyball (1 or 2 Credit Option)

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. Prerequisite: ISR 175.

## 280 Volleyball/Softball (1 or 2 Credit Option)

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. Prerequisite: ISR 180.

## 289 Yoga (1 or 2 Credit Option)

Course Fee: TBA

(01 **Yoga Express**—1 or 2 Cr) Gain an understanding of Hatha Yoga and its three components: postures (asanas), breath work (pranayama), and relaxation/meditation techniques. Pre-requisite: ISR 189.

(02 **Yoga**—1 or 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. Pre-requisite: ISR 189.

(03 **Yoga Power**—1 or 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). Pre-requisite: ISR 189.

(04 **Yoga Gentle**—1 or 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. Prerequisite: ISR 189.

## 255/255L Advanced Scuba Activities (2 cr)

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. Prerequisite: ISR 155/155L or equivalent. Corequisites: ISR 255/255L must be taken concurrently unless permitted by instructor of record.

# Frank J. Rooney School of Professional And Career Education (PACE)

Andrea Keener, Ph.D., Dean  
Marilyn Marousek, Ph.D., Associate Dean of Business Processes  
Pamela Luckett, Ph.D., Associate Dean of Operations & Enrollment Management  
TBA, Associate Dean for Academic and Student Affairs  
Judith O. Brown, Ed.D., Associate Dean for Experiential Learning  
Peter Brewer, D.M.A., Associate Dean, Distance Learning  
Jason Smith, Assistant Dean, EMS/Fire Programs  
Kathy Weigand, M.Ed., Assistant Dean for Academic Affairs  
Marie Ange Levasseur, M.S.W., Assistant Dean, Student Affairs  
Carole Huberman, Ph.D., Assistant Dean  
Janice Dowsett, M.A., Director, Academic and Student Support Services

Faculty: Brewer, Brock, Broxton, Carreras, De Palma, Deeb, Erwin, Feito, Fraser Delgado, Hahn, Huberman, Keener, Luckett, Marousek, Meloun, Orman, Provitera, Roberts, Romano, Rushing, Schrouder, Scully, Smith, Sodano, Sussman, Swaner, Talerico, Warner, Watson, Wolf, Zavodska

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## Purpose Statement

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The purpose of the Frank J. Rooney School of Professional And Career Education (PACE) is to provide working adult students with undergraduate and graduate degree programs. In addition, PACE 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, PACE 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 and can be accessed fully online. In support of Judeo Christian and Dominican traditions, PACE recognizes the breadth of experience of working professionals and provides a number of flexible learning opportunities through its courses, programs, and experiential learning options.

Recognizing that adult students often have attained knowledge outside of the classroom that is appropriate for academic credit, PACE accordingly grants experiential learning credit toward an undergraduate degree through a portfolio, CLEP, DANTES, test-out exams, and license options. All prior learning credit methods are listed and explained in the *Assessment of Prior Learning Fact Book* located on the PACE website or from academic advisors. Moreover, PACE faculty possess both professional expertise and a mastery of adult learning principles in addition to their academic credentials.

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

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## Degree Programs

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The following undergraduate degree programs are offered to students through PACE:

- Bachelor of Arts in Human Services (B.A.)
- Bachelor of Liberal Studies (B.L.S.)
- Bachelor of Public Administration (B.P.A.)

- Bachelor of Science in Administration (B.S.)
- Bachelor of Science in Emergency Management (B.S.)
- Bachelor of Science in Health Services Administration (B.S.)
- Bachelor of Science in Information Technology (B.S.)

\*Program is available fully online.

Degree seeking students may pursue a minor (21 credits) 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.

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## Admission Information

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**PACE's admissions policies are designed to meet the needs of adult students.** Students who have a high school diploma from a regionally accredited school or the equivalent (GED) and three to five years full-time work experience can register for up to 12 undergraduate credits before submitting official transcripts or test scores for evaluation and acceptance to the program. (See Admissions Requirements in this section for detailed information).

Students who intend to earn a degree through the PACE 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 PACE is a process separate from the registration process and must be completed prior to course registration.

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

### Admission Requirements

#### *Criteria for Full Acceptance*

- Interview with an academic advisor;
- Submit a completed application form or apply online for admission at [www.barry.edu/apply](http://www.barry.edu/apply) and submit appropriate application fee in U.S. funds;
- Request an official transcript from each college attended. If no college credit or fewer than 12 academic credits have been earned, request an official high school transcript indicating graduation from a regionally accredited high school or official GED transcript;
- Applicants holding an associate degree or its equivalent must possess a minimum of three 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 five 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 enrolling under this option is limited to 12 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 12 credit hours at Barry University. To enroll in additional coursework, the student must submit all required credentials before subsequent enrollment.

### Second Bachelor's Degrees

Students who have earned a bachelor's degree from Barry University or another regionally 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 complete;
- If CAT 102 is not included in the first degree, students must complete the computer proficiency requirement through successful completion (a grade of C or better) of CAT 102 or they may test-out of CAT 102;
- If the degree program requires submission of a portfolio, the English Writing Placement must be taken and the student must complete at least ENG 302 unless receiving an exemption;
- 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; and
- The student must achieve a cumulative grade point average of 2.00 or higher, with 2.00 or higher in the second major; each course in the major 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.

### Continuous Enrollment/Readmission

A student who does not enroll for more than two years will be classified as inactive and will be required to apply for readmission by submitting a new application. In such cases, the PACE Student Bulletin and University Policies in effect at the time of readmission will apply.

### 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.

### Waiver of Transcripts

PACE adheres to University policies when it comes to transcripts. Students are required by the University to submit transcripts from all previously attended college/universities. Students may request waiver through their advisor. A signed waiver form will be reviewed by PACE's Assistant Dean for Student Affairs. Completing the form does not guarantee that a waiver will be granted. Transcript waiver forms should only be submitted for extenuating circumstances. A waiver will not be granted if a college will not release an official transcript due to an outstanding balance.

In certain instances, federal regulations may require the PACE Financial Aid Office to request academic transcripts from all prior schools that the student has attended. If this is the case, then waiving the transcript may not be an option.

### Additional Information on Admissions

Refer to the Admissions section of this catalog for additional information on transfer credit policies and international applicant information.

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## New Students

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### ORI 202 Fundamentals of Adult Learning

New students with 45 credits or less in transfer are required to complete ORI 202 Fundamentals of Adult Learning within the first year of enrollment. The course is designed to provide information and tools to students to successfully achieve their goals as an adult learner. A minimum course grade of C is required. Online students must complete the ORI 202 within the first semester of study or at first opportunity after evaluation of transfer credits.



### Computer Proficiency Assessment

All PACE students are required to demonstrate computer proficiency through successful completion (a grade of C or better) of CAT 102. This requirement may also be satisfied through equivalent computer coursework approved by the IT Academic Coordinator and accepted in transfer by Barry University. Students in face to face programs must fulfill this requirement during the first year of enrollment. It is also strongly recommended that students complete CAT 102 before taking an online course. Only students with excellent computer literacy skills should attempt CAT 102 online, as students must have sufficient computer skills to navigate through an online course. 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 the first semester of study (session A or B), all 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 PACE English instructors who identify the students’ first writing courses. Students prepared for the English curriculum will be placed in a course within the English writing sequence: ENG 102, ENG 202, and ENG 302.

Students must fulfill the English curriculum in sequence immediately following enrollment in their first English writing course. For example, upon successful completion of ENG 202 in a given session, a student must complete ENG 302 immediately in the following session.

*A grade of C or better is required for successful completion of ENG 102, ENG 202, and ENG 302. If a grade below C is earned, the course must be repeated within the next two semesters, and the student must achieve a grade of C or above. Students will not be allowed to continue their academic program until ENG 302 has been successfully completed. Students who do not successfully complete the course after two attempts will be suspended. A withdrawal (“W”) is considered an attempt.*

Students may be exempt from the English requirement by demonstrating proficiency on an English challenge examination administered by the School. Only those students who place into ENG 302 qualify to take the challenge exam. Even in cases when a student is deemed exempt, the written communication requirements must still be fulfilled.

The minimum requirement for taking an online course is completion of a series of short training modules in *Online Essentials*—and the English placement assessment. Students must place into ENG 202 or ENG 302.

### Mathematics Skills Assessment

The Mathematics Skills Assessment exam must be taken by students who do not have college-level mathematics transfer credits accepted by Barry University and must be taken before or during the first semester. The Mathematics Skills Assessment exam consists of thirty-five multiple choice questions which the student will have one hour to answer, with scores ranging from 0 to 35. A practice test will be given to students in advance of the actual exam. Students are allowed to use a battery-operated calculator on the exam.

Students will then be advised into course work based on their score; those earning a score of 21 or higher on the Mathematics Skills Assessment exam may register for MAT 106 or MAT 154. Students with an assessment score of 0 to 20 will be advised to work with the mathematics tutor and retake the Mathematics Skills Assessment exam.

Based on their field of study, and on the recommendation of their Academic Advisor, students may elect to take MAT 106 (Survey of Mathematics) and/or MAT 154 (Introduction to Statistics), both of which fulfill distribution and degree requirements.

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## Experiential Learning Portfolio

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Adult students often have attained knowledge outside of the college classroom that is appropriate for academic credit. PACE grants such credit toward an undergraduate degree if students can demonstrate and document five years of college level learning. At PACE the portfolio provides the primary mechanism for translating documented learning experiences into Barry University credit. The portfolio is an option in the Bachelor of Arts in Human Services, Bachelor of Public Administration, B.S. in Information Technology, B.S. in Administration (in class program), B.S. in Emergency Management and Bachelor of Liberal Studies. **However, it is required** in the B.S. in Health Services Administration and the fully online B.S. in Administration.

Students interested in developing a portfolio are guided by their advisor to the Canvas learning management system website where they will find all the information they need to develop and submit an online portfolio. Each student will then work with his/her academic advisor throughout the portfolio development process. **Students must submit their portfolios by the time they reach 90 credits or less.**

The transcription of portfolio credits by the University Registrar is in accordance with University policies and procedures and with the criteria outlined in the Southern Association of Colleges and Schools (SACS) accreditation guidelines. Portfolio credits are equated to academic disciplines and designated as experiential learning credits on the transcript. They can be used as general electives and/or to meet certain additional requirements in a specialization or major. **Portfolio credits cannot be used to fulfill Distribution Requirements. A maximum total of 30 credits may be awarded via the portfolio.**

### Portfolio Submission Criteria for Bachelor Degrees

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

1. Student has been fully accepted and is active;
2. Student has completed English 302 with a C or better or has successfully passed the English test-out exam;
3. Student is in good academic standing (Cumulative GPA of 2.0 in all Barry University course work);
4. Student has submitted the portfolio through Canvas;
5. Student can document five years of professional work experience and/or community activities;
6. Student's Goal Statement and Autobiographical Learning Essay have been reviewed by Writing Lab or site tutor; and
7. Student has 90 college credits or less at portfolio submission.

If students do not meet the above criteria, the portfolio may not be submitted. Students must submit their near-completed portfolios at least three times before the deadline dates for each session to allow for revisions. Completed portfolios must be uploaded through Canvas in accordance with published deadline dates in the semester schedules. Meeting these deadlines is the responsibility of the student. **The portfolio tuition fee must be paid when submitting the portfolio for evaluation.**

Normally the portfolio will be assessed by the portfolio evaluation committee five to six weeks after it is submitted. Upon evaluation, the student will be notified by mail of the credits awarded. Approximately one-third to one-half of the credits are upper-level. The remainder are lower-level. Portfolio credits can be used to fulfill general elective. Up to six upper level credits may be used for a major or specialization as designated in the section below (PACE Degrees and Request for Portfolio Credits in Academic Disciplines). Portfolio credits cannot be used for distribution requirements. As noted previously, **students may also receive credits for selected professional licenses and through other options. Please refer to the *Assessment of Prior Learning Fact Book* for eligible licenses and other options found on the PACE web page at [www.barry.edu/PACE](http://www.barry.edu/PACE).**

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## Writing Resources for Portfolio Development

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For those students who develop an experiential learning portfolio there are a number of resources they can use at Barry University. For example, before submitting their portfolio students must complete English 302 which will provide them with a sound foundation in advanced writing. During the portfolio development process students are required to submit their portfolio goal statement and autobiographical essay to the University Writing Center (on-line through the On-line Writing Lab/OWL) for proofreading. For those students in proximity to the Miami Shores campus a face-to-face appointment can be made at the Center. Otherwise students at the sites can meet with a site tutor to fulfill this requirement.

Students who choose to submit their portfolio for review to OWL must adhere to the OWL portfolio review deadlines that are prior to the portfolio submission deadlines each session. The process to obtain on-line help from OWL is outlined below. All of these services are available to PACE students without cost.

### Directions to Submit OWL Requests:

- Go to <http://apps.barry.edu>
- Click on Login

- Enter your user name and password
- On the Home page, click on Bucwis
- Under Bucwis click on Student Web
- On Student Web, click on the Academic Resources Menu on the left sidebar
- Click on Writing Center
- On the Writing Center Web, click on the OWL icon on the right sidebar
- Complete the Online Writing Lab Request Form and submit
- Please note, **only requests from Barry e-mail addresses will be accepted**
- You will receive a reply with instructions on how to submit your paper

Papers are returned in five business days. Each paper will be reviewed only two times.

For **each paper**, students must submit a separate request form. In other words, a goal statement and an autobiographical essay are considered two papers. Therefore **two** requests must be submitted. The **last day** to submit papers to OWL for each session can be obtained from your academic advisor. For all information about policies, changes, and news, students may visit the Writing Center/OWL website at <http://student.barry.edu/writingcenter>. **Students at site locations are encouraged to use site English tutors.**

*Olena Drozd, M.A.*

[\(305\) 899-4902](tel:3058994902)

Writing Lab and Reading Lab Coordinator

English Instructor/Barry University

[odrozd@mail.barry.edu](mailto:odrozd@mail.barry.edu)

## PACE Degrees and Request for Portfolio Credits in Academic Disciplines

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Up to 30 Portfolio Credits can be used to satisfy General Electives. Certain portfolio credits may be applied toward the electives within majors as stated below. Students also have the option of completing coursework instead of developing a portfolio (except for the B.S. in Health Services Administration degree in which the portfolio is mandatory).

### **Bachelor of Arts in Human Services (B.A.)**

*Portfolio is required if not pursuing a Career Focus Track. Students not choosing a Career Focus Track must submit an Experiential Learning Portfolio. Students not awarded 9 upper-level, discipline specific portfolio credits must make up the difference by taking Human Services electives.*

In other words, students may choose from:

- Career Focused Track Electives: 9 credits
- Portfolio Credits: Up to 9 upper-level, portfolio discipline specific credits.
- Transfer credits: Up to 6 transfer credits specific to Human Services (lower level and/or upper level) from a regionally accredited college or university.

Students may use a combination of all three (Human Services electives, portfolio credits and transfer courses) to satisfy the 9 elective credits.

### **Bachelor of Liberal Studies (B.L.S.)**

Portfolio is optional with completed Specialization. Students may request 3 upper-level credits in the specialization's electives with the Academic Coordinator's approval and only if not previously transferred—see designations below.

### **Specializations**

1. **Literature and Humanities**—academic discipline to request: Humanities (up to 3 UL credits in portfolio and/or transfer into the Literature and Humanities Electives with academic coordinator's approval).
2. **Psychology**—only accepts portfolio credits in General Electives.

**Bachelor of Public Administration (B.P.A.)**

Portfolio is optional. Students should request from the following academic disciplines: General Administration and Social Sciences. Students may apply up to 15 upper level discipline-specific portfolio credits in general administration and Special Topics EMA and Special Topics: Public Administration and/or Special Topics: Emergency Management , and the Social Sciences to the Public Administration Electives if not previously transferred.

**Bachelor of Science in Administration (B.S.)**

- Portfolio is optional with Specialization or Minor.
- Portfolio is required without Specialization or Minor.
- Portfolio is required for fully online students not pursuing a specialization face to face at a site.

Students should request from the following academic disciplines: General Administration, Social Sciences, Special Topics/Legal Studies, and Special Topics/Computer Sciences (up to 6 upper level credits in Administration Electives if not previously transferred).

**Bachelor of Science in Emergency Management (B.S.)**

Portfolio is optional. Students should request from the following academic disciplines: General Administration, Special Topics: Public Administration, and/or Special Topics: Emergency Management (up to 12 UL/LL discipline specific portfolio credits in Emergency Management Electives if not previously transferred).

**Bachelor of Science in Health Services Administration (B.S.)**

Portfolio is *required*. Students should request from the following academic disciplines: General Administration, Behavioral Sciences, and Social Sciences (up to 6 upper-level credits in HSA Electives if not previously transferred).

**Bachelor of Science in Information Technology (B.S.)**

- Portfolio is optional with Specialization or Minor.
- Portfolio is *required* without Specialization or Minor.

Academic discipline to request is Special Topics/Computer Sciences. Portfolio credits may be used to satisfy general elective requirements and/or IT discipline-specific electives (IT/NSE). Portfolio discipline-specific credits are counted as transfer credits and are limited to a maximum of 6 upper-level credits. These discipline-specific credits may be distributed to the 3-credit electives in each of the Major Core and Specialization areas, subject to the approval of the Academic Coordinator.

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## Distance Learning

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PACE at Barry University is committed to the principles and best practices of adult education. Therefore, we provide opportunities for students to engage in coursework in an online environment where students interact with the learning materials through readings, videos, websites, projects, discussion forums, and interactive activities in accordance with weekly assignment deadlines. In addition, students have the 24/7 ability to interact with their instructor and peers through chats, email, and cyber cafés.

PACE's online courses require synchronous sessions (real-time) which are conducted via web-conferencing and allow students to participate in lectures and group discussions at scheduled times during the course, using their own computer's webcam and microphone. Synchronous sessions simulate the experiences of the traditional classroom; they are used to conduct class meetings in real-time with instructor and students in different locations—at home, at the office, or anywhere in the world with fast access to the Internet. This promotes spontaneous class discussions and peer interaction and helps build an online Barry community.

PACE online courses follow the same course start and end dates as the face to face classes and use the same textbooks. Some instructors may require proctored exams, such as a midterm or a final. These proctored exams may be paper or computer-based and can be taken at our PACE locations across the state or from a variety of test providers located near you or for fully online exams, utilizing the services of [ProctorU](#)<sup>®</sup>. Online Courses and Degrees

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## Online Courses and Programs

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PACE offers more than ninety online graduate and undergraduate courses and the following fully online degrees:

- Graduate degree programs:
  - Master of Arts in Administration (M.A.A.)
  - Master of Public Administration (M.P.A.)
- Undergraduate degree programs:
  - Bachelor of Science in Administration (B.S.)
    - Bachelor of Science in Emergency Management (B.S.)
    - Bachelor of Science in Health Services Administration (B.S.)
    - Bachelor of Public Administration (B.P.A.)

Many undergraduate Distribution Courses can be taken online. To see a description of PACE's fully online programs and a list of courses, visit: <http://www.barry.edu/online/>.

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## Online Portfolio Submission

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Undergraduate online students may also submit an online portfolio through Canvas. Please speak with your academic advisor on how to navigate the online portfolio submission process.

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## Maximum Number of Online Credits

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PACE accommodates even the busiest student schedules, since students may choose to combine online courses with face to face campus classes. Students pursuing undergraduate programs that have not been approved for fully online delivery are limited to taking a maximum of 27 undergraduate online credits (nine courses) of the total 120 credits required for completion of a Barry University degree. The 27 credits consist of successful completion of 9 online courses (3 credits each) with qualifying grades as per University requirements for Distribution courses, English Writing, ORI 202, CAT 102 and/or core program classes. "F" & "W" grades are not counted as attempts toward the 27 credits.

PACE students enrolled in the Bachelor of Science in Emergency Management, the Bachelor of Science in Administration, the Bachelor of Public Administration and the Bachelor of Health Services Administration programs are not limited to the 27 credit hour restriction since these programs are approved for online delivery. Students in other PACE undergraduate programs must adhere to the 27 credit limitation. Online credits in excess of 27 will not count toward undergraduate degree completion. There are no restrictions for graduate students.

Students should consult with their academic advisor for availability and policies for undergraduate and online graduate courses and programs. Undergraduate students should review the New Student Requirements in the PACE Bulletin in reference to English and Math assessments and the Computer Proficiency.

The minimum requirement for taking an online course is the completion of the Canvas Training Guides and the English Placement Assessment. Students must place into ENG 202 or ENG 302. It is highly recommended that students complete the required English course before taking an online course. Only students with strong writing skills should take the ENG 202 online.

It is also strongly recommended that students complete CAT 102 before taking an online course. Only students with excellent computer literacy skills should attempt CAT 102 online, as students must have sufficient computer literacy skills to navigate through an online course.

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## New Student Requirements

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Refer to the information regarding New Student Requirements under Academic Advising and Resources in the PACE Student Bulletin. These requirements will apply to students who are enrolling in any of PACE's fully online bachelor degree programs.

- Students may need to complete ORI 202 Fundamentals of Adult Learning if transferring 45 college level credits or less. Online students must complete the ORI 202 within the first semester of study or at first opportunity after evaluation of transfer credits
- All students are required to complete the English Placement Assessment.
- Students who do not transfer college level mathematics are required to take the Mathematics Skill Assessment. Students enrolling in the online Math course must have taken the Math placement before or during the student's first semester of study.
- All students are required to demonstrate computer proficiency through successful completion of CAT 102. The requirement may also be satisfied through equivalent computer coursework accepted in transfer or through a Computer Proficiency Assessment. Students not transferring the equivalent of CAT 102 who wish to take this course online should take this class in the first semester of study. Students can also attempt to earn credits through Credit by Examination. Refer to the Computer Proficiency Assessment section of the PACE bulletin.

All assessments and Credit by Examinations must be completed before or during their first semester of enrollment (Session A or B).

Students should consult with their academic advisor regarding the ORI 202, the Placement Assessments and Credit by Examination.

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### Is Online Learning for Me?

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Distance learning can be a great alternative for students who cannot attend classes on campus. Distance learning is also a wonderful opportunity for those who enjoy working independently. However, online classes are not “easier” than traditional classes. Online courses are reading-, writing-, and technology-intensive. They require excellent organizational and time management skills.

To take online courses at Barry University, students should have a PC, Pentium or greater processor (Windows 7 Home Premium/Professional or later) or, Macintosh Power PC 2.7GHz Processor or better (Lion 10.7 or later). Students should also have access to reliable high speed connection to the Internet (DSL, Cable Modem), reliable printer, and speakers and/or headphones. To accommodate the synchronous (real-time) meetings online, students may need a webcam and a microphone (these are built-in to some computers, please check your computer user manual. If not built-in, they may be purchased separately).

Tablets and SmartPhones can be used to access online courses but students will still need a desktop or laptop computer to submit assignments. It is strongly suggested that students have access to their own computer. Tablets and Smart Phones are great for checking email, watching videos, participating in discussions, viewing and participating in synchronous sessions and taking quizzes. However Tablets or Smart Phones will not allow you to do word processing and file storage which is needed to complete assignments in your online course.

Students should visit <http://guides.instructure.com/s/2204/m/4214/1/41056-which-browsers-does-canvas-support> to check for browser compatibility.

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### What Does an Online Course Look Like?

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#### Accessing Your Online Courses

Online learners at PACE use ‘Canvas,’ an easy to use industry standard course management system, which contains all of the student’s course tools and resources. Students can access Barry’s Canvas Portal at <https://barry.instructure.com>. Once students have registered for online classes they will be able to log in using their Barry University username and password ([firstname.lastname@mymail.barry.edu](mailto:firstname.lastname@mymail.barry.edu) (all lower case).

To see what an online course looks like at PACE, please visit the Student Demonstration Course at: <https://canvas.instructure.com/courses/1016172>. Students do not need to be a registered Barry student to explore the online course.

A typical week in an online course might look like this:

- Reading through the current week’s assignments and lecture materials
- Thoughtfully reading the textbooks for the class as assigned and identifying main points and supporting details



- Responding by a deadline to discussion questions as posted by the instructor
- “Discussing” through a discussion board (by a deadline) the responses of fellow classmates
- Participating in a synchronous (real-time) web conferencing session with your professor and classmates
- Completing and sending (by a deadline) an assignment to be graded by the instructor
- Completing an assignment by deadline in a work group comprised of four or five classmates

### Canvas Training and Resources

Prior to the online course start date, students are encouraged to examine and study a series of short training modules in *Online Essentials*—videos and text guides—that will help students understand and manage the tools used in the online course using the Canvas platform. These tutorials are found on the Canvas Portal at <https://barry.instructure.com/courses/1561479>. Additional user guides may be found in the Canvas Community portal (<https://community.canvaslms.com/community/answers/guides>). These modules may also be accessed directly from within Barry’s instance of Canvas (<https://barry.instructure.com/>) by clicking the “Help” menu.

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## Student Resources for Technical Support

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### Login/Password Problems

If students have problems with logging in with their password and/or username, contact the Barry Help Desk at (305) 899-3604 or email them at [helpdesk@barry.edu](mailto:helpdesk@barry.edu). The Barry Help Desk is open Monday–Friday from 7:30 a.m. to 9:00 p.m. The Barry Help Desk can assist students only with password or log-in issues.

### Canvas Problems

If students have problems with any of the Canvas tools such as quizzes, forum postings, assignment submissions, accessing any of the course links, or anything related to Canvas, they can call the Help Desk line at 855-976-8669. Students may also chat live with a Canvas representative at any time (accessed through the “Help” menu from within Canvas (<https://barry.instructure.com/>)). Students may also ask questions at <https://community.canvaslms.com/community/answers>.

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## Tuition and Fees for Online Courses

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The tuition for an online course is the same as a face to face course. However, a distance learning fee of \$125.00 is assessed for each online course enrollment. This distance learning fee offsets the costs of hosting and administering the online platform and providing the 24/7 Help Desk for student and faculty support.

Students may be responsible for proctored exam fees if they choose to use a fee-based testing center.

As per federal regulations, students receiving financial aid must authorize, electronically through WebAdvisor, the use of financial aid funds to pay for anything other than tuition. This includes the online course fee, books, graduation application, etc. Students only need to do this once while pursuing their degree. Log in to WebAdvisor at <https://webadvisor.barry.edu>, click on Federal Student Aid Authorization and follow the prompts.

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## Proctored Exams

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Many online courses will use proctored exams for “high stakes” testing such as a midterm or final. A proctored exam is one that is overseen by an impartial individual (called a proctor) who monitors or supervises a student while he or she is taking an exam. The proctor ensures the security and integrity of the exam process. Proctored exams may be computer based or paper based. Proctored exams can be taken at most of our PACE locations across the state and from a variety of test providers located close to you. Proctored exams can be taken within a range of times and scheduled at your convenience. To see if your online course requires a proctored exam, check your course syllabus as soon as you can or contact your instructor. Your instructor will provide you with additional details regarding the proctor exam process. If a proctored exam is taken outside of a PACE site, there may be additional fees that are incurred by the student.

ProctorU® may be used for fully online exams (fee-based). Please see the link for more information. Use of this service must be coordinated with your instructor. Note: webcam and microphone are required for ProctorU®, see technical requirements listed on website.

Keep in mind that proctored exams may incur additional expenses that are the student's responsibility.

Proctored exams which are taken at any statewide PACE location (<http://www.barry.edu/pace/locations>) will incur no additional expense.

ProctorU® may be used for fully online exams. Please see the link for more information. Use of this service must be coordinated with your instructor. Note: webcam and microphone are required for ProctorU®, see technical requirements listed on website.

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## Writing Tutoring

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As part of PACE's commitment to **ensuring student success**, we offer individualized Writing Tutoring at assigned sites. Our Writing Tutors assist students with writing assignments and writing skills related to both *PACE* coursework and the written portions of the *Experiential Learning Portfolio*. Tutors meet with both undergraduate and graduate students and make recommendations toward improving the overall quality of both the current and future assignments. We highly encourage students to take full advantage of the benefits of personalized attention by scheduling an appointment. **Attendance at tutoring sessions is chronicled and vouchers are issued.**

Online students also have access the Online Writing Center (OWL). The OWL and the on-line tutoring it offers provide Barry University students with an accessible forum in which they can improve their papers and writing skills by collaborating through the Internet with writing consultants.

The Online Writing Lab, like the Writing Center, is a service available to students who are typically working on writing assignments in their course work who need assistance in revising or editing process. All students who utilize our tutorial services must engage in an exchange with the tutor who is making recommendations. Generally, the focus of our tutoring sessions is particular written assignments with which the student is having difficulty. We attempt to help the student find ways to improve their written assignment so that we will produce better writers.

The cyber environment of the OWL enhances the learning process by allowing the student to work at a pace and in an environment that are sympathetic to their educational needs.

For additional information on policies and submission guidelines, call Olena Drozd, Ph.D. (305) 899-4902 or log into the Barry Network, and go to <http://student.barry.edu/writingcenter/owl/default.htm>.

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## Online Course Attendance Policy

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Students are expected to log in the first day of class, thoroughly read the syllabus for each course and participate in any activities as described in the individual course syllabus. Students should log into class on a routine bases (best practice is once a day) and be actively engaged with their instructor and fellow classmates. Logging into a class without engaging in class activities does not constitute participation. Online courses are not self-paced. Although students can log in and complete their course work at times that are convenient for their schedule, instructors will require that students meet deadlines for the submission of assignments and tests, as well as to reply within a given time frame to discussion board posts.

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## Withdrawing From an Online Course

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Students are not automatically withdrawn from a class for non-attendance. The withdrawal dates are listed in the Academic Calendar. Students who wish to withdraw from an online course(s), should first contact the Financial Aid Office at (305) 899-3355 or by email at [pacefnaid@barry.edu](mailto:pacefnaid@barry.edu) to see how withdrawing from a class will affect student aid. There are several issues that may impact eligibility, including status changes from full time to part time and satisfactory academic progress. Some students may even need to return financial aid funds. After this discussion, students should contact their advisor to complete and sign the Withdrawal Form.



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### **Dropped Courses/Refund Policy**

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Students who wish to change their registration status before the semester begins or during the first week of class must complete the Add/Drop Form with their Academic Advisor. A full refund will be given to students who drop their courses prior to the beginning of the term. Students who drop individual courses during the drop/add period will be charged 20 percent. There is no refund given after the first week of classes. Students should always consult with the financial aid office to see how dropping a class could impact student aid.

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### **Code of Conduct**

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Students are required to maintain a high standard of conduct at all times. Hazing, bullying, inappropriate language in communication, and sexual harassment conflicts with the mission of Barry University, and therefore will not be tolerated.

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### **Student Ethics/Academic Dishonesty Policy**

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Students are expected to submit their own work for credit. Please refer to the comprehensive Academic Dishonesty Policy in the Student Bulletin.

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

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

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### **List of Approved Online Courses**

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Online courses are supported by PACE's Office of Distance Education and go through a rigorous approval process through the University in order to meet the highest standards in quality assurance for online education. Thus, new courses are continually being added and a current list can be viewed under 'online courses' at [www.barry.edu/online](http://www.barry.edu/online).

Students should check the published course schedule at [www.barry.edu/pace](http://www.barry.edu/pace) for online course offerings for each term.

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### **Online Student Reference Guide**

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Students who are considering enrolling in online coursework should review the Online Student Resource Guide located at [www.barry.edu/online](http://www.barry.edu/online). The resource guide includes information on hardware and software requirements, instructions on accessing a distance learning self-assessment to make sure that online instruction fits a student's learning style, submitting an online Portfolio, and more.

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### **Distance Learning Complaint Process for Out of State Students**

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In compliance with U.S. Department of Education (USDOE) rules, an institution offering distance education must provide enrolled and prospective students with contact information for filing complaints with its accrediting agency and with the appropriate state agency for handling complaints in the student's state.

Barry University is committed to resolving student grievances, complaints, and concerns in an expeditious, fair, and amicable manner. Students residing outside of the State of Florida while enrolled in online courses who want to resolve a grievance should follow the University's Academic Grievance and Appeals found in the Student Bulletin.

However, if an issue cannot be resolved internally, you may file a complaint with your State. Go to [www.shceo.org](http://www.shceo.org) for phone numbers, emails, and/or links to individual state education agencies.

Unresolved complaints may also be filed with the Southern Association of Colleges and Schools Commission on Colleges, the University's regional accrediting agency at <http://www.sacscoc.org>, once all internal avenues have been exhausted. For more information and direct links, please contact the Distance Learning Office at [\(305\) 899-5235](tel:3058995235).

### Non Florida Residents

PACE is only authorized to deliver distance education courses to students residing in certain states that have granted authorization. For a current list of states in which we are authorized to deliver online courses, please visit . *If you live in a state that does not appear on the list posted, we are not currently authorized to deliver online courses in your state. International students please contact [PACEdistance@barry.edu](mailto:PACEdistance@barry.edu) with questions or for more information.*

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## Photo ID Cards for Online Students

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Online students can provide information to their advisor electronically so that a photo identification card (student ID card) can be issued. Students are expected to carry their ID at all times when visiting the main campus or off campus sites. The card is the property of Barry University and is intended solely for its use. The Follett Bookstore accepts the Barry ID card as a mode of payment. However, money must be added to the ID card prior to making any purchases with your card.

Students may send a standard passport picture or photo taken using the guidelines below. The photo should be approximately 500 x 600 pixels and in JPG format. In addition to the standard photo, students are required to send a copy of their driver's license.

Standard guidelines:

- Taken within the last 6 months to reflect current appearance
- Taken in front of a plain white or off-white background
- Taken in full-face view directly facing the camera
- With a neutral facial expression and both eyes open
- Taken in clothing that is normally worn on a daily basis:
  - Uniforms should not be worn in the photo, except religious clothing that is worn daily.
  - Do not wear a hat or head covering that obscures the hair or hairline, unless worn daily for a religious purpose. The full face must be visible, and the head covering must not cast any shadows on the face.
  - Headphones, wireless hands-free devices, or similar items are not acceptable in the photo.
  - If you normally wear prescription glasses, a hearing device or similar articles, they may be worn for the photo.
  - Dark glasses or non-prescription glasses with tinted lenses are not acceptable unless needed for medical reasons (a medical certificate may be required).
  - Glare on glasses is not acceptable in the photo. Glare can be avoided with a slight downward tilt of the glasses or by removing the glasses or by turning off the camera flash.

Students who live in South Florida may visit the R. Kirk Landon Student Union at the main campus to obtain photo identification cards, parking decals, and purchase their books. The Student Union Office number is [\(305\) 899-4900](tel:3058994900). Call ahead of time for office hours.

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## Bachelor of Arts in Human Services (B.A.)

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The Bachelor of Arts in Human Services (BAHS.) prepares students for work in a wide array of Human Services related careers, as well as for graduate study in related disciplines. The interdisciplinary degree is grounded in an understanding of systems in a social context, and it embraces a commitment to theory, to basic and applied research, and to social justice. The curricular flexibility of the "career focused track" as well as the portfolio option enable students to combine theoretical grounding with real world application through supervised field experience, and their own work experience.

The program goals of the Bachelor of Arts in Human Services are to:

- introduce students to the methods of inquiry and research traditions of the behavioral sciences as applied to social policy;

- assist students to critically explore human and societal inequities and the theoretical, philosophical and ethical assumptions that define and structure human services;
- help students to discover the diversity of experience and differing opportunities as defined by gender, social class, race-ethnicity, age and collective identity;
- teach students effective critical thinking and communication skills;
- support those licensed professionals who advocate for clients and contribute to solutions to societal problems.

Upon completion of the BAHS, students will demonstrate the following competencies, which are *based on* the competencies specified by the National Organization of Human Services (NOHS). More on the NOHS can be found at <http://www.nationalhumanservices.org/>.

Students will be able to:

- Analyze the nature of human systems, such as human development, group dynamics, organizational structure, national policy agendas, and community organizations, and the ways in which these systems contribute to human problems. **(NOHS Competency #1)**
- Demonstrate a comprehensive knowledge of the conditions which promote or limit optimal functioning in the major human systems.

**(NOHS Competency #2)**

- Support those licensed professionals who identify, and select advocacy-driven interventions that promote human growth and goal attainment, address community problems, and enhance the quality of people's lives.

**(NOHS Competency #3)**

- Assist licensed professionals who plan, implement, and evaluate solutions.

**(NOHS Competency #4)**

- Identify ethical interventions that are congruent with the values of one's self, the clients, the employing organization and the Human Service profession

**(NOHS Competency #5)**

- Demonstrate process skills, including verbal and oral communication, interpersonal relationship skills, and personal skills such as self-discipline and time management.

**(NOHS Competency #6)**

**Policies for the BA in Human Services**

- Students may not register for a HMS prefix course in their first semester (first 12 credits) of enrollment; Student must fulfill specific requirements in preparation for the field experience component in courses.
- Students may only register for one HMS prefix course a term. Exceptions may be made by Academic Coordinator approval.
- Any overload requests that involve an HMS prefix course must be approved by the Academic Coordinator before submitting to the Associate Dean for Academic & Student Affairs.
- Grades of "C" or higher must be earned in all coursework in the program
- Students who withdraw from an HMS prefix course will forfeit any hours accumulated in the field experience component of that class. Field experience hours will have to be completed again.
- A minor may not be earned with this degree.

## Degree Requirements

Distribution Requirements	45 credits
Human Services	36 credits
Career Focused Elective Track	9 credits
Portfolio (Option)	Up to 30 credits
Electives	Variable
<b>Min. Total Degree Requirements</b>	<b>120 credits</b>

Students will select:

1. a 36-credit core, plus a Career Focused Track of 9 credits for a total of 45 credits; *or*
2. a 36-credit core and a portfolio. Students not choosing a Career Focused Track must submit an Experiential Learning Portfolio. Students not awarded 9 upper-level discipline specific portfolio credits must make up the difference by taking Human Services electives. Students who submit a portfolio must do so before the completion of 90 credits.

In other words in addition to the 36 core credits, students may obtain the remaining 9 program credits from:

- Career Focused Track Electives: 9 credits
- Portfolio Credits: Up to 9 upper-level portfolio discipline specific credits.
- Transfer credits: Up to 6 transfer credits specific to Human Services (lower level and/or upper level) from a regionally accredited college or university.

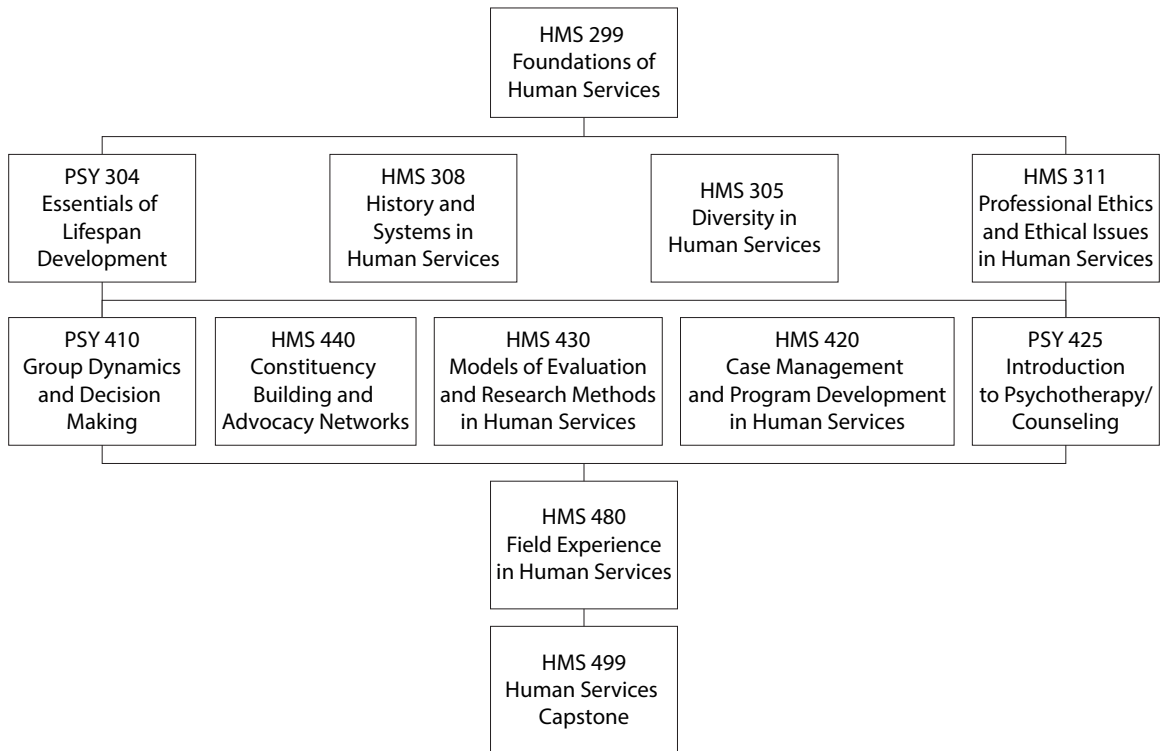
Students may use a combination of all three (Human Services electives, portfolio credits and transfer courses) to satisfy the remaining 9 program credits.

### Bachelor of Arts in Human Services (45 Credits)

#### Course Sequencing

Students must complete HMS 299 *Foundations of Human Services* first, followed by all 300-level courses before enrolling in 400-level courses. HMS 480 *Field Experience in Human Services*, and HMS 499 *Human Services Capstone* should be the last two courses taken of the core courses.

Human Services Core			36 credits
HMS	299	Foundations of Human Services	3
HMS	308	History and Systems in Human Services	3
HMS	305	Diversity in Human Services	3
HMS	311	Professional Ethics and Ethical Issues in Human Services	3
PSY	304	Essentials of Lifespan Development	3
PSY	410	Group Dynamics and Decision-Making	3
PSY	425	Introduction to Psychotherapy/Counseling	3
HMS	420	Case Management and Program Development in Human Services	3
HMS	430	Models of Evaluation and Research Methods in Human Services	3
HMS	440	Constituency Building and Advocacy Networks	3
HMS	480	Field Experience in Human Services	3
HMS	499	Human Services Capstone	3

**Figure 1. Map of Course Sequencing**

<b>Human Services Career Focused Tracks</b>	<b>9 credits</b>
Students choose one track in addition to the core.	

<b>Legal Advocacy Track</b>			<b>9 credits</b>
PLA	301	Law and the Legal System	3
HSA/PLA	339	Health Law	3
PLA	483	Family Law	3

<b>Health Services Administration Track</b>			<b>3 credits</b>
HSA	301	HSA 301 The Health Care System	3
HSA	410	HSA 410 Management in Health Care	3
HSA	425	HSA 425 Public and Community Health	3

<b>Community Services Leadership Track</b>			<b>9 credits</b>
PUB	301	Principles of Public Administration	
OR			
ADM	303	Administrative Theory and Practice	3
ADM	353	Leadership Development	3
HMS	406	Administration of Non-Profit Organizations in Human Service	3

<b>Senior Services Track</b>			<b>9 credits</b>
HAS	441	Health Care for the Elderly	3
PSY	412	Adult Psychopathology	3
PSY	416	Dynamics of Adult Living	3

<b>Youth Welfare Services Track</b>			<b>9 credits</b>
SOC	301	American Family	3
PSY	418	Adolescent Development	3
PSY	434	Behavior Disorders in Childhood and Adolescence	3

### **Field Experience**

The supervised field experience is an important component of the BAHS and will be provided throughout the curriculum. The Academic Coordinator and faculty will provide oversight of the field experience hours and will work closely with students and monitor their progress regularly.

<b>Course Number</b>	<b>Course</b>	<b>SUPERVISED FIELD EXPERIENCE</b>				<b>Hours of Supervised Field Experience</b>
		<b>Observation</b>	<b>Direct Supervised Client Contact</b>	<b>Indirect Supervised Client Contact</b>	<b>Independent Caseload or Assigned Administrative Responsibility</b>	
HMS 299	Foundations of Human Services (3 cr.)	X				20
HMS 308	History and Systems in Human Services (3 cr.)	X				20
HMS 305	Diversity in Human Services (3 cr.)	X	X			20
HMS 311	Professional Ethics and Ethical Issues in Human Services (3 cr.)	X	X			20
HMS 420	Case Management and Program Development in Human Services (3 cr.)		X	X		20

HMS 440	Constituency Building and Advocacy Networks (3 cr.)			X	X	20
HMS 480	Field Experience in Human Services (3 cr.)				X	160
HMS 499	Human Services Capstone (3 cr.)				X	70
<b>Total Field Experience Hours</b>						<b>350</b>

### **Bachelor of Liberal Studies (B.L.S.)**

The Bachelor of Liberal Studies empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g., science, culture, and society) as well as in-depth study in a specialization in Literature and Humanities or Psychology.

#### **The Purpose of the Bachelor of Liberal Studies Degree is to:**

- provide adult learners with the analytical and research tools required to synthesize their experience with the body of knowledge and truth provided in the liberal arts;
- enable adult learners to apply content and theoretical concepts drawn from a broad range of liberal arts disciplines to solve problems in their families, careers, and communities; and
- instill or deepen the commitment of adult learners to social justice, collaborative service, and a global, inclusive community.

#### **Program Outcomes: Upon completion, students will:**

1. demonstrate advanced analytical, research, quantitative, communications, and collaborative skills and cultural and informational literacy;
2. describe, analyze, and evaluate critical issues and theories within and across specific liberal arts disciplines.
3. map the issues and applications of the liberal arts to relevant political, economic, social, and historical contexts;
4. relate and apply content and theoretical concepts drawn from the liberal arts disciplines to experience, issues, and problems in their families, careers, and communities;
5. describe, evaluate, and act on the historical, political, and cultural factors that have shaped the global community, the struggle for social justice, and environmental sustainability; and
6. identify, design, and participate in collaborative service projects within Barry University and the wider community.

#### **Specializations within the (B.L.S.)**

The program requires students to complete an area of specialization consisting of 30 credits. However, students may opt to complete both a specialization and a portfolio. Students select an area of specialization from the following: Literature and Humanities or Psychology. Students interested in earning a second specialization should discuss this with an Academic Advisor.

#### **Policies Regarding an Area of Specialization**

- An area of specialization consists of no less than 30 credit hours of appropriate and approved course work.
- All students are required to take the BLS 299 and the BLS 499 courses.
- All students are required to take or transfer two distribution courses: PSY 206 and HUM 303.

- 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.
- 24 of the 30 credit hours must be taken through Barry University and bear Barry University course prefixes and numbers for the specialization in Literature and Humanities and Psychology.
- Up to three upper level portfolio and/or transfer credits may be accepted into the Literature and Humanities specialization, with the Academic Coordinator's approval.
- No portfolio credits may be transferred into the Psychology specialization.
- Grades of "C" or higher must be earned in all specialization course work.
- A minor may not be earned with this degree.

### Literature and Humanities Specialization (30 Credits)

The Literature and Humanities specialization is an interdisciplinary approach to the aesthetic production of Western and non-Western literature and the arts. Such an approach includes philosophy, literature, theatre, and the fine arts (painting, sculpture, dance, architecture, music). Courses can only be counted once. They are either counted in the distribution or counted in the specialization. A single course cannot be counted in both areas to fulfill two requirements.

### Prerequisites (3 Credits)

Students must satisfy ENG 302 Academic Research and Writing prior to beginning the required coursework for Literature and Humanities specialization.

### Distribution Requirements or General Electives (6 Credits)

Students pursuing the BLS degree must select or transfer the following two courses in the distribution or take them as general electives:

PSY	206	Principles of Psychology	3
HUM	303	Modern Currents in the Humanities	3

### Degree Requirements

Distribution Requirements	45 credits
Literature & Humanities Specialization	30 credits
Portfolio (Option)	Up to 30 credits
Electives	Variable
<b>Min. Total Degree Requirements</b>	<b>120 credits</b>

<b>Literature &amp; Humanities Core</b>			<b>21 credits</b>
BLS	299	Critical Approaches to Liberal Studies	3
Literature			6
Philosophy			3
Art, Dance, and Music			3
Theatre			3
BLS	499	Liberal Studies Capstone	3

<b>Literature &amp; Humanities Electives</b>		<b>9 credits</b>
Choose three additional courses from any of the following disciplines, ENG, PHI, ART, DAN, MUS, TH, HIS, and THE. At least one course must be at the 400 level. Discipline specific upper level portfolio or transfer credits with the Academic Coordinator's approval.		



**Psychology Specialization (30 Credits)**

The Psychology specialization focuses specifically upon the theoretical, empirical, and applied foundations of psychology. It is designed to support the success of those students already employed as mental health paraprofessionals and/or prepare those students who anticipate employment in these areas. Students will emerge as more informed citizens cognizant of psychological ethics and able to recognize the complexities inherent in the description, prediction, analysis, and influence of human behavior. The program has been designed to furnish necessary prerequisites for graduate education in psychology or to support graduate training in related fields such as social work, law, counseling, education, or organizational behavior.

**Distribution Requirements or General Electives (6 Credits)**

Students pursuing the BLS degree must select or transfer the following two courses in the distribution or take them as general electives:

PSY	206	Principles of Psychology	3
HUM	303	Modern Currents in the Humanities	3

**Degree Requirements**

Distribution Requirements	45 credits
Psychology Specialization	30 credits
Portfolio (Option)	Up to 30 credits
Electives	Variable
<b>Min. Total Degree Requirements</b>	<b>120 credits</b>
*Note: No Portfolio credits may be applied to this Specialization.	

<b>Psychology Core</b>			<b>21 credits</b>
BLS	299	Critical Approaches to Liberal Studies	3
PSY	304	Essentials of Lifespan Development	3
PSY	305	Personality Development	3
PSY	410	Group Dynamics and Decision-Making	3
PSY	412	Adult Psychopathology	3
PSY	425	Introduction to Psychotherapy and Counseling	
OR			
PSY	434	Behavior Disorders in Childhood and Adolescence	3
BLS	499	Liberal Studies Capstone	3

<b>Psychology Electives</b>			<b>9 credits</b>
Choose from:			
PSY	301	Psychology of Drug and Alcohol Abuse	3
PSY	311	Psychosocial Issues of Disaster Preparedness and Recovery	3
PSY	329	Understanding and Coping with Stress	3
PSY	331	Counseling Techniques for Managers	3
PSY	410	Group Dynamics and Decision-Making	3
<i>Continued</i>			

<b>Psychology Electives—Continued</b>			<b>9 credits</b>
PSY	416	Dynamics of Adult Living	3
PSY	425	Introduction to Psychotherapy and Counseling	3
PSY	430	Personality Disorders	3
PSY	434	Behavioral Disorders in Childhood and Adolescence	3

## **Bachelor of Public Administration (B.P.A.)**

The Bachelor of Public Administration (B.P.A.) is the most acceptable undergraduate degree for professional employment in general public administration and is highly desirable for specialized fields such as police, fire, and planning. For those not going on to graduate school but who wish a professional career with government, the B.P.A. is undoubtedly the degree of choice.

The purpose of the Bachelor of Public Administration is to provide the student with an understanding and working application of the principles essential to the effective management of all public agencies.

### **Program Outcomes**

Upon completion of this program, students will be able to:

1. apply the Judeo-Christian ethical framework to public policy;
2. identify the theories and principles controlling public finance, and create budgets at the state, county, and municipal levels of government;
3. apply the techniques of planning in public administration;
4. implement the principles of personnel management, including affirmative action, collective bargaining, and civil service;
5. apply valid statistical analysis to public sector decision-making and evaluate the principal approaches to research design; and
6. synthesize policy issues as they are framed by political and administrative perspectives.

Grades of C or higher must be earned in all course work.

### **Degree Requirements (45 Credits)**

Distribution Requirements	45 credits
Public Administration	45 credits
Minor (Option)	21 credits
Portfolio (Option)	Up To 30 credits
Electives	Variable
<b>Minimum Total For Degree Requirements:</b>	<b>120 credits</b>

<b>Other</b>	
Post Baccalaureate Certificate In Public Administration:	21 credits
Minor In Public Administration:	21 credits

### **Learning Options**

The Bachelor of Public Administration program is offered in the classroom at several of PACE locations throughout Florida and is available fully online. Students may also choose to combine both options for a flexible and convenient schedule.

**Course Sequencing**

PUB 301 Principles of Public Administration must be taken in the first term. To comply with course sequencing, all 300 level courses must be taken first prior to enrolling in 400 level coursework in the major core. 400 Level courses (except PUB 499) can be taken in any order.

**Bachelor of Public Administration (45 Credits)**

<b>Public Administration Core</b>			<b>30 credits</b>
PUB	301	Principles of Public Administration	3
PUB	302	Values and Ethics in Public Administration	3
POS	303	Public Policy & Administration	3
PUB	310	Research Methods & Techniques in Public Administration	3
PUB	403	Public Budgeting & Finance	3
PUB	404	Concepts & Issues in Public Planning	3
PUB	405	Administrative Law and Process	3
PUB	406	Human Resources in the Public Sector	3
PUB	407	Productivity Improvements in the Public Sector	3
PUB	499	Public Administration Capstone Project	3

<b>Public Administration Electives</b>		<b>15 credits</b>
Up to five (5) courses (3 credits each) from ADM, EMA, HSA, IT, PLA, PFP, PUB 408, PUB 409, and/or six upper-level transfer credits and/or 15 upper level, discipline-specific portfolio credits in ADM, and Special Topics EMA or Special Topics PUB.		

**Post Baccalaureate Certificate in Public Administration (21 Credits)**

The Post Baccalaureate Certificate is intended for students with other than Bachelor of Public Administration degrees who have an interest in the public sector and in learning the principles essential to effective management of public agencies. The successful completion of seven major courses listed below is required for a certificate to be awarded.

<b>Post Baccalaureate</b>			<b>21 credits</b>
PUB	301	Principles of Public Administration	3
PUB	302	Values and Ethics in Public Administration	3
PUB	310	Methods & Techniques in Public Administration	3
PUB	403	Public Budgeting & Finance	3
PUB	404	Concepts & Issues in Public Planning	3
PUB	406	Human Resources in the Public Sector	3
PUB	408	Public Administration & the Political Process	3

**Minor in Public Administration (21 Credits)**

The Minor in Public Administration is intended for students currently pursuing their undergraduate degrees in other than the Bachelor of Public Administration program, that have an interest in the public sector and learning the principles to effective management of public agencies. The successful completion of seven courses listed below is required for a Minor to be awarded.

<b>Minor in Public Administration</b>			<b>21 credits</b>
PUB	301	Principles of Public Administration	3
PUB	302	Values and Ethics in Public Administration	3
PUB	310	Research Methods & Techniques in Public Administration	3
PUB	403	Public Budgeting & Finance	3
PUB	404	Concepts & Issues in Public Planning	3
PUB	406	Human Resources in the Public Sector	3
PUB	408	Public Administration & the Political Process	3

*Approved minors for students pursuing the Bachelors of Public Administration*

<b>Administration</b>	<b>21 credits</b>
Legal Studies	21 credits
These minors are listed under the Bachelor of Science in Administration program.	

<b>Information Technology</b>	<b>21 credits</b>
Network and Systems Engineering	21 credits
Software Engineering	21 credits
These minors are listed under the Bachelor of Science in Information Technology program.	

**Note:**

1. Some minors may not be offered at all PACE delivery sites.
2. Minor courses may not be used to satisfy the major core or distribution requirements.

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## **Bachelor of Science in Administration (B.S.)**

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The Bachelor of Science in Administration degree is designed to provide students with the administrative and leadership competencies needed by all organizations, private, public, or non-profit, in order to fulfill their missions 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 in different areas. Students can select from specialization in Health Services Administration, Human Resource Administration, Legal Studies, Organizational Leadership, or Personal Financial Planning. Minors are also available in Information Technology, Network and Systems Engineering, Software Engineering, Public Administration, and Legal Studies.

The purposes of the BS in Administration degree are to:

- provide students with a comprehensive foundation in administrative theory and practice relevant to all organizations, whether private, public, or non-profit;
- meet the needs of adult learners by developing the administrative knowledge, skills, and abilities that are associated with success in today's organizations;
- meet the needs of employers by preparing adult learners to meet the challenging, complex, and continually evolving environment of modern organizational workplaces;
- instill in adult learners a desire for lifelong learning and to validate previous learning through experiential portfolio credit; and
- deliver the program in a format that allows for flexibility while maintaining academic integrity.

### Program Outcomes

Students who successfully complete the degree program will be able to:

- understand and apply the contemporary administrative theories and practices as they relate to public, non-profit, and private organizations;
- effectively employ critical thinking methodology for analyzing and resolving organizational issues;
- demonstrate the communication skills required in today's diverse, team-oriented workplaces;
- integrate the leadership and interpersonal competencies that are essential for effective administration; and
- synthesize the knowledge, skills, and abilities that are associated with workplace success and to meet the organizational challenges of modern organizations.

In completing the requirements for the Bachelor of Science in Administration, students will select either a major of 45–54 credits consisting of core coursework and an area of specialization; 51 credits consisting of a major of 30 credits and a minor of 21 credits; or a major of 30 credits of core coursework and the Experiential Learning Portfolio option. In addition, MAT 154 and IT 200 are recommended for those who plan to pursue a graduate degree. Grades of C or higher must be earned in all coursework in the core and area of specialization.

### Transfer Credits

A maximum of 6 UPPER LEVEL credits can be used either in transfer or earned through the Portfolio into the Bachelor of Science in Administration program. The six upper level transfer credits can be applied in any combination: the Core (course specific only) or in the electives or in the specialization. Students who transfer 6 upper level credits may not use Portfolio credits in the major (Core, Electives or Specialization).

### Portfolio Option

Students NOT choosing to complete a specialization or a minor ARE REQUIRED to submit an Experiential Learning Portfolio in order to satisfy the degree requirements. Students may elect to pursue both a portfolio and a specialization. Up to six upper level credits of related courses may be earned through General Administration, Social Sciences, Special Topics: Legal Studies, and/or computer Science discipline-specific portfolio credits to satisfy the required electives.

### Portfolio Requirement for Fully Online Program

Students who are enrolled in the fully online B.S. in Administration program are required to submit an Experiential Portfolio. However, students may choose a specialization offered at a site location in Florida. Not all specializations are offered at each site. Students in the online program must discuss the selection of a specialization with their advisor and submit the appropriate form to adjust their degree requirements.

<b>Degree Requirements</b>	
Distribution Requirements:	45 credits
Administration	30 credits
Specialization (Option)	15–24 credits
Minor (Option)	21 credits
Portfolio (Option)	Up to 30 credits
Electives	Variable
Min. Total Degree Requirements:	120 credits

<b>Other</b>	
Minor in Administration	21 credits
Post Baccalaureate in Human Resource Administration	21 credits
Human Resource Undergraduate Certificate	15 credits
Post Baccalaureate Certificate in Legal Studies	21 credits

### Learning Options

The Bachelor of Science in Administration program is offered in the classroom at several of PACE locations throughout Florida and is available fully online. Students may also choose to combine both options for a flexible and convenient schedule. Refer to the portfolio requirement for the fully online program in this section.

### Bachelor of Science in Administration (30 Credits)

Administration Core			18 credits
ADM	303	Administrative Theory & Practice	3
ADM	306	Services Marketing	3
ADM	353	Leadership Development	3
ADM	412	Quality and Productivity	3
ADM	464	Strategic Human Resource Administration	3
ADM	499	Administration Capstone Course	3
Administration Electives			12 credits
Any four ADM, EMA, HSA, IT, PLA, PFP or PUB prefix courses not used to satisfy the above Administrative Core courses above.			

### Course Sequencing

Course Sequencing will assist both students and advisors in the selection of ADM courses and the sequence in which they are best taken. The appropriate first class is ADM 303 for entering students, followed by ADM 306 and ADM 353. Whenever possible, it is highly recommended that students complete the 300 level classes before attempting the 400 level classes. ADM 412 and ADM 464 should be completed after the 300 level courses. The capstone course, ADM 499, should be completed after all other core classes are completed.

### Specializations (15–24 Credits)

Students may select any of the following specializations: Health Services Administration, Human Resource Administration, Legal Studies, Organizational Leadership, Personal Financial Planning or Public Administration. Grades of C or higher must be earned in all course work in the area of specialization. Specializations are offered face to face at site locations throughout Florida and not offered fully online. Students in the fully online program must submit the Experiential Portfolio or attend face to face classes for a specialization at a site location in Florida. Students in the online program must discuss the selection of a specialization with their advisor and submit the appropriate form to adjust their degree requirements.

#### Note:

1. some specializations may not be offered at all School of Professional And Career Education delivery sites; and
2. specialization courses may not be used to satisfy the major core.

### Health Services Administration Specialization (15 Credits)

The Health Services Administration specialization program is designed to provide a broad view of today's health care system in such areas as hospitals, medical or dental clinics, group medical practices, managed care organizations, long-term care facilities, insurance companies, home health agencies, and government agencies. Students who successfully complete the Health Services Administration specialization will:

- possess a foundation in the theory and practice relevant to Health Services Administration
- possess related knowledge, skill and abilities that are associated with success in the profession

Required Course			
HSA	301	The Health Care System	3

<b>Choose 12 credits from:</b>			
HSA	319	Health Care Finance	3
HSA	339	Health Law	3
HSA	410	Management in Health Care	3
HSA	425	Public and Community Health	3
HSA	475	Issues in Health Care	3

### **Human Resource Administration Specialization (15 Credits)**

The Human Resource Administration specialization is designed to address the current issues in human resources. The program includes courses designed to address the HR competencies recommended by the Society for Human resource management (SHRM). Students who successfully complete the Human Resource Administration specialization will:

- possess a foundation in the theory and practice relevant to Human Resource Administration; and
- possess related knowledge, skill, and abilities that are associated with success in the profession.

<b>Choose 15 credits from:</b>			
ADM	301	Labor Relations*	3
ADM	312	Training and Development	3
ADM	315	Diversity in the Workplace	3
ADM	325	Compensation and Benefits*	3
ADM	330	Alternative Dispute Resolution	3
ADM	335	Employment Law*	3
ADM	361	Negotiation Theory & Practice	3
ADM	410	Recruitment and Selection*	3
PUB	406	Human Resources in the Public Sector	3

\*Courses recommended by the Society for Human Resource Management (SHRM) that address the HR body of knowledge for the PHR and SPHR national certification exams.

### **Human Resource Administration Undergraduate Certificate (15 Credits)**

Students who are in other academic programs who wish to obtain a Human Resource Administration Certificate must successfully complete 12 credits of coursework from the Human Resource Administration specialization and the ADM 464 Strategic Human Resource Administration for a total of 15 credits. A certificate will be posted on the student's transcripts. Please notify your advisor of your intentions. Students pursuing the HR specialization will have the specialization posted on the transcripts in lieu of a certificate. All coursework must be completed before graduation. Grades of C or higher must be earned in all course work for the certificate.

### **Post Baccalaureate Certificate in Human Resource Administration (21 Credits)**

Students who have earned a baccalaureate degree from a regionally accredited college or university may enroll in the Post-Baccalaureate Certificate program.

The Post Baccalaureate Certificate Program will be awarded upon successful completion of twenty-one credits in the specified curriculum. This includes 18 credits listed under the Human Resource Specialization and ADM 464 Strategic Human Resource Administration for a total of 21 credits. Barry University graduates who may have completed some of the certificate coursework in the degree program may take approved substitutes in order to reach the minimum of 21 credits required for the certificate. A grade of C or higher in each course is required to receive a Post-Baccalaureate Certificate of Completion.

**Organizational Leadership Specialization (15 Credits)**

The Organizational Leadership specialization is an interdisciplinary studies program which explores a variety of leadership-related topics, issues, and competencies. Students who successfully complete the Organizational Leadership specialization will:

- possess a foundation in the theory and practice relevant to Organizational Leadership; and
- possess related knowledge, skill, and abilities that are associated with leadership success.

<b>Choose 15 credits from:</b>			
ADM	312	Training and Development	3
ADM	315	Diversity in the Workplace	3
ADM	361	Negotiation: Theory and Practice	3
PHI	368	Contemporary Problems in Ethics	3
PSY	331	Counseling Techniques for Managers	3
PSY	410	Group Dynamics and Decision Making	3

**Personal Financial Planning Specialization (21 Credits)**

The personal Financial Planning Specialization is designed to provide the courses required for the CFP Certification Examination. Course offerings are intended to provide students with a foundation in the theory and practice relevant to personal financial planning and the knowledge and skills associated with success in the CFP profession. Successful completion of all seven courses, experience in the financial planning field, and a bachelor degree are requirements to sit for the Certified Financial Planning Board of Standard's certification exam. For additional information on the CFP, visit [www.cfp.net](http://www.cfp.net).

PFP	348	Fundamentals of Personal Financial Planning	3
PFP	350	Income Tax Planning	3
PFP	410	Insurance Planning	3
PFP	412	Investment Planning	3
PFP	414	Retirement Planning and Employee Benefits	3
PFP	416	Estate Planning	3
PFP	499	Financial Plan Development Capstone	3

**Legal Studies Specialization and Post Baccalaureate Certificate (24 Credits)**

The Legal Studies specialization 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. The legal studies specialization consists of 24 credits of legal studies ("PLA" prefix) courses.

The objectives of the specialization in legal studies are:

- to provide students with a comprehensive knowledge of legal systems in state and federal environments,
- to meet the needs of students by developing the legal research and writing skills that are essential to success in a legal environment,
- to provide students with the critical thinking and communication skills necessary to comprehend and function as a legal assistant within the civil and criminal practice areas of a modern law firm,
- to encourage students to comprehend and fully utilize the connections between theory and practice,



- to provide fundamental education that students will be able to utilize in the legal community as legal assistants/paralegals, and
- to deliver the program in a format that allows for flexibility in program planning and scheduling.

Students with no experience in the legal community should begin study with PLA 301 Law and the Legal System.

### **Certified Legal Assistant Examination (C.L.A./C.P.)**

Students who are seeking a Bachelor of Science degree with a Legal Studies specialization should take the Certified Legal Assistant/Certified Paralegal (C.L.A./C.P.) examination, administered by the National Association of Legal Assistants, Inc., (NALA). Although the examination is not required for graduation, it is recommended that students take the exam to attain the professional designation of Certified Paralegal (C.P.) formerly known as the Certified Legal Assistant (C.L.A.).

<b>Certified Legal Assistant/Certified Paralegal (C.L.A./C.P.) Examination Information</b>			
<b>Testing Window</b>	<b>Application Deadline</b>	<b>Late Filing Deadline (\$25 Fee)</b>	<b>Graduation Date— No Later Than</b>
Jan 1-31	Dec 1	Dec 10	March 15
May 1-31	April 1	April 10	July 15
Sept 1-30	August 1	August 10	November 15
The Certified Paralegal Exam is a computer based test. Examinees must schedule a testing time through the ACT Testing Center Network approved testing center to take the exam during the time the testing window is open.			
For more information about the exam and eligibility requirements visit the NALA website at <a href="http://www.nala.org">www.nala.org</a> .			

### **Legal Studies Specialization (24 Credits)**

Students should plan their programs with advisor assistance so that courses can be completed in the sequence which follows:

<b>Legal Studies Core</b>			<b>15 credits</b>
PLA	301	Law and the Legal System	3
PLA	310	Legal Research	3
PLA	315	Legal Writing	3
PLA	320	Civil Litigation	3
PLA	430	Criminal Law Practice	3

<b>Legal Studies Electives</b>			<b>9 credits</b>
<b>Choose 9 credits from:</b>			
PLA	300	Special Topics	3
PLA	330	Alternative Dispute Resolution	3
PLA	335	Employment Law	3
PLA	339	Health Law	3
PLA	343	Business Organizations	3
PLA	350	Real Estate Law	3

PLA	405	Administrative law and Process	3
PLA	440	Contracts	3
PLA	452	Environmental law	3
PLA	460	Probate Proceedings	3
PLA	470	Immigration Law	3
PLA	480	Bankruptcy	3
PLA	483	Family Law	3

### Post Baccalaureate Certificate in Legal Studies (24 Credits)

The University also offers a Post-Baccalaureate Certificate program with admission limited to those students who possess an earned bachelor's degree (or higher) in any field prior to commencing Legal Studies at the University. The Post Baccalaureate Certificate Program is a credit program that can generally be completed in one year (or less) and consists of eight substantive legal courses totaling twenty-four credit hours (five Core Courses and three elective P.L.A. courses). A grade of C or higher in each course is required to receive a Post-Baccalaureate Certificate of Completion.

### Legal Studies Undergraduate Certificate (60 Credits)

The Legal Studies Undergraduate Certificate is no longer available. Students returning to Barry University to complete a Bachelor's degree who received the Certificate of Completion may not pursue a Legal Studies Specialization under the Bachelor of Science in Administration program. Additionally, students holding the Certificate of Completion may not pursue the Post Baccalaureate Certificate in Legal Studies.

### Minor in Legal Studies (21 Credits)

Students pursuing the Bachelor of Science in Administration are not allowed to complete the Legal Studies minor, if specializing in Legal Studies. Students may select any of the following minors: Information Technology (IT), Network and Systems Engineering (NSE), Software Engineering, and Public Administration.

The Legal Studies Minor is designed to provide a broad background in fundamental legal studies related to work in law firms, financial institutions, insurance companies, governmental agencies or related entities.

Students who success fully complete this minor will:

- possess a foundation in the theory and practice relevant to Legal Studies; and
- possess related knowledge, skill, and abilities that are associated with success in the profession.

Students should seek approved substitution of minor courses that are counted towards the program core and/or specialization courses. In other words, students must complete 21 credit hours of approved coursework beyond the core or specialization requirements. The minor consists of the following seven courses and has a three-credit computer literacy prerequisite, CAT 102. A grade of C or higher is required in all minor coursework.

Minor in Legal Studies			21 credits
IT	200	Foundations of Information Technology	3
PLA	301	Law and the Legal System	3
PLA	310	Legal Research	3
PLA	315	Legal Writing	3
PLA	320	Civil Litigation	3
PLA	343	Business Organizations	3
3-credit, upper-level PLA course			3

<b>Approved PLA Electives</b>			
PLA	330	Alternative Dispute Resolution	3
PLA	335	Employment Law	3
PLA	405	Administrative Law and Process	3
PLA	440	Contracts	3
PLA	480	Bankruptcy	3

### **Minor in Administration (21 Credits)**

Students pursuing the Bachelor of Science in Administration are not allowed to complete the Administration Minor. Students may select any of the following minors: Information Technology (IT), Network and Systems Engineering (NSE), Software Engineering, Legal Studies, and Public Administration.

The Administration Minor is designed for students choosing to focus on both administration and leadership competencies needed by all organizations, whether private, public, or non-profit, in order to achieve their missions and achieve their goals. Grades of C or higher must be earned in all course work in the area of specialization. Students who successfully complete this minor will:

- Understand and apply the contemporary administrative theories and practices as they relate to public, non-profit, and private organizations;
- Effectively employ critical thinking methodology for analyzing and resolving organizational issues;
- Demonstrate the communication skills required in today's diverse, team-oriented workplaces;
- Integrate the leadership and interpersonal competencies that are essential for effective administration; and
- Synthesize the knowledge, skills, and abilities that are associated with workplace success and to meet the organizational challenges of modern organization

Students should seek approved substitution of minor courses that are counted towards the program core and/or specialization courses. In other words, students must complete 21 credit hours of approved coursework beyond the core or specialization requirements. The minor consists of the following seven courses and has a three-credit computer literacy prerequisite, CAT 102. A grade of C or higher is required in all minor coursework.

<b>Minor in Administration</b>			<b>21 credits</b>
ADM	303	Administrative Theory & Practice	3
ADM	306	Services Marketing	3
ADM	315	Diversity in the Workplace	3
ADM	353	Leadership Development	3
ADM	412	Quality and Productivity	3
ADM	464	Strategic Human Resource Administration	3
3 credit upper-level ADM course			3

Approved minors for students pursuing the Bachelor of Science in Administration

<b>Information Technology</b>		<b>21 credits</b>
Network and Systems Engineering		21 credits
Software Engineering		21 credits
These minors are listed under the Bachelor of Science in Information Technology program.		

<b>Public Administration</b>	<b>21 credits</b>
This minor is listed under the Bachelor of Public Administration.	

**Note:**

1. *Some minors may not be offered at all School of Professional And Career Education delivery sites.*
2. *Minor courses may not be used to satisfy the major core or distribution requirements.*

## Bachelor of Science in Emergency Management (B.S.)

The Bachelor of Science in Emergency Management (B.S.E.M.) is designed to prepare the student for a career, in the field, of emergency management. The degree equips students with the knowledge, skills, and abilities necessary for leadership roles within the public, private, and voluntary sectors. In its focus on disaster prevention, planning, preparedness, response, mitigation and recovery, issues which particularly affect under-served populations in the United States and abroad, the B.S.E.M. fulfills the Barry University Mission in its commitment to knowledge and truth, inclusive community, and social justice.

The purpose of the B.S. in Emergency Management is to prepare graduates who will integrate knowledge and applied skills in the areas of disaster mitigation, preparation, response, and recovery, and who will adapt this knowledge to a series of applications including homeland security, business continuity, hazard mitigation, and international disaster management. This integrative approach draws from the disciplines of Public Administration, Management, Health Sciences, Psychology, Sociology, Criminal Justice, and Environmental Sciences.

**Program Outcomes**

Upon completion of the program, students will be able to:

- demonstrate a comprehensive foundation in emergency management and utilize administrative and leadership skills;
- evaluate different policy options facing decision makers, and think critically about future approaches to emergency management;
- analyze the causes and effects of disasters, and demonstrate the necessary skills and abilities to enter and contribute to the growing emergency management profession;
- develop knowledge and skills applicable to emergency management, critical infrastructure, and NGO worksites; and
- acquire a foundation for advanced training and studies beyond the undergraduate level.

**Note:**

Portfolio is optional. Portfolio credits can be used for general electives only in this degree program.

**Degree Requirements**

Distribution Requirements	45 credits
Emergency Management	45 credits
Minor (Option)	21 credits
Portfolio (Option)	Up to 30 credits
Electives	Variable
<b>Minimum Total Degree Requirements</b>	<b>120 credits</b>

**Learning Options**

The Bachelors of Science in Emergency Management program is offered online. Some of the non EMA prefix courses are also offered in the classroom at several of PACE locations throughout Florida. Students may also choose to combine both options for a flexible and convenient schedule.

<b>Emergency Management Core</b>			<b>33 credits</b>
EMA	205	Overview of Disasters and Complex Emergencies	3
EMA	305	Principles of Emergency Management	3
EMA	307	Business Continuity Crisis Management	3
PSY	311	Psychosocial Issues of Disaster Preparedness and Recovery	3
PHI	352	Ethical Issues in Biomedical Science	3
ADM	353	Leadership Development	3
EMA	315	International Disaster Management	3
EMA	405	Disaster Response Operations and Management I: Mitigation and Preparedness	3
EMA	409	Hazard Mitigation and Management	3
EMA	311	Emergency Management of Homeland Security	3
EMA	499	Capstone in Emergency Management	3

**Note:**

*Substitutions may be approved by the Academic Coordinator.*

<b>Emergency Management Electives</b>	<b>12 credits</b>
Choose from Elective Courses, Portfolio Credits, and/or Transfer Credits	

**Elective Courses:** Up to 12 credits (lower level and/or upper level) in ADM, EMA, or PUB prefix courses taken at PACE not used to satisfy the above Core courses.

**Portfolio Credits:** Up to 12 portfolio discipline-specific credits (lower level and/or upper level) in ADM, Special Topics: PUB, and/or Special Topics: EMA.

**Transfer Credits:** Up to 6 transfer credits (lower level and/or upper level) from regionally-accredited college or university in ADM, PUB, or EMA not used to satisfy above Core Courses.

Students may use a combination of all three (Electives, Portfolio, and Transfer credits) to satisfy the requirements for the Emergency Management Electives.

**Minor Option (21 Credits)**

There is no minor in Emergency Management. Students pursuing the Bachelor of Science in Emergency Management may select any of the following minors: Administration, Information Technology (IT), Network and Systems Engineering (NSE), Software Engineering, Public Administration, and Legal Studies. Grades of C or higher must be earned in all course work in the minor.

Approved minors for students pursuing the Bachelor of Science in Emergency Management

<b>Administration</b>	<b>21 credits</b>
Legal Studies	21 credits
These minors are listed under the Bachelor of Science in Administration program.	

<b>Information Technology</b>	<b>21 credits</b>
Network and Systems Engineering	21 credits
Software Engineering	21 credits
These minors are listed under the Bachelor of Science in Information Technology program.	

<b>Public Administration</b>	<b>21 credits</b>
This minor is listed under the Bachelor of Public Administration.	

**Note:**

1. *Some minors may not be offered at all School of Professional And Career Education delivery sites.*
2. *Minor courses may not be used to satisfy the major core or distribution requirements.*

## Bachelor of Science in Health Services Administration (B.S.)

The Bachelor of Science in Health Services Administration is designed to prepare the student for a career in the health services industry in an administrative capacity. The program of study will give students a broad view of today's health care system and will prepare its graduates for entry and middle management positions in such areas as hospital, medical or dental clinics, group medical practices, managed care organizations, long-term care facilities, insurance companies, home health agencies, and governmental health agencies. Management skills and business practices used in today's complex health care systems are emphasized.

**Program Outcomes**

Students who successfully complete the degree program will be able to:

1. examine the current health care system in the United States surveying the economics, social, and political aspects which make up the system;
2. evaluate health care leadership and management theories, and the organizational components involved in managing healthcare facilities;
3. analyze and evaluate conceptual operations frameworks for various types of health care facilities and identify the roles of the healthcare professionals within these organizations;
4. demonstrate an ability to identify and mitigate hospital risks and liabilities in order to contain costs and increase quality of care and operate within legal boundaries; and
5. evaluate issues in fiscal responsibility and quality patient outcomes in healthcare.

Students having health care experience should begin study with **HSA 319 Health Care Finance**, **HSA 339 Health Law**, or **HSA 410 Management in Health Care**. This experience requirement consists of at least five years of experience, preferably with at least one year in a supervisory or management capacity. Otherwise, students should begin with **HSA 301 The Health Care System**, which is required prior to the six required courses in Health Care Administration. Students who wish to enroll in HSA courses without the experience requirement or the HSA 301 prerequisite may take the 400 level coursework only with permission of the academic coordinator. In addition, **HSA 499 Capstone in Health Service Administration** is designed to be the final course in the Health Service Administration program. Grades of C or higher must be earned in all course work.

**Learning Options**

The Bachelor of Science in Health Services Administration program is offered in the classroom at several of PACE locations throughout Florida and is available fully online. Students may also choose to combine both options for a flexible and convenient schedule.

**Degree Requirements**

<b>Distribution Requirements</b>	<b>45 credits</b>
Health Services Administration	30 credits
Portfolio (Required)	Up to 30 credits
Minor (Option)	21 credits
Electives	Variable
<b>Minimum Total Degree Requirements</b>	<b>120 credits</b>

<b>Other</b>	
Post Baccalaureate In Health Services Administration	21-24 credits
Health Services Administration Certificate	18 credits

### **Health Services Administration (30 Credits)**

<b>Prerequisite Course</b>		<b>3 credits</b>
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.		3

### **Health Services Administration Core (18 Credits)**

Students should plan their programs with advisor assistance so that courses can be completed in the proper sequence.

HSA	319	Health Care Finance	3
HSA	339	Health Law	3
HSA	410	Management in Health Care	3
HSA	425	Public and Community Health	3
HSA	475	Issues in Health Care	3
HSA	499	Capstone in Health Service Administration	3

### **Health Services Administration Electives (12 Credits)**

<b>Choose from:</b>			
HSA	301	The Health Care System	
HSA	441	Health Care for the Elderly	
HSA	459	Independent Study In Health Care	
ADM		Any ADM prefix course	
PSY	304	Essentials of Lifespan Development	
PSY	329	Understanding and Coping with Stress	
PSY	410	Group Dynamics and Decision-Making	
PSY	417	Psychology of Aging	
PUB	404	Concepts and Issues in Public Planning	
PUB	406	Human Resources in the Public Sector	
PUB	409	Contemporary Issues in Public Safety	

**Note:**

Up to six upper level credits of related courses may also be accepted through General Administration, Behavioral Sciences, and Social Sciences through discipline-specific portfolio credits and/or transfer credits to satisfy additional requirements.

### **Health Services Administration Certificate (18 Credits)**

Students who are in other academic programs who wish to obtain a Health Services Administration Certificate must successfully complete a total of 18 credits from the Health Services Administration core requirements. A certificate will be posted on the student's transcripts. Please notify your advisor of your intentions. Any course substitutions to the core

requirements must be approved by the Academic Coordinator. Students pursuing the HSA specialization will have the specialization posted on the transcripts in lieu of a certificate. All coursework must be completed before graduation. Grades of C or higher must be earned in all course work for the certificate.

### **Post-Baccalaureate in Health Services Administration Certificate (21–24 Credits)**

Students who have earned a baccalaureate degree from a regionally accredited school may enroll in the Post-Baccalaureate Certificate Program. The certificate will be awarded upon successful completion of **HSA 301**, the five required courses, and two electives. Any course substitutions to the required courses must be approved by the Academic Coordinator. For practicing professionals, **HSA 301** may be waived with permission of the program director.

### **Minor Option (21 Credits)**

There is no minor in Health Services Administration. Students pursuing the Bachelor of Science in Health Services Administration may select any of the following minors: Administration, Information Technology (IT), Network and Systems Engineering (NSE), Software Engineering, Public Administration, and Legal Studies. Grades of C or higher must be earned in all course work in the minor.

Approved minors for students pursuing the Bachelor of Science in Health Services Administration

<b>Administration</b>	<b>21 credits</b>
Legal Studies	21 credits
These minors are listed under the Bachelor of Science in Administration program.	

<b>Information Technology</b>	<b>21 credits</b>
Network and Systems Engineering	21 credits
Software Engineering	21 credits
These minors are listed under the Bachelor of Science in Information Technology program.	

<b>Public Administration</b>	<b>21 credits</b>
This minor is listed under the Bachelor of Public Administration.	

**Note:**

1. Some minors may not be offered at all School of Professional And Career Education delivery sites.
2. Minor courses may not be used to satisfy the major core or distribution requirements.

## **Bachelor of Science in Information Technology (B.S.)**

The Bachelor of Science in Information Technology (B.S.I.T.) helps students develop computer and leadership skills, as well as analytical reasoning and critical thinking, to ascertain when and how information technology can be used to address problems around them in an ethical and socially responsible manner. The program of study recognizes and integrates knowledge and skills of the adult student into the learning process, and enables the fulfillment of personal academic aspirations that enrich the individual and collectively advance the community culturally and professionally.

The overall goal of the program is to provide a comprehensive foundation of technical knowledge, practical proficiencies, and professional skills that empowers the B.S.I.T. graduate to:

1. evaluate and develop reliable and secure information technology solutions in accordance with computer hardware, software, and communication standards, as defined by leading vendor-neutral associations and market-dominant organizations;



2. excel professionally and academically through life-long learning experiences that support the pursuit of graduate studies, broadly respected industry certifications, and ongoing career advancement; and
3. serve local and global communities through systemic and sustainable technology-based solutions that address the needs of both organizations and individuals, while preserving and promoting social justice and the common good.

### Program Outcomes

Students successfully completing the B.S.I.T. program will be able to:

1. analyze and evaluate the relative merits of information technologies with respect to a variety of criteria (e.g., suitability, efficiency, scalability, security, and sustainability);
2. prescribe and implement technical solutions that effectively address data collection, storage, and retrieval requirements through strategic use of hardware, software, and communications systems;
3. develop systems and manage information in an ethical and socially responsible manner sensitive to social justice and common good; and
4. demonstrate the technical and research skills needed to advance a career in the field of information technology or pursue graduate studies in a related field, if so desired.

In addition to 30 credits of required major coursework, B.S.I.T. students must select one or a combination of the following: an area of specialization, a minor, and/or Experiential Learning Portfolio option.

### Degree Requirements

Distribution Requirements	45 credits
Information Technology	30 credits
Specialization (Option)	15 credits
Minor (Option)	21 credits
Portfolio (Option)	Up to 30 credits
Electives	Variable
<b>Minimum Total Degree Requirements</b>	<b>120 credits</b>

<b>Other</b>	
Post Baccalaureate in Information Technology	18 credits
Post Baccalaureate in Network & Systems Engineering	18 credits
Post Baccalaureate in Software Engineering	18 credits
Minor in Information Technology	21 credits
Minor in Network & Systems Engineering	21 credits
Minor in Software Engineering	21 credits

### Recommended Distribution Course

Students considering graduate studies in IT are recommended to take MAT 154 Introduction to Statistics.

<b>Prerequisite Course</b>			<b>3 credits</b>
CAT	102	Basic Computer Applications*	3

<b>Information Technology Core</b>			<b>30 credits</b>
IT	190	Microcomputer Systems*	3
IT	200	Foundations of Information Technology*	3
IT	310	Telecommunication and Computer Networks	3
IT	320	Computer Security	3
IT	338	Web Design, Authoring and Publishing	3
IT	372	Software Engineering	3
IT	426	Databases	3
IT	499	Integrated Capstone Project	3
6 credits in upper level IT, or NSE courses			6
*Advanced students may earn credits for the CAT 102, IT 190, or IT 200 courses by test-out examination. Please reference the Credit by Examination Policy.			

### **IT/NSE Electives**

Students may fulfill the major core elective requirement by taking or transferring any courses with upper-level computer prefix (CAT, CS, IT, NSE) approved by the Academic Coordinator, or through upper-level credits in a computing area earned through the Portfolio option.

### **Credit By Examination**

Advanced students may earn credits for the CAT 102, IT 190, or IT 200 courses by test-out examination. Students should review transfer credits with their advisor prior to registering for the above mentioned exam(s) to ensure they are not duplicating transfer credits. Credit by examination may only be attempted once. If a student fails a credit by exam, s/he must register for and complete the respective course. To maintain the integrity of the testing process, students may neither review nor contest their examination results. A passing score for credit by examination is 70 percent or higher. **Credits earned from "Credit by Examination" do not count toward either the 30 credit residency or the majority of a student's major coursework.** These credits are counted as part of the allowable transfer credits in the student's major coursework.

The majority of a student's major coursework must be taken at Barry University. Therefore, a maximum of four equivalent courses (12 credits) will be accepted into the Major Core and a maximum of two equivalent courses (6 credits) will be accepted into the Specialization area, including credits earned from test-out challenge examination and Portfolio (Ref. Credit By Examination & Portfolio Option).

### **Portfolio Option**

In lieu of, or in addition to, a specialization or minor, students may choose to complete an "Experiential Learning Portfolio," along with the Major Core courses, to satisfy degree requirements. Portfolio credits may be used to satisfy general elective requirements and/or discipline-specific electives (CS/IT/NSE). Portfolio discipline-specific credits are counted as transfer credits and are limited to a maximum of six upper-level credits. These discipline-specific credits may be distributed to the 3-credit electives in each of the Major Core and Specialization areas, subject to the approval of the Academic Coordinator.

### **Specializations (15 Credits)**

Students pursuing the B.S.I.T. degree may select from any of the following specializations: Information Systems Administration, Network and Systems Engineering, and Software Engineering.

#### **Information Systems Administration Specialization (15 Credits)**

This specialization is for students wishing to focus on business administration coupled with the technical skills needed to develop highly skilled IT decision makers. In addition, students will be able to understand and apply the theories and strategies related to the areas of planning, organizing, managing, and validating information systems.

Students who successfully complete the ISA specialization will:

- understand and apply the contemporary administrative theories and practices as they related to different organization types,
- effectively employ critical thinking methodology for analyzing and resolving organizational issues,
- integrate the leadership and interpersonal competencies that are essential for effective management and administration, and
- manage people and enterprise technologies and address various facets of the professional and ethical uses of information systems.

ADM	303	Administrative Theory and Practice	3
ADM	464	Strategic Human Resource Administration	3
IT	400	IT Project Management	3
IT	450	Administrative Information Systems	3
Approved 3 credit upper level IT, NSE, ADM elective			3

### Network and Systems Engineering Specialization (15 Credits)

This specialization is for students to focus on how to effectively plan, implement, administer, and support various size networks in the enterprise. This specialization provides the groundwork for professionals to pursue highly recognized industry certification. Depending upon which elective(s) a student selects, opportunities exist to receive the necessary foundation to further prepare for certification programs such as CompTIA A+, CompTIA Network+, Microsoft MCP/MCSA/MCTS/MCITP, Cisco CCNA, and CompTIA Linux+.

Students who successfully complete the NSE specialization will:

- know the principal features of Windows and the basics of enterprise networking;
- be able to install, configure, deploy, and manage Windows operating systems and services;
- understand the logical and physical components of Active Directory Services;
- have the skills to plan and implement an Active Directory structure and policies that address the needs of an organization;
- be able to configure network services such as DHCP, DNS, VPN, IPSec, IIS, and Routing;
- be able to manage the operation of network clients and servers from a central location;
- be able to select and implement network infrastructure topologies and technologies for optimal Internet/intranet connectivity; and
- be able to identify and resolve network problems by using troubleshooting tools and utilities.

NSE	210	Network Administration	3
NSE	320	Server Operating System	3
NSE	405	Managing a Microsoft Network	3
6 credits upper level NSE electives			6

### Current list of NSE electives

NSE	300	Special Topics	3
NSE	305	Advanced PC Hardware and Networking	3
NSE	310	Client Operating System	3
NSE	330	Working with Cisco LAN Hardware	3

*Continued*

<b>Current list of NSE electives—Continued</b>			
NSE	415	Linux Operating System	3
NSE	425	Advanced Directory Services	3
NSE	445	Advanced Network Services	3

### **Software Engineering Specialization (S.E.) (15 Credits)**

This specialization is for students choosing to focus on web programming skills and software development. Students will be able to evaluate business systems and processes and recommend software solutions, which meet organizational needs and goals; and develop the skills and knowledge required of an analyst-programmer for the research and development of web and computer-based applications.

Students who successfully complete the Software Engineering specialization will:

- Identify and develop a variety of software based on specific user needs, propose solutions, and apply troubleshooting strategies to deal with various workplace technical problems;
- Use programming skills effectively to create products or systems and evaluate the impact of information technology in the workplace;
- Possess a foundation of the underlying structures of web information systems and the characteristics of client/server processes; and
- Employ innovative techniques to implement information visualization, and the ability to enter, query, and retrieve data and information via Web.

IT	301	Introduction to Programming	3
IT	407	Database Programming and Administration	3
IT	438	Web Programming and Administration	3
IT	340	Java Programming for the Web	3
3 credit upper level IT or NSE elective			3

### **Post Baccalaureate Certificates (18 Credits)**

#### **Post-Baccalaureate Certificate in Information Technology (18 Credits)**

The post-certificate in Information Technology is designed to provide students with the basic theoretical knowledge and technical skills required by today's information technology professionals.

<b>Students must satisfy appropriate prerequisites.</b>			
IT	190	Microcomputer Systems*	3
IT	200	Foundations of Information Technology*	3
IT	310	Telecommunications and Computer Networks	3
IT	338	Web Design, Authoring and Publishing	3
IT	426	Databases	3
Approved 3 credit upper level CS/IT elective			3
*Advanced students may earn credits for the CAT102, IT190, or IT200 courses by test-out examination. Please reference the Credit by Examination policy.			

**Post-Baccalaureate Certificate in Network and Systems Engineering (18 Credits)**

<b>Students must satisfy appropriate prerequisites.</b>			
IT	310	Telecommunications and Computer Networks	3
NSE	210	Network Administration	3
NSE	320	Server Operating System	3
NSE	405	Managing a Microsoft Network	3
6-credits in upper level NSE electives			6
*Advanced students may earn credits for the CAT102, IT190, or IT200 courses by test-out examination. Please reference the Credit by Examination policy.			

**Post-Baccalaureate Certificate in Software Engineering (S.E.) (18 Credits)**

<b>Students must satisfy appropriate prerequisites.</b>			
IT	301	Introduction to Programming	3
IT	338	Web Design, authoring and Publishing	3
IT	372	Software Engineering	3
IT	407	Database Programming and Administration	3
IT	426	Databases	3
Approved 3 credit upper level SE elective			3

<b>Current List of Approved S.E. electives</b>			
IT	340	Java Programming for the Web	
IT	438	Web Programming and Administration	
*Advanced students may earn credits for the CAT102, IT190, or IT200 courses by test-out examination. Please reference the Credit by Examination policy.			

**Minor (21 Credits)**

Students may select from any of the following minors: Information Technology (IT), Network and Systems Engineering (NSE), Software Engineering, Administration, Public Administration, and Legal Studies.

**Minor in Information Technology (21 Credits)**

This minor is designed to provide students with the basic theoretical knowledge and technical skills required by today's information technology professionals.

Students who successfully complete this minor will:

- demonstrate technical and administrative skills needed to begin a career in the area of information technology;
- provide solutions for organizations with respect to hardware, software, communication, planning, design, implementation, and support of various technologies;
- employ research and critical thinking for analyzing and solving organizational challenges;
- explain and apply various components of the information technology, including hardware, software, communication, planning, design, implementation, and support; and
- propose solutions and apply troubleshooting strategies to deal with various technical problems.

Students pursuing the bachelor degree in Information Technology program are not allowed to complete this minor. Also, students should seek approved substitution of minor courses that are also counted towards the program core and/or spe-

cialization courses. In other words, students must complete 21 credit hours of approved coursework beyond the core or specialization requirements.

IT	190	Microcomputer Systems	3
IT	200	Foundations of Information Technology	3
IT	310	Telecommunication and Computer Networks	3
IT	320	Computer Security	3
IT	338	Web Design, Authoring and Publishing	3
IT	426	Databases	3
3 credit upper level IT or NSE elective			3

### Minor in Network and Systems Engineering (21 Credits)

This minor is for students to focus on how to effectively plan, implement, administer, and support various size networks in the enterprise. This minor provides the groundwork for professionals to pursue highly recognized industry certification. Depending upon which elective(s) a student selects, opportunities exist to receive the necessary foundation to further prepare for certification programs such as CompTIA A+, CompTIA Network+, Microsoft MCP/MCSA/MCTS/MCITP, Cisco CCNA, and CompTIA Linux+.

Students who successfully complete this minor will:

- know the principal features of Windows and the basics of enterprise networking;
- be able to install, configure, deploy, and manage Windows operating systems and services;
- understand the logical and physical components of Active Directory Services;
- have the skills to plan and implement an Active Directory structure and policies that address the needs of an organization;
- be able to configure network services such as DHCP, DNS, VPN, IPSec, IIS, and Routing;
- be able to manage the operation of network clients and servers from a central location;
- be able to select and implement network infrastructure topologies and technologies for optimal Internet/intranet connectivity; and
- be able to identify and resolve network problems by using troubleshooting tools and utilities.

Students pursuing the bachelor degree in Information Technology program with a specialization in Network and Systems Engineering (NSE) are not allowed to complete this minor. Also, students should seek approved substitution of minor courses that are also counted towards the program core and/or specialization courses. In other words, students must complete 21 credit hours of approved coursework beyond the core or specialization requirements.

IT	190	Microcomputer Systems	3
IT	310	Telecommunication and Computer Networks	3
NSE	210	Network Administration	3
NSE	320	Server Operating System	3
NSE	405	Managing a Microsoft Network	3
6 credits upper level NSE electives			6

### Minor in Software Engineering (SE) (21 Credits)

The minor in Software Engineering is for students choosing to focus on web programming skills and software development. Students will be able to evaluate business systems and processes and recommend software solutions, which meet organizational needs and goals; and develop the skills and knowledge required of an analyst-programmer for the research and development of web and computer-based applications.

Students who successfully complete the Software Engineering minor will:

- Develop the skills and knowledge necessary for the research and development of information systems,
- Evaluate business strategies and operations and recommend software solutions that best suit the organizational needs,
- Use programming skills to create web-based software applications, and
- Propose software solutions and apply effective strategies to deal with various technical problems.

Students pursuing the bachelor degree in Information Technology program with a specialization in Software Engineering are not allowed to complete this minor. Also, students should seek approved substitution of minor courses that are also counted towards the program major core and/or specialization courses.

IT	200	Foundations of Information Technology	3
IT	301	Introduction to Programming	3
IT	338	Web Design, Authoring and Publishing	3
IT	372	Software Engineering	3
IT	407	Database Programming and Administration	3
IT	426	Databases	3
Approved 3 credit upper level IT or NSE course			3

#### **Current List of Approved SE Course electives**

IT	340	Java Programming for the Web	3
IT	438	Web Programming and Administration	3

Approved minors for students pursuing the Bachelor of Science in Information Technology:

<b>Administration</b>	<b>21 credits</b>
Legal Studies	21 credits
These minors are listed under the Bachelor of Science in Administration program.	

<b>Public Administration</b>	<b>21 credits</b>
This minor is listed under the Bachelor of Public Administration.	

#### **Note:**

1. Some minors may not be offered at all School of Professional And Career Education delivery sites.
2. Minor courses may not be used to satisfy the major core or distribution requirements.

\*The minors have a three-credit computer literary prerequisite, CAT 102.

\*Advanced students may earn credits for the CAT 102, IT 190, or IT 200 courses by test-out examination. Please reference the Credit by Examination policy.

#### **Professional Certifications for Selected IT & NSE Courses**

Professional IT certifications aim to validate computer skills and knowledge, and therefore can increase a person's marketability in the workplace. As summarized below, selected IT and NSE courses incorporate content specific to industry leading certifications in order to help prepare students for the required exams. Students are encouraged, but not required, to take the associated exam upon completion of each course. These exams are administered only through independent testing centers.

**Required of All B.S.I.T. Students**

Course	Barry Course Title	Professional Certification
IT 190	Microcomputer Systems	CompTIA A+
IT 310	Telecom and Computer Networks	CompTIA Network+
IT 320	Computer Security	CompTIA Security+

**Required Courses for Students Specializing or Minor in NSE:  
(OR as possible electives for students majoring or minoring in IT)**

Course	Barry Course Title	Professional Certification
NSE 210	Network Administration	Installing and Configuring Windows Server 2012 (70-410)
NSE 320	Server Operating System	Administering Windows Server 2012 (70-411)
NSE 405	Managing a Microsoft Network	Configuring Advanced Window Server 2012 Services (70-412)
*MCSA: Windows Server 2012 Certification awarded upon passing all three exams listed above.		

**Electives for All Students Specializing or Minor in NSE,  
and Students Majoring or Minor in IT.**

Course	Barry Course Title	Professional Certification
NSE 310	Client Operating System	Windows 7, Configuring (MCTS)
NSE 330	Working with Cisco LAN Hardware	Cisco Certified Network Associate (CCNA)
NSE 415	Linux Operating System	CompTIA Linux+

- **IT Degree—Students can start with certification classes first as long as they are approved.**
- **Non-Degree seeking students—Can attend Barry just for certification classes.**

**Authorized Academic Testing Center (AATC)**

Barry University is a Virtual University Enterprises (VUE) testing center. VUE is the electronic testing division of NCS Pearson, servicing the Information Technology industry and the Professional Certification and Licensure markets. PACE currently has one testing center located in Brevard County at our Melbourne location. To register for a certification exam call [\(321\) 409-5553](tel:3214095553)

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**Off Main Campus Locations**


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In addition to classes on Barry University's main campus in Miami Shores, the School of Professional And Career 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/PACE/locations>.



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### **Servicemember's Opportunity College (SOC)**

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The Barry University School of Professional And Career 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 ensure 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 service-member'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, and
- Educational services for veterans.

# PACE Institute for Training and Professional Development

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## Programs (Non-Credit)

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In addition to undergraduate and graduate degree programs, PACE 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.

The PACE Institute for Training and Professional Development also offers customized in-house training and consultation for business and nonprofit organizations throughout the state. Please consult the Barry Website for more information at <https://www.barry.edu/pace/continuing-education/>.

Whether one's interest is 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, PACE has programs that will be responsive. The training and professional development 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.

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## Policies

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1. All PACE Institute students are expected to have adequate English language proficiency unless otherwise indicated on the course description or class schedule.
2. Certificates of Completion are issued to students who have satisfactorily completed a course or program of study. Students are expected to attend all class sessions.
3. Students are expected to follow University rules and regulations.
4. Registration constitutes a financial agreement between you and Barry University. Students assume responsibility for all costs incurred as a result of enrollment at the University.
5. **Student Financial Responsibility:** Registration constitutes a financial agreement between you and Barry University. Tuition, fees, and other charges you may incur, including but not limited to housing, meal plans and bookstore charges ("Charges"), may be added to your student account. Charges shall be the responsibility of the student and shall be paid within the course or program in which the Charges were incurred. Students assume responsibility for all costs incurred as a result of enrollment at Barry University. It is the student's responsibility to be aware of their account balance and financial information, and maintain current valid postal address information at all times to ensure receipt of all University correspondence in a timely manner. Barry University recognizes the Barry e-mail system as the primary electronic communication between the student and the University. Students are expected to check their Barry e-mail on a frequent and consistent basis in order to stay current with University-related communications. You agree to reimburse to the University the fees of any collection agency, which may be based on a percentage at a minimum of 33.3% of the debt, and all costs and expenses, including reasonable attorneys' fees that the university may incur in such collection efforts. The University reserves the right to cancel registration of any student if a balance due from a previous term remains unpaid at the start of a subsequent term.

**Conditions for Non-Reversible Fee:** A non-reversible \$250.00 fee may be charged to your student account if a balance remains after the last payment due date of the class. Each student must be aware of all payment due dates for each term they are registered.

**Course Drop or Withdrawal:** Withdrawal from a course, with refund of tuition, is permitted up to seven (7) days prior to the course start date. Refunds may not be processed until a written request is received. After that date, there is no refund of tuition, and the full tuition is the financial responsibility of the student. If we are asked to bill a company and the registrant does not attend, the company will be billed unless the registration is cancelled in advance. Barry University reserves the right to cancel any class because of insufficient registration. PACE students should refer to the Student Bulletin, Financial Information, available at [www.barry.edu/PACE](http://www.barry.edu/PACE).

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## Program Descriptions

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### Health and Human Services

**CMC—Case Management Certificate:** A course to 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. This course is 30 contact or clock hours. Classes are offered at Miami Shores, Pembroke Pines, and Kendall campuses.

**CEHRS—Certified Electronic Health Records Technician:** The CEHRS program is a 10 week, 60 hour classroom based program that is specifically designed to prepare students for the National Healthcareer Association's CEHRS certification exam, which will be administered in class on the last day of the program. An Electronic Health Record Specialist (CEHRS) will assist healthcare facilities and various agencies in the proper handling of electronic patient data, including document management, privacy and security, electronic procedures and compliancy. The program will discuss the rapidly changing technology in today's health care industry and will introduce students to the basic concepts and functions associated with the keeping of Electronic Health Records. The program will explore the technological requirements for maintaining Electronic Health Record systems and related options. This program will prepare students to assist healthcare, facilities and Federal Government agencies in the, proper handling of electronic patient data, including document management, privacy and, security, electronic procedures and compliancy. This course is 30 or clock or contact hours. Classes are offered at Miami Shores, Pembroke Pines, and Kendall campuses.

**CMAA—Certified Medical Administrative Assistant:** The Certified Medical Administrative Assistant (CMAA) program is a 5 week, 30 contact or clock hour classroom based program that is specifically designed to prepare students for the National Healthcareer Association's CMAA certification exam, which will be administered in class on the last day of the program. Students will be prepared for positions such as: medical administrative assistant, medical office assistant, medical records assistant and medical secretary. Benefits to obtaining a Medical Administrative Assistant Certification may include more job opportunities, increased pay scale, and increased professionalism and expertise. The CMAA program provides the student with entry level knowledge ranging from standard office skills and office procedures, to developing a knowledge base in medical terminology, record keeping systems, transcription and patient file maintenance, with a focus on the non-clinical aspects of the medical office environment. Classes are offered at Miami Shores, Pembroke Pines, and Kendall campuses.

**CPT—Certified Pharmacy Technician Exam Preparation:** 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 **National Healthcareer Association (NHA)**. This is a comprehensive workshop that includes medical terminology specific to pharmacy, prescription interpretation, and basic calculations, HIPAA and legal issues, dosage forms, and more. This is a 10 week program, 6 contact or clock hours per week for a total of 60 contact or clock hours. Classes are offered at Miami Shores, Pembroke Pines, Kendall, and Orlando campuses.

**CBCS—Certified Billing and Coding Specialist:** This course will prepare students to take the certification examination sponsored by the **NHA**. This program 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. This is a 10 week program, 6 contact or clock hours per week for a total of 60 contact or clock hours. Classes are offered at the Miami Shores, Pembroke Pines, Kendall, and Orlando campuses.

### Business and Professional Development

**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 contact or clock hours of instruction each. The Compensation Management Specialist (CMS) preparation courses can also be obtained and classes are offered on demand. Classes are offered at the Miami Shores campus.

**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 administered by the CFP® Board. The program covers 89 financial planning topics incorporated into seven courses: CCP 178 estate planning; CCP 173 fundamentals of financial planning; CCP 176 income tax planning; CCP 174 insurance planning; CCP 175 investment planning; CCP 177 retirement planning and employee benefits; and CCP 179 Capstone: Financial Plan Development Course. . Each course is 38 contact or clock hours, except for the Capstone which is 45 contact or clock hours. The total program is 273 contact or clock hours. Classes are offered at the Miami Shores campus.

**SHRM®-CP SHRM®-SCP Certification Preparation:** These courses are designed as an overview of key areas in HR management, and will provide you with a solid foundation for managing the HR challenges faced in today's demanding work environment. It supplies a current reference to 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 certification exams. This program is 30 contact or clock hours. Classes are offered at Miami Shores, Pembroke Pines, and Kendall campuses.

### **Online—Business and Leadership Training**

**Barry University is pleased to partner with MindEdge to offer the following interactive, self-paced, on-line continuing education courses. As you register for these on-line continuing education courses, you will be re-directed to MindEdge. We hope you enjoy these quality on-line courses on current topics.**

**Agile Certified Practitioner (PMI-ACP®) Exam Prep:** This course is designed to prepare learners for the Project Management Institute's Agile Certified Practitioner (PMI-ACP®) exam by exploring the methodologies, practices, tools, and techniques that Agilists need to master to become proficient practitioners. Students in this course will increase their knowledge of Agile concepts with interactive exercises, vocabulary games, flashcards, and video segments from experienced Agile practitioners. Each student's understanding of key Agile concepts and principles will be tested in several comprehensive module quizzes, as well as in two 120-question practice exams designed to mirror the PMI® certification exam process. This course is 21 hours.

**Certificate in Business Communications:** Communicating clearly and concisely in written and oral formats is critical to your professional success. From clarifying and structuring your ideas to designing the PowerPoint slides that will best complement them, the techniques, interactive exercises, and checklists in this suite will help you create presentations and workplace documents that inform and persuade. This certificate offers instruction on crafting many of the most common business communication formats: memos, reports, brochures, proposals, presentations, catalogs, and websites. Topics include formal and informal outlining techniques, using email appropriately in an organizational setting, and revising for wordiness, unnecessary phrases, redundancy, and jargon. This course is 25 hours.

**Certificate in Innovation and Critical Thinking:** Organizations need employees who can channel their creativity and innovation toward organizational challenges and goals. This suite of courses will first help you become re-acquainted with your own stores of creativity and innovation. Next, you are given a set of tools that allow you to leverage your creativity to identify and solve organizational problems. One activity asks you how you might look at a problem from a different angle to produce a more creative result; others walk you through the process of using analogies or replacement techniques to invent creative solutions to problems. This course is 25 hours.

**Certificate in Entrepreneurship:** This online certificate program introduces key issues in entrepreneurship for those looking to start a business on their own. What does it take to build and grow a business from scratch? What personal characteristics are shared by successful entrepreneurs? What types of resources are available to budding entrepreneurs, and where can you find them? Learners who complete this program will have the answers to those questions and others that are essential to the success of their businesses. This course is 20 hours.

**Certificate in Finance Essentials:** This online certificate program introduces non-financial managers to the essentials of finance. The course will help you become conversant in critical financial terminology, and you'll learn how to calculate key financial management indicators. You will learn how to assess your organization's financial health by reviewing balance sheets, income statements, and statements of cash flow, and you will discover how finance and accounting tools can be used to support informed decision making within organizations. This course is 35 hours.

**Certificate in Human Resource Management** An effective human resource management strategy is a valuable asset to any company, but those running small businesses often cannot justify designating a full-time HR professional to manage employee relations, compensation, policy-making, performance management, and employee appraisals. This suite of courses will teach you the basics of managing the benefits and policies that support an effective staff. What does an employer need to know about anti-discrimination regulations? What are the key aspects of pay policies? How can employers avoid the traps of the employee selection process? In this suite of courses, you will discover the answers to these and other important questions. This course is 30 hours.

**Certificate in Leadership:** What is leadership and why is it important? How does a leader encourage change without triggering fearful resistance? What are the key elements to leading an effective team? What is the role of charisma in leadership? How can a leader achieve work-life balance? This suite of courses addresses all of these questions and many more. Based on D. Quinn Mills' book, *Leadership: How to Lead, How to Live*, a text used at Harvard Business School, the courses in this suite offer advice on leadership that can help you stand out as a leader among your peers. Video segments introduce Dr. Mills and other leaders who discuss such issues as how leaders become leaders, leadership ethics, and the differences between leaders, managers, and administrators. This course is 20 hours.

**The Manager's Toolbox:** The Manager's Toolbox is a suite of online courses designed for the new manager. New managers face challenges every day that they have likely never encountered before. The Manager's Toolbox seeks to give the learner a head start on managing issues correctly and professionally with less stress and fewer negative organizational circumstances. The courses will offer learners an explanation of the managerial mindset that all managers and leaders must adopt to succeed. This course is 35 hours.

**Certificate in Nonprofit Management:** This online certificate program introduces learners to key current management issues for nonprofit organizations. Fundraising, board and volunteer development, budgeting, reading financial statements, leadership, marketing, and setting strategic directions are all addressed, and video commentary on these crucial topics will give insight into how nonprofit professionals apply key concepts in their own organizations. This course is 26 hours.

### Project Management

**Managing Real World Projects:** This online, self-paced, six-module course presents a stream-lined approach to project management based on the best practices of experienced, effective project managers. It cuts through the clutter and focuses on the key principles of project management in the real world, offering tools and techniques. This course is 10 hours.

**PMP® Exam Prep Course:** This completely online and self-paced project management program builds successful project managers at all levels of the organization. It provides a comprehensive preparation for the PMP® certification exam including exam-taking tips, twelve comprehensive module quizzes, five process group tests, and more. This course is 35 hours.

**Project Management for Information Technology:** Project management refers to the art, or science, of directing projects. This course, Project Management for Information Technology, focuses more specifically on how project management concepts can be applied to IT projects, as well as on project management issues that are unique to IT projects and more. This course is 25 hours.

**Project Management Team Leadership:** The vast majority of project work in today's organizations is done in a team setting. In this environment, project management team leaders have a tremendous responsibility and opportunity to develop and exhibit leadership skills. This course first discusses the roles and responsibilities of the project and more. This course is 18 hours.

**Project Risk Management: PMI-RMP® Exam Prep:** This completely online and self-paced nine-module risk management course helps educate project managers in identifying and responding to project risk. This course provides a comprehensive preparation for the Project Management Institute's PMI-RMP® certification exam including exercises, self-assessments, interactive games, and more. This course is 18 hours.

**Quality Management Basics:** Quality Management Basics provides a firm foundation for anyone looking to understand quality management practices and techniques. The course combines instructional material with interactive exercises, vocabulary games, and flashcards to explain the core concepts and strategies of effective quality management. This course is 12 hours.

**Effectively Managing Project Stakeholders:** This online course is created to help project managers understand and resolve issues that can emerge from interactions among project stakeholders. The course includes a brief tutorial to help students understand familiar strategies for managing stakeholder expectations. This course is 3 hours.

**Emotional Intelligence for Project Managers:** Emotional intelligence (EI) is our ability to identify and control our emotions to achieve positive outcomes in our relationships. Project managers with high EI are better equipped to deal with team members, vendors, stakeholders, and sponsors and to handle and resolve conflicts. This course is 3 hours.

**Ethics for Project Managers:** Business ethics represent the standards for right and wrong that govern how businesspeople act. The term also refers to the study of moral principles in the workplace. This one-module course reviews the major ethical issues facing project managers. It looks at the specific challenges project management presents. This course is 3 hours.

### Project Management Simulations

**4CShare Global Project Management Simulation:** In this simulation, you've been named the project leader for an exciting new project—the development of a knowledge sharing database for your company, Four Corners BioPharma, Inc. The project will involve establishing processes for storing and sharing knowledge in your multinational corporation. This course is 10 hours.

**Allerton Connector Highway Project Management Simulation:** Through this simulation, the learner will play the role of a project manager on a highway construction project in the small city of Allerton. This project is considered to be a “major project” by the Federal Highway Administration (FHWA), which means it has a budget. This course is 10 hours.

**HealthMax Software Project Management Simulation:** Through this simulation, the learner will play the role of a project manager on a new product development project at HealthMax Software. The goal of the project is to develop Health Records, a new medical records software system. This course is 10 hours.

### **Industry-Licensure/Certification**

**Certificate in Sustainable Management:** Sustainability refers to the use of ecosystems and their resources in a manner that satisfies current needs without compromising the needs or options of future generations. A sustainable business is one that generates profits for its owners, protects the environment, and improves the lives of the people with whom it interacts. This course is 40 contact or clock hours. Classes are offered at Miami Shores, Pembroke Pines, and Kendall campuses.

**Wastewater Treatment Operation Class A:** The Wastewater Treatment operation, Class A places emphasis on the student's ability to recognize a problem and use available resources and experiences to apply problem-solving skills. Students will use supervision and management coursework and demonstrate managerial skills. Students are expected to apply the problem learning skills gained during their tenure as Class C and B operator. The goal of this course is to train Wastewater treatment plant operators in the supervisory, managerial, problem-solving and troubleshooting requirements of plant operation and to help prepare them to take the Wastewater Treatment state certification exam at the “A” level. 120 contact or clock hours. Classes are offered at Palm Beach Gardens, Pembroke Pines, and Davie campuses.

**Wastewater Treatment Operation, Class B:** The Wastewater Treatment Operation, Class B places emphasis on developing a complete understanding of operational process control and troubleshooting. Students will be expected to have a thorough knowledge of the material necessary from Class C level certification, and be able to show basic problem solving skills. Students are also expected to show knowledge of advanced treatment technologies. Students should be able to apply the skills learned in class C coursework. The goal of this course is to train Wastewater treatment plant operators in the operational process control and troubleshooting requirements of plant operation and to help prepare them to take the Wastewater Treatment state certification exam at the “B” level. 130 contact or clock hours. Classes are offered at Palm Beach Gardens, Pembroke Pines, and Davie campuses.

**Wastewater Treatment Operation – Class C:** This course provides you with an understanding of the basic principles required for the proper operation of a domestic wastewater treatment facility. Information presented includes the role and responsibilities of a treatment plant operator; an explanation of why wastes must be treated; and detailed descriptions of the equipment and processes used in a wastewater treatment plant. Operators learn to operate and maintain racks, screens, sedimentation tanks, trickling filters, rotating biological contactors, package activated sludge plants, oxidation ditches, ponds, and chlorination facilities. Topics covered include conventional activated sludge processes; sludge digestion and solids handling; effluent disposal; plant safety and good housekeeping; plant and equipment maintenance; laboratory procedures and chemistry; use of computers for plant operation and maintenance; analysis and presentation of data; and records and report writing. Operators also learn to analyze and solve operational problems and to perform mathematical calculations relating to wastewater treatment process control. This is an interactive course including class lecture and laboratory. This course is 132 contact or clock hours. Classes are offered at Miami Shores, Pembroke Pines, and Palm Beach Gardens campuses.

**Water Treatment Operation Class A:** The Water Treatment Operation, Class A places emphasis on the student’s ability to recognize a problem and use available resources and experiences to apply problem-solving skills. Students will use supervision and management coursework and demonstrate managerial skills. Students are expected to apply the problem learning skills gained during their tenure as Class C and B operator. The goal of this course is to train Water Treatment plant operators in the supervisory, managerial, problem-solving and troubleshooting requirements of plant operation and to help prepare them to take the Water Treatment state certification exam at the “A” level. 120 contact or clock hours. Classes are offered at Palm Beach Gardens, Pembroke Pines, and Davie campuses.

**Water Treatment Operation, Class B:** The Water Treatment Operation, Class B places emphasis on developing a complete understanding of operational process control and troubleshooting. Students will be expected to have a thorough knowledge of the material necessary from Class C level certification, and be able to show basic problem solving skills. Students are also expected to show knowledge of advanced treatment technologies. Students should be able to apply the skills learned in class C coursework. The goal of this course is to train Water Treatment plant operators in the operational process control and troubleshooting requirements of plant operation and to help prepare them to take the Water Treatment state certification exam at the “B” level. 130 contact or clock hours. Classes are offered at Palm Beach Gardens, Pembroke Pines, and Davie campuses.

**Water Treatment Operation – Class C:** This is an entry level course for the student just beginning studies in the water treatment field. This course covers the fundamental principles involved in water treatment plant operation. Information is presented on the importance and responsibilities of a water treatment plant operator, sources of water, reservoir management, intake structures, drinking water regulations, fluoridation, instrumentation, and advanced lab procedures. Administrative procedures for dealing with budgeting, setting rates, recordkeeping, personnel administration, public relations, and emergency planning are also covered in this course. Water treatment practices vary widely in different areas of the country; however, a limited number of distinct processes can usually be identified in any treatment plant. This is an interactive course including class lecture and laboratory. This course is 132 contact or clock hours. Classes are offered at Miami Shores, Pembroke Pines, and Palm Beach Gardens campuses.

**Online—ICAO Aviation English:** The International Civil Aviation Organization (ICAO) has set new standards for English proficiency for pilots and air traffic controllers. Barry University’s Aviation English program provides the training and testing to meet this licensing requirement. This course is 100 contact or clock hours.

**Online/In-seat—Home Inspector Training:** Learn how to conduct a thorough home inspection from the moment of pulling into the driveway to writing up the report. After completing the course, you'll understand just what is needed to perform an actual inspection. The course is taught per the ASHI®, NAHI, and CREIA Standards of Practice and you'll experience an in-depth look at each component of a house. Hundreds of slides of actual situations are shown in order to give you the best possible learning environment. This course is 150 contact or clock hours.

For further information or for upcoming course dates visit the schedule on our website at <https://www.barry.edu/pace/continuing-education/>.



# PACE EMS/Fire (Non-Credit Programs)

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## About EMS/Fire Programs

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There are people who know in their hearts that helping others in critical times is what they were meant to do. It's exciting, useful, important work. So it's more than a job – it's contributing to the community in a meaningful way and offers a rewarding career path as well.

Barry University is now providing one of the best, most comprehensive training programs for Emergency Medical Technician, Paramedic and Firefighting. These programs are crucial in the nation's ever growing first responder occupation.

Well-trained first responders are in short supply. Emergency Medical Technician and Paramedic training can help enhance careers in many pre-hospital care categories, such as emergency rooms, security, ski patrols, harbor supervision and life guarding. The firefighting training can help enhance careers in cruise line industry, volunteer fire organizations or as a 911 EMS/Fire responder. As your experience and level of expertise grows, so does your income.

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## Licensure Credits

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The University's EMS and Fire Non-credit Training Programs, in accordance with The Frank J Rooney School of Professional And Career Education's Student Bulletin will provide credits for licensure if students enroll in the School of Professional And Career Education to pursue a Bachelor's Degree. There is a maximum of 15 credits obtained for any combination of Technical Certification Licensure. University charges an administrative fee for processing licensure credit (10 % of current PACE regular credit tuition for each credit awarded).

- **Emergency Technician** (6 lower level/3 upper level)
- **Paramedic** (6 lower level/6 upper level)
- **Firefighter** (9 lower lever/6 upper level)

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## Policies

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1. All EMS/Fire students are expected to have adequate English language proficiency unless otherwise indicated on the course description or class schedule.
2. To receive CEUs, students must be present for the entire course or program.
3. Certificates of Completion are issued to students who have satisfactorily completed a course or program of study. Students are expected to attend all class sessions.
4. Students enrolled in the Emergency Management Technician (EMT), Paramedic and Fire Academy programs will be graded for all work completed.
5. Students are expected to follow University rules and regulations.
6. Registration constitutes a financial agreement between you and Barry University. Students assume responsibility for all costs incurred as a result of enrollment at the University.
7. Withdrawal from a course, with refund of tuition, is permitted seven (7) days prior to the course start date. Refunds may not be processed until a written request is received. After that date, there is no refund of tuition, and the full tuition is the financial responsibility of the student. If we are asked to bill a company and the registrant does not attend, the company will be billed unless the registration is cancelled in advance. Barry University reserves the right to cancel any class because of insufficient registration.

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## Admissions Requirements

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### Emergency Medical Technician

- 18 years of age by conclusion of program
- Provide proof of high school diploma or GED
- Applicants who have earned a degree from an accredited institution of higher learning may submit a college transcript instead.
- Driver's license
- Possession of valid Health Care Provider or Professional Rescuer CPR card through:
  - American Heart Association – Provider Level
- Provide copy of healthcare insurance card.
- Successful passing of background check and drug screening
- Completion of health examination form by a medical doctor (MD), doctor of osteopathic medicine (DO), nurse practitioner (NP), or physician assistant (PA) and required immunizations

### Paramedic

- Provide proof of high school diploma or GED.
- Applicants who have earned a degree from an accredited institution of higher learning may submit a college transcript instead.
- Driver's license
- Possession of valid Health Care Provider or Professional Rescuer CPR card through:
  - American Heart Association – Provider Level
- Provide copy of healthcare insurance card.
- Provide Current EMT License.
- Applicants who have recently graduated from an accredited EMT Program may submit proof of program completion instead. Student must obtain an EMT state/National licensure by the start of the third (P-3) semester.

### Fire Academy

- Submit application in person.
- Provide proof of high school diploma or GED.
- Applicants who have earned a degree from an accredited institution of higher learning may submit a college transcript instead.
- Provide Current EMT License.
- Applicants who have recently graduated from an accredited EMT Program may submit proof of program completion instead.
- Provide copy of valid Health Care Provider.
- American Heart Association – Provider Level CPR
- Provide copy of driver's license.
- Provide copy of healthcare insurance card.
- Initiate background screening process at [www.barryex.com](http://www.barryex.com).
- Complete health examination form by an MD, DO, NP or PA and obtain required immunizations [www.barry.edu/emt/admissions/](http://www.barry.edu/emt/admissions/).

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## Program Descriptions

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### **Emergency Services**

**EMT—Emergency Medical Technician Program:** This is a 4 month, 16 week, 300 contact or clock hour training program leading to a Certificate of Completion. This course, approved by the State of Florida's Bureau of Emergency Medical Services, provides preparation for the EMT certification exam and has been designed to exceed the minimum requirements of the State of Florida. Along with classroom work, there are skill 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. The program consists of one semester; students must pass each course code below:

EMT	091	Lecture (92 contact or clock hours)	
EMT	091	Interactive Lecture (28 contact or clock hours)	
EMT	09L	Lab (80 contact or clock hours)	
EMT	09L	Open Lab (16 contact or clock hours)	
EMT	143	Hospital Clinical (24 contact or clock hours)	
EMT	143	Ambulance/Fire Rescue Ride Time (60 contact or clock hours)	

#### Locations:

- EMT 091 and EMT 09L are offered at Pembroke Pines and Palm Beach Gardens campuses.
- EMT 143 Hospital Clinicals class is offered at hospitals in Fort Lauderdale, Weston, Hollywood, Miami, and Tamarac, Florida.
- EMT 143 (Ambulance/Fire Rescue Ride Time) is offered through public and private ambulance and fire rescue organizations in Miami, Fort Lauderdale, Coral Gables, Davie, Hallandale Beach, Hollywood, Village of Islands, Key Biscayne, Key West, and Miramar, Florida.

#### Paramedic Program:

This is a 16 month, 64 week, 1,240-hour training program (19.375 contact or clock hours per week) leading to a Certificate of Completion. This course, approved by the State of Florida's Bureau of Emergency Medical Services, provides preparation for the Paramedic Certification Exam and has been designed to exceed the minimum requirements of the State of Florida.

**Paramedics** are advanced providers of emergency medical care and are highly educated in topics such as anatomy and physiology, cardiology, medications, and medical procedures. They build on their EMT education and learn more skills such as administering medications, starting intravenous lines, providing advanced airway management for patients, and learning to resuscitate and support patients with significant problems such as heart attacks and traumas. The program consists of four (4) semesters; students must pass each course code in each semester prior to moving onto the next semester.

<b>SEMESTER 1: 16 weeks</b>			
EMS	2603	Lecture (96 contact or clock hours)	
EMS	2603	Interactive Lecture (10 contact or clock hours)	
EMS	2603L	Lab (64 contact or clock hours)	
EMS	2603L	Open Lab (16 contact or clock hours)	
EMS	2603H	Hospital Clinical 60 hours	
EMS	2603F	Ambulance/Fire Rescue Ride Time (60 contact or clock hours)	

<b>SEMESTER 2: 16 weeks</b>			
EMS	2604	Lecture (96 contact or clock hours)	
EMS	2604	Interactive Lecture (10 contact or clock hours)	
EMS	2604L	Lab (64 contact or clock hours)	
EMS	2604L	Open Lab (16 contact or clock hours)	
EMS	2604H	Hospital Clinical (64 contact or clock hours)	
EMS	2604F	Ambulance/Fire Rescue Ride Time (60 contact or clock hours)	

<b>SEMESTER 3: 16 weeks</b>		
EMS	2605	Lecture (96 contact or clock hours)
EMS	2605	Interactive Lecture (10 contact or clock hours)
EMS	2605L	Lab (64 contact or clock hours)
EMS	2605L	Open Lab (16 contact or clock hours)
EMS	2605H	Hospital Clinical (64 contact or clock hours)
EMS	2605F	Ambulance/Fire Rescue Ride Time (72 contact or clock hours)

<b>SEMESTER 4: 16 weeks</b>		
EMS	2606	Lecture (48 contact or clock hours)
EMS	2606	Interactive Lecture (10 contact or clock hours)
EMS	2606L	Lab (64 contact or clock hours)
EMS	2606L	Open Lab (16 contact or clock hours)
EMS	2606H	Hospital Clinical (80 contact or clock hours)
EMS	2606F	Ambulance/Fire Rescue Ride Time (84 contact or clock hours)

**Locations:**

- Lecture and Lab offered at Pembroke Pines and Palm Beach Gardens campuses.
- Hospital Clinicals are offered at hospitals in Fort Lauderdale, Weston, Hollywood, Miami, and Tamarac, Florida.
- Ambulance/Fire Rescue Ride Times are offered through public and private ambulance and fire rescue organizations in Miami, Fort Lauderdale, Coral Gables, Davie, Hallandale Beach, Hollywood, Village of Islands, Key Biscayne, Key West, and Miramar, Florida.

**American Heart Association (AHA) Curriculum:**

**(HS/FA)—Heart Saver First Aid & AED:** The Heart saver first aid course provides first responders with training in basic first aid procedures-including the first aid skills recommended by OSHA. This course is 8 hours.

**(BLS)—Basic Life Support for Healthcare Provider:** BLS has been proven to be the key to resuscitation. The courses are video-enhanced and designed to provide rescuers the ability to recognize and initiate management for several life-threatening emergencies, cardiopulmonary resuscitation (CPR), use an AED, and relieve choking in a safe, timely and effective manner. This course is 4.5 hours.

**(BLS)—Basic Life Support for Healthcare Provider Recertification:** This course is comprised of retraining that focus on BLS information that has been proven to be the key to resuscitation. The courses are video-enhanced and designed to provide rescuers the ability to recognize and initiate management for several life-threatening emergencies, cardiopulmonary resuscitation (CPR), use an AED, and relieve choking in a safe, timely, and effective manner. This course is 3.5 hours.

**(ACLS)—Advance Cardiac Life Support:** This course is comprised of training that focus on information for healthcare professionals who initiate and direct advanced life support in critically ill adult patients. This course emphasizes the evaluation and management of the first ten minutes of a pulseless arrest noting the importance of basic life support (CPR) to patient survival, integration of effective basic life support with ACLS interventions and the importance of effective team interaction along with, communication during resuscitation. The course includes simulated clinical scenarios that encourage active, hands-on participation through learning stations where students practice essential skills individually, as part of a team, and as team leader. This course is 12 hours.

**(ACLS)—Advance Cardiac Life Support Recertification:** This course is comprised of retraining that focus on information for healthcare professionals who initiate and direct advanced life support in critically ill adult patients. This course emphasizes the evaluation and management of the first ten minutes of a pulseless arrest noting the importance of basic

life support (CPR) to patient survival, integration of effective basic life support with ACLS interventions and the importance of effective team interaction along with, communication during resuscitation. The course includes simulated clinical scenarios that encourage active, hands-on participation through learning stations where students practice essential skills individually, as part of a team, and as team leader. This course is 8 hours.

**(PALS)—Pediatric Advance Life Support:** This course is comprised of training that focuses on information for health-care professionals who initiate and direct advanced life support in critically ill infants and children. The course uses a scenario-based, team approach to teach pediatric emergency management of pediatric patients approaching or already in respiratory or cardiac arrest. The course covers treatment beyond the first few emergency minutes and goes through stabilizing patients or transport phases of a pediatric emergency, in or out of the hospital. The course includes simulated clinical scenarios that encourage active, hands-on participation through learning stations where students practice essential skills individually, as part of a team and as a team leader. This course is 16 hours.

**(PALS)—Pediatric Advance Life Support Recertification:** This course is comprised of retraining that focuses on information for healthcare professionals who initiate and direct advanced life support in critically ill infants and children. The course uses a scenario-based, team approach to teach pediatric emergency management of pediatric patients approaching or already in respiratory or cardiac arrest. The course covers treatment beyond the first few emergency minutes and goes through stabilizing patients or transport phases of a pediatric emergency, in or out of the hospital. The course includes simulated clinical scenarios that encourage active, hands-on participation through learning stations where students practice essential skills individually, as part of a team, and as team leader. This course is 8 hours.

### **National Association of Emergency Medical Technician (NAEMT) Curriculum:**

**(PHTLS)—Pre-hospital Trauma Life Support:** This course is based on a prehospital trauma care philosophy, stressing the treatment of the multi-system trauma patient as a unique entity with specific needs. This may require an approach to the trauma patient that varies from traditional treatment modalities. PHTLS promotes critical thinking as the foundation for providing quality care. It is based on the belief that, given a good fund of knowledge and key principles, EMS practitioners are capable of making reasoned decisions regarding patient care. This course is 16 contact or clock hours. Classes are offered at Miami Shores, Pembroke Pines and Davie campuses.

**(TFR)—Trauma First Response:** This course is a one-day continuing education course that teaches the principles of Pre-hospital Trauma Life Support (PHTLS) to non-EMS practitioners, including first responders, police officers, firefighters, rescue personnel, and safety officers. It helps them prepare to care for trauma patients while serving as part of a transport team or awaiting a transport provider. This course is 8 contact or clock hours. Classes are offered at Miami Shores, Pembroke Pines and Davie campuses.

**(AMLS)—Advanced Medical Life Support:** This course is for all levels of practitioners, including emergency medical technicians, paramedics, nurses, nurse practitioners, physician assistants, nurse anesthetists, and physicians. The course emphasizes the use of scene size-up, history, interactive group discussion on potential treatment strategies, and physical exam to systematically rule out and consider possibilities and probabilities in treating patients' medical crises. This course includes the following topics: altered mental status and neurologic disorders, respiratory dysfunction, shock, chest discomfort, endocrine, metabolic and environmental disorders, abdominal discomfort, infectious disease, and toxicological emergencies, hazardous materials, and weapons of mass destruction. This course is 16 contact or clock hours. Classes are offered at Miami Shores, Pembroke Pines and Davie campuses.

**(TCCC)—Tactical Combat Casualty Care:** This course introduces evidence-based, life-saving techniques and strategies for providing the best trauma care on the battlefield, under the auspices of the PHTLS program. This course is 16 contact or clock hours. Classes are offered at Miami Shores, Pembroke Pines and Davie campuses.

**(LEFR)—Law Enforcement First Response:** This course teaches public safety first responders, including police, other law enforcement officers, firefighters and other first responders the basic medical care interventions that will help save an injured responder's life until EMS practitioners can safely enter a tactical scene. It combines the principles of PHTLS and TCCC. This course is 8 contact or clock hours. Classes are offered at Miami Shores, Pembroke Pines and Davie campuses.

## Fire Programs

**Fire Minimum Standards Program:** This is a 6 month 398 contact or clock hour training program leading to a Certificate of Completion. The course, approved by the State of Florida's Fire College, provides preparation for the Firefighter certification exam and has been designed to meet the requirements of the State of Florida. The course will meet the JPR's of NFPA 1001 Standard for Fire Fighter Professional Qualifications, 2013 edition. The Hazardous Materials component of the course must meet or exceed NFPA 472 Standard for Competence of Responders to Hazardous Materials/Weapons of Mass Destruction. The course will present the history of the fire service, firefighter safety and health, communications, building construction, the science of fire, PPE, fire extinguishers, ropes and knots, search and rescue, vehicle extrication and technical rescue, ladders, ventilation, water supply, hose handling, fire streams and fire control, salvage and overhaul, information on fire department communications, building construction hazards and structural collapse, maintenance of electric generators and lighting equipment, service testing fire hose, firefighting foam, coordinating fire ground operations, advanced origin and cause, fire protection systems, conducting private dwelling fire safety surveys, Florida Statewide Emergency Response Plan (SERP), air monitoring, new challenges for firefighters, firefighter safety and survival, as well as fire and life safety initiatives. The program consists of the following course codes. You must pass each course code below:

PREREQUISITES for the Fire Minimum Standards Program:

- Students must be at least 18 years old,
- Students must provide current EMT License or proof of program completion
- Students must provide proof of high school diploma or GED. Applicants who have earned a degree from an accredited institution of higher learning may submit a college transcript instead.
- Students must provide a copy of valid Health Care Provider American Heart Association certification for Provider Level CPR.
- Students must provide a copy of their driver's license
- Student must provide a copy of their healthcare insurance card.
- Students must pass a Physical Agility Test (PAT)

The program consists of the following course codes. Students must pass both of the course codes below:

**FFP (110) Firefighter I Lecture/Practical** 206 contact or clock hours. This course is a minimum of 206 hours of classroom and practical applications. The course will meet the JPR's of NFPA 1001 Standard for Fire Fighter Professional Qualifications (2013 edition). During the first responder component, Sudden Unexplained Infant Death Syndrome (SUID) must be covered per Senate Bill 56. Training providers can choose the textbook and curriculum for the first responder requirements as long as the program meets or exceeds DOT guidelines. The Hazardous Materials component of this course must meet or exceed NFPA 472 Standard for Competence of Responders to Hazardous Materials/Weapons of Mass Destruction. The course will present the history of the fire service, firefighter safety and health, communications, building construction, the science of fire, PPE, fire extinguishers, ropes and knots, search and rescue, vehicle extrication and technical rescue, ladders, ventilation, water supply, hose handling, fire streams and fire control, salvage and overhaul, and fire and life safety initiatives. This class is offered in Hollywood, Florida.

**FFP (210) Firefighter II Lecture/Practical** 192 contact or clock hours. This course is a minimum of 192 hours of classroom and practical applications. The course will meet the JPR's of NFPA 1001 Standard for Fire Fighter Professional Qualifications, 2013 edition. The course will present information on fire department communications, building construction hazards and structure collapse, maintenance of electric generators and lighting equipment, service testing hire hose, firefighting foam, coordinating fire ground operations, advanced origin and cause, fire protection systems, conducting private dwelling fire safety surveys, Florida Statewide Emergency Response Plan (SERP), air monitoring, new challenges for firefighters, and firefighter safety and survival. This class is offered in Hollywood, Florida. PREREQUISITE FOR FFP 210: Successful completion of FFP 110

### Fire Officer—I, II, III, IV & Fire Safety Inspector—I, II

**Fire Officer I:** This is an advanced training and certification program designed for firefighters having supervisory and management responsibilities. Once you complete the certificate program, you can take the Fire Officer I certification exam through the Florida Bureau of Fire Standards and Training. Classes are offered at Pembroke Pines and Jacksonville

campuses. Requirements to enroll (Not associated with Barry University): (1) Possess an active Firefighter Certificate of Compliance issued by the Division or have met the curriculum requirements for Firefighter Part I as defined in 69A-37.055(1) F.A.C.; (2) Meet the job performance requirements of NFPA 1021—Fire Officer I (2009); (3) National Fallen Firefighters Foundation course titled “Courage to Be Safe”; (4) Complete the “Fire Officer I Task Book” with required signatures. Fire Officer I Program courses include:

FFP 2120 Fire Service Building Construction (45 contact or clock hours): Topics include identifying hazards from assault by fire and gravity, how building construction can influence fire spread, fire confinement or structural collapse, and many other life safety issues. This course is to identify construction features and their hazards under fire conditions.

NOTE: This course is Part of Fire Safety Inspector I, Fire Investigator I, and Fire Officer I curriculum.

FFP 2720 Company Officer (45 contact or clock hours): The course is designed to assist fire officers in solving the varied problems and situations they will be required to manage effectively in today’s ever-changing fire service. The curriculum includes a review of fire department organization and administration, management theory, leadership, communication, motivation, and small group dynamics. NOTE: This course is Part of Fire Officer I curriculum.

FFP 1740 Fire Service Course Delivery (45 contact or clock hours): The curriculum draws from many recognized authorities in exploring the methods and mechanics of imparting information and adult learning principles. The course emphasizes techniques which have wide application in teaching situations, as well as devices for specific areas. Also stressed are measuring teaching effectiveness, the use of media and visual aids. NOTE: This course is Part of Fire Officer I, and Fire Instructor I, II, III.

FFP 1810 Firefighting Tactics and Strategy I (45 contact or clock hours): The curriculum is designed to cover basic factors involved in coping with an emergency scene, and determining the best use of available resources in protecting lives and property. The course emphasizes the changing nature of an emergency situation, and the ways in which the fire officer can evaluate the effectiveness of his or her proposed Incident Action Plan. NOTE: Recommended Prerequisite: IS700 completion. This course is Part of Fire Officer I curriculum.

**Fire Officer II:** This is an advanced training and certification program designed for firefighters having supervisory and management responsibilities. Once you complete the certificate program, you can take the Fire Officer II certification exam through the Florida Bureau of Fire Standards and Training. Classes are offered at Pembroke Pines and Jacksonville campuses. Requirements to enroll (Not associated with Barry University): (1) Possess an active Fire Officer I Certificate of Competency issued by the Division; (2) Meet the job performance requirements of NFPA 1021—Fire Officer II (2009); (3) Complete the “Fire Officer II Task Book” with required signatures; (4) Complete the prerequisite course titled “ICS-300: Intermediate ICS for Expanding Incidents” or a course determined by the Division to be equivalent. (5) Complete the Florida State Fire College “Florida State-Wide Emergency Response Plan (SERP)” course. Fire Officer II Program courses include:

FFP 2741 Fire Service Course Design (45 contact or clock hours): This course covers the principles of effective curriculum design. It stresses the principles of adult learning and student-center learning. Designing courses and units that address learning, performance, and behavioral objectives is the program goal. NOTE: This course is Part of Fire Officer II, and Fire Instructor II, III.

FFP 2811 Firefighting Tactics and Strategy II (45 contact or clock hours): Curriculum covers multiple company operations, logistics, strategy, use of mutual aid forces and conflagration control. The course is intended for officers who may be in command of fires and other emergencies involving close coordination and maximum use of large amounts of staffing and equipment. Typical tactical situations and case histories are given. The development of critical thinking skills is stressed. NOTE: Prerequisite: (FFP 1810) Firefighting Tactics and Strategy I. This course is Part of Fire Officer I curriculum.

FFP 1505 Fire Prevention Practices (45 contact or clock hours): A study of fire inspection practices, including such items as purpose; definition; Fire Prevention Bureau activities; hazards; fire behavior; fire causes; types of construction including structural features, flame spread, occupancy and fire load; inspection techniques; conducting inspections. NOTE: This course is Part of Fire Safety Inspector I and Fire Officer I curriculum

FFP 1540 Private Fire Protection Systems I (45 contact or clock hours): This is a study of private fire protection and detection systems, such as sprinkler and standpipe systems, chemical extinguishing systems, detection systems and devices. Each system is discussed as to its need, construction, preventive maintenance and individual uses. NOTE: This course is Part of Fire Safety Inspector I, Fire Investigator I, and Fire Officer I curriculum.



**Fire Officer III and IV:** Interested candidates must contact Barry University to discuss these courses.

**Fire Safety Inspector I.:** Safety Inspector Preparation Course Series is a 225 contact or clock hour program that prepares students to take the Fire Safety Inspector certification state examination from the Florida State Fire Marshal Office. Classes are offered at Pembroke Pines and Jacksonville campuses. Fire Safety Inspector courses include:

FFP 1505 Fire Prevention Practices (45 contact or clock hours): This course description appears in the Fire Officer II courses.

FFP 1540 Private Fire Protection Systems I (45 contact or clock hours): This course description appears in the Fire Officer II courses.

FFP 2120 Fire Service Building Construction (45 contact or clock hours): This course description appears in the Fire Officer I courses.

FFP 2521 Blue Print Reading and Plans Review (45 contact or clock hours): This course is a comprehensive study of building construction blueprints and plans. The course will teach the student how to assimilate information contained in construction working drawings, specifications, interpreting conventional graphic communications, and accepted standards and conventions related to fire protection and prevention inspections. NOTE: This course is Part of Fire Safety Inspector I.

FFP 1510 Codes and Standards (45 contact or clock hours): This portion of the program is a vital segment in completing the Fire Prevention Inspector's Certification requirements. This course is designed to familiarize inspectors with the five basic units of NFPA 101. This course includes statewide fire prevention code NFPA 1. NOTE: This course is Part of Fire Safety Inspector I.

**Fire Safety Inspector II:** Interested candidates must contact Barry University to discuss these courses.

### Course Descriptions

#### Administration; Prefix: ADM

##### 300 Special Topics in Administration (3)

Current special topics and issues related to contemporary organizational administration and leadership.

##### 301 Labor Relations (3)

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 (3)

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 (3)

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 (3)

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 (3)

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 (3)  
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 (3)  
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 (3)  
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 (3)  
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 (3)  
Analysis and interpretation of leadership skills and abilities. Self-analysis will be used to develop a relationship between current work environments and managerial theory.
- 359 Independent Study  
This course is an analysis and interpretation of leadership and motivational theories and approaches. Self-analysis will be utilized to develop a relationship between current work environments and effective leadership. The characteristics and behaviors of leaders will be studied with an emphasis on the development of leadership and motivational abilities for both individual and group situations. This course builds leadership skills by providing practice in basic leadership skills, and by developing the students' self-knowledge of his or her leadership style.
- 361 Negotiation: Theory and Practice (3)  
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 (3)  
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 (3)  
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 (3)  
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 (3)

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 (3)

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 Administration Capstone Course (3)

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. This course is for students majoring in the BS in Administration (Offered in Spring B and Fall B terms only).

### Course Descriptions

#### Anthropology; Prefix: ANT

## 308 Perspectives in Anthropology (3)

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.

### Course Descriptions

#### Art; Prefix: ART

To avoid duplication of coursework, please note that the following is an equivalent course which may not be repeated: TH 330 to ART 347.

## 312 Experiencing Art (3)

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 (3)

A look at painting, craft, and performance art from the 1960s to the present.

## 322 Twentieth Century American Art (3)

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.

## 347 American Cinema (3)

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.

## 400 Ancient Greek Art (3)

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.

**Course Descriptions****Bachelor of Liberal Studies; Prefix: BLS**

## 299 Critical Approaches to Liberal Studies (3)

This course examines the history of ideas seminal to civilization as represented in the original writings of the world's most influential thinkers. The course stresses close analytical readings of cross-disciplinary texts structured around central concepts such as justice, wealth and poverty, education, mind, and nature. Adult learners enrich their understanding of these topics based on their own experience with a historical investigation, producing a broad context for framing future studies of enduring issues in the liberal arts. (Required of all Bachelor of Liberal Studies students). This course is for students majoring in the Bachelor of Liberal Studies only.

## 499 Liberal Studies Capstone (3)

The culmination of the Bachelor of Liberal Studies degree, the capstone examines and applies models for advanced interdisciplinary research. Students synthesize material drawn from the entirety of their undergraduate curriculum and investigate a specific problem, identified through their own experience, in an advanced topic through the completion of a fifteen-page analytical research paper or an equivalent multimedia project that incorporates collaborative service initiatives and/or issues of social justice. Prerequisite: ENG 302 or equivalent, and completion of 90 credits. Required of all Bachelor of Liberal Studies students). This course is for students majoring in the Bachelor of Liberal Studies. (Offered in Spring B and Fall B terms only). This course is fully online.

**Course Descriptions****Biology; Prefix: BIO**

## 302 Human Biology (3)

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.

## 342 Biology of Women (3)

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 (3)

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 (3)

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.

**Course Descriptions****Communication; Prefix: COM**

## 320 Family and Communications (3)

This course focuses on the ways families communicate in order to increase understanding of one's own communication behaviors and in order to improve speech and communication skills. The course will focus on the principles and practices of effective, ethical, persuasive communication as applied to family groups. Major topics include audience analysis, selection of messages, tailoring communication to audiences and situations, effective delivery, rules of communication, oral dyadic communication, conflict and conflict resolution, and ethical, effective, persuasive discussion.

**Course Descriptions****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.

**Course Descriptions****Dance; Prefix: DAN**

## 327 Dance Appreciation: Dances of the Black Atlantic (3)

Combines theory and practice: students will study the history and culture of sacred and secular dance forms that originated in Africa and migrated to North and South America, and will learn how to perform various dances. Prerequisite: ENG 302.

**Course Descriptions****Emergency Management; Prefix: EMA**

## 205 Overview of Disasters and Complex Emergencies (3)

This course presents the complete spectrum of natural and human-generated disasters, humanitarian crises, and complex emergencies. The sequence from hazard to harm is examined for each type of disaster. Disaster consequences are compared and contrasted across types of disasters.

## 305 Principles of Emergency Management (3)

This course provides a broad introduction to emergency management. The course presents expert-consensus principles of emergency management, describes each of the four phases of emergency management, describes the incident command system, and introduces the US National Response Framework.

## 307 Business Continuity Crisis Management (3)

This course presents principles of emergency planning to maintain business operations when disaster threatens or strikes. It describes the pre-event continuity planning, event-phase plan implementation, and post-impact restoration of business operations to minimize disaster's impact on the organization. Prerequisite: EMA 305.

## 311 Emergency Management for Homeland Security (3)

This course examines the distinguishing features of emergency management when focused on the threat of terrorism across all phases of the disaster cycle. Using National Planning Scenarios, students adapt and apply emergency management skills to a broad spectrum of potential terrorist threats. Prerequisite: EMA 305.

**315 International Disaster Management (3)**

This course describes the key elements of international disaster management including the actors, the time-phased response activities, and the coordination and monitoring of multi-sectorial operations. The course considers how development, culture, and politics influence the international disaster response. Prerequisite: EMA 305.

**405 Disaster Response Operations and Management I (DROM I): Mitigation and Preparedness (3)**

This course explores two of the four emergency management phases: prevention/mitigation and preparedness. The role of comprehensive emergency management planning and programming is delineated for each of these phases. Prerequisite: EMA 305.

**407 Disaster Response Operations and Management II (DROM II): Response and Recovery (3)**

This course explores two of the four emergency management phases: response and recovery. The role of comprehensive emergency management planning and programming is delineated for each of these phases. Prerequisites: EMA 305 and EMA 405.

**409 Hazard Mitigation and Management (3)**

This course amplifies the principles of hazard management by applying the four-stage mitigation planning cycle and multi-hazard identification and risk assessment (MHIRA) methodologies to analysis of a comprehensive array of disaster scenarios. For each scenario, strategies and tactics are identified to prevent or minimize disaster risks to the community. Prerequisite: EMA 305.

**499 Capstone in Emergency Management (3)**

This course provides a thorough review of all theories, techniques, and management practices within the field of emergency management. It is designed for students to integrate and synthesize the learning experiences acquired in the Emergency Management program, including those tools required by an administrator in the emergency management field, thus demonstrating proficiency in the field. Prerequisites: Completion of Required/Core EMA courses or permission from Academic Coordinator. (Offered in Spring B and Fall B terms only)

## Course Descriptions

**English; Prefix: ENG****102 College Writing for the Adult Learner (3)**

This course introduces the adult learner to utilizing the writing process to meet the expectations of an academic 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 (3)**

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 (3)**

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 (3)  
Important American playwrights from the 1940s 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 (3)  
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
- 349 Women and Fiction (3)  
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
- 355 The Novel of Adolescence (3)  
An exploration of the theoretical frameworks and methodological approaches used to analyze adolescent fiction. The focus is on the historical, literary, and cultural elements of the genre, and on the relationship of the adolescent protagonist to family and society. The novel of adolescence interrogates such issues as gender, sexuality, generational conflict, power relationships, class, and ethnicity.
- 357 Professional and Career Writing (3)  
This course provides an overview of professional writing and rhetorical strategies in the workplace. The course will focus on persuasive techniques for reaching multiple audiences within and without organizations in a variety of professional settings helping students to: create documents typical of corporate communications such as executive summaries, proposals, reports, and correspondence; work with ethical tone and style within documents; incorporate and document reliable evidence in all communications using APA style; and cultivate rhetorical sensitivity toward global and diverse contexts. Prerequisite: ENG 302: Academic Writing and Research.

### Course Descriptions

#### Environmental Science; Prefix: EVS

- 306 Environment (3)  
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 (3)  
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 (3)  
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 (3)  
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 (3)  
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.

**Course Descriptions****Health Service Administration; Prefix: HSA**

- 301 The Health Care System (3)  
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 (3)  
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 (3)  
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 (3)  
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 (3)  
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 (3)  
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 (3)  
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 (3)  
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 (3)  
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. This course is for students majoring in the B.S. in Health Services Administration (Offered in Spring B and Fall B terms only).

**Course Descriptions****History; Prefix: HIS**

- 306 Twentieth Century America (3)  
A study of the issues and concepts that have shaped American Society since 1900. Political, economic, and social trends will be examined.

## 309 Multiculturalism in Florida's History (Formerly HIS 315) (3)

An examination of Florida's social and multicultural history, with an emphasis on demographic growth and change in modern Florida and its impacts on the state. Major themes include the origins, development, impact, and interactions and conflicts among different population groups in Florida history. Prerequisite: English 202 or equivalent.

### Course Descriptions

#### Human Services; Prefix: HMS

## 299 Foundations of Human Services (3)

This course introduces students to the Human Services field. It acquaints students with the work of the Human Services Practitioner who facilitates services to populations in their communities in a variety of settings including community mental health centers, geriatric facilities, agencies serving the physically and/or mentally disabled, day care centers, rehabilitation centers, drug and alcohol programs, services for youth, detention centers community living arrangements, and hospitals. No prerequisites.

## 305 Diversity in Human Services (3)

This course is designed to create awareness and sensitivity to the process of service delivery with diverse populations served in the human service profession. Topics will include cultural competence and sensitivity, bias in service delivery, and cultural information on client groups. Prerequisite: HMS 299; Co-requisite: ENG 202 or equivalent.

## 308 History and Systems in Human Services (3)

Introduces historical foundations and current directions of the human services profession through examination of policy, practice, service delivery systems and issues. Attention is given to: historical development; the impact of social, economic, and political factors on human service systems as well as the people they serve; and current and future directions for human services. Co-requisite HMS 299 Foundations of Human Services.

## 311 Professional Ethics &amp; Ethical Issues in Human Services (3)

Human Service professionals are often required to make ethical decisions. This course focuses on the principles, standards and issues that are essential for Human Service professionals and assistants to be considered ethical in the application of their work. Topics will include professional and legal issues, values, and policies relevant to working with diverse populations within Human Service settings. Prerequisite: HMS 299 Co-requisite: ENG 202 or equivalent.

## 406 Administration of Non-Profit Organizations in Human Service (3)

This course provides an overview of issues associated with the administration of nonprofit organizations in human services. It incorporates administrative theories as they apply to human service nonprofit organizations and focuses on evidence based practices. Topics include the challenges for leadership, organizational theory, organizational design and change, and the use of human resources. Prerequisites: HMS 299; ENG 302.

## 420 Case Management &amp; Program Development in Human Services (3)

Examination of the principles, processes, and models utilized in case management and program development within human services settings. Prerequisites: HMS 299; ENG 302.

## 430 Models of Evaluation and Research Methodologies in Human Services (3)

This course focuses on approaches to program evaluation and research methodologies in Human Services, including needs assessment, process evaluation, outcome evaluation, research design, data analysis, and report writing. Prerequisites: HMS 299 Foundations of Human Services; ENG 302.

## 440 Constituency Building and Advocacy Networks (3)

This course provides an overview of advocacy, constituency building, and entrepreneurship for social change, as practiced in public, private, and nonprofit organizations. Constituency building, advocacy networks and social entrepreneurship involve a broad range of issue networks and activities that attempt to effect change in the official and nongovernmental decision-making process. Prerequisites: HMS 299; ENG 302.



**480 Field Experience in Human Services (3)**

Through a supervised work experience at an appropriate agency in the community, this course provides the student with an experiential learning opportunity to apply classroom knowledge to the field of human services, while being exposed to and gaining a broader understanding of the principles of the human services. Students are required to complete 160 field experience hours. Field experience classes will meet weekly for 1.5 hours. In addition to completing all coursework, successful completion of the course will require a Field Experience Supervisor evaluation rating of satisfactory or above. Prerequisites: Completion of core courses except HMS 499. Field Experience agency must be approved by Academic Coordinator prior to beginning the course.

**499 Human Services Capstone (3)**

This course requires students to integrate and synthesize key concepts and theories through analysis and evaluation of the learning acquired throughout the Human Services program. Students are required to complete a minimum of 70 field experience hours (continued from the HMS 480 Field Experience course). In addition to completing all coursework, successful completion of the course will require a Field Experience Supervisor evaluation rating of satisfactory or above. Prerequisites: Completion of core courses. (Offered in Spring B and Fall B terms only).

**Course Descriptions****Humanities; Prefix: HUM****303 Modern Currents in the Humanities (formerly HUM 301) (3)**

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 (3)**

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 work-shopped in class, then shared with the public in digital form as text, audio, or video files.

**434 Caribbean Literature & Performance Theory (3)**

Interdisciplinary study of the relationship between landmark works of Caribbean literature and performance styles in the region, both popular and sacred, such as areito, rumba, orisha worship, vodou, konpa, reggae, dancehall, cabaret, and carnival. Students will explore both theoretical approaches and performance practices, and share what they have learned through a service-learning project. Pre-requisite: ENG 302.

**Course Descriptions****Information Technology; Prefix: IT****190 Microcomputer Systems (3)**

This introductory level course discusses how a computer system works. Emphasis is placed on how to install, configure, and manage personal computer (PC) systems. Students will learn to maintain, troubleshoot, and upgrade microcomputers, and develop hands-on technical skills using current architectures as needed to support PC environments. Prerequisites: CAT 102.

**200 Foundations of Information Technology (3)**

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.

- 301 Introduction to Programming (3)  
This course provides the student with an introduction to the syntax of a programming language. Languages to be used are C++ or visual C++. Prerequisite: CAT102, IT200.
- 310 Telecommunications and Computer Networks (3)  
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.
- 320 Computer Security (3)  
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.
- 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: IT 200.
- 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: CAT102, IT200.
- 350 The Web and E-Technology (3)  
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: IT200, and preferably IT 338.
- 351 Voice and Digital Communication (3)  
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.
- 372 Software Engineering (3)  
Basic tools and techniques for specifying, designing, implementing, verifying, and validating large software projects. Prerequisite: IT 200.
- 400 IT Project Management (3)  
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: IT 200.
- 402 Advanced Topics in Signaling Systems (3)  
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 (3)  
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 professionals 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: IT 200.

- 407 Database Programming and Administration (3)  
Design and implementation of database in client/server environments. SQL server installation and administration. Development of contributed databases. Multimedia and object-oriented support. Prerequisite: IT 426.
- 420 Internet/Web Server (3)  
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.
- 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: IT 200, IT 372.
- 438 Web Programming and Administration (3)  
This course covers Web programming with an emphasis server side programming. It explores Web servers' features, configuration, and programming. It also analyses the development of dynamic content and online database handling. Case studies such as e-commerce, online database management, or distance education will be discussed. Prerequisite: IT 338.
- 440 International Telecommunications (3)  
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 (3)  
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: IT 200.
- 460 Wireless and Mobile Computing (3)  
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 (3)  
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 B.S.I.T. course sequencing chart. This course is for students majoring in the B.S. in Information Technology (Offered in Spring B and Fall B terms only).

## Course Descriptions

### Legal Studies; Prefix: PLA

- 301 Law and the Legal System (3)  
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 (3)  
Instruction on finding, reading, and updating law. Research strategies and proper citation form.

- 315 Legal Writing (3)  
Study of legal writing and memorandum preparation. Legal research and writing exercises. Prerequisites: PLA 310, ENG 302.
- 320 Civil Litigation (3)  
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 (3)  
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 ADM 330).
- 335 Employment Law (3)  
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 (3)  
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 (3)  
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 (3)  
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 (3)  
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 (3)  
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 (3)  
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 (3)  
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 (3)  
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 (3)  
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 (3)  
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 (3)  
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.

### Course Descriptions

#### Math; Prefix: MAT

- 106 Survey of Mathematics (3)  
This survey course enables students to understand and appreciate the history and beauty of mathematics in the world around us. Topics include set theory, logic, graph theory, consumer mathematics, numeration systems, algebra, geometry, counting methods, probability, and statistics. This course meets the distribution requirements. Prerequisite: Placement is by the School's assessment instrument.
- 154 Introduction to Statistics (3)  
In this introductory course students will develop an understanding of statistical methodology. Topics include descriptive statistics, probability, binomial and normal distributions, sampling distributions, confidence intervals, regression, correlation, and hypothesis testing. This course meets the distribution requirements. Prerequisite: Placement is by the School's assessment instrument.

### Course Descriptions

#### Music; Prefix: MUS

To avoid duplication of coursework, please note that the following is an equivalent course which may not be repeated: MUS 301 to MUS 204.

- 204 Experiencing Music (3)  
Course designed to develop perceptual listening skills and to acquaint the student with the evolution of masterworks.
- 317 Survey of Romantic and Twentieth Century Music (3)  
Development of styles, including extra musical influences.
- 321 History of Jazz (3)  
Explanation of different periods of jazz and discussion of famous jazz musicians of each period—ragtime to contemporary.
- 332 History of Rock Music (3)  
An overview of the derivation and evolution of rock music, with emphasis on styles and performers, utilizing a multi-media presentation.

## 407 Music and the Mind (3)

An interdisciplinary investigation into the psychological foundations of musical behavior. Students will synthesize musical concepts and personal experience with concepts related to anthropology, sociology, physics, statistics, mathematics, physiology, and speech as they relate to the psychology of music. Study and discussion of psychoacoustic principles and affective behaviors (response to music) will provide the student with a more complete understanding of the psychological processes associated with music and musical behavior.

### Course Descriptions

#### Network Systems Engineer; Prefix: NSE

## 210 Network Administration (3)

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 (3)

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 (3)

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 (3)

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 and IT 310.

## 330 Working With CISCO LAN Hardware (3)

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 IT 310.

## 340 Network Operating System III (3)

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/Co-requisite: NSE 320.

## 405 Managing a Microsoft Network (3)

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 (3)

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 (3)

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 (3)

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.

**Course Descriptions****Orientation; Prefix: ORI**

## 202 Fundamentals of Adult Learning (3)

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. **(Mandatory course for new students with 45 transfer credits or less and must be completed within the first year of enrollment). A minimum course grade of C is required.**

**Course Descriptions****Personal Financial Planning; Prefix: PFP**

## 348 Fundamentals of Personal Financial Planning (3)

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.

## 350 Income Tax Planning (3)

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.

## 410 Insurance Planning (3)

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.

## 412 Investment Planning (3)

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.

## 414 Retirement Planning and Employee Benefits (3)

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.

## 416 Estate Planning (3)

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.

## 499 Financial Plan Development Capstone

The Financial Plan Development Capstone course will integrate the material in all other PFP classes. Students will take this course only when they have finished all other PFP courses successfully. This course will be structured as a casework course and the cases used will closely reflect the types of cases students may encounter both as financial planners and as part of their CF® Certification. Prerequisites: PFP 348, PFP 350; PFP 410, PFP 412, PFP 414 and PFP 416 (Offered in Spring B and Fall B terms only).

### Course Descriptions

#### Philosophy; Prefix: PHI

## 240 Thinking Philosophically (3)

An investigation of the methods of philosophical analysis with a particular focus on ethical and critical thinking about the world, the environment, and issues of social justice. Corequisite: English 202 or equivalent.

## 329 Philosophical Approaches to the Environment (3)

*This course is a philosophical examination of issues relating to the environment, consumption, and sustainability. It investigates issues in resource use, globalization, and the role of science in environmental debates, among other issues. Prerequisite: ENG 202 or its equivalent.*

## 352 Ethical Issues in the Biomedical Sciences (3)

This course is an interdisciplinary investigation of current ethical issues in the medical and biological sciences. It develops moral reasoning through philosophical reflection on major problems in biomedical ethics, such as allocation of resources, medical experimentation, genetic engineering, euthanasia, reproductive issues, confidentiality, among others. Prerequisite: English 202 or equivalent.

## 368 Contemporary Problems in Ethics (3)

A study of ethical theory and applied ethics: analysis of the concepts of moral goodness, the origins and nature of moral law and obligation, comparisons of various moral systems for ethical decision-making. Discussion will include application through consideration of concrete examples. Prerequisite: English 202 or equivalent.

### Course Descriptions

#### Political Science; Prefix: POS

## 303 Public Policy and Administration (3)

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.

## 325 International Relations (3)

Analysis of relations among subnational, national, and supranational factors in the international system; foreign policy formation; and the quest for peace and security in a shrinking world.

## 355 Environment and Politics (3)

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 (3)

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



**Course Descriptions****Psychology; Prefix: PSY**

To avoid duplication of coursework, please note the following is a list of equivalent courses which may not be repeated: [PSY 281 to PSY 206]; [PSY 326 to PSY 325 to PSY 305]; [PSY 303 to PSY 331]; [PSY 452 to PSY 462 to PSY 434]; [MGT 308 to PSY 329]; [PSY 414 to PSY 416]; [PSY 382 to PSY 304]; [PSY 413 to PSY 412].

## 206 Principles of Psychology (3)

A survey of findings in the core concepts of Psychology, including the brain and mind, individual and group behavior, perception, intelligence, memory, learning, social interactions, personality, and mental disorders.

## 301 Psychology of Drug &amp; Alcohol Abuse (3)

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.

## 304 Essentials of Lifespan Development (3)

Exploration of human development from a lifespan conceptualization and perspective. Biological, cognitive, and psychosocial facets of human development from conception through late adulthood will be investigated. Prerequisite: PSY 206.

## 305 Personality Development (3)

This course critically evaluates theories of personality development and their empirical foundations. Prerequisites: PSY 206.

## 311 Psychosocial Issues of Disaster Preparedness and Recovery (3)

This course surveys ethical, cultural, developmental, and research related issues affecting the physical and psychosocial recovery of disaster-exposed individuals and communities. (Course does not meet distribution requirements). Prerequisite: PSY 206.

## 329 Understanding &amp; Coping with Stress (3)

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.

## 331 Counseling Techniques for Managers (3)

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

## 410 Group Dynamics and Decision-Making (3)

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 206.

## 412 Adult Psychopathology (3)

This course provides an overview of psychopathology in adults. Etiology and developmental course of maladaptive behavior patterns in adults will be discussed within a theoretical and empirical framework. An emphasis is placed on description, classification, and factors for persistence as well as available intervention methods. Additionally, the course focuses on ethical, legal, and societal issues pertaining to psychopathology. Prerequisite: PSY 206, PSY 304 (Course does not meet distribution requirements).

## 416 Dynamics of Adult Living (3)

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 206.

## 418 Adolescent Development (3)

This course explores developmental processes that impact the biological, cognitive, and psychosocial changes from adolescence to young adulthood. Students will investigate and analyze the conceptualization, organization, and framework of adolescent perspectives. Topics such as ethnic identity formation, gender issues, the Internet, effects of single-parent families will be considered. Prerequisite: PSY 206; Co-requisite: ENG 302. (Course does not meet distribution requirements).

425 Introduction to Psychotherapy and Counseling (3)

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 models of psychotherapy along with case applications will be stressed. This course does not meet distribution requirements. Prerequisites: PSY 206, PSY 412.

430 Personality Disorders (3)

This course provides students with an overview of the etiology, development, and behavioral expressions of the personality disorders presented in the current DSM. Emphasis is given to theoretical conceptualizations, assessment, as well as treatment approaches. Prerequisite: PSY 305 (Course does not meet distribution requirements).

434 Behavior Disorders in Childhood and Adolescence (3)

This course provides an overview of behavior disorders in childhood and adolescence. Maladaptive behavior patterns in childhood and adolescence will be investigated within a developmental psychopathology framework. Prerequisites: PSY 206 and PSY 304 (Course does not meet distribution requirements).

### Course Descriptions

#### Public Administration; Prefix: PUB

To avoid duplication of coursework, please note that the following is a list of equivalent courses which may not be repeated: [PUB 402 to PUB 302]; [PUB 410 to PUB 310].

301 Principles to Public Administration (3)

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.

302 Values and Ethics in Public Administration (3) (Formerly PUB 402)

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.

310 Methods and Techniques in Public Administration (3) (Formerly PUB 410)

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.

403 Public Budgeting and Finance (3)

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 (3)

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 (3)**

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 (3)**

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 (3)**

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 (3)**

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, and 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 (3)**

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.

**499 Public Administration Capstone Project (3)**

This is a course in which students integrate and synthesize the learning experiences acquired in the Public Administration undergraduate degree program. Students will demonstrate mastery through various applications including case study analyses, and the development and presentation of an applied project. Prerequisites: Completion of core courses (Offered in Spring B and Fall B terms only).

## Course Descriptions

### Social Welfare Services; Prefix: SWS

**336 Social Welfare as a Social Institution (3)**

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 the contribution of social welfare professions. **(Does not meet distribution requirements).**

**401 Social Welfare Policies and Services I (3)**

Provides a comprehensive knowledge of the social welfare system in the United States while it addresses the changing nature and needs of our society. The crucial role of government is examined, both historically and currently, in the delivery of basic human services. The problems of poverty, inequality, and oppression are highlighted as conditions that vitally affect the social functioning of individuals, families, and groups. Additionally, there is content on policy formulation and models for policy analysis which provides the student with the tools to assess local, state, and national policies affecting agencies, clients, and practitioners. Prerequisite SWS 336. **(Does not meet distribution requirements).**

## 470 Human Behavior and Social Environment I (3)

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. **(Does not meet distribution requirements).**

### Course Descriptions

#### Sociology; Prefix: SOC

## 301 American Family (3)

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

## 305 Issues in Culture (3)

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 (3)

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 (3)

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.

### Course Descriptions

#### Spanish; Prefix: SPA

## 150, 153 Spanish for Business I, II (3, 3)

An introductory course in Spanish with an emphasis on business terminology, accurate pronunciation, and practical applications. For students with little or no preparation in Spanish. Not open to native speakers or students with two or more years of language.

### Course Descriptions

#### Speech; Prefix: SPE

## 303 Voice &amp; Articulation (3)

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 (3)

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

## 402 Oral Communication (3)

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

## 403 Oral Interpretation (3)

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 (3)

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

### Course Descriptions

#### Theatre; Prefix: TH

## 304 Creative Dramatics (3)

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.

## 360 Elements of Contemporary Theatre (3)

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.

### Course Descriptions

#### Theology; Prefix: THE

## 209 Life and Afterlife in World Religions (3)

This course will provide a general overview of the death and life after death doctrines (eschatology) in Eastern and Western religions, mainly through their scriptures. The implications of these doctrines for life in the world will be explored.

## 211 Ultimate Questions (3)

This course will explore how theology deals with some fundamental questions about reality and human life, including the meaning of God, human freedom, suffering and death, faith and belief, evil, sin, ethics, and morality. Furthermore the course will explore the interaction between religion and culture and between theology and other academic disciplines.

## 317 Turning Points in Christian History (3)

This course will study major turning points in the history of Christianity focusing on the interplay between religion and culture and the development of ideas. Attention will be given to significant figures, movements, and schools of thought, and to their continuing influence in Christianity today.

## 352 The American Religious Experience (3)

An exploration of the enculturation 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 Professional And Career Education  
will be found under the designated School.**

# Ellen Whiteside McDonnell School of Social Work

Phyllis F. Scott, Ph.D., Dean  
Olga Osby, D.S.W., Associate Dean  
Jennifer Williams, Ph.D., L.C.S.W., Director, B.S.W. Program  
Maria Teahan, L.C.S.W., Director, M.S.W. Program  
Sharron M. Singleton, D.S.W., Director of Field Education  
Yilian Fraga, M.S.W., Associate Director, B.S.W. Field Education

Faculty: Austin, Daniels, Engle, Fraga, Ingram-Herring, Kepler, Lacey, Levenson, Lewis, McGhee, Naranjo, Nowakowski-Sims, Osby, Pierce, Rodriguez, Rosenwald, Scott, Singleton, Smith, Shtompel, Teahan, Tucker, Uribe, Whelley, Williams, Zaoui

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## History of the School

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In the wake of community upheaval and turmoil in the early and mid-1960s 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 B.S.W. 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.

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## The Mission of the School

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The mission of the Barry University School of Social Work is framed by the core values, ethics, and commitments of the social work profession and Barry University mission. Within a culturally diverse framework, the School is committed to educating social workers for professional social work practice that is informed by context and characterized by competence, skills of leadership, quality, the quest for social and economic justice in local and global communities, and dedication to continuous professional growth and development.

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## Philosophy of the B.S.W. Program

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The B.S.W. 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 B.S.W. 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.

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### The Mission of the B.S.W. Program

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Building on the mission of the BUSSW, the B.S.W. program is committed to educating ethical and competent professional social workers within a trauma-informed, resiliency framework. With an emphasis on service learning, social justice, and working with vulnerable individuals, families, groups, organizations, and communities, the B.S.W. program prepares students as research-informed culturally competent generalist practitioners and for advanced study in social work.

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### Goals of the B.S.W. Program

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The B.S.W. program is guided by five academic goals supported by the achievement of ten competencies. The academic goals of the B.S.W. program are:

Successful graduates will:

- Demonstrate professional practice reflecting the profession's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence;
- Demonstrate knowledge of community, organizations, service delivery systems, policy and program settings, the variables that influence stability and change within these environments and how these factors affect client needs and interests;
- Demonstrate theoretical knowledge and practice skills related to reducing the effects of oppression and discrimination, and advancing social and economic justice in local and global communities;
- Demonstrate competency in social work assessment intervention and evaluation in agency and community contexts with diverse individuals, families, groups, organizations, and communities; and
- Engage in continuing professional growth and development, self-reflection, and evaluation of one's own practice.

These goals are supported by the following ten competencies, drawn from CSWE's Educational Policy and Accreditation Standards (EPAS).

The B.S.W. program will educate students who:

1. Identify as a professional social worker and conduct oneself accordingly;
2. Apply social work ethical principles to guide professional practice;
3. Apply critical thinking to inform and communicate professional judgments;
4. Engage diversity and difference in practice;
5. Advance human rights and social and economic justice;
6. Engage in research-informed practice and practice-informed research;
7. Apply knowledge of human behavior and the social environment;
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services;
9. Respond to contexts that shape practice; and
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

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## Accreditation

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Barry University School of Social Work B.S.W. Program is accredited by the Council on Social Work Education (CSWE). E-mail addresses: [www.cswe.org](http://www.cswe.org).

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## Bachelor of Social Work (B.S.W.)

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### Admission Requirements

All undergraduate students entering Barry University must apply through university enrollment services and meet university standards for admission.

#### B.S.W. 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 five Ws, Ds, or Fs

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 four to six 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."

### Life Experience Credits

In keeping with CSWE standards, the School of Social Work cannot grant academic credit for life experience or previous work experience, in whole or in part, in lieu of the field internship or any courses in the curriculum.

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## Change of Major Credits

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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.

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## Progression to Major Courses

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Admission to the University does not guarantee progression to the fieldwork and practice courses.



The following are the criteria for progression to the 300 level courses:

1. Completion of Social Work 203 (Introduction to the Social Work Profession) with a minimum grade of C;
2. Attainment of a 2.50 (C) cumulative grade point average in all coursework completed at Barry or 2.70 for transfer credit

## Field Education

Field Education in the B.S.W. program is designed to ensure the integration between the classroom learning experience and direct social work practice. It is intended to help students develop appropriate knowledge, value, skills, and professional identification as a generalist practitioner. Field Education consists of two (2) required courses: SW 495 (Field Education I) and SW 497 (Field Education II). These courses are taken over two (2) consecutive semesters during the senior year of study. Students obtain supervised educational experience with specified educational objectives in an agency setting.

Students enrolled in Field Education must be enrolled in concurrent practice courses SW 411 (Introduction to Clinical Assessment in Social Work Practice), SW 433 (Introduction to Trauma and Resilience), PSY 325 (Theories of Personality) with SW 495 (Field Education I); and SW 417 (Models of Intervention in Clinical Social Work Practice), and PSY 413 (Abnormal Psychology) with SW 497 (Field Education II). **Field Education I and II requires students to complete a combined total of 420 hours. Students must earn a grade of "CR" in each course.**

The following are the criteria for progression into Field Education I (SW 495), Introduction to Clinical Assessment in Social Work Practice (SW 411), Introduction to Trauma and Resilience (SW 433), and Theories of Personality (PSY 325) 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 forty-five service learning hours while enrolled in the Service Learning course;
4. Submission of the all required Field Education application forms;
5. Completion of pre-placement interview;
6. Final confirmation of Field agency placement;
7. Final approval from Field Education;
8. Required attendance to the B.S.W. Field Student Orientation; and
9. Successful completion of the following courses:

SW	203	Introduction to the Social Work Profession;
SW	315	The Personal, Cultural, and Social Influences on Helping;
SW	323	Service Learning and Social Work Practice;
SW	327	Ways of Knowing for Social Work Practice;
SW	355	Human Development;
SW	360	Environmental Context of Social Work Practice: Poverty, Oppression, and Trauma; and
SW	369	Social Work in the Social Service Environment.

### Criminal Background Checks and Screenings Guidelines

The purpose of these guidelines is to establish a uniform manner in which Field Education students in clinical training will be required to obtain criminal background screening, which is required by Chapters 397 and 491, Florida Statutes, and by some social service agencies. A history of criminal convictions may negatively impact the School's ability to place a student in an agency to complete the clinical training requirement of the Field Education program, which could result in delayed graduation or in the inability to graduate from the program. A history of criminal felonies may cause a student to be ineligible to become a licensed social worker within the State of Florida. Students may also be required by the social service agency to undergo drug testing and/or medical screening to determine eligibility to participate in clinical training.

## Criminal Background Checks Process and Fees

### Agency Sponsored

Students will be required to undergo a criminal background check at the agency in which the student is being assigned. In most cases, the agency will absorb the cost for the student's criminal background check. Agencies may deny a student's participation in the field experience at the site because of: a felony or misdemeanor conviction, failure of a required drug test, or inability to produce an appropriate health clearance.

### Student Responsibility

In cases where students are referred to agencies that do not pay for the background screenings, nor have an identified background screening referring agency of their own, students may have the screening conducted by the School as part of the Field Education pre-placement process. The student will be solely responsible for payment of the criminal background check, which will be performed by the company contracted by the School, American DataBank.

To initiate your background clearance, go to [www.barryex.com](http://www.barryex.com). All instructions and forms will be supplied to you by American DataBank. Your clearance will be sent directly to the School after your profile has been completed and the School will notify the agency of the eligibility of the student. Students are required to sign a Student Consent for Release of Records form to facilitate this process. Please note that FBI fingerprinting results can take up to 4–6 weeks to be processed. All costs related to screening requirements will be at the student's expense. If you have any questions about this process, please contact the Field Education Department office.

## Field Education Liability Insurance Fees

The School of Social Work purchases liability insurance through the National Association of Social Workers (NASW) for students when they are enrolled in a field education course. This liability insurance covers the student for professional liability when they are in a field agency under the supervision of a field educator. The majority of the actual cost for this insurance is absorbed by the School of Social Work with a student co-pay of \$25.00 for each semester in which a student enrolls in a new field education course. The fee will be visible on the student's tuition statement. Additional information on liability insurance fees may be found in the Field Education Manual. *Please note that the insurance liability fee is not included as part of any individual membership benefits with NASW.*

## Progression to Advanced Standing (Five 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 of all social work courses
- Satisfactory completion of all Field Internship requirements
- Satisfactory completion of PSY 325 and PSY 413
- 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 Corequisites

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 Corequisites 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.

<b>Written Communication</b>			<b>6 credits</b>
ENG	111	Freshman Composition and Literature	3
ENG	112	Techniques of Research	3
ENG	210	Introduction to Literature	3

<b>Oral Communication</b>			<b>3 credits</b>
COM	104	Interpersonal Communication	3
SPE	101	Fundamentals of Speech	3

<b>Theology</b>			<b>3 credits</b>
THE	103	World Religions: Spiritual Experiences of Human kind	3
THE	108	Introduction to the Old Testament	3
THE	191	Judeo-Christian Doctrine	3
THE	201**	Faith, Belief, and Traditions	3
THE	303	Comparative Religion	3
THE	306	Dynamics of Faith, Beliefs, and Theology	3
THE	307	Christology	3
THE	309	The Old Testament and Its Interpreters	3
THE	311	Sexuality, Sex, and Morality	3
THE	312	Freedom and Virtue	3
THE	315	Christian Spirituality and Prayer	3
THE	321	The New Testament as Christian Scripture	3
THE	323	Theology and Science: A Contemporary Dialogue	3
THE	325	Feminist Perspectives in Ethics	3
THE	327	Peace and Justice	3
THE	331	Christianity and Culture	3
THE	360	Women in the Church	3
THE	362	Women in the New Testament	3
THE	365	Creation and Apocalypse	3
THE	372	Marriage and the Family	3

<b>Philosophy</b>			<b>6 credits</b>
PHI	191	Judeo-Christian Doctrine	3
PHI	220	Introduction to Philosophy	3
PHI	260	Philosophy of the Human Person	3
PHI	292**	Ethics	3
			<i>Continued</i>

<b>Philosophy</b>			<b>6 credits</b>
PHI	300	S/T Ethics in America (only this exact course title is approved)	3
PHI	304	Epistemology	3
PHI	305	Problems in Philosophy	3
PHI	306	Philosophy of God and Religion	3
PHI	308	Philosophy of Law	3
PHI	314	Metaphysics	3
PHI	316	Ancient Philosophy	3
PHI	317	Medieval Philosophy	3
PHI	318	Modern Philosophy	3
PHI	319	Contemporary Philosophy	3
PHI	320	American Philosophers	3
PHI	323	Philosophical Perspectives in Cinema	3
PHI	353**	Biomedical Ethics	3
PHI	354	Environmental Ethics	3
PHI	355	Philosophy of Politics	3
PHI	360	Asian Philosophy	3
PHI	370	Contemporary Moral Problems	3

<b>Fine Arts</b>		<b>3 hours</b>
Any Art, Music, Theatre, Dance, or Photography Course except MUS 376 or MUS 476		

<b>Humanities</b>		<b>6 hours</b>
Any two Humanities distribution courses may be taken; however, the selection of foreign language is strongly recommended.		

<b>Natural and Physical Sciences</b>			<b>9 hours</b>
MAT	107	General Education Mathematics	3
MAT	109	Precalculus Mathematics	3
MAT	152**	Elementary Probability and Statistics *	3
BIO	104	Biological Foundations	3
BIO	120*	Biology Overview for non-biology majors *	3

<b>Social and Behavioral Sciences</b>			<b>18 hours</b>
CRM	200**	Introduction to Criminology	3
CRM	305	Women and Crime	3
CRM	317	Elite and Organized Crime	3
CRM	328	Race, Class, and Crime	3
ECO	201/202**	Introduction to Macroeconomics	3
POS	201*	American Government*	3
SOC	201*	Introduction to Sociology*	3
SOC	202	Juvenile Delinquency	3

SOC	204	Social Problems	3
SOC	246	Marriage and Family	3
SOC	300	Schools and Society	3
SOC	307	Race and Ethnicity	3
SOC	332	Drugs and Society	3
SOC	370	Social Psychology	3
SOC	372	Social Stratification	3
SOC	405**	Sociology of Race, Class, & Gender**	3
SOC	455	Sociology of the Family	3
PSY	281*	Introduction to Psychology	3
PSY	306	Psychology of Women	3
PSY	325	Theories of Personality	3
PSY	370	Social Psychology	3
HIS	150	The Meaning of History	3
HIS	201**	U.S. People & Ideas I	3
HIS	202**	U.S. People & Ideas II	3
HIS	315	History of Florida	3
HIS	390**	U.S. History since World War II	3
Note: Must take at least one history course.			3

**Computer Proficiency**  
**(3 hours or a score of 75 percent on computer placement waiver test)**

CS	180	Introduction to Computers	3
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**Electives**

24 credit hours are required.

**School of Social Work Required Courses**

<b>Freshman Year</b>	<b>Sophomore Year</b>	<b>Junior Year</b>	<b>Senior Year</b>
SW 203 Introduction to the Social Work Profession	SW 315 The Personal, Cultural, and Social Influences on Helping	SW 327 Ways of Knowing for Social Work Practice	SW 411 Introduction to Clinical Assessment in Social Work Practice
	SW 323 Service Learning and Social Work Practice	SW 355 Human Development	SW 433 Introduction to Trauma and Resilience
		SW 360 Environmental Context of Social Work Practice: Poverty, Oppression, and Trauma	SW 495 Field Education I

*Continued*

Freshman Year	Sophomore Year	Junior Year	Senior Year
		SW 369 Social Work in the Social Service Environment	PSY 325 Theories of Personality
		SW xxx Social Work Elective	SW 417 Models of Intervention in Clinical Social Work Practice
			SW 497 Field Education II
			PSY 413 Abnormal Psychology

### Minor in Psychology

Social Work students can earn a minor in psychology by completing 21 credits in the psychology department. Students must successfully complete the following four psychology courses plus three other psychology courses:

PSY	281	Introduction to Psychology	3
PSY	325	Theories of Personality	3
PSY	283	Developmental Psychology	3
PSY	413	Abnormal Psychology	3

### Minor in Sociology

Social Work students can earn a minor in sociology by completing 18 credits in the sociology department. Students must successfully complete the following four sociology courses plus two other sociology courses:

SOC	201	Introduction to Sociology	3
SOC	370	Social Psychology	3
SOC	405	Sociology of Race, Class, and Gender	3
SOC	423	Sociological Theory	3

## Course Descriptions

### Social Work; Prefix: SW

#### 203 Introduction to the Social Work Profession (3)

This course introduces students to social work as a profession. The history, values, and development of the social work profession are discussed. The course emphasizes students developing 1) self-awareness and identity as a professional social worker, 2) an understanding about the effects of oppression on social and economic justice, and 3) roles and functions of a professional social worker as a leader in promoting resilience in client systems.

#### 315 The Personal, Cultural, and Social Influences on Helping (3)

This is an experience-oriented course directed toward helping students become aware of their own interpersonal processes and how these may influence their skill and effectiveness as professional helping persons. This course explores formal and informal approaches to helping in various cultures and societies, and examines the implications of cultural values as well as their strengths and limitations. Emphasis will be placed on the importance of critical thinking in helping at the individual, group, and community levels. Prerequisite: 203 Introduction to the Social Work Profession.

#### 323 Service Learning and Social Work Practice (3)

This course introduces social work students to a Service Learning modality framed within social work practice. The course emphasizes the value and significance of academic growth within a social service setting. Students

are required to venture out from their familiar traditional classroom and engage in community based experiential learning. For social work students this experiential format involves work with vulnerable populations in social service settings across Miami-Dade and neighboring counties. A strengths-based, ecological framework is the underlying theory by which students examine social service settings and the clients served. Students are required to dedicate forty-five hours to an identified social service agency. Prerequisite: 203 Introduction to the Social Work Profession, 315 The Personal, Cultural, and Social Influences on Helping.

327 Ways of Knowing for Social Work Practice (3)

This course introduces students to the basic processes of critical thinking and application to the assessment of client systems, social policy and research. Skills of critical appraisal and decision making within a bio-psycho-social framework are practiced with special attention to culturally based sources of knowledge. Pre/Corequisites: 203 Introduction to the Social Work Profession, 315 The Personal, Cultural, and Social Influences on Helping; Corequisite: 355 Human Development.

355 Human Development (3)

This course provides a social work context in introducing students to theories and theoretical models that explain reciprocal influences and risk and resilience in shaping human behavior. This course uses a developmental framework to examine growth and maturation over the life course with attention to the person-environment configuration. This course emphasizes the relevance of factors including culture, ethnicity, gender, social constructions of age, social norms, socioeconomic inequality, spirituality, sexual orientation, and trauma in influencing the outcomes of transactions between the person and the environment over time. Special attention is paid to the applicability of course content to social work practice in human service settings. Pre/Corequisites: 203 Introduction to the Social Work Profession, 315 The Personal, Cultural, and Social Influences on Helping; Corequisite: 327 Ways of Knowing for Social Work Practice.

360 Environmental Context of Social Work Practice: Poverty, Oppression, and Trauma (3)

This course provides students with knowledge and skill necessary for engaging client systems within an ecological context. Its focus on understanding client behavior within the larger social environment uses a “bio-psycho-socio-cultural-political” lens to explore how difference and diversity within the social environment can affect social functioning. Poverty, oppression, and trauma are examined as issues of social justice that challenge resiliency in client systems, and require competency in leadership and advocacy on the part of practitioners. Prerequisites: 203 Introduction to the Social Work Profession, 315 The Personal, Social, and Cultural Influences on Helping, 327 Ways of Knowing for Social Work Practice, 355 Human Development; Pre/Co-requisite: 323 Service Learning and Social Work Practice. Co-requisite: 369 Social Work in the Social Service Environment.

369 Social Work in the Social Service Environment (3)

This course introduces students to social welfare service structures and delivery mechanisms, including organizational roles and functions, and how these are experienced by helping professionals and vulnerable populations. Students will examine connections between society’s organized public responses to personal problems, especially through social service delivery. Attention to organizational roles in enhancing social justice for vulnerable populations is emphasized. Prerequisites: 203 Introduction to the Social Work Profession, 315 The Personal, Social, and Cultural Influences on Helping, 327 Ways of Knowing for Social Work Practice, 355 Human Development; Pre/Co-requisite: 323 Service Learning and Social Work Practice; Co-requisite: 360 Environmental Context of Social Work Practice: Poverty, Oppression, and Trauma.

411 Introduction to Clinical Assessment in Social Work Practice (3)

This course introduces students to a variety of assessment methods utilized in clinical social work practice. Grounded in the ecological model, students gain competency in bio-psycho-social-spiritual assessment within a person in environment context. Prerequisites: 203 Introduction to the Social Work Profession, 315 The Personal, Cultural, and Social Influences on Helping, 323 Service Learning and Social Work Practice, 355 Human Development, 327 Ways of Knowing for Social Work Practice, 369 Social Work in the Social Service Environment, 360 Environmental Context of Social Work Practice: Poverty, Oppression, and Trauma; Co-requisite: 495 Field Education I, 417 Models of Intervention in Clinical Social Work Practice, and PSY 325 Theories of Personality.

## 417 Models of Intervention in Clinical Social Work Practice

This course introduces students to social work practice with individuals, families, and groups in contemporary practice settings with an emphasis on identifying appropriate and effective models of intervention. Students will become familiarized with multiple models of intervention at the micro and mezzo levels of social work practice and learn to make effective practice decisions regarding the selection and implementation of various intervention models. Prerequisites: 203 Introduction to the Social Work Profession, 315 The Personal, Cultural, and Social Influences on Helping, 355 Human Development, 327 Ways of Knowing for Social Work Practice, 323 Service Learning and Social Work Practice, 369 Social Work in the Social Service Environment, 360 Environmental Context of Social Work Practice: Poverty, Oppression, and Trauma, 495 Field Education I, 433 Introduction to Trauma and Resilience, 411 Introduction to Clinical Assessment in Social Work Practice, and PSY 325 Theories of Personality; Co-requisite: 497 Field Education II, and PSY 413 Abnormal Psychology.

## 433 Introduction to Trauma and Resilience

This course provides the student with an overview of psychological trauma, including the history and current theories in the field, the nature of trauma (sexual abuse, combat, and natural disasters), how trauma affects individuals and systems, grief reactions, and traumatic stress. Resilience Theory is introduced. Also included in this class is the exploration of the professional's response to trauma, vicarious traumatization, disenfranchised grief, crisis intervention, co-morbid disorders and general treatment issues. Finally, students have the chance to review evidence-based practices in the trauma field, including cognitive, neurobiological, clinical, and socio-cultural. A culturally-informed approach to learning is used. Prerequisites: 203 Introduction to the Social Work Profession, 315 The Personal, Cultural, and Social Influences on Helping, 323 Service Learning and Social Work Practice, 355 Human Development, 327 Ways of Knowing for Social Work Practice, 369 Social Work in the Social Service Environment, 360 Environmental Context of Social Work Practice: Poverty, Oppression, and Trauma; Co-requisite: 495 Field Education I, 411 Introduction to Clinical Assessment in Social Work Practice, and PSY 325 Theories of Personality.

## 495 Field Education I

This senior year course requires student to complete 140 hours of supervised clinical practice in a Field Agency in addition to attendance in a seven-week Skills Lab. The Skills Lab prepares students for their field education experience by providing content relative to the basic skills of social work practice. The Skills Lab also provides ongoing integration of clinical theory and practice skills. Prerequisites: 203 Introduction to the Social Work Profession, 323 Service Learning and Social Work Practice, 315 The Personal, Cultural, and Social Influences on Helping, 355 Human Development, 327 Ways of Knowing for Social Work Practice, 369 Social Work in the Social Service Environment, 360 Environmental Context of Social Work Practice: Poverty, Oppression, and Trauma; Corequisites: 411 Introduction to Clinical Assessment, 433 Introduction to Trauma and Resilience, and PSY 325 Theories of Personality..

## 497 Field Education II

This senior year course requires students to complete 280 hours of supervised clinical practice continuing in the same Field Agency. Prerequisites: 203 Introduction to the Social Work Profession, 315 The Personal, Cultural, and Social Influences on Helping, 355 Human Development, 327 Ways of Knowing for Social Work Practice, 323 Service Learning and Social Work Practice, 369 Social Work in the Social Service Environment, 360 Environmental Context of Social Work Practice: Poverty, Oppression, and Trauma, 495 Field Education I, 433 Introduction to Trauma and Resilience, 411 Introduction to Clinical Assessment in Social Work Practice, and PSY 325 Theories of Personality; Co-requisite: 417 Models of Intervention for Clinical Social Work Practice, and PSY 413 Abnormal Psychology.

## Course Descriptions

### Social Work Electives; Prefix: 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.

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.

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.

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 315.

496 Child Welfare Services and Policies (3)

This course introduces students to the delivery of child welfare services and the federal and state laws and regulations that guide service delivery. The array of services examined include: child welfare investigations, family preservation, foster and kinship care, and adoption. This course aligns with the competencies set forth by the Florida Department of Children and Families. Co-requisite: SW 495 or permission of the Instructor (3 credits).

498 Clinical Assessment of Child Welfare Maltreatment (3)

This course introduces students to clinical assessment of child maltreatment. Students will learn to identify, in a family context, the risk and resilience factors in children who experience trauma through physical abuse, sexual abuse, neglect and mental injury. Decision-making based on such culturally-guided assessment is highlighted. This course aligns with the competencies set forth by the Florida Department of Children and Families. Co-requisite: SW 495 or permission of the Instructor (3 credits).

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## Americans with Disabilities Act

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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 has 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).

<b>Standards</b>	<b>Skill Areas</b>	<b>Description of Essential Behavior</b>
<b>Professional Ethics:</b>		<b>Student:</b>
Individual judgment and conduct is consistent with established laws and the values and ethics of the social work profession as set forth in the NASW Code of Ethics.	<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>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/her 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>

<b>Critical Thinking:</b>		<b>Student:</b>
<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>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>

<b>Professional Use of Self</b>		
<b>Standards</b>	<b>Skill Areas</b>	<b>Description of Essential Behavior</b>
<p><b>Task Management:</b></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><b>Student:</b></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>

<b>Self Awareness:</b>		<b>Student:</b>
<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>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>

<b>Standards</b>	<b>Skill Areas</b>	<b>Description of Essential Behavior</b>
<b>Professional Relationships:</b>		<b>Student:</b>
<p>All professional interactions reflect respect, integrity, honesty, cooperation, and collaboration as well as a clear understanding of professional role, authority, and appropriate boundaries.</p>	<p>Develops and maintains cooperative and collegial relationships with clients, colleagues, superiors, peers, students, research participants, agency personnel, faculty, school staff, advisors, and field educators.</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>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>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> <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>

<b>Standards</b>	<b>Skill Areas</b>	<b>Description of Essential Behavior</b>
<p><b>Communication:</b></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><b>Student:</b></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>

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### Attendance Policy

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Due to the applied nature of social work as a professional discipline, participation and full engagement by students in all class and Field activities is essential. Prompt regular attendance is an expectation as it 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. Consequently, in the School of Social Work, prompt attendance to all scheduled class sessions and full compliance to one's internship schedule is required. Failure to comply with this requirement contradicts the ethical principles that reflect the profession's core values and the School's Core Performance Standards and may impact the student's overall grade in the class and/or Field. At the beginning of each semester all teaching faculty and Field educators will define specific requirements for attendance as they relate to the course grade.

Regular attendance is required of all students. A total of six 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.

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## Developmental Courses

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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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Coordinator, Sport Management Programs	Gayle Workman, Ph.D.
Facilitator, Diving Industry Specialization	Sharon Kegeles, M.S.
Director of Athletics	Michael Covone, M.S.
SR Associate Athletic Director	Bridget Lyons, Ph.D.
Associate Athletic Director	Jamie Carrig, M.S.
Assistant Director of Athletics	Maryann Simkulak, M.S.
Director, Sports Information	Dennis Jezek, M.S.
Assistant Sports Information Director	Brian Kortz, B.S.
Head Coach, Men's Baseball	Marc Pavao, M.S.
Head Coach, Men's Basketball	Butch Estes, M.S.
Head Coach, Women's Basketball	William M. Sullivan, M.S.
Head Coach, Women's Crew	Boban Rankovic, M.S.
Head Coach, Women's Golf	Shannon Sykora, B.A.
Head Coach, Men's Golf	Jimmy Stobs, B.S.
Head Coach, Men's Soccer	Steve McCrath, M.S.
Head Coach, Women's Soccer	Denise Brolly, M.S.
Head Coach, Women's Softball	Danielle Penner, M.S., M.B.A.
Head Coach, Men's Tennis	George M. Samuel, Ph.D.
Head Coach, Women's Tennis	Avi Kigel, M.S.
Head Coach, Women's Volleyball	Steve Hendricks, M.S.
Head Athletic Trainer	Scott Freer, M.S.
Assistant Athletic Trainer	Sam Eisen, M.S.
Faculty Athletics Representative	M. Eileen McDonough, Ed.D.

Dean, School of Law	Leticia M. Diaz, Ph.D., J.D.
Associate Dean for Academic Affairs	Ruth A. Witherspoon, J.D., LL.M.
Associate Dean for Student Services	Amy M. Lefkowitz, J.D.
Assistant Dean for Academic Programs and Faculty Development	Amy E. Envall, J.D.
Assistant Dean Bar Prep and Academic Success	Kaci Line, J.D.
Chief Advancement Officer	C. Douglas Elliott, M.P.A.
Media Relations and Marketing Manager	Paul E. Lefton, B.A.
Registrar	Julia Hagaman, B.A.
Director of Career Services	Sonja B. Hayes, J.D.
Director of Student Life & Admissions Counselor	Christene Ford, J.D.
Director of Academic Success	Steve Kessel, J.D.
Director of Admissions	Bethany Pierpont, J.D.
Director CEJ/Coordinator Mission Integration	Sister Pat Siemen, O.D., J.D.
Director of Student Financial Services	Jean M. Walker, B.S., M.S.

Dean School of Podiatric Medicine	Albert V. Armstrong, D.P.M., M.S., B.S.R.T.
Associate Dean of Clinics	TBA
Associate Academic Dean	Sanjay Sesodia, Ph.D.
Associate Dean and Director, Physician Assistant Program	Doreen C. Parkhurst, M.D.
Associate Program Director, Physician Assistant Program	Keith L. Moore, J.D., P.A.-C.
Chair, Basic Medical Science	Graham Shaw, Ph.D.

Dean, School of Professional and Career Education	Andrea Keener, Ph.D.
Administrative Assistant to the Dean	Ching Poon, B.S.
Assistant Dean	Carole Huberman, Ph.D.
Associate Dean, Distance Learning	Peter Brewer, D.M.A.
Instructional Designer	Rhonda "Nikki" Hill, M.S.
Distance Learning Coordinator	Na'arah Smith, M.P.A.
Academic Advisor/Recruiter for Online Programs	Ginger Greenstein, M.A.
Academic Advisor/Recruiter for Online Programs	Carol Graham, Ph.D.
Associate Dean, Experiential Learning / Director, Portfolio	Judith O. Brown, Ed.D.
Coordinator, Portfolio Program Support	Elizabeth Fancisco, M.B.A.
Associate Dean, Academic and Student Affairs	T.B.A.
Assistant Dean of Academic Affairs	Kathy Weigand, MEd.
Assistant Dean, Student Affairs	Marie Ange Levasseur, M.S.W.
Coordinator, Student Affairs	Nicole Picconi Cordeiro, B.S.
Director of Academic and Student Support Services	Janice M. Dowsett, M.A.
Academic Coordinators:	
Academic Coordinator, Administration	Alvaro Carreras, Jr., D.B.A.
Academic Coordinator, Behavioral Sciences	David J. Romano, Ph.D.
Academic Coordinator, Emergency Management	Daniel Hahn, M.A.
Academic Coordinator, English and Foreign Languages	Patricia Feito, Ph.D.
Academic Coordinator, Environmental Science & Biology	Anita Zavodska, Ph.D.
Academic Coordinator, Health Services Administration	Barry J. Brock, Ed.D.
Academic Coordinator, Bachelor of Arts in Human Services	TBA
Academic Coordinator, Information Technology	Khaled Deeb, Ph.D.
Academic Coordinator, Mathematics	Carol Warner, Ed.D.
Academic Coordinator, Music	Peter Brewer, D.M.A.
Academic Coordinator, Philosophy	Sean Erwin, Ph.D.
Academic Coordinator, Public Administration, Political Science & History	James Talerico, Ph.D.
Academic Coordinator, Speech & Communication	TBA
Academic Coordinator, Theology	Ann Swaner, Ph.D.
Academic Coordinator, Humanities, Theatre, & Bachelor of Liberal Studies	Celeste Fraser Delgado, Ph.D.
Associate Dean of Business Process	Marilyn Marousek, Ph.D.
Business Process Manager	Rachel Sangiovanni, B.S.
Director PACE Institute for Training and Professional Development	TBA
Program Coordinator	Cladia Batista-Gorin, M.S.
Assistant Dean, EMS/Fire Programs	Jason Smith, M.S.
EMS Program Coordinator	Joshua Cornblit
Fire Program Coordinator	Kenneth Yost, B.S.
AHA Training Coordinator	Debbie Matherly
High School Program Training Coordinator	Jorge Nunez
EMS Training Coordinator	Mike Romanski
EMS Training Coordinator	Paul, Pelliccio, A.S.
Medical Director	Joseph Nelson, D.O.
Associate Dean of Operations & Enrollment Management	Pamela Luckett, Ph.D.
Director of Operations	Marvin Hattaway, M.S.
Director of Data Management	Nicola DiGiallonardo, M.P.A.
Manager of Data Management	Michael Lemme, M.A.
Coordinator, Data Management	Caridad Garrido
Director of Recruitment (Brevard)	Christina S. Davis, M.A.
Senior Recruiter/Admissions Support Specialist (Miami)	Linda Arney, M.P.A.

Recruiter/Admissions Support Specialist (South Dade)	Kamy Theodoris, M.P.A.
Recruiter/Admissions Support Specialist (Broward))	Chantal Achille, M.B.A.
Senior Recruiter/Admissions Support Specialist (Jacksonville)	Holly Ann Haines-Kohl, M.A.
Recruiter/Admissions Support Specialist (Orlando)	Michelle Czechowski, M.A.
Recruiter/Admissions Support Specialist (Southwest Florida)	Dawn Pike, M.S.M.
Miami Dade & Broward Counties Director	Renee Glover-Hodge, M.S.
Miami Shores Site Manager	Katia Chamberlain, Ed.D.
Academic Advisor/Recruiter	Tai-Li Frazer, M.Ed.
Academic Advisor/Recruiter	Rose Americain-Sénat, M.P.H.
Academic Advisor/Recruiter	Mary McVeigh-Camilo, M.S.W.
Kendall Site Manager	Rebecca DeCardenas, M.B.A.
Academic Advisor/Recruiter.	Marie Estimable, M.P.A.
Cutler Bay Site Manager	Richard Cordones, M.B.A.
Academic Advisor/Recruiter.	Christina Lugo, M. Ed.
Davie Site Manager	Regina Neely, M.S.
Davie Academic Advisor/Recruiter	Jo-Ann Thomas Ed.D
Pembroke Pines Site Manager	Zahiroon Ali-Marsh, M.B.A.
Pembroke Pines Academic Advisor/Recruiter	Carla Davidson, M.A.
Brevard, Orange and Duval Counties Regional Director	Lynn Grant, M.A.
Cape Canaveral Site Manager	Kimberly A. Watzek, M.A.
Melbourne Site Manager	Elizabeth Francisco, M.B.A.
Academic Advisor/Recruiter,	Jennifer "Brooke" Cruz, M.A.
Jacksonville Site Manager/Instructor	Rodney Watson, M.B.A.
Orange County, Director	TBA
Orlando—Sand Lake Academic Advisor/Recruiter	Norman Ford, M.B.A., M.A.
Tallahassee Site Manager	Carol Graham, Ph.D.
Palm Beach Site Manager	Millicent Kelly, M.S.
Academic Advisor/Recruiter	TBA
Ft. Myers Site Manager	Kathleen Cureton, M.S.
Academic Advisor/Recruiter,	Kenia Hudson-Shelton, M.S.

Dean, School of Social Work	Phyllis F. Scott, Ph.D.
Executive Assistant to the Dean	Constance Johnson, B.S.
Associate Dean	Olga Osby, D.S.W.
Director, Admissions and Enrollment	Philip Giarraffa, L.M.S.W., M.P.H.
Director of Operations	Annette Cardoza-McNeal, M.B.A.
Director, B.S.W. Program	Jennifer Williams, Ph.D., L.C.S.W.
Director, M.S.W. Program	Maria Teahan, A.C.S.W., L.C.S.W., C.T.S.
Director, Field Education (Interim)	Sharron M. Singleton, D.S.W.

Vice President for Business and Finance	Susan Rosenthal, M.S.
Executive Assistant to the Vice President	Ginette Melchiorre, B.S.
Controller	Judith Penate, M.B.A.
Senior Financial Accountant	Yvonne Falloon, M.B.A.
Senior Financial Accountant	Nelida Pino, B.S.
Senior Accountant	Marina Peruyera
Senior Accountant	Pamela Harris, M.Acc.
Staff Accountant	Carol Green, B.S.
Director, Financial Grants Management	Mercedes Cazco, M.B.A.
Financial Grants Manager	Alicia McNally, M.S.
Grants Assistant	Audra Bartram, M.P.H., M.C.M.S.
Director, Cashier/Business Office	Donald W. Cearnal, B.S.B.A.
Associate Director, Cashier/Business Office	Rosemarie Cieslar, B.S.
Manager, Student Financial Services	Ronald LaBarrie, M.B.A.
Manager, Cashier Operations	Margaret Robinson-Major, M.A.A.
Manager, PACE Cashier Operations	TBA
Director, Accounts Payable	Nancy Perez, B.L.S.

Chief Procurement Officer	TBA
Category Director	Monica Soto, M.S.
Category Manager	Jack Gasso, B.P.S.
Category Manager	Maria Dopico, M.S.
Category Manager	Brooke Pallot
Administrative Assistant III	Jacqueline M. McGlone, B.S.
Manager, Procurement Operations	TBA
AVP Financial and Strategic Planning	Lena Mercea, M.S.
Senior Budget Analyst	Eduardo Rios, B.A.
Budget Analyst	Carolina Salvador, B.S.
Associate Vice President-Facilities Management	Julian (Jay) Angel
Facilities Manager, Design Services	Mark Clary
Project Manager Facilities Planning and Development	Jeff Yao, B.A.
Maintenance Manager	Gene Wojtynek
Project Manager	Myrline Aristil, M.S.
Environmental Health & Safety Administrator	Yosef Shapiro, M.S.
Services Coordinator, Facilities Management	Ryan Palomino
Maintenance Trades Supervisor	Alson Halliday
Project Coordinator, Facilities Planning and Development	Sheli Romer
Business Center Operations Manager	Joe Asher

Vice President for Human Resources & University Title IX Coordinator	Jennifer Boyd-Pugh, M.S.
Associate Vice President, Human Resources	Jasmine Santiago, M.S.
Manager, Talent Management & Employee Relations	Erin Keith, M.S.
Director, Benefits and Wellness Programs	Patti Dopico
Director, Human Resources, School of Law	Elizabeth Norris
Director, Payroll	Serrana Domínguez, M.B.A.
Manager, Compensation	Ingrid Alexis-Goodman, M.A.
HRIS Administrator/Project Coordinator	Astride Alexis, M.S.

Vice President for Institutional Advancement & External Affairs	Sara B. Herald, J.D.
Executive Assistant	Audra C. Carey
Director, Advancement Services	Joyce Riveira, M.B.A.
Associate Director, Advancement Services	Audra C. Carey
Associate Vice President for Alumni Relations & Annual Giving	Matthew A. Blair, B.A.
Director, Annual Giving	Kristy Henry, M.B.A.
Coordinator, Alumni Programs	Nathan Williams
Director, Conference & Event Services	Amy G. Deutch, B.S.
Coordinator, Conference & Event Services	Wendy L. Villeta
University Partnerships Coordinator	John Mohnke, B.A.
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Director, Foundation Relations	Frank Saavedra
Director, Government & External Affairs	Elizabeth Besade Perez, J.D.
Coordinator, Community & Government Affairs	Maria Beslac, M.B.A.
Director, Grants & Sponsored Programs	Sandra L. Mancuso, M.A.
Associate Director, Grants & Sponsored Programs	Emily Betz, J.D.
Senior Grants Specialist	Holly Berline, B.S.
Grants Specialist	Nilu Choudhury, B.A.
Associate Vice President for Brand Marketing & Communications	Kimberly Cox, M.A.
Administrative Assistant III	Janice Normil, B.S.
Art Director	Martin L. Hamilton, B.S., M.A.
Graphic Designer	Madeline K. Whittaker, B.A.
Brand Marketing Account Manager	Karen Kaany, M.A.
Senior Writer/ Editor	Jessica Alexandre, B.A.
Project Manager	Casey Brown, M.B.A.
Account Manager	Karen Subran, B.L.S.
Associate Vice President for Enrollment Marketing Strategy	Michel Sily, M.S.

Director, Enrollment Marketing Projects	Andrew Vaccaro, M.B.A.
Manager, Marketing Automation	Lyssette Gonzalez, B.B.A.
Director, Digital Media Strategy & Development	Miguel Ramirez, B.S.
Associate Director, Digital Media Strategy & Development	Roberto Pelaez, M.B.A.
Web Programmer	Rolando Liriano, B.S.

Vice President for Mission and Institutional Effectiveness	Christopher Starratt, Ph.D.
Associate Vice President for Mission & Institutional Effectiveness	Roxanne S. Davies, PhD.
Mission Engagement, Director	Patricia Ramlow, M.S.
Mission Engagement Program Manager	Adela Langa, M.A.
Director for Institutional Research	Shaunette Grant, M.S., M.B.A.
Assistant Director for Institutional Research	Miriam Soto, M.A.
Research Analyst	Marcos Velazquez, M.B.A.
Assessment Coordinator	Jennifer Budhoo, B.A.
University Registrar	Cynthia Chruszczyk, M.S.
Senior Associate Registrar	Richard Isrel, B.S.
Assistant Registrar for Technology	Debra Pantaleo, M.E.T.
Assistant Registrar	Orlando De Jesus, B.S.
Assistant Registrar	Tatiana Zambrano, B.S.
Assistant Registrar, Records, and Registration	Viviana Carabanna

Vice President for Student Affairs	Scott Smith, Ph.D.
Associate Vice President for Student Affairs	M. Eileen McDonough, Ed.D.
Associate Vice President for Student Affairs/Dean of Students	Maria Luisa Alvarez, Ph.D.
Executive Assistant	AnaMaria Rodriguez, B.S.
Director, Campus Ministry	Karen Stalnaker, M.A.
University Chaplain	Fr. Cristóbal Torres, O.P., M.S.W., M.A.
Coordinator for Worship and Music Ministry	Hamilton Gutierrez
Coordinator for Retreats and Faith Formation	Richard Clements, M.Div.
Director, Campus Recreation and Wellness	TBA
Coordinator Health Promotion and Wellness	TBA
Coordinator Intramurals	TBA
Director, Fitness Center	Dan Hill, M.S.
Director, Career Development	John Moriarty, M.B.A.
Associate Director	Shaunelle Wall, M.S.
Career Counselor	Kimberly Timpone, M.A.
Career Counselor	Gurbet Akdogan M.A.
Employer Relations Coordinator	Jeffrey B. Whal, B.A.
Director, Center for Counseling and Psychological Services	Sr. Anastasia Maguire, R.S.M., M.S.W., L.C.S.W.
Associate Director/Counselor	TBA
Staff Psychologist	Hossiella Longoria, Psy.D.
Staff Counselor	Sandra Barros, M.S.W
Staff Counselor	Sarah Rohan, M.S.
Director, Office of Disability Services	TBA
Director, Housing and Residence Life, Student Conduct	Matthew Cameron, M.S.
Associate Director for Business Operations	Meghan Junor, M.S.
Associate Director, Residence Education	Alberto Lorenzo M.A., M.S.
Residence Coordinator	Leisel Douglas, M.Ed.
Residence Coordinator	Reynaldo Soares, M.Ed., M.B.A.
Residence Coordinator	Judisha Williams, M.S.
Director, Center for Student Involvement	TBA
Associate Director	TBA
Coordinator	Steven Ramos, M.S
Coordinator	Renee Fellingner, M.S.
Coordinator for Marketing	TBA
Associate Director, International Student Services and Multicultural Programs	Frédérique Fragé, M.A.

Multicultural Coordinator	Daisy Santiago, M.S.
Director, Student Health Center	Eileen Egan-Hineline, R.N.-C., M.S.
Nurse Practitioner	Denise Lundy, A.R.N.P.-C., F.N.P.
Registered Nurse	Katherine Geiger, B.S.N., R.N.
Registered Nurse	John Franklin, R.N.
Medical Records and Insurance Coordinator	Pam Foster, B.S.
Director, Student Union	Mickie Voutsinas, M.S., M.B.A.
Associate Director	Gaston Arellano, M.P.A.
Financial Analyst	Adam Del Monte, M.B.A., M.S.
General Manager, Dining Services	Chris Valdes, B.S.
Director of Public Safety and Emergency Management	John Buhrmaster, M.S.
Coordinator for Investigations and Training	Douglas Ressler, B.A.

Vice President for Technology & Chief Information Officer	Yvette A-M Brown, M.S.
Project Portfolio Manager	Wesley Ng-A-Fook, M.B.A.
Associate Chief Information Officer	Hernan Londono, Ph.D.
Director, Data Center Operations	Justin Moses, B.S.
Senior Systems Administrator	Vladymir Bertrand, M.S.
Systems Administrator	Ernesto Gallardo, B.S.
IT Security Office Coordinator	Jose M. Sisto, B.S.
Director, Software Solutions & Information Management	Kerri-Quaan Stewart, B.S.
Solutions Architect	Grace Ralfelt, B.S.
Interactive Art Director	Andressa Sily, M.S.
Director, Network & Telecommunications	Maximo Ramirez, B.S.
Senior Network Engineer	Falizea Burkes, B.S.
Network Engineer	Harry Lorthe, M.S.
Director, Conferencing, Media & Studio Services	Guillermo Dopico, M.B.A.
Manager, Conference & Media Services	Jennifer Holmes, B.S.
Library Director	Rodrigo Castro, M.L.I.S.
Library Systems Specialist	Carmen Casal, M.S.
Assistant Director Library Technical Services	Marietta DeWinter, M.L.S.
Technical Services Cataloging Librarian	Frances Sciorba, M.L.S.
Senior Reference Librarian/Coordinator of Theological Collections	Philip M. O'Neill, M.S.L.S.
Electronic Resources Coordinator/Reference Librarian	Merlene Nembhard, M.L.I.S.
Reference Librarian/Coordinator of Information Literacy Instruction	Andrew Nevel, M.L.I.S.
Reference Librarian	Pamela Beegle, M.L.S.
Reference Librarian	Maria Gonzalez, M.L.S.
Manager, Archives & Special Collections	Ximena Valdivia, M.L.I.S.
Director, Workplace & Instructional Technologies	Linda Cahill, Ph.D.
Manager, Workplace & Instructional Technologies Services	Keva Boone, M.S.
Trainer, Workplace & Instructional Technologies Services	Laura Fothergill, M.S.
Director, IT Business Operations	Glendon B. Redway, M.Phil.
Manager, IT Procurement	Carolyn Chan, M.S.C.
IT Acquisitions Specialist	Alexander Stevanovski, B.S.
Coordinator, IT Business Planning	John Beynon, M.S.
Director, Client Services	Darrell Duvall, M.S.
Associate Director, Client Services	John Baldwin, B.S.
Manager, Desktop Support Services	Karl-Marc Degraff, M.A.S.
Manager, Computer Labs & Instructional Facilities	Carmen Ramirez, M.S.
Manager, IT Service Desk	Audrey Johnson, M.S.
Associate Vice President for Administrative Information Systems	Traci A. Simpson, M.S.
Director Database Services	Regina Lopez, M.S.
Database Analyst	Anne Stephen
Business Systems Analyst	William Cabrera, B.S.
Senior Programmer Analyst	Sonja Archer Thompson, M.S.
Enrollment Systems	
Sr. Director for Information Systems & Technology	Yolairis Barranco, M.S.

Associate Director for Information Systems and Technology	Carrie Grimes, M.S.
Coordinator of Enrollment Research	Elizabeth Swope, M.S.
Recruitment and Admissions	
Associate Vice President, Recruitment and Admissions	Roxanna P. Cruz, M.B.A.
Director for Admissions	Elizabeth Thomas, M.A.
Associate Director, Recruitment and New Student Experience	Stephanie Garland-DeMello, M.S.
Project Manager, Recruitment and Admissions Communications	Yeshica Yanes, M.S.
Admissions Counselor	Keyonvis Bouie, M.B.A.
Admissions Counselor	Lavelle Dunn, B.S.
Admissions Counselor	Rebecca Lacy, B.S.
Admissions Counselor	Victor Santiago, B.P.A.
Admissions Counselor	Jaicab Zelaya, B.A.
Admissions Counselor	TBA
Admissions Counselor	TBA
Senior Director of Admissions Operations	Angela Scott, M.S.
Senior Director of Graduate Admissions	Dave Fletcher, D.Min.
Associate Director for Graduate Admissions	TBA
Director for Financial Aid	Dart Humeston, M.S.
Senior Associate Director for Financial Aid	Aida Claro, M.S.
Associate Director for Financial Aid	Yamirka Rial, M.S.
Associate Director for Financial Aid/PACE	Nigel Manderson, B.B.A.
Assistant Director for Undergraduate Financial Aid	Lillian Cabrera-Molina
Assistant Director for Graduate Financial Aid	Norma Davis Robinson, B.A.
Assistant Director for Financial Aid/PACE	Deborah L. Davis, M.S.
Senior Graduate Financial Aid Counselor	Tiffany J. Pinto, M.S.
Senior Counselor, Financial Aid	Ginette Black, B.A.
Senior Counselor, Financial Aid/PACE	Alice Cole-Miller, M.S.
Counselor, Financial Aid/PACE	Juan Mejia, B.S.
Senior Counselor, Financial Aid	Azul Dominguez, B.A.
Counselor, Financial Aid	Guadalupe Diaz, A.A.
Counselor, Financial Aid	Ingrid Lopez-Lorenzo, B.A.
Counselor, Financial Aid	Jennifer Nunez
Telecounselor, Financial Aid	Ruth Reed, B.A.
Coordinator, State Programs	Cristian Almonte, B.A.
Director, Records Management and Transcript Evaluation	Teresa M. Gasso, M.S.
Manager, Graduate Records	Gloria Munoz
Manager, PACE Records and Transcript Evaluation	Xiomara Hechavarria, G.A.
Senior Transcript Evaluator	Lucia Koo, M.S.



# Administration and Faculty

ACEVEDO, Sandra; Administrative Coordinator, School of Human Performance and Leisure Sciences  
ACHILLE, Chantal; Recruiter/Admissions Support Specialist, Broward County; School of Professional and Career Education; B.S., M.B.A., University of Phoenix  
ACKBARALI, Sumera; Assistant Professor of Clinical Biology; Allied Health Professions Program; B.S., M.S., Barry University  
AHLERS, Glen-Peter, Professor of Law; B.A., University of New Mexico; M.L.S., University of South Florida; J.D., Washburn University School of Law  
AKDOGAN, Gurbet; Career Counselor; Career Development; B.S., Bogazici University, Turkey; M.A., University of South Florida, Tampa  
ALFARONE, Charles J.; Instructor of Philosophy, B.A. in Philosophy; St. Johns University; PHL. Ph.D., Pontifical University of the Holy Cross  
ALEXANDRAKIS, Aphrodite; Professor Emerita of Philosophy and Humanities; B.A., Rutgers University; M.A., Ph.D., University of Miami  
ALEXANDRE, Jessica; Senior Writer/Editor, Brand Marketing & Communications, Institutional Advancement; B.A., Southern Methodist University  
ALEXIS, Astride; HRIS Administrator/Project Coordinator, Division of Human Resources; B.S., Barry University; M.S., Nova Southeastern University  
ALEXIS-GOODMAN, Ingrid; Manager, Compensation, Division of Human Resources; B.A., Baruch College; M.A., New York University  
ALI-MARSH, Zahiroon; Site Manager, Pembroke Pines, School of Professional and Career Education; B.B.A., M.B.A., American Intercontinental University  
ALMONTE, Cristian; Coordinator State Programs, Financial Aid; B.A., St. Thomas University  
ALONSO-GALLO, Laura; Professor of English; Chair, Department of English and Foreign Languages; B.A., M.A., Ph.D., Universidad Complutense de Madrid, Spain  
ALOYA, Maria; Stockroom Lab Director/Lab Instructor, Department of Physical Sciences; B.S., M.S., Florida International University  
ALVAREZ, Blanca F.; Associate Professor of French; B.A., M.A., University of Miami; Ph.D., The Catholic University of America  
ALVAREZ, Maria Luisa; Associate Vice President for Student Affairs; Dean of Students; B.S., Georgetown University; M.B.A., Nova University; Ph.D., Barry University  
AMASAY, Tal; Associate Professor of Sport and Exercise Sciences; B.Ed., Zinman College, Wingate Institute; M.S., St. Cloud State University; Ph.D., University of Oregon  
AMERICAIN, Rose; Advisor/Recruiter, School of Professional and Career Education; B.S., M.P.H., Barry University  
ANTOLCHICK, Jeanne; Assistant Professor of Anesthesiology; B.S.N., University of South Florida; M.S., Ph.D., Barry University  
ARCIA, Gloria; Assistant Dean, School of Education; B.S., Florida International University; M.B.A., Barry University  
ARELLANO, Gaston; Associate Director, Student Union; B.S., Barry University; M.P.A., Barry University  
ARMSTRONG, Albert V.; Dean, School of Podiatric Medicine; Associate Professor of Radiology; B.S.R.S., Midwestern State University; M.S., D.P.M., Barry University  
ARMSTRONG, Sandra S.; Visiting Instructor; College of Arts and Sciences; B.S., Florida International University; M.S., Barry University; Ph.D., Nova Southeastern University  
ARNEY, Linda; Senior Recruiter/Admissions Support Specialist, Miami; School of Professional and Career Education; B.S., M.P.A., Barry University  
ASCHENBRENNER, Kate; Associate Professor of Law, Legal Clinic; B.A., Knox College; J.D., New York University; LL.M., Georgetown University  
AUSTIN, Ashley; Associate Professor, School of Social Work; B.S., University of Florida, M.S.W., Ph.D., Florida International University  
AUSTIN, Rev. Gerard, O.P.; Professor, The Blessed Edmund Rice School for Pastoral Ministry; B.A., Providence College; S.T.L., Immaculate Conception College; S.T.D., Institut Catholique de Paris  
AZCUNAGA, Ileana; Director, Bar Preparation, School of Law-Orlando; J.D. Barry University School of Law; M.Ed., University of California, Los Angeles  
AZEVEDO, M. Estela; Assistant to the Provost, Division of Academic Affairs; B.S., M.B.A.; Barry University  
BACHELLER, Linda; Associate Professor of Psychology; Director, Clinical Psychology Program; B.A., M.S., Barry University; JD, Widener University School of Law; M.A., Psy.D., Widener University, The Institute for Graduate Clinical Psychology  
BAKER, Sandra K.; Associate Vice President for Major Gifts, Major Gifts Development, Institutional Advancement

- BALCERSKI, Judith A.; Professor Emeritus of Nursing; B.S.N., Barry University; M.S.N., Wayne State University; Ph.D., University of Michigan
- BALDWIN, John; Associate Director, Client Services, Division of Information Technology; B.S., Barry University
- BAN, Ruth; Coordinator of TESOL, Associate Professor of Education; B.S., Western Illinois University; M.S., University of London; Ph.D., University of South Florida
- BANAJI, Paige; Assistant Professor of English; B.A., M.A., University of Missouri; Ph.D., Ohio State University
- BARRANCO, Yolairis; Senior Director for Information Systems and Technology, Division of Information Technology; B.A., Queens College C.U.N.Y.; M.S., Barry University
- BARRETO, Orlando; Assistant Dean, School of Business; B.S., Georgetown University; M.S., Ph.D., Barry University
- BARROS, Sandra; Staff Counselor, Center for Counseling and Psychological Services; B.A., Hunter College of the City University of New York; M.S.W., Florida International University
- BARTRAM, Audra; Grants Assistant, Business and Finance Division; M.P.H., M.C.M.S., Barry University
- BATISTA, Cladia; Program Coordinator for the PACE Institute for Training and Professional Development; School of Professional and Career Education; B.A. University of Miami; M.S. Barry University
- BEASON, Ferrona; Assistant Professor of Nursing; B.S.N., M.S.N., Ph.D., Barry University
- BEAUCHESNE, Marie-Michèle; Assistant Professor of Management; Andreas School of Business; B.B.A., Laval University; M.B.A., University of Miami; Ph.D., Florida International University
- BECKLEY, Margaret M.; Associate Professor, Occupational Therapy, College of Nursing and Health Sciences; B.H.S., University of Missouri-Columbia; M.Ed., University of Missouri—St Louis; M.H.S., Ph.D., Washington University in St Louis
- BEEGLE, Pamela; Reference Librarian, Division of Information Technology; M.L.S., Kent State University; B.A., Ohio State University
- BELTRAN, Nicole; Assistant Professor, Graphic Design; B.A., University of Central Florida; M.F.A. Florida Atlantic University
- BENDLIN, Susan S.; Associate Professor of Law, School of Law; B.A., University of Virginia; J.D., Gonzaga College
- BERDAYES, Linda E.; Director of Liberal Studies Program; Associate Professor of Department of Communication; B.S.W., M.A., Ph.D., Ohio State University
- BERDAYES, Vicente; Chair, Department of Communications; Professor of Communication; B.A., M.A., University of Miami; Ph.D., Ohio State University
- BERLINE, Holly; Senior Grants Specialist, Grants & Sponsored Programs, Institutional Advancement; BS., Ball State University
- BERRIEN, Courtney A.; Associate Director, Center for Community Service Initiatives; B.A., M.A., University of Puget Sound
- BERTRAND, Vladimir; Senior Systems Administrator, Division of Information Technology; B.S., Barry University; M.S.; Nova Southeastern University
- BESADE PEREZ, Elizabeth; Director, Government & External Affairs, Institutional Advancement; B.S., Florida State University; J.D., Nova Southeastern University
- BESLAC, Maria; Coordinator, Community & Government Affairs, Government & External Affairs, Institutional Advancement; B.S., M.B.A., Barry University
- BEST, Patricia; Social Worker—Office of the Public Guardian—School of Social Work; B.L.S., Barry University; M.S., Phoenix University
- BETHART, Ivonne; Language Lab Manager; B.A., M.A., University of Miami
- BETZ, Emily; Associate Director, Grants & Sponsored Programs, Institutional Advancement; B.S., Florida State University, J.D., Florida State University
- BEVLACQUA, Sister Linda, O.P.; President; Professor of Education; B.S., Barry University; M.Ed., Siena Heights University; Ph.D., Michigan State University
- BEYDOUN, Khaled; Assistant Professor of Law, School of Law-Orlando; J.D., UCLA; LL.M., University of Toronto Faculty of Law
- BEYNON, John; Coordinator, IT Business Planning, Division of Information Technology; B.S., M.S., Barry University
- BILL, Michael; Instructor in Biology; B.S., St. Vincent College; M.S., Barry University
- BINGHAM, Stephanie; Associate Professor of Biology; B.S., Barry University; Ph.D., University of Missouri-Columbia
- BIRDSONG, Leonard E.; Professor of Law, School of Law; B.A., Howard University; J.D., Harvard Law School
- BITTAKIS, Megan; Associate Professor of Law; B.A., Flagler College; J.D., Stetson University College of Law
- BLACK, Ginette; Senior Financial Aid Counselor, Financial Aid; B.A., Queens College
- BLAIR, Matthew A.; Associate Vice President for Alumni Relations & Annual Giving, Institutional Advancement; B.A., Barry University
- BLEY, Derek; Coordinator, Center for Student Involvement; B.S., Newberry College; M.B.A., Barry University.
- BLUMENFELD, Leah H.; Assistant Professor of Political Science; A.L.B., Harvard; M.A., University of Connecticut; Ph.D., Florida International University
- BOHNING, Geraldine; Professor Emerita of Education; B.A., Dakota Wesleyan University; M.A., University of South Dakota; Ed.D., University of Miami
- BONE, David; Instructor; Department of Sport & Exercise Sciences; B.S., Barry University

- BOONE, Keva; Manager, Workplace & Instructional Technologies Services, Division of Information Technology; B.P.A., B.S., M.S., Barry University
- BORGEN, Rosa; Assistant Professor of Education; B.S., Florida Atlantic University; M.S., University of Northern Colorado; Ph.D., Barry University
- BOULOS, John; Professor of Chemistry; B.A., Queens College; M.Phil., The City University of New York; Ph.D., The City College of New York
- BOUIE, Keyonvis, Admissions Counselor, Recruitment and Admissions; B.A. Florida International University, M.B.A., Nova Southeastern University
- BOWDEN, Maggie; Site Manager, Tallahassee, School of Professional and Career Education; B.A., M.P.A., University of North Florida
- BOWEN, Glenn A.; Director, Center for Community Service Initiatives; B.A., M.B.A., St. Thomas University; Ph.D., Florida International University
- BOWERS, Bradley; Professor of English; B.A., University of South Florida; M.A., North Carolina State University; Ph.D., University of North Carolina at Chapel Hill
- BOYD-PUGH, Jennifer; Vice President for Human Resources; B.S., M.S., Barry University
- BREWER, Peter W.; Associate Dean, Distance Education; Assistant Professor of Music, School of Professional and Career Education; B.M., M.M., D.M.A., University of Miami
- BRILL, Jacqueline; Assistant Professor of Surgery; B.S., St. Thomas University; D.P.M., Barry University
- BROCK, Barry J.; Academic Coordinator, Health Services Administration; Assistant Professor of Health Services Administration, School of Professional and Career Education; B.S., University of Alabama; M.P.A., University of West Florida; Ed.D., University of Central Florida
- BROIHAHN, Michael A.; Associate Professor of Accounting, School of Business; B.S., M.B.A., M.S., University of Wisconsin
- BROLLY, Denise; Head Coach, Women's Soccer; B.S., Florida Atlantic University; M.S., Barry University
- BROWN, Casey; Project Manager, Brand Marketing & Communications, Institutional Advancement; B.S./B.A., Nova Southeastern University; M.B.A., Nova Southeastern University
- BROWN, Eve; Operations Manager; B.A., Florida Atlantic University; M.S., Barry University
- BROWN, Judith Oropallo; Associate Dean, School of Professional and Career Education; B.A., Elmira College; M.A., New York University; Ed.D., Florida International University
- BROWN, Yvette Ann-Marie; Vice President for Technology & Chief Information Officer, Division of Information Technology; B.S., M.S., Barry University
- BROXTON BRAGG, M. Leigh; Assistant Professor of Public Administration; School of Professional and Career Education; B.S., University of West Florida; M.P.A., Florida State University; Ph.D., University of Central Florida
- BUCHMAN, Jacqueline; Associate Professor of Podiatric Medicine; B.S., Pennsylvania State University; D.P.M., California College of Podiatric Medicine
- BUCKREIS, Sean; Assistant Professor of Education; B.S., Northern Arizona University; M.S., Ed.S., Ph.D., Louisiana State University
- BUDHOO, Jennifer; Assessment Coordinator, Institutional Research; B.S., Barry University
- BUHRMASTER, John; Director, Emergency Management and Public Safety; B.S. Barry University; M.S. St. Thomas University
- BURKES, Falizea; Senior Network Engineer, Division of Information Technology; B.S., Barry University
- BURNS, Gregory L., Assistant Professor of Medical Education; Operations Director, St. Petersburg; Physician Assistant Program; B.A., University of Florida; M.M.S., Nova Southeastern University
- BURNS, Kayreen; Professor Emerita of Psychology; B.S., Virginia Commonwealth University; M.Ed., University of North Dakota; Ph.D., Loyola University
- BYRNE, Lawrence; Associate Professor of English; B.A., Loyola University; M.A., Boston University; Ph.D., Boston University
- CABRERA, William; Business System Analyst, Administrative Information Systems, Division of Information Technology; B.S., Barry University
- CABRERA-MOLINA, Lillian; Assistant Director for Financial Aid, Financial Aid
- CAHILL, Linda Elizabeth; Director, Workplace & Instructional Technologies Services; B.A., George Mason University; M.A., Temple University; M.S., University of Miami; Ph.D., New York University
- CALA, Mario; Assistant Professor of Podiatric Medicine; D.D.S., Medical Dental School, Cuba; D.P.M., Barry University
- CALLAGHAN, Karen; Associate Vice President for Undergraduate Studies and Dean, College of Arts and Sciences; Professor of Sociology; B.A., LaSalle College; M.A., Ohio State University; Ph.D., Ohio State University
- CALVO Pena, Beatriz; Assistant Professor of Spanish/Humanities; B.A., M.A., University Complutense de Madrid; Ph.D., University of Miami
- CAMERON, Matthew; Director, Housing and Residential Life, Student Affairs; B.S., M.S., Barry University
- CAPOTE, Joey; Assistant Director of Athletics/Development; B.S. Florida International University; M.B.A. and M.S., St. Thomas University
- CARABANNA, Viviana; Assistant Registrar, Records, and Registration, Office of the Registrar

- CARAVELIS, Mary; Associate Professor of Geography and Political Science; B.A., M.A., Florida Atlantic University; D.Litt. et Phil., University of South Africa
- CAREY, Audra C.; Executive Assistant/Associate Director, Advancement Services, Institutional Advancement
- CARR, Diann; Assistant Professor of Nursing; B.S.N., Duquesne University; M.S.N., Barry University; Ph.D., Florida International University
- CARRERAS, Alvaro, Jr.; Academic Coordinator, Administration, Assistant Professor of Administration, School of Professional and Career Education; B.S., M.B.A., University of Miami; D.B.A. Nova Southeastern University.
- CARRIG, James; Assistant Athletic Director, Public Affairs/SID; B.A., University of Findlay; M.S., The United States Sports Academy
- CARTRIGHT, Evelyn; Assistant Professor of English; Director of Africana Studies; B.A., M.A., State University of New York at Stony Brook; D.P.A., Nova Southeastern University
- CASAL, Carmen; Library Systems Specialist, Division of Information Technology; B.A., Florida International University; M.S., North Dakota State University
- CASTATER, Nichole M.; Associate Professor of Finance, School of Business; B.A., M.B.A., University of Florida; Ph.D., University of South Carolina
- CASTRO, Rodrigo Director of Library, Division of Information Technology; M.L.I.S., University of South Florida
- CAULEY, Daniel R.; Instructor of Anatomy; School of Podiatric Medicine; B.F.C.S.N.S., University of Georgia; M.S.H.S., Life University; D.C., Life University; M.S., Georgia State University
- CAZALIS, Daniel; Instructor of Mathematics; B.S., UCV Venezuela; M.S., Penn State; Doctorate, UFRJ Brazil; Ph.D., Florida International University
- CAZCO, Mercedes; Director Financial Grants Management, Business and Finance Division; M.B.A., Barry University
- CEARNAL, Donald W.; Director, Cashier/Business; B.S.B.A., University of Florida
- CEDRA, Jessica; Coordinator, Corporate and Community Relations; B.A., University of Miami
- CERVANTES, Cynthia A.; Assistant Professor; Director, Cardiovascular Perfusion Program; B.S., University of Oklahoma; M.H.S.A., CCP, Barry University
- CHAMBERLAIN, Katia; Site Manager, Miami Shores, School of Professional and Career Education; B.A., Florida Atlantic University; M.P.H., Florida International University; Ed.D., Nova Southeastern University
- CHAN, Carolyn; Manager, IT Procurement, Division of Information Technology; M.S.C., University of Surrey, England
- CHAN, Tan Fung; Assistant Professor, Occupational Therapy; B.S., McGill University, Montreal, Canada; O.T.D.; Rocky Mountain University for Health Professions, Provo, Utah
- CHANDRA, Sathees; Associate Professor of Biomedical Sciences; B.S., University of Agri Sciences, Bangalore, India; M.S., Wageningen Agri University; Ph.D., Ohio State University
- CHIN, Claudette, R., Assistant Professor, College of Nursing and Health Sciences; B.S.N., M.S.N., Ph.D., Barry University
- CHOJNACKI, Margaret K., Associate Professor of Communication; B.A., M.A., Ph.D., State University of New York at Buffalo
- CHOU DHURY, Nilu; Grants Specialist, Grants & Sponsored Programs, Institutional Advancement; B.A., Hunter College, City University of New York; M.S.W., Silverman School of Social Work
- CHRUSZCZYK, Cynthia; University Registrar; B.B.A., Florida International University; M.S., Barry University
- CIESLAR, Rosemarie; Associate Director, Cashier/Business, Business and Finance Division; B.S., Barry University
- CLARKE, Steve K.; Assistant Professor of Anesthesiology; B.A., Wright State University; B.S., George Washington University; M.A. Wright State University
- CLARO, Aida; Senior Associate Director for Financial Aid, Financial Aid; B.S.; M.S., Barry University
- CLEMENTS, Richard; Coordinator for Retreats and Faith Formation; B.S., Connecticut State University; M.Div., Union Presbyterian Seminary
- CLEVELAND, Samuel; Associate Professor Medical Education, Medical Director, Physician Assistant Program; B.S., M.S., University of Miami; D.O. Kansas City College of Medicine and Bioscience
- COCO, Linda; Associate Professor of Law, School of Law; B.A., University of California-Berkeley; J.D., University of Maryland School of Law
- COLE-MILLER, Alice; Senior Financial Aid Counselor/PACE, Financial Aid; B.S., Nova Southeastern University; M.S., California State University
- COLIN, Jessie; Director, Nurse Educator, Nurse Administration and Ph.D. Programs, Professor of Nursing; B.S.N., M.S.N., Hunter College; Ph.D., Adelphi University
- COLEMAN, Karon; Assistant General Counsel and Risk Manager; B.S., Cornell University, J.D., University of Pennsylvania
- COLVIN, Mary K.; Assistant Professor of Nursing; B.S.N., Georgetown University; M.S.N., Edinboro University of Pennsylvania; Ph.D., Barry University
- COMBS, Whitney L., Assistant Professor of Medical Education; B.S., Wake Forest University; M.P.A.S., University of Florida
- COMER, Kathryn; Assistant Professor of English; B.A., Eckerd College; M.Phil., Trinity College Dublin; M.A., University of Colorado Boulder; Ph.D., The Ohio State University

CORDEIRO PICCONI, Nicole; Coordinator PACE Student Affairs, School of Professional and Career Education; B.S., Sacred Heart University

CORDONES, Richard; Site Manager, Cutler Bay, School of Professional and Career Education; B.A. Trinity International University; M.B.A. Strayer University

CORNBLIT, Joshua; EMS Program Coordinator for PACE Institute for Training & Development, School of Professional and Career Education; A.S., Florida Medical Training Institute

COULTER, Beverly; Professor of Music; B.F.A., Florida Atlantic University; M.M., D.M.A., University of Miami

COVONE, Michael; Director of Athletics; B.P.S., M.S., Barry University

COX, Kimberly; Associate Vice President for Brand Marketing & Communications; Institutional Advancement; B.S., University of Florida; M.A., Temple University

CRAMER, Rev. Carl R.; Associate Dean, School of Human Performance and Leisure Sciences: Professor of Athletic Training; B.A., Augsburg College; M.Ed., University of Wisconsin; Ed.D., Kansas State University

CREMADES, Gualberto; Director of Graduate Programs; Associate Professor of Sport and Exercise Sciences; Coordinator of Sport and Exercise Psychology; B.S., M.Ed., Ph.D., University of Houston

CROSSGROVE, Christina; Instructor of English; College of Arts and Sciences; B.A., St. Lawrence University; M.F.A., Emerson College

CRUZ, J. Brooke; Academic Advisor/Recruiter, School of Professional and Career Education; B.S., M.A. Barry University

CRUZ, Roxanna P., Associate Vice President Recruitment and Admissions, Division of Information Technology; B.A., St. Thomas University; M.B.A., Nova Southeastern University

CUFFY, Cherison Andrew; Assistant Professor of Podiatric Medicine; B.S., University of Miami; D.P.M., Temple School of Podiatric Medicine

CUPIDO, Claris Lynette; Laboratory Director, Biology Department; ONC (Biological Sciences) The College of Northeast London; Diploma in Microbiology, London Guildhall University, England

CURETON, Kathleen; Site Manager, Fort Myers, School of Professional and Career Education; B.S., Austin Peay State University; M.S., Murray State University

CURRERI, Angela Ceil; Professor of Art; B.F.A., University of Miami; M.F.A., University of Kansas

CVEJANOVICH, George J., Jr.; Associate Professor of Political Science and International Studies; Chair, History and Political Science; B.A., Louisiana State University; M.A., Louisiana State University; Ph.D., University of Texas

CZECHOWSKI, Michelle; Recruiter/Admission Support Specialist, Orlando; School of Professional and Career Education; B.A., University of Puerto Rico; M.Ed., Turabo University

DAGHESTANI, Adnan "Eddie"; Professor of Economics and Finance, School of Business; J.D., Damascus University; M.S., Ph.D., Colorado State University

DANIELS, Carolyn L.; Instructor, School of Social Work; B.S., Indiana University of PA; M.S.W., Barry University

DAVIDSON, Carla; Academic Advisor/Recruiter, School of Professional and Career Education; B.A., State University of New York; M.A., New York University

DAVIES, Roxanne S.; Associate Vice President, Division of Mission and Institutional Effectiveness; B.S., M.S., Texas A&M University; Ph.D., Barry University

DAVIS, Christina S.; Director of Recruitment, Brevard; School of Professional and Career Education; B.A., University of Wisconsin, M.A. Webster University

DAVIS, Deborah L.; Assistant Director for Financial Aid/PACE, Financial Aid; B.S., M.S., University of Maine

DAY, Terri; Professor of Law; B.A., University of Wisconsin; M.S.S.A., Case Western Reserve University; LL.M., Yale Law School; J.D., University of Florida

DE LA CRUZ, Jose; Instructor of Mathematics; B.S., Universidad de Oriente Cuba; Ph.D., Universidad de la Habana Cuba

DEAN, Adam; Associate Professor of Communications; B.A., Pennsylvania State University; M.A., University of North Texas; Ph.D., Virginia Commonwealth University

DECARDENAS, Rebecca; Site Manager, Kendall, School of Professional and Career Education; B.P.S., Barry University; M.B.A., Embry Riddle Aeronautical University

DEEB, Khaled; Academic Coordinator, Information Technology; Associate Professor of Information Technology, School of Professional and Career Education; B.A., B.S., Beirut University; M.S., Ph.D., Florida International University

DEEN-HOSEIN, Denise; Associate Director, Health Sciences Admissions and Marketing; B.Comm., St. Mary's University, Canada; M.B.A., Heriot-Watt University, Scotland

DEGRAFF, Karl-Marc; Manager, Desktop Support Services, Division of Information Technology; B.S., M.A.S., Barry University

DELGADO, Maria E.; Coordinator, Development Research, Advancement Services, Institutional Advancement; B.A., M.B.A., Prairie View A&M University

DELMONTE, Adam; Financial Analyst, Student Union; B.A., State University of New York ; M.B.A., M.S. Barry University

DE JESUS, Orlando; Assistant Registrar, Office of the Registrar; B.S. Barry University

DE PALMA, Timothy; Assistant Professor of Emergency Management, School of Professional and Career Education; B.A., M.A., Bowling Green State University; Ph.D., Florida Atlantic University

- DEL RIO, Heberto; Assistant Professor of Mathematics; Licentiate Mathematics, M.S., Universidad Nacional Autonoma de Mexico; M.S., University of Miami; Ph.D., State University of New York at Stony Brook
- DEMING, Rachel; Assistant Professor of Law, School of Law-Orlando; A.B., University of Michigan; J.D., University of Michigan Law School
- DeMOTT, Edward J.; Assistant Director for Graduate Programs, School of Human Performance and Leisure Sciences; B.A., M.S., Barry University
- DEMSHOK, William; Assistant Professor of Medical Education; Physician Assistant Program; B.S., P.A., University of Florida; M.S., St. Thomas University
- Des ROSIERS, Sabrina E.; Assistant Professor of Psychology; B.A., University of South Florida; M.S., Ph.D., Florida International University
- DEUTCH, Amy G.; Director, Conference & Events Services, Institutional Advancement; B.S., Arizona State University
- DEVINE, Patrick; Associate Director; Housing and Residence Life, B.S., M.S., Barry University
- DeWINTER, Marietta; Assistant Director Library Technical Services; Division of Information Technology; M.L.S., Florida State University
- DEZEK, John; Associate Professor Emeritus of Education; B.A., University of Wisconsin; M.A., Ed.S., Ed.D., Western Michigan University
- DIAZ, Guadalupe; Financial Aid Counselor, Financial Aid; A.A., Miami-Dade College
- DIAZ, Leticia M.; Dean School of Law, Professor of Law; Orlando; J.D., Ph.D., Rutgers School of Law
- DIAZ-CRUZ, Alina; Instructor of Nursing; B.S.N., Barry University; M.S.N., University of Central Florida
- DIAZ-RODRIGUEZ, Mercedes; Operations Manager, Anesthesiology
- DiBELLO, Lilia; Chair, Curriculum and Instruction; Associate Professor of Education; B.A., Tulane University; M.S., Ed.D., Florida International University
- DICK, Ronald M.; Professor of Anesthesiology; B.S., Florida State University; B.S., Ph.D., University of South Carolina
- DiGIALLONARDO, Nicola; Director of Data Management, School of Professional and Career Education; B.S., Nova Southeastern University; M.P.A., Nova Southeastern University
- DOMINGUEZ, Azul; Senior Financial Aid Counselor, Financial Aid; B.A., Florida International University
- DOMINGUEZ, Serrana; Director, Payroll, Division of Human Resources; B.S., M.B.A., Barry University
- DONNELLY, Jeffrey; Assistant Professor of Medical Education, Associate Director of Clinical Education, St. Croix; Physician Assistant Program; B.S., University of Massachusetts; M.M.Sc., Yale University School of Medicine
- DOPICO, Guillermo; Director, Conferencing, Media & Studio Services, Division of Information Technology; B.S., M.B.A., Barry University
- DOPICO, Patti; Director, Benefits and Wellness Programs, Division of Human Resources
- DOSS, Samuel K.; Associate Professor of Marketing, School of Business; B.S., Butler University; M.B.A., University of Notre Dame; Ph.D., University of Texas-Pam American
- DOUGLAS, Leisel; Residence Coordinator, Housing and Residence Life; B.A., California State University; M.Ed., Northeastern University
- DOWSETT, Janice; Director of Academic and Student Support Services, School of Professional and Career Education; B.S., Salem-Teikyo University; M.A., West Virginia University
- DROZD, Olena; Coordinator, Writing Center and Reading Center; Instructor in English, Learning Center; B.A., Odessa State University—Ukraine; M.A., Florida International University; Ph.D., Barry University
- DUBNER, Barry; Professor of Law, B.A., Hunter College; J.D., New York Law School; LL.M., University of Miami; LL.M., J.S.D., New York University
- DUDGEON, David; Assistant General Counsel, B.S., Florida State, J.D., University of Florida
- DUNN, Lavelle, Admissions Counselor, Recruitment and Admissions, B.S.; Barry University
- DUVALL, Darrell; Director, Client Services, Division of Information Technology; B.S., M.S., Florida International University
- DUFRENE, Ashley; Coordinator of Content Production; B.S., University of Florida
- EDDINGTON, Kelley; Assistant Dean, College of Nursing & Health Sciences; B.A., University of Houston
- EDWARDS, Andrew; Web Programmer, Digital Media Strategy & Development, Institutional Advancement; B.S. in Web Design and Interactive Media, Art Institute of Fort Lauderdale
- EGAN-HINELINE, Eileen, R.N.-C.; Director, Student Health Center; B.S.N., M.S., Barry University
- EGRET, Claire; Assistant Professor of Sports and Exercise Sciences; Coordinator of Biomechanics; M.S., University of Rennes (France); B.S., Ph.D., University of Rouen (France)
- ELLIS, Gilbert; Associate Professor of Physiology; B.A., University of New Hampshire; M.S., Northeastern University; Ed.D., Nova Southeastern University
- ENGLE, Bretton C.; Associate Professor of Social Work; B.S., M.S., Boise State University; Ph.D., Florida International University
- ERWIN, Sean; Assistant Professor of Philosophy, School of Professional and Career Education; B.A., Penn State University; M.A., Vanderbilt University; Ph.D.

- ESPOSITO, Luigi; Associate Professor of Sociology and Criminology; B.A., Florida International University; M.A., Ph.D., University of Miami
- ESTES, George "Butch"; Head Coach, Men's Basketball; B.S., University of North Carolina, Chapel Hill; M.S., The Citadel
- ESTEVEZ, Monsignor Felipe J.; Associate Professor of Theology; M.A., Barry University; S.T.L., University of Montreal; S.T.D., Pontifical Gregorian University
- ESTIMABLE, Marie; Academic Advisor/Recruiter, School of Professional and Career Education; B.S., M.P.A., Barry University
- EVANS, Charles W.; Associate Professor of Economics/Finance; B.S., Florida International University; M.A., George Mason University; Ph.D., Florida Atlantic University
- EWING, Dan; Professor of Art History; B.A., University of California; M.A., Ph.D., University of Michigan
- FALLOON, Yvonne M.; Senior Financial Accountant, Business and Finance Division; B.B.A., Florida Atlantic University; M.B.A., Nova Southeastern University
- FARRELL, Jill Beloff; Dean of the Adrian Dominican School of Education; Professor of Education; B.S.A., M.S., Ed.D., Florida International University
- FEITO, Patricia Maria; Academic Coordinator English and Foreign Languages; Associate Professor of English, School of Professional and Career Education; B.A., Florida International University; A.M., University of Michigan; Ph.D., University of California
- FELDMAN, David; Associate Professor of Psychology; M.S., Ph.D., Gallaudet University
- FELLINGER, Renee; Coordinator, Center for Student Involvement; B.S., State University of New York; M.S., State University of New York
- FERNANDEZ, Antonio A.; Assistant Professor of Biology; B.Sc., B.A., M.D., Higher Institute of Medical Sciences of Havana, Cuba
- FERNANDEZ, M. Sylvia; Associate Dean, Professor of Counseling; B.A., B.S., M.S., Ph.D., Southern Illinois University at Carbondale
- FIEN, Richard B.; Associate Professor of Medical Education; Director of Didactic Studies, Physician Assistant Program; B.S., University of Florida; M.D., University of Miami; M.P.H., Florida International University
- FINLEY, Laura; Associate Professor of Sociology and Criminology; B.A., M.A., Ph.D., Western Michigan University
- FISCHWEICHER, Priva; Associate Professor of Education; B.S., M.S., Nova Southeastern University; Ph.D., Barry University
- FISHER, George H.; Professor of Chemistry; B.S., Rollins College; M.S., University of Florida; Ph.D., University of Miami
- FLEISCHAKER, Sr. Mary Frances, O.P.; Instructor of /Theology; Coordinator of Worship and Music Ministry, Campus Ministry; B.A., Siena Heights University; M.A., Loyola University Chicago; MN.A., Mundelein College; D.Min., Catholic Theological Union Chicago
- FLEMING, Madalay; Director, Center for Advanced Learning (CAL) Program; M.A., Barry University
- FLEMING, Shani; Assistant Professor of Medical Education; Physician Assistant Program; B.S., University of Maryland Eastern Shore; M.P.H., George Washington University; M.S.H.S., George Washington University
- FLETCHER, Dave C; Senior Director for Graduate Admissions, Graduate Admissions; B.A., Don Bosco College; M.A., University of South Florida; M.A., St. Vincent De Paul Regional Seminary, D.Min., Barry University
- FORD, Norman; Academic Advisor/Recruiter, School of Professional and Career Education; B.A., Columbia College; M.B.A., Trident University; M.A., Barry University
- FOREMAN, Sean D.; Professor of Political Science; B.A., Clarion University; M.A., Ph.D., Florida International University
- FOSTER, Pam; Medical Records and Insurance Coordinator, Student Health Center; B.S., Barry University
- FOTHERGILL, Laura; Trainer, Workplace & Instructional Technologies Services, Division of Information Technology; B.A., College of Wooster; M.S., Barry University
- FRAGA, Yilian; Associate Director of Field Education, School of Social Work; B.A. Florida International University; M.S.W., Barry University
- FRAGÉ, Frédérique; Associate Director, International and Multicultural Programs, Center for Student Involvement; B.A., University of Florida; M.A., Florida Atlantic University
- FRANCISCO, Elizabeth; Site Manager and Coordinator Portfolio Program Support, Melbourne, School of Professional and Career Education; B.S., M.S., M.B.A., Embry-Riddle Aeronautical University
- FRANCO, Mary Jane; Instructor in Computer Science, Mathematics and Computer Science Department; B.S., Pontificia Universidad Javeriana; M.S., University of Notre Dame
- FRANK, Mitch; Associate Professor of Law; B.A., Cornell University; J.D., University of Florida
- FRANK, William P.; Lecturer in Management, School of Business; B.S., Bradley University; M.B.A., DePaul University
- FRANKLIN, John; Registered Nurse, Student Health Services; A.S., Nursing, Santa Fe CC; B.S., University of Florida
- FRASER, Jerome R; Librarian, Anne Nevins Library, The Blessed Edmund Rice School for Pastoral Ministry, B.A., Philosophy; A.M.L.S., Library Service, University of Michigan
- FRASER DELGADO, Celeste; Academic Coordinator, Humanities and Theater, Director Bachelor of Liberal Studies; Associate Professor of English; School of Professional and Career Education; B.A., University of Michigan; Ph.D., Duke University

- FRAZER, Tai-Li; Academic Advisor/Recruiter, School of Professional and Career Education; B.S., Florida International University; M.Ed. Nova Southeastern University
- FREEMAN, Marsha; Professor of Law; B.A., Queens College; J.D., Touro College
- FREER, Scott; Head Athletic Trainer, B.S., Florida International University; M.S. Barry University
- FUNK, Michael; Assistant Professor of Medical Education; B.S., Nova Southeastern University; M.P.H., Nova Southeastern University
- GABRIEL, Christina; Administrative Specialist
- GAFFNEY, Patrick; Assistant Professor of Education; B.A., St. Benedict's College; M.Ed., University of Missouri; Ph.D., University of Mississippi
- GALLARDO, Ernesto; Systems Administrator, Division of Information Technology; B.S., Instituto Superior Politecnico Jose Antonio Echevarria (ISPJAE), Havana, Cuba
- GALT-McBEAN, Danelle; Assistant Professor of Anesthesiology; B.S.N., University of Mary; M.S., Barry University
- GARCIA, Monica; Operations Manager, School of Professional and Career Education
- GARLAND-De-MELLO, Stephanie; Associate Director Recruitment and New Student Experience, Recruitment and Admissions; B.S., Florida International University; M.S., Nova Southeastern University
- GASSO, Jack; Category Manager; B.P.S., Barry University
- GASSO, Teresa M.; Director Records Management and Transcript Evaluation, Records and Transcript Evaluation; B.S., Kennesaw College; M.S., Barry University
- GEIGER, Katherine, R.N.; Registered Nurse, Student Health Services; B.S.N., Barry University
- GIANNOTTI, Maurizio; Associate Professor Physics; B.S., University of Rome, La Sapienza; Ph.D., University of LAquila and Gran Sasso National Laboratory
- GIARRAFFA, Philip; Director of Admission, Enrollment, & Student Services; B.S. Brooklyn College, M.P.H. Hunter College, M.S.W. New York University
- GIORDANO, Victoria A.; Associate Dean for Learning and Academic Support Services; Associate Professor of Education; B.S., M.S., Nova University; Ed.D., Florida International University
- GLOVER-HODGES, R Renee; Regional Director for Miami Dade and Broward Counties, School of Professional and Career Education; B.S., M.S., Barry University
- GOEHL, John F., Jr.; Professor of Physics; B.S., University of Notre Dame; Ph.D., University of Notre Dame
- GOLDBERG, Lee Dresden; Adjunct Professor of Medical Education, Physician Assistant Program; B.S., Yale University, M.D., Yale University School of Medicine
- GONZALEZ, Javier; Assistant Professor of Education; B.S., Florida International University; M.S., Nova Southeastern University; Ph.D., Barry University
- GONZALEZ, Lyssette; Manager, Marketing Automation, Enrollment Marketing Strategy, Institutional Advancement; B.B.A., Florida International University
- GONZALEZ, Maria; Reference Librarian, Division of Information Technology; B.A., Barry University; M.A., California State at Fullerton; M.L.S., Indiana University
- GONZALEZ, Pedro B.; Professor of Philosophy; B.A., University of Alabama; M.S., Ph.D., DePaul University
- GOODRIDGE, Yvonne; Assistant Professor of Dance, B.F.A., New York University; M.A., Teachers College, Columbia University
- GORDON, Nickesia S.; Associate Professor of Communication; B.A., University of the West Indies; M.A. Clark University; Ph.D., Howard University
- GRAHAM, Carol; Site Manager, Tallahassee Community College Partnership and Advisor /Recruiter for Online Programs; School of Professional and Career Education; B.S., M.S., Ph.D., Florida State University.
- GRANT, Lynn; Regional Director, Brevard, Orange and Duval Counties, School of Professional and Career Education; B.S., City University of New York at York College; M.A., Webster University
- GRANT, Deena; Associate Professor of Hebrew Scriptures; B.A., Brandeis University; Ph.D., New York University
- GRANT, Shaunette; Director of Institutional Research; B.S., University of Florida
- GRAY, Susan; Professor Emerita of Social Work; B.A., Caldwell College; M.S.W., Rutgers University; M.B.A., Barry University; Ed.D., Nova University; Ph.D., Barry University
- GREENBAUM, Andrea; Professor of English; B.A., California State University; M.A., Ph.D., University of South Florida
- GREENSTEIN, Ginger; Academic Advisor/Recruiter for Online Programs, School of Professional and Career Education; B.A., The George Washington University; M.A., New York University
- GREG, Katherine; Assistant Professor; College of Nursing and Health Sciences; B.S., University of Florida; M.S., Barry University
- GRIMES, Carrie; Associate Director for Information Systems and Technology; Division of Information Technology; B.L.S., M.S., Barry University
- GRIZZLE, Gary; Chair, Sociology and Criminology; Associate Professor of Sociology; B.A., Florida International University; M.S., Florida State University; Ph.D., Northwestern University
- GUTIERREZ, Hamilton; Coordinator for Worship and Music Ministry; Campus Ministry



HACKETT, Virginia; Assistant Professor of Nursing; B.S.N., Hunter College-Bellevue; M.S.N., Molloy College, Ph.D. Barry University

HADJEZ, Claudia; Follett Bookstore Manager, A.A., Miami-Dade College

HAGAMAN, Julia; Registrar, School of Law—Orlando; B.A., University of Pittsburg

HAHN, Daniel; Academic Coordinator for B.S. in Emergency Management; Instructor in Emergency Management, School of Professional and Career Education; B.S., Austin Peay State University; M.A., American Military University

HAINES-KOHL, Holly Ann; Senior Recruiter/Admissions Support Specialist, Clay and Duval Counties, School of Professional and Career Education; B.S., M.A., Barry University

HALL, Pamela; Associate Professor of Psychology; B.S., Hampton University; M.S., Ph.D., The Ohio State University

HAMILTON, Martin L.; Art Director, Brand Marketing & Communications, Institutional Advancement; A.S., Art Institute of Fort Lauderdale; B.A., M.A., Barry University

HAMILTON, Tamara; Associate Professor of Chemistry; B.Sc.(H), Acadia University; Ph.D., University of Iowa

HANSON, Debbi L.; Assistant Professor of Medical Education, Physician Assistant Program; B.S., Carson-Newman College; P.A., Barry University

HARALAMBIDES, James; Professor of Computer Science; Diploma, University of Patras, Greece; M.S., Ph.D., University of Texas, Dallas

HARRIS, Pamela; Senior Accountant, Business and Finance Division; B.S. University of Phoenix; M.Acc, Nova Southeastern University

HARRIS-LOOBY, Judy; Chair, Exceptional Student Education and Reading and Literacy Studies Departments; Associate Professor of Education; B.A., M.A., University of the Virgin Islands; Ph.D., University of Miami

HATTAWAY, Marvin; Director of Operations; School of Professional and Career Education, B.B.A, Tennessee State University; M.S., Barry University

HAUSER, Nancy E.; Operations Manager, School of Business; B.P.S., Barry University

HAWKINS, Daryl; Instructor of Nursing; M.S.P.H.N., University of Florida

HEARD, Shannon C.; Instructor of Cardiovascular Perfusion; College of Nursing and Health Sciences; B.A., University of North Carolina; B.S., Medical University of South Carolina

HECHAVARRIA, Xiomara; Manager, Pace Records and Transcript Evaluation, Records and Transcript Evaluation; B.A., Florida International University

HEINRICH, Denitsa M.; Assistant Professor of Law, School of Law-Orlando; J.D., University of North Dakota

HELLER, Tracie; Associate Professor of Photography; B.A., University of South Alabama; M.F.A., Pratt Institute

HENGARTNER, Christoph; Associate Professor of Biology; B.S., Université Laval, Canada; Ph.D., Massachusetts Institute of Technology

HERALD, Sara B.; Vice President for Institutional Advancement and External Affairs; B.A. University of Florida, J.D., University of Miami

HENRY, Kristy R.; Director, Annual Giving, Alumni Relations & Annual Giving, Institutional Advancement; B.S., North Carolina State University; M.B.A., Auburn University

HEREDIA, Dariceli; Facility Services Manager, Facilities Management; B.A., Florida International University

HERNANDEZ-PUPO, Nora; Instructor of Nursing; B.S., Florida International University; M.S.N., University of Phoenix

HERSHORIN, Indra Ramphal; Instructor in Nursing; B.S.N., M.S.N., Ph.D., Barry University

HICKS, Connie; Assistant Professor of Communication, Professional in Residence; B.A. Macalester College

HICKS, Leta E.; Associate Professor of Sport and Exercise Sciences; Director of Programs, St. Petersburg College Campus; B.S., University of Tulsa; M.S. and Ed.D., Oklahoma State University

HILL, Dan; Director of the Fitness Center; B.S., Barry University; M.S., Georgia Southern University

HILL, Rhonda; Instructional Designer, School of Professional and Career Education; B.S., Georgia State University; M.P.A., M.B.A., Kennesaw State University; M.S., Georgia State University

HILL, Robert; Instructor of Biomedical Sciences; B.S., University of Nevada Reno; M.S., Barry University

HOLMES, Jennifer; Manager, Conferencing & Media Services, Division of Information Technology; B.S., Barry University

HOMER, Von; Clinical Instructor; School of Podiatric Medicine; B.S., Shenandoah University

HOUSEWORTH, Jon; Assistant Professor, School of Podiatric Medicine; B.S., University of Illinois; D.P.M., Barry University

HU, Xiaotang; Professor of Biology; M.S., Ph.D., Hunan Medical University, China

HUBERMAN, Carole; Assistant Dean, Assistant Professor, Public Administration; School of Professional and Career Education; B.B.A., M.S.T., Temple University; M.G.A., University of Pennsylvania; Ph.D., Union Institute and University

HUDSON-SHELTON, Kenia; Advisor/Recruiter, Fort Myers; School of Professional and Career Education; B.S., Hodges University; M.S., Nova Southeastern University.

HULL, Helia Garrido; Associate Professor of Law; B.A., Providence College; J.D., Stetson University

HUMESTON, Howard Dart; Director of Financial Aid, Financial Aid; B.L.S., M.S., Barry University

INGRAM-HERRING, Sarah; Assistant Director of Field Education, School of Social Work; B.S.W., Florida A&M University; M.S.W., Barry University

ISREL, Richard; Associate Registrar; B.S., Florida International University

IZQUIERDO, Antonio Gil; Web Programmer/Designer, Administrative Information Systems; B.S., Concordia University, Wisconsin

JAFFE, Suzanne; Assistant Professor; B.S.N., Florida International University; M.S.N., South University

JAHNSEN, Elaine; Coordinator, Center for Student Involvement; B.A., Stetson University; M.Ed., Florida Atlantic University

JAMES, Lizbeth M.; Experiential Learning Coordinator, Center for Community Service Initiatives; B.S., Florida International University; M.S.W., Barry University

JARVIS, Karen; Biological Supply Manager; B.S., Barry University

JEANTILUS, Yvette; Assistant Dean, College of Nursing & Health Sciences; B.P.S., M.S. Barry University

JEFFERSON-JONES, Jamila; Associate Professor of Law, School of Law; A.B., Harvard and Radcliffe Colleges; J.D., Harvard University

JEFFERY, Maxine; Instructor, College of Nursing and Health Sciences; B.H.S., B.S.N., M.S.N., Florida Atlantic University

JENSEN, Jeffrey L.; Professor of Podiatric Medicine and Surgery; Director, Paul & Margaret Brand Research Center; B.S., University of Wisconsin; D.P.M., California College of Podiatric Medicine

JEZEK, Dennis; Director, Sports Information; B.A., University of Alabama; M.S., Shippensburg University of Pennsylvania

JIMENEZ, Ana; Associate Professor of Biology; B.S., Barry University; Ph.D., University of Miami

JIMENEZ, Ricardo; Assistant Professor of Computer Science, Chair, Department of Mathematics and Computer Sciences; B.A., Florida International University; M.S., Barry University; Ph.D., Nova Southeastern University

JOHNSON, Audrey; Manager, IT Service Desk, Division of Information Technology; B.S., M.S., Barry University

JOHNSON, Leigh Ellen; Coordinator of Graduate Programs, School of Business; B.A., M.E., M.A., Rutgers University

JONASSEN, Frederick; Associate Professor of Law; B.A., Columbia University; Ph.D., Cornell University; J.D., Indiana University

JONES, Christopher D.; Assistant Professor of Theology; B.A., Taylor University; M.A.R., Yale Divinity School; M.Phil., University of Oxford; Ph.D., Candidate, Boston College

JOSEPH, Magdaleina; Assistant Professor; College of Nursing and Health Sciences; B.S., M.S.N., Ph.D., Barry University

JUNOR, Meghan, Associate Director for Business Operations, Housing & Residence Life, Student Conduct; B.S. Indiana University of Pennsylvania, M.S. Indiana University of Pennsylvania

KAANY, Karen; Brand Marketing Account Manager, Brand Marketing & Communications, Institutional Advancement; B.S., Florida State University; M.A., Kaplan University

KADERA, A. Claudia; Director of ADOSE Accreditation Management; B.S., Colgate University; M.S., Florida Gulf Coast University

KEENER, Andrea; Dean; Professor of Behavioral Sciences, School of Professional and Career Education; B.A., University of South Florida; M.S., Ph.D., Florida International University

KEGELES, Sharon; Director of Undergraduate Programs; School of Human Performance & Leisure Sciences; Assistant Professor of Sport and Exercise Sciences; Facilitator of Sport Management—Diving Industry; B.S., M.S., Barry University

KEITH, Erin; Manager, Talent Management & Employee Relations, Division of Human Resources; B.S., Barry University; M.S., Nova Southeastern University

KELLY, Millicent; Site Manager, Palm Beach, School of Professional and Career Education; B.A., University of Delaware; M.S., Barry University

KEMERER, Kevin L.; Associate Professor of Accounting, School of Business; B.S., M.S.A., Ph.D., Virginia Polytechnic Institute and State University

KEPLER, Irene M.; Coordinator, Recruitment & Retention, School of Social Work; B.S., Central Michigan University; M.S.W., University of Michigan

KEPLER, Irene M.; Coordinator, Recruitment & Retention, School of Social Work; B.S., Central Michigan University; M.S.W., University of Michigan

KEPLEY, Valery; Assistant Professor of Medical Education; Physician Assistant Program; B.S., Gannon University; M.P.A.S., University of Nebraska Medical Center

KESSEL, Steven; Director of Academic Success, School of Law; B.A., University of Central Florida; J.D., Barry University, Dwayne O. Andreas School of Law

KIGEL, Avi; Head Coach, Women's Tennis; B.S., Norfolk State University; M.S. Barry University

KIM, Hyun Uk; Associate Professor of Exceptional Student Education; B.A., M.A., Southern Illinois University, Carbondale; M.A., California State University; Ph.D., University of California, Los Angeles

KLUKA, Darlene; Dean, Professor of Sport and Exercise Sciences; B.A., Illinois State University; M.A., Illinois State University, Ph.D., Texas Women's University; D.Phil., University of Pretoria

KOEHLERT, Cathren P; Assistant Professor of Law, School of Law; J.D., University of Florida; M.F.A., Harvard

KOESTEN, Alan S.; Instructor and Director of Montessori Education; B.S., Nova Southeastern University; M.S., Barry University

KONCSOL, Stephen W.; Associate Professor of Psychology; B.A., Clark University; M.S., Ph.D., Rutgers University

KONCZAL, Lisa; Professor of Sociology and Criminology; B.A., M.A., Ph.D., Florida International University

KOO, Lucia Y.; Senior Transcript Evaluator, Records and Transcript Evaluation; B.S., Delaware State University; M.S., Barry University

KOONS, Judith; Professor of Law; B.A., University of Florida; J.D., University of Florida College of Law; M.T.S., Harvard University Divinity School

KOPERSKI, SFCC, Sr. Veronica; Professor Emerita of Theology; B.A., Madonna College; M.A., University of Notre Dame; M.A., S.T.L., Ph.D., S.T.D., Catholic University of Louvain, Belgium

KOPP, David; Associate Dean; Professor of Education; A.A.S.B.S., University of Louisville; M.B.A., University of Orlando; Ph.D., Barry University

KORTZ, Brian; Assistant Sports Information Director; B.S., Adams State College

KUO, Yi-Tzu; Assistant Professor, Sport and Exercise Sciences, Clinical Director of Athletic Training; B.S., University of Denver; M.S.Ed., Florida International University; Ph.D., University of Miami

LA BARRIE, Ronald; Manager, Student Financial Services, Cashier/Business Office, Business and Finance Division; B.S., M.B.A., Barry University

LACEY, Debra; Associate Professor of Social Work; B.S., University of Florida; M.Ed., University of Vermont; M.S.W., Ph.D., State University of New York at Albany

LACY, Rebecca; Admissions Counselor, Recruitment and Admissions; B.S., Barry University

LAMET, Ann W.; Associate Professor of Nursing; B.S.N., Hunter-Bellevue; M.S., State University of New York at Stony Brook; Ph.D., Barry University

LANDA-GONZALEZ, Belkis; Associate Professor of Occupational Therapy; B.S., University of Miami; M.S., Ed.D., Florida International University

LANGEN, Wendy Hoon; Assistant Professor Medical Education; Physician Assistant Program; A.A., Santa Fe Community College; B.A., New College; P.A., Barry University

LAVALLEE, Marc H.; Assistant Professor of Theology; B.A., St. Anselm University; M.A.R., Yale University; Ph.D., Boston University

LAVANDERA, Reynel; Assistant Professor of Nursing; B.S.N., M.S.N., University of Miami

LEACOCK, Stephen J.; Professor of Law; B.A., M.A., City of London Polytechnic; LL.M., London University; Barrister, Middle Temple-London

LEAL, Delia; Assistant Professor, Division of Nursing; B.S.N., M.S.N., Barry University

LEE, Rebecca; Assistant Professor of Anesthesiology; B.S.N., University of Central Florida; M.S., Barry University; D.N.P., University of Miami

LEFKOWITZ, Amy; Associate Dean for Student Services, School of Law; B.S., University of Florida; J.D., University of Miami

LEFTON, Paul; Media Relations and Marketing Manager, School of Law; B.A., Purdue University

LEMME, Michael; Manager of Data Management, School of Professional and Career Education; B.S., M.A., Barry University

LePAGE, Carolyn; Assistant Professor of Nursing; B.S.N., M.S.N., Ph.D., Barry University

LESKE, Kevin; Associate Professor of Law, School of Law; M.S., John Hopkins; B.S., College of William and Mary; J.D., Vermont Law School; M.E.L.P., Vermont Law School

LETSCHE, Mary Ellen; Executive Assistant to the President, B.L.S., Barry University

LEVASSEUR, Marie Ange; Assistant Dean, PACE Student Affairs; School of Professional and Career Education; B.L.S., M.S.W., Barry University

LEVENSON, Jill; Associate Professor of Social Work; B.A., University of Pittsburgh; M.S.W., University of Maryland; Ph.D., Florida International University

LEWIS, Sarah J.; Associate Professor of Social Work; B.S.W., Florida Atlantic University; M.S.W., Barry University; Ph.D., Florida State University

LIN, Peter; Professor of Biology; B.S., University of Wisconsin; M.T., Theda Clark Regional Medical Center; Ph.D., Johns Hopkins University

LINDO, Jascinth; Associate Professor of Nursing; M.P.H., Ph.D., M.S.N., The University of the West Indies

LIRIANO, Rolando; Web Programmer, Digital Media Strategy & Development, Institutional Advancement; A.A., Miami-Dade College; B.S., Florida International University

LIZAMA, Silvia; Chair, Fine Arts; Professor of Photography; B.F.A., Barry University; M.F.A., Rochester Institute of Technology

LONDONO, Fernando; Facilities Manager and Technical Director, Fine Arts Department

LONGORIA, Hosiella; Staff Psychologist, Center for Counseling and Psychological Services; B.A., Florida International University; M.A., Psy.D., Argosy University

LOPEZ, Jorge; Assistant Professor; B.S., Havana University; Ph.D., University of Mississippi Medical Center

LOPEZ, Regina; Director Database Services, Administrative Information Systems, Division of Information Technology; B.S., M.S., Barry University

LOPEZ-LORENZO, Ingrid; Financial Aid Counselor, Financial Aid; B.A., Florida International University

LORENZO, Alberto; Associate Director, Residence Education, Housing and Residence Life; B.A., Barry University; M.S., Barry University; M.A., Georgetown University

LORING, Marjorie J.; Manager, Organizational Development & Learning, Division of Human Resources; B.S., M.S., Barry University

- LORRAINE, Veneta; Coordinator for Retreats and Faith Formation and Interim Director of Campus Ministry, Campus Ministry; M.S., Episcopal Divinity School; D.Min., Barry University
- LORTHE, Harry; Network Engineer, Division of Information Technology; B.P.S., Devry University; M.S., Barry University
- LOSITO, James M.; Professor of Orthopedics and Biomechanics; B.S., California Polytechnic State University; D.P.M., California College of Podiatric Medicine
- LOUIS, Melda; Administrative Assistant, Student Health Center; B.S., University of Florida; M.H.A., University of Phoenix
- LU, Yi; Assistant Professor, Health Services Administration Program; Ph.D., Lehigh University
- LUCKETT, Pamela; Associate Dean of Operations and Enrollment Management, Assistant Professor of Information Technology; B.S., University of Arkansas—Pine Bluff; M.S., Western Michigan University; Ed.S., Ph.D., Florida Institute of Technology
- LUDWIG, Kathryn; Chair, Department of Sport & Exercise Sciences; Associate Professor of Sport and Exercise Sciences; B.A., the Colorado College; M.S., Texas Christian University; Ph.D., Texas Woman's University
- LUEPTOW, Margaret B.; Adjunct Associate Professor and Librarian, The Blessed Edmund Rice School for Pastoral Ministry; A.B., Oberlin College; M.L.S., University of Oregon
- LUGO, Christina; Advisor/Recruiter, School of Professional and Career Education; B.A., M.Ed., Trident International University
- LUNDY, Denise; Nurse Practitioner, Student Health Services; B.S.N, Florida A&M University; M.S.N, Barry University
- LYONS, Bridget; SR Associate Director of Athletics; Human Performance and Leisure Sciences; B.A., Saint Michael's College; M.Ed., Ph.D., Virginia Commonwealth University
- MACHUCA, Jose Raul; Assistant Professor of Counseling; B.S., Universidad Nacional de Columbia; M.Ed., Ph.D., University of New Orleans
- MACIÁ, Silvia M.; Professor of Biology; B.S., University of Miami; Ph.D., University of Miami Rosenstiel School of Marine and Atmospheric Sciences
- MAGUIRE, R.S.M., L.C.S.W., Sr. Anastasia; Director, Center for Counseling and Psychological Services; B.Ed., Queens University, Belfast; M.S.W., Barry University
- MALINA, Debra; Assistant Professor of Anesthesiology; B.S.N., Florida International University; M.S., Barry University; M.B.A., Madison University; D.N.Sc., University of Tennessee Health Science Center
- MANCUSO, Sandra L.; Director, Grants & Sponsored Programs, Institutional Advancement; B.A., Penn State; M.A., Temple University
- MANDAKOVIC, Tomislav; Dean, School of Business, Professor of Business Administration; Pontificia Universidad Catolica de Chile; M.S., Ph.D., University of Pittsburgh
- MANDERSON, Nigel; Associate Director for Financial Aid/PACE, Financial Aid; B.B.A., Florida Atlantic University
- MANN, Philip H.; Professor and Director Entrepreneurial Institute, School of Business; B.A., M.Ed., University of Miami; Ed.D., University of Virginia
- MANZELLI, John; Associate Professor of Theatre; B.A., Barry University; M.F.A., Illinois State University
- MARBES, Melinda A., Visiting Assistant Professor of Law, Law School-Orlando; B.A., Emory College; J.D., Emory University School of Law
- MARILL, Alicia C.; Associate Professor of Theology; Director, Doctor of Ministry Program; B.A., Florida Atlantic University; M.A., Barry University; D. Min., Catholic Theological Union
- MARINAS, Carol; Professor of Mathematics; B.S., Indiana Univ. of Pennsylvania; M.S., Indiana Univ. of Pennsylvania; Ed.S., Barry University; Ph.D., Florida State University
- MARKOV, Lubomir P.; Associate Professor of Mathematics; M.A., Sofia University, Bulgaria; M.A., Ph.D., University of South Florida
- MARKOVIC, Jovana; Assistant Professor of Education; B.A., European University; M.A., Rollins College; Ph.D. Barry University
- MAROUSEK, Marilyn; Associate Dean of Business Process; Assistant Professor of Human Resources, School of Professional and Career Education; B.S., M.S., La Roche College; Ph.D., Barry University
- MARRAH, Arleezah; Assistant Professor of Education; B.A., University of South Florida; M.A., University of South Florida; Ph.D., Old Dominion University
- MARSHALL, Shaunelle; Associate Director, Career Services; B.S., Barry University; M.S., Barry University
- MARTINEZ, Elizabeth; Assistant Director; Allied Health Professions Program; B.A., Bates College
- MATHERLY, Debra; AHA Training Coordinator, EMS/Fire Program, School of Professional and Career Education
- MATUSEVICH, Katsiaryna; Assistant Professor of Education; B.S., Minsk State Linguistic University; M.A., Sage Graduate School; Ph.D., Barry University
- McATAVEY, Jean; Associate Professor of Education; B.A., Boston College; M.S., Lesley University; Ph.D., Lynn University
- McCLUNG, Rose; Administrator Entrepreneurial Institute, School of Business; M.Ed., University of Miami
- McCOY, Cindy L.; Professor of Education; B.A., Morehead State University; M.A., Morehead State University; Ed.D., West Virginia University
- McCRATH, Steven; Head Coach Men's Soccer; B.A., M.S., Seattle Pacific University
- McCRINK, Carmen; Chair, Associate Professor of Education; B.S., Florida International University; M.Ed., Ph.D., University of Miami

- McDONOUGH, Mary Eileen; Associate Vice President for Student Affairs; Professor of Education; NCAA Faculty Athletics Representative; B.S., Chestnut Hill College; M.S., Marquette University; M.B.A., Barry University; Ed.D., Nova University
- McFADDEN, John; Dean; Professor of Anesthesiology; B.S.N., Gwynedd-Mercy College; M.S. in Health Care Administration, St. Joseph's University; M.S. in Nurse Anesthesia, St. Joseph's University; M.S.N., University of Tennessee; Ph.D., Barry University
- McGHEE, Tisa M.; Assistant Professor, School of Social Work; B.A., M.A., California State University; M.S.W., University of California; Ph.D., University of Southern California
- McGLONE, Jacqueline M.; Administrative Assistant III; B.S., Eastern Michigan University; M.Ed., University of Arizona
- McKEON, Michael; Associate Professor of Philosophy; B.A., Nyack College; M.A., Temple University; Ph.D., Syracuse University
- McMILLAN, Sherry D.; Assistant General Counsel; B.S., University of Central Florida; J.D., University of Florida College of Law; M.S.W., Barry University
- McNALLY, Alicia; Financial Grants Manager; Business and Finance Division; M.S. Nova Southeastern University
- McVEIGH-CAMILO, Mary; Academic Advisor/Recruiter; School of Professional and Career Education; B.L.S., M.S.W., Barry University
- MEJIA, Juan; Financial Aid Counselor/PACE, Financial Aid; B.S., Barry University
- MELOUN, Jalane M.; Professor of Administration, School of Professional and Career Education; B.A., Baldwin-Wallace College; M.A., Ph.D., University of Akron
- MENDEZ, Jesus; Associate Professor of History; B.S., M.A., University of Miami; Ph.D., University of Texas at Austin
- MERCEA, Lena; Associate Vice President for Financial and Strategic Planning, Business and Finance Division; M.B.A., University of Chicago; M.S., Barry University
- MERRILL, Thomas J.; Professor of Surgery; B.S., Iowa State University, D.P.M., Dr. William Scholl College of Podiatric Medicine
- MIER, Constance M.; Professor of Sport and Exercise Sciences; Coordinator of Exercise Science Programs; B.S., Michigan State University; M.S., University of Arizona; Ph.D., University of Texas at Austin
- MIHUT, Ligia; Assistant Professor of English; B.A., University of Oradea, Romania; M.A., University of Illinois at Urbana-Champaign; Ph.D., University of Illinois at Urbana-Champaign
- MILNE, Faye; Instructor of Nursing; B.S.N., Florida International University; M.S.N., South University
- MIRANDA, Elsie; Director, Ministerial Formation; Associate Professor of Theology; B.S., University of Florida; M.S., Boston College; D.Min., Barry University
- MOHAPATRA, Seema; Associate Professor of Law, School of Law; B.A., John Hopkins; J.D., Northwestern; M.P.H., Yale University
- MOHNKE, John A.; University Partnerships Coordinator, Conference & Events Services, Institutional Advancement; B.A., Holy Cross College
- MOLINARI, Andrea L; Director, M.A. in Pastoral Theology (Rice School); Associate Professor of Theology; B.A., Franciscan University; M.A., Providence College; Ph.D., Marquette University
- MONTAGUE, Deborah F.; Assistant Dean, College of Arts and Sciences; B.S. Syracuse University; M.B.A., Barry University
- MONTAGUE, Jeremy; Professor of Biology; B.S., State University of New York at Geneseo; M.S., Kent State University; Ph.D., Syracuse University
- MONTANO, Steffano; Coordinator, Service Learning; B.A., Florida International University; M.A., Barry University
- MOORE, Keith L.; Professor of Medical Education; Associate Program Director; Physician Assistant Program; B.S., J.D., Physician Assistant Certificate, Indiana University
- MORALES, Guillermo; Instructor of Mathematics; Mathematics and Computer Science Department; B.S., University of Havana; Ph.D., Cuban Academy of Sciences, Havana, Cuba
- MORENO, Paola; Assistant Dean, School of Business; B.S., Universidad Del Norte; M.B.A., Florida International University
- MORIARTY, John; Director, Career Services; B.S. University of Florida; M.B.A., National University
- MORLEY, Michael T.; Assistant Professor of Law, School of Law-Orlando; A.B., Princeton University; J.D., Yale Law School
- MORRELL, Stephen O.; Professor of Economics and Finance, School of Business; B.S., M.A., Ph.D., Virginia Polytechnic Institute
- MORTON, Jamelah A.; Assistant Professor, College of Nursing and Health Sciences; A.S., University of the Virgin Islands; B.S., M.S.N. Barry University
- MOSES, Justin; Director, Data Center Operations, Division of Information Technology; B.S., Barry University
- MOUERY, David; Assistant Dean, Bar Preparation and Academic Success Program, School of Law-Orlando; B.A., The Ohio State University; J.D., Barry University
- MUDD, Laura; Chair, Department of Biology; Professor of Biology; B.S., Georgetown University; Ph.D., University of Florida
- MUNOZ, Gloria; Manager, Graduate Records, Records and Transcript Evaluation
- MURPHY, Ann S. Carneal; Professor Emerita of Education; Director, Reading Program; B.A., Southern Methodist University; M.A., University of Kentucky; Ed.S., University of Kentucky; Ed.D., University of Miami
- MURPHY, Hugh; Associate Professor of Theatre; B.A., M.A., Florida State University; Ph.D., Ohio State University
- MURRAY, Kelli; Assistant Dean, Academic Programs and Faculty Development, School of Law—Orlando; B.S., University of Florida; J.D., Florida State University
- MURRAY, John D.; Provost; Professor of Psychology; B.A., Purdue University; Ph.D., University of California; P.D., University of Massachusetts

- MUSCARELLA, Frank; Professor of Psychology; Chair, Department of Psychology; B.A., San Diego State University; M.A., Ph.D., University of Louisville
- NARANJO, Fabio; Instructor, School of Social Work; B.A., Northeastern Illinois University; M.S., University of Chicago
- NARAVANE, Anita; Assistant Professor, School of Podiatric Medicine; M.S., M.B.B.S., Lady Hardinge Medical College, University of Delhi, India
- NEELY, Regina; Site Manager, Davie, School of Professional and Career Education; B.S., M.S., Barry University
- NELSON, Katherine; Associate Professor of Communication; B.A., Loyola University; M.A., Ph.D., Arizona State University
- NEMBHARD, Merlene; Library Electronic Resources Coordinator, Division of Information Technology; M.L.I.S., Florida State University
- NEWMAN, Johanna; Assistant Professor, College of Nursing and Health Sciences; B.S.N., William Paterson University; M.S., Georgetown University; D.N.A.P., Virginia Commonwealth University
- NEVEL, Andrew; Library Information Literacy Instruction Coordinator, Division of Information Technology; B.A., Florida International University; M.L.L.S., University of South Florida
- NEY, Emilie A.; Assistant Professor of Psychology; B.S., University of Richmond; Ph.D., Texas A&M University
- NG-A-FOOK, Wesley; Project Portfolio Manager, Division of Information Technology; B.S., Barry University
- NGOV, Eang; Associate Professor of Law; B.A., University of Florida; J.D., University of California-Berkeley
- NICHOLSON, Tiffany; Coordinator, HPLS Student Success Programs; B.S., Emmanuel College, M.A., Montclair State University
- NICKERSON, Inge; Professor of Management, School of Business; B.S., M.B.A., D.B.A., Louisiana Tech University
- NODARSE, Maria Margarita; Associate Professor of Spanish; B.A., College of the Sacred Heart; M.A., Ph.D., University of Miami
- NORRIS, Elizabeth; Director, Human Resources, School of Law, Division of Human Resources
- NOWAKOWSKI-SIMS, Eva; Assistant Professor, School of Social Work; B.S., University of Florida; M.P.H., University of South Florida; M.S.W., Ph.D., Barry University
- NUNEZ, Jennifer; Financial Aid Counselor, Financial Aid
- NUNEZ, Jorge, High School Program Training Coordinator EMS/Fire Program, School of Professional and Career Education; A.S., American Medical Academy
- OBSY, Olga, Associate Dean, School of Social Work; B.A., M.S.W., Ph.D., Howard University
- O'DELL, Sr. Frances, O.S.F.; Reference Librarian, Division of Information Technology; B.S., M.A., St. Bonaventure University; M.A., University of South Florida
- ODIO, Cesar T.; Head Coach, Men's Basketball; Instructor in Sport and Exercise Sciences; B.A., Florida Southern College; M.S., Nova University
- O'DONNELL, Sister Marie Joannes, O.P.; Professor Emerita of Chemistry; B.S., Siena Heights College; Ph.D., The Catholic University of America
- O'GORMAN, Daniel; Associate Professor of Law; B.A., University of Central Florida; J.D., New York University
- O'GRADY, Reverend John F; Professor Emeritus of Theology; B.A., Mary Immaculate College; M.Div., Mary Immaculate Seminary; S.T.L., College of St. Anselm; S.T.D., University of St. Thomas; S.S.L., S.S.D., Pontifical Biblical Institute, Gregorian University
- O'LAUGHLIN, Sister Jeanne, O.P.; President Emerita; Professor of Education; B.S., Siena Heights College; M.S.T., M.Ed., Ph.D., University of Arizona
- O'NEILL, Philip M.; Senior Reference Librarian, Division of Information Technology; B.A., University of Delaware; M.S.L.S., Columbia University
- ORMAN, Richard; Professor of Public Administration, School of Professional and Career Education; B.S., State University of New York; M.R.P., Ph.D., Syracuse University
- ORR, Edward; Associate Professor of Biomedical Science; B.S., Cleveland State University; Ph.D., University of California, Berkeley
- OSBY, Olga; Associate Dean, School of Social Work; B.A., M.S.W., D.S.W., Howard University, M.S. in Legal Studies-Antioch School of Law
- OWEN, Clare; Assistant Professor of Nursing; B.S.N., University of Phoenix; M.S.N., Ph.D., Barry University
- OWENS, C.S.J., Sr. Pamela; Assistant Professor of Theology; The Blessed Edmund Rice School for Pastoral Ministry; B.S., University of Cincinnati; M.S., University of Dayton; M.A., Doctor of Ministry, Barry University
- PACKERT, Daniel; Instructor, Clinical Biology, College of Nursing and Health Sciences; B.C.B., Barry University
- PACKERT, Gerhild; Associate Dean, Program Director, Allied Health Professions Program; B.S., M.S., University of Central Florida; Ph.D., University of South Florida
- PADILLA, Rev. José-David, O.P.; Assistant Professor of Theology; BA., Universidad Pontificia Bolivariana; M.Div., M.A., Aquinas Institute of Theology; S.T.L., Institut Catholique de Paris; S.T.D., Pontificia Facultad de Teologia de San Esteban, University of Salamanca, Spain
- PAN, Victor; Professor of Mathematics; B.S., Guangzhou Normal University; M.A., Jinan University; Ph.D., University of South Florida
- PANTALEO, Debra; Assistant Registrar, Technology, Office of the Registrar; B.S., Barry University, M.E.T., Boise State University
- PARKHURST, Doreen C.; Associate Dean, Program Director, Physician Assistant Program; Professor of Medical Education; B.A., Stonehill College; P.A., Northeastern University; M.D., Boston University School of Medicine

- PAVAO, Marc; Head Coach, Baseball; B.S., Bridgewater State University, M.S., Barry University
- PAYNE, Bruce C.; Professor of Finance, School of Business; B.A., M.B.A., University of South Florida; Ph.D., Louisiana State University
- PEARSON, Elisa; Assistant Dean, Academic Advising and General Studies, Undecided Programs; College of Arts and Sciences; B.S., Barry University; M.A., Teachers College Columbia University
- PEDRIOLLI, Carlo; Associate Professor of Law; B.A., California State University—Stanislas; J.D., University of Pacific; M.A., Ph.D., University of Utah
- PELAEZ, Roberto; Associate Director, Digital Media Strategy & Development, Institutional Advancement; B.S., M.B.A. Barry University
- PELLICCIO, Paul; EMS Training Coordinator, EMS/Fire Program, School of Professional and Career Education; A.S. Broward College
- PENATE, Judith; Controller, Business and Finance Division; B.S., Barry University; M.B.A., University of Miami
- PENNER, Danielle; Head Coach, Softball; B.A. California University of Pennsylvania; M.S./M.B.A. Barry University
- PEREZ, Fernando M.; Associate Professor, Sociology and Criminology; B.S., M.S., Florida State University; Ph.D., University of Miami
- PEREZ, Nancy; Director of Accounts Payable; B.L.S., Barry University
- PERKINS, Sam; Director, Bachelor of Science in Education with Master of Science Option Program; FL DOE Certification Ombudsman; Associate Professor of Education; B.S., North Georgia College; M.E., Mercer University; Ph.D., Georgia State University
- PETERSON, Christopher Scott; Assistant Professor, School of Podiatric Medicine; B.S., Florida International University; D.P.M., Barry University
- PETERSON, Linda M.; Professor Emerita of Psychology; B.S., University of Illinois; M.S., Ph.D., University of Miami
- PETRINO-LIN, Teresa; Associate Professor of Biology; Ph.D., National University of Tucuman, Argentina
- PICHÉ, Sister Evelyn, O.P.; Dean Emerita, School of Education; Professor of Education; B.A., Siena Heights College; M.A., Siena Heights College; Ph.D., Michigan State University
- PIERCE, Walter J.; Associate Professor of Social Work; B.A., Morehouse College; M.A., University of Chicago; Ph.D., Barry University
- PIKE, Dawn; Recruiter/Admissions Support Specialist, Southwest Florida ,School of Professional and Career Education; B.B.A., Davenport University; M.S., Cornerstone University
- PINTO, Tiffany J.; Senior Graduate Financial Aid Counselor, Financial Aid; B.S., High Point University
- PORTA, Alicia; Graphic Designer; B.A., Florida Atlantic University; M.S., Barry University
- POSEY, Vivian; Assistant Professor of Education; B.A., Caldwell College; M.A., University of South Florida; Ed.D., Nova Southeastern University
- POULOS, James; Assistant Director, Math Lab; B.S., M.S., Florida International University
- POWELL, Toni; Professor Emerita of Education; B.S. Carnegie-Mellon University; M.S., Ph.D., Florida State University
- PRESMANES, Reverend Jorge, O.P.; Associate Professor of Theology; B.A., Georgia State University; M.DIV., M.A., Dominican School of Philosophy & Theology at the Graduate Theological Union; D.MIN., Barry University
- PROVITERA, Michael J.; Associate Professor of Organizational Behavior, School of Professional and Career Education; B.S., City University of New York; M.B.A., Saint John's University; D.B.A., Nova Southeastern University
- PUMARIEGA, Rosie; Assistant Director for Undergraduate Studies, Sport and Exercise Sciences; B.L.S., Barry University; M.S., Barry University
- PUZONE, Katherine; Associate Professor of Law, Legal Clinic; B.A., Trinity College; J.D., New York University; B.A., Trinity College; M.Phil., University of Cambridge (Queens College)
- QUERAL, Carmen; Associate Professor of Medical Education; Director of Clinical Education, Physician Assistant Program; B.S., Northern Kentucky University; M.P.H., B.S., P.A., Nova Southeastern University; Ph.D., Touro University International
- RALFELT, Grace; Solutions Architect, Division of Information Technology; B.S., Barry University
- RANKOVIC, Boban; Head Coach, Women's Rowing; B.S., M.B.A., Dowling College
- RAMIREZ, Carmen; Manager, Computer Labs & Instructional Facilities, Division of Information Technology; B.S., Barry University
- RAMIREZ, Maximo; Director, Network & Telecommunications, Division of Information Technology; B.S., Barry University
- RAMIREZ, Miguel; Director, Digital Media Strategy & Development, Institutional Advancement; B.S., Barry University
- RAMLOW, Patricia; Director, Mission Engagement, Division of Mission and Institutional Effectiveness; B.S., Pontificia Universidad Catolica del Peru; M.S., Barry University
- RAMSEY, Charity; Assistant Professor of Medical Education, Physician Assistant Program; B.S., Montana State University; M.C.M.Sc., Barry University
- RATZMANN, Rev. George; Assistant Professor, The Blessed Edmund Rice School for Pastoral Ministry; M.A. in Theology, St. Vincent De Paul Seminary; S.T.L., Ph.D., Katholieke Universiteit
- REDWAY, Flona; Instructor of Biology; B.Sc., University of the West Indies; M.Phil., University of the West Indies; Ph.D., University of Cambridge, England

- REDWAY, Glendon; Director, IT Business Operations; Division of Information Technology; B.Sc., M.Phil, University of the West Indies
- REED, Ruth; Financial Aid Telecounselor, Financial Aid; B.A., Trinity International University
- RESSLER, Doug A.; Coordinator of Investigations and Training; Public Safety Department; B.A., Florida Atlantic University; A.A., Miami-Dade College
- RIAL, Yamirka C.; Associate Director for Financial Aid, Financial Aid; B.S., Florida Atlantic University; M.S., Barry University
- RICE, Donna L.; Assistant Professor of Nursing, School of Nursing; B.S.N., University of Miami; M.S.N., Nova Southeastern University; Ph.D., Barry University
- RICE, Sister Ellen Marie, O.P.; Assistant Professor of Education; B.S., Edgewood College; M.S., Fordham University; Ph.D., University of Wisconsin
- RICKETTS-DUNCAN, Jennie; Assistant Professor of Education; B.E., University of the West Indies; M.A., Connecticut State University; Ph.D., Barry University
- RIOS, Eduardo; Senior Budget Analyst, Business and Finance Division, B.A., Universidad Externado de Columbia
- RIOS, Giselle Elgarresta; Associate Professor of Music; B.M., M.M., D.M.A., University of Miami
- RIPLEY, Hugh W.; Dean Emeritus, University Library; A.B., Syracuse University; A.M., Syracuse University; M.S.L.S., Columbia University
- RITTER, Jeffrey; Assistant Professor, Health Service Administration; D.B.A., Nova Southeastern
- RIVARD, Jillian; Assistant Professor of Psychology; B.A., Ithaca College; M.A., Roger Williams University; Ph.D., Florida International University
- RIVEIRA, Joyce D.; Director, Advancement Services, Institutional Advancement; B.S., M.B.A., Barry University
- ROBERTS, Sandra L.; Associate Professor of Administration, School of Professional and Career Education; B.L.S., M.A., Ph.D., Barry University
- ROBINSON, Michael P.; Assistant Professor of Biology; B.S., University of Miami; M.S., University of South Florida; Ph.D., University of Miami
- ROBINSON, Norma Davis; Assistant Director for Graduate Financial Aid, Financial Aid; B.A., Florida State University
- ROBINSON-MAJOR, Margaret; Manager, Cashier Operations, Business and Finance Division; B.S. M.A.A., Barry University
- ROCAFORT, Terri; Assistant Professor, College of Nursing and Health Sciences; B.S.N., M.S.N.–A.R.N.P., Florida International University
- ROCKWELL, Thomas; Associate Professor of Graphic Art; B.F.A., Cleveland Institute of Art; M.F.A., Florida Atlantic University
- RODRIGUEZ, AnaMaria; Executive Assistant, Vice President for Student Affairs; B.S., Barry University
- RODRIGUEZ, Cesar; Financial Analyst, Business and Finance Division, B.A., M.B.A., Nova Southeastern University
- RODRIGUEZ, Anaya Luis A.; Assistant Professor; School of Podiatric Medicine; B.S., University of Puerto Rico; D.P.M., Barry University
- RODRIGUEZ, Mabel; Assistant Professor, School of Social Work; B.S.W., Indiana University; M.S.W., Florida International University; Ph.D., Barry University
- ROGERS, Marjorie, K.; Clinical Liaison and Instructor; School of Natural and Health Sciences; B.S.N., University of Central Florida; M.S., University of New England
- ROJAS, Franklin M.; Senior Accountant, Business and Finance Division; B.S. Queens College; M.B.A., Nova Southeastern University
- ROHAN, Sarah; Staff Counselor; Counseling and Psychological Services; B.A. Guilford College; M.S. Mental Health Counseling Nova Southeastern University.
- ROMANO, David; Assistant Professor and Academic Coordinator of Behavioral Science, School of Professional and Career Education; B.A., West Chester University of Pennsylvania; M.S., Central Washington University; Ph.D., University of Kansas
- ROMANO, Victor; Associate Professor of Sociology; B.A., Florida International University; M.A., Ph.D., University of Florida
- ROMANSKI, Michael III, EMS Training Coordinator, EMS/Fire Program, School of Professional and Career Education; A.S., Health Care Institute
- ROOKS, Marvin; Assistant Professor of Law; B.A., University of Florida; J.D., Stetson University
- ROSEMAN, Fay; Associate Professor of Counseling; B.S., Pace University; M.S.W., New York University; Ph.D., Barry University
- ROSENBERG, Daniel Z.; Associate Professor of Sport and Exercise Sciences; B.S., Ed.D., University of Massachusetts; M.A., University of North Carolina
- ROSENWALD, Mitchell; Professor, School of Social Work, B.A., Salisbury State University; M.A., Syracuse University; M.S.W., Ph.D., University of Maryland at Baltimore
- RUDES, James; Associate Professor of Counseling; B.A., Hunter College; M.S.W., New York University; Ph.D., Nova University
- RUIZ, Joseph; Senior Accountant, Division of Business and Finance; B.S., University of Massachusetts
- RUSHING, John; Academic Coordinator Administration; Assistant Professor of Administration; School of Professional and Career Education; B.A., University of Miami; M.B.A., D.B.A., Nova Southeastern University
- RUTHERFORD, Jana; Assistant Professor of Marketing; B.A., Clark Atlanta University; M.I.B., Clark Atlanta University; Ph.D., Florida Atlantic University
- RYTTEKE, Sara; Professor of Photography; B.F.A., Arizona State University; M.F.A., University of Houston



- SAAVEDRA, Frank J.; Director, Foundation Relations & Major Gifts; Major Gifts Development, Institutional Advancement; BS, Florida International University  
 SACCO-BENE, Christine; Associate Professor of Counseling; B.S., Virginia Polytech Institute and State University; M.S.Ed., Old Dominion University; Ph.D., The College of William and Mary  
 SADLER, Anthony M.; Assistant Professor of Management; B.S., Herbert H. Lehman College (CUNY); M.B.A., University of Wisconsin—Madison; Ph.D., University of Wisconsin—Madison  
 SALVADOR, Carolina; Budget Analyst; B.S., Barry University  
 SALVANESCHI, Luigi; Distinguished Adjunct Professor; M.C., Liceo-Ginnasio Pareggiato; Ph.D., Lateran University  
 SAMPOL, Esther; Coordinator, Developmental English; Instructor in English; B.S., Nova Southeastern University; M.A., Barry University  
 SAMRA, Rise J.; Professor of Communication; B.A., Western Michigan University; M.A., University of Michigan; Ph.D., University of Arizona  
 SAMSON-MOJARES, Roselle; Instructor, College of Nursing and Health Sciences; B.S., M.S., Barry University  
 SAMUEL, George M.; Head Coach, Tennis; Assistant Professor of Physical Education; B.S., M.P.D., East Tennessee State Univ.; Ph.D., Southern Illinois University  
 SANBORN, Allen F.; Professor of Biology; B.S., M.S., Ph.D., University of Illinois  
 SANCHEZ, Ricardo; Instructor of Mathematics; M.S., Moscow University  
 SANCHEZ, Victor; General Manager of Dining Services; B.S., Johnson & Wales University  
 SANGIOVANNI, Rachel; Business Process Manager, School of Professional and Career Education; B.S., Barry University  
 SANTIAGO, Daisy; Coordinator, Center for Student Involvement; B.S., University of Central Florida; M.S., Florida International University  
 SANTIAGO, Jasmine; Associate Vice President Human Resources, Division of Human Resources; B.S., M.S., Barry University  
 SANTIAGO, Victor; Admissions Counselor, Recruitment and Admissions, B.P.A., Barry University  
 SARGENT, Georgette M.; Operations Coordinator-Sport and Exercise Science; School of Human Performance and Leisure Sciences; B.S., Barry University  
 SAVERIMUTTU, Mahen; Assistant Professor of Communication; B.A., University of Peradeniya, Sri Lanka; M.S., Purdue University; Doctoral Candidate, Michigan State University  
 SCHAAB, SSJ, Gloria L. Associate Dean for General Education, College of Arts and Sciences; Professor of Theology; Director of Graduate Programs in Theology and Ministry, Department of Theology and Philosophy; B.A., Chestnut Hill College; M.A., LaSalle University; Ph.D., Fordham University  
 SCHANFIELD, Lillian; Professor of English; B.Ed., University of Miami; M.A., University of Montreal; M.B.A., Barry University; M.ST., University of Oxford; Ph.D., University of Miami  
 SCHIAVO, Frank Louis; Associate Professor of Law, School of Law—Orlando; B.S., University of Pennsylvania; LL.M., New York University School of Law; J.D., Villanova University School of Law  
 SCHINASI, Lee D.; Associate Professor, School of Law-Orlando; B.B.A., University of Toledo; J.D., University of Toledo Law School  
 SCHOFFSTALL, Brenda; Associate Professor of Biology; B.S., Meredith College; Ph.D., Florida State University  
 SCHROUDER, Sandra; Associate Professor of Public Administration, School of Professional and Career Education; B.A., University of the West Indies, M.B.A., Nova Southeastern University; Ph.D. Florida Atlantic University  
 SCHUGAR, Robin G.; Associate Professor of Medical Education; School of Podiatric Medicine; B.S., University of Arizona; M.S., Arcadia University; D.H.S., At Still University  
 SCHWAL, Lauren; Instructor, Division of Nursing; B.A., Brooklyn College; B.S.N., M.S.N., State University of New York  
 SCIURBA, Frances; Technical Services Cataloging Librarian, Division of Information Technology; B.A., Stony Brook University, NY; M.L.S., Florida State University  
 SCOTT, Angela M.; Senior Director of Admissions Operations, Division of Information Technology; B.S., M.S., Barry University  
 SCOTT, Phyllis F.; Dean, Associate Professor, School of Social Work; B.A., Florida Atlantic University; M.S.W., Ph.D., Barry University  
 SCULLY, Robert E.; Professor of Organizational Behavior, School of Professional and Career Education; B.A., Pennsylvania State University; M.A., Temple University; D.B.A., Nova University  
 SESODIA, Sanjay; Associate Academic Dean; School of Podiatric Medicine; Professor of Anatomy/Neurophysiology; B.Sc., University of Newcastle-upon-Tyne, England; M.Sc., Royal Postgraduate Medical School, University of London, England; Ph.D., University of Newcastle-upon-Tyne, England  
 SHAPIRO, B. Sue; Associate Professor of Sport and Exercise Sciences; Clinical Coordinator, Athletic Training; B.S., West Virginia University; M.S., Ed.D., University of Virginia  
 SHATZ, Karen; Assistant Professor of Counseling; B.A. in Psychology, Concordia University; B.S.W. and M.S.W., McGill University; Ph.D., Nova Southeastern University  
 SHAW, Graham; Chair, Basic Medical Science; School of Podiatric Medicine; Professor of Biochemistry; Program Director, Professional Science Master's in Medical Biotechnology Program; Ph.D., Aston University, England

- SHAW, Mureen; Assistant Professor, Division of Nursing; B.S.N., M. S. N., Barry University; D.N.P., Barry University
- SHENG, Ye "Shirley"; Associate Professor of Marketing, School of Business; B.A., Shanghai Institute of Business Administration (China); M.B.A., Leicester University; Ph.D., Florida Atlantic University
- SHINE, Agnes; Associate Professor of School Psychology; B.A., M.A., State University of New York at Plattsburgh; M.A., Middle Tennessee State University; Ph.D., Ball State University
- SHTOMPEL, Natalia; Assistant Professor, School of Social Work; B.A. Salem College; M.A, Western Carolina University; M.S.W., Touro College; Ph.D. Florida International University
- SHTOMPEL, Natalia; Assistant Professor, School of Social Work; B.A. Salem College; M.A, Western Carolina University; M.S.W., Touro College; Ph.D. Florida International University
- SHURE, Lauren; Assistant Professor of Counseling; B.S., Ed.S. & M.Ed., Ph.D., University of Florida
- SICCONI, Robert F.; Assistant to the President, The Blessed Edmund Rice School for Pastoral Ministry; B.A., M.S. in Education, Iona College
- SILY, Andressa; Interactive Art Director, Division of Information Technology; B.A., Universidade Federal do Espirito Santo; M.S., Barry University
- SILY, Michel; Associate Vice President for Enrollment Marketing Strategy, Institutional Advancement; B.S., M.S., Barry University
- SIMPSON, Duncan; Assistant Professor, Sport and Exercise Sciences; B.S., M.S., Leeds Metropolitan University, UK; Ph.D., University of Tennessee
- SIMPSON, Traci A.; Associate Vice President, Administrative Information Systems, Division of Information Technology; B.S., M.S., Barry University
- SIMPSON-WOOD, Taylor; Professor of Law; B.A., DePaul University; M.F.A., Florida State University; J.D., LL.M., Tulane University School of Law
- SINGH, BiBi N.; Assistant Professor of Anatomy; B.S., St. Francis College Brooklyn NY; D.P.M., Barry University
- SINGH, Jai N.; Professor of Mathematics; B.S., M.S., Patna University, India; Ph.D., Bihar University, India
- SINGLETON, Sharron M.; Associate Professor, School of Social Work; B.S.W., Norfolk State University; M.S.W., Ohio State University; D.S.W., Howard University
- SIRIMANGKALA, Pawena; Director, Honors Program; Associate Professor of Communication; B.A., Mount Saint Clare College; M.A., Cleveland State University; Ph.D., Kent State University
- SISTO, Jose M.; IT Security Office Coordinator, Division of Information Technology; B.S., Jose Antonio Echevarria (ISPJAE), Havana, Cuba
- SITES, Brian; Assistant Professor of Law, School of Law; B.A., The College of Wooster; M.B.L., Central Michigan University; J.D., Florida State University; LL.M., Columbia University
- SLONE, Don R.; Clinical Liaison and Instructor, School of Natural and Health Sciences; B.S.N., University of Central Florida; M.S., Barry University
- SMITH, Allen; Professor of Anatomy; B.A., Brown University; B.S., Widener University; M.A., Temple University; Ph.D., University of Oregon Medical School
- SMITH, E. Timothy; Professor of History; B.A., Manchester College; M.A., Ph.D., Kent State University
- SMITH, Eric; Assistant Professor of Public Administration, School of Professional and Career Education; B.P.A., Barry University; M.P.A., Florida Atlantic University; Ed.D. Nova Southeastern University
- SMITH, Jason; Assistant Dean, EMS/ Fire Program, School of Professional and Career Education; M.S., Walden University
- SMITH, Mark; Associate Professor, School of Social Work; B.A., University of South Carolina-Spartanburg; M.S.W., San Francisco State University; Ph.D., Barry University
- SMITH, Na'arah; Distance Learning Coordinator, School of Professional and Career Education, B.P.A., M.P.A., Barry University
- SMITH, Scott; Vice President for Student Affairs; B.A., University of the South; M.S., North Carolina State University; Ph.D., The Ohio State University
- SMITH, Sharon; Coordinator for Crime Prevention and Investigations, Public Safety Department; A.A., Miami Dade College
- SNYDER, Robert; Professor and Director of Clinical Research, School of Podiatric Medicine; B.S., Long Island University; M.S., University of Wales; D.P.M., New York College of Podiatric Medicine
- SOARES, Reynaldo; Residence Coordinator; Housing and Residence Life; B.S.B.A., University of West Florida; M.Ed., University of West Florida; M.B.A., Barry University
- SODANO, Carol-Rae; Professor of Organizational Leadership and Sociology; B.A., Marymount College; M.A., Fordham University; M.A., LaSalle University; Ed.D., Widener University
- SONSHINE, Roseanne; Clinical and Offsite Coordinator, School of Nursing; B.S.N., M.S.N., Barry University
- SOTO, Miriam; Assistant Director for Institutional Research; B.S., M.A., Barry University
- SOTO, Monica; Associate Vice President of Facilities Management; B.L.S., M.S., Barry University
- SOUTHERLAND, Charles C., Jr.; Professor of Podiatric Medicine; B.S., Brigham Young University; D.P.M., California College of Podiatric Medicine
- STALNAKER, Karen; Director for Campus Ministry; B.A., M.A., Barry University,

- STARRATT, Christopher; Provost (Interim); Professor of Psychology; B.A., University of Florida; M.A., Ball State University; Ph.D., Auburn University
- STARRATT, Gerene; Associate Professor of Education; B.A., Chatham College; M.A., Ph.D., Florida Atlantic University
- STECHSCHULTE, Sister Agnes Louise, O.P.; Professor Emerita of Biology; B.S., Siena Heights College; M.S., University of Detroit; Ph.D., The Catholic University of America
- STEELE, Jennifer R.; Instructor of Communication, Coordinator, Fundamentals of Speech; B.S., Nova Southeastern University, M.S., Ithaca College
- STEPHEN, Anne; Data Analyst, Administrative Information Systems, Division of Information Technology
- STEVANOVSKI, Aleksander; IT Acquisitions Specialist, Division of Information Technology; B.S., Florida International University
- STEWART, Kerri-Quaan; Director, Software Solutions & Information Management, Division of Information Technology; B.S., Barry University
- STOBS, James; Head Coach Men's Golf; B.A., Florida Atlantic University
- STRANGE-MARTIN, Nicole Yvette; Coordinator, Reading and Literacy Studies Program; Associate Professor of Education; B.A., M.A., Fort Valley State University; Ed.D., Temple University
- STUDWELL, Roberta; Associate Dean, Information Services, Professor of Law, School of Law-Orlando; B.A., Arizona State University; M.L.S., University of Michigan; J.D., University of Miami
- SUBRAMONEY, Ronica; Assistant Professor, B.S.N., Natal University, M.S.N.-Ed., University of Phoenix, Ph.D. Barry University
- SUBRAN, Karen; Account Manager, Brand Marketing & Communications, Institutional Advancement; B.L.S., M.S. Barry University
- SULLIVAN, William M.; Head Coach, Women's Basketball; B.A., Georgetown College; M.S., Nova Southeastern University
- SUMMERS, Mark; Professor of Law, School of Law-Orlando; B.A., Washington and Jefferson College; J.D., West Virginia University; LL.M., University of Cambridge, England
- SUNSHINE, Edward R.; Professor Emeritus of Theology; B.A., M.A., Loyola University of Chicago; Ph.D., Graduate Theological Union, Berkeley
- SUSSMAN, Stephen, E.; Associate Professor of Public Administration, School of Professional and Career Education; B.S., Philadelphia University; B.I.S., M.P.A., Ph.D., Georgia State University
- SWAN, Margot; Assistant Director, Accounting; B.A., B.S., Barry University
- SWANER, Ann; Academic Coordinator of Theology; Associate Professor of Theology, School of Professional and Career Education; B.A., University of Toronto; Ph.D., Univ. of Iowa
- SWOPE, Elizabeth; Coordinator for Enrollment Research, Division of Information Technology; B.A., Brandeis University; M.A., Northeastern University
- SYKORA, Shannon; Head Coach, Women's Golf; B.S. University of Tulsa
- TALERICO, James; Academic Coordinator, Public Administration, Assistant Professor, Public Administration, School of Professional and Career Education; B.S., Wilkes College; M.S., Temple University; M.G.A., University of Pennsylvania; Ph.D., Union Institute & University
- TALLMAN, Ruth; Associate Professor of Philosophy; B.A., Fort Hays State University; M.A., University of Kansas; M.A., University of Oklahoma; Ph.D., University of Oklahoma
- TAMULEVICIUS, Nauris; Associate Professor of Sport and Exercise Sciences; B.S., M.S., Ph.D.; Lithuanian Institute of Physical Education
- TASHMAN, Lauren; Assistant Professor of Sport and Exercise Sciences; B.A., The College of New Jersey; M.S., Florida State University; Ph.D., Florida State University
- TEAHAN, Maria; MSW Program Director, School of Social Work; B.S.W., M.S.W., Barry University
- TEJEDA, Manuel J.; Professor of Management, School of Business; A.B., M.S.Ed., Ph.D., University of Miami
- THEODORIS, Kamy; Recruiter/Admissions Support Specialist, Miami; School of Professional and Career Education; B.P.A., M.P.A., Barry University
- THOMAS, Elizabeth; Director of Recruitment and Admissions; B.S., Murray State University; M.A., Barry University
- THOMAS, Jo-Ann; Advisor/Recruiter, School of Professional and Career Education; B.A., M.P.A., Florida Atlantic University; Ed.D., Nova Southeastern University
- THOMPSON, Sonja Archer; Senior Programmer/Analyst, Administrative Information Systems, Division of Information Technology; B.S., Barry University; M.S., Florida International University
- TIMPONE, Kimberly; Career Counselor, Career Services; B.A., Florida Gulf Coast University; M.A., University of South Florida
- TOLAN, Patrick; Associate Professor of Law; B.S.E.E., United States Air Force Academy; J.D., University of Michigan; LL.M., George Washington University
- TORRES, Cristóbal; University Chaplain, Campus Ministry; B.A., Rutgers University; M.S.W., New York University; M.A., Barry University; M.Div., Aquinas Institute of Theology
- TOTTEN, Vicky; Coordinator for International & KTA Recruitment; B.A., American University; M.A. Towson University
- TSESARSKAIA, Mara; Instructor of Chemistry; B.S., M.S., Leningrad University of Chemistry and Technology; M.S., University of Miami

- TUCKER, Edmon W.; Assistant Professor, School of Social Work; B.A., Emory University; J.D., Southern Methodist University School of Law; M.S.W., Ph.D., Florida International University
- TÜREGÜN, Mehmet; Associate Professor of Education; B.S., Istanbul Technical University; M.S., University of Tulsa; Ph.D., University of Oklahoma
- TYLER, Michael; Professor of Accounting, School of Business; B.S., Florida State University; Ph.D., Florida International University
- UMADHAY, Lonar Anthony M.; Associate Dean and Assistant Professor of Anesthesiology; B.S.N., University of Santo Tomas; M.S.N., Florida International University; Ph.D., Barry University
- URIBE, Liliana, Associate Director of Field Education-MSW Program, School of Social Work; M.S.W., Florida International University
- VACCARO, Andrew; Director, Enrollment Marketing Projects, Enrollment Marketing Strategy, Institutional Advancement; B.A., M.B.A., Barry University
- VALDES, Jorge A., Assistant Professor of Anesthesiology; B.S., University of Miami; M.N.A., Mayo School of Health Sciences; D.N.P., University of Miami
- VALDIVIA, Ximena; Manager, Archives & Special Collections, Division of Information Technology; M.L.I.S., University of South Florida
- VANEGAS, Mercedes; Director, Financial Grants Management, Business and Finance Division; B.A., University of Miami
- VARELA, Joyce D.; Academic STEM Coach, B.A., King's College; M.S., Nova Southeastern University
- VEGA, Leticia; Associate Professor of Biology; B.S., Florida International University; Ph.D., Massachusetts Institute of Technology
- VELAZQUEZ, Marcos; Research Analyst, Institutional Research; B.S., M.B.A., University of Florida
- VELIS, Evelio; Director and Professor of the Master of Science Program in Health Services Administration, Health Services Administration and Public Health Dual Master's Degree Program and Master of Public Health; M.D., University of Havana, Cuba; M.S./H.S.A., Barry University; Ph.D., Faculty of Public Health
- VILLETA, Wendy L.; Event Coordinator, Conference & Events Services, Institutional Advancement
- VIZCAINO, Reverend Mario B.; Director, M.A. in Pastoral Ministry for Hispanics (SEPI); B.A., S.T.L., Gregorian University; M.A., The Catholic University of America
- VOUTSINAS, Mickie; Director, Landon Student Union, Business Development and Operations; B.S., M.S., Barry University; M.B.A., University of the Southwest
- WAHL, Jeffrey; Coordinator, Employer Relations; Career Development Center; B.A., Florida International University
- WALLNER, Tony S.; Associate Dean for Undergraduate Programs, College of Arts and Sciences; Professor of Chemistry; B.S., University of Wisconsin; M.S., University of Michigan; Ph.D., Case Western Reserve University
- WARNER, Carol; Associate Professor and Academic Coordinator for Mathematics, School of Professional and Career Education; B.A., M.Ed., Ed.D., University of Arkansas
- WATED, Guillermo; Associate Professor of Psychology; B.A., M.B.A., University of Miami; M.S., Ph.D., Florida International University
- WATSON, Rodney; Site Manager/Academic Advisor and Instructor of Administration, Jacksonville, School of Professional and Career Education; B.S., Gwynned Mercy College; M.B.A., University of North Florida.
- WATZEK, Kimberly A.; Site Manager, Cape Canaveral, School of Professional and Career Education; B.A., M.A., University of Central Florida
- WEBER, Scott; Professor of Photography; B.F.A., M.F.A., San Francisco Art Institute
- WEDIG, Rev. Mark E., O.P.; Associate Dean for Graduate Studies, College of Arts and Sciences; Professor of Theology; Chair, Theology and Philosophy; B.A., Southern Methodist University; M.Div., M.A., Graduate Theological Union; Ph.D., The Catholic University of America
- WEIGAND, Kathy A.; Assistant Dean, Adjunct Faculty, School of Professional and Career Education; B.L.S., Barry University; M.Ed., Florida Atlantic University
- WHALL, Sr. Mildred, S.H.C.J.; Associate for Administration, The Blessed Edmund Rice School for Pastoral Ministry; M.A. in Religious Education, Seattle University; M.A. in Educational Psychology, New York University
- WHELLEY, Joanne; Associate Professor, School of Social Work; B.A., M.S.W., Catholic University of America; Ph.D., Fordham University
- WHITFORD, Heidi; Assistant Professor of Education; B.A., University of Florida; M.Ed., Harvard University; Ph.D., New York University
- WHITTAKER, Madeline K.; Graphic Designer, Brand Marketing & Communications, Institutional Advancement; B.A., St. Thomas University
- WHORF, Robert; Associate Professor of Law; B.A., Brown University; J.D., Syracuse University College of Law
- WILCOX, Joel; Professor of Philosophy; B.A., University of California; M.A., John Hopkins University; Ph.D., University of Minnesota
- WILLIAMS, Jennifer; Director, Undergraduate Social Work Program; B.S.W., University of Central Florida; M.S.W.; Ph.D., Barry University

WILLIAMS, Judisha; Residence Coordinator; Housing and Residence Life; B.A., Florida Atlantic University; M.S., Florida International University

WINKLE, Carter A.; Assistant Professor of Education; B.A., Indiana State University; M.S., University of South Florida; Ph.D., Barry University

WITHERSPOON, Ruth A.; Associate Dean for Academic Affairs and Visiting Professor of Law, School of Law; B.A., Hamilton-Kirkland; J.D., University of Cincinnati; LL.M., University of Wisconsin

WOLF, David; Associate Professor of Health Services Administration, School of Professional and Career Education; B.S., Villanova University; M.S., Cabrini College; Ph.D., Eastern University

WOLMAN, Clara; Professor of Education; B.A., M.A., Hebrew University of Jerusalem, Israel; Ph.D., University of Minnesota

WONG, Roman M.; Associate Professor of Management Information Systems, School of Business; Honours Diploma, Lingnan College of Hong Kong; M.B.A., University of North Carolina at Charlotte; Ph.D., Southern Illinois University

WORKMAN, Gayle; Associate Professor of Sport & Exercise Sciences; Coordinator, Leisure and Recreation Management; B.S., Bowling Green State University; M.S., Slippery Rock University; Ph.D., Ohio State University

YACOOB, Corvette; Assistant Professor, College of Nursing and Health Sciences; B.S.N., M.S.N., D.N.P., Barry University

YANES, Yeshica; Project Manager, Recruitment and Admissions Communications, Recruitment and Admissions; B.S., M.S., Barry University

YAO, Jeffrey; Project Manager, Facilities Management; B.A., University of Florida

YOST, Kenneth; Fire Program Coordinator, EMS/Fire Program; School of Professional and Career Education; B.A., St. Thomas University

ZAJICKOVA, Zuzana; Associate Professor of Chemistry; Chair, Physical Sciences; B.S., M.S., Slovak Technical University; Ph.D. Florida Atlantic University

ZAMBRANO, Tatiana; Assistant Registrar; B.S., University of Phoenix

ZAOU, Sambra; Instructor, School of Social Work; B.S.S.W., Florida International University; M.S.W., Barry University

ZAVODSKA, Anita; Associate Professor of Environmental Sciences, School of Professional and Career Education; B.S., Florida International University; M.A., University of Illinois; Ph.D., University of Arizona

ZELAYA, Jaicab; Admissions Counselor, Recruitment and Admissions; B.F.A., Barry University

ZIVANOVIC, Sanja; Assistant Professor of Mathematics; B.S., Barry University; M.S., Ph.D., University of Miami

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