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). It is the obligation of all 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.
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Barry University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, 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 Masters 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 Program** are approved by the Florida Department of Health, Board of Clinical Laboratory Personnel and accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). The 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 (PreK/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 PreK-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 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).
Barry University does not discriminate on the basis of race, religion, sex, national or ethnic origin, or physical limitation. This includes policies and procedures related to membership on the Board of Trustees, the educational program, employment and personnel practices, admissions, scholarships/grants/loans, and participation in athletic and other student activities. This institution is authorized to enroll non-immigrant alien students.

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

History

Originally conceptualized by the Most Reverend Patrick Barry, Bishop of St. Augustine, and Reverend Mother Mary Gerald Barry, Prioress General of the Dominican Sisters of Adrian, Michigan, plans for Barry College received active support from Reverend William Barry, pastor of St. Patrick’s Church of Miami Beach, and John Thompson, Mayor of Miami Shores, Florida. In June 1940, a forty-acre tract of tropical vegetation located in residential Miami Shores was transformed into the campus of Barry College. By action of the Board of Trustees, the college became Barry University on November 13, 1981. Today’s University community is comprised of approximately 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.


Continued development and expansion of the Barry community are promoted to keep pace with the growth and excellence of the educational programs and to meet the needs of the ever-increasing student population. The physical plant includes fifty-four buildings, with indoor and outdoor athletic facilities, spread over eighty 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 Student Right To Know and Campus Security Act (PL 101-542). Specific information regarding this act may be obtained in the Office of Public Safety.
Family Educational Rights and Privacy Act of 1974

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

Sites by County
www.barry.edu/PACE

Main Office
Frank J. Rooney School of Professional And Career Education
11415 NE 2nd Avenue
Miami Shores, FL 33161
Phone: (305) 899-3000
Toll Free: (800)-945-BARY
Fax: (305) 899-3346

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

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

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

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

Collier County
Contact the Fort Myers Site
Phone: (239) 278-3041
Fax: (239) 278-3346

Duval & Clay Counties
Jacksonville Site
Potter’s House Christian Fellowship
Kingdom Plaza
5310 Lenox Avenue, Unit 10
Jacksonville, FL 32205
Phone: (904) 394-0875
Fax: (904) 394-0876

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

Leon County
Tallahassee
Online Advising Center
Phone: (850) 385-2279
Fax: (850) 385-7576
(Online programs only)
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

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

**Kendall Site**
8900 SW 107th Avenue, Suite 205
Miami, FL 33176
Phone: (305) 275-2761
Fax: (305) 275-8492

Orange County

**Orlando (South), 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

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

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)*

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

**Pembroke Pines Main Office**
15800 Pines Boulevard, Suite 201
Pembroke Pines, FL 33027
Phone: (305) 899-3352
FAX: (954) 437-6287
# 2015–2016 PACE Academic Calendar

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

## Fall Semester 2015: August 10–December 5

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<th>Event</th>
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<tbody>
<tr>
<td>August 7</td>
<td>Fall A portfolio submission for March 2016 degree completion</td>
</tr>
<tr>
<td>August 10</td>
<td>Fall A Session begins</td>
</tr>
<tr>
<td>August 10-14</td>
<td>Late Registration &amp; Schedule Adjustment Period (Students who drop individual courses during this period will be charged 20 percent and receive a “W” grade)</td>
</tr>
<tr>
<td>August 14</td>
<td>Deadline to apply for October 2015 degree completion</td>
</tr>
<tr>
<td>September 7</td>
<td>Labor Day Holiday: Offices Closed/No Classes</td>
</tr>
<tr>
<td>September 11</td>
<td>Deadline to apply for December 2015 degree completion and December Commencement</td>
</tr>
<tr>
<td>September 16</td>
<td>Last day to withdraw from Fall Session A with a “W” grade</td>
</tr>
<tr>
<td>September 25</td>
<td>Last day to submit coursework to instructor to redeem “I” grades for Summer Session</td>
</tr>
<tr>
<td>October 5</td>
<td>Session A ends</td>
</tr>
</tbody>
</table>

### Fall Session A (August 10–October 5, 2015)

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<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>October 8</td>
<td>Fall Session B begins</td>
</tr>
<tr>
<td>October 8–14</td>
<td>Late Registration and Schedule Adjustment period (Students who drop individual courses during this period will be charged 20 percent and receive a “W” grade)</td>
</tr>
<tr>
<td>October 12</td>
<td>Fall B portfolio submission for March 2016 degree completions</td>
</tr>
<tr>
<td>November 13</td>
<td>Last day to withdraw from Fall B with a “W” grade</td>
</tr>
<tr>
<td>November 25</td>
<td>Last day to submit coursework to instructor to redeem an “I” grade for Fall Session A</td>
</tr>
<tr>
<td>November 26–28</td>
<td>Thanksgiving Holiday: Offices Closed/No Classes</td>
</tr>
<tr>
<td>December 5</td>
<td>Fall Session B ends</td>
</tr>
<tr>
<td>December 12</td>
<td>Commencement Ceremony</td>
</tr>
<tr>
<td>December 18, 2015–January 4, 2016</td>
<td>Christmas Holidays: Offices Closed/No Classes</td>
</tr>
</tbody>
</table>
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#### Spring Session A (January 4–February 29, 2016)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 4</td>
<td>Spring Semester begins</td>
</tr>
<tr>
<td>January 4-8</td>
<td>Late Registration and Schedule Adjustment period (Students who drop individual courses during this period will be charged 20 percent and receive a “W” grade)</td>
</tr>
<tr>
<td>January 8</td>
<td>Deadline to apply for March 2016 degree completion</td>
</tr>
<tr>
<td>January 11</td>
<td>Spring A Portfolio Submission for July 2016 degree completion</td>
</tr>
<tr>
<td>January 18</td>
<td>Martin Luther King, Jr. Day: Offices Closed/No Classes</td>
</tr>
<tr>
<td>January 22</td>
<td>Deadline to apply for May 2016 degree completion and May Commencement</td>
</tr>
<tr>
<td>February 12</td>
<td>Last day to withdraw from Spring Session A with a “W” grade</td>
</tr>
<tr>
<td>February 19</td>
<td>Last day to submit coursework to instructor to redeem “I” grades for Fall Session B</td>
</tr>
<tr>
<td>February 29</td>
<td>Spring Session A ends</td>
</tr>
</tbody>
</table>

#### Spring Session B (March 3–April 30, 2016)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 3</td>
<td>Spring Session B begins</td>
</tr>
<tr>
<td>March 3-9</td>
<td>Late Registration and Schedule Adjustment period (Students who drop individual courses during this period will be charged 20 percent and receive a “W” grade)</td>
</tr>
<tr>
<td>March 14</td>
<td>Spring B Portfolio Submission for July 2016 degree completion</td>
</tr>
<tr>
<td>March 24-27</td>
<td>Easter Holiday: Offices Closed/No Classes</td>
</tr>
<tr>
<td>April 15</td>
<td>Last date to withdraw from Session B with a “W” grade</td>
</tr>
<tr>
<td>April 22</td>
<td>Last day to submit coursework to instructor to redeem “I” grades for Spring Session A</td>
</tr>
<tr>
<td>April 30</td>
<td>Spring Session B ends</td>
</tr>
<tr>
<td>May 7</td>
<td>Commencement</td>
</tr>
</tbody>
</table>

### Summer Semester 2016: May 23–July 25

#### Summer Session (May 23–July 25, 2015)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 23</td>
<td>Summer Session begins</td>
</tr>
<tr>
<td>May 23-27</td>
<td>Late Registration and Schedule Adjustment period (Students who drop individual courses during this period will be charged 20 percent and receive a “W” grade)</td>
</tr>
<tr>
<td>May 30</td>
<td>Memorial Day Holiday: Offices Closed/ No Classes</td>
</tr>
<tr>
<td>June 24</td>
<td>Deadline to apply for August 2016 degree completion</td>
</tr>
<tr>
<td>July 1</td>
<td>Last date to withdraw from Summer session with a “W” grade</td>
</tr>
<tr>
<td>July 4</td>
<td>Independence Day Holiday: Offices Closed/No Classes</td>
</tr>
<tr>
<td>July 15</td>
<td>Last day to submit coursework to instructor to redeem “I” grades for Spring Session B</td>
</tr>
<tr>
<td>July 25</td>
<td>Summer Session Ends</td>
</tr>
</tbody>
</table>
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.

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.

Admission Requirements

PACE has traditionally served adult learners. 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.

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.

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 shortly after an 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 coursework. Grades and grade point averages will not be transferred, nor will they appear on the Barry transcript.

Grades of “P”, “CR” or “S” are eligible for transfer, if the Office of Transcript Evaluation has a statement from the institution where 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 on 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 formal courses and educational programs sponsored by non-collegiate organizations and evaluated by the American Council on 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.

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 service-members. 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.

Eligibility for Admission
International students may be admitted to Barry University if they meet the University’s admission requirements. For the purposes of admission and immigration an international applicant is one whose country of birth, citizenship, and permanent residency are not the United States.
The basic admission requirement for international students is determined by the University and varies with the applicant. An international student may not register for any courses until full acceptance to the University has been granted.

**General Application Procedures**

**Application Procedures**

1. Please follow application procedures for freshmen or transfer applicants, depending on your entry status, as stated earlier in this catalog.

2. Educational documents must be supplied as follows:
   a. Official transcripts should be sent to Barry University directly from all institutions attended.
   b. Certified and notarized records from foreign institutions may be submitted by applicants, but the University may insist that such transcripts be sent directly to Barry University from the issuing institutions.
   c. Once credentials are submitted to the Office of Admissions, they become the property of Barry University and will not be surrendered.

3. Transcript Evaluation Policy: International credentials from an educational system other than the United States must be evaluated by a foreign credential evaluator who is a member of the National Association of Credential Evaluation Services (NACES). The Office of Admissions maintains a listing of approved evaluation agencies. The admission decision and transfer evaluation require official transcripts, English translation, and professional evaluation. The cost of the professional evaluation is the responsibility of the applicant.

4. English Translations: Documents in a language other than English must be accompanied by certified English translations including course syllabi. Translations supplement but do not replace original documents. Both should be sent.

5. English Proficiency: International applicants who do not give evidence of being a native English speaker, including those applying for transfer from U.S. institutions, are required to submit a score of 61 on the Internet-based English as a Foreign Language (TOEFL). An applicant who scores less than 61 on the Internet-based will be required to improve his/her English proficiency. For TOEFL application, refer to www.toefl.org or write to: The TOEFL Program, Box 899, Princeton, NJ 08540, U.S.A.

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

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

An international applicant under consideration for a waiver of the TOEFL must also satisfy all other requirements for admission to the University. Intensive English instruction is offered at Barry University through the ELS Language Centers. Applicants who complete master’s level 112 at the ELS Language Centers are not required to sit for the TOEFL examination.
Applicants who wish to study in the ELS Language Centers prior to applying for an academic program should contact mia

**Director, ELS Language Centers**
Barry University
11300 N.E. Second Avenue
Miami Shores, Florida 33161

**Enrollment Requirements**

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

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

2. A bank letter stating that the applicant or his/her sponsor has the funds available to pay the total cost associated with attending Barry University. The required amount is determined by the program. The financial verification form and the bank letter must be dated no more than six months prior to starting classes at Barry University.

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

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

International applicants should be familiar with the regulations of their governments about sending money to the United States and should make arrangements to have the necessary funds available at the designated times of enrollment. Documentary evidence of means of financial support must be attached to the SEVIS Certificate of Eligibility when applying for the student visa at the United States Embassy or Consular office.

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

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

**Arrival-Departure/School Transfer**—Non-immigrant visa students are required to attend Barry University as indicated on the I-20 Eligibility form by Barry University and later approved and stamped by immigration officials at the U.S. port of entry. They are expected to complete at least one semester at this institution prior to requesting transfer to any other educational institution.

**Medical Requirements**—It is assumed that an applicant is in good health and able to maintain a serious program of study. Before coming to the University, accepted candidates are strongly encouraged to submit a physician’s report in English for approval by Barry’s Student Health Services Office. Proof of adequate health insurance is required (with coverage of at least U.S. $50,000.00). Proof of insurance benefits must be provided in English to Barry’s Student Health Services Office. If proof is not available, a student will be issued health insurance by the University, and billed accordingly.
Admitted applicants must also demonstrate that they have had all vaccinations including diphtheria and tetanus within the last ten years, measles, mumps, and rubella (two doses). All students without U.S. permanent residency or citizenship are required to comply with University policy.

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

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

<table>
<thead>
<tr>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition is $454.00 per undergraduate credit hour.</td>
</tr>
<tr>
<td>Tuition is $699.00 per graduate credit hour, off the Miami Shores campus.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fees</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Academic Program Fee for NSE Prefix Courses (Non-refundable)</td>
<td>$375.00</td>
</tr>
<tr>
<td>Technology Fee for CAT and IT Prefix courses</td>
<td>50.00</td>
</tr>
<tr>
<td>Distance Education Fee</td>
<td>125.00</td>
</tr>
<tr>
<td>CLEP Fee per credit</td>
<td>100.00</td>
</tr>
<tr>
<td>PACE Challenge Exam Fee IT190/200/CAT102 (Non-refundable)</td>
<td>75.00</td>
</tr>
<tr>
<td>Transcript, each</td>
<td>10.00</td>
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<tr>
<td>Corporate Deferred Payment Plan (per semester)</td>
<td>50.00</td>
</tr>
<tr>
<td>Non-reversible Late Payment Fee</td>
<td>250.00</td>
</tr>
<tr>
<td>Returned Check Fee</td>
<td>100.00</td>
</tr>
<tr>
<td>Portfolio Tuition Fee</td>
<td>1,950.00</td>
</tr>
<tr>
<td>Portfolio Materials</td>
<td>20.00</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>200.00</td>
</tr>
</tbody>
</table>

**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 information and maintain current valid postal address information at all times to ensure receipt
of all University correspondence in a timely manner. Barry University recognizes the university e-mail system as the primary electronic communication between the student and the University. Students are expected to check their 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

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Prior to the start of the session</td>
<td>100%</td>
</tr>
<tr>
<td>Through the first week of the session</td>
<td>80%</td>
</tr>
<tr>
<td>After the first week of classes</td>
<td>No Credit</td>
</tr>
</tbody>
</table>

### 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) 899-3354.

**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 PACE hours of operation are:
   - Monday to Thursday 8:30 a.m. to 5:30 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. If, however, you are unable to access this document on-line and/or would prefer a copy 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 [http://webadvisor.barry.edu](http://webadvisor.barry.edu).

7. **Corporate/Employer Reimbursement**

In order to defer payment of your tuition through your employer, please submit a letter on company letterhead at the time of registration. This letter is required each academic year and must state the following:

- Eligibility for reimbursement
- Amount to be reimbursed (flat fee or percentage based on grades)
- Period to be covered (calendar or fiscal year)

Additionally, you must complete a deferred payment plan form which can be obtained through your advisor or from the Cashier/Business Office at main campus. Payments are due six weeks after the end of term; to find out the exact dates call (305) 899-3322.

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**Refund Requests and Credit Balances**

Full-time 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 drop/add period. Students may sign up for direct deposit through WebAdvisor at [https://webadvisor.barry.edu](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.
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.
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 a 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 $581 to $5775.

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 4.29 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 4.29 percent for undergraduate students and 5.84 percent for graduate students.

For both types of loans, there is an origination fee and a federal default fee, not to exceed 1.068 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 6.84 percent. There
is an origination fee and a federal default fee, not to exceed 4.272 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 Direct Loan Servicing Center at www.myedaccount.com or by calling (800) 848-0979 or (315) 738-6634 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 Perkins Loan Program

This low-interest (5 percent) federally-subsidized loan, made by Barry University, is awarded to students based on exceptional financial need. A student must complete and sign a promissory note with the school. Repayment begins nine months after leaving school. These loans are generally awarded in amounts ranging from $1,000 up to $4,000 annually and are subject to funding availability.

**THE PRIVATE LOAN PROGRAMS** are for students who find the federal loans insufficient to meet their educational expenses. These loans are offered by private lending institutions and vary in interest rates and terms. While they are not **need-based**, students must be **credit-worthy** to borrow. Many of these loans are specifically tailored to undergraduate students. The PACE Financial Aid Office maintains information on these loan programs.

### 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 of certain veterans. Information may be obtained from the local or regional Veterans Administration Offices or online at [www.benefits.va.gov/gibill/](http://www.benefits.va.gov/gibill/). A student must be fully accepted into a degree-seeking program approved by the State Approving Agency for Veterans Training. The Veterans Administration will make determination of eligibility for benefits.
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.

Standards of Progress Policy for Veterans

A Satisfactory Progress Average (SPA), a variation of the Quality Point Average (QPA), indicates satisfactory progress for a student receiving veteran’s educational benefits. An SPA of 2.00 or greater for an undergraduate student is satisfactory; less than 2.00 is not satisfactory. Any time a student’s SPA is not satisfactory; he/she will be certified, in a probationary status, for only one additional semester. If, at the end of this additional semester, the student’s SPA is still below the satisfactory level, the Veterans Administration (VA) will be notified of the unsatisfactory progress and the student’s veteran 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.

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

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<td><strong>Federal Pell Grant</strong></td>
<td>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)</td>
<td>$581–$5,775 per academic year, dependent upon financial need</td>
<td>Submit the Free Application for Federal Student (FAFSA) The FAFSA can be submitted on-line at <a href="http://www.fafsa.gov">www.fafsa.gov</a>. 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 call the U.S. Department of Education (USDOE) at (800) 4FED-AID [(800) 433-3243] to have your SAR sent to us electronically. 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.</td>
</tr>
<tr>
<td><strong>Florida Resident Access Grant (FRAG)</strong></td>
<td>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)</td>
<td>Approximately $3,000 per academic year Subject to funding by the State of Florida</td>
<td>Complete a Florida Residency Affidavit. You may obtain the form at: <a href="http://www.barry.edu/faforms">www.barry.edu/faforms</a></td>
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<td><strong>Florida Student Assistance Grant (FSAG)</strong></td>
<td>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)</td>
<td>Approximately $400 per academic year Subject to funding by the State of Florida</td>
<td>Submit the Free Application for Federal Student Aid (FAFSA) Complete a Florida Residency Affidavit. You may obtain the form at: <a href="http://www.barry.edu/faforms">www.barry.edu/faforms</a></td>
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<tr>
<td><strong>Direct Stafford Student Loan (Subsidized)</strong></td>
<td>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 Dependent or independent student Satisfactory Academic Progress (SAP)</td>
<td>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)</td>
<td>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 <a href="http://www.studentloans.gov">www.studentloans.gov</a>. Submit the Free Application for Federal Student Aid (FAFSA)</td>
</tr>
</tbody>
</table>
### Financial Aid Programs—Cont’d

<table>
<thead>
<tr>
<th>Type of Aid</th>
<th>Eligibility</th>
<th>Award Amounts</th>
<th>Application Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct Staf-</strong>&lt;br&gt;ford Stu-&lt;br&gt;dent Loan (Unsubsi-&lt;br&gt;dized)**</td>
<td>Same as above for Subsidized&lt;br&gt;Meet criteria for independent student</td>
<td>Up to $6,000 per academic year for freshmen and sophomores; $7,000 for juniors and seniors; $20,500 for graduate students.</td>
<td>Same as above for Subsidized</td>
</tr>
<tr>
<td><strong>Federal Parent Loan for Under-graduate Students (PLUS)</strong></td>
<td>Degree-seeking&lt;br&gt;Enrolled at least half-time (6 credits)&lt;br&gt;Borrower (parent) must consent to and pass a credit check&lt;br&gt;U.S. citizen or permanent resident&lt;br&gt;Enrolled or accepted for enrollment&lt;br&gt;Satisfactory Academic Progress (SAP)</td>
<td>Up to the difference between the cost of education minus other financial aid</td>
<td>Submit the Federal Direct PLUS Loan Master Promissory Note (MPN)&lt;br&gt;Complete the Student Loan Entrance Interview Session (ENT)&lt;br&gt;The MPN and ENT can be completed online at <a href="http://www.studentloans.gov">www.studentloans.gov</a>.&lt;br&gt;Complete a Federal Direct Parent PLUS Loan Request Form at <a href="http://www.barry.edu/faforms">www.barry.edu/faforms</a>.&lt;br&gt;Submit the Free Application for Federal Student Aid (FAFSA)</td>
</tr>
<tr>
<td><strong>Direct Graduate PLUS Loan</strong></td>
<td>Degree-seeking&lt;br&gt;Enrolled at least half-time (4 credits)&lt;br&gt;Borrower must consent to and pass a credit check&lt;br&gt;U.S. citizen or permanent resident&lt;br&gt;Enrolled or accepted for enrollment&lt;br&gt;Satisfactory Academic Progress (SAP)</td>
<td>Up to the difference between the cost of education minus other financial aid</td>
<td>Submit the Direct Graduate PLUS Loan Master Promissory Note (MPN)&lt;br&gt;Complete the Student Loan Entrance Interview Session (ENT)&lt;br&gt;The MPN and ENT can be completed online at <a href="http://www.studentloans.gov">www.studentloans.gov</a>.&lt;br&gt;Complete a Federal Direct Graduate PLUS Loan Request Form at <a href="http://www.barry.edu/faforms">www.barry.edu/faforms</a>.&lt;br&gt;Submit the Free Application for Federal Student Aid (FAFSA)</td>
</tr>
</tbody>
</table>

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

Workplace and Instructional Technologies Services (wITs)

Workplace and Instructional Technologies Services (wITs) supports faculty and staff by training, troubleshooting, designing technical solutions, and serving as a central unit of support for distance education. Training for faculty and staff is held in the wITs training lab, Library 301, and is also customized according to topic, time, and location for the convenience of training participants. wITs' two full-time trainers extend support to students via in-class orientations and guest lectures on the use of Barry's course management platform and other technologies that support the fulfillment of learning objectives. wITs also maintains an online orientation for students that addresses student computing in general, with a special focus on distance learning (http://student.barry.edu > Academic Resources > Distance Learning & Technology Orientation). wITs collaborates with the Faculty Senate to provide special faculty development events. Call (305) 899-4005 for more information.

Client Services

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

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

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

**IT Support Desk**

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

**Labs and Instructional Facilities**

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

There are 127 computers available for students to use throughout campus. There are several locations throughout the Library with computers to use anytime during their hours of operation. A combination of fifty-six computers is available in the Library’s Reference Area. Thirty-two are traditional desktop PC’s, and there are twenty-four laptops available for check-out thru a self-service dispensing kiosk. There are also twenty-nine computers in Library 205, twenty-four in Library 206, and eight on the 4th floor. The desktop machines include over 150 software packages used in courses throughout the year. There are also five computers available in Thompson Hall, as well as five in Landon Atrium. Please visit http://library.barry.edu for the current hours of operation, or call (305) 899-3893.

Students can print from public access PC’s around campus, or from their own device to printers located throughout campus, which include Thompson Hall, Landon Atrium, Dalton & Dunspaugh Hall, Benincasa Hall, Dominican Hall, and Wiegand Center.

For teaching, there are nine networked classrooms for hands-on computer usage. Each room is equipped with an average of twenty-five Windows-based computer workstations, and a multimedia projection system. Faculty wishing to reserve a room can do so at http://bucwis.barry.edu/doit/departments/cs/classroom-request-form.html.
Printing Services

Printing for students is available throughout the Library. Laser printing in black and white is available for $0.05 per page, and $1.00 per page in color.

Infrastructure and Operations

Hernan Londono, Ph.D., Associate CIO

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

Conferencing, Media, and Studio Services

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

Conferencing, Media, and Studio Services provide support for audio, visual, and conferencing resources to the Barry University community in order to foster knowledge and academic achievement.

Conferencing and Media Services

Jennifer Holmes, B.S., Manager

The Conferencing and Media Services unit provides, maintains, and supports audiovisual and video-conferencing equipment throughout the main campus. Mobile computers and projection systems are only some of the equipment that faculty and staff can check out. Students need to coordinate with their professors if they need equipment for presentations. Faculty and staff can reserve equipment online at http://bucwis.barry.edu/doit/departments/io/forms/cms/audiovisualRequest.html. Twenty-four hour advance notice is required to reserve equipment. For additional information, please call (305) 899-3765.

David Brinkley Studio

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

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

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

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

BarryNet Accounts

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

Email

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

Barry Remote Access Services

Students are nomadic learners with their own devices who want to study and access resources from anywhere. In recognition of that, a virtual computer lab is available at http://apps.barry.edu. Students can not only access intranet sites and the latest learning management systems such as Blackboard, but also licensed software such as Minitab and SPSS.

Software Solutions and Information Management

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

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

Network and Telecommunications

Maximo Ramirez, B.S., Director

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

Wireless

Internet access is currently available throughout the entire Miami Shores campus via wireless. All of the residence halls offer wireless access, and nine provide Ethernet connectivity in addition to the wireless. Information on wireless locations is available by visiting http://help.barry.edu.
In support of the growth and development of the institution, IT Business Operations provides financial planning and analysis of information technology assets and resources and carries out technology sourcing and procurement strategies to optimize Barry University’s fiscal position. Services provided include:

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

Project Portfolio Management

Project Portfolio Management in the Division of Information Technology involves the oversight of the IT Portfolio. The IT Portfolio includes standard operations as well as atypical projects. The IT portfolio averages 60+ items that serve the Barry community. Examples of IT projects include:

- Satellite site expansions
- IT security system implementation
- Email migration
- Library mobile website development
- Web based applications development
- Internet connectivity upgrades
- Telephone system upgrades

Administrative Information Systems

Administrative Information Systems (AIS) manages and supports the centralized systems and applications that allow members of the Barry University community to process human resources, financial, and student data.

AIS maintains the University’s administrative database, Colleague, as well as other systems and applications such as WebAdvisor, SoftDocs, and more. WebAdvisor is an interactive web application that allows web users to view their individual personal information online. It provides direct access to Barry’s administrative information system. Students, faculty, and employees can access personal information at their own convenience through this secure web interface located at http://webadvisor.barry.edu.

Library Services

The Monsignor William Barry Memorial Library provides information resources, services, and facilities to support the educational objectives of the University. Students have access to a huge col-
lection of over 910,528 physical items, over 250 electronic databases, 55,000 online journal titles, 120,000 eBooks, and over 40,000 streaming videos and music.

Public Services

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

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

<table>
<thead>
<tr>
<th>Day</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td>10:00 a.m.–10:00 p.m.</td>
</tr>
<tr>
<td>Monday–Thursday</td>
<td>7:30 a.m.–12:00 a.m.</td>
</tr>
<tr>
<td>Friday</td>
<td>7:30 a.m.–10:00 p.m.</td>
</tr>
<tr>
<td>Saturday</td>
<td>8:00 a.m.–10:00 p.m.</td>
</tr>
</tbody>
</table>

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

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

Reference Services

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

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

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

<table>
<thead>
<tr>
<th>Day</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td>12:00 p.m.–6:00 p.m.</td>
</tr>
<tr>
<td>Monday–Friday</td>
<td>8:00 a.m.–8:00 p.m.</td>
</tr>
<tr>
<td>Saturday</td>
<td>12:00 p.m.–6:00 p.m.</td>
</tr>
</tbody>
</table>

24/7 reference information is available via LibAnswers on the Library Web page.
Technical Services

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

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

Archives and Special Collections

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

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

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.

<table>
<thead>
<tr>
<th>Location</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miami-Dade</td>
<td></td>
</tr>
<tr>
<td>Kendall</td>
<td>(305) 275-2761</td>
</tr>
<tr>
<td>Cutler Bay</td>
<td>(305) 969-5833</td>
</tr>
<tr>
<td>Broward County</td>
<td></td>
</tr>
<tr>
<td>Pembroke Pines</td>
<td>(954) 443-0561</td>
</tr>
<tr>
<td>Palm Beach Gardens</td>
<td>(561) 622-9300</td>
</tr>
<tr>
<td>Brevard County</td>
<td></td>
</tr>
<tr>
<td>Cape Canaveral</td>
<td>(321) 783-0162</td>
</tr>
<tr>
<td>Melbourne</td>
<td>(321) 409-5553</td>
</tr>
<tr>
<td>Orlando Area</td>
<td></td>
</tr>
<tr>
<td>Florida Mall Business Center</td>
<td>(407) 438-4150</td>
</tr>
<tr>
<td>Fort Myers</td>
<td>(239) 278-3041</td>
</tr>
<tr>
<td>Jacksonville</td>
<td>(904) 394-0875</td>
</tr>
</tbody>
</table>

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 web 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.

Computer and Network Usage Policy

Purpose and Scope
The computing facilities at Barry University are provided for the use of registered students, faculty and staff. All computer users are responsible for using the facilities in an effective, efficient, ethical and lawful manner. The University views the use of computer facilities as a privilege, not a right, and seeks to protect legitimate computer users by imposing sanctions on those who abuse the privilege.

The following conditions apply to the technology facilities and services at Barry University, managed by the Division of Information Technology. Violations of any of the conditions are considered unethical and possibly unlawful. An individual's computer use privileges may be suspended immediately upon the discovery of a possible violation of these policies. Such suspected violations will be confidentially reported to the appropriate faculty, supervisors, department chairmen, Division of Information Technology staff, or Vice Presidents.

Policies
- **COMPUTER USERS AGREE TO USE FACILITIES AND ACCOUNTS FOR UNIVERSITY RELATED ACTIVITIES ONLY.** Accounts are considered the property of Barry University. All access to networked computer systems must be approved by the Division of Information Technology. Attempts to use accounts without authorization or to use accounts for other than their intended purposes are all violations of this rule. Loopholes in computer security systems or knowledge of a special password should not be used to damage computer systems, obtain extra resources, take resources from another user, gain access to systems, or use systems for which proper authorization has not been given. Any attempt to overcome the security systems of any Barry University machine is strictly prohibited. The Division of Information Technology reserves the right to disable and/or terminate an account if any misuse is determined. Computer equipment and accounts are to be used only for the purpose for which they are assigned and are not to be used for commercial purposes or non-university related activities. Game playing is not allowed on the system during the academic semester if the machine is otherwise needed for legitimate academic use.
- Programs and files are considered confidential unless they have explicitly been made available to other individuals. Systems personnel may access files when necessary for the maintenance of central computer systems. When performing maintenance, every effort is made to insure the privacy of a user's files. However, if violations are discovered, they will be reported immediately to the appropriate Vice President.
- Electronic Communications facilities, such as electronic mail and other messaging systems are for university related activities only. Fraudulent, harassing, or obscene messages and/or materials are not to be sent or stored.
- **COMPUTER USERS AGREE TO RESPECT THE INTEGRITY OF THE SYSTEM.** No one should deliberately attempt to degrade the performance of a computer system or to deprive authorized personnel of resources or access to any university computer system.
Users shall not intentionally develop or use programs for the purpose of harassing other users of the facility, breaking into the system, or damaging system components.

**COMPUTER USERS AGREE TO THE PROPRIETARY RIGHTS OF SOFTWARE.** Computer software protected by copyright is not to be copied from, into, or by using campus computing facilities, except as permitted by law or by the contract with the owner of the copyright. In addition all Barry University computer users are required to abide by the guidelines of the university’s *Computer Software Policy.*

Other organizations operating computing and network facilities that are reachable via the Barry University Network (BarryNet) may have their own policies governing the use of those resources. When accessing remote resources through Barry University facilities, users are responsible for obeying both the policies set forth in this document and the policies of the other organizations.

Users must first consult with the Division of Information Technology prior to engaging in the following activities: establishing electronic data interchange (EDI) arrangements, electronic commerce activities, installing online database services, etc.

Files downloaded from the internet must be scanned with virus detection software before installation or execution. All appropriate precautions must be taken to detect viruses and to prevent the infection of university computers.

**Examples of Misuse**

Examples of misuse include, but are not limited to, the activities in the following list:

- Using the Campus Network to gain unauthorized access to any computer system.
- Knowingly or carelessly performing an act which will interfere with the normal operation of computers, terminals, peripherals, or networks.
- Knowingly or carelessly running or installing on any computer system or network, or giving to another user, a program intended to damage or to place excessive load on a computer system or network. This includes, but is not limited to, programs known as computer viruses, Trojan Horses, and worms, as well as programs like Napster that utilize a disproportionate amount of available network bandwidth.
- Attempting to circumvent data protection schemes or uncover security loopholes. This includes creating and/or running programs that are designed to identify security loopholes and/or intentionally decrypt secure data. This also includes programs contained within an account, or under the ownership of an account, that are designed or associated with security cracking.
- Deliberately wasting/overloading computing resources. This includes, but is not limited to, printing multiple copies of a document or printing out large documents that may be available on-line that could significantly impact other users printing resources.
- Sending unsolicited electronic mail messages to more than fifteen individual recipients. If legitimate messages need to be sent to large groups of people such as classes, clubs, or other administrative groups then distribution lists must be properly requested and/or utilized.
- Moving large files across networks during peak usage periods or prime hours such that it degrades resource performance. Prime hours will be considered to be Monday through Friday from 8 a.m. to 5 p.m.
- Storing large files on the systems which could compromise system integrity or preclude other users’ right of access to disk storage. Systems Administration staff may remove or compress disk files that are consuming large amounts of disk space, with or without prior notification.
- Masking the identity of an account or machine. This includes, but is not limited to, sending mail anonymously.
- Using your account for any activity that is commercial in nature; i.e., paid for by non-University funds. Commercial activities include, but are not limited to, consulting, typing services, and developing software for sale.
- Posting on electronic bulletin boards materials that violate existing laws or the University’s codes of conduct.
- Displaying sexually explicit, graphically disturbing, or sexually harassing images or text in a public computer facility, or location that can potentially be in view of other individuals.
- Attempting to monitor or tamper with another user’s electronic communications, or reading, copying, changing, or deleting another user’s files or software without the explicit agreement of the owner. Files owned by individual users are to be considered private property, whether or not they are accessible by other users.
- Installing unauthorized devices to the campus network without prior approval. This includes the installation of network server computers (machines configured to provide file/print sharing services, DHCP services, DNS services, WINS services, web page services, etc.) network appliances, network workstations, miscellaneous internet protocol devices, etc.

Activities will not be considered misuse when authorized in writing by appropriate University officials for academic or administrative purposes.

**Violations**

Violations of this policy will be dealt with in the same manner as violations of other university policies and may result in disciplinary review. In such a review, the full range of disciplinary sanctions is available including the loss of computer use privileges, dismissal from the University, and legal action. Violations of some of the policies may constitute a criminal offense. Barry University employees are responsible for understanding and observing the provisions of this policy.

*A complete listing of current Barry University technology policies can be found online on the Division’s intranet site at [http://bucwis.barry.edu/doit](http://bucwis.barry.edu/doit).*
PACE Division of Student Affairs

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.

Barry University Division of Student Affairs

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

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

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

Office of The Dean of Students and Student Advocacy
Landon Student Union, Suite 101
Phone: (305) 899-4926
E-mail: deanofstudents@barry.edu

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

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

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

Student Conduct Code
The university, through the Division of Student Affairs, established the Student Code of Conduct and it is contained in the Student Handbook. This Code is designed to assist in building an integrated, vibrant community that fosters the personal development of every Barry University student. As a member of the Barry community it is your responsibility to be familiar with the Code of Conduct and the university policies and procedures included in the Student Handbook.

The university’s Student Code of Conduct includes examples of misconduct for which students and/or student organizations are subject to disciplinary action by the university. The list does not contain major university policies (found in other sections of the Student Handbook) and should not be considered inclusive.

Student Handbook
The university’s Student Handbook, which includes the Student Code of Conduct, can be found online at www.barry.edu/student-handbook/.

Student Life
Enrollment in Barry University presumes an obligation on the part of the student to act at all times in a manner compatible with the university’s purpose, processes, and functions. Students are expected to uphold standards of personal and academic integrity and behavior, and further to respect the rights and privileges of all members of the Barry University community.
Judicial Policies
The university, through the Vice President for Student Services, has the duty and corollary disciplinary power to protect its educational purpose through setting standards of scholarship and student conduct and through regulation of the use of its facilities. Judicial processes and procedures are substantially secondary to the use of example, guidance, counseling, mediation, and admonition in the development of responsible student conduct. However, when these preferred means fail to resolve problems of student conduct, procedural safeguards allow for proper action while protecting the student from unfair impositions of serious penalties.
It’s never too early to think about graduation. That’s why students are doing their part to enhance the connection between our graduates and the Barry community through the Barry University Student Alumni Association. This select group of student leaders has developed a number of mentoring programs and special events to give their peers opportunities to preserve the valued traditions here on campus, while also leaving a legacy of their own. Whether it’s building connections within Barry’s growing network of alumni or showing your school spirit at athletic events, the Student Alumni Association is a great way to make the most of your college experience.

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

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

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

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

Phone: (305) 899-3970  
Web: [www.barry bkstr.com](http://www.barry bkstr.com)

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

**Campus Ministry**

Located directly behind Cor Jesu Chapel, in the center of the Miami Shores Campus

Phone: (305) 899-3650  
E-mail: campusministry@barry.edu  
Web: [www.barry.edu/campus-ministry/](http://www.barry.edu/campus-ministry/)

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

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

**Career Development**

_Landon Student Union, Suite 205_  
Phone: (305) 899-4010  
E-mail: careercenter@barry.edu  
Web: [www.barry.edu/career-development-center](http://www.barry.edu/career-development-center)

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

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

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

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

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

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

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

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Center for Counseling and Psychological Services

Landon Union, Room 105
Phone: (305) 899-3950
E-mail: counselingservices@barry.edu
Web: www.barry.edu/counseling-services/

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

1. Personal Counseling, including individual and group Counseling
2. Wellness-related programs, including activities, presentations, and workshops to students.
3. Interaction with other universities statewide, including promotion of responsible and healthy lifestyle choices with regard to substance abuse, and addressing other areas of interest and concerns.
Personal counseling is available on an appointment basis, if possible. Twenty-four hour emergency counseling services are available through a beeper system. Residence Life and Public Safety have the pager number.

Confidential personal counseling is available to all students at Barry University. Students are encouraged to use the counseling services when those services would be helpful. When requested, or when appropriate, referrals are made to the University’s consulting psychiatrist, to physicians and/or community agencies. An initial fee of $65 and a follow up fee of $25 will be charged to the student’s Barry insurance or their student account (reimbursable through private insurance). All referrals are made through the Counseling Center. Confidentiality is maintained.

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

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**Center for Student Involvement**

*Landon Student Union, Suite 206*
Phone: (305) 899-3961  
E-mail: studentinvolvement@barry.edu  
Web: [www.barry.edu/student-involvement/](http://www.barry.edu/student-involvement/)

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

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

**Campus Events and Programming**

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

DePorres Center for Ethical Leadership

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

- Emerging Leaders
- Leadership Conferences
- Project L.E.A.D.
- Diversity and Leadership Week
- Women and Men Leadership Week
- National Society of Leadership and Success
- STAMPS Foundation Scholars
- Chartwells Student Engagement Scholarship

**Fine Arts Exhibitions**

*Andy Gato Gallery*

Thompson Hall, 2nd Floor  
Web: https://www.barry.edu/fine-arts/gallery/

A new exhibition space, the Andy Gato Gallery, was introduced in Fall 2008. The beautiful 4100 sq. ft. gallery has approximately 350 linear feet of exhibition space with twelve-foot high walls. Part of the gallery serves as a student lounge area with 24/7 open access. A secured exhibition space within the larger gallery is monitored and open during posted gallery hours.

The Art and Photography faculty schedule student exhibitions and faculty exhibitions, and on occasion basic exhibitions by outside contemporary artists. Barry University points with pride to graphic design, art, and photographs executed by senior Art and Photography majors and displayed throughout campus buildings.

**Commuter Student Resources**

*Landon Student Union, Suite 108*

Phone: (305) 899-3088  
E-mail: commuterresources@barry.edu  
Web: www.barry.edu/commuters
Commuter students currently comprise two-thirds of the Barry University student body. The purpose of services specifically designed for the commuter population is to meet the practical, social, academic, informational, and advocacy needs of all commuter students, including undergraduate, graduate, PACE, and off-campus site commuters. It also functions as a resource to commuter students about the university and local community.

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

Disability Services

Landon Student Union, Room 102
Phone: Voice/TDD (305) 899-3488
Email: disabilityservices@barry.edu
Web: www.barry.edu/disability-services/

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

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

Procedures and Guidelines
Students must present medical or extensive educational documentation of all disabilities. Accommodations for students with disabilities are granted on a case-by-case basis, in accordance with medical and professional information in the student’s record, legal precedent, and the national standards for services for students with disabilities. Appeals of accommodation requests may be made through the Disability Appeals procedures.

Eligibility
To be eligible for accommodations with the Office of Disability Services (ODS), students must be enrolled at Barry University and provide appropriate documentation of disability demonstrating a substantial limitation to one or more major life activities.

Information
Instructions on how to register with ODS, forms, detailed information on accommodation areas, types of accommodations and services, contact the Office of Disability Services. The ODS will arrange for any accommodation that are reasonable and do not compromise academic standards. Detailed Information can also be viewed online at www.barry.edu/disability-services/.
Housing and Residence Life

(305) 899-3875
Email: reslife@barry.edu
Website: www.barry.edu/housing

The purpose of the Housing and Residence Life Program is to work with students, staff, and faculty in the creation of a caring and learning environment in which students can find opportunities to excel academically and interpersonally. The department provides ways in which students can better understand themselves and others in their community.

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

For additional information visit the website or contact the Department of Housing and Residence Life.

International Student Services and Multicultural Programs (IMP)

Landon Student Union, Suite 202
(305) 899-3082
Email: impservices@barry.edu
Website: www.barry.edu/imp

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

Enrollment Requirement

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

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

International and Multicultural Programs also provides advising on any financial, personal, and immigration matters during business hours: Monday, Wednesday, and Friday, 9:00 a.m. to 5:00 p.m.; Tuesday and Thursday from 9:00 a.m. to 6:00 p.m. IMP works closely with the international admissions office to ensure a smooth transition upon arrival at the university. A mandatory check-in and orientation program for new international students is held prior to registration for Fall and Spring semesters. In accordance with USCIS regulations, students are responsible for bringing the following documents during check-in: endorsed I-20 or DS-2019 form, a valid
passport, a valid visa, and an arrival/departure card (I-94). Failure to submit these documents will subject the student to IS restriction which prevents registration of classes.

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

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

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

IMP promotes international awareness to the Barry Community by sponsoring:

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

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

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**Public Safety**

**Hopper Building**
Phone: (305) 899-3335
Email: psd@barry.edu
Web: www.barry.edu/public-safety/
Crime Prevention Office
Hopper Building
Phone: (305) 899-3338

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

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

<table>
<thead>
<tr>
<th><strong>Emergency Numbers</strong></th>
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<tbody>
<tr>
<td>Public Safety Department (Campus Security)</td>
<td>(305) 899-3333</td>
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<tr>
<td><strong>24 hours a day, 7 days a week</strong></td>
<td></td>
</tr>
<tr>
<td>Public Safety Office (Non-Emergency)</td>
<td>(305) 899-3335</td>
</tr>
<tr>
<td>Monday–Friday, 9 a.m.–5 p.m.</td>
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<tr>
<td>Student Health Services (University Nurses)</td>
<td>(305) 899-3750</td>
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<tr>
<td>Monday–Friday, 9 a.m.–5 p.m.</td>
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<tr>
<td>Dade County Emergency</td>
<td>911</td>
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<tr>
<td>Miami Shores Police</td>
<td>(305) 759-2468</td>
</tr>
<tr>
<td>North Miami Police for Holly House Residence</td>
<td>(305) 891-8111</td>
</tr>
<tr>
<td>Metro Fire-Rescue</td>
<td>(305) 759-2468</td>
</tr>
<tr>
<td>Metro-Dade Police (Non-Emergency)</td>
<td>(305) 595-6263</td>
</tr>
<tr>
<td>University Hotline</td>
<td>(305) 899-4000</td>
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Barry University has a full-time security force supplied by Allied Barton under the direction of the University’s Director of Public Safety. This trained group of security officers helps to preserve the academic environment and high quality of life on this beautiful South Florida campus.

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

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

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

The security force patrols all student parking areas and provides free assistance for keys locked inside cars and dead battery starts. Campus security is also responsible for the enforcement of campus parking and traffic regulations.
Timely Warnings
In the event a serious situation arises, either on or near campus, which constitutes an ongoing or continuing threat, a campus wide “timely warning” will be issued. The warning will be issued to students, faculty, and staff.

Services
The Rape Aggression Defense (RAD) System is a program of realistic self-defense tactics and techniques. The RAD System comprises two comprehensive courses, one for women and one for men that begin with awareness, prevention, risk reduction, and avoidance, while progressing on to the basics of hands-on defense training. RAD is not a martial arts program. The courses are taught by certified RAD Instructors and provide you with a workbook/reference manual.

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

Parking
Phone: (305) 899-3335

All students and employees who bring a vehicle onto the main campus at any time must obtain a university parking permit for that vehicle. To do so, the following information must be presented to the Public Safety Department, located in Landon Student Union Room 100, during the time of issue or renewal:

1. Vehicle Registration.
2. Valid Barry University ID card or another form of picture ID ONLY if the ID office is not issuing ID cards at the time of vehicle registration.
3. Current class schedule (printout) from students. Students must be registered for the current term before they can obtain a “Parking Decal.”

Hurricane Procedures
Hotline: (305) 899-4000
Web: www.barry.edu/prepare

All sites throughout Florida are asked to follow respective local government storm advisories and directives.

Hurricane I & II
Hurricane Watch: Campus placed on alert
Hurricane Warning: Offices are closed and classes are cancelled

Hurricane III-V
Hurricane Watch: Offices are closed and classes are cancelled

By Pass: In the event a storm by-passes areas of threat, the sites in question will resume normal operation upon the lifting of all watches and warnings. The above procedures are based upon the advisories issued by the National Weather Service. Closures could occur earlier if deemed necessary due to the intensity and/or proximity of a storm.
For additional information visit the website at www.barry.edu/prepare and click on “Plan at Work” and then on “Hurricane Guidelines.”

Publications

University publications include Barry Magazine and Alumni Connection, co-published three times a year, and BUCWIS, an on-line, employee newsletter posted daily, all by the Department of University Relations. A number of schools and departments also publish their own newsletters. In addition, the Barry Buccaneer is written and published monthly by students.

Student Health Services

Landon Student Union, Suite 104
Phone: (305) 899-3750
E-mail: healthservices@barry.edu
Web: www.barry.edu/health-services/

The Student Health Center serves as the primary advocate for the health of Barry University students by integrating the critical role of college health into the university mission.

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

To learn more about the health and insurance requirements or to obtain insurance information, visit the website or contact the Student Health Services Office.

Student Union and Food Services

- Concierge Center & Information Desk
- Dining Services
- ID Services
- Union Facility Services

Landon Hall, Suite 103
Phone: (305) 899-4900
E-mail: studentunion@barry.edu
Web: www.barry.edu/student-union/

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

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

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

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

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

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

**Dining Services**

*Landon Student Union, Room 200*
Phone: (305) 899-3695
Email: dining@barry.edu
Web: www.barry.edu/dining

Barry University Dining Services offers a variety of dining choices for students and visitors to the Miami Shores campus. There are a variety of restaurants to choose from, all conveniently located within walking distance of on-campus housing, labs/classrooms, and many off-campus apartments. Commuter students can purchase a commuter meal plan through the Cashier Business Office (CBO) located at Ferrell Hall, Room 110 or make cash “FLEX BUCS” or credit/debit card purchases at any of the dining facilities. Check the campus dining website at www.barrydining.com for dining locations, meal plan information, menus, hours of operation, updated information, and schedule changes that may occur during break periods and holidays.

**Union Facility Services**

*Room Reservation*
The Landon Student Union Hall serves as the primary facility for students to meet and gather on campus. Specific space within Landon Hall can be reserved for student-oriented functions on a first come, first serve basis. All Landon Hall space reservation must be requested through the Student Union Office via the online EMS system. For more details, please contact the office.
Posting and Publicity
Only registered student organizations, academic units, University departments, and approved non-university entities may publicize in Landon Hall. All publicity material intended for Landon Student Union and/or Thompson Hall must be approved by the Student Union Office via the online EMS system. For more details simply stop by our office.

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

Theatre, Music and Dance Performances

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

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**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.

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**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.

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**Transcript Requests**

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

- The fee for each official transcript is $10.
- A major credit/debit card (Visa, MasterCard, American Express & 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:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>1 to 29 credits</td>
</tr>
<tr>
<td>Sophomore</td>
<td>30 to 59 credits</td>
</tr>
<tr>
<td>Junior</td>
<td>60 to 89 credits</td>
</tr>
<tr>
<td>Senior</td>
<td>90 credits or above</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Status</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>12 credits or more</td>
</tr>
<tr>
<td>Part-time</td>
<td>11 credits or below</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Grade</th>
<th>Honor Points Per Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Superior Achievement</strong></td>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td></td>
<td>A−</td>
<td>3.70</td>
</tr>
<tr>
<td></td>
<td>B+</td>
<td>3.40</td>
</tr>
<tr>
<td><strong>Above Average</strong></td>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>B−</td>
<td>2.70</td>
</tr>
<tr>
<td></td>
<td>C+</td>
<td>2.40</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td><strong>Below Average</strong></td>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td><strong>Failure</strong></td>
<td>F</td>
<td>No honor points credit</td>
</tr>
<tr>
<td><strong>Credit</strong></td>
<td>CR</td>
<td>Awarded for achievement at or above the D level; no honor points; not computed in GPA; equivalent to passing grade A–D</td>
</tr>
<tr>
<td><strong>Audit</strong></td>
<td>AU</td>
<td>No honor points credit</td>
</tr>
<tr>
<td><strong>Not Reported</strong></td>
<td>NR</td>
<td>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</td>
</tr>
<tr>
<td><strong>Course In Progress</strong></td>
<td>IP</td>
<td>Course in Progress</td>
</tr>
<tr>
<td><strong>No Credit</strong></td>
<td>NC</td>
<td>No Credit awarded; achievement below D level not computed in GPA; equivalent to F grade</td>
</tr>
<tr>
<td><strong>Incomplete</strong></td>
<td>I</td>
<td>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</td>
</tr>
</tbody>
</table>
**Incomplete grade**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Honor Points Per Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.70</td>
</tr>
<tr>
<td>B+</td>
<td>3.40</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td>2.40</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
<tr>
<td>CR</td>
<td>Credit but no honor points awarded</td>
</tr>
<tr>
<td>NC</td>
<td>No credit</td>
</tr>
<tr>
<td>W</td>
<td>Granted to students who officially withdraw before the posted deadline date; Withdrawals are not accepted after the sixth week of the PACE session</td>
</tr>
</tbody>
</table>

**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:

c. 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.

d. 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.

e. 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.

f. 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.

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.

Policy on Hazing
Hazing is defined as any act whether physical, mental, emotional, or psychological, which subjects another person, voluntarily or involuntarily, to anything that may abuse, mistreat, degrade, humiliate, harass, or intimidate him or her, or which may in any fashion compromise his/her inherent dignity as a person. Hazing is inherently in conflict with the mission of Barry University and, therefore, will not be tolerated. Every effort will be made to insure that students will not encounter the humiliation and danger of hazing.
Policies and Procedures Relating to Sexual Harassment

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

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

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

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

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

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 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 Undergraduate, 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.

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.

New Student Requirements

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. 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 Moodle training and the English placement assessment. Students must place into ENG 202 or ENG 302.

**Mathematics Skills Assessment**

The Mathematics Skills Assessment exam must be taken by students who do not have college-level mathematics transfer credits accepted by Barry University and must be taken before or during the first semester. The Mathematics Skills Assessment exam consists of 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 Assessment**

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.

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**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

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
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. The Math Lab assists graduate students in their preparation for the standardized tests such as the GKT, GRE, and GMAT. Contact Mr. James Poulos E-mail: jpoulos@barry.edu for more information.

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
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](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 Advanced Learning (CAL)**

Madalay Fleming, M.A., Director  
Web: [www.barry.edu/cal](http://www.barry.edu/cal)

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

Services include:

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

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

The CAL Program services are fee-based and in addition to tuition costs. See details at www.barry.edu/CAL.

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**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 successfully 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.”

Library Resources and Services

Monsignor William Barry Memorial Library
Rodrigo Castro, M.L.I.S, Interim Director of Library Services
Phone: (305) 899-4095
Email: rcastro@barry.edu
Web: www.barry.edu/library-services/

Library hours are posted in the library and on the library website. Hours are extended during final exams. Hours are subject to change during holidays and will be posted in the library and on the library website. For more information call (305) 899-3760.

Regular semester hours are as follows:

<table>
<thead>
<tr>
<th>Day</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday–Thursday</td>
<td>7:30 a.m.–Midnight</td>
</tr>
<tr>
<td>Friday</td>
<td>7:30 a.m.–8:00 p.m.</td>
</tr>
<tr>
<td>Saturday</td>
<td>9:00 a.m.–8:00 p.m.</td>
</tr>
<tr>
<td>Sunday</td>
<td>10:00 a.m.–10:00 p.m.</td>
</tr>
</tbody>
</table>
The Monsignor William Barry Memorial Library provides materials and services in support of the educational objectives of the University. Students have access, in open stacks, to a collection of more than 713,000 items, 2,767 journal titles, 5,275 audiovisual materials, over 150 electronic databases (many with full text articles), and over 400 electronic journals. Library instruction in the use of print/online resources is arranged by faculty in support of their course work. Student individual instructions, conducted by a professional librarian, may be arranged by calling (305) 899-3772.

**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.
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 required 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.

# Online Courses and Degrees

PACE offers more than sixty online graduate and undergraduate courses and the following fully online degrees:

Two fully online graduate degree programs:

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

Three fully online undergraduate degree programs:

- Bachelor of Science in Administration (B.S.)
- Bachelor of Science in Emergency Management (B.S.)
- Bachelor of Public Administration (B.P.A.)

The Bachelor of Science in Health Services Administration will be available online as of Spring 2016. Many undergraduate Distribution Courses can be taken online. To see a list of PACE’s fully online courses and programs, please visit: [http://www.barry.edu/online/](http://www.barry.edu/online/)
Online Portfolio Submission

Undergraduate online students may also submit an online portfolio through Moodle. 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. Undergraduate students not enrolled in a fully online undergraduate program 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” grades and “W” 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 (as of Spring 2016) 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 taken at Barry University 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 Moodle Training Module 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. Additionally:

- Students enrolling in the Math online course must have taken the Math placement before or during the student’s first semester of study.
- ORI 202 Fundamentals of Adult Learning is required for new students who transfer 45 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.
- 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 Test Out section of this bulletin.

New Student Requirements

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.

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.

All students are required to demonstrate computer proficiency through successful completion of CAT 102. The requirement may also be satisfied through equivalent computer coursework accepted in transfer or through a Computer Proficiency Test Out.

All assessments must be completed before or during their first semester of enrollment (Session A or B). The test out should be completed as soon as possible if taking online courses.

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 (2000, XP, Vista, Windows 7 or higher) or, Macintosh Power PC G3 Processor or greater. Students should also have a 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. 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.

Students should work with their advisors to determine if the special requirements of online learning suit their learning style and schedule.

What Does an Online Course Look Like?

Accessing Your Online Courses

Online learners at PACE use ‘Moodle’; an easy to use industry standard course management system, which contains all of the student’s course tools and resources. Students can access the Moodle Portal at http://barry.learninghouse.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: http://barry.learninghouse.com/course/view.php?id=411. 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.

Moodle Training and Resources

Prior to the online course start date, students are encouraged to participate in a series of short training modules—video and text—that will help them with understanding the tools used in their online course using the Moodle platform. These tutorials are found on the Moodle Portal under “Student Tutorials” at: http://barry.learninghouse.com/. Students can also access these training modules directly at: http://content.learninghouse.com/training/student-tutorials/tutorial.html.

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.

Moodle Problems
If students have problems with any of the Moodle tools such as quizzes, forum postings, assignment submissions, accessing any of the course links or anything related to Moodle, they can call the Learning House Help Desk at (800) 985-9781 or email them at help@tlhsupport.com. The Learning House Help Desk is available around-the-clock. Live chat is also available weekdays 8:30 a.m.–midnight EST, and weekends 10:00 a.m.–midnight EST.

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 Moodle 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.

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 to the comprehensive Academic Dishonesty Policy in the Student Bulletin.

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

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

**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 [www.barry.edu/PACE](http://www.barry.edu/PAGE) for online course offerings.

**Online Student Reference Guide**

Students who are considering enrolling in online coursework should review the Online Student Reference Guide located at [www.barry.edu/online](http://www.barry.edu/online). The resource guide includes information on hardware and software requirements, instructions on accessing a distance learning self-assessment to make sure that online instruction fits a student’s learning style, submitting an online Portfolio, and more.

**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](http://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](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.

**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 x 600 pixels and in JPG format. In addition to the standard photo, students are required to send a copy of their driver's license.

Standard guidelines:

- Taken within the last 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.
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. 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 Portfolio option.

In addition to their academic credentials, PACE faculty possess both professional expertise and a mastery of adult learning principles. Recognizing that adult students often have attained knowledge outside of the classroom that is appropriate for academic credit, PACE accordingly grants experiential learning credit toward an undergraduate degree, if students can demonstrate college-level learning documented in a prior learning experience Portfolio.

In keeping with the Mission Statement of Barry University, 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:

<table>
<thead>
<tr>
<th>Undergraduate Degrees/Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Liberal Studies (B.L.S.)</td>
</tr>
<tr>
<td>*Bachelor of Public Administration (B.P.A.)</td>
</tr>
<tr>
<td>*Bachelor of Science in Administration (B.S.)</td>
</tr>
<tr>
<td>*Bachelor of Science in Emergency Management (B.S.)</td>
</tr>
<tr>
<td>**Bachelor of Science in Health Service Administration (B.S.)</td>
</tr>
<tr>
<td>Bachelor of Science in Information Technology (B.S.)</td>
</tr>
</tbody>
</table>

*Program is available online
**Program will be available online as of Spring 2016
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.

<table>
<thead>
<tr>
<th>Graduate Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Master of Arts in Administration (M.A.A.)</td>
</tr>
<tr>
<td>*Master of Public Administration (M.P.A.)</td>
</tr>
<tr>
<td>*Programs available online</td>
</tr>
</tbody>
</table>

**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:

<table>
<thead>
<tr>
<th>Theology and Philosophy</th>
<th>9 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy (any core course in Philosophy)</td>
<td>3</td>
</tr>
<tr>
<td>Theology (any core course in Theology)</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy or Theology</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Written and Oral Communications</th>
<th>9 Credits</th>
</tr>
</thead>
</table>
| 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 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 degrees. 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 must attend a portfolio seminar during the first three sessions of enrollment. It is advisable to have portfolios submitted within one year of seminar attendance. If more than one year elapses from attendance at the first seminar, students must attend a second seminar. 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. Please go to www.barry.edu/PACE and click on portfolio on the right hand side menu to view the for portfolio orientation before attending the seminar.

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 attended the Portfolio Seminar.
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 to the Miami campus 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 are general elective credits. 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. Students may also view the portfolio orientation by clicking on ‘portfolio’ on the PACE web page previously noted.

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.

Any student may choose to submit their portfolio for review to the Online Writing Lab (OWL). 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
2015–16

Up to 30 portfolio credits may be applied toward General Electives. Certain portfolio credits may be applied toward the electives within majors as stated below. Please note: transfer credits in majors or electives in majors are limited to 6 credits. 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 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. Behavioral Science Specialization
   (Specialization ending Fall 2015)
   Academic discipline to request is in Behavioral Sciences (up to 3 UL credits in portfolio and/or transfer into Behavioral Science Electives with academic coordinator's approval).

2. 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).

3. Psychology Specialization
   Only accepts portfolio credits in General Electives.

4. Social Welfare Services Specialization (Specialization ending Fall 2015)
   Academic discipline to request is in Behavioral Sciences (3 UL credits if not previously transferred into Social Welfare Services Electives and with academic coordinator's approval).

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: EMA, and the Social Sciences to the Public Administration Electives if not previously transferred.

Bachelor of Science in Administration (B.S.A.)
- 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.E.M.A.)
Portfolio is optional. Students should request from the following academic disciplines: General Administration, Special Topics: PUB, and/or Special Topics: EMA (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.H.S.A.)
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.I.T.)
- 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.
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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 206</td>
<td>Principles of Psychology</td>
</tr>
<tr>
<td>HUM 303</td>
<td>Modern Currents in the Humanities</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Specialization</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral Science Specialization</td>
<td>30 Credits</td>
</tr>
<tr>
<td>Literature and Humanities Specialization</td>
<td>30 Credits</td>
</tr>
<tr>
<td>Psychology Specialization</td>
<td>30 Credits</td>
</tr>
<tr>
<td>Social Welfare Services Specialization ending Fall 2015</td>
<td>30 Credits</td>
</tr>
</tbody>
</table>

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, Behavioral Sciences, Psychology, and Social Welfare Services.
- Up to 3 upper-level portfolio and/or transfer credits may be accepted into specialization courses of the Behavioral Sciences, Literature and Humanities, and Social Welfare Services specializations 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.

Specializations in the Bachelor of Liberal Studies

Behavioral Sciences Specialization (30 Credits)
(Specialization ending Fall 2015: PACE will not be accepting applications for this specialization as of Spring 2016).

The Behavioral Sciences specialization focuses upon the analysis of human behavior, social organization, culture, and social institutions from different academic traditions that collectively embrace a commitment to theory, basic and applied research, social action, and commentary. The curricular flexibility of the program affords opportunities for interdisciplinary exploration of human and soci-
etal problems and social realities and inequities from multiple disciplinary perspectives. The acquisition and conceptualization of knowledge from multiple perspectives is designed to facilitate critical thinking and integration which may result in more creative solutions for human and social ills. The program can be individually tailored to support further graduate training in counseling, marriage and family therapy, social work, education, law, or organizational behavior.

### Degree Requirements

<table>
<thead>
<tr>
<th>Distribution Requirements</th>
<th>45 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral Science Specialization</td>
<td>30 Credits</td>
</tr>
<tr>
<td>Portfolio (Option)</td>
<td>Up To 30 Credits</td>
</tr>
<tr>
<td>Electives</td>
<td>Variable</td>
</tr>
<tr>
<td>Min. Total Degree Requirements</td>
<td>120 Credits</td>
</tr>
</tbody>
</table>

**Note:**
Maximum number of credits taken from portfolio into the specialization is 3 credits.

### Behavioral Science Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLS 299</td>
<td>Critical Approaches to Liberal Studies</td>
<td>3</td>
</tr>
<tr>
<td>SOC 201</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SWS 336</td>
<td>Social Welfare as a Social Institution</td>
<td>3</td>
</tr>
<tr>
<td>SOC 301</td>
<td>American Family or</td>
<td>3</td>
</tr>
<tr>
<td>SOC 307</td>
<td>Race and Ethnicity</td>
<td></td>
</tr>
<tr>
<td>SOC 415</td>
<td>Women in Contemporary Society or</td>
<td>3</td>
</tr>
<tr>
<td>SOC 417</td>
<td>Sociology of Death and Dying</td>
<td></td>
</tr>
<tr>
<td>PSY 304</td>
<td>Essentials of Lifespan Development or</td>
<td>3</td>
</tr>
<tr>
<td>PSY 305</td>
<td>Personality Development</td>
<td></td>
</tr>
<tr>
<td>PSY 410</td>
<td>Group Dynamics and Decision-Making</td>
<td>3</td>
</tr>
<tr>
<td>PSY 412</td>
<td>Adult Psychopathology or</td>
<td></td>
</tr>
<tr>
<td>PSY 425</td>
<td>Introduction to Psychotherapy and Counseling</td>
<td>3</td>
</tr>
<tr>
<td>BLS 499</td>
<td>Liberal Studies Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

### Behavioral Science Electives (3 Credits)

Any course at the 300 or 400 level course in Anthropology, Psychology, Social Welfare Services, or Sociology. Maximum number of credits allowed from the portfolio into the required electives in the specialization is 3 credits.

### Course Sequencing for Behavioral Science 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. The first two
levels of the chart are appropriate classes for entering students. The 400 level classes require completion of the 300 level coursework.

Note:
PSY 412 is the prerequisite for PSY 425

Literature and Humanities Specialization (30 Credits)
The Literature and Humanities specialization is an interdisciplinary approach to the aesthetic production of Western and non-Western literature and the arts. Such an approach includes philosophy, literature, theatre, and the fine arts (painting, sculpture, dance, architecture, music).

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

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distribution Requirements</td>
<td>45 Credits</td>
</tr>
<tr>
<td>Literature &amp; Humanities Specialization</td>
<td>30 Credits</td>
</tr>
<tr>
<td>Portfolio (Option)</td>
<td>Up To 30 Credits</td>
</tr>
<tr>
<td>Electives</td>
<td>Variable</td>
</tr>
<tr>
<td>Min. Total Degree Requirements</td>
<td>120 Credits</td>
</tr>
</tbody>
</table>
### Literature & Humanities Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLS 299</td>
<td>3</td>
</tr>
<tr>
<td>Literature</td>
<td>6</td>
</tr>
<tr>
<td>Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Art, Dance, and Music</td>
<td>3</td>
</tr>
<tr>
<td>Theatre</td>
<td>3</td>
</tr>
<tr>
<td>BLS 499</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Literature & Humanities Electives (9 Credits)

Choose three additional courses from any of the above disciplines, history, or theology. At least one course must be at the 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.

```
<table>
<thead>
<tr>
<th>ENG 302</th>
<th>HUM 303</th>
<th>PSY 206</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLS 299</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
```

- Literature (6 Credits)
- Philosophy (3 Credits)
- Art, Dance, & Music (3 Credits)
- Theatre (3 Credits)
- Elective (9 Credits) At least one 400 level

### Psychology Specialization (30 Credits)

The Psychology specialization focuses specifically upon the theoretical, empirical, and applied foundations of psychology. It is designed to support the success of those students already employed as mental health paraprofessionals and/or prepare those students who anticipate employment in these areas. Students will emerge as more informed citizens cognizant of psychological ethics and able to recognize the complexities inherent in the description, prediction, analysis and influence of human behavior. The program has been designed to furnish necessary prerequisites for graduate education in psychology or to support graduate training in related fields such as social work, law, counseling, education or organizational behavior.
Degree Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distribution Requirements</td>
<td>45</td>
</tr>
<tr>
<td>Psychology Specialization</td>
<td>30</td>
</tr>
<tr>
<td>Portfolio (Option)</td>
<td>Up To 30 Credits*</td>
</tr>
<tr>
<td>Electives</td>
<td>Variable</td>
</tr>
<tr>
<td>Min. Total Degree Requirements</td>
<td>120</td>
</tr>
</tbody>
</table>

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

### Psychology Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLS 299</td>
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<tr>
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<td>Personality Development</td>
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<tr>
<td>PSY 410</td>
<td>Group Dynamics and Decision-Making</td>
<td>3</td>
</tr>
<tr>
<td>PSY 412</td>
<td>Adult Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 425</td>
<td>Introduction to Psychotherapy and Counseling or</td>
<td>3</td>
</tr>
<tr>
<td>PSY 434</td>
<td>Behavior Disorder in Childhood and Adolescence</td>
<td></td>
</tr>
<tr>
<td>BLS 499</td>
<td>Liberal Studies Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

### Psychology Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 301</td>
<td>Psychology of Drug and Alcohol Abuse</td>
<td>3</td>
</tr>
<tr>
<td>PSY 311</td>
<td>Psychosocial Issues of Disaster Preparedness and Recovery</td>
<td>3</td>
</tr>
<tr>
<td>PSY 329</td>
<td>Understanding and Coping with Stress</td>
<td>3</td>
</tr>
<tr>
<td>PSY 331</td>
<td>Counseling Techniques for Managers</td>
<td>3</td>
</tr>
<tr>
<td>PSY 410</td>
<td>Group Dynamics and Decision-Making</td>
<td>3</td>
</tr>
<tr>
<td>PSY 416</td>
<td>Dynamics of Adult Living</td>
<td>3</td>
</tr>
<tr>
<td>PSY 423</td>
<td>Industrial Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 425</td>
<td>Introduction to Psychotherapy and Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSY 430</td>
<td>Personality Disorders</td>
<td>3</td>
</tr>
<tr>
<td>PSY 434</td>
<td>Behavioral Disorders In Childhood and Adolescence</td>
<td>3</td>
</tr>
</tbody>
</table>

**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.
Social Welfare Services Specialization (30 Credits)

(Specialization ending Fall 2015: PACE will not be accepting applications for this specialization as of Spring 2016)

The Social Welfare Services specialization consists of three social welfare services courses, a human biology course, two additional required classes and one specialization elective from an array of social and behavioral sciences offerings. It is designed to orient students to human functioning and dynamics and to help ready them for bachelor’s level employment in social and human service settings.

Distribution Requirements or General Electives: (6 Credits)
Students pursuing the BLS degree must select or transfer the following two courses in the distribution or take them as general electives:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 206</td>
<td>Principles of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>HUM 303</td>
<td>Modern Currents in the Humanities</td>
<td>3</td>
</tr>
</tbody>
</table>

Degree Requirements

- Distribution Requirements: 45 Credits
- Social Welfare Services Specialization: 30 Credits
- Portfolio (Option): Up To 30 Credits*
- Electives: Variable
- Min. Total Degree Requirements: 120 Credits

Note:
Maximum number of credits taken from the portfolio into the required electives in the specialization is 3 credits.
Social Welfare Services Core Courses: 27 Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLS 299</td>
<td>Critical Approaches to Liberal Studies</td>
<td>3</td>
</tr>
<tr>
<td>SWS 336</td>
<td>Social Welfare as a Social Institution</td>
<td>3</td>
</tr>
<tr>
<td>SWS 401</td>
<td>Social Welfare Policy and Services I</td>
<td>3</td>
</tr>
<tr>
<td>SWS 470</td>
<td>Human Behavior and Social Environment</td>
<td>3</td>
</tr>
<tr>
<td>BIO 302</td>
<td>Human Biology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 305</td>
<td>Personality Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY 412</td>
<td>Adult Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 301</td>
<td>American Family or Race and Ethnicity</td>
<td>3</td>
</tr>
<tr>
<td>SOC 307</td>
<td>Race and Ethnicity</td>
<td>3</td>
</tr>
<tr>
<td>BLS 499</td>
<td>Liberal Studies Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

Social Welfare Services Electives (3 Credits)
Any Barry University course with PSY, SOC prefix (except SOC 309, 310), approved transfer class, or Behavioral Sciences discipline-specific upper level portfolio credits with the Academic Coordinator’s approval. Maximum number of credits allowed from the Portfolio into the Specialization is 3 credits.

Course Sequencing for Social Welfare Services 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. The first two levels of the chart are appropriate classes for entering students. The 400 level classes require completion of 200 and 300 level coursework. Maximum number of credits from portfolio to the Required Electives in the specialization is 3 credits.
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)

<table>
<thead>
<tr>
<th>Public Administration Core Courses</th>
<th>30 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUB 301 Principles of Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PUB 302 Values and Ethics in Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>POS 303 Public Policy &amp; Administration</td>
<td>3</td>
</tr>
<tr>
<td>PUB 310 Methods &amp; Techniques in Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PUB 403 Public Budgeting &amp; Finance</td>
<td>3</td>
</tr>
<tr>
<td>PUB 404 Concepts &amp; Issues in Public Planning</td>
<td>3</td>
</tr>
<tr>
<td>PUB 405 Administrative Law and Process</td>
<td>3</td>
</tr>
<tr>
<td>PUB 406 Human Resources in the Public Sector</td>
<td>3</td>
</tr>
<tr>
<td>PUB 407 Productivity Improvements in the Public Sector</td>
<td>3</td>
</tr>
<tr>
<td>PUB 499 Public Administration Capstone Project</td>
<td>3</td>
</tr>
</tbody>
</table>

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:
**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.

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**Approved minors for students pursuing the Bachelor of Public Administration:**

**Administration (21 Credits)**
This minor is listed under the Bachelor of Science in Administration program.

**Information Technology (21 Credits)**
This minor is listed under the Bachelor of Science in Information Technology program.

**Network and Systems Engineering (21 Credits)**
This minor is listed under the Bachelor of Science in Information Technology program.

**Software Engineering (21 Credits)**
This minor is listed under the Bachelor of Science in Information Technology program.

**Legal Studies (21 Credits)**
This minor is listed under the Bachelor of Science in Administration 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.*
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.

**Portfolio Option and/or Transfer Credits**

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 accepted in transfer or 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

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distribution Requirements</td>
<td>45 Credits</td>
</tr>
<tr>
<td>Administration</td>
<td>30 Credits</td>
</tr>
<tr>
<td>Specialization</td>
<td>15–24 Credits</td>
</tr>
<tr>
<td>Portfolio (Option)</td>
<td>Up To 30 Credits</td>
</tr>
<tr>
<td>Minor (Option)</td>
<td>21 Credits</td>
</tr>
<tr>
<td>Electives</td>
<td>Variable</td>
</tr>
<tr>
<td>Min. Total Degree Requirements</td>
<td>120 Credits</td>
</tr>
</tbody>
</table>

Other

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor in Administration Post Baccalaureate in Human</td>
<td>21 Credits</td>
</tr>
<tr>
<td>Resource Administration</td>
<td>21 Credits</td>
</tr>
<tr>
<td>Human Resource Undergraduate Certificate</td>
<td>15 Credits</td>
</tr>
<tr>
<td>Post Baccalaureate in Legal Studies</td>
<td>21 Credits</td>
</tr>
</tbody>
</table>

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.

Bachelor of Science in Administration (30 Credits)

<table>
<thead>
<tr>
<th>Administration Core Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADM 303 Administrative Theory &amp; Practice</td>
<td>3</td>
</tr>
<tr>
<td>ADM 306 Services Marketing</td>
<td>3</td>
</tr>
<tr>
<td>ADM 353 Leadership Development</td>
<td>3</td>
</tr>
<tr>
<td>ADM 412 Quality &amp; Productivity</td>
<td>3</td>
</tr>
<tr>
<td>ADM 464 Strategic Human Resource Administration</td>
<td>3</td>
</tr>
<tr>
<td>ADM 499 Administration Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

Administration Electives (12 Credits)

Any four ADM, EMA, HSA, IT, PFP, PLA, or PUB prefix courses not used to satisfy the Required 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.
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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSA 301</td>
<td>The Health Care System*</td>
<td>3</td>
</tr>
</tbody>
</table>

**Choose 12 Credits From:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSA 319</td>
<td>Health Care Finance</td>
<td>3</td>
</tr>
<tr>
<td>HSA 339</td>
<td>Health Law</td>
<td>3</td>
</tr>
<tr>
<td>HSA 410</td>
<td>Management in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HSA 425</td>
<td>Public and Community Health</td>
<td>3</td>
</tr>
<tr>
<td>HSA 475</td>
<td>Issues in Health Care</td>
<td>3</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADM 301</td>
<td>Labor Relations*</td>
<td>3</td>
</tr>
<tr>
<td>ADM 312</td>
<td>Training and Development</td>
<td>3</td>
</tr>
<tr>
<td>ADM 315</td>
<td>Diversity in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>ADM 325</td>
<td>Compensation and Benefits*</td>
<td>3</td>
</tr>
<tr>
<td>ADM 330</td>
<td>Alternative Dispute Resolution</td>
<td>3</td>
</tr>
<tr>
<td>ADM 335</td>
<td>Employment Law*</td>
<td>3</td>
</tr>
<tr>
<td>ADM 361</td>
<td>Negotiation Theory &amp; Practice</td>
<td>3</td>
</tr>
<tr>
<td>ADM 410</td>
<td>Recruitment and Selection*</td>
<td>3</td>
</tr>
<tr>
<td>PUB 406</td>
<td>Human Resources in the Public Sector</td>
<td>3</td>
</tr>
</tbody>
</table>

*Courses recommended by the Society for Human Resource Management (SHRM) that address the HR body of knowledge for the PHR and SPHR national certification exams.

Human Resource Administration 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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADM 312</td>
<td>Training and Development</td>
<td>3</td>
</tr>
<tr>
<td>ADM 315</td>
<td>Diversity in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>ADM 361</td>
<td>Negotiation: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>PHI 368</td>
<td>Contemporary Problems in Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 331</td>
<td>Counseling Techniques for Managers</td>
<td>3</td>
</tr>
<tr>
<td>PSY 410</td>
<td>Group Dynamics and Decision Making</td>
<td>3</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PFP 348</td>
<td>Fundamentals of Financial Planning</td>
<td>3</td>
</tr>
<tr>
<td>PF 350</td>
<td>Income Tax Planning</td>
<td>3</td>
</tr>
<tr>
<td>PFP 410</td>
<td>Insurance Planning</td>
<td>3</td>
</tr>
<tr>
<td>PFP 412</td>
<td>Investment Planning</td>
<td>3</td>
</tr>
<tr>
<td>PFP 414</td>
<td>Retirement Planning and Employee Benefits</td>
<td>3</td>
</tr>
<tr>
<td>PFP 416</td>
<td>Estate Planning</td>
<td>3</td>
</tr>
<tr>
<td>PFP 499</td>
<td>Financial Plan Development Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Testing Window</th>
<th>Application Deadline</th>
<th>Late Filing Deadline ($25 fee)</th>
<th>Graduation Date—No Later than</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 1–31</td>
<td>Dec 1</td>
<td>Dec 10</td>
<td>March 15</td>
</tr>
<tr>
<td>May 1–31</td>
<td>April 1</td>
<td>April 10</td>
<td>July 15</td>
</tr>
<tr>
<td>Sept 1–30</td>
<td>August 1</td>
<td>August 10</td>
<td>November 15</td>
</tr>
</tbody>
</table>

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](http://www.nala.org).

**Legal Studies Specialization (24 Credits)**

### Legal Studies Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLA 301</td>
<td>Law and the Legal System</td>
<td>3</td>
</tr>
<tr>
<td>PLA 310</td>
<td>Legal Research</td>
<td>3</td>
</tr>
<tr>
<td>PLA 315</td>
<td>Legal Writing</td>
<td>3</td>
</tr>
<tr>
<td>PLA 320</td>
<td>Civil Litigation</td>
<td>3</td>
</tr>
<tr>
<td>PLA 430</td>
<td>Criminal Law Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

Students should plan their programs with advisor assistance so that courses can be completed in the sequence which follows.
Legal Studies Electives  
Choose 9 credits from:  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLA 300</td>
<td>Special Topics</td>
<td>3</td>
</tr>
<tr>
<td>PLA 330</td>
<td>Alternative Dispute Resolution</td>
<td>3</td>
</tr>
<tr>
<td>PLA 335</td>
<td>Employment Law</td>
<td>3</td>
</tr>
<tr>
<td>PLA 339</td>
<td>Health Law</td>
<td>3</td>
</tr>
<tr>
<td>PLA 343</td>
<td>Business Organizations</td>
<td>3</td>
</tr>
<tr>
<td>PLA 350</td>
<td>Real Estate Law</td>
<td>3</td>
</tr>
<tr>
<td>PLA 405</td>
<td>Administrative Law and Process</td>
<td>3</td>
</tr>
<tr>
<td>PLA 440</td>
<td>Contracts</td>
<td>3</td>
</tr>
<tr>
<td>PLA 452</td>
<td>Environmental Law</td>
<td>3</td>
</tr>
<tr>
<td>PLA 460</td>
<td>Probate Proceedings</td>
<td>3</td>
</tr>
<tr>
<td>PLA 470</td>
<td>Immigration Law</td>
<td>3</td>
</tr>
<tr>
<td>PLA 480</td>
<td>Bankruptcy</td>
<td>3</td>
</tr>
<tr>
<td>PLA 483</td>
<td>Family Law</td>
<td>3</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 200</td>
<td>Foundations of Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>PLA 301</td>
<td>Law and the Legal System</td>
<td>3</td>
</tr>
<tr>
<td>PLA 310</td>
<td>Legal Research</td>
<td>3</td>
</tr>
<tr>
<td>PLA 315</td>
<td>Legal Writing</td>
<td>3</td>
</tr>
<tr>
<td>PLA 320</td>
<td>Civil Litigation</td>
<td>3</td>
</tr>
<tr>
<td>PLA 343</td>
<td>Business Organizations</td>
<td>3</td>
</tr>
<tr>
<td>PLA 440</td>
<td>Contracts</td>
<td>3</td>
</tr>
<tr>
<td>PLA 480</td>
<td>Bankruptcy</td>
<td>3</td>
</tr>
</tbody>
</table>

Approved PLA electives

Choose 3 credits from:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLA 330</td>
<td>Alternative Dispute Resolution</td>
<td>3</td>
</tr>
<tr>
<td>PLA 335</td>
<td>Employment Law</td>
<td>3</td>
</tr>
<tr>
<td>PLA 405</td>
<td>Administrative Law and Process</td>
<td>3</td>
</tr>
<tr>
<td>PLA 440</td>
<td>Contracts</td>
<td>3</td>
</tr>
<tr>
<td>PLA 480</td>
<td>Bankruptcy</td>
<td>3</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADM 303</td>
<td>Administrative Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>ADM 306</td>
<td>Services Marketing</td>
<td>3</td>
</tr>
<tr>
<td>ADM 315</td>
<td>Diversity in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>ADM 353</td>
<td>Leadership Development</td>
<td>3</td>
</tr>
<tr>
<td>ADM 412</td>
<td>Quality &amp; Productivity</td>
<td>3</td>
</tr>
<tr>
<td>ADM 464</td>
<td>Strategic Human Resource Administration</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>3 credit upper level ADM elective</td>
<td>3</td>
</tr>
</tbody>
</table>

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

**Information Technology (21 Credits)**
This minor is listed under the Bachelor of Science in Information Technology program.

**Network and Systems Engineering (21 Credits)**
This minor is listed under the Bachelor of Science in Information Technology program.

**Software Engineering (21 Credits)**
This minor is 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.

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**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

<table>
<thead>
<tr>
<th>Distribution Requirements</th>
<th>45 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Management</td>
<td>45 Credits</td>
</tr>
<tr>
<td>Portfolio (Option)</td>
<td>Up To 30 Credits</td>
</tr>
<tr>
<td>Minor (Option)</td>
<td>21 Credits</td>
</tr>
<tr>
<td>Electives</td>
<td>Variable</td>
</tr>
<tr>
<td>Minor Total Degree Requirements</td>
<td>120 Credits</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>33 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMA 205</td>
<td>Overview of Disasters and Complex Emergencies</td>
</tr>
<tr>
<td>EMA 305</td>
<td>Principles of Emergency Management</td>
</tr>
<tr>
<td>EMA 307</td>
<td>Business Continuity Crisis Management</td>
</tr>
<tr>
<td>PSY 311</td>
<td>Psychosocial Issues of Disaster Preparedness and Recovery</td>
</tr>
<tr>
<td>PHI 352</td>
<td>Ethical Issues in Biomedical Science</td>
</tr>
<tr>
<td>ADM 353</td>
<td>Leadership Development</td>
</tr>
<tr>
<td>EMA 315</td>
<td>International Disaster Management</td>
</tr>
<tr>
<td>EMA 405</td>
<td>Disaster Response Operations and Management I: Mitigation and Preparedness</td>
</tr>
<tr>
<td>EMA 409</td>
<td>Hazard Mitigation and Management</td>
</tr>
<tr>
<td>EMA 311</td>
<td>Emergency Management of Homeland Security</td>
</tr>
<tr>
<td>EMA 499</td>
<td>Capstone in Emergency Management</td>
</tr>
</tbody>
</table>

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:

Information Technology (21 Credits)
This minor is listed under the Bachelor of Science in Information Technology program.

Network and Systems Engineering (21 Credits)
This minor is listed under the Bachelor of Science in Information Technology program.

Software Engineering (21 Credits)
This minor is 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.

Degree Requirements

<table>
<thead>
<tr>
<th>Distribution Requirements</th>
<th>45 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Services Administration</td>
<td>30 Credits</td>
</tr>
<tr>
<td>Portfolio (Required)</td>
<td>Up To 30 Credits</td>
</tr>
<tr>
<td>Minor (Option)</td>
<td>21 Credits</td>
</tr>
<tr>
<td>Electives</td>
<td>Variable</td>
</tr>
<tr>
<td>Min. Total Degree Requirements</td>
<td>120 Credits</td>
</tr>
</tbody>
</table>

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 will be available fully online as of Spring 2016. Students may choose to combine both options for a flexible and convenient schedule.

<table>
<thead>
<tr>
<th>Prerequisite Course</th>
<th>3 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSA 301 The Health Care System</td>
<td>3</td>
</tr>
</tbody>
</table>

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 Core Courses (18 Credits)

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSA 319</td>
<td>Health Care Finance</td>
<td>3</td>
</tr>
<tr>
<td>HSA 339</td>
<td>Health Law</td>
<td>3</td>
</tr>
<tr>
<td>HSA 410</td>
<td>Management in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HSA 425</td>
<td>Public and Community Health</td>
<td>3</td>
</tr>
<tr>
<td>HSA 475</td>
<td>Issues in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HSA 499</td>
<td>Capstone in Health Services Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

Health Services Administration Electives (12 Credits)

These can be taken in any sequence or combination.

Twelve credits (12 credits) must be taken from the following courses (other courses with the approval of the B.S.H.S.A. academic coordinator):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSA 301</td>
<td>The Health Care System</td>
<td>3</td>
</tr>
<tr>
<td>HSA 441</td>
<td>Health Care for the Elderly</td>
<td>3</td>
</tr>
<tr>
<td>HSA 459</td>
<td>Independent Study in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>ADM</td>
<td>Any ADM prefix course</td>
<td>3</td>
</tr>
<tr>
<td>PSY 329</td>
<td>Understanding and Coping with Stress</td>
<td>3</td>
</tr>
<tr>
<td>PSY 304</td>
<td>Essentials of Lifespan Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY 410</td>
<td>Group Dynamics and Decision-Making</td>
<td>3</td>
</tr>
<tr>
<td>PSY 417</td>
<td>Psychology of Aging</td>
<td>3</td>
</tr>
<tr>
<td>PUB 404</td>
<td>Concepts and Issues in Public Planning</td>
<td>3</td>
</tr>
<tr>
<td>PUB 406</td>
<td>Human Resources in the Public Sector</td>
<td>3</td>
</tr>
<tr>
<td>PUB 409</td>
<td>Contemporary Issues in Public Safety</td>
<td>3</td>
</tr>
</tbody>
</table>

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. 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. 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)
This minor is listed under the Bachelor of Science in Administration program.

Information Technology (21 Credits)
This minor is listed under the Bachelor of Science in Information Technology program.

Network and Systems Engineering (21 Credits)
This minor is listed under the Bachelor of Science in Information Technology program.

Software Engineering (21 Credits)
This minor is listed under the Bachelor of Science in Information Technology program.

Legal Studies (21 Credits)
This minor is 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.

Bachelor of Science in Information Technology

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.

### Bachelor of Science (B.S.) in Information Technology

#### Degree Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distribution Requirements</td>
<td>45</td>
</tr>
<tr>
<td>Information Technology</td>
<td>30</td>
</tr>
<tr>
<td>Specialization</td>
<td>15</td>
</tr>
<tr>
<td>Minor (Option)</td>
<td>21</td>
</tr>
<tr>
<td>Portfolio (Option)</td>
<td>Up To 30</td>
</tr>
<tr>
<td>Electives</td>
<td>Variable</td>
</tr>
<tr>
<td>Min. Total Degree Requirements</td>
<td>120</td>
</tr>
</tbody>
</table>

#### Recommended Distribution Course

Students considering graduate studies in IT are recommended to take MAT 154 Introduction to Statistics.

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAT 102 Basic Computer Applications*</td>
<td>3</td>
</tr>
</tbody>
</table>
Information Technology Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 190</td>
<td>Microcomputer Systems*</td>
<td>3</td>
</tr>
<tr>
<td>IT 200</td>
<td>Foundations of Information Technology*</td>
<td>3</td>
</tr>
<tr>
<td>IT 310</td>
<td>Telecommunications and Computer Networks</td>
<td>3</td>
</tr>
<tr>
<td>IT 320</td>
<td>Computer Security</td>
<td>3</td>
</tr>
<tr>
<td>IT 338</td>
<td>Web Design, Authoring and Publishing</td>
<td>3</td>
</tr>
<tr>
<td>IT 372</td>
<td>Software Engineering</td>
<td>3</td>
</tr>
<tr>
<td>IT 426</td>
<td>Databases</td>
<td>3</td>
</tr>
<tr>
<td>IT/NSE 6</td>
<td>6 credits in upper level Electives</td>
<td></td>
</tr>
<tr>
<td>IT 499</td>
<td>Integrated Capstone Project</td>
<td>3</td>
</tr>
</tbody>
</table>

*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.

<table>
<thead>
<tr>
<th>IT</th>
<th>400</th>
<th>IT Project Management</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT</td>
<td>450</td>
<td>Administrative Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>ADM</td>
<td>303</td>
<td>Administrative Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>ADM</td>
<td>464</td>
<td>Strategic Human Resource Administration</td>
<td>3</td>
</tr>
<tr>
<td>3 credit upper level IT/NSE/ADM elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Network and Systems Engineering Specialization (15 Credits)

This specialization is for students to focus on how to effectively plan, implement, administer, and support various size networks in the enterprise. This specialization provides the groundwork for professionals to pursue highly recognized industry certification. Depending upon which elective(s) a student selects, opportunities exist to receive the necessary foundation to further prepare for certification programs such as CompTIA A+, CompTIA Network+, Microsoft MCP/MCSA/MCTS/MCITP, Cisco CCNA, and CompTIA Linux+.

Students who successfully complete the NSE specialization will:

- know the principal features of Windows and the basics of enterprise networking
- be able to install, configure, deploy, and manage Windows operating systems and services;
- understand the logical and physical components of Active Directory Services.
- have the skills to plan and implement an Active Directory structure and policies that address the needs of an organization;
- be able to configure network services such as DHCP, DNS, VPN, IPSec, IIS, and Routing;
- be able to manage the operation of network clients and servers from a central location;
be able to select and implement network infrastructure topologies and technologies for optimal Internet/intranet connectivity; and

be able to identify and resolve network problems by using troubleshooting tools and utilities.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSE 210</td>
<td>Network Administration</td>
<td>3</td>
</tr>
<tr>
<td>NSE 320</td>
<td>Server Operating System</td>
<td>3</td>
</tr>
<tr>
<td>NSE 405</td>
<td>Managing a Microsoft Network</td>
<td>3</td>
</tr>
<tr>
<td>6 credits upper level NSE electives</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

**Current List of NSE electives:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSE 300</td>
<td>Special Topics</td>
<td>3</td>
</tr>
<tr>
<td>NSE 305</td>
<td>Advanced PC Hardware and Networking</td>
<td>3</td>
</tr>
<tr>
<td>NSE 310</td>
<td>Client Operating System</td>
<td>3</td>
</tr>
<tr>
<td>NSE 330</td>
<td>Working with Cisco LAN Hardware</td>
<td>3</td>
</tr>
<tr>
<td>NSE 415</td>
<td>Linux Operating System</td>
<td>3</td>
</tr>
<tr>
<td>NSE 425</td>
<td>Advanced Directory Services</td>
<td>3</td>
</tr>
<tr>
<td>NSE 445</td>
<td>Advanced Network Services</td>
<td>3</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 301</td>
<td>Introduction to Programming</td>
<td>3</td>
</tr>
<tr>
<td>IT 407</td>
<td>Database Programming and Administration</td>
<td>3</td>
</tr>
<tr>
<td>IT 438</td>
<td>Web Programming and Administration</td>
<td>3</td>
</tr>
<tr>
<td>IT 340</td>
<td>Java Programming for the Web</td>
<td>3</td>
</tr>
<tr>
<td>3 credit upper level IT/NSE elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>
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.

BS-IT COURSE SEQUENCING

**Major Core Courses**

- IT 190
- IT 200
- IT 310
- IT 320
- IT 338
- IT 372
- IT 426
- IT 499

**Information Systems Administration Specialization**

- IT 200
- IT 400
- IT 450
- IT 499

**Software Engineering Specialization**

- IT 200
- IT 340
- IT 301
- IT 426
- IT 338
- IT 407
- IT 438
- IT 499
Network and Systems Engineering Specialization

IT 310
NSE 210  NSE 320
NSE 405
IT 499

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 190</td>
<td>3</td>
</tr>
<tr>
<td>IT 200</td>
<td>3</td>
</tr>
<tr>
<td>IT 310</td>
<td>3</td>
</tr>
<tr>
<td>IT 338</td>
<td>3</td>
</tr>
<tr>
<td>IT 426</td>
<td>3</td>
</tr>
<tr>
<td>Approved 3 credit upper level IT elective</td>
<td>3</td>
</tr>
</tbody>
</table>

*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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 310 Telecommunications and Computer Networks</td>
<td>3</td>
</tr>
<tr>
<td>NSE 210 Network Administration</td>
<td>3</td>
</tr>
<tr>
<td>NSE 320 Server Operating System</td>
<td>3</td>
</tr>
<tr>
<td>NSE 405 Managing a Microsoft Network</td>
<td>3</td>
</tr>
<tr>
<td>6 credits in upper level NSE electives</td>
<td>6</td>
</tr>
</tbody>
</table>

*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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 301</td>
<td>Introduction to Programming</td>
<td>3</td>
</tr>
<tr>
<td>IT 338</td>
<td>Web Design, authoring and Publishing</td>
<td>3</td>
</tr>
<tr>
<td>IT 372</td>
<td>Software Engineering</td>
<td>3</td>
</tr>
<tr>
<td>IT 407</td>
<td>Database Programming and Administration</td>
<td>3</td>
</tr>
<tr>
<td>IT 426</td>
<td>Databases</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Approved 3 credit upper level SE elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Current List of Approved SE Electives:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 340</td>
<td>Java Programming for the Web</td>
<td>3</td>
</tr>
<tr>
<td>IT 438</td>
<td>Web Programming and Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

*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.
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.
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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 200</td>
<td>Foundations of Information Technology*</td>
<td>3</td>
</tr>
<tr>
<td>IT 338</td>
<td>Web Design, Authoring and Publishing</td>
<td>3</td>
</tr>
<tr>
<td>IT 301</td>
<td>Introduction to Programming</td>
<td>3</td>
</tr>
<tr>
<td>IT 372</td>
<td>Software Engineering</td>
<td>3</td>
</tr>
<tr>
<td>IT 407</td>
<td>Database Programming and Administration</td>
<td>3</td>
</tr>
<tr>
<td>IT 426</td>
<td>Databases</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Approved 3 credit upper level IT/NSE elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Current List of Approved SE Course Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 340</td>
<td>Java Programming for the Web</td>
</tr>
<tr>
<td>IT 438</td>
<td>Web Programming and Administration</td>
</tr>
</tbody>
</table>

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

Administration Minor (21 Credits)
This minor is listed under the Bachelor of Science in Administration program.

Public Administration Minor (21 Credits)
This minor is listed under the Bachelor of Public Administration program.

Legal Studies Minor (21 Credits)
This minor is listed under the Bachelor of Science in Administration 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.
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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Barry Course Title</th>
<th>Certification Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 190</td>
<td>Microcomputer Systems</td>
<td>CompTIA A+</td>
</tr>
<tr>
<td>IT 310</td>
<td>Telecom and Computer Networks</td>
<td>CompTIA Network+</td>
</tr>
<tr>
<td>IT 320</td>
<td>Computer Security</td>
<td>CompTIA Security+</td>
</tr>
</tbody>
</table>

Required courses for students specializing or minoring in NSE:

(OR as possible electives for students majoring or minoring in IT)

<table>
<thead>
<tr>
<th>Course</th>
<th>Barry Course Title</th>
<th>Certification Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSE 210</td>
<td>Network Administration</td>
<td>Installing and Configuring Windows Server 2012 (70-410)</td>
</tr>
<tr>
<td>NSE 320</td>
<td>Server Operating System</td>
<td>Administering Windows Server 2012 (70-411)</td>
</tr>
<tr>
<td>NSE 405</td>
<td>Managing a Microsoft Network</td>
<td>Configuring Advanced Windows Server 2012 Services (70-412)</td>
</tr>
</tbody>
</table>

*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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Barry Course Title</th>
<th>Certification Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSE 310</td>
<td>Client Operating System</td>
<td>Windows 7, Configuring</td>
</tr>
<tr>
<td>NSE 330</td>
<td>Working with Cisco LAN Hardware</td>
<td>Cisco Certified Network Associate (CCNA)</td>
</tr>
<tr>
<td>NSE 415</td>
<td>Linux Operating System</td>
<td>CompTIA Linux+</td>
</tr>
</tbody>
</table>

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. There are currently two testing centers at PACE locations. One testing center is located in Broward County at our Pembroke Pines location, and another in Brevard County at our Melbourne location.

To register for a certification exam call:

Pembroke Pines: (954) 443-0561
Melbourne: (321) 409-5553
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).

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

Students can check the online National Guide to College Credit at [www.acenet.edu/nationalguide/](http://www.acenet.edu/nationalguide/) to see if courses or educational programs are listed.

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

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

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

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

### Grading System

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

<table>
<thead>
<tr>
<th>Superior Achievement</th>
<th>A</th>
<th>4.0 honor points per credit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A−</td>
<td>3.7 honor points per credit</td>
</tr>
<tr>
<td></td>
<td>B+</td>
<td>3.4 honor points per credit</td>
</tr>
<tr>
<td>Average</td>
<td>B</td>
<td>3.0 honor points per credit</td>
</tr>
<tr>
<td>Below Average</td>
<td>C</td>
<td>2.0 honor points per credit</td>
</tr>
<tr>
<td>**Pass</td>
<td>D</td>
<td>1.0 honor points per credit</td>
</tr>
<tr>
<td>Failure</td>
<td>F</td>
<td>No credit</td>
</tr>
<tr>
<td>Credit</td>
<td>CR</td>
<td>Credit but no honor points</td>
</tr>
<tr>
<td>Audit</td>
<td>AU</td>
<td>No honor points per credit</td>
</tr>
<tr>
<td>Not Reported</td>
<td>NR</td>
<td>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.</td>
</tr>
<tr>
<td>In Progress</td>
<td>IP</td>
<td>In Progress</td>
</tr>
<tr>
<td>No Credit</td>
<td>NC</td>
<td>No credit</td>
</tr>
<tr>
<td>Incomplete</td>
<td>I</td>
<td>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.</td>
</tr>
<tr>
<td>Incomplete Grade</td>
<td>Honor Points per Credit</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-------------------------</td>
<td></td>
</tr>
<tr>
<td>Redeemed with grade of A IA</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Redeemed with grade of A- IA-</td>
<td>3.70</td>
<td></td>
</tr>
<tr>
<td>Redeemed with grade of B+ IB+</td>
<td>3.40</td>
<td></td>
</tr>
<tr>
<td>Redeemed with grade of B IB</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>Redeemed with grade of C IC</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>Redeemed with grade of D ID</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Redeemed with grade of F IF</td>
<td>No honor points</td>
<td></td>
</tr>
<tr>
<td>Redeemed with grade of CR ICR</td>
<td>Credit but no honor points awarded</td>
<td></td>
</tr>
<tr>
<td>Withdrew NC</td>
<td>INC INC</td>
<td></td>
</tr>
</tbody>
</table>

Graduate Student Status

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

<table>
<thead>
<tr>
<th>Full-time</th>
<th>9 credits or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-time</td>
<td>4 to 8 credits</td>
</tr>
</tbody>
</table>

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.
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.

Re-Admission Requirements
A student who has been dismissed for academic reasons may not petition the Dean for readmission until one year has elapsed from the date of the dismissal notification. Upon readmission, the student will be considered on academic probation and must remove one of the earned deficient grades by repeating a course in which a grade of “C” or below was earned.

Students who have been academically inactive for at least one calendar year and who wish to be readmitted must complete an application for readmission, available at www.barry.edu/graddocuments. 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
Phone: (305) 899-3355 or
Toll Free: (800) 695-2279
Email: PACExfinaid@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.

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

Provisional Admissions
Students with a GPA below 3.0 may be provisionally admitted if all of the other admissions criteria have been met. Applicants who have attained an undergraduate cumulative grade point average of BELOW a 3.5 GPA will be required to take the ADM 511W Graduate Writing and Research workshop (non-credit/no cost workshop). Students who have a 3.5 cumulative GPA or better who have been out of school for more than 4 years are also required to take the ADM 511W in the first term of enrollment.

Provisionally admitted students may register for two (2) courses (six credits) and must receive at least a 3.0 (B) grade in each of the courses to register for any additional course(s). If they are successful in attaining at least a 3.0 (B) in each course, they are fully admitted. If they are unsuccessful in attaining a 3.0 (B) in both courses, then the provisionally admitted student can no longer take courses in the M.A.A.

Admitted to Class (Class Enrollment for Students Not Yet Admitted)
Students must be admitted to the M.A.A. program to enroll for courses. PACE no longer allows applicants to enroll for courses prior to being admitted to the program.

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.

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.

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)

<table>
<thead>
<tr>
<th>Prerequisite Course</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PUB 511W Graduate Writing &amp; Research (non-credit)</td>
<td>Non-Credit</td>
</tr>
<tr>
<td><em>(offered online only)</em></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>27 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADM 505</td>
<td>Human Resource Administration</td>
</tr>
<tr>
<td>ADM 517</td>
<td>Financial Concepts for Administration</td>
</tr>
<tr>
<td>ADM 521</td>
<td>Applied Organizational Concepts</td>
</tr>
<tr>
<td>ADM 525</td>
<td>Administrative Strategies</td>
</tr>
<tr>
<td>ADM 535</td>
<td>Research Methodologies</td>
</tr>
<tr>
<td>ADM 545</td>
<td>Values and Ethics in Administration</td>
</tr>
<tr>
<td>ADM 553</td>
<td>Administrative Leadership Theory &amp; Practice</td>
</tr>
<tr>
<td>ADM 568</td>
<td>Changing Environment of Administration</td>
</tr>
<tr>
<td>ADM 699</td>
<td>Capstone: Applied Project</td>
</tr>
</tbody>
</table>
### Elective Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADM 515</td>
<td>Information Technology Concepts</td>
<td>3</td>
</tr>
<tr>
<td>ADM 652</td>
<td>Diversity in Workplace</td>
<td>3</td>
</tr>
<tr>
<td>ADM 680</td>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>IT 640</td>
<td>E-Technologies</td>
<td>3</td>
</tr>
<tr>
<td>IT 675</td>
<td>Human Computer Interaction (HCI)</td>
<td>3</td>
</tr>
<tr>
<td>PUB 501</td>
<td>Introduction to Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PUB 622</td>
<td>Non-Profit Administration</td>
<td>3</td>
</tr>
<tr>
<td>PUB 623</td>
<td>Productivity Improvement in the Public Sector</td>
<td>3</td>
</tr>
<tr>
<td>PUB 650</td>
<td>Public/Private Enterprise</td>
<td>3</td>
</tr>
<tr>
<td>PUB 660</td>
<td>Public Policy and the Administrative Process</td>
<td>3</td>
</tr>
</tbody>
</table>

**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
- 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.

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)

<table>
<thead>
<tr>
<th>If cumulative GPA from Undergraduate program is less than 2.50:</th>
<th>If a student has a B.P.A. or similar Bachelor’s Degree and a cumulative GPA of 2.50+, students will not be required to take PUB 501</th>
<th>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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regardless of major, students will be required to take the PUB 501 Introduction to Public Administration as a preparation into the program.</td>
<td>Public Affairs</td>
<td>Urban &amp; Regional Planning</td>
</tr>
<tr>
<td></td>
<td>Political Science</td>
<td>Social Work</td>
</tr>
<tr>
<td></td>
<td>Public Policy</td>
<td>Human Resources Management</td>
</tr>
<tr>
<td></td>
<td>Public Safety Administration</td>
<td>Public Health</td>
</tr>
<tr>
<td></td>
<td>Criminal Justice</td>
<td>Health Services Administration</td>
</tr>
<tr>
<td></td>
<td>Fire and Emergency Services</td>
<td>Military Science (ROTC)</td>
</tr>
<tr>
<td></td>
<td>Emergency Management</td>
<td>Legal Studies</td>
</tr>
<tr>
<td></td>
<td>Public Budgeting</td>
<td>Government &amp; International Affairs</td>
</tr>
</tbody>
</table>

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.

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

Students must be admitted to the M.P.A. program to enroll for courses. PACE no longer allows applicants to enroll for courses prior to being admitted to the program.

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.

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)**

<table>
<thead>
<tr>
<th>Prerequisite Courses</th>
<th>3 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUB 511W</td>
<td>Graduate Writing &amp; Research</td>
</tr>
<tr>
<td>(offered online only)</td>
<td>non-credit</td>
</tr>
<tr>
<td>PUB 501</td>
<td>Introduction to Public Administration</td>
</tr>
<tr>
<td>(offered online only)</td>
<td>3 Credits</td>
</tr>
</tbody>
</table>

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

**Note:**

PUB 503 & PUB 535 must be taken in the first term after full acceptance in program, to the extent the schedule permits; PUB 699 must be taken in the last term of the program.
Elective Courses 6 Credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUB 622</td>
<td>Non-Profit Administration</td>
<td>3</td>
</tr>
<tr>
<td>PUB 623</td>
<td>Productivity Improvement in the Public Sector</td>
<td>3</td>
</tr>
<tr>
<td>PUB 650</td>
<td>Public/Private Enterprise</td>
<td>3</td>
</tr>
<tr>
<td>PUB 660</td>
<td>Public Policy and Administrative Process</td>
<td>3</td>
</tr>
</tbody>
</table>

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 of 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.
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.

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
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
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).

Contemporary Art (3)
A look at painting, craft, and performance art from the 1960s up to the present.

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.

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.

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.
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.

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.

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.

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.

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 329 to ENG 329

*All ENG literature courses listed meet the distribution requirements for Humanities except for ENG 102, ENG 202, ENG 302 and ENG 353.
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.

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 ex-
pository 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 emerg-
ing genre of environmental writing through an analysis of fiction, essays, travel journals, and
poetry. It encourages thoughtful analysis of contemporary environmental concerns while pro-
moting 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 lit-
erary 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 ado-
lescence 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.
Independent Study
Opportunity for extensive research in areas of special interest to the student. Prerequisite: Department Chair and Dean Approval.

Environmental Sciences; Prefix: EVS

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.

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.

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.

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.

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 Nino Southern Oscillation.

Health Services Administration; Prefix: HSA

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.

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.

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).

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.

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.
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: IT 310.

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)

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.
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

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.

Legal Research (3)
Instruction on finding, reading, and updating law. Research strategies and proper citation form.

Legal Writing (3)
Study of legal writing and memorandum preparation. Legal research and writing exercises. Prerequisites: PLA 310 and ENG 302.

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.

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).

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).

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).

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.

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.
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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>405</td>
<td>Administrative Law and Process (3)</td>
<td>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).</td>
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<tr>
<td>430</td>
<td>Criminal Law Practice (3)</td>
<td>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.</td>
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<tr>
<td>440</td>
<td>Contracts (3)</td>
<td>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.</td>
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<td>452</td>
<td>Environmental Law (3)</td>
<td>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.</td>
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<tr>
<td>460</td>
<td>Probate Proceedings (3)</td>
<td>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.</td>
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<tr>
<td>470</td>
<td>Immigration Law (3)</td>
<td>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.</td>
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<tr>
<td>480</td>
<td>Bankruptcy (3)</td>
<td>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.</td>
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<tr>
<td>483</td>
<td>Family Law (3)</td>
<td>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.</td>
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**Mathematics; Prefix: MAT**

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<tr>
<td>106</td>
<td>Survey of Mathematics (3)</td>
<td>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.</td>
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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 tenet 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  Principle 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.

423 Industrial Psychology (3)
Application of psychological principles and procedures in a business and industry setting; consideration given to topics such as selection, placement, employee motivation; morale and leaderships. Prerequisite: PSY 206. (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 Disorder 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.

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.

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.

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

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)

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

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.
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. Prerequisite IT 200 or equivalent.

Public Administration; Prefix: PUB

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.)

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

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)

Note:
This will be a required course for all provisionally accepted students who begin the the M.P.A. program with undergraduate degrees outside Public Administration or whose cumulative GPA is below 2.5. This course must be taken in the student’s first term and must be successfully completed with a final grade of “B” or better to proceed as fully accepted in the M.P.A. program.

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.
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 www.barry.edu/ce.

Whether one's interest is in obtaining CE credits required to maintain current status in a particular occupation, learning new skills needed for a present position, retraining for a new position, or filling leisure time in meaningful ways, 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.

Some programs carry continuing education units (CEU). The CEU is a nationally recognized method for measuring and recording participation in continuing education programs that do not carry credit toward a degree and cannot be automatically converted to degree status, but do meet established administrative criteria. The CEU is defined as “ten contact hours of participation in all organized continuing education experiences under responsible sponsorship, capable direction and qualified instruction.” Programs of less than ten contact hours in length can carry a percentage of a CEU. Individuals enrolled in a degree program which has a portfolio option or requirement at Barry University may include records of CE professional development training in their portfolio of learning from work experience.

### Policies Regarding Certificate Programs

1. All PACE Institute 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) and Paramedic programs will be graded for all work completed.
5. Students are expected to follow University rules and regulations.
Program Descriptions

Emergency Services

American Heart Association (AHA)

Curriculum

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 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 Recertification: The 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 Initial: The 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 and 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 Recertification: The 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 and 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 Initial: The 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 team leader. This course is 16 hours.
**PALS Recertification:** The 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.

**EMT—Emergency Medical Technician Program:** This is a 16-week training course leading to a Certificate of Completion. The course, approved by the State of Florida’s Bureau of Emergency Medical Services, provides preparation for the EMT certification exam has been designed to exceed the minimum requirements of the State of Florida. Along with classroom work, there are skills labs in which techniques are demonstrated, learned and perfected, externships—ride-time with fire-rescue units and on ambulances where students primarily observe but may well be called on to participate in crises situations, and internships—observing and participating in life-saving stabilization techniques in hospital emergency rooms. Students who earn the EMT License who wish to pursue an academic degree at Barry University will receive 6 lower level credits for this license if they enroll at PACE. Licensure credits are only accepted by PACE for baccalaureate programs. The program consists of EMT Lecture 120 hours, EMT Lab 44 hours, Hospital Clinical 24 hours, Ambulance/Fire Rescue Ride Time 48 hours.

**Fire Officer—I, II, III, IV & Fire Safety Inspector—I, II**

**Building Construction for the Fire Service:** This course will cover various topics including: identifying hazards from assault by fire and gravity; how building construction can influence fire spread, fire confinement or structural collapse; and other life safety issues. This course identifies construction features and their hazards under fire conditions. This course is 45 hours.

**Blueprint Reading and Plans Review:** This course is geared toward teaching the student how to assimilate information contained in working, drawing, and specifications as they relate to the fire inspector. The curriculum includes how to interpret conventional graphic communications. Accepted standards and conventions are introduced. Symbols, abbreviations, principles of technical projection, as well as a review of construction arithmetic and geometry, are included. Related worksheets are used to allow for applied experience of finding and interpreting information from authentic drawings. Students must bring an architectural scale. Blueprint, Reading and Plans Review OR (Blueprint Read and Plan Rev). This course is 45 hours.

**Codes and Standards:** This course is designed to familiarize inspectors with the Florida Fire Prevention Code which includes NFPA 1, FSS 633, and FAC 69A. Students will learn how to research codes and apply them to inspection activities. This course is 45 hours.

**Company Officer:** 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. This course is 45 hours.
Firefighting Tactics & Strategy I: 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. This course is 45 hours.

Firefighting Tactics & Strategy II: 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. This course is 45 hours.

Fire Prevention Practices: 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; and conducting inspections. This course is 45 hours.

Fire Service Course Delivery: 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, and the use of media and visual aids. This course is 45 hours.

Fire Service Course Design: This course is designed to enhance instructor techniques in Curriculum Development. The student will develop objectives, prepare an effective lesson plan, and present an active training session. This course is 45 hours.

Private Fire Protection Systems I: A study of fire inspection practices for private systems, 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; and conducting inspections. This course is 45 hours.

Paramedic Program
This is a sixteen-week training course leading to a Certificate of Completion. The course, approved by the State of Florida’s Bureau of Emergency Medical Services, provides preparation for the EMT certification exam has been designed to exceed the minimum requirements of the State of Florida.

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 Paramedic Course is designed for any licensed or certified Emergency Medical Technician (EMT) or EMT Specialist interested in becoming a Paramedic. Students who successfully complete one of these programs are eligible to take the National Registry examination process required for state licensure. The 1,016 hour Paramedic course teaches anatomy and physiology, patient assessment, advanced airway management, oxygen therapy, intravenous therapy, cardiology, pharmacology, and reinforces basic EMT skills. Students who earn the EMT License who wish to pursue an academic degree at Barry University will receive
6 lower level credits for this license if they enroll at PACE. Licensure credits are only accepted by PACE for baccalaureate programs. The program consists of EMT Lecture 120 hours, EMT Lab 44 hours, Hospital Clinical 24 hours, Ambulance/Fire Rescue Ride Time 48 hours.

**NAEMT—National Association of Emergency Medical Technician Program**

**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 hours.

**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 hours.

**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 hours.

**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 hours.

**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 hours.

**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 hours.

**CEHR—Certified Electronic Health Records:** 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 hours.
CMAA—Certified Medical Administrative Assistant: This program provides students 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. This course is 30 hours.

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 course is 60 hours.

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 course is 60 hours.

Business and Professional Development

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 eighty-nine financial planning topics incorporated into seven courses: estate planning, fundamentals of financial planning, income tax planning, insurance planning, investment planning, retirement planning, and a final capstone. The program is 225 hours.

SHRM®-CP SHRM®-SCP Certification Preparation: This course is 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 of HR practices, broadens the perspective of functional specialists, and strengthens individual competencies and productivity. In addition to being an excellent professional development opportunity, the Learning System is a powerful tool to assist you in preparing for certification exams. This course is 48 hours.

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:** Because corporate higher-ups and stakeholders can’t support your ideas—or recognize you for them—without first understanding what they are, 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:** Because organizations must innovate to stay alive in today’s highly competitive marketplace, 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 you insight into how nonprofit professionals apply key concepts in their own organizations. This course is 26 hours.

Managing Real World Projects: This online, self-paced, six-module course presents a streamlined approach to project management based on the best practices of experienced, effective project managers. It cuts through the clutter and focuses on the key principles of project management in the real world, offering tools and techniques. This course is 10 hours.

PMP® Exam Prep Course: This completely online and self-paced project management program builds successful project managers at all levels of the organization. It provides a comprehensive preparation for the PMP® certification exam including exam-taking tips, twelve comprehensive module quizzes, five process group tests, and more. This course is 35 hours.

Project Management for Information Technology: Project management refers to the art, or science, of directing projects. This course, Project Management for Information Technology, focuses more specifically on how project management concepts can be applied to IT projects, as well as on project management issues that are unique to IT projects and more. This course is 25 hours.

Project Management Team Leadership: The vast majority of project work in today's organizations is done in a team setting. In this environment, project management team leaders have a tremendous responsibility and opportunity to develop and exhibit leadership skills. This course first discusses the roles and responsibilities of the project and more. This course is 18 hours.

Project Risk Management: PMI-RMP® Exam Prep: This completely online and self-paced nine-module risk management course helps educate project managers in identifying and responding to project risk. This course provides a comprehensive preparation for the Project Management Institute's PMI-RMP® certification exam including exercises, self-assessments, interactive games, and more. This course is 18 hours.
Quality Management Basics: Quality Management Basics provides a firm foundation for anyone looking to understand quality management practices and techniques. The course combines instructional material with interactive exercises, vocabulary games, and flashcards to explain the core concepts and strategies of effective quality management. This course is 12 hours.

Effectively Managing Project Stakeholders: This online course is created to help project managers understand and resolve issues that can emerge from interactions among project stakeholders. The course includes a brief tutorial to help students understand familiar strategies for managing stakeholder expectations. This course is 3 hours.

Emotional Intelligence for Project Managers: Emotional intelligence (EI) is our ability to identify and control our emotions to achieve positive outcomes in our relationships. Project managers with high EI are better equipped to deal with team members, vendors, stakeholders, and sponsors and to handle and resolve conflicts. This course is 3 hours.

Ethics for Project Managers: Business ethics represent the standards for right and wrong that govern how businesspeople act. The term also refers to the study of moral principles in the workplace. This one-module course reviews the major ethical issues facing project managers. It looks at the specific challenges project management presents. This course is 3 hours.

Project Management Simulations

4CShare Global Project Management Simulation: In this simulation, you’ve been named the project leader for an exciting new project—the development of a knowledge sharing database for your company, Four Corners BioPharma, Inc. The project will involve establishing processes for storing and sharing knowledge in your multinational corporation. This course is 10 hours.

Allerton Connector Highway Project Management Simulation: Through this simulation, the learner will play the role of a project manager on a highway construction project in the small city of Allerton. This project is considered to be a “major project” by the Federal Highway Administration (FHWA), which means it has a budget. This course is 10 hours.

HealthMax Software Project Management Simulation: Through this simulation, the learner will play the role of a project manager on a new product development project at HealthMax Software. The goal of the project is to develop Health Records, a new medical records software system. This course is 10 hours.

Industry-Licensure/Certification

Certificate in Sustainable Management: Sustainability refers to the use of ecosystems and their resources in a manner that satisfies current needs without compromising the needs or options of future generations. A sustainable business is one that generates profits for its owners, protects the environment, and improves the lives of the people with whom it interacts. This course is 40 hours.

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 course is 132 hours.

**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 course is 132 hours.

**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 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 hours.

For further information or for upcoming course dates visit the schedule on our website at http://www.barry.edu/ce.
<table>
<thead>
<tr>
<th>Position</th>
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<tbody>
<tr>
<td>Dean, School of Professional And Career Education</td>
<td>Andrea Keener, Ph.D.</td>
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<tr>
<td>Administrative Assistant to the Dean</td>
<td>Ching Poon, B.S.</td>
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<tr>
<td>Assistant Dean</td>
<td>Carole Huberman, Ph.D.</td>
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<tr>
<td><strong>Associate Dean, Distance Learning</strong></td>
<td>Peter W. Brewer, D.M.A.</td>
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<tr>
<td>Instructional Designer</td>
<td>Rhonda &quot;Nikki&quot; Hill, M.S.</td>
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<tr>
<td>Academic Advisor/Recruiter for Online Programs</td>
<td>Ginger Greenstein, M.A.</td>
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<td>Academic Advisor/Recruiter for Online Programs</td>
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<tr>
<td><strong>Associate Dean, Experiential Learning / Director, Portfolio</strong></td>
<td>Judith O. Brown, Ed.D.</td>
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<tr>
<td><strong>Associate Dean, Academic and Student Affairs</strong></td>
<td>Cynthia Davis Sbaschnig, Ph.D.</td>
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<tr>
<td>Assistant Dean of Academic Affairs</td>
<td>Kathy Weigand, M.Ed.</td>
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<tr>
<td>Assistant Dean, Student Affairs</td>
<td>Marie Ange Levasseur, M.S.W.</td>
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<tr>
<td>Coordinator, Student Affairs</td>
<td>Nicole Picconi Cordeiro, B.S.</td>
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<tr>
<td>Director of Academic and Student Support Services</td>
<td>Janice M. Dowsett, M.A.</td>
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<td>Academic Coordinators:</td>
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<tr>
<td>Academic Coordinator, Administration</td>
<td>Alvaro Carreras, Jr., D.B.A.</td>
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<tr>
<td>Academic Coordinator, Behavioral Sciences</td>
<td>David J. Romano, Ph.D.</td>
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<td>Academic Coordinator, Emergency Management</td>
<td>Daniel Hahn, M.A.</td>
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<td>Academic Coordinator, English and Foreign Languages</td>
<td>Patricia Feito, Ph.D.</td>
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<td>Academic Coordinator, Health Services Administration</td>
<td>Barry J. Brock, Ed.D.</td>
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<td>Academic Coordinator, Information Technology</td>
<td>Khaled Deeb, Ph.D.</td>
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<td>Academic Coordinator, Mathematics</td>
<td>Carol Warner, Ed.D.</td>
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<td>Academic Coordinator, Public Administration</td>
<td>James Talerico, Ph.D.</td>
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<td>Academic Coordinator, Theology</td>
<td>Ann Swaner, Ph.D.</td>
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<td>Director of Instruction and Faculty Coordination</td>
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<tr>
<td>Academic Coordinator, Humanities, Theatre, &amp; Bachelor of Liberal Studies</td>
<td>Celeste Fraser Delgado, Ph.D.</td>
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<tr>
<td><strong>Associate Dean of Business Process</strong></td>
<td>Marilyn Marousek, Ph.D.</td>
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<tr>
<td>Business Process Manager</td>
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<tr>
<td>Assistant Dean, PACE Institute for Training and Professional Development</td>
<td>Terri Hernandez, Ed.D.</td>
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<td>Program Coordinator</td>
<td>Claudia Batista, M.S.</td>
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<td>EMS Program Director</td>
<td>Jason Smith</td>
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<td>Joshua Cornblit</td>
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<td>Medical Director</td>
<td>Joseph Nelson, D.O.</td>
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<td><strong>Associate Dean of Operations</strong></td>
<td>Pamela Luckett, Ph.D.</td>
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<td>Director of Operations</td>
<td>Marvin Hattaway, M.S.</td>
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<td>Director of Data Management</td>
<td>Nicola DiGiallonardo, M.P.A.</td>
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<td>Manager of Data Management</td>
<td>Michael Lemme, M.A.</td>
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<td>Coordinator, Data Management</td>
<td>Caridad Garrido</td>
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<td>Miami Dade County Director</td>
<td>Renee Glover-Hodge, M.S.</td>
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<td>Miami Shores Site Manager</td>
<td>Mary McVeigh-Camilo, M.S.W.</td>
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<td>Academic Advisor/Recruiter</td>
<td>Tai-Li Frazer, M.Ed.</td>
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<td>Rose Americain, M.P.H.</td>
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<td>Regina Neely, M.S.</td>
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<td>Kendall Site Manager</td>
<td>Rebecca DeCardenas, M.B.A.</td>
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<td>Richard Cordones, M.B.A.</td>
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<td>Cutler Bay Site Manager</td>
<td>Renee Glover-Hodge, M.S.</td>
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<td>Academic Advisor/Recruiter</td>
<td>Christina Lugo, M. Ed.</td>
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<tr>
<td>Recruiter/Admission Support Specialist (Miami)</td>
<td>Linda Arney, M.P.A.</td>
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<tr>
<td>Recruiter/Admission Support Specialist (South Dade)</td>
<td>Jovonnii Farrington Ruffin, Ph.D.</td>
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<tr>
<td>Davie Site Manager</td>
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<td>Davie Academic Advisor/Recruiter</td>
<td>Jo-Ann Thomas, Ed.D.</td>
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<td>Pembroke Pines Site Manager</td>
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<td>Pembroke Pines Academic Advisor/Recruiter</td>
<td>Carla Davidson, M.A.</td>
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<td>Recruiter/Admission Support Specialist (Broward)</td>
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<tr>
<td>Brevard, Orange and Duval Counties Regional Director</td>
<td>Lynn Grant, M.A.</td>
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<td>Cape Canaveral Site Manager</td>
<td>Kimberly A. Watzek, M.A.</td>
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<tr>
<td>Melbourne Site Manager</td>
<td>Elizabeth Ferrante-Francisco, M.B.A.</td>
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<td>Academic Advisor/Recruiter</td>
<td>Jennifer “Brooke” Cruz, M.A.</td>
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<tr>
<td>Jacksonville Site Manager/Instructor</td>
<td>Rodney Watson, M.B.A.</td>
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<td>Orange County, Director</td>
<td>Alejandro Hernandez, M.S.</td>
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<tr>
<td>Orlando - Sand Lake Academic Advisor/Recruiter</td>
<td>Norman Ford, M.B.A., M.A.</td>
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<tr>
<td>Senior Recruiter/Admission Support Specialist (Brevard)</td>
<td>Christina S. Davis, M.A.</td>
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<td>Holly Ann Haines-Kohl, M.A</td>
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<td>Ft. Myers Site Manager</td>
<td>Kathleen Cureton, M.S.</td>
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<td>Kenia Hudson-Shelton, M.S.</td>
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<tr>
<td>Recruiter/Admission Support Specialist (Southwest Florida)</td>
<td>Dawn Pike, M.S.M.</td>
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<tr>
<td>Name</td>
<td>Title/Position</td>
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