16-17

Student Bulletin

Barry University PACE

School of Professional And Career Education

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Barry University PACE

Student Bulletin

BARRY UNIVERSITY
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2016-17

School of Professional And Career Education

2016–2017
The Frank J. Rooney
School of Professional And Career Education

Student Responsibility Statement

Please note that it is always the student's responsibility to read and understand the policies and procedures of Barry University and the School of Professional And Career Education (hereinafter referred to as PACE). Students should become familiar with the contents of:

- Barry University's Student Handbook located at http://www.barry.edu/student-handbook/;
- the University catalogs located at http://www.barry.edu/registrar/catalog-archives.html;
- PACE Course Schedule located at: http://web.barry.edu/acescheduling/; and
- PACE Bulletin also located online at: http://www.barry.edu/pace.

It is the obligation of students to ensure that they have met and fulfilled all of the requirements for the transfer of credits, degree completion, and graduation. Students should acquaint themselves with the dates and deadlines of Barry University and PACE, which include but are not limited to: registration, add/drop, withdrawal, portfolio submission, and graduation application.

Advisors support, advise, and encourage students along their academic paths, but the final responsibility for enrolling in all required courses, transferring in correct credits, fulfilling prerequisites, and submitting all paperwork and documentation for graduation lies with the student. Students must carefully read the PACE Student Bulletin and should ask their advisor for clarification on anything in the Bulletin that they do not understand.

A student's catalog year (Student Bulletin) is important because it determines the degree requirements a student must fulfill in order to graduate. The student catalog year is determined by the year a student began attending classes as a degree seeking student and not by the year of application to the program. A student who does not enroll for more than two years (undergraduate) or one year (graduate) will be considered inactive and will be required to apply for readmission by submitting a new application. In such cases, the Student Bulletin and University Policies in effect at the time of readmission will apply.

The information contained herein is valid at the time of publication and may change at any time and without notice.

Contents

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 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. 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. **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. 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 Master of Science (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 **Physician Assistant Program** is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC–PA).

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

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).

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.

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

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

More detailed information on the above is contained in the General Information Chapter of the Barry University Undergraduate Catalog located at http://www.barry.edu/registrar and in the Student Handbook located at http://www.barry.edu/student-handbook. Barry University students are responsible for the contents of the University Catalog, Student Handbook, and this Student Bulletin. The information in this Bulletin supersedes all previous regulations, including tuition and fees previously published.

School of Professional And Career Education
11300 N.E. 2nd Avenue
Miami, Florida 33161-6695
Phone: (305) 899-3300
(800) 945-2279 (BARY)
www.barry.edu/PACE

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.

Core Commitments

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

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

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

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

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

Learning Environment

Barry University, through its two academic colleges and seven schools, is a comprehensive university with its main campus located in Miami Shores, Florida; a law school campus in Orlando, Florida; and other sites throughout Florida, The Bahamas, and the U.S. Virgin Islands. The University attracts a diverse student body, including traditional and non-traditional students from a variety of geographic, ethnic, religious, and socioeconomic 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.

History

Originally conceptualized by the Most Reverend Patrick Barry, Bishop of St. Augustine, and Reverend Mother Mary Gerald Barry, Prioress General of the Dominican Sisters of Adrian, Michigan, plans for Barry College received active support from Reverend William Barry, pastor of St. Patrick's Church of Miami Beach, and John Thompson, Mayor of Miami Shores, Florida. In June 1940, a 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 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 the 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, 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 Mary 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.

University Life

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 from the Public Safety Department.

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.

Locations & Contact Information

Main Office
Frank J. Rooney School of Professional And Career Education
11415 NE 2nd Avenue
Miami Shores, FL 33161
Phone: (305) 899-3300
Toll Free: (800)-945-BARY
Fax: (305) 899-3346
PACE@barry.edu

Mailing Address
Barry University
School of Professional And Career Education
11300 NE 2nd Avenue
Miami Shores, FL 33161
Main Campus Phone: (305) 899-3000

Contact individual sites for office hours or to make an appointment with an advisor.

Brevard County
Cape Canaveral Site
Canaveral Port Authority
Maritime Center
445 Challenger Road, Suite 109
Cape Canaveral, FL 32920
Phone: (321) 783-0162
Fax: (321) 783-5973
PACEcapecanaveral@barry.edu

Melbourne Site
Wickham Oaks Business Park
410 North Wickham Road, Suite 103
Melbourne, FL 32935
Phone: (321) 409-5553
Fax: (321) 409-5754
PACEmelbourne@barry.edu

Broward County
Davie Site
4900 South University Drive, Suite 210
Davie, FL 33328
Phone: (954) 472-1160
Fax: (954) 472-2686
PACEdavie@barry.edu

Pembroke Pines Site
15900 Pines Boulevard, Suite 200
Pembroke Pines, FL 33027
Phone: (954) 443-0561
Fax: (954) 443-9975
PACEpines@barry.edu

Collier County
Contact the Fort Myers Site
Phone: (239) 278-3041
Fax: (239) 278-3346
PACEfmyers@barry.edu

Duval & Clay Counties
Jacksonville Site
4401 Salisbury Rd. Suite 300
Jacksonville, FL 32216
Phone: (904) 394-0875
Fax: (904) 394-0876
PACEjacksonville@barry.edu

Lee County
Fort Myers Site
12381 S. Cleveland Avenue, Suite 502
Fort Myers, FL 33907
Phone: (239) 278-3041
Fax: (239) 278-3346
PACEfmyers@barry.edu

Leon County

Tallahassee
Tallahassee Community College
444 Appleyard Dr., University Center
Tallahassee, FL 32304
Phone: (850) 201-8650
Fax: (850) 201-8652
PACETallahassee@barry.edu

Miami Dade County

Miami Shores, Main Campus
11415 NE 2nd Avenue
Miami Shores, FL 33161-6629
Phone: (305) 899-3300
Toll Free: (800)-945-BARY
Fax: (305) 899-3346
PACE@barry.edu

Cutler Bay Site
Clock Tower Shopping Center
18958 South Dixie Highway
Cutler Bay, FL 33157
Phone: (305) 969-5833
Fax: (305) 969-5971
PACESouthDade@barry.edu

Kendall Site
8900 SW 107th Avenue, Suite 205
Miami, FL 33176
Phone: (305) 275-2761
Fax: (305) 275-8492
PACEkendall@barry.edu

Orange County

Orlando, Sand Lake Site
Florida Mall Business Centre
1650 Sand Lake Road, Suite 390
Orlando, FL 32809-9108
Phone: (407) 438-4150
Fax: (407) 438-9774
PACEorlando@barry.edu

Palm Beach County

Palm Beach Site
Gardens Professional Center
9123 N. Military Trail, Suite 206
Palm Beach Gardens, FL 33410
Phone: (561) 622-9300
Fax: (561) 622-0158
PACEPalmBchGar@barry.edu

Pinellas County

Barry University at St. Petersburg College
University Partnership Center at
    St. Petersburg College
9200 113th Street N
Seminole, FL 33772
Phone: (727) 394-6057
Fax: (727) 394-6059
(Online programs only)
online@barry.edu

Online Programs

online@barry.edu

PACE Institute for Training & Professional Development (Non-Credit Programs)

Miami Shores Main Office
11300 NE 2nd Avenue
Miami Shores, FL 33161
Phone: (305) 981-5148
Fax: (305) 899-2937
PACEInstitute@barry.edu

PACE EMS/Fire (Non-Credit Programs)

Pembroke Pines Main Office
15800 Pines Boulevard, Suite 201
Pembroke Pines, FL 33027
Phone: (305) 899-3352
FAX: (954) 437-6287
EMT Program: EMT@barry.edu
Paramedic Program: paramedic@barry.edu
Fire Program: fire@barry.edu

2016–2017
PACE Academic Calendar

Refer to the online Schedule for additional information located at:
www.barry.edu/PACE

Fall Semester 2016: August 8–December 3

Fall Session A (August 8–October 3, 2016)	
August 8	Fall A Session begins
August 8-12	Late Registration & Schedule Adjustment Period (Students who drop individual courses during this period will be charged 20 percent and receive a "W" grade)
August 12	Deadline to apply for October 2016 degree completion
August 15	Fall A portfolio submission for March 2017 degree completion
September 5	Labor Day Holiday: Offices Closed/No Classes
September 9	Deadline to apply for December 2016 degree completion and December Commencement
September 16	Last day to withdraw from Fall Session A with a "W" grade
September 23	Last day to submit coursework to instructor to redeem "I" grades for Summer Session
October 3	Session A ends
Fall Session B (October 6–December 3, 2016)	
October 6	Fall Session B begins
October 6-12	Late Registration and Schedule Adjustment period (Students who drop individual courses during this period will be charged 20 percent and receive a "W" grade)
October 17	Fall B portfolio submission for March 2017 degree completions
November 11	Last day to withdraw from Fall B with a "W" grade
November 23	Last day to submit coursework to instructor to redeem an "I" grade for Fall Session A
November 24-26	Thanksgiving Holiday: Offices Closed/No Classes
December 3	Fall Session B ends
December 10	Commencement Ceremony
December 17 January 1	Christmas Holidays: Offices Closed/No Classes

Spring Semester 2017: January 3–May 6, 2017

Spring Session A (January 3–March 6, 2017)	
January 3	Spring Semester begins
January 3-9	Late Registration and Schedule Adjustment period (Students who drop individual courses during this period will be charged 20 percent and receive a "W" grade)
January 6	Deadline to apply for March 2017 degree completion
January 9	Spring A Portfolio Submission for July 2017 degree completion
January 16	Martin Luther King, Jr. Day: Offices Closed/No Classes
January 20	Deadline to apply for May 2017 degree completion and May Commencement
February 10	Last day to withdraw from Spring Session A with a "W" grade
February 24	Last day to submit coursework to instructor to redeem "I" grades for Fall Session B
March 6	Spring Session A ends
Spring Session B (March 9–May 6, 2017)	
March 9	Spring Session B begins
March 9-15	Late Registration and Schedule Adjustment period (Students who drop individual courses during this period will be charged 20 percent and receive a "W" grade)
March 13	Spring B Portfolio Submission for July 2017 degree completion
April 13-16	Easter Holiday: Offices Closed/No Classes
April 21	Last date to withdraw from Session B with a "W" grade
April 28	Last day to submit coursework to instructor to redeem "I" grades for Spring Session A
May 6	Spring Session B ends
May 6	Commencement

Summer Semester 2017: May 30–July 25

Summer Session (May 30–July 25, 2017)	
May 30	Summer Session begins
May 30–June 5	Late Registration and Schedule Adjustment period (Students who drop individual courses during this period will be charged 20 percent and receive a "W" grade)
July 4	Independence Day Holiday: Offices Closed/No Classes
July 7	Deadline to apply for August 2017 degree completion
July 7	Last date to withdraw from Summer session with a "W" grade
July 14	Last day to submit coursework to instructor to redeem "I" grades for Spring Session B
July 25	Summer Session Ends

PACE Undergraduate Admissions

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 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 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;
- Request an official transcript from each college attended;
- If no college credit or fewer than 12 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 present 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 present 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 twelve credits in which a minimum cumulative grade point average of 2.00 must be achieved at Barry University. Upon successful completion of 12 credits with a cumulative grade point average of at least 2.00 at Barry, full acceptance will be granted.

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

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 credits towards 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.
- 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.

Non-Degree Students/Guest Students

The University recognizes that some applicants may wish to take courses at Barry for the purpose of personal enrichment, or to secure credits to transfer to a college where they are already enrolled in a degree program (guest students). Undergraduate students must present proof of high school diploma, or equivalent, as an admission credential. Guest students are required to present a letter from the dean of the college in which they are enrolled stating that they are in good standing in all respects.

Undergraduate students admitted to non-degree status are limited to 30 credits in this category. Non-degree-seeking students who wish to change their status to degree seeking must meet all the requirements for degree-seeking applicants and submit a degree-seeking application.

General Information

Students who expect to qualify for a baccalaureate degree must complete thirty (30) continuous credits of coursework at Barry and fulfill all requirements of the program they elect to follow.

Once enrolled, students wishing to take additional courses at another college or university for the purpose of transferring the credits back to Barry University must obtain prior written approval from the associate dean. Also it should be noted that no more than six (6) credits may be transferred, and, once a student has attained junior status (60 credits), no transfer credits are acceptable from a community or junior college.

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 and paying a new application fee. In such cases, the Student Bulletin and University Policies in effect at the time of readmission will apply.

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 (or term) of expected matriculation.

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.

Transfer Credit Policies

Undergraduate transfer credit evaluation of all post-secondary coursework taken prior to admission to the University is prepared by Transcript Evaluators in the Division of Enrollment Services.

Evaluation of transfer credit is done in conjunction with applicant's full acceptance to PACE.

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, Northwest Commission on Colleges and Universities, Southern Association of Colleges and Schools/Commission on Colleges, Western Association of Schools and Colleges/Accrediting Commission for Community and Junior Colleges, 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 Student Bulletin. 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 the Office of Transcript Evaluation has a statement from the institution where the credit was earned that such grades reflect work of at least "C" quality.

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

A maximum of six graduate level credits can be accepted in transfer toward an undergraduate degree at Barry. Such course work will require the written approval of the dean. This approval does not presume automatic admissions 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.

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, G.C.E. A-level and CAPE examinations.

Credit will be awarded for CLEP and AP test scores in compliance with Barry's policy on these testing programs. A statement of this policy may be obtained from the Office of Transcript Evaluation. A maximum of 30 credits will be accepted from test sources. The credits must be earned before a student has attained junior status (60 credits) and are considered as part of the 64 maximum transfer credits accepted from community colleges.

Credit can be accepted from military service schools, USAFI, and DANTES in accordance with the recommendations of the American Council on Education. A list of equivalency charts for the exam programs can be found at www.barry.edu/future-students/undergraduate/admissions/admissions-process.html.

Credit for formal courses and educational programs sponsored by non-collegiate organizations and evaluated by the American Council of Education's Program on Non-collegiate Sponsored Instruction and the University of the State of New York's National College Credit Recommendation Service will be accepted in transfer with the permission of the dean. Please refer to the online Assessment of Prior Learning Fact Book for information on licensure credit, the other options noted above, and also discuss with your advisor. Credit for experiences such as Internship, Field Placement, Co-op Work Experience, and Practicum earned through a regionally accredited institution may be accepted in transfer, with permission of the dean when the credits have been transcripted 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 student's matriculation there (such as Life Experience, Prior Learning Assessment, Experiential Learning Assessment, Portfolio Assessment, and Departmental Examination) are not normally accepted in transfer. Exceptions may be made with permission of the dean when such credits have been transcripted with a course number, title, number of credits, and 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 course work, 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. The school of the student's program is responsible for the distribution of credits to meet graduation requirements.

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

Any concealment by a transfer applicant of previous college registration or previous academic or disciplinary record in college will immediately cancel and nullify the admission process at Barry University.

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

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.

Servicemembers Opportunity College (SOC)

PACE has been identified by the American Association of Community and Junior Colleges as a Servicemembers Opportunity College (SOC) providing educational assistance to active duty servicemembers. A SOC institution offers the following benefits for servicemembers.

1. Use of admissions procedures which insure access to higher education for academically qualified military personnel,
2. Evaluation of learning gained through military experiences and academic credit awarded where applicable to the servicemembers' program of study,
3. Evaluation of non-traditional learning and awarding of academic credit for such learning where applicable to the servicemembers program of study,
4. Evaluation of requests for inter-institutional transfer of credits and acceptance of such credits whenever they are appropriate to the servicemembers program and are consistent with the college's curriculum,
5. Flexibility to servicemembers in satisfying residence requirements by making adjustments for military students who transfer when there are other assurances of program balances,
6. Designation of personnel with appropriate academic qualifications and experience to administer and supervise SOC-related activities and to develop policies and procedures appropriate to the scope of their voluntary-education programs, and
7. Educational services for veterans.

Credit for Previous Training for Veterans

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. All transcripts must be received by the end of the first semester or the student's educational benefits will be terminated until all transcript(s) are received. Should credits be accepted, the student's training time and total tuition costs* will be reduced proportionately. The VA and the student will receive a written notice of credits allowed.

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

Articulation Agreement Between Barry University and the Florida Community College System

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

Advanced Placement (AP)

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

Credit for Advanced Placement examinations is based on the one-year AP experience. Credit is given only in cases of scores of 3 or better. French, Spanish, General Chemistry, and Physics must be passed with a score of 4 or more. Credit varies from 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)

General Information

The College Level Examination Program, an activity of the College Entrance Examination Board, makes available examinations through which a student may earn credit toward the bachelor's degree outside the regular classroom situation.

The granting of credit is contingent upon the following conditions and limitations:

1. Each score is acceptable to Barry University according to current University criteria.
2. A maximum of 30 credits will be accepted through CLEP, and CLEP credit must be earned prior to achieving junior status (60 credits).
3. The student may not receive credit for a subject examination which covers the same subject area in which the student has already earned college credit.
4. Credit will not be awarded in case of duplication nor will equivalencies be changed to remedy such duplication.
5. Maximum CLEP credits in any one discipline may not exceed six.
6. A fee of $100.00 per credit must be paid to cover administrative costs when the CLEP test is taken after the student is enrolled at Barry University. CLEP credits completed prior to attendance at Barry are considered transfer credit without a charge.

Some departments are unwilling to accept CLEP credits as part of a major or minor, and all departments within the University reserve the privilege to review in these cases. If CLEP credit interferes with a major or minor and the department is unwilling to accept the credit to satisfy a course requirement, the CLEP credit will be accepted as an elective or as a distribution requirement. For newly accepted degree-seeking students, the award of CLEP credit is made by the Office of Admissions; for enrolled students, the award of credit is processed through the Office of the Registrar. All CLEP credit is accepted on a credit/no credit basis.

International Students

As an international university, Barry has always welcomed international students, faculty, and visitors.

Applying for Acceptance	After Acceptance
1. Complete an application to the university at www.barry.edu/apply. 2. Submit official transcripts from all secondary and post secondary institutions 3. Submit final end of schooling testing results, if applicable 4. Submit your official TOEFL scores, if applicable 5. If documents are in a language other than English, submit official translation of all documents	1. Provide evidence of financial support 2. If transferring from another U.S. educational institution, submit Transfer Eligibility Form 3. Submit proof of health insurance and immunization records 4. If on-campus housing desired, submit housing deposit

Official Transcripts

If your transcripts are not in English, you must submit an official translation. We require that all documents be evaluated (course-by-course with cumulative GPA) and/or translated by companies that are members of the National Association of Credential Evaluation Services (NACES). For a complete list of accepted international credential evaluation services, please visit: www.naces.org.

The following credential evaluation services are very familiar with Barry University's international requirements:

- ECE—Educational Credential Evaluators Service (www.ece.org)
- Josef Silny & Associates, Inc. (www.jsilny.com)
    - (Form specific to Barry applicants)
- SpanTran Evaluation Company (www.spantran.com)
    - (Form specific to Barry applicants)
- WES—World Education Services (www.wes.org)

Transcripts received by Barry University become our property and will not be returned or forwarded to any other institution.

Transcripts can be sent directly from your high school and/or college in a sealed envelope to:

Barry University
Undergraduate Admissions
11300 NE 2nd Avenue
Miami, FL 33161

English Proficiency

Submit your official TOEFL scores. International applicants who do not give evidence of being native English speakers are required to submit either a minimum score of 61 on the internet-based Test of English as a Foreign Language (TOEFL), a minimum score of 173 on the computer-based TOEFL or a minimum score of 500 on the paper version of the TOEFL.

Consideration may be given to waiving the TOEFL requirement for an international freshman applicant who presents a composite SAT or ACT test score (English version) which meets the admission standard and also reflects a verbal score that demonstrates English proficiency.

Internet-Based Test (IBT)	Paper-Based	
61 or more	500 or more	May be admitted to Barry University and enrolled in academic classes.
60 or less	499 or less	Must improve English proficiency before being admitted to Barry University. Intensive English instruction is offered at Barry University through the ELS Language Center. **Students who complete Master's level 112 at the ELS Language Center are not required to sit for the TOEFL examination.**

For additional information about the TOEFL examination and application to take the test, visit www.toefl.org or write to:

The TOEFL Program
Box 899
Princeton, NJ 08540, USA

Students who wish to study in the ELS Language Center prior to applying for an academic program should visit:

ELS Language Centers
c/o Barry University
11300 NE 2nd Ave.
Miami Shores, FL 33161
Phone: (305) 899-3390
Fax: (305) 892-2229
Email: mia@els.edu
Website: www.els.com

Financial Support

Provide documentary evidence of a means of financial support by submitting an affidavit of support letter and a bank letter addressed to Barry University. The bank letter must state that you or your sponsor have the funds available to pay the total cost associated with attending Barry University for one year (two semesters). Please note that the bank letter must bear a date within six months of the date it is submitted. Click the hyperlink for a sample copy of the bank letter.

If sponsored by a government or an institution, submit a government sponsorship letter or a notarized letter of support guaranteeing payment of tuition and fees, books, room and board, medical insurance, and personal expenses for one academic year (two semesters).

Financial Information

Barry University does not offer need-based financial assistance to international applicants (applicants without United States citizenship or permanent residency). 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).

Transfer Eligibility Form

Submit a Transfer Eligibility Form if you have attended, or are currently attending, any high schools or higher education institutions in the United States, Puerto Rico, the US Virgin Islands, or Guam. A form must be signed by the school advisor or counselor of each school attended. Click the hyperlink for a copy of the Transfer Eligibility Form.

Health & Insurance Requirements

Once accepted, but before being registered for classes students must meet the medical and insurance requirements through **Barry University's Health Center** at: http://www.barry.edu/health-services/. It is assumed that applicants are in good health and able to maintain a serious program of study.

Please refer to Health Services website for health requirements for international students residing in Barry University housing. Students may not reside in University housing or register for classes without having met the requirements of Barry University's Student Health Center.

If an international student does not have health insurance that meets Barry University requirements, students may enroll in Barry's student insurance plan. Information can be found at http://www.barry.edu/health-services/ by clicking on 'insurance information' in the 'Quicklinks' menu on the right hand side of the page.

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.

International Students Accepted to Fully Online Programs

No student visa is required for students who continue living in their own home country while studying in a fully online program. International students must still meet the admissions requirements including English proficiency prior to enrolling in classes. Fully online students will not be required to submit a financial verification or provide proof of immunizations and health insurance. All students will be responsible for paying tuition and fees by specified deadlines.

Students pay the same tuition as if attending face to face courses on site. Online courses have an additional fee of $125 per class.

Financial Information

Tuition and Fees

Tuition	
Tuition is $454.00 per undergraduate credit hour.	
Tuition is $699.00 per graduate credit hour, off the Miami Shores campus.	
Fees	
Academic Program Fee for NSE Prefix Courses (Non-refundable)	$375.00
Technology Fee for CAT and IT Prefix courses	50.00
Distance Education Fee	125.00
CLEP Fee per credit	100.00
PACE Challenge Exam Fee IT190/200/CAT102 (Non-refundable)	75.00
Transcript, each	10.00
Corporate Deferred Payment Plan (per semester)	150.00
Non-Reversible Late Payment Fee	250.00
Returned Check Fee	100.00
Portfolio Tuition Fee	1,950.00
Portfolio Materials	20.00
Graduation Fee	200.00

Tuition Payment

Payment information can be found at the bottom of the registration statement. Students may ask their advisor for a copy.

Terms and Conditions of Registration
By registering, students acknowledge and agree to the following:

- **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 infor-

mation 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 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 percent of the debt, and all costs and expenses, including reasonable attorney's 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 $250.00 fee shall be charged to your student account if a balance remains 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 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 under Withdrawal Information from the Office of the Registrar. PACE Students should refer to this section of the Student Bulletin. Financial information, available at www.barry.edu/PACE.

Dropped Courses

Students who wish to change their registration status before the semester begins or during the first week of class must complete an Add/Drop Form with their academic advisor's signature. Students who drop individual courses during the drop/add period will be charged 20 percent and receive a "W" grade. Refund policy is stated below.

Tuition Refund Policy

Prior to the start of the session	100%
Through the first week of the session	80%
After the first week of classes	**No Credit**

Withdrawals

Students who wish to change their registration status after the first week of class must complete a Withdrawal Form or notify, in writing, their academic advisor/director. Students are also expected to contact the faculty member teaching the course from which they intend to withdraw. There is no refund after withdrawing from a course. An unauthorized withdrawal will result in a final grade of "F." Students must withdraw before the final four (4) weeks of class. The effective date of the withdrawal will be the date of formal notification to the School of Professional And Career Education.

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 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 Direct Loans
2. Subsidized Direct Loans
3. Federal Perkins Loans
4. Direct PLUS Loans
5. Federal Pell Grant
6. Federal Supplemental Educational Opportunity Grants (FSEOG)
7. TEACH Grants
8. Other Title IV assistance (not including FWS)

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

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

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

For additional information on refunds to Title IV sources, please contact the Office of Financial Aid at (800) 945-2279 or (305) 899-3355.

Refund Policy for State of Florida Funds
A refund will be due to the State of Florida when a student is not enrolled full-time at the end of the institution's established add/drop period, or thirty days from the start of the semester, whichever comes first. The State requires a full refund of monies. This policy includes the Florida Resident Access Grant and the Florida Student Assistance Grant.

Delinquent Accounts

If a student's account becomes delinquent, the account may be referred to a collection agency or to an attorney, or both. In such an event, the student shall be liable for the full balance due plus any late payment fees, collection agency fees, attorney's fees for time spent by any in-house attorney, court costs, and all other charges associated with the collection of this debt.

Transcripts and Diplomas

No student may receive a diploma or transcript of credits until his/her financial account has been settled. This also includes delinquent amounts of loans.

Graduating Students

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 commencement ceremony.

Student Dismissal

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

Methods of Payment

1. **Pay Online**
   Payment of your tuition cost and all fees including Portfolio fee can be conveniently made online by logging into WebAdvisor at https://webadvisor.barry.edu and clicking on "Make a Payment". This link will give you the option to pay your semester's charges through any of the following payment methods:

   - American Express
   - Discover Card
   - Visa
   - MasterCard
   - Personal Checks (post-dated checks are not accepted)

   If you need help with WebAdvisor, contact Administrative Information Systems (AIS) at (305) 899–3150 or (800) 756–6000, extension 3150.

2. **Pay in Person**
   Payments can be made in person to any of the cashiers/customer service representatives at the Cashier/Business office (located on the main Miami Shores campus, Farrell Hall, Room 110). Our hours of operation are:

   > Monday to Thursday 8:30 a.m. to 5:00 p.m.
   > Friday 9:00 a.m. to 5:00 p.m.

3. **Pay by Phone**
   There is an automated phone service provided by Barry University and Official Payments that will allow a credit card or checking account payment to be processed over the phone. The payer will need to know the dollar amount and student ID number prior to using this service. Payments are processed that day and will take up to forty-eight business hours to be applied to the student account. The toll-free number is (866) 895–5003.

4. **Pay by Fax**
   Credit card authorization forms (on which you will be required to fill in your credit card number, expiration date, security code, as well as the dollar amount you wish to have charged) can be faxed to CBO (305) 899-3375, for payment of your tuition and fees. To request this form to be faxed to you, please call our main switchboard at (305) 899-3585. Be aware, that this form is only used for a one-time payment to your student account and will not be kept on file. Because of the sensitive nature of the information it contains, once the form is received and your payment has been processed, these documents will be shredded to protect your confidential credit account information. (Post-dated payments are not accepted.)

5. **Pay by Mail**
   Checks or money order payments can be mailed to the Cashier/Business Office (CBO) at the address below:

   Cashier/Business Office
   11300 NE 2nd Avenue
   Miami Shores, FL 33161-6628

   Make all checks or money orders payable to **Barry University, Inc.** To ensure that your payment is processed to the correct account, please enclose your student ID or Social Security Number on any payment you submit to us. Post-dated checks are not accepted.

6. **Financial Aid Awards**
   Tuition and Fees may be completely or partially covered by your Financial Aid award. You are responsible for any remaining balance. You can check the status of your Financial Aid award through WebAdvisor or call (305) 899-3355. WebAdvisor is located at https://webadvisor.barry.edu.

7. **Corporate/Employer Reimbursement**

In order to defer the payment of your tuition to the end of the semester you must submit to Cashier/Business Office, within the first two weeks of the semester/session, an official letter from your employer on company letterhead. This document is required each semester and must state your eligibility for reimbursement and the conditions under which your company will pay your tuition and fees. The letter must include your company's policy regarding the percentage of your semester's costs they are willing to pay, the grade required for reimbursement, as well as the calendar period it covers. Additionally, you must complete a deferred payment plan form with the Cashier/ Business Office (CBO). Be aware that whenever payment of your tuition is not made in full at the time of registration, but deferred to a future date, there is a mandatory deferment fee of $150.00. Also, please be aware that this fee is non-refundable. Please call CBO at (305) 899-3585 for further information regarding corporate payment plans.

Refund Requests and Credit Balances

All students whose financial aid awards exceed their tuition and fee charges, generating a credit balance in their accounts, will receive a check or direct deposit for the excess funds after the add/drop period. Students may sign up for direct deposit through WebAdvisor at https://webadvisor.barry.edu/.

If any of the credit balance is the result of federal or state financial aid grants (Federal Pell Grant, Florida Resident Access Grant or Florida Student Assistance Grant) please note:

- Any refund of these grants to the student cannot be processed until after all applicable add/drop periods have ended.
- Students who are enrolled in both sessions, Session A and Session B, may have access to their credit balances only after the end of the add/drop period of Session B.
- If, after the add/drop period of Session B, the student is still registered as a full-time student (12 credits or more) and continues to meet all other eligibility requirements, a refund will be generated.

Students may use their refund for off-campus living expenses, indirect expenses, or any other education expenses for the term including purchasing books at the Barry Book Store through the FLEX Bucs account, Portfolio submission, CLEP credits, and licensure credits upon signing the Federal Student Aid Authorization which can be found in WebAdvisor under "Financial Information." **Once the excess funds are awarded it is the student's responsibility to retain the funds needed to pay for additional tuition and fees**. Students who have received student loans, have a credit balance, and do not need the excess funds for educational related expenses should consider returning some of the credit balance to their servicer to reduce their debt.

Financial Aid

The purpose of PACE's Financial Aid office 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 personal and on-going. The PACE Financial Aid office fulfills this commitment by following established procedures and practices which ensure the equitable and consistent treatment of all financial aid applicants.

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

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

Determining Eligibility for Financial Aid

A student is eligible for financial aid when all of the following criteria are met:

- Enrollment, or acceptance for enrollment, in a degree seeking program of study;
- U.S. citizenship, or qualification as an eligible noncitizen;
- Achievement of satisfactory academic progress; and completion of the necessary financial aid applications by the appropriate deadlines.

Students who have completed all of the coursework for their degree, but have not yet received their degree, cannot receive further aid for their program. They would have to be enrolled in another degree-seeking program to continue receiving financial aid.

In order to qualify as an eligible non-citizen, students must be permanent residents with a Permanent Resident Card (Form I-1551, since 1997) or Resident Alien Card (Form I-551 before 1997), with a valid expiration date. Foreign passports stamped "Processed for I-551" with a valid expiration date are also acceptable. Students may also present a Form I-94 "Arrival-Departure Record" which must be stamped "Processed for I-551" with a valid expiration date, or "Temporary Form I-551" with appropriate information filled in. No financial aid is available to International students. International students may apply for credit-based private loans. Information on private loans is available at the PACE Financial Aid Office.

Satisfactory Academic Progress

Barry University, in compliance with federal regulations, has established the following standards of academic progress (SAP) that must be met to receive federal financial aid. To maintain financial aid eligibility, a student must 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.

Graduate students must maintain a minimum cumulative grade point average of 3.0.

Podiatric Medicine students should refer to the Barry University Graduate Catalog for Standards of Academic Progress.

Physician Assistant Program students should refer to the Barry University Graduate Catalog and their Didactic Year Manual for Standards of Academic Progress.

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 considered as having made SAP, a student should successfully complete 67 percent of the cumulative credit hours attempted each semester.

Graduate students must complete their degree program *within seven years from the time they are admitted to their respective graduate degree program.* All periods of enrollment must be considered. Once the maximum time frame has been reached, the student will no longer be eligible for financial aid.

The maximum time frames for students to finish their degree will be verified at the end of each semester to ensure compliance toward graduation and 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 add/drop 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. The quantitative SAP assessment will be reviewed for all students at the end of each semester.

Change of Major

Undergraduate 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.

Graduate change of major: In some cases a course(s) can be used as an elective in another academic program and will be counted as attempted and earned credits for SAP purposes. If the new program has specific elective/major courses and the courses taken for the previous degree are not applicable, these courses will not be counted as attempted and earned credits for SAP purposes.

Satisfactory Academic Progress Review

The PACE 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 and graduate students receiving federal financial aid.

If a student is not making satisfactory academic progress at the end of a 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 PACE 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 rate 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 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 student 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.

- Submit in writing an explanation of why he/she was unable to meet or maintain the academic progress requirements that describes the illness or emergency explaining its impact on the student's performance.

■ 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.

Applying for Financial Aid

After applying for admission, students should complete the necessary documents on the Internet and have them sent directly to Barry University's Financial Aid Office. Student should complete the following items:

■ the Free Application for Federal Student Aid (FAFSA),
■ the Federal Stafford Loan Master Promissory Note (MPN) and
■ the Student Loan Entrance Counseling Session (ENT). In addition, students should complete the Florida Residency Affidavit if they want to apply for state aid.

The (FAFSA) can be completed on the Internet by connecting to http://www.fafsa.gov. If you choose not to use an FSA ID while completing the FAFSA on the Internet, please remember to print out the signature page and mail it to the address specified. Students should request that the results from the FAFSA be forwarded to the Barry University Office of Financial Aid. Our school code is 001466. If you have already completed the FAFSA and received a Student Aid Report (SAR), which is the results from your FAFSA, and it does not have Barry University listed, you may add our school by going online at http://www.fafsa.gov or calling the U.S. Department of Education at (800) 4FED-AID ((800) 433-3243) to have your SAR sent to us electronically. You will need our school code of 001466 when adding Barry University to your SAR. **Do not choose school code E00993, as it belongs to the law school in Orlando, and we do not have access to FAFSA information with the code of E00993.**

Students whose SAR is selected for verification may be required to submit additional documents (i.e., IRS Tax Return Transcript, W-2 statements, etc.) and complete a verification worksheet. The worksheet can be obtained on the Internet by connecting to http://www.barry.edu/faforms. All necessary documents will be used to verify information submitted on the FAFSA. Students will be notified if IRS tax return transcripts and W-2 statements are required from them and/or spouse to complete the verification process. Students must apply each academic year for financial assistance.

The Florida Residency Affidavit may be obtained at www.barry.edu/faforms. When submitting the form to us, please make sure the form is filled out **completely** and to include the appropriate supporting documentation (acceptable documents listed on page 1 of the affidavit form).

The MPN and ENT can be completed on the Internet by connecting to www.studentloans.gov. Students who go to the website will notice Barry University is listed twice—as Barry University and Barry University–Orlando. They should pick the one which just states Barry University; the other code is for our law school in Orlando, and we do not have access to student loan applications under Barry University–Orlando. Once the correct school is chosen and students have logged into the website, it will take them around thirty minutes to complete both the MPN and the ENT.

Types of Financial Aid

There are three types of financial aid available through PACE. They are GIFT-AID, LOAN-AID, and WORK-AID.

GIFT-AID is comprised of scholarships and grants from a variety of sources and is money that does not have to be repaid. Scholarships are awarded on the basis of academic promise while grants are awarded based on financial need. Students must be pursuing a first baccalaureate degree to be considered for federal and state grants.

LOAN-AID comes directly from the U.S. Department of Education. Unlike scholarships and grants, loans must be repaid. Repayment of student loans usually begins after the student leaves school.

WORK-AID allows the student to work on campus to help defray the cost of education, while at the same time gaining valuable work experience.

The 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 $583 to $5815.

William D. Ford Federal Direct Loan Program

Under this program, students borrow money from the federal government to pay for their university costs. The U.S. Department of Education makes the loans, through the university, directly to the students. There are three types of Federal Direct Loans: Stafford (Subsidized and Unsubsidized student loans), Parent Loan for Undergraduate Students (PLUS), and Graduate PLUS Loans.

THE DIRECT SUBSIDIZED STAFFORD LOAN is based on financial need using a federal formula. The government pays the interest for the student while he or she is enrolled in school at least half time and during grace and deferment periods. Repayment begins six months after graduation or when enrollment drops below half time. Repayment may extend up to ten years. The interest rate is fixed at 3.76 percent.

Note:
Students who currently have federal student loans in a default status will not be eligible for any form of financial aid, including FRAG and/or FSAG, until the defaulted loans are resolved.

THE DIRECT UNSUBSIDIZED STAFFORD LOAN is not based on need and is available to students regardless of family income. However, because the loan is not subsidized by the government, the student is responsible for all interest which accrues during in-school, grace and deferment periods. Repayment begins six months after graduation or when enrollment drops below half-time. Repayment may extend up to ten years. The interest rate remains fixed at 3.76 percent for undergraduate students and 5.31 percent for graduate students.

For both types of loans, there is an origination fee and a federal default fee, not to exceed 1.069 percent combined.

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 & 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. The maximum aggregate debt (lifetime limit) that an undergraduate student can accumulate is $57,500.

Under the **FEDERAL PARENT LOAN FOR UNDERGRADUATE STUDENTS (PLUS),** parents of dependent students may borrow up to the difference between the cost of education minus other financial aid. Eligibility is determined by the school, but it is not based on financial need. The borrower must have a good credit history. The interest rate is fixed at 6.31 percent. There is an origination fee and a federal default fee, not to exceed 4.276 percent combined. Repayment begins sixty days after the funds are fully disbursed. However, parents may be eligible for a deferment/forbearance if they (or the student on whose behalf they borrowed the PLUS loan for) are enrolled at least half-time, or if they are experiencing economic hardships. The parents should follow up with the U.S. Department of Education at https://studentaid.ed.gov or by calling (800) 557-7394 to see if a deferment/forbearance would be applicable to them. Parents have up to ten years to repay this loan.

For graduate students, the **FEDERAL DIRECT GRADUATE PLUS LOAN** is available. Graduate students may borrow up to the difference between the cost of education minus other financial aid. Eligibility is determined by the school, but it is not based on financial need. The borrower must have a good credit history. The interest rate is fixed at 6.84 percent. There is an origination fee and a federal default fee, not to exceed 4.272 percent combined. There is no grace period for Direct Graduate PLUS Loans—the repayment period for a PLUS Loan begins on the day after the final loan disbursement is made. However, if you're a graduate or professional student PLUS borrower, you can defer repayment while you're enrolled in school at least half time and (for Direct PLUS Loans first disbursed on or after July 1, 2008) for an additional six months after you graduate or drop below half-time enrollment.

Remember, if you choose to defer payment on a Direct Graduate PLUS Loan, any interest that accumulates during the deferment period will be added to the unpaid principal amount of your loan. This is called "capitalization," and it increases your debt because you'll have to pay interest on this higher principal balance.

The Federal Work-Study Program (FWS)

This federally funded, need-based program enables students to work part-time on Barry University's campuses to help defray educational expenses. A minimum of 7 percent of Federal Work-Study funds will be used in community services 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. Funding for this program is limited.

Florida Resident Access Grant (FRAG)

This non-need based grant provides tuition assistance to full time undergraduate students who are Florida residents. An applicant must be a U.S. citizen or eligible non-citizen and living in Florida for twelve (12) consecutive months prior to the first day of classes of the academic semester for which assistance is requested. The award is approximately $3,000 per academic year, subject to state appropriations. You must complete the Florida Residency Affidavit prior to the Start of the Fall and Spring semesters. Students may obtain a Florida Residency Affidavit by going to www.barry.edu/faforms. FRAG is available in the Fall and Spring semesters only.

Florida Student Assistance Grant (FSAG)

This need-based grant provides approximately $400 per academic year to full-time undergraduate residents. FSAG funding is extremely limited and may be available to students demonstrating the greatest amount of unmet financial need (based on the results of the FAFSA). To be considered a Florida resident, you must reside in Florida for twelve (12) consecutive months prior to the first day of classes of the academic semester for which assistance is requested. A new FAFSA application must be submitted each year. In addition to the FAFSA, you must also complete the Florida Residency Affidavit prior to the start of the Fall or Spring semesters. It is available in the Fall and Spring semesters only.

Note:
For both the **FRAG** and **FSAG,** students must register for courses in both the A and B sessions in order to be eligible for the maximum financial aid award. In order to possibly be eligible for the maximum financial aid award, students must be registered for at least 12 credits (which is full-time status) at the beginning of an A session (for both the Fall and Spring semesters) and have successfully completed their financial aid paperwork. Failure to adhere to these rules may result in the loss of one or both of these grants.

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.

Note:
Students who currently have student loans in a default status will not be eligible for any form of financial aid, including FRAG and/or FSAG, until the defaulted loans are resolved.

For all financial aid programs, failure to maintain full-time enrollment status (12 credits) during the full duration of the semester (A and B) may result in the loss of financial aid. In all cases, the student is responsible for full payment of tuition and fees incurred at the time of registration.

Veterans' and Eligible Dependents' Educational Assistance

The Federal Government has programs which provide financial assistance for veterans and eligible dependents.

Information may be obtained by the following methods:

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

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

VA Yellow Ribbon Program

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

A provision of the Post-9/11 Veterans Educational Assistance Act of 2008, this program allows institutions of higher learning (degree granting institutions) in the United States to voluntarily enter into an agreement with the Veterans Affairs (VA) to fund tuition expenses that exceed the highest public in-state undergraduate tuition rate. The institution can contribute up to 50 percent of those expenses and the VA will match the same amount as the institution. 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. For graduate students, an SPA of 3.00 or greater is satisfactory; less than 3.00 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 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.

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

Financial Aid Information
Call (305) 899–3355 Or Toll-Free (800) 945–2279 e-mail: PACEfinaid@barry.edu Web: www.barry.edu/PACE

Financial Aid Programs			
Type of Aid	**Eligibility**	**Award Amounts**	**Application Information**
Federal Pell Grant	Undergraduate Student Attempting 1st bachelor's degree U.S. citizen or permanent resident Enrolled or accepted for enrollment Degree-seeking Demonstrated financial need (per FAFSA) Satisfactory Academic Progress (SAP)	$583–$5,815 per academic year, dependent upon financial need	Submit the Free Application for Federal Student (FAFSA). The FAFSA can be submitted on-line at www.fafsa.gov. If you choose not to use an FSA ID while completing the FAFSA on the internet, please remember to print out the signature page and mail it to the address specified. Students should request that the results from the FAFSA be forwarded to the Barry University Office of Financial Aid. If you have already completed the FAFSA and received a Student Aid Report (SAR) that does not have Barry University listed on it, please go online at www.fafsa.gov and correct your FAFSA results to add Barry's school code. **Our Title IV school code is 001466.** Also, students may request a paper FAFSA by calling the USDOE via phone at (800) 433-3243. This option requires you to mail the FAFSA back to the USDOE.

Type of Aid	Eligibility	Award Amounts	Application Information
Florida Resident Access Grant (FRAG)	Undergraduate Student Attempting 1st bachelor's degree U.S. Citizen or permanent resident Enrolled full-time (12 credits or more) during Fall and/or Spring semesters Degree-seeking Florida resident for one year or more Attend private Florida college or university Satisfactory Academic Progress (SAP)	Approximately $3,000 per academic year Subject to funding by the State of Florida	Complete a Florida Residency Affidavit. You may obtain the form at: www.barry.edu/faforms
Florida Student Assistance Grant (FSAG)	Undergraduate Student Attempting 1st bachelor's degree U.S. citizen or permanent resident Enrolled full-time (12 credits or more) during Fall and/or Spring semesters Degree-seeking Demonstrate financial need (per FAFSA) Florida resident for one year or more Attend public or private Florida college or university Satisfactory Academic Progress (SAP)	Approximately $400 per academic year Subject to funding by the State of Florida	Submit the Free Application for Federal Student Aid (FAFSA) Complete a Florida Residency Affidavit. You may obtain the form at: www.barry.edu/faforms

Financial Aid Programs			
Type of Aid	**Eligibility**	**Award Amounts**	**Application Information**
Direct Stafford Student Loan (Subsidized)	Degree-seeking Enrolled at least half-time (6 credits for Undergraduate Students) U.S. citizen or permanent resident Enrolled or accepted for enrollment Dependent or independent student Satisfactory Academic Progress (SAP)	Up to $3,500 per academic year for freshmen; $4,500 for sophomores; $5,500 for juniors and seniors. (Graduate Students are not eligible for Subsidized Loans)	Submit the Direct Stafford Loan Master Promissory Note (MPN). Complete the Student Loan Entrance Interview Session (ENT). The MPN and ENT can be completed online at www.studentloans.gov. Submit the Free Application for Federal Student Aid (FAFSA).
Direct Stafford Student Loan (Unsubsidized)	Degree-seeking Enrolled at least half-time (6 credits for Undergraduate Students; 4 credits for Graduate Students) U.S. citizen or permanent resident Enrolled or accepted for enrollment Satisfactory Academic Progress (SAP) Meet criteria for independent student	Up to $6,000 per academic year for freshmen and sophomores; $7,000 for juniors and seniors; $20,500 for graduate students	Same as above for Subsidized.
Federal Parent Loan for Undergraduate Students (PLUS)	Degree-seeking Enrolled at least half-time (6 credits) Borrower (parent) must consent to and pass a credit check U.S. citizen or permanent resident Enrolled or accepted for enrollment Satisfactory Academic Progress (SAP)	Up to the difference between the cost of education minus other financial aid	Submit the Federal Direct PLUS Loan Master Promissory Note (MPN). Complete the Student Loan Entrance Interview Session (ENT). The MPN and ENT can be completed online at www.studentloans.gov. Complete a Federal Direct Parent PLUS Loan Request Form at www.barry.edu/faforms. Submit the Free Application for Federal Student Aid (FAFSA).

Type of Aid	Eligibility	Award Amounts	Application Information
Direct Graduate PLUS Loan	Degree-seeking Enrolled at least half-time (4 credits) Borrower must consent to and pass a credit check U.S. citizen or permanent resident Enrolled or accepted for enrollment Satisfactory Academic Progress (SAP)	Up to the difference between the cost of education minus other financial aid	Submit the Direct Graduate PLUS Loan Master Promissory Note (MPN). Complete the Student Loan Entrance Interview Session (ENT). The MPN and ENT can be completed online at www.studentloans.gov. Complete a Federal Direct Graduate PLUS Loan Request Form at www.barry.edu/faforms. Submit the Free Application for Federal Student Aid (FAFSA).
Award amounts and eligibility requirements are subject to change.			
The student's financial aid file must be complete and the applicant must be admitted as a Barry University student before financial assistance may be processed and funds disbursed. However, a student may begin classes before processing of admission and financial aid is finalized.			

Student Handbook & University Services

The Student Handbook located at www.barry.edu/student-handbook describes the expectations for behavior and conduct at Barry University. It outlines the procedures to be followed when these expectations are not met. It is prepared by the University to provide you with information about campus resources, student life and university procedures. The electronic Handbook includes information and web links for:

- student services provided by the University;
- Student's Rights and Responsibilities;
- Student Conduct;
- Computer and network usage policy;
- and many policies and procedures such as Academic Dishonesty, Parking, etc.

The University makes this handbook available to each student and PACE encourages students to read and understand the contents. By enrolling at Barry, you agree to comply with all rules and regulations.

The topics are included below and are hyperlinked to the appropriate web pages in the electronic version of this Bulletin.

- Mission Statement - History - Presidents - Traditions - Student Affairs - Campus Ministry - Career Development Center - Counseling and Psychological Services - Dean of Students - Student Advocacy Center - Disability Service - Housing and Residence Life - Public Safety - Student Health Center - Student Involvement - Campus Events and Programming - Commuter Student Resources - Greek Life - International and Multicultural Programs - Leadership Development - Student Organizations - Student Union	- Other Services - Campus Bookstore - Campus Recreation & Wellness - Cashier/Business Office - Dining Services - Information Technology - Library Services - Mail Services - Academic Information - Student's Right and Responsibilities - Student Expectations - Student Conduct - Policies and Procedures relating to Sexual Harassment

Division of Information Technology

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

The Division of Information Technology (DoIT) is the University's central computing, network, communications, and Library services organization, and is charged with directing, managing, and supporting the information systems, Library needs, and computing infrastructure of Barry University.

BarryNet Accounts

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

E-Mail

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

Barry Remote Access Services

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

IT Support Desk

Audrey Johnson, M.S., Manager, IT Service Desk
Phone: (305) 899-3604
Email: helpdesk@barry.edu
Web: http://help.barry.edu

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

The IT Support Desk is located in Library 226, and can be contacted by calling (305) 899-3604, by visiting the support website at http://help.barry.edu, or by sending e-mail to helpdesk@barry.edu. The hours of operation are available on the support website and by calling.

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

Computer Labs

The Computer Labs, located in Monsignor William Barry Memorial Library Reference Area and rooms 205 and 206, Library 4th Floor, Landon Student Union by Bucky's Cove, and Thompson Hall by Human Resources are available to all students and faculty and provides access to various application packages, various operating systems, electronic mail, and the Internet. The labs are equipped with over 79 Windows-based computers, 1 desktop scanner, and multiple multifunction printers, providing both black and white and color print, copy and scan functions.

For teaching, there are nine networked classrooms for hands-on computer usage. Each room is equipped with an average of 25 Windows-based computer workstations and a multimedia teacher's workstation connected to an overhead projection system.

Off-Campus Computer Facilities

The following locations are equipped with computer facilities. These labs are available for student use in the daytime during the site's regular operating hours. Please check with each site for any special evening or weekend hours.

Miami-Dade	
Kendall	(305) 275-2761
Cutler Bay	(305) 969-5833
Broward County	
Pembroke Pines	(954) 443-0561
Palm Beach County	
Palm Beach Gardens	(561) 622-9300
Brevard County	
Cape Canaveral	(321) 783-0162
Melbourne	(321) 409-5553
Orlando Area	
Florida Mall Business Center (Sand Lake)	(407) 438-4150
Fort Myers	(239) 278-3041
Jacksonville	(904) 394-0875

In addition, every PACE teaching site is equipped with one or more workstations that can provide access to library and other on-line services. These workstations are available for use while classes are in session during the weekends and evenings.

The Student Web Site at http://student.barry.edu is a channel of communication used to provide pertinent information of communication to its students. The site contains news and event highlights, sports related activities, student activities, and an extensive we directory of resources and utilities. The site also provides quick links to student centric content and resources such as e-mail, live streaming audio of WBRY (the campus radio station), Library services, WebAdvisor, and Blackboard.

The Internet site at www.barry.edu/PACE provides the current class schedule and booklist, as well as information for prospective students such as program information and a faculty listing.

Library Services

Rodrigo Castro, M.L.I.S., Interim Director of Library Services
Phone: (305) 899-3760
Email: library@barry.edu

Regular Semester Library Hours	
Monday–Thursday	7:30 a.m.–Midnight
Friday	7:30 a.m.–10:00 p.m.
Saturday	8:00 a.m.–10:00 p.m.
Sunday	10:00 a.m.–10:00 p.m.

The Monsignor William Barry Memorial Library provides a wide array of information resources and services in support of the educational and cultural objectives of the University. During the regular spring and fall semesters, the library is open every day, providing services over 100 hours a week. Library hours are posted on the web page, and are also available by telephone (305) 899-3760. Library hours are extended until 2:00 am during final exam periods, and vary during semester breaks and University holidays.

The Library holds over 970,000 physical items including books, videos, microforms, and CD's. Online, the Library provides access to millions of full text articles, streaming videos, and eBooks through over 200 databases such as *Academic Search Premier, ABI/INFORM Global, ERIC, CINAHL, Medline, ATLA Religion, Films on Demand,* and many more. All online resources are available on-campus as well as remotely via mobile devices.

The loan period for books for undergraduate students is three weeks; for graduate students, six weeks. Videos, CD's and DVD's may be checked out for up to 3 days. Materials can be renewed online or by telephone, and fines and fees are incurred for failure to return materials on time.

Students can get help with research assignments at the Reference desk, via email, and by telephone. The Reference desk is staffed over 80 hours a week by professional librarians. Course Reserve materials are located at the Circulation desk, and may be used in-house or checked out overnight depending on faculty preference. Research materials not available in the library or online, may be requested through Interlibrary Loan (ILL) services.

The Library provides students with over 50 computer workstations and 18 laptops with wireless internet access. All computers offer fast internet access, as well as the latest course software including Microsoft Office. Printing, copying, and scanning is available using *PrintMe* multifunction copiers. Black and white copies are .05 cents and color copies are $1.00 each, scanning is free. Thirteen group

study rooms are available for 2 hour checkout. Student ID cards are used to check out all items at the Circulation desk located on the Main Level of the Library.

Reference

Phone: (305) 899-3772
Toll Free: (800) 756-6000, EXT. 3772

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

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

All of the library's online resources can be accessed from off-campus by navigating to http://apps.barry.edu, logging in, and selecting the Library Web link.

Academic Information

Knowledge of Regulations

Students are bound by the academic regulations published in the course catalog for the academic year of initial acceptance to and enrollment in a Barry University program. Students are responsible for compliance with the regulations of the University and should familiarize themselves with the provisions of that respective Student Bulletin, distributed by the student's advisor, 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 are bound by all academic and published requirements applicable to the academic year of readmission.

Policy on Release of Information

Barry University makes every endeavor to keep the student's education 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 University 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 foreign 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 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; and
3. Confidential recommendations, if:
   a. the student has waived the right to see the recommendations, and/or
   b. the person making the recommendation has noted on the form that the student is not to see the comments.

Students' portfolios, like other student records, are processed in a confidential manner from development and submission through evaluation and return. In order to ensure students' privacy rights under the Federal Family Educational Rights and Privacy Act (FERPA) the following procedures are adhered to in the handling of portfolios.

1. Students' portfolios during development are not displayed as models for other students without the written permission of the student who developed them.
2. Once a portfolio is submitted it is processed by the business office and the portfolio secretary in a manner consistent with confidential documents (i.e., not in a public area).
3. Students' portfolios are available for perusal only by the students' advisor, by faculty evaluators, and by members of the Portfolio Committee. Other PACE students and/or staff are not privy to portfolio documents.
4. Portfolios must be picked up by the persons who submitted and signed for them at the time of return. Family members or friends wishing to pick up a portfolio for a student must have written or telephone confirmation from the student to do so. That person must also sign for it.

Definition of a Permanent Record

Barry 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 exam, and an explanation of the grading system.
■ Transfer credit is posted in summary totals on the official permanent record.

Change of Name/Address/Phone Number

It is the student's responsibility to promptly notify the Office of the Registrar and his/her academic advisor of a legal name change, an address change, and/or a telephone number change. Photo ID is required for in-person requests. E-mailed requests should be sent from the student's Barry e-mail account to registrar@barry.edu.

Notification of a change of name must be accompanied by a photocopy of appropriate legal documents. Acceptable legal documentation is marriage license, divorce decree, or court order. No other documentation is acceptable. It is recommended that a student notify his/her instructors of the changes.

Transcript Requests

To request an official transcript, current students may order transcripts online at www.webadvisor.barry.edu. Alumni and former students may order transcripts online at www.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 & Discover) is required to place an order.
- Transcripts can be sent electronically, by 1st Class Mail, or by UPS for an additional fee. Barry University assumes no responsibility for final delivery of 1st Class Mail.
- Transcripts are generally processed within two to three 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.

Classification and Status of Undergraduate Students

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

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

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

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

Repeat Courses

No Barry University course may be attempted more than three times. ENG 102, ENG 202, and ENG 302 may only be attempted twice. Withdrawals are counted as attempts.

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

If a student has an F and repeats the course and receives an A, only the A counts in the cumulative grade point average. Quality points and credits attempted 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.** Courses transferred from other institutions are not considered for a repeat.

Grade Reports

Students may view final grades online via their WebAdvisor account at the end of each term. Any error in grading, the omission of a course, 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	Awarded for achievement at or above the D level; 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 not computed in GPA; equivalent to F grade
Incomplete	I	An incomplete grade must be made up within the session 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	A	4.00 honor points per credit
redeemed with grade of A−	A−	3.70 honor points per credit
redeemed with grade of B+	B+	3.40 honor points per credit
redeemed with grade of B	B	3.00 honor points per credit
redeemed with grade of B−	B−	2.70 honor points per credit
redeemed with grade of C+	C+	2.40 honor points per credit
redeemed with grade of C	IC	2.00 honor points per credit
redeemed with grade of D	ID	1.00 honor points per credit
redeemed with grade of F	IF	No honor points per credit
redeemed with grade of CR	ICR	Credit but no honor points awarded
redeemed with grade of NC	INC	No credit
Withdrew	W	Granted to students who officially withdraw before the posted deadline date; Withdrawals are not accepted after the sixth week of the PACE session

Note:
Once a letter grade is assigned in the course, it may not be changed by the faculty member to another grade unless substantial error or misinformation has occurred, or relevant, new information becomes available after the fact. Disappointment with the final grade does not warrant assignment of additional work or other strategies to revise the grade.

"#" Before the Prefix

Courses with a "#" sign before the prefix are not applicable toward any degree or certificate requirements at Barry University. For example #EXP299 does not count toward graduation and should therefore be deducted from the total credits indicated on the transcript.

Incomplete Grades

On occasion, because of an emergency, a student cannot complete the course during the regular session. An incomplete grade may be given only to a student who has been attending classes on a regular basis and submitting assignments and tests promptly. At least 60 percent of the course work must be completed before a student can request an Incomplete. An incomplete grade must be made up within the session following its receipt. See the printed schedule for posted dates. 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 may result in postponement of graduation. Upon completion of the course, the student must re-apply for the next graduation.

Learning Environment Policy

All students are expected to support the university's commitment to provide an effective learning environment. Any behaviors and/or events determined to be detrimental to success in any Barry University related academic pursuit, at a location where the Barry University learning process takes place, are prohibited. This includes, but is not limited to, bringing unauthorized visitors (e.g., children, friends, or other family members) to classrooms; and usage of cell phones, pagers, radios, or radio headsets, especially in campus libraries, classrooms, laboratories, computer labs, or any location where the Barry University learning process takes place.

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 grade. 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 4.00 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.

Honor Societies

Election to an honor society is a privilege, not a right. It is the student's responsibility to obtain and to submit by the deadline all appropriate application materials.

Alpha Chi is a national honor society for promoting academic excellence and exemplary character among undergraduate students and honoring those who achieve such distinction. Students with a cumulative GPA of 3.7 or higher and 45 credits completed at Barry University are eligible to apply. Barry admits no more than the highest 10 percent of graduating seniors. The application may be obtained from the Barry University web pages.

Good Standing/Probation/Suspension

1. A student is in good academic standing if the cumulative grade point average (GPA) is 2.00 or above.
2. A student is on Academic Probation if the cumulative grade point average (GPA) falls below 2.00. A student on academic probation may not register for more than three (3) credits per session and is ineligible to register for a tutorial or independent study.
3. A student on probation who is unable to earn a cumulative grade point average of 2.00 after having subsequently attempted 12 non-portfolio credit hours will be suspended from PACE. The Veterans Administration will be notified of the suspension of any such students receiving Veterans Educational Assistance and the student's VA benefits will be terminated.

4. The Assistant Dean of Student Affairs may grant exception to the Standards of Academic Progress in circumstances where the Assistant Dean determines that causes for unsatisfactory progress have been removed. In such a case, the Assistant Dean will establish a time frame to bring the student into compliance and notify the student in writing. During this period, students will not be eligible for Veterans Educational Benefits, but may be eligible for other forms of financial assistance. Failure to meet the objectives for satisfactory progress within this time frame will result in suspension.

5. Students suspended for failure to achieve satisfactory progress may petition for readmission to PACE's Assistant Dean of Student Affairs after a period of no less than two years. Students accepted for readmission will be subject to the requirements of the Student Bulletin in effect at the time of such readmission.

Academic Grievance and Appeals

Procedure for Appeal of Grades

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

The 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 grade appeal will be considered only when the student alleges that the course grade received reflects other than appropriate academic criteria; that is, achievement and proficiency in the subject matter as stated in the course syllabus.

A PACE student, wishing to contest a grade, will proceed in the following manner:

a. The student will first discuss the matter in writing 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 a grade appeal with the appropriate Academic Coordinator who will seek a reconciliation. The appeal must be filed no later than 120 calendar days after the date on which the grade was due in the Registrar's office.

b. If reconciliation is not achieved at the level of the Academic Coordinator, the student may file an appeal with the Assistant Dean for Academic Affairs. The appeal must be filed no later than five working days after receiving the Academic Coordinator's decision in the case. The Assistant Dean will conduct an investigation and will render a decision within twenty calendar days, informing the student, the faculty member, and the Academic Coordinator in writing.

c. If reconciliation is not achieved at the level of the Assistant Dean for Academic Affairs, the student may file an appeal with the Associate Dean for Academic & Student Affairs. The appeal must be filed no later than five working days after receiving the Assistant Dean's decision in the case. The Associate Dean will conduct an investigation and will render a decision within twenty calendar days, informing the student and the faculty member and the Academic Coordinator in writing.

d. If the student wishes to appeal the decision of the Associate Dean, he or she may file a Grade Appeal Form with the Chairperson of the University Committee on Grades. The form must be filed no later than five working days after the student is notified of the Associate Dean's decision. The Committee on Grades will make a formal investigation, hearing both student and faculty member. The committee will reach a decision within thirty calendar days and notify the student, the faculty member, and the Vice President for Academic Affairs in writing. The decision will be either that the grade will stand, or that the faculty member 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 chairperson of that decision.

The committee chairperson will then notify the Registrar, via the Vice President for Academic Affairs that the grade will not affect the student's grade point average, cause the course to be repeated, or prevent continuation in the University.

e. The standing committee known as the University Committee on Grade Appeals 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 approved by the Vice President for Academic Affairs. One of the faculty members on the committee will be named chairperson by the Vice President for Academic Affairs. An alternate faculty and student member will also be appointed via 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.

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

Academic Dishonesty Policy

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 acknowledgements, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker. Plagiarism includes the unauthorized copying of software and the violation of copyright laws.

An Incident of Cheating or Plagiarism

An incident upon which a faculty member may take action will be an event which the faculty member witnesses or has written evidence to support. A faculty member must observe this event 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 will 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 has occurred, and the faculty member continues to believe cheating has occurred, the faculty member will send written notification to the Associate Dean for Academic Affairs.

The Associate Dean will investigate in order to 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 written notification to the Associate Dean for Academic Affairs and the academic advisor. The Associate Dean will inform the student in writing that these communications have been sent.
b.   The Associate Dean shall place on file the records of the incident, to be kept in the office of the Provost/Vice President for Academic Affairs. This record shall be destroyed upon graduation or other forms of separation from the University if no further incidents of cheating or plagiarism occur.
c.   If the records in the Office of the Provost/Vice President for Academic Affairs indicate that the student has committed two offenses, both incidents become part of the student's permanent record.

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

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

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

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

In Reference to the Portfolio
Procedures for handling cheating or plagiarism also pertain to the portfolio. Portfolios must be written entirely by the student. Proofreading is encouraged through the Learning Center or tutors; however, the content of the portfolio must demonstrate the student's unique writing style. Portfolio credits are granted for the student's analysis, organization, critical reflection, and writing on learning from college-level experiences. Falsification of documentation will result in zero credits on the portfolio. The portfolio tuition fee will not be refunded to the student who will have to complete his/her degree with classroom course-work if no further incidents of cheating and/or plagiarism occur.

Faculty Responsibility
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.

Student Responsibility
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.

Graduation & Commencement Information

Requirements for the Baccalaureate Programs

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, PACE, and their major disciplines.

The following are the requirements for bachelor's degree completion:

- Satisfactory completion of a minimum of 120 credits with an 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 coursework in the major must be completed at Barry University.
- Grades of at least "C" must be earned in coursework for the major, prerequisites, the specialization, and the minor.
- All students who are seeking a degree through the School must complete ENG 302, Academic Writing and Research, during the first or second semester of enrollment. In order to satisfactorily complete ENG 302, a grade of C or above must be earned. 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. Students may be exempt from the requirement by demonstrating proficiency on an English examination administered by the School. All new students who wish to test out of ENG 302 must sit for the test-out exam in their first semester (session A or B) of enrollment. However, the written communication requirements must be fulfilled.
- The computer proficiency requirement must be met. Refer to the Academic Advising & Resource section of this Student Bulletin for more information.

Graduating With Honors

In order to qualify for graduation with distinction, a student must have taken a minimum of 56 credit hours at Barry carrying letter grades of A, B, C, or D, and must have maintained a grade point average of 3.50 or above. 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 a 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 grade point average of 3.50 is required; for MAGNA CUM LAUDE, 3.70; and for SUMMA CUM LAUDE, 3.90.

Students who intend to be graduated with honors are responsible for ensuring that they meet all these criteria.

The baccalaureate degree is conferred by the University at the recommendation of its faculty. Graduation with honors is an award based upon achievement that is confirmed by academic performance in graded work under the direct supervision of University faculty. The University has established, therefore, that students must interact with their faculty and under their direct supervision in no fewer than 56 credit hours. If you elect a program of study that will fulfill graduation requirements in fewer than 56 hours, you will not be eligible for University honors at graduation. However, you may be eligible for consideration in one or more honor societies sponsored by the University. If graduation with honors is particularly important to you, you may want to consider additional coursework under the direct supervision of University faculty so that you will be eligible for consideration.

Graduation Application

Graduation application deadlines appear in the Academic Calendar section of this Student Bulletin. Students must apply by the posted deadline. No late applications will be accepted. To apply for graduation the student's advisor from PACE will release the student to file an electronic application for Graduation with the University Registrar via WebAdvisor at https://webadvisor.barry.edu under 'Academic Profile.' A $200 non-refundable fee will apply. It is the student's responsibility to follow up with the advisor to apply for graduation.

Graduation may be postponed for anyone submitting a graduation application after the deadline or for those not meeting degree requirements. Diplomas are available about eight weeks after the degree completion date.

Forfeiture of Graduation

Completion of a Graduation Application does not guarantee graduation unless all requirements are fulfilled. A student who receives an incomplete grade (I) during the semester of anticipated degree completion will not qualify for graduation. A student then will be required to reapply for the next appropriate degree completion date. A $200 non-refundable graduation application fee will apply each time a student applies for graduation.

Commencement Ceremony

Commencement ceremonies are held during the months of May and December. To be eligible for participation, the student must have completed all degree requirements by the graduation ceremony. This includes completing the Graduation Application before the published deadline.

Students with outstanding financial obligations to the university in excess of $1,000 will not be provided with a cap and gown and will not be allowed to participate in the commencement ceremonies.

For additional information on Commencement activities, please visit the website at http://www.barry.edu/commencement/.

PACE Division of Student Affairs

Academic Advising & Resources

The Division of Student Affairs at PACE seeks to support adult student persistence, satisfaction, and success in attaining their educational goals. The office does this by providing professional, academic Advisors who are dedicated to making a student's experience successful by informing, supporting, and empowering students through the Barry experience. It is through this partnership that students experience the full benefits that Barry University has to offer.

Advisors assist by:

- helping prospective students in defining educational goals, selecting a program of study and applying to the University
- working with students in selecting appropriate coursework each semester and in interpreting institutional requirements
- evaluating academic progress on a regular basis relative to the student's goals and Barry University requirements
- referring students to appropriate institutional resources and services beyond the scope of the advisor
- assisting students in preparing a portfolio for prior learning assessment

Academic Advisors are available in all locations. PACE endeavors to achieve quality academic advisement for each student and incorporates student participation and responsibility in this endeavor. While Barry University provides academic advising, the responsibility for planning individual programs rests with the student. Students are expected to become familiar with the requirements of the University and PACE by familiarizing themselves with the provisions in the Student Bulletin, the Adult Student Resource Guide and the University's Student Handbook.

The PACE Division of Student Affairs Office also assists students and advisors through advocacy. If an issue is unresolved with the Advisor, students may request an appointment with the Site Administrator. Should students feel that no fair solution has been presented, students may then ask the Site Administrator to bring the issue before the PACE Office of Student Affairs. Advisors and Site Administrator must follow the policies and guidelines established by the University.

Student Handbook

The University's Student Handbook, which includes the Student Code of Conduct and listing of student services, can be found online at www.barry.edu/student-handbook/. Students are encouraged to become familiar with the University policies and services. Refer to the Student Handbook in this publication for additional information.

PACE Academic Advising

PACE provides each student with an academic advisor who assists the student in attaining educational goals and in fulfilling Barry University requirements.

Academic advisors aid students by:

- helping prospective students in defining educational goals, selecting a program of study, and applying to the University;
- working with students in selecting appropriate coursework each semester and in interpreting institutional requirements;
- assisting students in the portfolio process;
- referring students to appropriate institutional services and resources beyond the scope of the advisor; and
- evaluating student progress on a regular basis relative to the student's goals and Barry University's requirements, including verification of degree completion.

Academic advisors are available in all locations. For continuity, it is important that the student retain the same advisor throughout the program. However, the student has the option to request assignment to another advisor from the associate dean in charge of academic advising.

PACE endeavors to achieve quality academic advisement for each student. It also incorporates student participation and responsibility in this endeavor.

While Barry University provides academic advising, the responsibility for planning individual programs rests with the student. Students are expected to become familiar with the requirements of the University, PACE, and their major disciplines.

PACE Majors, Minors & Specializations

When students change majors, or add minors or specializations, the University will automatically update the catalog year. Students who declare a major, minor, or specialization change are bound by the requirements published in the course catalog for the academic year in which the change is declared.

Class Attendance Policy

All instructors are required to take class attendance during the first two weeks of class. This new policy is being implemented to identify students who do communicate with their advisors that they are not returning to the University as planned. The Office of the Registrar will administratively withdraw students from the University for non-attendance and will notify the student, deans, and academic advisors of their withdrawal.

Students are expected to attend classes. The usual length of a course is thirty-two hours. At the beginning of a session, all faculty will define specific requirements for attendance in their classes as these requirements relate to the course grade.

Every class meeting is important, but none more so than the first. There is a limited amount of time during the accelerated session to appropriately cover the subject matter. Faculty begin in earnest at the very first meeting. Special hints about how to proceed, statements about the biases of the discipline, clues

about prioritizing your efforts, insights into the syllabus, grading policies, strategies for earning the grade you want, and much more, are addressed in the first meeting. These are things that cannot be summarized, will not be reliably conveyed in someone else's notes, and may not be revealed at another time in the course.

Audit

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

Cancelled Classes

Occasionally low enrollment necessitates cancellation of scheduled course offerings. Students will be notified promptly of course cancellations. Barry University assumes no responsibility to students for canceled classes.

Pre-Assignments

PACE courses may include assignments due on the first day of class. Students who cannot complete the assignment on time will have the opportunity to make them up.

Tutorial/Independent Study Policies

Tutorial
Students may be offered tutorials under the following conditions:

1. a scheduled course which a student needs for graduation had to be canceled and is not available at another site to which the student is able to commute;
2. an administrative or advisor error was made in a previous semester within a year of the projected graduation by not scheduling the student into the proper course, and which now will delay graduation, and no substitute course or equivalency is possible;
3. when a program is being phased out;
4. when a student moves away and is within 6 credits of degree completion.

All tutorial paperwork must be completed including course requirements, meeting times, and topics to be covered at the meetings. A complete course syllabus should be attached to the tutorial paperwork which should be submitted in the same timely manner as regular course registration. Exceptions to the above policies must be approved by the Associate Dean for Academic Affairs.

Independent Study
Students may be offered independent studies when:

1. the topic they wish to pursue is not in the curriculum; or
2. the topic they wish to pursue in some way relates to or completes a requirement in their course of study.

Students must have study plans approved by the academic advisor, the faculty member who will supervise the project, and the Associate Dean for Academic Affairs. Regular tuition charges apply to coursework taken as a tutorial or independent study. **Students may register for no more than two tutorial/independent study courses during their program.**

<h2 style="text-align:center">New Student Requirements</h2>

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. 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.

The course is designed to provide the information and tools to successfully achieve your goals as an adult learner. In addition students will:

- Learn the history and mission of Barry University.
- Be introduced to the major theories of adult and experiential learning helpful in portfolio development.
- Use assessments to determine your learning style.
- Receive information on the academic rules and regulation of the University.
- Learn the course and credit requirements for your degree and major area of study, receive an explanation of how transfer credits are applied, and what areas comprise the general distribution and specialization requirements.
- Learn how to develop successful study habits and time management skills.
- Review and learn to access the technological resources provided by the University, such as:
    - Barry E-mail
    - Web Advisor
    - Library Distance Resources
    - PACE Website for Syllabi and
    - Booklists

English Placement Assessment

Before or during their first semester (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. ***English Placement Assessments can only be taken once.*** 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 the series of short training modules in Online Essentials—videos and text guides—and the English placement assessment. Students must place into ENG 202 or ENG 302. The short training modules are found on the Canvas Portal at https://barry.instructure.com/courses/1561479.

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 35 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.

Computer Proficiency

All PACE students are required to demonstrate computer proficiency through a successful completion (a grade of C or better) of CAT 102. This requirement may be also satisfied through equivalent computer coursework approved by the IT Academic Coordinator and accepted in transfer by Barry University. Students 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 literacy 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.

Registration Information

Class Adjustments

After registration, any changes in schedule (adding, dropping, or changing a section of a class) must be authorized by the student's academic advisor/director.

Class Loads

Students may register for two classes per term (6 credits) for a total of four classes (12 credits) in the fall/spring semesters. Students requesting an overload of a third class per term are required to submit a written request to their academic advisor. Students must have a cumulative GPA of 3.0 or better

and successfully completed the following: ENG 302 Academic Writing and Research, college level Math, and the computer proficiency.

Withdrawals

Students who withdraw from all courses in a single term must complete the *Student Withdrawal Form*. Use this form when:

- withdrawing from all coursework for summer term, one session or both sessions of a semester even if registered for the following session or semester
- suspended
- not likely to return to Barry University
- uncertain about plans to enroll in the future
- withdrawing from the University, who is not registered for future terms

Withdrawal from a single course: Students who withdraw from a single course in a term but are still registered in an additional course(s) must complete the *Course Withdrawal Form*.

These forms can be attained from the academic advisors. Students should closely review the forms and follow instructions outlined. It is the student's responsibility to adhere to withdrawal deadlines and procedures and also notify their instructor(s) of their withdrawal.

There is no refund after withdrawing from a course. An unauthorized withdrawal will result in a final grade of "F." Students must withdraw before the deadline published in the Semester Schedule. The effective date of the withdrawal will be the day of formal notification to the student's advisor at PACE. A withdrawal is considered an attempt.

Academic Resources

The Glenn Hubert Learning Center
Garner Hall 113
Web: www.barry.edu/learning-center

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 all PACE mathematics and statistic courses and other 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.

Math Tutoring
Garner Hall, Room 107
Coordinator: James Poulos
E--Mail: jpoulos@barry.edu
Web: http://student.barry.edu/mathlab

The **Mathematics Laboratory** on the Barry University main campus, a division of the Glenn Hubert Learning Center, is a free academic support service offered by Barry University to students, alumni, faculty, and employees. In accordance with Barry University's Mission, the Mathematics Laboratory's primary objectives are to help students build the learning strategies necessary for quality education emphasizing life-long learning, growth, and development. Through its personal approach to academic support services, the Mathematics Laboratory supports a positive caring learning environment for students of all ages and backgrounds. We respect the diversity, multiple realities, and the individual choices of all students. The Laboratory, located in Garner 107, utilizes an open door policy and offers a full range of support for students on one-to-one basis.

As part of PACE's commitment to ensuring student success, we offer individualized Mathematics and Statistics tutoring at every site. Our live tutors assist students with math and statistics assignments, the calculator, and math skills related to both PACE coursework and the Math Skills Assessment Exam. Tutors meet with both undergraduate and graduate students on a one-on-one conferencing basis. Students are very strongly advised to participate in the sessions. The aim of the tutoring sessions is not to do assigned homework. At tutoring sessions there will be concept review and practice of these concepts using similar problems to those done in class and those assigned for homework. We highly encourage students at all levels to take full advantage of this opportunity by scheduling an appointment and enjoying the benefits of personalized attention to your mathematical needs. Attendance at tutoring sessions is chronicled and vouchers are issued.

Writing Center
Garner Hall, Room 110
Writing Center/Reading Lab
Coordinator: Dr. Olena Drozd
E-Mail: odrozd@barry.edu
Web: http://student.barry.edu/writingcenter

The **Writing Center,** a division of the Glenn Hubert Learning Center, located in Garner 110, is a free resource available to help Barry University students, faculty, and alumni to improve their writing skills and become better writers. The Writing Center staff, which consists of professional tutors, provides students with recommendations and suggestions on organization, structure, content, grammar, and documentation. The mission of the Writing Center is to help students become independent

writers. As Joan Hawthorne suggested, "Our rationale is to work with rather than for the writer" (qtd. in Moe 15). The Writing Center's services are designed to create an environment that values the connection between writing and knowledge. The most important service the Writing Center offers is one-on-one or face-to-face tutoring because it is believed to be one of the best ways to support student writers at all levels. The Writing Center's tutoring sessions are not intended to produce impeccable papers; instead, the Writing Center tutors hope to teach students to become more capable writers so that they can use their knowledge in future papers. The Writing Center provides one-on-one tutoring, appointment sessions, five-session seminars, and online writing help.

Reading Lab
Garner Hall, Room 113-1
Writing Center/ Reading Lab Coordinator: Dr. Olena Drozd
Email: odrozd@barry.edu
Phone: (305) 899-3053
Web: http://student.barry.edu/writingcenter

The **Reading Lab** and its services are available to all Barry University students and staff who desire to improve their reading and/or study skills. The Reading Lab offers college level academic support services designed to develop independent, successful learners. Reading Lab tutors aim to empower students and assist in their pursuit of academic excellence.

Center for Community Service Initiatives

Glenn A. Bowen, Ph.D., Director
Courtney A. Berrien, 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.

Programs, Projects, and Events
Located in Adrian 208-209, the CCSI organizes a variety of programs, projects, and events in support of its mission. The major ones are listed below:

- Barry Service Corps
- Campus Democracy Project
- Deliberative Dialogue Series
- Days of Service
- Federal Work-Study Community Service Program
- Community Engagement Fair
- Service-Learning Faculty Fellows Program
- Faculty Learning Community for Engaged Scholarship
- Community Engagement Symposium
- Community Engagement Awards

Services and Resources

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

- the Community Engagement Management System (accessed via www.barry.edu/service);
- community-based research and service-learning mini-grants;
- library resources—books, journal articles, service-learning handbook and exemplary syllabi, reflection guide, annotated bibliography;
- faculty development workshops and consultations;
- opportunities for research, presentations, and publications;
- internship opportunities;
- community partnership development; and
- Service-learning designation (see following).

Service-Learning Designation

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. Courses, sections of courses, internships, practicum assignments, field education, capstones, community-based research, and similar community-focused work are formally designated as service-learning if they meet specific criteria approved by the Undergraduate and Graduate Councils.

The seven criteria, all of which must be met, are as follows:

1. The service-learning component of the course, as described in the syllabus, must reflect Barry University's definition of service-learning.
2. The syllabus must show direct and deliberate connections between the community service or community-based work and the course content and must indicate how these connections will support or enhance student learning.
3. The community agency or service site must be appropriate to the course goals, and service placements must not create a religious, political, and/or moral conflict for the student.
4. Students must complete at least ten hours of community service or community-based work as part of a three-credit course.
5. The service-learning component must count for no less than 20 percent of the total course grade.
6. The reflection (learning assessment) method or activity must be specified in the syllabus.
7. Students will earn academic credit for learning that is demonstrated and assessed, rather than for merely completing service hours.

The official transcripts for students who successful complete service-learning-designated courses carry the following note: "This course met the criteria for the service-learning designation, requiring applied learning, student engagement in the community, and critical reflection."

Distance Learning

The School of Professional And Career Education (PACE) at Barry University is committed to the principles and best practices of adult education. Therefore, we provide opportunities for students to engage in coursework in an online environment where students interact with the learning materials through readings, videos, websites, projects, discussion forums, and interactive activities in accordance with weekly assignments and 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®.Online Courses and Degrees

Online Courses and Programs

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/.

Online Portfolio Submission

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.

Maximum Number of Online Credits

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, CAT 102 and/or Core program classes. "F" and "W" grades are not counted as attempts toward the 27 credits.

PACE students enrolled in the Bachelor of Science in Emergency Management, 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 all 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 Student Bulletin (refer to Table of Contents) in reference to English and Math assessments and 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 writing course before taking an online class. 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.

New Student Requirements

Also refer to the information regarding *New Student Requirements under Academic Advising and Resources* in the 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 by credits earned through examination. 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 the test out. Refer to the *Computer Proficiency* Credit by Examination sections of this bulletin.

All assessments and Credit by Examinations, ORI 202 must be completed before or during the student's first semester of enrollment, students should consult with their academic advisor.

Is Online Learning for Me?

Distance learning can be a great alternative for students who cannot attend classes on campus. Distance learning is also a wonderful opportunity for those who enjoy working independently. However, online classes are not "easier" than traditional classes. Online courses are reading- and 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/l/41056-which-browsers-does-canvas-support to check for browser compatibility.

What Does an Online Course Look Like?

Accessing Your Online Courses
Online learners at PACE use "Canvas"; an easy to use industry standard course management system, which contains all of the student's course tools and resources. Students can access Barry's Canvas Portal at https://barry.instructure.com. Once students have registered for online classes they will be able to log in using their Barry University username and password (firstname.lastname@mymail.barry.edu—*all lower case*.)

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; and
- 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 them understand and manage the tools used in their 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.

Student Resources for Technical Support

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. 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 Canvas Help Desk line at (855) 976-8669. Students may also chat live with a Canvas representative at any time (accessed through the "Help" menu from within Canvas (https://barry.instructure.com/). Students may also ask questions at https://community.canvaslms.com/community/answers.

Tuition and Fees for Online Courses

The tuition for an online course is the same as a face to face course. However, a distance learning fee of $125.00 is assessed for each online course enrollment. This distance learning fee offsets the costs of hosting and administering the online platform 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.

Proctored Exams

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.

Writing Tutoring

As part of PACE's commitment to **ensuring student success**, we offer individualized Writing Tutoring at assigned sites. Our Writing Tutors assist students with writing assignments and writing skills related to both PACE coursework and the written portions of the *Experiential Learning Portfolio*. Tutors meet with both undergraduate and graduate students and make recommendations toward improving the overall quality of both the current and future assignments. We highly encourage students to take full advantage of the benefits of personalized attention by scheduling an appointment. **Attendance at tutoring sessions is chronicled and vouchers are issued.**

Online students also have access the Online Writing Center (OWL). The OWL and the on-line tutoring it offers provide Barry University students with an accessible forum in which they can improve their papers and writing skills by collaborating through the Internet with writing consultants.

The Online Writing Lab, like the Writing Center, is a service available to students who are typically working on writing assignments in their course work who need assistance in revising or editing process. All students who utilize our tutorial services must engage in an exchange with the tutor who is making recommendations. Generally, the focus of our tutoring sessions is particular written assignments with which the student is having difficulty. We attempt to help the student find ways to improve their written assignment so that we will produce better writers.

The cyber environment of the OWL enhances the learning process by allowing the student to work at a pace and in an environment that are sympathetic to their educational needs.

For additional information on policies and submission guidelines, call Olena Drozd, Ph.D. (305) 899-4902 or log into the Barry Network, and go to http://student.barry.edu/writingcenter/owl/default.htm.

Online Course Attendance Policy

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 basis (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.

Withdrawing From an Online Course

Students are not automatically withdrawn from a class for non-attendance. The withdrawal dates are listed in the Academic Calendar. Students who wish to withdraw from an online course(s), should first contact the Financial Aid Office at (305) 899–3355 or by email at PACEfinaid@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. A withdrawal is considered an attempt.

Dropped Courses/Refund Policy

Students who wish to change their registration status before the semester begins or during the first week of class must complete the Add/Drop Form with their Academic Advisor. A full refund will be given to students who drop their courses prior to the beginning of the term. Students who drop individual courses during the drop/add period will be charged 20 percent. There is no refund given after the first week of classes. Students should always consult with the financial aid office to see how dropping a class could impact student aid.

Code of Conduct

Students are required to maintain a high standard of conduct at all times. Hazing, bullying, inappropriate language in communication, and sexual harassment conflicts with the mission of Barry University and therefore, will not be tolerated.

Student Ethics/Academic Dishonesty Policy

Students are expected to submit their own work for credit. Please refer the comprehensive Academic Dishonesty Policy in the Student Bulletin.

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

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

List of Approved Online Courses

Online courses are supported by the PACE 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 course approvals are continually being added and a current list can be viewed under 'online courses' at www.barry.edu/online.

Students should check the published course schedule at http://web.barry.edu/acescheduling/ for online course offerings.

Online Student Reference Guide

Students who are considering enrolling in online coursework should review the Online Student Resource Guide located at 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.

Distance Learning Complaint Process for Out of State Students

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 process found in the PACE Student Bulletin.

However, if an issue cannot be resolved internally, you may file a complaint with your State. Go to www.sheeo.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.

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 http://www.barry.edu/online/state-authorization-status/. 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 online@barry.edu with questions or for more information.

Photo ID Cards for Online Students

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 × 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 six 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 a photo identification card, parking decal and to purchase their books. The Student Union Office number is (305) 899–4900. Call ahead for office hours.

School of Professional And Career Education (PACE)

Purpose Statement

PACE's purpose 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 option.

Recognizing that adult students often have attained knowledge outside of the classroom that is appropriate for academic credit, PACE accordingly grants experiential credit toward an undergraduate degree through an experiential learning 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.

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.

List of Degree Programs

The following programs are offered to adult students through PACE:

Undergraduate Degrees/Majors
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 Service Administration (B.S.)
Bachelor of Science in Information Technology (B.S.)
*Program is available 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.

Graduate Degrees
*Master of Arts in Administration (M.A.A.)
*Master of Public Administration (M.P.A.)
*Programs available online

PACE Undergraduate Change of Major, Minor, & Specializations

When students change majors, or add minors or specializations, the University will automatically update the catalog year. Students who declare a major, minor, or specialization change are bound by the requirements published in the course catalog for the academic year in which the change is declared.

Bachelor's Degrees

Distribution Requirements

At least 45 credits of distributed coursework, including nine credits in each of the following five curricular divisions, must be completed:

Theology and Philosophy	9 Credits
Philosophy (any core course in Philosophy)	3
Theology (any core course in Theology)	3
Philosophy or Theology	3

Written and Oral Communications	9 Credits
Oral Communication Examples: Oral Interpretation, Theories of Communication, Oral Communication	3
Written Communications Example: Academic Writing and Research (mandatory)	3
Written or Oral Communication	3

Note:
See Academic Advising & Resource section for English Placement Assessment

Science and Mathematics	9 Credits
Science Examples: Biology, Environment, Geology	3
Mathematics Examples: Any Mathematics, at or above the level of College Algebra, except Developmental Courses	3
Mathematics or Science	3

Note:
See Academic Advising & Resource section for Math Placement Assessment

Social and Behavioral Sciences	9 Credits
Social Sciences Examples: History, Political Science, Geography, Economics	3
Behavioral Sciences Examples: Anthropology, Psychology, Sociology, Criminal Justice,	3
Social or Behavioral Sciences	3

Humanities and Arts	9 Credits
Humanities Examples: Language, Literature, or Humanities course	3
Arts Examples: Art or Music History, Theater History, Creative Dramatics, Photography	3
Humanities or Arts	3

The distribution requirements are intended to achieve a range of learning outcomes in general studies. They are designed to fulfill the following instructional objectives:

1. to explore diverse modes of religious experience and expression with emphasis on Judeo--Christian tradition;
2. to inquire into classic philosophic concepts in order to gain perspective into human issues, judgment, and understanding;
3. to demonstrate correct and effective writing;
4. to demonstrate competence in organizational patterns, outlining, and research;
5. to develop clear and persuasive oral expression;
6. to develop an understanding of scientific concepts with emphasis upon scientific observation, scientific methods, and analytical thinking;
7. to develop understanding of mathematical concepts and competence in quantitative skills;
8. to develop the ability to analyze historical, political, or economic data with emphasis upon interrelatedness of events and processes;
9. to examine and understand theoretical and applied aspects underlying individual and group behavior;
10. to develop an appreciation and understanding of a genre or period of literature, or to develop skill in a foreign language; and
11. to develop an appreciation of the fine arts (art, music, theatre) from either a historical or creative viewpoint.

Experiential Learning Portfolio

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 the Bachelor of Liberal Studies. However, it is required for the B.S. in Health Services Administration and the fully online B.S. in Administration program.

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 college 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.
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. Student's advisors must review near-completed portfolios at least three times before the deadline dates for each session to allow for revisions. Completed portfolios must be submitted 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 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 fulfull general elective credits. Up to six upper level credits may be used for a major or specialization as designated in the section *PACE Degrees and Request for Portfolio Credits in Academic Discipline.* 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 under 'current students' on the PACE web page at www.barry.edu/PACE.

Writing Resources for Portfolio Development

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 (through the Online 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 the Online Writing Lab (OWL) must adhere to the OWL portfolio review deadlines that are prior to portfolio submission deadlines in each term. Each session OWL sends academic advisors a list of portfolio review deadlines prior to portfolio submission deadlines. 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 username 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.**

Dr. Olena Drozd
(305) 899–4902
Writing Lab and Reading Lab Coordinator
English Instructor/Barry University
odrozd@barry.edu

Request for Portfolio Credits in Academic Disciplines

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 (UL) credits in Specialization's Electives with the Academic Coordinator's approval and only if not previously transferred. See designations below:

1. *Literature and Humanities Specialization*
   Academic discipline to request is in Humanities (up to 3 UL credits in portfolio and/or transfer into the Literature and Humanities Electives with academic coordinator's approval).
2. *Psychology Specialization*
   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, 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 Health Services Administration 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.

Undergraduate Degree Programs

Bachelor of Arts in Human Services

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 be 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	45 Credits
Portfolio (Option)	Up To 30 Credits*
Electives	Variable
Minimum Total Degree Requirements	**120 Credits**

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.

   To qualify for portfolio credits, a minimum of five years of full time professional work experience and/or community service is required. See *Experiential Learning Portfolio* section in this Bulletin.

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

Map of Course Sequencing
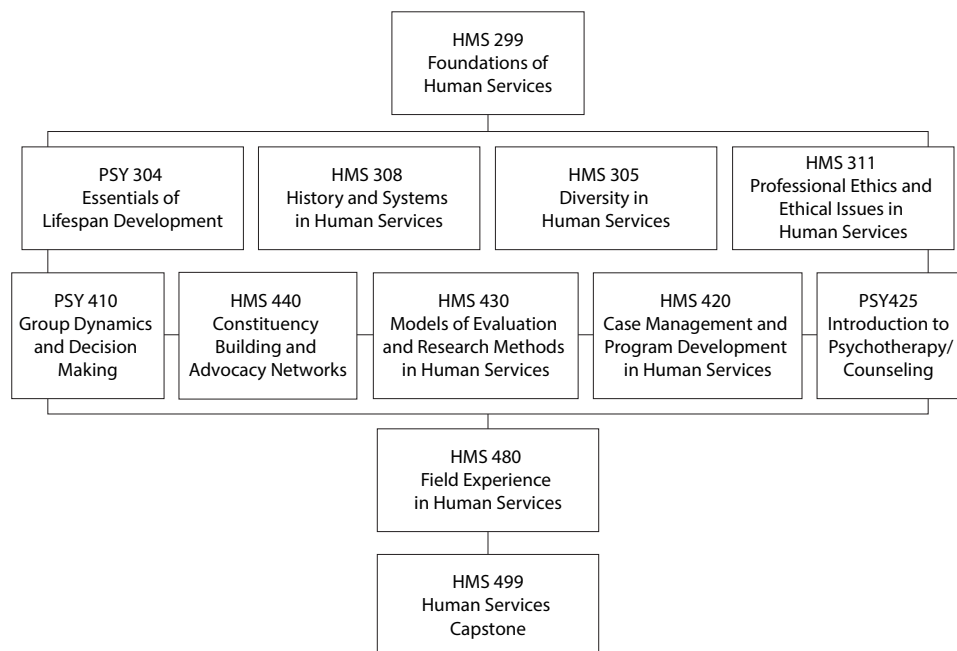
Human Services Career Focused Tracks (9 Credits)

Students choose one track in addition to the core, if not completing the Experiential Learning Portfolio. Students may choose both options.

Legal Advocacy Track			9 Credits
PLA	301	Law and the Legal System	3
HSA/PLA	339	Health Law	3
PLA	483	Family Law	3

Health Services Administration Track			9 Credits
HSA	301	The Health Care System	3
HSA	410	Management in Health Care	3
HSA	425	Public and Community Health	3

Community Services Leadership Track			9 Credits
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

Senior Services Track			9 Credits
HSA	441	Health Care for the Elderly	3
PSY	412	Adult Psychopathology	3
PSY	416	Dynamics of Adult Living	3

Youth Welfare Services Track			9 Credits
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.

Course Number	Course	Observation	Direct Supervised Client Contact	Indirect Supervised Client Contact	Independent Caseload or Assigned Administrative Responsibility	Hours of Supervised Field Experience
HMS 299	Foundations of Human Services (3 Credits)	X				20
HMS 308	History and Systems in Human Services (3 Credits)	X				20
HMS 305	Diversity in Human Services (3 Credits)	X	X			20
HMS 311	Professional Ethics and Ethical Issues in Human Services (3 Credits)	X	X			20
HMS 420	Case Management and Program Development in Human Services (3 Credits)		X	X		20
HMS 440	Constituency Building and Advocacy (3 Credits)			X	X	20
HMS 480	Field Experience in Human Services (3 Credits)				X	160
HMS 499	Human Services Capstone (3 Credits)				X	70
Total Field Experience Hours						**350**

Bachelor of Liberal Studies

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 as well as cultural and information 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.

Distribution Requirements or General Electives (6 Credits)

Students pursuing the B.L.S. degree must select or transfer the following two courses in the distribution or take them as general electives:

Distribution Requirements or General Electives			6 Credits
PSY	206	Principles of Psychology	3
HUM	303	Modern Currents in the Humanities	3

Specializations within the B.L.S.

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

Areas of Specialization	
Literature and Humanities Specialization	30 Credits
Psychology Specialization	30 Credits

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 BLS 299 and BLS 499.
- 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 3 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

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).

Prerequisites (3 Credits)

Students must satisfy ENG 302 Academic Research and Writing prior to beginning the required coursework for Literature and Humanities specialization.

Degree Requirements

Distribution Requirements	45 Credits
Literature & Humanities Specialization	30 Credits
Portfolio (Option)	Up To 30 Credits
Electives	Variable
Min. Total Degree Requirements	**120 Credits**

Literature & Humanities Core	21 Credits
BLS 299	3
Literature	6
Philosophy	3
Art, Dance, and Music	3
Theatre	3
BLS 499	3

Literature & Humanities Electives	9 Credits
Choose three additional courses of the above disciplines, history or theology. At least one course must be 400 level. Discipline specific, upper level portfolio or transfer credits with the Academic Coordinator's approval.	

Course Sequencing for the Literature and Humanities Specialization

The following chart will assist both students and advisors in the selection of courses and the sequence in which they are best taken. Students pursing the B.L.S. degree must select PSY 206 and HUM 303 in the distribution or applied to the distribution through transfer credits. Students must satisfy ENG 302 prior to beginning the required coursework.

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┌─────────┐   ┌─────────┐   ┌─────────┐
│ ENG 302 │   │ HUM 303 │   │ PSY 206 │
└─────────┘   └─────────┘   └─────────┘
                   │
             ┌─────────┐
             │ BLS 299 │
             └─────────┘

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│Literature│ │Philosophy│ │Art, Dance,│ │ Theatre │ │  Elective    │
│(6 Credits)│ │(3 Credits)│ │ & Music  │ │(3 Credits)│ │ (9 Credits)  │
│          │ │          │ │(3 Credits)│ │          │ │  At least    │
│          │ │          │ │          │ │          │ │ one 400 level│
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             ┌─────────┐
             │ BLS 499 │
             └─────────┘
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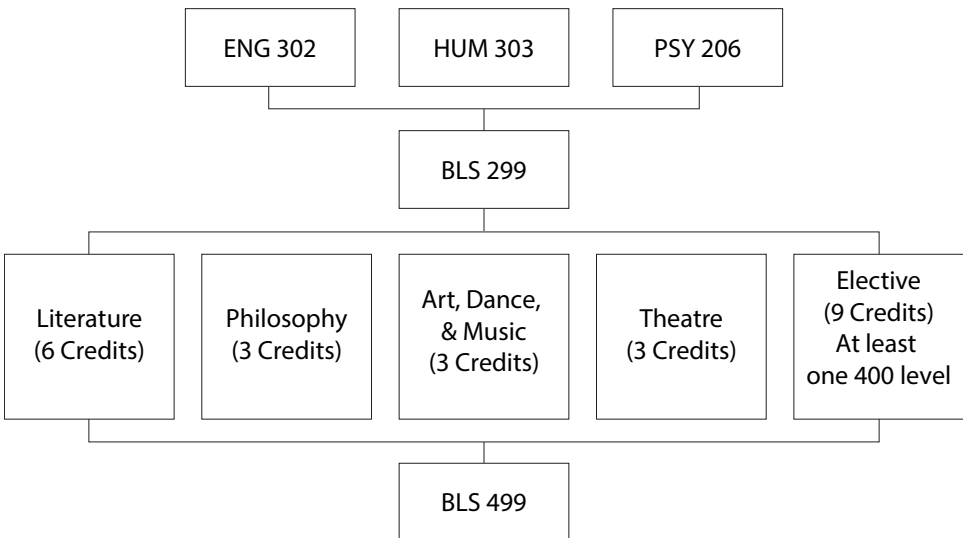
Psychology Specialization

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.

Degree Requirements

Distribution Requirements	45 Credits
Psychology Specialization	30 Credits
Portfolio (Option)	Up To 30 Credits*
Electives	Variable
Min. Total Degree Requirements	**120 Credits**

Note:
No portfolio credits may be applied to the Psychology Specialization. Only in General Electives

Psychology Core Courses			21 Credits
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

Psychology Electives			9 Credits
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	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

Course Sequencing for Psychology Specialization

The following chart will assist both students and advisors in the selection of courses and the sequence in which they are best taken. Students pursing the B.L.S. degree must select PSY 206 and HUM 303 in the distribution or applied to the distribution through transfer credits. Students planning on attending graduate school in a mental-health related profession are strongly encouraged to complete MAT 154 during their first or second semester of enrollment. The first two levels of the chart are appropriate classes for entering students. The 400 level classes require successful completion of the 300 level classes.

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   ┌────────────┐          ┌────────────┐
   │  HUM 303   │          │  PSY 206   │
   └──────┬─────┘          └──────┬─────┘
          │                       ┊    ┌────────────┐
          │                       └┄┄┄┄│  MAT 154   │
          │                            └────────────┘
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          └─────────│  BLS 299   │
                    └──────┬─────┘
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│ PSY 304 │       │   PSY 305    │       │ PSY 300 Level Elective(s)│
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│ PSY 410 │ │ PSY 412  │ │ PSY 425 or  │ │ PSY 400 Level Elective(s)│
│         │ │          │ │  PSY 343    │ │                          │
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                 │  BLS 499   │
                 └────────────┘
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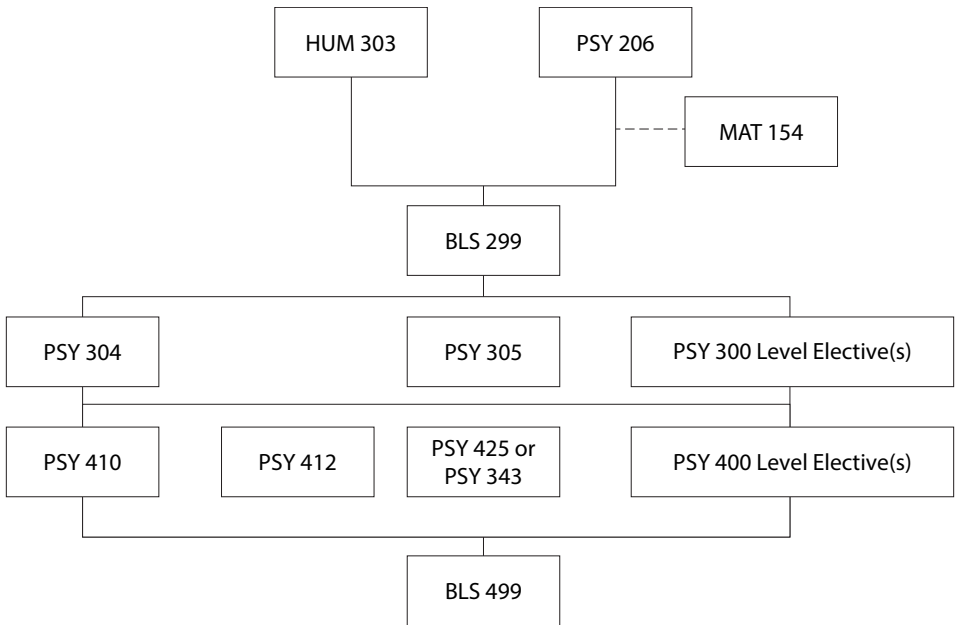
Bachelor of Public Administration

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 degree 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

Distribution Requirements	45 Credits
Public Administration	45 Credits
Minor (Option)	21 Credits
Portfolio (Option)	Up to 30 Credits
Electives	Variable
Min. Total for Degree Requirements	**120 Credits**

Other	
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 PACE locations throughout Florida and is available fully online. Students may 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)

Public Administration Core Courses			30 Credits
PUB	301	Principles of Public Administration	3
PUB	302	Values and Ethics in Public Administration	3
POS	303	Public Policy & 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	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

Public Administration Electives	15 Credits
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, 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:

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 the Minor to be awarded.

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

Approved minors for students pursuing the Bachelors of Public Administration:

Administration	21 Credits
Legal Studies	21 Credits
These minors are listed under the Bachelor of Science in Administration program.	

Information Technology	21 Credits
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 sites.*
2. *Minor courses may not be used to satisfy the major core or distribution requirements.*

Bachelor of Science in Administration

The Bachelor of Science in Administration degree is designed to provide students with the administrative and leadership competencies needed by all organizations, whether private, public, or non-profit, in order to achieve their missions and achieve their goals. Course offerings focus on contemporary organizational theory and practice, with an 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 specializations 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, Public Administration, and Software Engineering.

The purposes of the B.S. 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, skill, 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 major, students will select either a major of 45 credits consisting of core coursework and an area of specialization, a minor, 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 course work in the 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 do 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 Requirements 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 or minor offered at a site location in Florida. Not all specializations or minors are offered at each site. Students in the online program must discuss the selection of a specialization/minor with their advisor and submit the appropriate form to adjust degree requirements.

Bachelor of Science in Administration

Degree Requirements

Distribution Requirements	45 Credits
Administration	30 Credits
Specialization	15–24 Credits
Portfolio (Option)	Up To 30 Credits
Minor (Option)	21 Credits
Electives	Variable
Min. Total Degree Requirements	120 Credits

Other	
Minor in Administration	21 Credits
Post Baccalaureate in Human Resource Administration	21 Credits
Human Resource Undergraduate Certificate	15 Credits
Post Baccalaureate in Legal Studies	21 Credits

Learning Options

The Bachelor of Science in Administration program is offered in the classroom at several PACE locations throughout Florida and is available fully online. Students may 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			18 Credits
ADM	303	Administrative Theory & -Practice	3
ADM	306	Services Marketing	3
ADM	353	Leadership Development	3
ADM	412	Quality & Productivity	3
ADM	464	Strategic Human Resource Administration	3
ADM	499	Administration Capstone	3

Administration Electives	12 Credits
Any four ADM, EMA, HSA, IT, PFP, PLA, or PUB prefix courses not used to satisfy the Administration Core courses above.	

Course Sequencing

The following chart will assist both students and advisors in the selection of ADM courses and the sequence in which they are best taken. The chart lists the appropriate first class (ADM 303) for entering students. Whenever possible, it is *highly recommended* that students complete the 300 level classes before attempting the 400 level classes. The capstone course, ADM 499, should be completed after all other core classes are completed.

```
                  ADM 303
                 /        \
           ADM 306        ADM 353
                 \        /
           ADM 412        ADM 464
                 \        /
                  ADM 499
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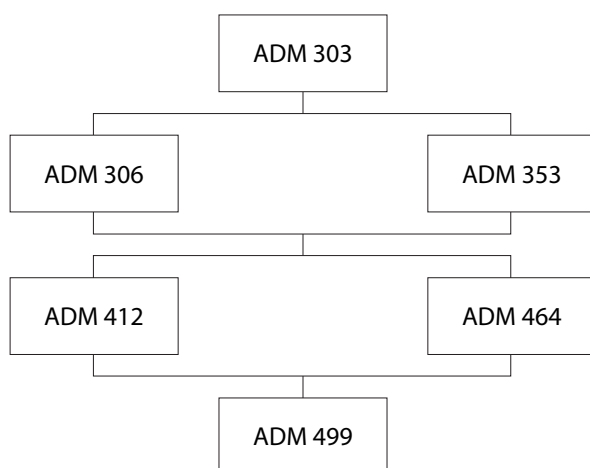
Specialization (15–24 Credits)

Students may select any of the following specializations: Health Services Administration, Human Resource Administration, Organizational Leadership, Personal Financial Planning, or Legal Studies. **Grades of C or higher must be earned in all course work in the area of specialization.**

Specializations are offered in the classroom at site locations in Florida and not offered fully online. Students in the fully online program must submit the Experiential Portfolio or attend classes at a site if choosing a specialization. Students must discuss the selection of a specialization with their advisor and submit the appropriate form to adjust degree requirements.

Note:
1. *Some specializations may not be offered at all PACE sites.*
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; and
- possess related knowledge, skill, and abilities that are associated with success in the profession.

Students may select from the following list of courses:

Required Course			
HSA	301	The Health Care System*	3
Choose 12 Credits From:			
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.

Choose 15 Credits From:			
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.—For more information about SHRM, visit www.shrm.org.

Human Resource Administration 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 the courses required by 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 Human Resource Administration Certificate (21 Credits)

Students who have earned a baccalaureate degree from a regionally accredited college or university may enroll in the Post-Baccalaureate Human Resource Administration 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 Administration 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 their degree program may take approved substitutes in order to reach the minimum of twenty-one 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.

Choose 15 credits from:			
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.

PFP	348	Fundamentals of Financial Planning	3
PF	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

The PFP Capstone content will fulfill the Certified Financial Planning Board's requirement to sit for the CFP Exam.

Legal Studies Specialization and Post Baccalaureate

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 (CLA/CP)

Students who are seeking a Bachelor of Science degree with a Legal Studies specialization should take the Certified Legal Assistant (CLA/CP) 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 (CP) formerly known as the Certified Legal Assistant (CLA).

Certified Legal Assistant/Certified Paralegal (CLA/CP) Examination Information			
Testing Window	**Application Deadline**	**Late Filing Deadline ($25 fee)**	**Graduation Date— No Later than**
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 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 www.nala.org.			

Legal Studies Specialization (24 Credits)

Legal Studies			15 Credits
Students should plan their programs with advisor assistance so that courses can be completed in the sequence which follows.			
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

Legal Studies Electives			9 Credits
Choose 9 credits from:			
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

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 24 credit hours. **A grade of C or higher in each course is required to receive a Post-Baccalaureate Certificate of Completion.**

Legal Studies Undergraduate Certificate

The Legal Studies Undergraduate Certificate is no longer available. Students returning to Barry University to complete a Bachelor's degree who previously received the Certificate of Completion for the Legal Studies Undergraduate Certificate, may not pursue a Specialization or Minor in Legal Studies in the B.S. 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, Legal Studies, and Public Administration.

Legal Studies Minor: 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 successfully 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 3 credit computer literary prerequisite, CAT 102. **A grade of C or higher is required in all minor coursework.**

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 elective			3

Approved PLA electives

Choose 3 credits from:			
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.

Administration Minor: This 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 related 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; and
- integrate the leadership and interpersonal competencies that are essential for effective management and administration.

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.

ADM	303	Administrative Theory and Practice	3
ADM	306	Services Marketing	3
ADM	315	Diversity in the Workplace	3
ADM	353	Leadership Development	3
ADM	412	Quality & Productivity	3
ADM	464	Strategic Human Resource Administration	3
3 credit upper level ADM elective			3

Approved minors for students pursuing the Bachelor of Science in Administration:

Information Technology	21 credits
Network and Systems Engineering	21 credits
Software Engineering	21 credits
These minors are listed under the Bachelor of Science in Information Technology program.	

Public Administration	21 credits
This minor is listed under the Bachelor of Public Administration	

Note:
1. *Some minors may not be offered at all PACE sites.*
2. *Minor courses may not be used to satisfy the major core or distribution requirements.*

Bachelor of Science in Emergency Management

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 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.

Degree Requirements

Distribution Requirements	45 Credits
Emergency Management	45 Credits
Portfolio (Option)	Up To 30 Credits
Minor (Option)	21 Credits
Electives	Variable
Minor Total Degree Requirements	120 Credits

Learning Options

The Bachelor of Science in Emergency Management program is offered fully online. Some of the non-EMA prefix courses are also offered in the classroom at several PACE locations in Florida. Students may also choose to combine both options for a flexible and convenient schedule.

Emergency Management (45 Credits)

Core Courses			33 Credits
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.

Emergency Management Electives (12 Credits)
Choose from Elective Courses, Portfolio Credits, and/or Transfer credits.

Electives: 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 a regionally-accredited college or university in ADM, PUB, or EMA not used to satisfy the above Core courses

Students may use a combination of all three (Electives, Portfolio Credits, and Transfer Courses) to satisfy 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 minors. Grades of "C" or higher must be earned in all coursework in the minor.

Approved minors for students pursuing the Bachelor of Science in Administration:

Administration	21 credits
Legal Studies	21 credits
These minors are listed under the Bachelor of Science in Administration program.	

Information Technology	21 credits
Network and Systems Engineering	21 credits
Software Engineering	21 credits
These minors are listed under the Bachelor of Science in Information Technology program.	

Public Administration	21 credits
This minor is listed under the Bachelor of Public Administration	

Note:
1. *Some minors may not be offered at all PACE sites.*
2. *Minor courses may not be used to satisfy the major core or distribution requirements.*

Bachelor of Science in Health Services Administration

The Bachelor of Science in Health Services Administration (B.S.H.S.A.) 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:

- examine the current health care system in the United States surveying the economics, social, and political aspects which make up the system;
- evaluate health care leadership and management theories and the organizational components involved in managing healthcare facilities;
- analyze and evaluate conceptual operations frameworks for various types of health care facilities and identify the roles of the healthcare professionals within these organizations;
- demonstrate an ability to identify and mitigate hospital risks and liabilities in order to contain costs and increase quality of care and to operate within legal boundaries; and
- evaluate issues of 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

Distribution Requirements	45 Credits
Health Services Administration	30 Credits
Portfolio (Required)	Up To 30 Credits
Minor (Option)	21 Credits
Electives	Variable
Min. Total Degree Requirements	120 Credits

Other	
Post Baccalaureate In Health Services Administration	21–24 Credits
Health Services Administration Certificate	18 Credits

Learning Options
The Bachelor of Health Services Administration program is offered in the classroom at several PACE locations throughout Florida and is available fully online. Students may choose to combine both options for a flexible and convenient schedule.

Prerequisite Course			3 Credits
HSA	301	The Health Care System	3

Note:

This course may be waived, as determined by the Academic Coordinator of the B.S.H.S.A. 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.

Health Services Administration (30 Credits)

Students should plan their programs with advisor assistance so that courses can be completed in the sequence which follows.

Health Services Administration			18 Credits
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 Services Administration	3

These can be taken in any sequence or combination.

Health Services Administration Electives			12 Credits
Choose 12 credits from:			
HSA	301	The Health Care System	3
HSA	441	Health Care for the Elderly	3
HSA	459	Independent Study in Health Care	3
ADM	Any ADM prefix course		3
PSY	329	Understanding and Coping with Stress	3
PSY	304	Essentials of Lifespan Development	3
PSY	410	Group Dynamics and Decision-Making	3
PSY	417	Psychology of Aging	3
PUB	404	Concepts and Issues in Public Planning	3
PUB	406	Human Resources in the Public Sector	3
PUB	409	Contemporary Issues in Public Safety	3

(Other courses with the approval of the B.S.H.S.A. academic coordinator):

Note:

Up to six upper level credits of related courses may also be accepted through General Administration, Behavioral Sciences, and Social Sciences discipline-specific portfolio credits if not previously transferred to satisfy B.S.H.S.A. Electives.

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 H.S.A. specialization in the B.S. in Administration program will have the specialization posted on the transcript 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 from the Academic Coordinator.

Minor Option (21 Credits)

There is no minor in Health Services Administration. Students pursing 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:

Administration	21 credits
Legal Studies	21 credits
These minors are listed under the Bachelor of Science in Administration program.	

Information Technology	**21 Credits**
Network and Systems Engineering	21 credits
Software Engineering	21 credits
These minors are listed under the Bachelor of Science in Information Technology program.	

Public Administration	**21 Credits**
This minor is listed under the Bachelor of Public Administration	

Note:
1. *Some minors may not be offered at all PACE 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:

- 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;
- 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
- 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: student 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 the 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	15 Credits
Minor (Option)	21 Credits
Portfolio (Option)	Up To 30 Credits
Electives	Variable
Min. Total Degree Requirements	**120 Credits**

Other	
Post Baccalaureate Certificate in Information Technology	18 Credits
Post Baccalaureate Certificate in Network Systems Engineering	18 Credits
Post Baccalaureate Certificate 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.

Prerequisites			3 Credits
CAT	102	Basic Computer Applications*	3

Information Technology Core Courses			30 Credits
IT	190	Microcomputer Systems*	3
IT	200	Foundations of Information Technology*	3
IT	310	Telecommunications 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/NSE	6 credits in upper level Electives		6
IT	499	Integrated Capstone Project	3

*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 (CS, CAT, 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 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 (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. All prerequisites must be satisfied.

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.

IT	400	IT Project Management	3
IT	450	Administrative Information Systems	3
ADM	303	Administrative Theory and Practice	3
ADM	464	Strategic Human Resource Administration	3
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 stu-

dent 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
NSE	415	Linux Operating System	3
NSE	425	Advanced Directory Services	3
NSE	445	Advanced Network Services	3

Software Engineering Specialization (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/NSE elective			3

Course Sequencing

The following charts will assist both students and advisors in the selection of B.S.I.T. courses and the sequence in which they are best taken. The major core chart has three levels. The first level lists appropriate classes for entering students. Students should complete both first level major core courses before attempting second level courses. It is also recommended that students complete all major core courses, except IT 499, before attempting specialization courses. **IT 499, the capstone course, must be completed after all other major core and specialization courses.** The one exception to this sequencing is the Network and System Engineering (NSE) Specialization. NSE students may complete IT 310 and the NSE specialization courses first if their goal is to achieve Microsoft MCITP certification first, and then complete the remainder of the BSIT degree requirements.

Major Core Courses
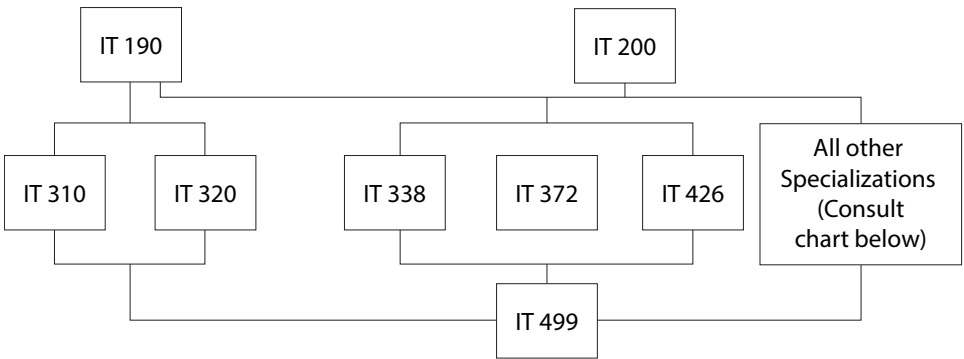
Information Systems Administration Specializaion
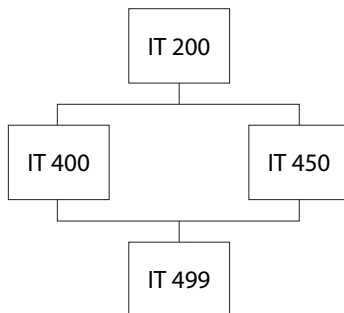
Software Engineering Specialization

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                    ┌──────────┐
                    │  IT 200  │
                    └──────────┘
     ┌───────────┬──────────┼───────────┐
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│ IT 340  │ │ IT 301  │ │ IT 426  │ │ IT 338  │
└─────────┘ └─────────┘ └─────────┘ └─────────┘
                          ┌─────────┐ ┌─────────┐
                          │ IT 407  │ │ IT 438  │
                          └─────────┘ └─────────┘
                    ┌──────────┐
                    │  IT 499  │
                    └──────────┘
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Network and Systems Engineering Specialization

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                ┌──────────┐
                │  IT 310  │
                └──────────┘
          ┌───────────┴───────────┐
      ┌─────────┐           ┌─────────┐
      │ NSE 210 │           │ NSE 320 │
      └─────────┘           └─────────┘
                ┌──────────┐
                │ NSE 405  │
                └──────────┘
                ┌──────────┐
                │  IT 499  │
                └──────────┘
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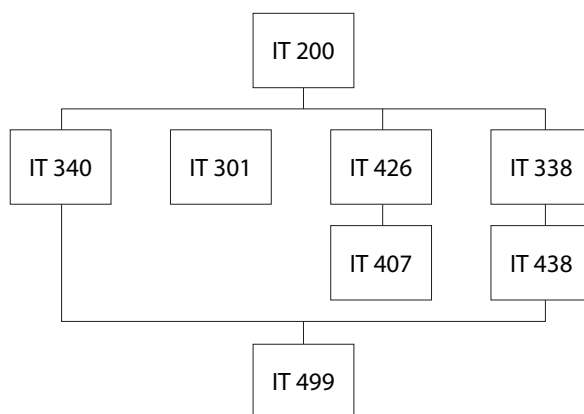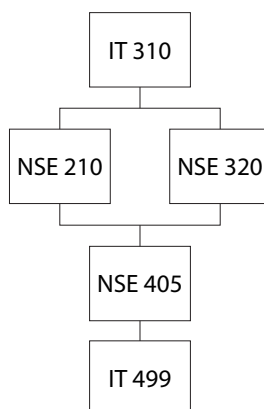
Post-Baccalaureate Certificates

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. All pre-requisites must be satisfied.

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 IT elective			3

*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.

Post-Baccalaureate Certificate in Network and Systems Engineering (18 Credits)

All prerequisites must be satisfied.

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 CAT 102, IT 190, or IT 200 courses by test-out examination. Please reference the Credit by Examination policy.

Post-Baccalaureate Certificate in Software Engineering (18 Credits)

All prerequisites must be satisfied.

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

Current List of Approved SE Electives:

| IT | 340 | Java Programming for the Web | 3 |
| IT | 438 | Web Programming and Administration | 3 |

*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.

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 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	200	Foundations of Information Technology*	3
IT	310	Telecommunications 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/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	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 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	338	Web Design, Authoring and Publishing	3
IT	301	Introduction to Programming	3
IT	372	Software Engineering	3
IT	407	Database Programming and Administration	3
IT	426	Databases	3
Approved 3 credit upper level IT/NSE elective			3

Current List of Approved SE Course Electives

IT	340	Java Programming for the Web
IT	438	Web Programming and Administration

Approved minors for students pursuing the Bachelor of Science in Information Technology:

Administration	21 credits
Legal Studies	21 credits
These minors are listed under the Bachelor of Science in Administration program.	

Public Administration	21 credits
This minor is listed under the Bachelor of Public Administration	

Note:
1. *Some minors may not be offered at all PACE sites.*
2. *Minor courses may not be used to satisfy the major core or distribution requirements.*
   - The minors have a 3-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 BSIT students:

Course	Barry Course Title	Certification Exam
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 minoring in NSE:
   (OR as possible electives for students majoring or minoring in IT)

Course	Barry Course Title	Certification Exam
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 Windows Server 2012 Services (70-412)

*MCSA: Windows Server 2012 certification awarded upon passing all three exams listed above.
   Electives for all students specializing or minoring in NSE, and students majoring or minoring in IT.

Course	Barry Course Title	Certification Exam
NSE 310	Client Operating System	Windows 7, Configuring
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.

Graduate Programs

Purpose Statement

Graduate education at PACE is grounded in the mission of Barry University. Students' educational experiences contribute to their development as career professionals who have or will have leadership roles in their professions, communities, and society. Moreover, these experiences promote and support the intellectual life and emphasize life-long learning and growth and development. In this context, students are charged with carrying out the University's mission through contributions to their professions, communities, and society at large, especially in the pursuit of knowledge and truth, the conduct of informed action, and through a commitment to social justice through collaborative service.

Degree Programs

- **Master of Arts in Administration (M.A.A.)**
- **Master of Public Administration (M.P.A.)**

Distance Learning

Both the Master of Arts in Administration (M.A.A.) and the Master of Public Administration (M.P.A.) programs are available fully online. Students need to indicate 'online' on the graduate application.

Refer to the Distance Learning section of this Student Bulletin *(See Table of Contents for page number).*

Academic Information

Transferability of Credits

Transferability of credits from another institution to Barry is at the discretion of the dean (or his/her designee). It is the applicant's responsibility to confirm with his/her advisor whether or not these credits will be accepted for transfer.

The number of credits acceptable for transfer from another institution toward a Barry graduate degree is limited to six (6) credits. Previously earned credits, if accepted for transfer must be completed in less than the (5) year period immediately preceding initial enrollment at Barry.

- Only relevant courses will be transferred upon enrollment in the program.
- Only courses for which a grade of A or B was earned will be considered.
- Only credits will be transferred, not grades or grade point averages.
- Credits used to earn a degree at another institution will not be accepted.

The academic advisor will facilitate the process for the acceptance of graduate credit to be transferred into Barry University prior to the end of the student's first year in the Barry graduate program.

American Council on Education

Credit for formal courses and educational programs sponsored by non-collegiate organizations and evaluated by the American Council on Education can be accepted in transfer with the permission of the dean (or his/her designee) if relevant to the graduate degree program. Refer to the Transfer Credit section.

Students can check the online *National Guide to College Credit for Workforce Training* at www.acenet.edu.

Students must submit official transcripts from the American Council on Education by the end of their first semester, if enrolled in the M.A.A. or M.P.A. program.

The American Council on Education, College Credit Recommendation Service provides a life-long registry and transcript service to participants who successfully complete a course, examination, or certification with an American Council on Education recommendation as listed in the National Guide. Official transcripts may be obtained by registering online at: www.acenet.edu/transcripts/.

Official transcripts should be sent to: Barry University, Division of Enrollment Management, 11300 NE 2nd Avenue, Miami Shores, FL 33161.

For additional information on transcript services from the American Council on Education, call (866) 205-6267 or (202) 939-9470. Email CREDIT@acenet.edu.

Grading System		
Graduate students are expected to maintain a (3.0) B average. Each school sets its own policy regarding a grade of F. Students should refer to the appropriate section of the catalog and/or contact his/her academic advisor.		
Superior Achievement	A	4.0 honor points per credit
	A−	3.7 honor points per credit
	B+	3.4 honor points per credit
Average	B	3.0 honor points per credit
Below Average	C	2.0 honor points per credit
**Pass	D	1.0 honor points per credit
Failure	F	No credit
Credit	CR	Credit but no honor points
Audit	AU	No honor points per credit
Not Reported	NR	No Grade Reported is given when the professor fails to turn in his/her grades on the due date. Upon submission the NR is changed accordingly.
In Progress	IP	In Progress
No Credit	NC	No credit
Incomplete	I	An incomplete grade must be made up within the semester following its receipt. It is the student's responsibility to arrange with the instructor for satisfactory completion of course requirements. Incomplete grades assigned in the semester of graduation will result in postponement of graduation. Upon completion of the course, the student must re-apply for the next graduation.

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 C	IC	2.00 honor points per credit
redeemed with grade of D	ID	1.00 honor point 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 NC	INC	INC No credit
Withdrew	W	Granted to students who officially withdraw by the published deadlines. Does not calculate into GPA; does count as an attempt for repeat purposes.

Graduate Student Status

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

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

Probation and Dismissal

1. A graduate student is in Good Academic Standing if his/her cumulative grade point average (GPA) is 3.00 or above.
2. Students with a semester or cumulative GPA below 3.00 will be placed on academic probation. Also, students who earn more than two grades of "C" or a grade below a "C" during their academic program are placed on probation. While on probation, a student is limited to registering for one course per term. Students must make B grades or better while on probation. Any student failing to maintain a cumulative GPA of 3.00 for two consecutive semesters will be dismissed.
3. Probation will be lifted the following semester if the student achieves a cumulative GPA of 3.00 or above with no more than two grades of "C." If this condition is not met, the student will remain on probation for one more semester. A student will be dismissed after two consecutive semesters if they fail to maintain a cumulative GPA of 3.00.

Repeat Course Policy

If a student receives a third "C" or below, then s/he must repeat a course, in which s/he earned the deficient grade, when the course is next offered. Any student who fails to maintain a cumulative GPA of 3.00 for two consecutive semesters will not be eligible for VA benefits and will be suspended.

A course may only be repeated once and a student may only repeat three courses. *A withdrawal, reflected as a "W" on the transcript, is considered an attempt and the course attempted may only be repeated once.* If the student fails to achieve a grade of "B" or better in that course, the student is considered to have failed to complete the conditions for reinstatement or removal of probationary status and will be permanently dismissed from the program.

Students may repeat courses at Barry **regardless of the grade initially earned in the course.** However, **the most current grade earned will be the one calculated in the grade point average, even if it is not the highest grade.**

For the repeat policy to be implemented, the courses must have the same prefix & course number.

Course Withdrawal

Students withdrawing from a course(s) must do so officially in writing. Students should contact their advisor to sign the appropriate paperwork. No withdrawals will be accepted after the published deadlines. This policy is strictly enforced. The withdrawal dates can be seen in the Academic Calendar in this Student Bulletin.

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

All withdrawals are counted as an attempt.

Active/Inactive Status

A degree seeking student remains active unless not enrolled in consecutive semesters. If a student is not enrolled in two consecutive semesters (e.g., Fall/Spring; Spring/Fall) he/she will become inactive. When readmitted, he/she will be required to meet admissions and program requirements in place at the time of readmission.

Admitted to Class (Class Enrollment for Students Not Yet Admitted)

Students must be admitted to the graduate programs at PACE to enroll for courses. PACE no longer allows applicants to enroll for courses prior to being admitted to the program.

Re-Admission Requirements

A student who has been dismissed for academic reasons may not petition the Office of Academic & Student Affairs for readmission until one year has elapsed from the date of the dismissal notification. Upon readmission, the student will be considered on academic probation and must remove one of the earned deficient grades by repeating a course in which a grade of "C" or below was earned.

Students who have been academically inactive for at least one calendar year and who wish to be readmitted must complete an application for readmission, available at www.barry.edu/graddocuments. Students who do not satisfy provisional admissions requirements may apply for re-admission after one calendar year. Readmission is contingent upon approval by the Dean and is not guaranteed.

Graduation Requirements

Candidates for a Master's degree must:

- satisfactorily complete the program of study;
- have attained a cumulative GPA of 3.00 on a 4.00 scale (with no more than two C's); no more than three courses may be repeated and a course may only be repeated once; a withdrawal is considered an attempt;
- complete degree requirements within seven years of the date the student is fully accepted as a degree-seeking student for study in the graduate program; and
- discuss with their advisor at PACE the release of the electronic Application for graduation with the University Registrar so that the student can apply for graduation. The Application for Graduation can be found at WebAdvisor at https://webadvisor.barry.edu under 'Academic Profile'; a $200 fee applies; refer to the Academic Calendar in this Student Bulletin for graduation application deadline dates.

Financial AID for Graduate Students
http://www.barry.edu/future-students/graduate/financial-aid/
Phone: (305) 899-3355 or
Toll Free: (800) 695-2279
Email: PACEfinaid@barry.edu
Web: www.barry.edu/gradfa

Refer to the Financial Aid section of this Student Bulletin for information pertaining to eligibility requirements, satisfactory academic progress, applying for financial aid, types of financial aid, Veteran's and eligible dependents' educational assistance, and VA Yellow Ribbon Program.

Master of Arts in Administration (M.A.A.)

Admission Requirements

- A baccalaureate degree from a regionally accredited or internationally recognized college or university with a cumulative grade average of B or higher (an overall GPA of 3.00 or higher on a four-point scale). Official transcripts of all previous college or university studies must be submitted.
- Submission of a resume or vitae and professional references indicating work history.
- Two original and verifiable letters of recommendation from professional and/or academic sources.
- An essay of at least 750 words, which explains why the applicant wishes to pursue his/her chosen degree and how it will help to fulfill his/her personal and professional goals. Applicants should also describe in detail their accomplishments, experiences, values, potential for professional excellence, and commitment to completing their chosen degree program. Moreover, applicants should include information about how they work, think, and interact with people, as well as on any other potentially relevant topics.
- International applicants whose previous college or university studies were not in English must earn a minimum score of 550 on the Test of English as a Foreign Language (TOEFL) or 79 on the internet-based versions of this test. Applicants must also satisfy all of criteria which are outlined in the section of the University Graduate Catalog on International Applicants. If an applicant submits the IELTS results, Barry University requires a band score of 6.5 or higher. Visit http://www.barry.edu/future-students/graduate/admissions/grad-requirements.html for additional instructions on application for international students.

In order to receive full admission, all of the above items should be submitted before applicants register for their first courses. If any item is missing or incomplete, applicants may be granted provisional acceptance and may be allowed to register for a limited number of credit hours while stipulated admission or academic requirements are being satisfied. **In this situation, full admissions to the program is neither implied nor guaranteed.**

Provisional Admissions

Students required to take ADM 511W will be admitted provisionally admitted if all of the other admissions criteria have been met. Applicants who have attained an undergraduate cumulative grade point average of BELOW a 3.5 GPA will be required to take the ADM 511W Graduate Writing and Research workshop (non-credit/no cost workshop). Students who have a 3.5 cumulative GPA or better who have been out of school for more than 4 years are also required to take the ADM 511W in the first term of enrollment.

Provisionally admitted students may register for two (2) courses (six credits) and ADM 511W, if required, in the first term/semester. Students must receive at least a 3.0 (B) grade in each of the

courses and a CR grade in ADM 511W to be fully admitted and register for any additional course(s). If students are unsuccessful in attaining a 3.0 (B) in each class in the first 6 credits and/or earn a NC grade in ADM 511W, then the provisionally admitted student can no longer take courses in the M.A.A.

Note:

Falsification of any information in this documentation will be considered a violation of the University's Academic Dishonesty Policy and appropriate measures will be taken. Measures may include rejection of an application or dismissal from the degree program, if the applicant has begun course work.

Program Description

The Master of Arts in Administration (M.A.A.) degree program is designed for working professionals with increasing responsibility for leading and managing modern organizations. It is a thirty six (36) credit hour graduate degree program that addresses topics related to administration, leadership, applied research, values and ethics, strategy, human resources, and diversity. The administrative competencies acquired in this program can be applied in a broad range of private, public, or not-for-profit settings. The curriculum emphasizes the application of effective organizational practices along with the ethical responsibilities valued in today's workplaces.

M.A.A. Program Learning Outcomes

Integration of study, reflection and action are the underlying assumptions of the M.A.A. program. Upon completion of the M.A.A. degree program, students will be able to:

- analyze the importance of collaborative service to both the local and global community through evaluation of social and organizational problems and the application of creative solutions;
- evaluate ethical and social justice issues faced by the modern organization coupled with the administrative leadership and resources required to effectively deal with these challenges;
- analyze the significance of an inclusive community in the workplace characterized by interdependence, dignity and equality, compassion, and respect for self and others;
- synthesize knowledge of administrative and leadership concepts, theories, models, and techniques within the broad social, economic, ethical, technical, and political environments related to all types of organizations; and
- apply academic research methods to analyze, synthesize, and effectively manage knowledge in the workplace.

The M.A.A. Curriculum (36 Credits)

Prerequisite Course			
ADM	511W	Graduate Writing & Research (non-credit)	Non-Credit
(offered online only)			

Prerequisite Course

Applicants who have attained an undergraduate cumulative grade point average of BELOW a 3.5 GPA will be required to take the ADM 511W Graduate Writing and Research workshop (non-credit/no cost workshop). Students who have a 3.5 cumulative GPA or better who have been out of school for more than 4 years are also required to take the ADM 511W. This workshop must be taken in the first term of enrollment.

Required Courses			27 Credits
ADM	505	Human Resource Administration	3
ADM	517	Financial Concepts for Administration	3
ADM	521	Applied Organizational Concepts	3
ADM	525	Administrative Strategies	3
ADM	535	Research Methodologies	3
ADM	545	Values and Ethics in Administration	3
ADM	553	Administrative Leadership Theory & Practice	3
ADM	568	Changing Environment of Administration	3
ADM	699	Capstone: Applied Project	3

Elective Courses			9 Credits
Choose From:			
ADM	515	Information Technology Concepts	3
ADM	652	Diversity in Workplace	3
ADM	680	Project Management	3
IT	640	E-Technologies	3
IT	675	Human Computer Interaction (HCI)	3
PUB	501	Introduction to Public Administration	3
PUB	622	Non-Profit Administration	3
PUB	623	Productivity Improvement in the Public Sector	3
PUB	650	Public/Private Enterprise	3
PUB	660	Public Policy and the Administrative Process	3

Note:

This is not a Master of Business Administration (M.B.A.) degree program. Students interested in an M.B.A. should consult the section of the Barry University Graduate Catalog on the Andreas School of Business.

Course Sequencing

Courses should be taken in sequence to the extent the schedule permits. Students requiring the ADM 511W as part of their provisions of admissions must take this workshop in the first term of enrollment. Students should take the ADM 535 and ADM 521 in their first six credits of enrollment, followed by other ADM 5xx level coursework. Following students should complete the 600 level courses. The capstone course ADM 699 should be completed in the student's last term prior to graduation. ADM 699 is offered in "B" terms only.

ADM 521	ADM 535
ADM 505	ADM 517
Elective	ADM 525
ADM 545	ADM 553
ADM 568	Elective
Elective	ADM 699
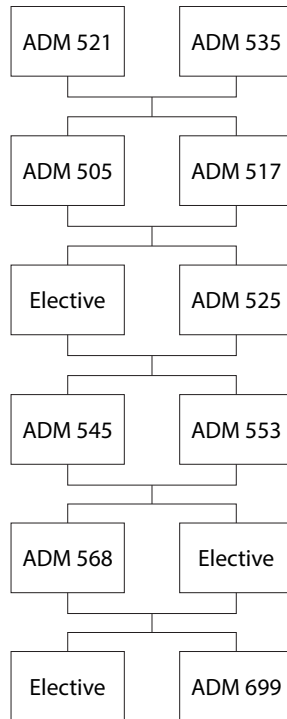
Master of Public Administration (M.P.A.)

Admission Requirements

- A baccalaureate degree from a regionally accredited or internationally recognized college or university. Official transcripts of all previous college or university studies must be submitted.
- A minimum GPA of a 2.50 is required for admissions. Candidates with less than a 2.50 cumulative GPA in their Bachelor's degree may be considered for admissions based on past work experience. Provisional acceptance on a case by case basis may be granted by the Academic Coordinator.
- A current professional resume, to include work history/experience.
- Two original and verifiable letters of recommendation from professional and/or academic sources.
- A "statement of purpose" essay of at least 750 words, which explains why the applicant wishes to pursue their chosen degree and how it will help to fulfill their personal and professional goals. Applicants should also describe in detail their accomplishments, experiences, values, potential for professional excellence, and commitment to completing their chosen degree program.
- International applicants whose previous college or university studies were not in English must earn a minimum score of 550 on the Test of English as a Foreign Language (TOEFL) or 79 on the internet-based versions of this test. Applicants must also satisfy all of criteria which are outlined in the section of the University Graduate Catalog on International Applicants. If an applicant submits the IELTS results, Barry University requires a band score of 6.5 or higher. Visit http://www.barry.edu/future-students/graduate/admissions/grad-requirements.html for additional instructions on application for international students.

In order to be reviewed for admission to the program, all of the above items should be submitted before applicants register for their first courses. Applicants may be granted provisional acceptance and may be allowed to register for six credit hours while stipulated admission or academic requirements are being satisfied. **In this situation, full admissions to the program is neither implied nor guaranteed.**

Note:

Falsification of any information in this documentation will be considered a violation of the University's Academic Dishonesty Policy and appropriate measures will be taken. Measures may include rejection of an application or dismissal from the degree program, if the applicant has begun course work.

Prerequisites

Applicants may be required to take PUB 511W Graduate Writing & Research (non-credit/no cost workshop) and/or PUB 501 Introduction of Public Administration (3 credits) in their first term of enrollment. Students must earn a "CR" grade in PUB 511W and a "B" grade or better in PUB 501 to continue in the program.

Who Takes PUB 511W?

- Applicants who have an undergraduate cumulative grade point average below a 3.5 GPA will be required to take PUB 511W.
- Applicants who have a 3.50 cumulative GPA or better, who have been out of school for more than 4 years, will also be required to take PUB 511W.

Who takes PUB 501? (Admissions Criteria)

If cumulative GPA from Undergraduate program is less than 2.50:	If a student has a B.P.A. or similar Bachelor's Degree and a cum GPA of 2.50+, students will not be required to take PUB 501	If a student has a similar degree to B.P.A. and a cumulative GPA of 2.50+, curriculum will be reviewed on a case by case basis, students may be required to take PUB 501
Regardless of major, students will be required to take the PUB 501 Introduction to Public Administration as a preparation into the program.	- Public Affairs - Political Science - Public Policy - Public Safety Administration - Criminal Justice - Fire and Emergency Services - Emergency Management - Public Budgeting	- Urban & Regional Planning - Social Work - Human Resources Management - Public Health - Health Services Administration - Military Science (ROTC) - Legal Studies - Government & International Affairs
All other bachelor's degrees presented (i.e., History, English, Liberal Arts, etc.) will require the PUB 501 Introduction to Public Administration course. Students must make a grade "B" or better in this class.		
All students with less than a 3.0 cumulative GPA who are provisionally admitted will be eligible to register for six credits. Students must earn a "B" grade or better in each class to be allowed to continue in the program.		
Any questions or clarifications may be referred to your Academic Advisor.		

Program Description & Learning Outcomes

PACE offers a Master of Public Administration (M.P.A.) degree program. As a builder of our tradition's cumulative wisdom, Woodrow Wilson was quoted as saying, "*My own ideals for the university are those of a genuine democracy and serious scholarship.*" Woodrow Wilson promoted social justice as the President of the United States, President of Princeton University, a leading advocate for the League of Nations and world peace, as well as one of the primary architects of modern American Public Administration.

Consistent with the mission of Barry University, the faculty in the M.P.A. degree program is committed to the highest academic standards in graduate and professional education. The M.P.A. degree program is designed as a degree program for career professionals with a focus on the administration of public, non-profit, and other organizations which serve a public purpose. The M.P.A. is considered to be the terminal professional degree for practitioners in public service. Its philosophical background and explicit content are grounded in an assessment of how the modern public sector workplace has evolved and the factors responsible for this evolution. The curriculum is designed to address the critical administrative competencies in the public and nonprofit sectors through skills development and enhancement in the context of a theoretical foundation. Upon completion of the program, students will be able to:

- apply graduate research methods and techniques and to evaluate the effectiveness of public programs and the outcomes of policy alternatives;
- synthesize the concepts associated with ethical behavior and social responsibility that will engage students in a meaningful effort to affect social change and promote social justice;
- evaluate leadership qualities and analyze the rule of law in administrative procedures, as well as diverse roles in effective administrative decision making;
- evaluate the process for planning for change and the various means of production in the public sector, leading to ways to maximize efficiency and effectiveness; and
- synthesize, analyze, and apply theories and principles of public administration.

The MPA Curriculum (36-39 Credits)

Prerequisite Courses			3 Credits
PUB	511W*	Graduate Writing & Research	non-credit
(offered online only)			
PUB	501*	Introduction to Public Administration	3 Credits
(offered online only)			

*see criteria under Prerequisites to determine if courses are required

Required Core Courses			30 Credits
PUB	503	Theories, Principles, and Practice of Public Administration	3
PUB	535	Research Methodologies	3
PUB	545	Values and Ethics in Public Administration	3
PUB	605	Public Policy Analysis and Evaluation	3
PUB	609	Seminar in Public Financial Administration	3
PUB	611	Seminar in Public Human Resources Administration	3
PUB	635	Leadership in Public Purpose Organizations	3
PUB	647	Public Law and Administration	3
PUB	670	Public Planning and Growth Management	3
PUB	699	Capstone: Applied Project	3

Elective Courses			6 Credits
Choose From:			
PUB	622	Non-Profit Administration	3
PUB	623	Productivity Improvement in the Public Sector	3
PUB	650	Public/Private Enterprise	3
PUB	660	Public Policy and Administrative Process	3

Course Sequencing

Courses should be taken in sequence to the extent the schedule permits. Those required to take PUB 511W and PUB 501 must take these courses in their first term of enrollment followed by PUB 503 and PUB 535. Students should then complete the PUB 545 class followed by 600 level coursework. The capstone course PUB 699 should be completed in the student's last term prior to graduation.

National Honor Society for Public Administration

Pi Alpha Alpha (PAA) is the National Honorary Society for Public Administration, Public Policy, and Public Affairs. The National Council of Pi Alpha Alpha has approved the application and constitution for a chapter of the society at Barry University. For more information about Pi Alpha Alpha, visit http://PiAlphaAlpha.org.

The purpose of the society is to encourage and recognize outstanding scholarship and accomplishment in the fields of public administration, public policy, and public affairs, and to foster integrity, professionalism, and creative performance in the conduct of governmental and related public service activities.

Graduate students, who maintain a 3.75 grade point average or better, will be inducted in the B term of each semester. Eventually, the honor society will be extended to undergraduates of public administration. Please contact your advisor for the application.

Undergraduate 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 benefit 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 management 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 & 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 interplay 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)

This 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 topics include staffing, human resource development, compensation and benefits, employee and labor relations, health, safety, and security.

499 Administration Capstone (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)*.

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.

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 up 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 (Formerly TH 330) (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.

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 offered fully online only.

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.

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.

Computer Applications; Prefix: CAT

102   Basic Computer Applications (3)

This course provides students with basic computer applications training. Hands-on training will be provided in a Windows-based operating environment, electronic mail, the World Wide Web, computerized library skills, word processing and electronic spreadsheets. This course will provide the necessary introductory level training for students who have never used microcomputers and/or applications software. It is a hands-on lab course. No prerequisites. Students may attempt to test out. (CAT 102 meets the computer proficiency requirement at PACE).

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.

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 U.S. 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. This course is for students majoring in the BS in Emergency Management. *(Offered in Spring B and Fall B terms only)*

English; Prefix: ENG

To avoid duplication of coursework, please note that the following is an equivalent courses which may not be repeated: ENG 312 to ENG 202; ENG 302 to ENG 302.

*All ENG literature courses listed meet the distribution requirements for Humanities except for ENG 102, ENG 202, ENG 302 and ENG 357.

ENG 102, 202 and 302: refer to the English Placement Assessment section under Academic Advising & Resources in this Student Bulletin. A withdrawal "W" is considered an attempt.

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 course grade of C is required. Two attempts maximum.

202   Strategies for College Writing (Formerly ENG 212) (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 (Formerly ENG 329) (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 grade 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.

Environmental Sciences; 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 the study of 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 ecosphere. Examines scientific as well as social issues related to all three. Global warming section includes discussion of the *El Niño* Southern Oscillation.

Health Services 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, as it pertains to the health care system, health related legislation, regulatory agencies and 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 these 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 BS in Health Services Administration. *(Offered in Spring B and Fall B terms only)*

History; Prefix: HIS

To avoid duplication of course work, please note that the following is an equivalent course which may not be repeated: HIS 315 to HIS 309.

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.

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 & 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 & 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).

Humanities; Prefix: HUM

To avoid duplication of coursework, please note that the following is an equivalent courses which may not be repeated: HUM 301 to HUM 303.

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 workshopped 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.

Information Technologies; 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 microcomputer, and develop hand-on technical skills using current architectures as needed to support PC environments. Prerequisite: 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: CAT 102, IT 200.

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, CAT 102.

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, CAT 102.

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: CAT 102, 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: CAT 102, IT 200.

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: CAT 102, 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: CAT 102, IT 200.

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: CAT 102, 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.

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: CAT 102 and IT 200 and 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.

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: CAT 102, 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 BS in Information Technology. *(Offered in Spring B and Fall B terms only)*

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 and ENG 302.

320　Civil Litigation (3)

Civil litigation process emphasizing personal injury law (torts), rules of procedure, filing complaints, pretrial 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.

Mathematics; 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.

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) (Formerly MUS 301)
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 music and musical 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.

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 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. Prerequisites IT 310.

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.

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.**

Personal Financial Planning; Prefix: PFP

348   Fundamentals of Financial Planning (3)

This course introduces the fundamental issues of personal financial planning. It is designed to provide 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 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 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 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 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 (3)

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 CFP ® Certification. Prerequisites: PFP 348, 350, 410, 412, 414, and 416. *(Offered in Spring B and Fall B terms only.)*

Philosophy; Prefix: PHI

To avoid duplication of coursework, please note that the following is an equivalent courses which may not be repeated: PHI 353 to PHI 352.

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. Co-requisite: 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 (Formerly PHI 353)

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.

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 actors in the international system; foreign policy formation; 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.

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 (Formerly PSY 281) (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 and Alcohol Abuse (3)

A general orientation to psychopharmacology, the relationship between behavior and the actions and the effects of drugs, terminology of drugs and drug use, prevention and treatment programs, psycho-legal aspects.

304   Essentials of Lifespan Development (Formerly PSY 382) (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 (Formerly PSY 325 and PSY 326) (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. Prerequisite: PSY 206. **(Does not meet distribution requirement).**

329 Understanding and Coping With Stress (Formerly MGT 308) (3)
An 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 (formerly PSY 303) (3)
The course will provide an overview of techniques drawn from management theory, psychology, and sociology that will be helpful in counseling employees. **(Does not meet distribution requirements).**

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 (Formerly PSY 413) (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 (Formerly PSY 414) (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. **(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. **(Does not meet distribution requirements).**

434   Behavior Disorders in Childhood and Adolescence
      (Formerly PSY 452 and PSY 462) (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. **(Does not meet distribution requirements).**

Public Administration; Prefix: PUB

To avoid duplication of coursework, please note 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 of 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 (Formerly PUB 402) (3)
      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 (Formerly PUB 410) (3)
      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 Management 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; 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)*

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 (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)

This course focuses on the physical, social, and emotional development and mastery of growth crises from birth to mid-adolescence. Included in the course are current theories and research about the early years of the life cycle, with particular emphasis on the nature and ways in which culture, ethnicity, and community influence and shape development. Prerequisite: SWS 336. **(Does not meet distribution requirements).**

Sociology; Prefix: SOC

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.

301   American Family (3)

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

305   Issues in Culture (3)

A 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.

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, post industrialization, the relationship between work and family, housework, professionalization, and the consumer culture.

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 place within it.

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.

Speech; Prefix: SPE

To avoid duplication of coursework, please note that the following is an equivalent courses which may not be repeated: SPE 301 to SPE 305.

303   Voice and 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) (Formerly SPE 301)

An overview of the theory of communication. Emphasis on organizational communication, small groups, and public communication in organizations.

402   Oral Communication (3)

A practical study designed to develop effective listening, speaking, and confrontation skills. Use and interpretation of body language.

403   Oral Interpretation (3)

An 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.

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.

Theology; Prefix: THE (Formerly REL prefix)

To avoid duplication of coursework, please note that the following is an equivalent courses which may not be repeated: THE 351 to THE 352.

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 (Formerly THE 351) (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.

Graduate Course Descriptions

Administration; Prefix: ADM

To avoid duplication of coursework, please note that the following is an equivalent course which may not be repeated: HRD 652 to ADM 652.

Note:

ADM 511W will be a required workshop for all provisionally accepted M.A.A. Program students whose undergraduate degree cumulative grade point average (GPA) is below 3.5 or for those who have been out of school more than four years. This workshop must be taken in the student's first term and must be successfully completed with a passing grade of "CR" to proceed as fully accepted in the M.A.A. program.

511W Graduate Writing & Research (non-credit)

This thirty-two hour workshop is intended to bring prospective students in line with the academic rigor of graduate school and post-graduate careers. Workshop topics include summaries, annotated bibliographies, critiques, proposals, and literature reviews. Strategies for adult learners include reading critically, organizing and developing ideas, choosing the appropriate vocabulary, style, and tone for academic writing, and revising one's own work. The workshop also includes a review of basic statistics. (Offered online only)

505 Human Resource Administration (3)

This course is an overview of Human Resource administrative functions in contemporary organizations including human resource planning, human resource strategy, performance evaluation, employee benefits, compensation, career planning, labor relations, discipline, and safety and health. This course will examine how organizations meet their objectives through human resource administration, and how human resources align with the organization's mission, vision, and strategy.

515 Information Technology Concepts (3)

This course examines information systems in today's organizations. Managing computer resources will be discussed with emphasis on the way information technology is used to meet organizational needs.

517 Financial Concepts for Administration (3)

The purpose of this course is to provide students in administration and non-financial administrators an opportunity to develop a comprehensive understanding of the use and interpretation of basic financial concepts and how they relate to administrative decisions.

521 Applied Organizational Concepts (3)

The course will address the administration and organizational behavior competencies required to be successful in the twenty-first century workplace. Emphasis is placed on managing and leading for high performance in today's dynamic, constantly changing work environment.

525 Administrative Strategies (3)

This course focuses on the goal oriented methods and techniques of developing administrative strategies necessary to lead departments and organizations. Strategy formulation and implementation are complex interactive processes which involve politics, organizational culture, values, vision, mission, and administrative styles which influence administrative decisions and outcomes.

535 Research Methodologies (3)

This course provides an opportunity for students to explore research that relate to administrative and technical processes using various research techniques. Students undertake an in-depth review and critical investigation using qualitative and quantitative analysis. Students will be exposed to various tools and techniques appropriate to applied research and will develop a research design based on an instructor-approved topic. The research design may be used as a foundation for the capstone project.

545 Values and Ethics in Administration (3)

This course is designed to create an awareness and sensitivity to the values and ethical issues inherent in private and public administration decisions. The Judeo-Christian moral basis for the values and ethical practices in government and business today will be presented along with the legal requirements for complying with legislated ethical standards.

553 Administrative Leadership Theory & Practice (3)

This course is designed to develop the understanding and application of administrative leadership theory. The course uses research and analysis of great leaders (however defined) from a variety of domains, social, religious, political, business and athletic, or entertainment…to develop a more sophisticated comprehension of administrative leadership.

568 Changing Environment of Administration (3)

This course addresses the impacts on administrative decision-making from external environments including the political, natural, international, technical, and societal environments.

652 Diversity in Workplace (Formerly HRD 652) (3)

Explores the training and development of a culturally sensitive work force. Examines and explores innovative techniques for dealing with institutional "isms" (e.g., sexism, ageism, etc.) as they relate to management, training, conflict resolution, career development, mentoring, performance appraisals, team-building, and peer rating methods.

680 Project Management (3)

This course examines the technical and administrative aspects of complex projects. Students will learn the project life cycle and software tools to create functional, managerial, and organizational requirements to manage groups and plan and control projects.

699 Capstone: Applied Project (3)

The Applied Project is a supervised capstone for the master's program. It is an independent, web-supported study with a graduate faculty mentor/instructor. The project is designed to build from knowledge gained during the program and to make connections between academic and professional work. Prerequisite: Successful completion of other coursework in the program. *(Offered in Spring B and Fall B terms only.)*

Information Technology; Prefix: IT

640   E-Technologies (3)

This course presents various cutting-edge technologies and tools used to create e-technology solutions. Students will examine standards and web methodologies for designing and developing e-systems. Extensive discussions of the requirements, issues and infrastructure of e-technologies will be presented. Prerequisite: IT338 or equivalent.

675   Human–Computer Interaction (HCI) (3)

This course examines the user interface design, implementation and evaluation with a strong emphasis on practical ways to improve human performance. Students will learn the relation of human-computer interaction (HCI) to other aspects of software engineering and investigate the techniques of interactive systems design (ISD) and the philosophy of user centered design. The course provides students with the skills needed to assign and implement interactive system, and helps them appreciate the advantages and disadvantages of ISD.

Public Administration; Prefix: PUB

Note:

PUB 511W will be a required workshop for all provisionally accepted M.P.A. Program students whose undergraduate degree cumulative grade point average (GPA) is below 3.5 or for those who have been out of school more than four years. This workshop must be taken in the student's first term and must be successfully completed with a passing grade of "CR" to proceed as fully accepted in the M.P.A. program.

511W Graduate Writing & Research (non-credit)

This thirty-two hour workshop is intended to bring prospective students in line with the academic rigor of graduate school and post-graduate careers. Workshop topics include summaries, annotated bibliographies, critiques, proposals, and literature reviews. Strategies for adult learners include reading critically, organizing and developing ideas, choosing the appropriate vocabulary, style, and tone for academic writing, and revising one's own work. The workshop also includes a review of basic statistics. *(Offered online only—non-credit.)*

501   Introduction to Public Administration (3)

This course introduces the history and practice of public administration in the United States at the national, state, and local levels. Topics include public policy, organizational theory, budgeting procedures, intergovernmental administration, human resources, the ethics of public service, and the impact of the information age. *(Offered online only.)*

503   Theories, Principles, & Practice of Public Administration (3)

The course will focus on the classic writings that have framed the foundation of public administration over the past 120 years. The subject matter will be taught with application to current public administration practice as its principle objective.

535   Research Methodologies (3)

This course provides an opportunity for students to explore research that relate to administrative and technical processes using various research techniques. Students undertake an in-depth review and critical investigation using qualitative and quantitative analysis. Students will be exposed to various tools and techniques appropriate to applied research and will develop a research design based on an instructor-approved topic. The research design may be used as a foundation for the capstone project.

545   Values and Ethics in Public Administration (3)

This course is designed to create an awareness and sensitivity to the values and ethical issues inherent in public administration decisions. The importance of ethics in maintaining public trust in the context of representative democracies will be emphasized. Classic moral philosophies will be studied as the basis for the values and ethical practices in government today. In addition the legal requirements for complying with legislated ethical standards will be studied.

605   Public Policy Analysis and Evaluation (3)

Program analysis and evaluation is a seminar designed to examine the theory and practice of public program analysis as it is conducted in complex political environments.

609   Seminar in Public Financial Administration (3)

This course presents the principles of financial management in the public sector. Topics include public sector operating and capital budgets, expenditures and revenues, and financial reporting and analysis at the federal, state, and local level as well as the role of financial administration in promoting the common good.

611   Seminar in Public Human Resources Administration (3)

This course presents the principles of public personnel management and human resource administration and examines the balance between organizational and individual needs. Topics includes the functional and technical aspects of human resources, strategic and operational concerns, the history of the civil service, constitutional/legal issues, employee benefits, recruiting/hiring/developing/retaining high quality employees, and labor union/management relations.

622   Non-Profit Administration (3)

This course provides the student with an understanding of the role of non-profit organizations in the scope of public-private purposes. It examines the role of boards and staff, vision and mission, funding and accountability, excellence in operations, and sustainability.

623   Productivity Improvement in the Public Sector (3)

This course examines techniques for measuring and improving productivity in public organizations. Current and historical public management theories will be taught and analyzed.

635   Leadership in Public Purpose Organizations (3)

Leadership is essential in any organization for it to be effective. This course will review the very special characteristics of leadership in public purpose organizations. Issues such as the impact of the political process on leadership, navigating media storms, leading and empowering employees, and maintaining a focus on public purpose will be addressed.

647   Public Law and Administration (3)

The role of public administrative law and procedure will be taught as it applies to both public and private decision-making. The effects of public administrative law and rule making will be presented along with the oversight provided by legislatures and public policy processes inherent in making and sustaining public policy.

650   Public/Private Enterprise (3)

This course will review the scope of public/private enterprise structures in the United States. Further, it will review the scope of public purchasing, public/private partnerships, privatization of public services and contracting for public services from the private sector.

660   Public Policy and the Administrative Process (3)

The classic confrontation between "politics" and "administration" will be examined in this course. The historical context of the "Good Government Movement" of the nineteenth century; the rise of the professions in public management; the issues of responsiveness and patronage will be taught and application made to current state and local government administrative practice. The political process and public policy making will be examined.

670   Public Planning and Growth Management (3)

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

699   Capstone: Applied Project (3)

The Applied Project is a supervised capstone for the master's program. It is an independent, web-supported study with a graduate faculty mentor/instructor and a professional in the field to guide relevance to current public administration practice. The project is designed to build from knowledge gained during the program and to make connections between academic and professional work.

PACE Institute for Training and Professional Development (Non-Credit Programs)

Programs (Non-Credit)

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.

Policies

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.

Program Descriptions

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 compe-

tencies 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

Share 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)

About EMS/Fire Programs

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.

Licensure Credits

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)

Policies

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.

Admissions Requirements

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.
- Complete health examination form by an MD, DO, NP or PA and obtain required immunizations www.barry.edu/emt/admissions/.

Program Descriptions

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.

SEMESTER 1:
- 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 contact or clock hours)
- EMS (2603F) Ambulance/Fire Rescue Ride Time (60 contact or clock hours)

SEMESTER 2:
- 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)

SEMESTER 3:
- 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)

SEMESTER 4:
- 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 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 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 sup-

ply, 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 chose 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 conven-

tions 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.

PACE Administrative Organization 2016-2017

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 W. 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 Francisco, M.B.A.
Associate Dean, Academic and Student Affairs	TBA
Assistant Dean of Academic Affairs	Kathy Weigand, M.Ed.
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 Arts in Human Services	TBA.
Academic Coordinator, Information Technology	Khaled Deeb, Ph.D.
Academic Coordinator, Mathematics	Carol Warner, Ed.D.
Academic Coordinator, Music	Peter W. 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, Art, 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 Program	Jason Smith, M.S.
EMS Program Coordinator	Joshua Cornblit
Fire Program Coordinator	Kenneth Yost, B.S.
AHA Training Coordinator	Debra 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/Admission Support Specialist (Miami)	Linda Arney, M.P.A.
Recruiter/Admission Support Specialist (South Dade)	Kamy Theodoris, M.P.A.
Recruiter/Admission Support Specialist (Broward)	Chantal Achille, M.B.A.
Senior Recruiter/Admission Support Specialist (Jacksonville)	Holly Ann Haines-Kohl, M.A
Recruiter/Admission Support Specialist (Orlando)	Michelle Czechowski, M.A
Recruiter/Admission Support Specialist (Southwest Florida)	Dawn Pike, M.S.M.
Miami Dade & Broward Counties Regional 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, M.P.H.
Academic Advisor/Recruiter	TBA
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.

PACE Faculty

		Site Location
Peter W. Brewer, D.M.A.	Assistant Professor of Music	Kendall
Barry J. Brock, Ed.D.	Assistant Professor of Health Services Administration	Orlando
M. Leigh Broxton Bragg, Ph.D.	Assistant Professor of Public Administration	Orlando
Alvaro Carreras, Jr. D.B.A.	Assistant Professor of Administration	Kendall
TBA	Professor of English	Pembroke Pines
Khaled Deeb, Ph.D.	Associate Professor of Information Technology	Miami Shores
Timothy, DePalma, Ph.D.	Assistant Professor of Emergency Management	Pembroke Pines
Sean Erwin, Ph.D.	Assistant Professor of Philosophy	Miami Shores
Patricia Feito, Ph.D.	Associate Professor of English	Miami Shores
Celeste Fraser Delgado, Ph.D.	Professor of English and Humanities	Miami Shores
Daniel Hahn, M.A.	Lecturer/Academic Coordinator	Santa Rosa County
Carole Huberman, Ph.D.	Assistant Professor of Public Administration	Pembroke Pines
Andrea Keener, Ph.D.	Associate Professor of Behavioral Science	Miami Shores & Pembroke Pines
Pamela Luckett, Ph.D.	Assistant Professor of Information Technology	Melbourne
Marilyn Marousek, Ph.D.	Assistant Professor of Human Resources	Fort Myers
Jalane M. Meloun, Ph.D.	Professor of Administration	Miami Shores
Richard G. Orman, Ph.D.	Professor of Public Administration	Palm Beach Gardens
TBA	Assistant Professor of Information Technology	Kendall
Michael J. Provitera, D.B.A.	Associate Professor of Organizational Behavior	Cutler Ridge
Sandra Roberts, Ph.D.	Associate Professor of Administration	Cape Canaveral
David Romano, Ph.D.	Assistant Professor of Behavioral Science	Orlando
John Rushing, D.B.A.	Assistant Professor of Administration	Tallahassee
Sandra Schrouder, Ph.D.	Associate Professor of Public Administration	Davie
Robert Scully, D.B.A.	Professor of Organizational Behavior	Miami Shores
Eric Smith, Ed.D.	Assistant Professor of Public Administration	Melbourne
Carol-Rae Sodano, Ed.D.	Professor of Organizational Leadership and Sociology	Fort Myers
Stephen E. Sussman, Ph.D.	Associate Professor of Public Administration	Palm Beach Gardens
Ann S. F. Swaner, Ph.D.	Associate Professor of Theology	Miami Shores
James J. Talerico, Ph.D.	Assistant Professor, Public Administration	Pembroke Pines
Carol Warner, Ed.D.	Associate Professor of Mathematics	Palm Beach Gardens
David G. Wolf, Ph.D.	Associate Professor of Health Services Administration	Pembroke Pines
Anita Zavodska, Ph.D.	Associate Professor of Environmental Sciences	Davie

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For more information on who can apply, how to apply, and the scholarship application process, visit http://www.barry.edu/scholarships/.

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www.barry.edu/online ■ Demo to test drive an online course ■ Student Resources ■ Programs	PACE Online Website
https://barry.instructure.com/ ■ Canvas Portal ■ Canvas Training and Resources ■ Access to online classes	Online Learning
https://canvas.instructure.com/courses/1016172	Online Demo Course
http://apps.barry.edu ■ BucWis ■ Student Web ■ Webmail ■ WebAdvisor	Cloud environment for remotely using internal online resources and software found on PC's in the computer labs from off campus. Data Storage: S: Drive to which students can save information in a cloud environment. Virtual Lab: Microsoft products, Adobe Acrobat Pro 10, SPSS, etc.
http://webmail.barry.edu/	Barry University Webmail
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www.barry.edu/bookstore/	Barry University Bookstore
www.barry.edu/commencement/	Information about activities, announcements, ceremonies, directions, accommodations, exit interviews, etc.

www.barry.edu/student-handbook/	Student Handbook on Barry University policies, student's rights and responsibilities, student services, etc.
www.barry.edu/scholarships.	Barry University Scholarship System
http://help.barry.edu	IT Support Desk (305) 899-3604

Public Safety

Hopper Building
Phone: (305) 899–3335
Email: psdoffice@barry.edu
Web: www.barry.edu/public-safety/

Crime Prevention Office
Hopper Building
Phone: (305) 899–3338

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