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 (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 pre-requisites, 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 their application to the program.
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ACCREDITATION

Barry University is accredited by the Southern Association of Colleges to award bachelor’s, master’s, specialist, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the status 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, 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 Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education. The Cardiovascular Perfusion Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The Anesthesiology Program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs. The Bachelor of Science in Clinical Biology with a Histotechnology specialization and the Post-Baccalaureate Certificate in Histotechnology Program are approved by the Florida Department of Health, Board of Clinical Laboratory Personnel and accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). The Master of Science in Medical Biotechnology has been recognized as a Professional Science Master’s (PSM) Program by the Council of Graduate Schools.

The Adrian Dominican School of Education (ADSOE) offers a Bachelor of Science in Education (B.S.) degree with a M.S. option; the B.S. program offers the following areas of specialization: Early and Middle Childhood (Elementary Education), Infancy and Early Childhood (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 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 Council on Podiatric Medical Education. The Physician Assistant Program is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC–PA).
The School of Human Performance and Leisure Sciences’ Athletic Training Program is accredited by the Commission on the Accreditation of Athletic Training Education (CAATE). The Physical Education Program is approved by the Florida Department of Education (DOE) as a standard teacher training. Because of Florida’s reciprocal certification agreement, students are eligible for teacher certification in most states.

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 the School of Professional and Career Education 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 Undergraduate Catalog and in the 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
1-800-945-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 dialog. Through worship and ritual, we celebrate our religious identity while remaining a University community where all are welcome.

Core Commitments

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

Knowledge and Truth

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

Inclusive Community

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

Social Justice

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

Collaborative Service

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

Learning Environment

Barry University, through its two academic colleges and seven schools, is a comprehensive university with its main campus located in Miami Shores, Florida with other sites throughout Florida. The University attracts a diverse student body, including traditional and non-traditional students from a variety of geographic, ethnic, religious and The University seeks to recruit and retain a diverse faculty who enrich it with their own traditions and heritage, who are dedicated to teaching and advising, to searching for and disseminating truth through scholarship, research, and creative activities and to serving both
the University and the larger community in a multicultural environment. The University commits itself to excellence in teaching at all levels, and values its undergraduate, graduate and professional programs supporting their search for knowledge through research and study. The University seeks to maintain a diverse and student-centered staff whose activities enhance the quality of University life. Through its students, faculty and staff Barry University provides a learning environment that challenges all to accept intellectual, spiritual, ethical, physical, and social responsibilities.

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 needs of both the students and the local community would be served. Examples of this development include the inauguration and accreditation of such programs as Nursing, Teacher Education, Medical Technology, and Social Work. Needs of the local community led Barry to begin graduate programs for men and women in 1954, a Continuing Education Program in 1974, a School of Business in 1976, a Division of Biological and Biomedical Sciences in 1983, and 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 54 buildings, with indoor and outdoor athletic facilities, spread over 80 of the University’s 122-acre campus and adjacent areas. The tropical beauty of the campus, its excellent educational facilities, and the ideal South Florida climate combine to create an atmosphere conducive to learning and to continued personal development.
UNIVERSITY LIFE

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

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

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

STUDENT RIGHT TO KNOW ACT

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

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) 899-3300
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
  - Melbourne, FL 32935
  - Phone: (321) 409-5553
  - Fax: (321) 409-5754

### 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

- **Tampa Site**
  - Thompson Center Waters
  - 5501 West Waters Ave, Suite 401
  - Tampa, FL 33634
  - Phone: (813) 806-8980
  - Fax: (813) 806-8981

(Online programs only)

### HILLSBOROUGH COUNTY
- **Tallahassee Site**
  - Woodcrest Office Plaza
  - 325 John Knox Road, Building A
  - Tallahassee, FL 32303
  - Phone: (850) 385-2279
  - Fax: (850) 385-7576

### 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

### 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 Site**
  - Woodcrest Office Plaza
  - 325 John Knox Road, Building A
  - Tallahassee, FL 32303
  - Phone: (850) 385-2279
  - Fax: (850) 385-7576

### COLLIER COUNTY
- **Contact the Fort Myers Site**
  - Phone: (239) 278-3041
  - Fax: (239) 278-3346
Classes also offered at:
Barry University at Tallahassee Community College
University Center
444 Appleyard Drive
Tallahassee, FL 32304
Phone: (850) 201-8650
Fax: (850) 201-8468

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

Classes also offered at:
Orlando (East), Alafaya Site
2000 N Alafaya Trail, Suite 600
Orlando, FL 32826

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)
2014-2015
PACE ACADEMIC CALENDAR
(University Approved)
Refer to the online Schedule for additional information located at www.barry.edu/pace.

Fall Semester 2014: August 11 – December 6

FALL SESSION A (AUGUST 11 – OCTOBER 6, 2014)
August 11 Fall A Session begins
August 11-15 Late Registration & Schedule Adjustment Period (Students who drop Individual courses during this period will be charged 20% and receive a “W” grade
August 15 Fall A portfolio submission for March 2015 degree completion
August 15 Deadline to apply for October 2014 degree completion
September 1 Labor Day Holiday; Offices Closed/No Classes
September 12 Deadline to apply for December 2014 degree completion and December Commencement
September 17 Last day to withdraw from Fall Session A with a “W” grade
September 26 Last day to submit coursework to instructor to redeem “I” grades for Summer Session
October 6 Session A ends

FALL SESSION B (OCTOBER 9 – DECEMBER 6, 2014)
October 9 Fall Session B begins
October 9 - 15 Late Registration and Schedule Adjustment period. (Students who drop individual courses during this period will be charged 20% and receive a “W” grade.)
October 13 Fall B portfolio submission for March 2015 degree completions
November 14 Last day to withdraw from Fall B with a “W” grade
November 27 -29 Thanksgiving Holiday; Offices Closed/No Classes
December 3 Last day to submit coursework to instructor to redeem an “I” grade for Fall Session A
December 6 Fall Session B ends
December 13 Commencement Ceremony
December 24, 2014 – January 2, 2015 Christmas Holidays; Offices Closed/No Classes
Spring Semester 2015: January 5 – May 2

SPRING SESSION A (JANUARY 5 – MARCH 2, 2015)

January 5        Spring Semester begins
January 5-9      Late Registration and Schedule Adjustment period (Students who drop individual courses during this period will be charged 20% and receive a “W” grade.)
January 9        Deadline to apply for March 2015 degree completion
January 9        Spring A Portfolio Submission for July 2015 degree completion
January 19       Martin Luther King, Jr. Day; Offices Closed/No Classes
January 23       Deadline to apply for May 2015 degree completion and May Commencement
February 13      Last day to withdraw from Spring Session A with a “W” grade
February 20      Last day to submit coursework to instructor to redeem “I” grades for Fall Session B
March 2          Spring Session A ends

SPRING SESSION B (MARCH 5 – MAY 2, 2015)

March 5          Spring Session B begins
March 5-11       Late Registration and Schedule Adjustment period (Students who drop individual courses during this period will be charged 20% and receive a “W” grade.)
March 9          Spring B Portfolio Submission for July 2015 degree completion
April 2-5        Easter Holiday; Offices Closed/No Classes
April 10         Last date to withdraw from Session B with a “W” grade
April 17         Last day to submit coursework to instructor to redeem “I” grades for Spring Session A
May 2            Spring Session B ends
May 9           Commencement

Summer Semester 2015: May 26 – July 25

SUMMER SESSION (MAY 26 – JULY 25, 2015)

May 26          Summer Session begins
May 26 – June 1 Late Registration and Schedule Adjustment period (Students who drop individual courses during this period will be charged 20% and receive a “W” grade.)
June 26         Deadline to apply for July 2015 degree completion
July 2           Last date to withdraw from Summer session with a “W” grade
July 3          Independence Day Holiday; Offices Closed/No Classes
July 10         Last day to submit coursework to instructor to redeem “I” grades for Spring Session B
July 25         Summer Session Ends
The admissions policies of the School of Professional and Career Education 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 be provisionally admitted and may register for up to 12 undergraduate credits before submitting official transcripts or test scores and prior to full acceptance to the University.

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

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

ADMISSION REQUIREMENTS

The School of Professional and Career Education has traditionally served adult learners. To qualify for portfolio credits a minimum of 5 years of full-time professional work experience, and/or community service is required. The portfolio is mandatory or optional depending upon the degree selected.

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 3 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 5 years of full-time professional work and/or community service experience past high school.

Criteria for Provisional Acceptance

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

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 the School of Professional and Career Education. Transfer credit is done shortly after an applicant’s full acceptance to the School of Professional and Career Education.

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 of Education’s Program on Non-collegiate Sponsored Instruction and the University of the State of New York’s National College Credit Recommendation Service will be accepted in transfer with the permission of the dean. See the Assessment of Prior Learning Fact Book for licensure credit Information.

Credit for experiences such as Internship, Field Placement, Co-op Work Experience, and Practicum earned through a regionally accredited institution may be accepted in transfer, with permission of the dean when the credits have been transcripted with a course number, title, number of credits and a grade.

Credit for prior college-level learning attained outside a formal institution setting but assessed by a regionally accredited institution during the student’s matriculation there (such as Life Experience, Prior Learning Assessment, Experiential Learning Assessment, Portfolio Assessment and Departmental Examination) are not normally accepted in transfer. Exceptions may be made with permission of the dean when such credits have been transcripted with a course number, title, number of credits and grade.
A maximum of 90 credits will be accepted in transfer to Barry University from all transfer sources. For graduation, the last 30 credits of the degree, as well as the majority of the major course work, must be completed at Barry. Distribution and upper level requirements must also be met.

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

Transfer credit equivalencies at Barry University are determined by the Academic School. The school of the student’s program is responsible for the distribution of credits to meet graduation requirements.

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

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

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

SERVICE MEMBER’S OPPORTUNITY COLLEGE (SOC)

The Barry University School of Professional and Career Education has been identified by the American Association of Community and Junior Colleges as a Service members Opportunity College (SOC) providing educational assistance to active duty servicemen. A SOC institution offers the following benefits for service members.

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 service members’ program of study;
3. Evaluation of non-traditional learning and awarding of academic credit for such learning where applicable to the service member’s program of study;
4. Evaluation of requests for inter-institutional transfer of credits and acceptance of such credits whenever they are appropriate to the service member’s program and are consistent with the college’s curriculum;
5. Flexibility to service members 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;
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.

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 purpose of admission to Barry University, an international applicant is one who has received secondary school and/or university-level education outside of the United States (regardless of citizenship or immigration status) and/or an applicant who requires a student visa. For immigration purposes, an international applicant is one whose country of birth, citizenship and permanent residency 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 either a score of 173 on the computer-based English as a Foreign Language (TOEFL) or 61 on the Internet-based TOEFL. An applicant who scores less than 173 computer based or 61 Internet-based will be required to improve his/her English proficiency. For TOEFL application refer to www.toefl.org or write to: The TOEFL Program, Box 899, Princeton, NJ 08540, U.S.A.

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

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

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

Applicants who wish to study in the ELS Language Centers prior to applying for an academic program should contact mia@els.edu or write to:
Director, ELS Language Centers
Barry University
11300 N.E. Second Avenue
Miami Shores, Florida 33161

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

TUITION
Tuition is $445.00 per undergraduate credit hour.
Tuition is $685.00 per graduate credit hour, off the Miami Shores campus.

FEES
Academic Program Fee for NSE Prefix Courses (Non-refundable).................................$375.00
Technology Fee for CAT and IT Prefix courses..................................................................50.00
Distance Education Fee........................................................................................................125.00
CLEP Fee per credit..............................................................................................................100.00
PACE Challenge Exam Fee IT190/200/CAT102 (Non-refundable).................................75.00
Transcript, each....................................................................................................................10.00
Corporate Deferred Payment Plan (per semester)..............................................................50.00
Non-reversible Late Payment Fee........................................................................................250.00
Returned Check Fee............................................................................................................100.00
Portfolio Tuition Fee..........................................................................................................1,850.00
Portfolio Materials..............................................................................................................20.00
Graduation Fee....................................................................................................................150.00

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

TERMS AND CONDITIONS OF REGISTRATION
By registering, students acknowledge and agree to the following:

• Student Financial Responsibility:
  Registration constitutes a financial agreement between you and the University. Tuition, fees and other charges you incur, including but not limited to housing, meal plans and bookstore charges (“Charges”) shall be added to your student account. Any Charges that are not covered by financial aid shall be the responsibility of the student and shall be paid within the term in which the Charges incurred. Students assume responsibility for all costs incurred as a result of enrollment at Barry University. It is the student’s responsibility to be aware of their account balance and financial aid 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% 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% and receive a “W” grade. Refund policy is stated below.

**TUITION REFUND POLICY**

Prior to the start of the session: 100%

Through the first week of the session: 80%

After the first week of classes: No Credit

**WITHDRAWALS**

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

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

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

- If less aid was disbursed than was earned, you may receive a late disbursement for the difference.
- If more aid was disbursed than was earned, the amount of Title IV aid that you must return (i.e. not earned) is determined by subtracting the earned amount from the amount actually disbursed.
The responsibility for returning unearned Title IV aid is shared between the University and you. It is allocated according to the portion of disbursed aid that could have been used to cover University charges, and the portion that could have been disbursed directly to you once those charges were covered. Barry University will distribute the unearned aid back to the Title IV programs, as specified by law. You will be billed for the amount that you owe to the Title IV programs, as well as any amount due to the University, as a result of Title IV that were returned that would have been used to cover University charges.

Refund Policy for State of Florida Funds

A refund will be due to the State of Florida when a student is not enrolled full time at the end of the institution’s established add/drop period, or 30 days from the start of the semester, whichever comes first. The State requires a full refund of monies. 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.

GRADES, TRANSCRIPTS, AND DIPLOMAS

No student may receive a grade, 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 can be conveniently made online by going to WebAdvisor 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 1-800-756-6000, extension 3150.

2. PAY IN PERSON

Payments can be made in person to any of the Barry University site throughout the state of Florida or at the Cashier’s/Business office (located at 11415 NE 2nd Avenue, Miami Shores, FL 33161). Hours of operation are:
   Monday to Friday 8:30 am to 6:30 pm

3. PAY BY PHONE

Payments by phone will take up to 48 hours to be applied to the student’s account. To pay by phone, call 1-866-895-5003.

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) 899-4790, 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 the Cashiers/Business Office at 305-899-3322. 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.

5. PAY BY MAIL

Checks or money orders payments can be mailed to the Cashier’s/Business Office (CBO) at the address below:

Cashier’s/Business Office
11415 NE 2nd Avenue
Miami Shores, FL 33161

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

6. FINANCIAL AID AWARDS

Your 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 for Students or by calling Financial Aid (305) 899-3355.

7. EMPLOYER REIMBURSEMENT

In order to defer the payment of your tuition to the end of the semester you must submit to CBO, at the time of registration, an official letter from your employer on company letterhead. This document is required each semester and must state your eligibility for reimbursement and the conditions under which your company will pay your tuition and fees. The letter must include your company’s policy regarding the percentage of your semester’s costs they are willing to pay, the grade required for reimbursement, as well as the calendar period it covers. Additionally, you must complete a deferred payment plan form with the Cashier’s/Business Office (CBO) accepting responsibility for the entire amount of tuition and fees at the time of registration, due six weeks after the end of the coursework (i.e., six weeks after the conclusion of session A, six weeks after the conclusion of session B and six weeks after the conclusion of the summer term). For late payment, a fee of $250.00 non-reversible fee will be assessed. Please call CBO at 305-899-3322 for further information regarding corporate payment plans.

Barry University – Cashier’s/Business Office
11415 NE 2nd Avenue
Miami Shores, FL 33161
Phone Number: 305-899-3322
Toll-free Phone Number:
1-800-756-6000, ext. 3322
Fax Number: 305-899-4790
E-mail Address: acecbo@barry.edu

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 http://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 the lender to reduce their debt.
The purpose of the School of Professional and Career Education 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 non-citizen;
- Achievement of satisfactory academic progress; and completion of the necessary financial aid applications by the appropriate deadlines.

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

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

SATISFACTORY ACADEMIC PROGRESS

Effective Fall 2011 satisfactory academic progress will be reviewed at the end of every semester.

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

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% 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% 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.).

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 30 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](http://www.fafsa.gov). If you choose not to use a PIN 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 1-800-4FED-AID (1-800-433-3243) 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 www.fafsa.gov. 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).

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 30 minutes to complete both the MPN and the ENT.

**TYPES OF FINANCIAL AID**

There are three types of financial aid available through the School of Professional and Career Education. 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 $585 to $5,730.

**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 10 years. The interest rate is fixed at 4.66%.
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 10 years. The interest rate remains fixed at 6.21% for undergraduate students and 4.66% for graduate students.

For both types of loans, there is an origination fee and a federal default fee, not to exceed 1.073% 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 7.21%. There is an origination fee and a federal default fee, not to exceed 4.292% 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 6 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%) 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 9 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.

or by calling 1-315-738-6634 to see if a deferment/forbearance would be applicable to them. Parents have up to 10 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 7.21%. There is an origination fee and a federal default fee, not to exceed 4.292% 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 6 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%) 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 9 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% 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.Gibill-va.gov. A student must be fully accepted into a degree-seeking program approved by the State Approving Agency for Veterans Training. The Veterans Administration will make determination of eligibility for benefits.

VA YELLOW RIBBON PROGRAM

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

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

STANDARDS OF PROGRESS POLICY FOR VETERANS

A Satisfactory Progress Average (SPA), a variation of the Quality Point Average (QPA), indicates satisfactory progress for a student receiving veteran’s educational benefits. An SPA of 2.00 or greater for an undergraduate student is satisfactory; less than 2.00 is not satisfactory. Any time a student’s SPA is not satisfactory; he/she will be certified, in a probationary status, for only one additional semester. If, at the end of this additional semester, the student’s SPA is still below the satisfactory level, the Veterans Administration (VA) will be notified of the unsatisfactory progress and the student’s veterans educational benefits will be terminated. A student whose educational benefits have been terminated by the VA for unsatisfactory progress may petition the Registrar of the University for readmission. A University official will discuss the problems relating to the unsatisfactory progress with the student. If the cause of the unsatisfactory progress has been removed, and the student is readmitted, he or she will be recertified for veteran’s educational benefits.

CREDIT FOR PREVIOUS TRAINING

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

FINANCIAL AID INFORMATION
CALL 305-899-3355
OR TOLL-FREE 1-800-945-2279
e-mail: ace-fin aid@barry.edu
Web: www.barry.edu/pace
<table>
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<tr>
<th>Type of Aid</th>
<th>Eligibility</th>
<th>Award Amounts</th>
<th>Application Information</th>
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<tr>
<td><strong>Federal Pell Grant</strong></td>
<td>• Undergraduate Student&lt;br&gt;• Attempting 1st bachelor’s degree&lt;br&gt;• U.S. citizen or permanent resident&lt;br&gt;• Enrolled or accepted for enrollment&lt;br&gt;• Degree-seeking&lt;br&gt;• Demonstrated financial need (per FAFSA)&lt;br&gt;• Satisfactory Academic Progress (SAP)</td>
<td>• $585 - $5,730 per academic year, dependent upon financial need</td>
<td>• Submit the Free Application for Federal Student (FAFSA)&lt;br&gt;• The FAFSA can be submitted on-line at <a href="http://www.fafsa.gov">www.fafsa.gov</a>. If you choose not to use a PIN 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.&lt;br&gt;• 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 1-800-4FED-AID (1-800-433-3243) to have your SAR sent to us electronically. <strong>Our Title IV school code is 001466.</strong> Also, students may request a paper FAFSA by calling the USDOE via phone at 1-800-433-3243. This option requires you to mail the FAFSA back to the USDOE.</td>
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<tr>
<td><strong>Florida Resident Access Grant (FRAG)</strong></td>
<td>• Undergraduate Student&lt;br&gt;• Attempting 1st bachelor’s degree&lt;br&gt;• U.S. Citizen or permanent resident&lt;br&gt;• Enrolled full-time (12 credits or more) during Fall and/or Spring semesters&lt;br&gt;• Degree-seeking&lt;br&gt;• Florida resident for one year or more&lt;br&gt;• Attend private Florida college or university&lt;br&gt;• Satisfactory Academic Progress (SAP)</td>
<td>• Approximately $3,000 per academic year&lt;br&gt;• 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>
</tr>
<tr>
<td><strong>Florida Student Assistance Grant (FSAG)</strong></td>
<td>• Undergraduate Student&lt;br&gt;• Attempting 1st bachelor’s degree&lt;br&gt;• U.S. citizen or permanent resident&lt;br&gt;• Enrolled full-time (12 credits or more) during Fall and/or Spring semesters&lt;br&gt;• Degree-seeking&lt;br&gt;• Demonstrate financial need (per FAFSA)&lt;br&gt;• Florida resident for one year or more&lt;br&gt;• Attend public or private Florida college or university&lt;br&gt;• Satisfactory Academic Progress (SAP)</td>
<td>• Approximately $400 per academic year&lt;br&gt;• Subject to funding by the State of Florida</td>
<td>• Submit the Free Application for Federal Student Aid (FAFSA)&lt;br&gt;• 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>Type of Aid</td>
<td>Eligibility</td>
<td>Award Amounts</td>
<td>Application Information</td>
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| **Direct Stafford Student Loan (Subsidized)** | • 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) | • Up to $3,500 per academic year for freshmen; $4,500 for sophomores; $5,500 for juniors and seniors. (Graduate Students are not eligible for Subsidized Loans) | • Submit the Direct Stafford Loan Master Promissory Note (MPN)  
• Complete the Student Loan Entrance Interview Session (ENT)  
• The MPN and ENT can be completed online at [www.studentloans.gov](http://www.studentloans.gov)  
• Submit the Free Application for Federal Student Aid (FAFSA) |
| **Direct Stafford Student Loan (Unsubsidized)** | • Same as above for Subsidized  
• Meet criteria for independent student | • Up to $6,000 per academic year for freshmen and sophomores; $7,000 for juniors and seniors; $20,500 for graduate students. | • Same as above for Subsidized |
| **Federal Parent Loan for Undergraduate Students (PLUS)** | • Degree-seeking  
• Enrolled at least half-time (6 credits)  
• Borrower (parent) must consent to and pass a credit check  
• U.S. citizen or permanent resident  
• Enrolled or accepted for enrollment  
• Satisfactory Academic Progress (SAP) | • Up to the difference between the cost of education minus other financial aid | • Submit the Federal Direct PLUS Loan Master Promissory Note (MPN)  
• Complete the Student Loan Entrance Interview Session (ENT)  
• The MPN and ENT can be completed online at [www.studentloans.gov](http://www.studentloans.gov)  
• Complete a Federal Direct Parent PLUS Loan Request Form at [www.barry.edu/faforms](http://www.barry.edu/faforms)  
• Submit the Free Application for Federal Student Aid (FAFSA) |
| **Direct Graduate PLUS Loan** | • Degree-seeking  
• Enrolled at least half-time (4 credits)  
• Borrower must consent to and pass a credit check  
• U.S. citizen or permanent resident  
• Enrolled or accepted for enrollment  
• Satisfactory Academic Progress (SAP) | • Up to the difference between the cost of education minus other financial aid | • Submit the Direct Graduate PLUS Loan Master Promissory Note (MPN)  
• Complete the Student Loan Entrance Interview Session (ENT)  
• The MPN and ENT can be completed online at [www.studentloans.gov](http://www.studentloans.gov)  
• Complete a Federal Direct Graduate PLUS Loan Request Form at [www.barry.edu/faforms](http://www.barry.edu/faforms)  
• Submit the Free Application for Federal Student Aid (FAFSA) |

Award amounts and eligibility requirements are subject to change.

The student’s financial aid file must be complete and the applicant must be admitted as a Barry University student before financial assistance may be processed and funds disbursed. However, a student may begin classes before processing of admission and financial aid is finalized.
IT SUPPORT DESK
Audrey Johnson, M.S., Manager, IT Service Desk
The IT Support Desk provides a wide range of services for students on and off campus. They provide support to students connecting to BarryNet, which is the university’s wired and wireless network. They also provide support to all students experiencing problems accessing on-line resources such as the library’s electronic databases and their Barry email account. In addition to this, they assist students with username and password issues.

The IT Support Desk is located in 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.

ACADEMIC COMPUTING SERVICES
Herman Londono, M.S., Associate CIO & Director of Academic Computing Services
Academic Computing Services is responsible for providing academic users with the highest level of service and support in the use of current academic computing services.

Main Campus Computer Labs
John Beynon, M.S., Manager
The Main Computer Lab, located in Garner 247, provides access to various application packages, various operating systems, electronic mail, and the Internet. The lab is equipped with over 80 Windows-based computers, scanners and laser printers, both black and white. Its hours of operation are available by calling (305) 899-3893.

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

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

MIAMI-DADE
Kendall (305) 275-2761
Cutler Bay (305) 969-5833

BROWARD COUNTY
Pembroke Pines (954) 443-0561
Davie (954) 472-1160

PALM BEACH COUNTY
Palm Beach Gardens (561) 622-9300

BREVARD COUNTY
Cape Canaveral (321) 783-0162
Melbourne (321) 409-5553

ORLANDO AREA
Florida Mall Business Center (407) 438-4150
(Sand Lake) (321) 235-8450
East Orlando Center (Alafaya)

FORT MYERS
(239) 278-3041

TAMPA
(813) 806-8980

TALLAHASSEE
(850) 385-2279

JACKSONVILLE
(904) 394-0875

In addition, every PACE teaching site is equipped with one or more workstations that can provide access to library and other on-line services. These workstations are available for use while classes are in session during the weekends and evenings.
The Audiovisual Department provides, maintains, and supports audiovisual equipment throughout the main campus. Mobile computers and projection systems are only a few of the equipment that faculty and staff can check out. Students need to coordinate with their professors if they need equipment for presentations. Faculty and staff can reserve equipment online at http://bucwis.barry.edu/doit2/instructional/audiovisual/default.htm. Twenty-four hour advance notice is required to reserve equipment. For additional information, please call (305) 899-3764.

The David Brinkley Studio provides resources for Communication students to work and learn on state of the art equipment, and facilitates faculty involvement in distance education by producing courses for video broadcast. Students work on many projects, including the filming of professional commercials, the 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

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 http://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

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

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.

LIBRARY SERVICES
Thomas Messner, M.L.I.S., Director of Library Services

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

Public Services
Rodrigo Castro, M.L.I.S., Manager of Public Services

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

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

Special hours are kept over holidays, semester breaks, finals, and summer sessions. Hours are posted at the library and on the library’s Web page. For more information call (305) 899-3760.

A valid library card (University photo ID) must be used to borrow materials. Undergraduate students may check out materials for 3 weeks. Two renewals are allowed as long as there is not a hold request for an item. Interlibrary policy and reserves policies may be found at the circulation desk and on the library Web page.

Reference Services

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 statewide, real-time, reference chat service

In person reference services are provided during the library’s hours of operation with 24/7 reference information available via LibAnswers on the Library Web page.

Technical Services
Marietta DeWinter, M.L.I.S., Assistant Director of Technical Services

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

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.

WEB SERVICES AND REMOTE ACCESS SERVICES

Intranet sites, such as the Library, Student Web and WebAdvisor, can be accessed off-campus by visiting http://apps.barry.edu.

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

The School of Professional and Career Education’s Internet site (http://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, 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.

- 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 organization 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 15 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 (http://bucwis.barry.edu/doit)
The Division of Student Affairs of Barry University’s School of Professional and Career Education 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 the School of Professional and Career Education 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.
The Office of the Dean of Students supports for the intellectual and personal development of all students through providing a combination of advocacy, programming, and services that enhance the university community, including the University disciplinary process.

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

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/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 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.
ALUMNI ASSOCIATION

305-899-3175  
Web: www.barry.edu/alumni

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

305-899-3970  
Web: www.barry.edu/bookstore

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

CAMPUS MINISTRY

Located directly behind Cor Jesu Chapel, in the center of the Miami Shores Campus  
305-899-3650
E-mail: campusministry@barry.edu  
Web: www.barry.edu/campusMinistry

The Department of Campus Ministry, in accordance with the mission of Barry University, our Catholic identity, our Adrian Dominican foundation, seeks to provide students,
faculty and staff opportunities for the development of their faith, and celebration of religious practices. Grounded in the teachings of the Second Vatican Council and Jesus' call to love God and love 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, spiritual formation, 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 105  
Phone: 305-899-4010  
E-mail: careerservices@barry.edu  
Web: www.barry.edu/careerservices

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:

1. LEARN about themselves and the needs of society.
2. REFLECT on who they are in relation to the needs of society and their role in it.
3. 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 business 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 Services is to encourage each student to take personal responsibility to utilize the services to develop his or her career planning skills from freshman through senior year and beyond. Career counseling is available on an appointment basis. In order to serve all students, evening appointments are available by request.

**CENTER FOR COUNSELING AND PSYCHOLOGICAL SERVICES**

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

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.

**CENTER FOR STUDENT INVOLVEMENT**

Landon Student Union, Suite 206  
Phone: 305-899-3961  
E-mail: studentactivities@barry.edu  
Web: 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, and New Student Orientation. 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 BucFest, to Campus Activities Board events, and workshops offered by the Adventure Series, Mosaic: Culture and Creative Arts Series and Project LEAD, Leadership 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 implements 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.

**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.

**Civic Chorale**

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

**Fine Arts Exhibitions**

A new exhibition space, the Andy Gato Gallery, was introduced in Fall 2008. The beautiful 4100 sq. ft. gallery has approximately 350 linear feet of exhibition space with 12 foot high walls. Part of the gallery serves as a student lounge area with 24/7 open access. A secured exhibition space within the larger gallery is monitored and open during posted gallery hours.

The Art and Photography faculty schedules exhibitions by contemporary artists in addition to student exhibitions and faculty exhibitions. Barry University points with pride to art objects and photographs executed by senior Art and Photography majors and displayed throughout campus buildings.

**COMMERST STUDENT RESOURCES**

Landon Student Union, Suite 202
Phone: 305-899-3961
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.

**De PORRES CENTER FOR ETHICAL LEADERSHIP**

Landon Hall, Suite 108
305-899-3088
Email: deporrescenter@barry.edu
Website: www.barry.edu/campusMinistry

The De Porres Center for Ethical Leadership is a joint effort between the Department of Ministry and the Center for Student Involvement (CSI) to educate and form student-leaders who will contribute to the creation of a just and humane world. The Center serves as a resource and catalyst to help students make connections between faith, mission, service and justice. The vision of the Center for Ethical Leadership is to promote Barry University’s mission and Core Commitments (Knowledge and Truth, Inclusivity, Social Justice, and Collaborative Service), and to help students integrate these values so they might develop passions and skills for ethical leadership, become responsible and engage citizens, nourish capacities for critical and integrative thinking, to create shared solutions to important public problems, and to contribute to the common good.

The De Porres Center is named after Saint Martin de Porres, a saint of the Dominican Order, who lived in Lima, Peru in the 16th century. He devoted his life to prayer, love of neighbor and care for creation and worked tirelessly in service to the poor and to bring reconciliation among those people divided by race, ethnicity and religion. Following his example of service to others across all boundaries of race, ethnicity and religion, the Center provides opportunities for students and student organizations to engage in authentic reflection and spiritual formation activities, develop skills and competencies in diversity and multiculturalism, and social justice training.
Barry University Dining Services offers a variety of dining choices for students and visitors to the Miami Shores campus. All students residing in a university residence hall or house are required to choose a meal plan. Students residing in the Holly House apartment complex can purchase one of three available meal plans through their MyHousing account. Commuter students can purchase a commuter meal plan through the Cashier Business Office 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.

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• retaliation or coercion against individuals who opposed any act the ADA makes unlawful, participated in the enforcement process, or encouraged others to exercise their rights under the ADA
• all individuals, regardless of national origin or status

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

In general, the less obvious the disability, the more information is required to assess a student’s needs and make accommodation recommendations. Documentation should be recent (within the last 3 years) relevant, comprehensive, and where appropriate, should contain test scores and interpretation. If the original documentation is incomplete or inadequate to determine the extent of the disability or reasonable accommodations, the university has the discretion to require additional documentation.

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

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

General Guidelines for Documentation of a Disability
In order to evaluate requests for accommodations or auxiliary aids, the university will need documentation of the disability that consists of an evaluation by an appropriate professional and describes the current impact of the disability. The documentation should include the following seven elements:
• A diagnostic statement identifying the disability, date of the most current diagnostic evaluation, and the date of the original diagnosis.
• A description of the diagnostic tests, methods, and/or criteria, used.
• A description of the current functional impact of the disability, which includes specific test results and the examiners narrative interpretation.
• Treatments, medications, or assistive devices/services currently prescribed or in use.
• A description of the expected progression or stability of the impact of the disability over time, particularly the next five years.
• The credentials of the diagnosing professional if not clear from the letter-head or other forms.
• The diagnosing professional may not be a family member.
• The credentials of the diagnosing professional if not clear from the letter-head or other forms.

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

**Course Substitution Policy**

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

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

Students should contact the Disability Services office for information on Course Substitution Procedures.

**HEALTH CENTER**

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

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

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

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

* Please Note: There will be a nominal fee billed to the student account for these services if the student is not insured either by the primary or supplemental student insurance plan.

**Responsibility of Students**

• Based on the ACHA guidelines for institutional pre-matriculation immunizations, all students residing in campus housing, and international students attending Barry University on an F-1 or J-1 visa, are required to provide the Student Health Center (SHC) current medical documentation with proof of an adult Tetanus (Tdap, preferred) vaccination within the past 10 years and (2) measles, mumps, rubella (MMR) vaccines (first dose at the age of 12 to 15 months or later, second dose at age 4 to 6 years or later) or, laboratory proof of immunity to measles, mumps, rubella after the age of 16. **All students** are strongly encouraged to provide a statement of good health and proof of Hepatitis B, Hepatitis A, Varicella, annual Influenza vaccinations and PPD screenings prior to attending Barry University. This documentation must be received prior to class registration or moving into campus housing: **Acceptable records of immunizations**
may be obtained from the following sources and must be presented to the Student Health Center prior to registration: High school records, Personal shot records (signed or stamped by a healthcare provider), Health Department or physician records, Military documents or World Health Organization documents, Previous college or university immunization records (these records do not automatically transfer, you must request a copy)

- All resident and international students are required to complete a current health history (included in the health form). All forms can be downloaded from our Web site at www.barry.edu/healthservices.

- All fulltime students and all students residing in campus housing and all international students attending Barry University on an F-1 or J-1 visa are required to obtain adequate health insurance. Please go to Student insurance at www.barry.edu/healthservices/studentInsurance/Default.htm for a complete explanation of adequate insurance. Proof of insurance and a completed insurance waiver must be received in the Student Health Center (SHC) upon entering the university and, on an annual basis thereafter prior to the first 14 days of the semester or, the fee for the Barry sponsored student insurance plan may be assessed to the student’s account.

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

INTERNATIONAL 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 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 CENTER SECTION FOR MORE INFORMATION.

International and Multicultural Programs also provides advising on any financial, personal, and immigration matters during business hours, Monday through Friday, 8:30 am to 5:00 pm IMP works closely with the international admissions office to ensure a smooth transition upon arrival at the university. A mandatory check-in and orientation program for new international students is held prior to registration for Fall and Spring semesters. In accordance with USCIS regulations, students are responsible for bringing the following documents during check-in: endorsed I-20 or DS-2019 form, a valid passport, a valid visa and an arrival/departure card (I-94). Failure to submit these documents will subject the student to IS restriction which prevents registration of classes.

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

**Internship Requirement**

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

**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 the:

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

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

**PUBLIC SAFETY**

Landon Student Union, Room 100
305-899-3335
Email: psdoffice@barry.edu
Web: www.barry.edu/publicSafety

Crime Prevention Office
Thompson Hall, Room 111
305-899-3335

The Public Safety Department (PSD) at Barry University is committed in 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.

**EMERGENCY NUMBERS**

<table>
<thead>
<tr>
<th>Department</th>
<th>Availability</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Safety Department (Campus Security)</td>
<td>24 hours a day, 7 days a week</td>
<td>305-899-3333</td>
</tr>
<tr>
<td>Public Safety Office (Non-Emergency)</td>
<td>Monday - Friday, 9am - 5pm</td>
<td>305-899-3335</td>
</tr>
<tr>
<td>Student Health Services (University Nurses)</td>
<td>Monday - Friday, 9am - 5pm</td>
<td>305-899-3750</td>
</tr>
<tr>
<td>Dade County Emergency</td>
<td></td>
<td>911</td>
</tr>
<tr>
<td>Miami Shores Police</td>
<td>for Holly House Residence</td>
<td>305-759-2468</td>
</tr>
<tr>
<td>North Miami Police</td>
<td></td>
<td>305-891-8111</td>
</tr>
<tr>
<td>Metro Fire-Rescue</td>
<td></td>
<td>305-759-2468</td>
</tr>
<tr>
<td>Metro-Dade Police (Non-Emergency)</td>
<td></td>
<td>305-595-6263</td>
</tr>
<tr>
<td>University Hotline</td>
<td></td>
<td>305-899-4000</td>
</tr>
</tbody>
</table>

Barry University has a full-time security force supplied by 50 State Security Service (www.50state.com), 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
305-899-3335

All students and employees who bring a vehicle onto the main campus at anytime 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 Union Offices

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

Landon Hall, Suite 103
Phone: 305-899-4900
E-mail: studentunion@barry.edu
Web: www.barry.edu/StudentAffairs/studentUnion

The Office of the Student Union provides integral assistance to student life and accommodates the needs of the Division of Student Affairs. 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, 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.

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, 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).

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 and 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.
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 or what 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
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, the institution, or the community in their legitimate pursuits.
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 students’ advisor, by faculty evaluators and by members of the Portfolio Committee. Other PACE students and/or staff are not privy to portfolio documents.

4. Portfolios must be picked up by the persons who submitted and signed for them at the time of return. Family members or friends wishing to pick up a portfolio for a student must have written or telephone confirmation from the student to do so. That person must also sign for it.

DEFINITION OF A PERMANENT RECORD

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

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

CHANGE OF NAME/ADDRESS/PHONE NUMBER

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

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

TRANSCRIPT REQUESTS

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

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

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

Additional Information:

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

Transcript requests should be mailed to:

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

For further information, please call (305) 899-3866.
CLASSIFICATION AND STATUS OF UNDERGRADUATE STUDENTS

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

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

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

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

REPEAT COURSES

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

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

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>Classification</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 per 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>
</tbody>
</table>
No Credit  NC  No Credit awarded; achievement below D level not computed in GPA; equivalent to F grade.

Incomplete  I  An incomplete grade must be made up within the session following its receipt. It is the student’s responsibility to arrange with the instructor for satisfactory completion of course requirements. Incomplete grades assigned in the semester of graduation will result in postponement of graduation. Upon completion of the course, the student must reapply for the next graduation.

Incomplete grade
redeemed with grade of A  IA  4.00 honor points per credit
redeemed with grade of A-  IA-  3.70 honor points per credit
redeemed with grade of B+  IB+  3.40 honor points per credit
redeemed with grade of B  IB  3.00 honor points per credit
redeemed with grade of B-  IB-  2.70 honor points per credit
redeemed with grade of C+  IC+  2.40 honor points per credit
redeemed with grade of C  IC  2.00 honor points per credit
redeemed with grade of D  ID  1.00 honor points per credit
redeemed with grade of F  IF  No honor points per credit
redeemed with grade of CR  ICR  Credit but no honor points awarded
redeemed with grade of NC  INC  No credit

Withdrawn  W  Granted to students who officially withdraw before the posted deadline date. Withdrawals are not accepted after the sixth week of the PACE session.

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

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

INCOMPLETE GRADES
On occasion, because of an emergency, a student cannot complete the course during the regular session. An incomplete grade may be given only to a student who has been attending classes on a regular basis and submitting assignments and tests promptly. At least 60% 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. 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 ten 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 the School of Professional and Career Education. 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 the Assistant Dean of Student Affairs of the School of Professional and Career Education 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 student in the School of Professional and Career Education, wishing to contest a grade, will proceed in the following manner:

a) The student will first discuss the matter in writing with the faculty member teaching the course in an effort to resolve the grievance informally. If the grievance is not settled, the student may then file a grade appeal with the appropriate Academic Coordinator who will seek a reconciliation. The appeal must be filed no later than 120 calendar days after the date on which the grade was due in the Registrar’s office.

b) If reconciliation is not achieved at the level of the Academic Coordinator, the student may file an appeal with the Assistant Dean for Academic Affairs. The appeal must be filed no later than five working days after receiving the Academic Coordinator’s decision in the case. The Assistant Dean will conduct an investigation and will render a decision within 20 calendar days, informing the student and the faculty member and the Academic Coordinator in writing.

d) If the student wishes to appeal the decision of the Associate Dean, he or she may file a Grade Appeal Form with the Chairperson of the University Committee on Grades. The form must be filed no later than five working days after the student is notified of the Associate Dean’s decision. The Committee on Grades will make a formal investigation, hearing both student and faculty member. The committee will reach a decision within 30 calendar days and notify the student, the faculty member, and the Vice President for Academic Affairs in writing. The decision will be either that the grade will stand, or that the faculty member change the grade as recommended by the committee. If the faculty member disagrees with the recommended change, he or she will promptly inform the committee chairperson of that decision.

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

e) The standing committee known as the University Committee on Grade Appeals will consist of three faculty members and two students: one undergraduate and one graduate. The committee members will be proposed annually by the Academic Affairs Council and approved by the Vice President for Academic Affairs. One of the faculty members on the committee will be named chairperson by the Vice President for Academic Affairs. An alternate faculty and student member will also be appointed via the above procedure, and will serve in case of illness or in case a member is party to an appeal. The committee will establish its internal decision-making procedure which will be made public. The committee is free to seek the advice of others when it feels it lacks the expertise in a particular academic area.
f) The student or faculty member may appeal the decision of the Committee on Grades by sending the Grade Appeal Form to the Vice President for Academic Affairs no later than five working days after notification of the committee’s decision. The decision of the Vice President is final. The Vice President will make a decision within 30 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 30 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, the School of Professional and Career Education, and of 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 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 the School of Professional and Career Education 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 $150 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 $150 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

The School of Professional and Career Education 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;
• 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.

The School of Professional and Career Education 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, the School of Professional and Career Education, and their major disciplines.

PACE UNDERGRADUATE, MINOR & SPECIALIZATIONS

When students change majors, 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 2 weeks of class beginning with the Spring 2014 semester. 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 32 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;
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 learning in adulthood and experiential learning
• 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. **Please note, ENG 102 does not meet distribution requirements.**

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.

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 students in the School of Professional and Career Education are required to demonstrate computer proficiency through a successful completion (a grade of C or better) of CAT 102. This requirement may be also satisfied through equivalent computer coursework approved by the IT Academic Coordinator and accepted in transfer by Barry University. Students in face to face programs must fulfill this requirement during the first year of enrollment. It is also strongly recommended that students complete CAT 102 before taking an online course. Only students with excellent computer literacy skills should attempt CAT 102 online, as students must have sufficient computer literacy skills to navigate through an online course. Students may test out of CAT 102, IT 190, or IT 200 courses through “Credit by Examination”. These challenge exams, which require the
payment of a non-refundable fee, may only be attempted once and are not covered by Financial Aid. The Challenge Exam results are final and cannot be discussed or disputed regardless of the circumstances.

REGISTRATION INFORMATION

Class Adjustments

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

Class Loads

Students may register for two classes per term (6 credits) for a total of four classes (12 credits) in the fall/spring semesters. Students requesting an overload of a third class per term are required to submit a written request to their academic advisor. Students must have a cumulative GPA of 3.0 or better and successfully completed the following: ENG 302 Academic Writing and Research; college level Math, and the computer proficiency.

Withdrawals

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

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

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

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

There is no refund after withdrawing from a course. An unauthorized withdrawal will result in a final grade of “F”. Students must withdraw before the deadline published in the Semester Schedule. The effective date of the withdrawal will be the date of formal notification to the advisor in the School of Professional and Career Education. A withdrawal is considered an attempt.

ACADEMIC RESOURCES

The Glenn Hubert Learning Center

The Glenn Hubert Learning Center, located in Garner Hall 113, serves as a primary resource for all undergraduate, graduate, and adult learners at Barry University. The mission of the Glenn Hubert Learning Center is to develop independent, successful learners through the provision of professionally designed and delivered academic services. The Glenn Hubert Learning Center actively seeks to provide professional assistance to all University departments in meeting the academic needs of their students. Emphasis is on provision of strategies to meet the demands of successful college writing, reading, mathematics, critical thinking, and test-taking. The Glenn Hubert Learning Center offers this intensive instruction through individual and small group work with professional staff, collaborative study groups, and technology-based, independent learning groups using computer-assisted and videotaped materials.

The Glenn Hubert Learning Center provides a variety of scheduled seminars. Supplemental support seminars are offered to support specific courses in the academic disciplines. In addition, special support seminars are provided for students, focusing on developing skills and strategies necessary to academic success.

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

Math Lab

Dr. Mark Rokhfeld  
E-mail: mrokhfeld@barry.edu  
Web: www.barry.edu/math/Learning Center/Default.asp

The Mathematics Laboratory, 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 from subjects ranging from developmental mathematics through pre-calculus, statistics, calculus, and physics. Also, the Lab assists graduate students in their preparation for the standardized tests such as the GKT, GRE, and GMAT.

Writing Center

Garner Hall, Room 110  
Writing Center/Reading Lab  
Coordinator: Ms. Olena Drozd  
E-mail: odroz@barry.edu  
Web: http://student.barry.edu/writing center

The Writing Center, a division of the Glenn Hubert Learning Center, located in Garner 110, is a free resource available to help Barry University students, faculty, and alumni to improve their writing skills and become better writers. The Writing Center staff, which consists of professional tutors, provides students with recommendations and suggestions on organization, structure, content, grammar, and documentation. The mission of the Writing Center is to help students become independent writers. As Joan Hawthorne suggested, “Our rationale is to work with rather than for the writer” (qtd. in Moe 15). The Writing Center’s services are designed to create an environment that values the connection between writing and knowledge. The most important service the Writing Center offers is one-on-one or face-to-face tutoring because it is believed to be one of the best ways to support student writers at all levels. The Writing Center’s tutoring sessions are not intended to produce impeccable papers; instead, the Writing Center tutors hope to teach students to become more capable writers so that they can use knowledge to bear in future papers. The Writing Center provides one-on-one tutoring, appointment sessions, 5-sessions seminars, and online writing help.

Reading Lab

Garner Hall, Room 113-1  
Writing Center/Reading Lab  
Coordinator: Ms. Olena Drozd  
Email: odroz@barry.edu  
Phone: 305-899-3053  
Web: http://student.barry.edu/writing center

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)**

**Web:** www.barry.edu/cal

The Center for Advanced Learning (CAL) Program is a fee based program 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. 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.

**CENTER FOR COMMUNITY SERVICE INITIATIVES**

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

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
- Service-learning designation (see below)

**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.
LIBRARY RESOURCES AND SERVICES

MONSIGNOR WILLIAM BARRY MEMORIAL LIBRARY

Thomas Messner, Library Director
tmessner@barry.edu
(305) 899-4062

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:

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

The Monsignor William Barry Memorial Library provides 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

(305) 899-3772
(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 statewide, 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 in which learning activities can be conveniently scheduled. PACE online courses follow the same course start and end dates as the face to face classes and use the same textbooks. Some instructors may require proctored exams, such as a midterm or a final. These proctored exams may be paper or computer based and can be taken at most of our PACE locations across the state or from a variety of test providers located close to you.

PACE’s online courses do include required synchronous sessions as well as asynchronous activities. Synchronous sessions (real-time) are conducted via web-conferencing and require 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. Students are expected to arrange their schedules in order to attend the synchronous sessions.

Asynchronous sessions allow students to interact with the learning materials through readings, videos, projects, discussion forums and interactive activities in accordance with the student’s schedule. In addition, students have the 24/7 ability to interact with their instructor and peers through chats, email and cyber cafés.

**ONLINE COURSES AND DEGREES**

PACE offers more than 60 online graduate and undergraduate courses. In addition, PACE offers two fully online graduate degree programs – Master of Arts in Administration (MAA) and a Master of Public Administration (MPA). PACE also offers an undergraduate Bachelor of Science degree in Emergency Management. Many undergraduate Distribution Courses can be taken online. To see a description of PACE’s fully online courses and degree programs, please visit: [http://www.barry.edu/online/](http://www.barry.edu/online/)

**MAXIMUM NUMBER OF ONLINE CREDITS**

PACE accommodates even the busiest student schedules, since students can 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 program are not limited to the 27 credit hour restriction since this Bachelor’s degree program is approved for fully 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.
Students should complete the English Placement Assessment prior to enrolling in an online course. Students must place into ENG 202 or ENG 302. 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.

NEW STUDENT REQUIREMENTS

Please see 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 Assessment.

All assessments must be completed before or during their first semester of enrollment (Session A or B).

Students should consult with their academic advisor regarding the ORI 202 and the Placement Assessments.

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
• 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 the 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 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 AM to 9:00 PM. 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@tlh-support.com. The Learning House Help Desk is available around-the-clock. Live chat is also available weekdays 8:30 am – midnight EST, and weekends 10:00 am – 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 ace-finaid@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%. There is no refund given after the first week of classes. Students should always consult with the financial aid office to see how dropping a class could impact student aid.

**CODE OF CONDUCT**

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

**STUDENT ETHICS/ACADEMIC Dishonesty POLICY**

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

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

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

**LIST OF APPROVED ONLINE COURSES**

Online courses are supported by the PACE Office of Distance Education and go through a rigorous approval process through the University in order to meet the highest standards in quality assurance for online education. Thus, new course approvals are continually
being added and a current list can be viewed under ‘online courses’ at [www.barry.edu/online](http://www.barry.edu/online).

Students should check the published course schedule at [www.barry.edu/pace](http://www.barry.edu/pace) for online course offerings.

**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 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 6 months to reflect current appearance
- Taken in front of a plain white or off-white background
- Taken in full-face view directly facing the camera
- With a neutral facial expression and both eyes open
- Taken in clothing that is normally worn on a daily basis:
  - Uniforms should not be worn in the photo, except religious clothing that is worn daily.
  - Do not wear a hat or head covering that obscures the hair or hairline, unless worn daily for a religious purpose. The full face must be visible, and the head covering must not cast any shadows on the face.
  - Headphones, wireless hands-free devices or similar items are not acceptable in the photo.
  - If you normally wear prescription glasses, a hearing device or similar articles, they may be worn for the photo.
  - Dark glasses or non-prescription glasses with tinted lenses are not acceptable unless needed for medical reasons (a medical certificate may be required).
  - Glare on glasses is not acceptable in the photo. Glare can be avoided with a slight downward tilt of the glasses or by removing the glasses or by turning off the camera flash.

Students who live in South Florida may visit the R. Kirk Landon Student Union at the Main Campus to obtain 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

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

Educational programs that reflect current societal issues and Barry University’s reputation are made available on the Miami Shores campus, as well as locations throughout the state of Florida. 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, nationally and the world.

LIST OF DEGREE PROGRAMS

The following programs are offered to adult students through the School of Professional and Career Education:

Undergraduate Degrees/Majors

- Bachelor of Liberal Studies (B.L.S.)
- Bachelor of Public Administration (B.P.A.)
- Bachelor of Science in Administration (B.S.)
- Bachelor of Science in Emergency Management (B.S.)
- Bachelor of Science in Health Service Administration (B.S.)
- Bachelor of Science in Information Technology (B.S.)

*Program is available online

Degree seeking students may pursue a minor (21 credits) in Administration, Information Technology, Legal Studies, Network and Systems Engineering, Public Administration, or Software Engineering.

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

Graduate Degrees

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

*Programs available online

PACE UNDERGRADUATE CHANGE OF MAJOR, MINOR & SPECIALIZATIONS

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

DISTRIBUTION REQUIREMENTS

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

THEOLOGY AND PHILOSOPHY ......................... 9 credits
3 credits in Philosophy (any core course in Philosophy)
3 credits in Theology (any core course in Theology)
3 credits in Philosophy or Theology

WRITTEN AND ORAL COMMUNICATIONS .......... 9 credits
3 credits in Oral Communication
Examples: Oral Interpretation, Theories of Communication, Oral Communication
3 credits in Written Communications
Example: Academic Writing and Research (mandatory)
3 credits in Written or Oral Communication

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

SCIENCE AND MATHEMATICS ..................... 9 credits
3 credits in Science
Examples: Biology, Environment, Geology
3 credits in Mathematics
Examples: Any Mathematics, at or above the level of College Algebra, except Developmental Courses
3 credits in Mathematics or Science

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

SOCIAL AND BEHAVIORAL SCIENCES ........... 9 credits
3 credits in Social Sciences
Examples: History, Political Science, Geography, Economics
3 credits in Behavioral Sciences
Examples: Anthropology, Psychology, Sociology, Criminal Justice,
3 credits in Social or Behavioral Sciences

HUMANITIES AND ARTS ............ 9 credits
3 credits in Humanities
Examples: Language, Literature, or Humanities course
3 credits in Arts
Examples: Art or Music History, Theater History, Creative Dramatics, Photography
3 credits in Humanities or Arts

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.
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 classroom that is appropriate for academic credit. The School of Professional and Career Education grants such credit toward an undergraduate degree if students can demonstrate and document college level learning from professional work experiences and community activities. The portfolio provides the mechanism for translating documented learning experiences into Barry University credit. The portfolio is optional in the BPA, BS in Information Technology, BS in Administration, and BLS degrees. However, it is required for the BS in Health Services Administration.

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 for portfolio orientation.

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 six to eight 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. Additionally, during the portfolio development process students are required to submit their portfolio goal statement and autobiographical essay to the University Writing Center 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.

Olena Drozd, M.A. (305) 899-4902
Writing Lab and Reading Lab Coordinator
English Instructor/Barry University
odrozd@barry.edu

REQUEST FOR PORTFOLIO CREDITS IN ACADEMIC DISCIPLINES 2014-2015

Up to 30 portfolio credits may be applied toward General Electives. Certain portfolio credits may be applied toward the majors as stated below:

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
   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 Literature and Humanities Electives with academic coordinator’s approval).

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

4. Social Welfare Services Specialization
   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 6 upper level discipline specific portfolio credits in general administration, and social sciences to the Public Administration Electives if not previously transferred.

**Bachelor of Science in Administration (B.S.)**

- Portfolio is optional with Specialization or Minor.
- Portfolio is required without Specialization or Minor.

Students should request from the following academic disciplines: General Administration, Social Sciences, Special Topics/Legal Studies, and Special Topics/Computer Sciences (up to 6 upper level credits in Administration Electives if not previously transferred).

**Bachelor of Science in Emergency Management (B.S.)**

Portfolio is optional. Students should request from the following academic disciplines: ADM, Special Topics: PUB and/or Special Topics: EMA (up to 12 discipline specific portfolio credits in Emergency Management Electives if not previously transferred).

**Bachelor of Science in Health Services Administration (B.S.)**

Portfolio is required. Students should request from the following academic disciplines: General Administration, Behavioral Sciences, and Social Sciences (up to 6 upper level credits in Health Services Administration Electives if not previously transferred).

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

- Portfolio is optional with Specialization or Minor.
- Portfolio is required without Specialization or Minor.

Academic discipline to request is Special Topics/Computer Sciences. Portfolio credits may be used to satisfy general elective requirements and/or IT discipline-specific electives (IT/NSE). Portfolio discipline-specific credits are counted as transfer credits and are limited to a maximum of 6 upper-level credits. These discipline-specific credits may be distributed to the 3-credit electives in each of the Major Core and Specialization areas, subject to the approval of the Academic Coordinator.
UNDERGRADUATE DEGREE PROGRAMS

BACHELOR OF 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 Behavioral Sciences, Literature and Humanities, Psychology, or Social Welfare Services.

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 a wider body of knowledge and truth in the liberal arts.
• enable adult learners to apply content and theoretical concepts drawn from a broad range of liberal arts disciplines to solving problems in their families, careers, and communities.
• instill or deepen the commitment of adult learners to a global, inclusive community, social justice, and collaborative service.

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.
6. Identify, design, and participate in collaborative service projects within Barry University and the wider community.

Specializations within the B.L.S.

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

AREAS OF SPECIALIZATION:

Behavioral Sciences Specialization (30 Credits)
Literature and Humanities Specialization (30 Credits)
Psychology Specialization (30 Credits)
Social Welfare Services Specialization (30 Credits)

Policies Regarding an Area of Specialization:

• An area of specialization consists of no less than 30 credit hours of appropriate and approved course work.
• All students are required to take the BLS 299 and BLS 499.
• 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 three upper-level portfolio and/or transfer 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.

Bachelor of Liberal Studies

DISTRIBUTION REQUIREMENTS OR GENERAL ELECTIVES: (6 Credits)

Students pursuing the BLS degree must select or transfer the following two courses in the distribution or take them as general electives:

PSY 206 Principles of Psychology
HUM 303 Modern Currents in the Humanities

REQUIRED COURSES: (6 Credits)

For all specializations, students will complete a core introductory and capstone course:

BLS 299 Critical Approaches to Liberal Studies
BLS 499 Liberal Studies Capstone

Behavioral Sciences Specialization (30 Credits)

The Behavioral Sciences specialization focuses upon the analysis of human behavior, social organization, culture, social institutions from different academic traditions that collectively embrace a commitment to theory, basic and applied research, and social action and commentary. The curricular flexibility of the program affords opportunities for interdisciplinary exploration of human and societal 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:

DISTRIBUTION

REQUIREMENTS........45 CREDITS

BEHAVIORAL SCIENCE SPECIALIZATION ..........30 CREDITS

PORTFOLIO

(OPTION)..........UP TO 30 CREDITS

ELECTIVES..................VARIABLE MIN. TOTAL DEGREE

REQUIREMENTS........120 CREDITS

NOTE: Maximum number of credits from portfolio to the specialization is 3 credits.

BEHAVIORAL SCIENCE CORE COURSES: ..............27 CREDITS

BLS 299 Critical Approaches to Liberal Studies
SOC 201 Introduction to Sociology
SWS 336 Social Welfare as a Social Institution
SOC 301 American Family or
SOC 307 Race and Ethnicity
SOC 415 Women in Contemporary Society or
SOC 417 Sociology of Death and Dying
PSY 304 Essentials of Lifespan Development or
PSY 305 Personality Development
PSY 412 Adult Psychopathology or
PSY 428 Human Sexuality or
PSY 410 Group Dynamics and Decision-Making
PSY 425 Introduction to Psychotherapy and Counseling
BLS 499 Liberal Studies Capstone

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 from portfolio to 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 pursuing 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:
DISTRIBUTION REQUIREMENTS........ 45 CREDITS
LITERATURE & HUMANITIES SPECIALIZATION ........30 CREDITS
PORTFOLIO (OPTION)...........UP TO 30 CREDITS
ELECTIVES.............................VARIABLE MIN.
TOTAL DEGREE REQUIREMENTS........120 CREDITS

LITERATURE & HUMANITIES
CORE COURSES:.......... 21 CREDITS
BLS 299...................................3 credits
Literature..............................6 credits
Philosophy.............................3 credits
Art, Dance, and Music...............3 credits
Theatre....................................3 credits
BLS 499...................................3 credits

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.

**Psychology Specialization (30 Credits)**

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

**DISTRIBUTION REQUIREMENTS OR GENERAL ELECTIVES: (6 Credits)**

Students pursuing the BLS degree must select or transfer the following two courses in the distribution or take them as general electives:

- PSY 206 Principles of Psychology
- HUM 303 Modern Currents in the Humanities

**DEGREE REQUIREMENTS: DISTRIBUTION REQUIREMENTS........ 45 CREDITS**

**PSYCHOLOGY SPECIALIZATION ..........30 CREDITS**

**PORTFOLIO (OPTION) ..........UP TO 30 CREDITS***

**ELECTIVES......................VARIABLE MIN. TOTAL DEGREE REQUIREMENTS........120 CREDITS**

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

**PSYCHOLOGY CORE COURSES: .................. 21 CREDITS**

- BLS 299 Critical Approaches to Liberal Studies
- PSY 304 Essentials of Lifespan Development
- PSY 305 Personality Development
- PSY 410 Group Dynamics and Decision-Making *or*
- PSY 428 Human Sexuality
- PSY 412 Adult Psychopathology
- PSY 425 Introduction to Psychotherapy and Counseling *or*
- PSY 434 Behavior Disorder in Childhood and Adolescence
- BLS 499 Liberal Studies Capstone

**PSYCHOLOGY ELECTIVES: ..................9 CREDITS**

Choose from:

- PSY 301 Psychology of Drug and Alcohol Abuse
- PSY 311 Psychosocial Issues of Disaster Preparedness and Recovery
- PSY 329 Understanding and Coping with Stress
- PSY 331 Counseling Techniques for Managers
- PSY 410 Group Dynamics and Decision-Making
- PSY 416 Dynamics of Adult Living
- PSY 423 Industrial Psychology
- PSY 425 Introduction to Psychotherapy and Counseling
- PSY 428 Human Sexuality
- PSY 430 Personality Disorders
- PSY 434 Behavioral Disorders In Childhood and Adolescence
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 pursuing 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. This should be followed by enrollment in PSY 320. 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)

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:

- PSY 206 Principles of Psychology
- HUM 303 Modern Currents in the Humanities

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 from portfolio to the required electives in the specialization is 3 credits.

SOCIAL WELFARE SERVICES CORE COURSES:........ 27 CREDITS

- BLS 299 Critical Approaches to Liberal Studies
- SWS 336 Social Welfare as a Social Institution
- SWS 401 Social Welfare Policy and Services I
- SWS 470 Human Behavior and Social Environment
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.

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.
BACHELOR OF PUBLIC ADMINISTRATION

The Bachelor of Public Administration (BPA) 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 BPA 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.
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
MAJOR CORE .................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

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 course (except PUB 499) can be taken in any order.

BACHELOR OF PUBLIC ADMINISTRATION (45 CREDITS)

PUBLIC ADMINISTRATION

CORE COURSES............ (36 Credits)
PUB 301 Principles of Public Administration
PUB 302 Values and Ethics in Public Administration
PUB 310 Methods & Techniques in Public Administration
POS 303 Public Policy & Administration
PUB 403 Public Budgeting & Finance
PUB 404 Concepts & Issues in Public Planning
PUB 405 Administrative Law and Process
PUB 406 Human Resources in the Public Sector
PUB 407 Productivity Improvements in the Public Sector
PUB 408 Public Administration & the Political Process
PUB 409 Contemporary Issues in Public Safety
PUB 499 Public Administration Capstone Project
PUBLIC ADMINISTRATION
ELECTIVES.......................... (9 Credits)
Any three ADM, EMA, HSA, IT, PLA, PFP or PUB prefix courses not used to satisfy the above Required Major Courses.

PORTFOLIO AND/OR TRANSFER CREDITS
Up to 6 credits of upper level coursework may be accepted in Required Electives through transfer or applied through discipline specific portfolio credits in general administration and social sciences; upper level licensure credits may apply with Academic Coordinator’s approval.

Post Baccalaureate Certificate in Public Administration
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
PUB 302 Values and Ethics in Public Administration
PUB 310 Methods & Techniques in Public Administration
PUB 403 Public Budgeting & Finance
PUB 404 Concepts & Issues in Public Planning
PUB 406 Human Resources in the Public Sector
PUB 408 Public Administration & the Political Process

MINOR IN PUBLIC ADMINISTRATION (21 Credits)
The Minor in Public Administration is intended for students currently pursuing their undergraduate degrees in other than the Bachelor of Public Administration program, that have an interest in the public sector and learning the principles to effective management of public agencies. The successful completion of seven courses listed below is required for the Minor to be awarded.

PUB 301 Principles of Public Administration
PUB 302 Values and Ethics in Public Administration
PUB 310 Methods & Techniques in Public Administration
PUB 403 Public Budgeting & Finance
PUB 404 Concepts & Issues in Public Planning
PUB 406 Human Resources in the Public Sector
PUB 408 Public Administration & the Political Process

Approved minors for students pursuing the Bachelors 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 School of Professional and Career Education delivery sites.
(2) Minor courses may not be used to satisfy the major core or distribution requirements.
**BACHELOR OF SCIENCE IN ADMINISTRATION**

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

The program of study, while addressing a broad range of organizational principles and practices, also allows for individualized emphasis in different areas. Students can select from specializations in Health Services Administration, Human Resource Administration, Legal Studies, Organizational Leadership or Personal Financial Planning. Minors are also available in Information Technology, Network and Systems Engineering, Public Administration and Software Engineering.

The purposes of the BS in Administration degree are to:
- provide students with a comprehensive foundation in administrative theory and practice relevant to all organizations, whether private, public or non-profit
- meet the needs of adult learners by developing the administrative knowledge, 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
- 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 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
- integrate the leadership and interpersonal competencies that are essential for effective administration
- 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.
BACHELOR OF SCIENCE IN ADMINISTRATION

DEGREE REQUIREMENTS:

DISTRIBUTION

Requirements ........ 45 Credits
Major Core .............. 30 Credits
Specialization .......... 15-24 Credits
Portfolio

(Option) ........ Up to 30 Credits
Minor ........................ 21 Credits
Electives ........................ Variable

Min. Total Degree Requirements .......... 120 Credits

OTHER

Minor in Administration .......... 21 Credits
Post Baccalaureate in Human Resource Administration ...... 21 Credits
Human Resource Undergraduate Certificate .......................... 15 Credits
Post Baccalaureate in Legal Studies ............................... 21 Credits
Legal Studies Undergraduate Certificate .......................... 60 Credits

ADMINISTRATION CORE COURSES .......................... 18 Credits

ADM 303 Administrative Theory & Practice
ADM 306 Services Marketing
ADM 353 Leadership Development
ADM 412 Quality & Productivity
ADM 464 Strategic Human Resource Administration
ADM 499 Administration Capstone Course

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.

NOTE:
(1) Some specializations may not be offered at all School of Professional and Career Education delivery 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
- possess related knowledge, skill and abilities that are associated with success in the profession

Students may select from the following list of courses:

- HSA 301 The Health Care System*
- HSA 319 Health Care Finance
- HSA 339 Health Law
- HSA 410 Management in Health Care
- HSA 425 Public and Community Health
- HSA 475 Issues in Health Care

*Required course

HUMAN RESOURCE ADMINISTRATION SPECIALIZATION .......... 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
- possess related knowledge, skill and abilities that are associated with success in the profession

Students may select from the following list of courses:

- ADM 301 Labor Relations*
- ADM 312 Training and Development
- ADM 315 Diversity in the Workplace
- ADM 325 Compensation and Benefits*
- ADM 330 Alternative Dispute Resolution
- ADM 335 Employment Law*
- ADM 361 Negotiation Theory & Practice
- ADM 410 Recruitment and Selection*
- PUB 406 Human Resources in the Public Sector

*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
- possess related knowledge, skill and abilities that are associated with leadership success.

Students may select from the following list of courses:
ADM 312 Training and Development
ADM 315 Diversity in the Workplace
ADM 361 Negotiation: Theory and Practice
PHI 368 Contemporary Problems in Ethics
PSY 331 Counseling Techniques for Managers
PSY 410 Group Dynamics and Decision Making
PSY 423 Industrial Psychology

Personal Financial Planning Specialization................. 21 CREDITS
The personal Financial Planning Specialization is designed to provide the courses required for the CFP Certification Examination. Course offerings are intended to provide students with a foundation in the theory and practice relevant to personal financial planning and the knowledge and skills associated with success in the CFP profession. Successful completion of all seven courses, experience in the financial planning field, and a bachelor degree are requirements to sit for the Certified Financial Planning Board of Standard’s certification exam. For additional information on the CFP, visit www.cfp.net.

- PFP 348 Fundamentals of Financial Planning
- PFP 350 Income Tax Planning
- PFP 410 Insurance Planning
- PFP 412 Investment Planning
- PFP 414 Retirement Planning and Employee Benefits
- PFP 416 Estate Planning
- PFP 499 Financial Plan Development Capstone

The PFP Capstone content, which 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
• 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 must take the Certified Legal Assistant (CLA/CP) examination, administered by the National Association of Legal Assistants, Inc., (NALA), prior to graduation. Proof of registration for the CLA/CP examination must be attached to the application for graduation.

<table>
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<tr>
<th>Test Window</th>
<th>Application Deadline</th>
<th>Late Filing Deadline ($25 fee)</th>
<th>Graduation Date – No Later than</th>
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<td>March 15</td>
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<td>November 15</td>
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The Certified Paralegal Exam is a computer based test. Examinees must schedule a testing time through the ACT Testing Center Network to take the exam during the time the testing window is open. For more information about the exam and eligibility requirements visit the NALA website at www.nala.org.

Legal Studies Specialization (24 credits)

LEGAL STUDIES CORE

COURSES................................. 15 credits

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

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

LEGAL STUDIES ELECTIVES............................. 9 credits

These may be taken in any combination or sequence.

PLA 300 Special Topics
PLA 330 Alternative Dispute Resolution
PLA 335 Employment Law
PLA 339 Health Law
PLA 343 Business Organizations
PLA 350 Real Estate Law
PLA 405 Administrative Law and Process
PLA 440 Contracts
PLA 452 Environmental Law
PLA 460 Probate Proceedings
PLA 470 Immigration Law
PLA 480 Bankruptcy
PLA 483 Family Law

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 8 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

A sixty credit hour Certificate of Completion is awarded, upon application, to degree-seeking and undergraduate certificate program students. Legal Studies certificate students may convert to degree-seeking status any time during the course of their studies.

The undergraduate certificate program is a 60-credit hour program consisting of 8 substantive legal courses totaling 24 credit hours.
(described below) plus 30 credit hours of general distribution credits and six (6) credit hours of specified electives (with computer and word-processing skills being desired). A grade of C or higher in each Legal Studies course is required. Upon application, a 60-credit hour Certificate of Completion is awarded.

**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
- possess related knowledge, skill and abilities that are associated with success in the profession

Students should seek approved substitution of minor courses that are counted towards the program core and/or specialization courses. In other words, students must complete 21 credit hours of approved coursework beyond the core or specialization requirements.

The minor consists of the following seven courses and has a three-credit computer literacy prerequisite, CAT 102. A grade of C or higher is required in all minor coursework.

- IT 200 Foundations of Information Technology
- PLA 301 Law and the Legal System
- PLA 310 Legal Research
- PLA 315 Legal Writing
- PLA 320 Civil Litigation
- PLA 343 Business Organizations
- 3-credit upper level PLA elective

**Approved PLA electives**

- PLA 330 Alternative Dispute Resolution
- PLA 335 Employment Law
- PLA 405 Administrative Law and Process
- PLA 440 Contracts
- PLA 480 Bankruptcy

**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
- integrate the leadership and interpersonal competencies that are essential for effective management and administration

Students should seek approved substitution of minor courses that are counted towards the program core and/or specialization courses. In other words, students must complete 21 credit hours of approved coursework beyond the core or specialization requirements.

**ADM electives**

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

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 School of Professional and Career Education delivery sites.
(2) Minor courses may not be used to satisfy the major core or distribution requirements.

BACHELOR OF SCIENCE IN EMERGENCY MANAGEMENT

The Bachelor of Science in Emergency Management 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, issue which particularly affect under-served populations in the United States and abroad, the BSEM 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.
• acquire a foundation for advanced training and studies beyond the undergraduate level.

DEGREE REQUIREMENTS:

DISTRIBUTION REQUIREMENTS...........45 CREDITS
EMA CORE..........................33 CREDITS
EMA ELECTIVES ..................12 CREDITS
PORTFOLIO
(OPTION) ...........UP TO 30 CREDITS
MINOR (OPTION) .............21 CREDITS
ELECTIVES ...........................VARIABLE
MIN. TOTAL DEGREE REQUIREMENTS........120 CREDITS
EMERGENCY MANAGEMENT
CORE COURSES ............33 CREDITS
EMA 205 Observation of Disasters and Complex Emergencies
EMA 305 Principles of Emergency Management
EMA 307 Business Continuity Crisis Management
PSY 311 Psychosocial Issues of Disaster Preparedness and Recovery
PHI 352 Ethical Issues in Biomedical Science
ADM 353 Leadership Development
EMA 315 International Disaster Management
EMA 405 Disaster Response Operations and Management I: Mitigation and Preparedness
EMA 409 Hazard Mitigation and Management
EMA 311 Emergency Management of Homeland Security
EMA 499 Capstone in Emergency Management

NOTE: Substitutions may be approved by the Academic Coordinator.

EMERGENCY MANAGEMENT
ELECIVES ............... 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 discipline-specific credits in ADM, Special Topics: PUB and/or Special Topics: EMA. (Lower-Level and/or Upper-Level)

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 EM 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 Science in Public Administration.

NOTE:
(1) Some minors may not be offered at all School of Professional and Career Education delivery sites.
(2) Minor courses may not be used to satisfy the major core or distribution requirements.

BACHELOR OF SCIENCE IN HEALTH SERVICES ADMINISTRATION

The Bachelor of Science in Health Services Administration is designed to prepare the student for a career in the health services industry in an administrative capacity. The program of study will give students a broad view of today’s health care system and will prepare its graduates for entry and middle management positions in such areas as hospital, medical or dental clinics, group medical practices, managed care organizations, long-term care facilities, insurance companies, home health agencies, and governmental health agencies. Management skills and business practices used in today’s complex health care systems are emphasized.
Program Outcomes: students who successfully complete the degree program will be able to:

• 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 operate within legal boundaries
• 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:
DISTRIBUTION

PORTFOLIO
(REQUIRED) ......UP TO 30 CREDITS
MINOR (OPTION) ..............21 CREDITS
ELECTIVES ......................VARIABLE
MIN. TOTAL DEGREE
REQUIREMENTS .........120 CREDITS

OTHER
Post Baccalaureate in Health Services Administration ........... 21-24 CREDITS
Health Services Administration Certificate .......................18 CREDITS

PREREQUISITE COURSE .............3 credits
HSA 301 The Health Care System
(NOTE: This course may be waived, as determined by the Academic Coordinator of the HSA degree program, if the student has at least five years of professional work experience, preferably with at least one year in a management or supervisory capacity, in a health care organization.)

HEALTHSERVICESADMINISTRATION
CORE COURSES .................18 credits
Students should plan their programs with advisor assistance so that courses can be completed in the sequence which follows.
HSA 319 Health Care Finance
HSA 339 Health Law
HSA 410 Management in Health Care
HSA 425 Public and Community Health
HSA 475 Issues in Health Care
HSA 499 Capstone in Health Services Administration

HEALTHSERVICESADMINISTRATION
ELECTIVES ......................12 credits
These can be taken in any sequence or combination.
Twelve hours must be taken from the following courses (other courses with the approval of the HSA academic coordinator):
HSA 301 The Health Care System
HSA 441 Health Care for the Elderly
HSA 459 Independent Study in Health Care
ADM Any ADM prefix course
PSY 329 Understanding and Coping with Stress
PSY 304 Essentials of Lifespan Development
PSY 410 Group Dynamics and Decision-Making
PSY 417 Psychology of Aging
PSY 423 Industrial Psychology

DEGREE REQUIREMENTS:

MAJOR CORE ...............30 CREDITS

DEGREE REQUIREMENTS:
DISTRIBUTION

REQUIREMENTS ..........45 CREDITS

MAJOR CORE .................30 CREDITS

DEGREE REQUIREMENTS:
DISTRIBUTION

REQUIREMENTS ..........45 CREDITS

MAJOR CORE .................30 CREDITS
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 HSA specialization will have the specialization posted on the transcripts in lieu of a certificate. All coursework must be completed before graduation. Grades of C or higher must be earned in all course work for the certificate.

Post-Baccalaureate in Health Services Administration Certificate (21-24 CREDITS)

Students who have earned a baccalaureate degree from a regionally accredited school may enroll in the Post-Baccalaureate Certificate Program. The certificate will be awarded upon successful completion of HSA 301, the five required courses, and two electives. For practicing professionals, HSA 301 may be waived with permission of the program director.

MINOR OPTION (21 Credits)

There is no minor in Health Services Administration. Students 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.

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 School of Professional and Career Education delivery sites.
(2) Minor courses may not be used to satisfy the major core or distribution requirements.

BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY

The Bachelor of Science in Information Technology (BSIT) 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 BSIT 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 BSIT program will be able to:

1. analyze and evaluate the relative merits of information technologies with respect to a variety of criteria (e.g. suitability, efficiency, scalability, security, and sustainability);
2. prescribe and implement technical solutions that effectively address data collection, storage and retrieval requirements through strategic use of hardware, software, and communications systems;
3. develop systems and manage information in an ethical and socially responsible manner sensitive to social justice and common good; and
4. demonstrate the technical and research skills needed to advance a career in the field of information technology or pursue graduate studies in a related field, if so desired.

In addition to 30 credits of required major coursework, BIST 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 (BS) IN INFORMATION TECHNOLOGY

#### DEGREE REQUIREMENTS

**DISTRIBUTION REQUIREMENTS**

- **IT CORE**..........................30 CREDITS
- **SPECIALIZATION**..............15 CREDITS
- **MINOR (OPTION)**...............21 CREDITS
- **PORTFOLIO (OPTION)**.........UP TO 30 CREDITS
- **ELECTIVES**......................VARIABLE MIN.
- **TOTAL DEGREE REQUIREMENTS**........120 CREDITS

#### RECOMMENDED DISTRIBUTION COURSE

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

#### PREREQUISITES ..................3 credits

**CAT 102 Basic Computer Applications**

#### INFORMATION TECHNOLOGY CORE COURSES ..................30 credits

- **IT 190 Microcomputer Systems**
- **IT 200 Foundations of Information Technology**
- **IT 310 Telecommunications and Computer Networks**
- **IT 320 Computer Security**
- **IT 338 Web Design, Authoring and Publishing**
- **IT 372 Software Engineering**
- **IT 426 Databases**
- **IT/NSE 6 credits in upper level Electives**
- **IT 499 Integrated Capstone Project**

*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 CAT102, IT190, or IT200 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% 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 BSIT degree may select from any of the following specializations: Information Systems Administration, Network and Systems Engineering, and Software Engineering. All pre-requisites 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
• manage people and enterprise technologies and address various facets of the professional and ethical uses of information systems.

IT 400 IT Project Management
IT 450 Administrative Information Systems
ADM 303 Administrative Theory and Practice
ADM 464 Strategic Human Resource Administration
3-credit upper level IT/NSE/ADM elective

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

NSE 210 Network Administration
NSE 320 Server Operating System
NSE 405 Managing a Microsoft Network
6-credits upper level NSE electives

**Current List of NSE electives:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSE 210</td>
<td>Network Administration</td>
</tr>
<tr>
<td>NSE 320</td>
<td>Server Operating System</td>
</tr>
<tr>
<td>NSE 405</td>
<td>Managing a Microsoft Network</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
• Employ innovative techniques to implement information visualization, and the ability to enter, query, and retrieve data and information via Web

IT 301 Introduction to Programming
IT 407 Database Programming and Administration
IT 438 Web Programming and Administration
IT 340 Java Programming for the Web

3-credit upper level IT/NSE elective
COURSE SEQUENCING

The following charts will assist both students and advisors in the selection of BSIT 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

Information Systems Administration Specialization

Software Engineering Specialization
**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.

- IT 190 Microcomputer Systems*
- IT 200 Foundations of Information Technology*
- IT 310 Telecommunications and Computer Networks
- IT 338 Web Design, Authoring and Publishing
- IT 426 Databases
- Approved 3 credit upper level IT elective

*Advanced students may earn credits for the CAT102, IT190, or IT200 courses by test-out examination. Please reference the Credit by Examination policy.

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

All pre-requisites must be satisfied.

- IT 310 Telecommunications and Computer Networks
- NSE 210 Network Administration
- NSE 320 Server Operating System
- NSE 405 Managing a Microsoft Network
- 6-credits in upper level NSE electives

*Advanced students may earn credits for the CAT102, IT190, or IT200 courses by test-out examination. Please reference the Credit by Examination policy.

**Post-Baccalaureate Certificate in Software Engineering (18 Credits)**

All pre-requisites must be satisfied.

- IT 301 Introduction to Programming
- IT 338 Web Design, authoring and Publishing
- IT 372 Software Engineering
- IT 407 Database Programming and Administration
- IT 426 Databases
- Approved 3-credit upper level SE elective

**Current List of Approved SE electives:**

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

*Advanced students may earn credits for the CAT102, IT190, or IT200 courses by test-out examination. Please reference the Credit by Examination policy.

**MINOR (21 Credits)**

Students may select from any of the following minors: Information Technology (IT), Network and Systems Engineering (NSE), Software Engineering, Administration, Public Administration, and Legal Studies.
MINOR IN INFORMATION TECHNOLOGY (21 Credits)

This minor is designed to provide students with the basic theoretical knowledge and technical skills required by today’s information technology professionals.

Students who successfully complete this minor will:

• demonstrate technical and administrative skills needed to begin a career in the area of information technology
• provide solutions for organizations with respect to hardware, software, communication, planning, design, implementation, and support of various technologies
• employ research and critical thinking for analyzing and solving organizational challenges
• explain and apply various components of the information technology, including hardware, software, communication, planning, design, implementation, and support
• 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/specialization courses. In other words, students must complete 21 credit hours of approved coursework beyond the core or specialization requirements.

IT 190 Microcomputer Systems*
IT 200 Foundations of Information Technology*
IT 310 Telecommunications and Computer Networks
IT 320 Computer Security
IT 338 Web Design, Authoring and Publishing
IT 426 Databases
3-credit upper level IT/NSE elective

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

Students pursuing the bachelor degree in Information Technology program with a specialization in Network and Systems Engineering (NSE) are not allowed to complete this minor. Also, students should seek approved substitution of minor courses that are also counted towards the program core
and/or specialization courses. In other words, students must complete 21 credit hours of approved coursework beyond the core or specialization requirements.

**IT 190** Microcomputer Systems*
**IT 310** Telecommunications and Computer Networks
NSE 210 Network Administration
NSE 320 Server Operating System
NSE 405 Managing a Microsoft Network
6-credits upper level NSE electives

**CURRENT LIST OF APPROVED SE COURSE ELECTIVES**

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

**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
- 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.

Current List of Approved SE Course electives

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

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

**Administration 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 School of Professional and Career Education delivery sites.
2. Minor courses may not be used to satisfy the major core or distribution requirements.

* The minors have a three-credit computer literacy 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 School of Professional and Career Education 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
GRADUATE PROGRAMS

PURPOSE STATEMENT

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

DEGREE PROGRAMS

*Master of Arts in Administration (MAA)
*Master of Public Administration (MPA)
*Programs available online

DISTANCE LEARNING

Both the Master of Arts in Administration (MAA) and the Master of Public Administration (MPA) 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). 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 at the beginning
- Only courses for which a grade of A or B was earned will be considered
- Only credits will be transferred, not grades or grade point averages
- Credits used to earn a degree at another institution will not be accepted

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

AMERICAN COUNCIL ON EDUCATION

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

Students can check the online National Guide to College Credit at 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 MAA or MPA 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/.

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 1-866-205-6267 or 1-202-939-9470. Email 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>Category</th>
<th>Grade</th>
<th>Points Per Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superior Achievement</td>
<td>A</td>
<td>4.0 honor points per credit</td>
</tr>
<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><strong>Pass</strong></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></td>
<td></td>
</tr>
<tr>
<td>redeemed with grade of A</td>
<td>IA</td>
<td>4.00 honor points per credit</td>
</tr>
<tr>
<td>redeemed with grade of A–</td>
<td>IA–</td>
<td>3.70 honor points per credit</td>
</tr>
<tr>
<td>redeemed with grade of B+</td>
<td>IB+</td>
<td>3.40 honor points per credit</td>
</tr>
<tr>
<td>redeemed with grade of B</td>
<td>IB</td>
<td>3.00 honor points per credit</td>
</tr>
<tr>
<td>redeemed with grade of C</td>
<td>IC</td>
<td>2.00 honor points per credit</td>
</tr>
<tr>
<td>redeemed with grade of D</td>
<td>ID</td>
<td>1.00 honor point per credit</td>
</tr>
<tr>
<td>redeemed with grade of F</td>
<td>IF</td>
<td>No honor points per credit</td>
</tr>
<tr>
<td>redeemed with grade of CR</td>
<td>ICR</td>
<td>Credit but no honor points awarded</td>
</tr>
<tr>
<td>redeemed with NC</td>
<td>INC</td>
<td>INC No credit</td>
</tr>
<tr>
<td>Withdrew</td>
<td>W</td>
<td>Granted to students who officially withdraw by the published deadlines. Does not calculate into GPA; does count as attempt for repeat purposes.</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:

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

PROBATION AND DISMISSAL

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

REPEAT COURSE POLICY

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

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

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
- The (site) advisor from the School of Professional and Career Education
will release you to file an electronic Application for Graduation with the University Registrar via WebAdvisor at https://webadvisor.barry.edu under ‘Academic Profile’. A $150 fee applies. Refer to the Academic Calendar in this Student Bulletin for graduation application deadline dates.

**FINANCIAL AID FOR GRADUATE STUDENTS**

www.barry.edu/gradfa
ace-finaid@barry.edu
305-899-3355 or
1-800-695-2279

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 MAA.

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

PROGRAM DESCRIPTION

The Master of Arts in Administration (MAA) 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, diversity, finance, project management, and information technology. 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.

MAA Program Learning Outcomes

Integration of study, reflection and action are the underlying assumptions of the MAA program. Upon completion of the MAA 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.
- Apply academic research methods to analyze, synthesize and effectively manage knowledge in the workplace.

THE CURRICULUM

REQUIRED COURSES:......36 CREDITS

ADM 505 Human Resource Administration
ADM 515 Information Technology Concepts
ADM 517 Financial Concepts for Administration
ADM 521 Applied Organizational Concepts
ADM 525 Administrative Strategies
ADM 535 Research Methodologies
ADM 545 Values and Ethics in Administration
ADM 553 Administrative Leadership Theory & Practice
ADM 568 Changing Environment of Administration
ADM 652 Diversity in the Workplace
ADM 680 Project Management
ADM 699 Capstone: Applied Project

NOTE: This is not a Master of Business Administration (MBA) degree program. Students interested in an MBA should consult the section of the Barry University Graduate Catalog on the Andreas School of Business.
ADDITIONAL COURSES

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)

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.

MASTER OF PUBLIC ADMINISTRATION (MPA)

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.
• Applicants who have attained an undergraduate cumulative grade point average of below a 3.5 GPA will be required to take PUB 511W Graduate Writing and Research (non credit/no cost workshop) in the first term and make a “CR” grade to continue in the program along with meeting other provisions of their admissions.
• Applicants who have a 3.50 cumulative GPA or better, who have been out of school for more than 4 years, will be required to take PUB 511W Graduate Writing and Research (non credit/no cost workshop) in the first term and make a “CR” grade to continue in the program along with meeting other provisions of their admissions.
• 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 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.**

**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.

The following table depicts how the admissions criteria categories and sub-categories function:

<table>
<thead>
<tr>
<th>How Do I Get in? (Admissions Criteria)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a BPA or similar Bachelor’s degree</td>
</tr>
<tr>
<td>Begin the MPA program:</td>
</tr>
<tr>
<td>• PUB 503/Theories, Principles &amp; Practice</td>
</tr>
<tr>
<td>• PUB 535/Research Methods - OR</td>
</tr>
<tr>
<td>• PUB 545/Values &amp; Ethics</td>
</tr>
</tbody>
</table>

Applicants who have attained an undergraduate cumulative grade point average of **BELOW** 3.5 GPA will be required to take the PUB 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 PUB 511W in the first term of enrollment. Anyone can take this class, but those who wish to take it should do so in their first term of enrollment. This is a non-credit, no cost workshop.

Continue MPA program with PUB 5xx & 6xx courses

The MPA program is a minimum 36 credits to complete (39 with PUB 501); up to 6 credits are transferable from other accredited programs. Refer to transfer credit section.

Complete MPA program with PUB 699 Capstone Project.

<table>
<thead>
<tr>
<th>Who takes PUB 501? (Admissions Criteria)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A BPA or similar Bachelor’s Degree will not be required to take PUB 501</td>
</tr>
<tr>
<td>• Public Affairs</td>
</tr>
<tr>
<td>• Political Science</td>
</tr>
<tr>
<td>• Public Policy</td>
</tr>
<tr>
<td>• Public Safety Administration</td>
</tr>
<tr>
<td>• Criminal Justice</td>
</tr>
<tr>
<td>• Fire and Emergency Services</td>
</tr>
<tr>
<td>• Emergency Management</td>
</tr>
<tr>
<td>• Public Budgeting</td>
</tr>
<tr>
<td></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 and provisional acceptance. Students must make a grade “B” or better in this class.

Any questions or clarifications may be referred to your Academic Advisor.
Students requiring either or both the "Graduate" (non-credit/no cost) workshop (PUB 511 W) or “Introduction” course (PUB 501) will be admitted provisionally, must take them in their first term, and successfully complete them to be fully admitted to the program. Additionally, students are permitted to register for a three (3) credit, 500 level Public Administration course (PUB 503, PUB 535, or PUB 545) in their first semester while seeking full admission to the program. A failure to pass the “Graduate” workshop or obtain a “B” or better in the first six (6) graduate level credits will result in dismissal from the program.

Students provisionally admitted to the MPA program are permitted to register for a maximum of six (6) credits in their first semester along with PUB 511W as prescribed above. Students will not be permitted to take any other graduate courses, provisionally or otherwise (i.e., upon application), before full acceptance.

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

Students must be admitted to the MPA 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 sessions. If a student is not enrolled in two consecutive sessions (e.g. Fall/Spring; Spring/Fall) he/she will become inactive. When readmitted, he/she will be required to meet admissions and program requirements in place at the time of readmission.

Program Description & Learning Outcomes

The Frank J. Rooney School of Professional and Career Education (PACE) of Barry University offers a Master of Public Administration (MPA) 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 MPA degree program is committed to the highest academic standards in graduate and professional education. The MPA 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 MPA 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.
- Synthesize, analyze, and apply theories and principles of public administration.
THE CURRICULUM

REQUIRED COURSES ........ (30 Credits)

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

**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/Select any 2)

- PUB 622  Non-Profit Administration
- PUB 623  Productivity Improvement in the Public Sector
- PUB 650  Public/Private Enterprise
- PUB 660  Public Policy and Administrative Process

MINIMUM 36 CREDITS TO COMPLETE DEGREE

ADDITIONAL COURSES (Does not apply to 36 credit minimum)

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

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 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](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 Fall B term of 2014 and each semester thereafter. Eventually, the honor society will be extended to undergraduates of public administration. Please contact you’re advisor for the application.
**UNDERGRADUATE COURSE DESCRIPTIONS**

**ADMINISTRATION**

**PREFIX: ADM**

**300 SPECIAL TOPICS**
Current special topics and issues related to contemporary organizational administration and leadership.

**301 LABOR RELATIONS**
A detailed examination of the collective bargaining system with attention given to negotiation and the administration of agreements. Special consideration will be given to the impact mergers, joint ventures, government regulatory agencies, the legal environment surrounding the negotiated process, and other topics.

**303 ADMINISTRATIVE THEORY AND PRACTICE**
An examination of the general principles of organizational leadership and administration. Topics include contemporary approaches to leadership, planning, organizing, staffing and control, and the conceptual foundations of modern organizations.

**306 SERVICES MARKETING**
This course will explore services marketing strategies and methods. The focus will be on distinctions which exist in the marketing of intangibles and methods designed to increase the effectiveness of services marketing for private, public and not-for-profit organizations.

**312 TRAINING AND DEVELOPMENT**
Practical approaches for improving individual and team performance and organizational productivity will be reviewed in this course. Topics include adult learning theory, approaches to program development, implementation and evaluation, instructional systems and human performance improvement.

**315 DIVERSITY IN THE WORKPLACE**
This course examines the effect diversity has in the workplace and focuses on issues related to racial, ethnic, religious, linguistic, physical, gender, and age differences, among others.

**320 FINANCIAL ADMINISTRATION**
Explores the fundamental issues that are affected by the profit planning and control process. Emphasis is on understanding the broad organizational context within which budgets and plans are prepared and implemented.

**325 COMPENSATION AND BENEFITS**
This course concentrates on developing knowledge concerning development and implementation of a compensation and benefit program. Students develop a comprehensive knowledge base regarding benefits and compensation administration.

**330 ALTERNATIVE DISPUTE RESOLUTION**
This course examines the effect mediation and arbitration have in both the workplace and legal system. It focuses on theories and skills related to alternative dispute resolution including how to create, organize, and perform a mediation or arbitration (same as PLA 330).

**335 EMPLOYMENT LAW**
This course provides an overview of federal statutes and state-regulated areas that impact the personnel function which must be considered by employers and attorneys and their paralegals. Among topics addressed are EEO and Affirmative Action, OSHA, ERISA, FMLA, and the ADA; employee privacy issues (polygraph testing, drug and alcohol testing, employer searching and monitoring); regulation of discrimination in employment; and wrongful discharge. (Same as PLA 335).

**353 LEADERSHIP DEVELOPMENT**
Analysis and interpretation of leadership skills and abilities. Self-analysis will be used to develop a relationship between current work environments and 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
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
This course will provide the student with a thorough understanding of the human resource function of recruitment and selection in private, public and not-for-profit organizations. The inter-play of applied research methods, the legal system, administrative theory and practice will be integrated into this course. Promotions, a specific application of selection, and placement and orientation will also be investigated. Emphasis will be on theory-to-practice. Students will develop applications from principles and best practices, including how to improve the oral interview process as a selection method. This course is designed for advanced students in human resource administration.

412 QUALITY & PRODUCTIVITY
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
This course will explore strategies and methods for improving customer value and customer service. The management of service operations will be explored and case studies will be analyzed as it applies to the private, public and not-for-profit organizations.

462 PUBLIC RELATIONS
Study of various public relations media. Emphasis on cases and readings from professional journals. The historical and psychological aspects of public relations in context with and in relationship to various public media.

464 STRATEGIC HUMAN RESOURCE ADMINISTRATION
A comprehensive review of general human resource theories and practices related to managing personnel more strategically. Major topics include staffing, human resource development, compensation and benefits, employee and labor relations, health, safety, and security.

499 ADMINISTRATION CAPSTONE
This is a course in which students integrate and synthesize the learning experience acquired in the administration program. Students will demonstrate mastery through the completion of a research paper, case study and comprehensive exam. Prerequisites: completion of core courses. This course is for students majoring in the BS in Administration. (Offered in Spring B and Fall B terms only).

ANTHROPOLOGY
PREFIX: ANT

308 PERSPECTIVES IN ANTHROPOLOGY
Analysis of the different fields of cultural anthropology which are integrated to create a holistic perspective of human behavior. Special emphasis is devoted to economics, religion, culture and personality.

ART
PREFIX: ART

To avoid duplication of coursework, please note that the following is an equivalent course which may not be repeated: TH 330 to ART 347.

312 EXPERIENCING ART
An art appreciation course that will teach students the process of visually analyzing art. Students will integrate the process of “learning how to see” with an understanding of the elements of design and drawing. This may be accomplished by the completion of various art exercises, visits to museums, viewing of slides and films, etc. (studio course).

321 CONTEMPORARY ART
A look at painting, craft, and performance art from the 1960’s up to the present.

322 20th Century American Art
The evolution of American art within the context of important social, historical, and intellectual events. Stylistic developments and artistic movements developed since 1910 in painting, sculpture, and architecture.
347 AMERICAN CINEMA
This is a history of the American film industry as an art form, as an industry, and as a system of representation and communication. Cinematic Genres are analyzed as art forms. The course explores how Hollywood films work technically, aesthetically, and culturally to reinforce and challenge America’s national self-image.

400 ANCIENT GREEK ART
Detailed analysis and examination of Greek art from 2000 B.C. to the end of the Hellenistic Period. Sculpture, vase painting and architecture will be compared and contrasted with art through the ages by connecting them with Greek philosophy, mythology and history and their aesthetic concepts.

BACHELOR OF LIBERAL STUDIES PREFIX: BLS

299 CRITICAL APPROACHES TO LIBERAL STUDIES
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
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 15-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
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
A course designed to provide non-science majors with a general understanding of the female anatomy and physiology. Topics include male/female comparative anatomy, fertility and reproduction, cancer, hormonal cycles, menopause, body maintenance, and nutrition. A focus on various stages of women’s development emphasizing current women-specific health issues. Ultimately, the course aims to provide both genders with an opportunity to understand and appreciate the significance of women’s health.

343 MEN’S HEALTH ISSUES AND REPRODUCTION
A course designed to provide non-science majors with the fundamental principles of men’s health and reproduction, bringing together the basic concepts of research and the clinical practice of andrology to explore and understand the anatomy, physiology, and reproductive functions of the male. Students will discuss current male-specific health issues such as impotence, erectile dysfunction, infertility, andropause (male menopause) and cancer. Students will study topics such as male/female comparative anatomy, growth and development, aging, illnesses, physiological aspects of sexuality, body maintenance and nutrition.

409 BIOLOGICAL OCEANOGRAPHY
An in-depth study and analysis of the ocean environment and the biological interrelationships necessary for a healthy, productive marine habitat. The course emphasizes the relationships between various forms of oceanic life forms, their adaptations to the marine environment and the effects of human activities upon them.
COMMUNICATION
PREFIX: COM

320 FAMILY AND COMMUNICATIONS
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
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
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
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
This course provides a broad introduction to emergency management. The course presents expert-consensus principles of emergency management, describes each of the four phases of emergency management, describes the incident command system, and introduces the US National Response Framework.

307 BUSINESS CONTINUITY CRISIS MANAGEMENT
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
This course examines the distinguishing features of emergency management when focused on the threat of terrorism across all phases of the disaster cycle. Using National Planning Scenarios, students adapt and apply emergency management skills to a broad spectrum of potential terrorist threats. Prerequisite EMA 305.

315 INTERNATIONAL DISASTER MANAGEMENT
This course describes the key elements of international disaster management including the actors, the time-phased response activities, and the coordination and monitoring of multi-sectorial operations. The course considers how development, culture, and politics influence the international disaster response. Prerequisite EMA 305.
405 DISASTER RESPONSE OPERATIONS AND MANAGEMENT I (DROM I): MITIGATION AND PREPAREDNESS
This course explores two of the four emergency management phases: prevention/mitigation and preparedness. The role of comprehensive emergency management planning and programming is delineated for each of these phases. Prerequisite: EMA 305.

407 DISASTER RESPONSE OPERATIONS AND MANAGEMENT II (DROM II): RESPONSE AND RECOVERY
This course explores two of the four emergency management phases: response and recovery. The role of comprehensive emergency management planning and programming is delineated for each of these phases. Prerequisites: EMA 305 and EMA 405.

409 HAZARD MITIGATION AND MANAGEMENT
This course amplifies the principles of hazard management by applying the four-stage mitigation planning cycle and multi-hazard identification and risk assessment (MHIRA) methodologies to analysis of a comprehensive array of disaster scenarios. For each scenario, strategies and tactics are identified to prevent or minimize disaster risks to the community. Prerequisite: EMA 305.

499 CAPSTONE IN EMERGENCY MANAGEMENT
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

*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.

102 COLLEGE WRITING FOR THE ADULT LEARNER
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
This course solidifies students’ understanding and application of strategies for producing expository prose that is revised and edited to be suitable for an academic audience. It emphasizes that writing is a process rather than merely an act of recording and that writing is a tool of learning, the disciplined means of both gauging our own thinking and creating meaning. ENG 202 prepares students to enroll in ENG 302. Placement is by the School’s assessment instrument or by successful completion of ENG 102. A minimum grade of C is required. Two attempts maximum.

302 ACADEMIC WRITING AND RESEARCH
This is an advanced writing course stressing the analytical thinking and writing skills common to a host of academic disciplines. The course offers instruction in effective and persuasive research methods while examining aspects that contribute to analytical discourse such as rhetorical styles and arrangements, the linking of evidence to claims, patterns of induction and deduction, and the testing and strengthening of a thesis. A grade minimum grade of C is required. Two attempts maximum. *(Mandatory Course)*. Prerequisite: ENG 202 or Writing Placement results.

318 MODERN AMERICAN PLAYWRIGHTS
Important American playwrights from the 1940’s to the present day. Emphasis will be on major styles and themes and how the plays reflect the changes in American society. Prerequisite: ENG 302.
338 ENVIRONMENTAL LITERATURE
This literature course explores and analyzes themes, styles and issues endemic to the emerging genre of environmental writing through an analysis of fiction, essays, travel journals and poetry. It encourages thoughtful analysis of contemporary environmental concerns while promoting an interdisciplinary approach to the literature of nature and the non-human world. Prerequisite: ENG 302.

349 WOMEN AND FICTION
This course examines representative works by and about women from historical social and literary perspectives as it explores how gender identities develop within the context of the novel genre. Prerequisite: ENG 302.

355 THE NOVEL OF ADOLESCENCE
An exploration of the theoretical frameworks and methodological approaches used to analyze adolescent fiction. The focus is on the historical, literary and cultural elements of the genre, and on the relationship of the adolescent protagonist to family and society. The novel of adolescence examines such issues as gender, sexuality, generational conflict, power relationships, class and ethnicity.

357 PROFESSIONAL AND CAREER WRITING
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

359 INDEPENDENT STUDY
Opportunity for extensive research in areas of special interest to the student. Prerequisite: Department Chair and Dean Approval.

ENVIRONMENTAL SCIENCES
PREFIX: EVS

306 ENVIRONMENT
A conceptual approach to understanding the interrelatedness of natural processes at work in the environment. Application to local issues as well as broader problems and prospects will be made.

320 PHYSICAL OCEANOGRAPHY
A detailed coverage of the basic physical, chemical and geological aspects of the ocean and how they are interconnected. It includes the study of ocean-atmosphere relationships that influence climate and weather; and waves, tides and currents.

340 GEOLOGY
Minerals, rock classification, history of life, the concept of geologic times, the surface of the earth, the earth's interior, geophysical aspects of the earth and the theory of plate tectonics and sea-floor spreading.

415 WEATHER AND CLIMATE OF FLORIDA
An analysis of Florida’s weather and climate including thunderstorms, tornadoes, hurricanes and cold and warm fronts. Considered Florida’s most valuable physical resources, weather and climate demand our attention and understanding of the dynamic nature of the atmosphere.

425 HUMAN IMPACT ON GLOBAL CHANGES
A detailed and practical analysis of global warming stratospheric ozone depletion and acid deposition from different points of view. How these phenomena affect living and non-living components of the 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

301 THE HEALTH CARE SYSTEM
An overview of the United States health system examining the facilities and organizations which make up the system, as well as a survey of the economic, social and political aspects of the health care system.
319  **HEALTH CARE FINANCE**
The concepts of financial management for health care institutions relating to acquisition, planning, budgeting, and control of funds to meet organizational objectives.

339  **HEALTH LAW**
Examination of the broad legal aspects that have an impact on the operation of health care, including an introduction to the legal system, as it pertains to the health care system, health related legislation, regulatory agencies and issues affecting health care facilities, and medical malpractice (same as PLA 339).

410  **MANAGEMENT IN HEALTH CARE**
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**
Study of the impact on the health status of individuals as a result of public health practices and services, including topics in epidemiology and preventive measures.

441  **HEALTH CARE FOR THE ELDERLY**
An overview of the physical, social, and health care needs of the older adult, including long-term care nursing services and alternatives in use today.

459  **INDEPENDENT STUDY IN HEALTH ADMINISTRATION**
This course is primarily designed for the student to take part in an in-depth research or an action-oriented project under the supervision of the faculty advisor. Preparation and approval of the content must be made one semester in advance.

475  **ISSUES IN HEALTH CARE**
An examination of current issues facing the health care industry including delivery of care, access to care, costs, and quality of services as well as national and state health policy.

499  **CAPSTONE IN HEALTH SERVICE ADMINISTRATION**
This course is designed for students to integrate and synthesize the learning experiences acquired in the Health Service Administration program, including the management and administrative tools required by an administrator in the health care field, thus demonstrating proficiency in the field. Prerequisites: Completion of Required/Core HSA Courses or permission from Academic Coordinator. 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**
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**
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**

303  **MODERN CURRENTS IN THE HUMANITIES (formerly HUM 301)**
Interdisciplinary approach to the fine arts, electronic arts, film, dance, drama, music, and literature of the modern and contemporary eras; selected cultural activities made available to the students to aid in correlating theory and experience.

308  **STORYTELLING FOR SOCIAL IMPACT**
This course draws from a variety of disciplines – including psychotherapy, journalism, and literary theory – to teach students how to shape the elements of a true story for maximum social impact. Students learn theories for analyzing storytelling practices, then explore those practices in the field, as they gather community stories that will be workshopped in class, then shared with the public in digital form as text, audio, or video files.
INFORMATION TECHNOLOGIES
PREFIX: IT

190 MICROCOMPUTER SYSTEMS
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
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
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
The role of telecommunications and computer networks in information systems will be examined from the technical fundamentals and organizational perspectives. Strategies, tools, and techniques for network planning, implementation, management, maintenance and security are emphasized. Prerequisite: IT 200, IT 190, CAT 102.

320 COMPUTER SECURITY
This course is designed to provide students with an awareness and understanding of computer and network security issues that threaten and concern users and organizations that utilize information technologies. Security challenges and countermeasures are examined to provide a framework for creating and implementing viable preventive and responsive procedures. Prerequisite: IT 200, IT 190, CAT 102.

338 WEB DESIGN, AUTHORING AND PUBLISHING
Concepts, tools, and technologies of computer networked information with an emphasis on the Internet and the Web. Web clients and servers. Web design, authoring, publishing and programming. Web development tools. Internet trends. Prerequisite: CAT 102, IT 200.

340 JAVA PROGRAMMING FOR THE WEB
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
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
Basic tools and techniques for specifying, designing, implementing, verifying and validating large software projects. Prerequisite: CAT 102, IT 200.

400 IT PROJECT MANAGEMENT
The application of information systems concepts to the strategic challenges facing organizations will be examined. The roles of project management systems in planning, and decision making are emphasized. Prerequisite: CAT 102, IT 200.

403 CUSTOMER SERVICE INFORMATION SYSTEMS
This course analyzes the measuring, monitoring, and reporting aspects of customer service and help desk systems. Technical and soft skills involved in the collection and dissemination of support information are discussed. Tools and techniques used by support 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
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

438 WEB PROGRAMMING AND ADMINISTRATION
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
The application of information systems concepts to the collection, retention, and dissemination of information systems planning and decision making. Information technology strategy and administration are presented. The role of information technology in corporate strategy along with key issues in administering IT is explored. Prerequisite: CAT 102, IT 200.

460 WIRELESS AND MOBILE COMPUTING
An examination of the intersection between mobile computing, mobile telephony, and wireless networking. Students will also be presented with a myriad of wireless technologies. Prerequisite: IT 310.

499 INTEGRATED CAPSTONE PROJECT
This is a course in which students integrate and synthesize the learning experience acquired in the IT program. Students will demonstrate mastery through the completion of a structured IT portfolio. The portfolio will consist of a series of core components and an area of specialization. This course should be taken in the final term of student’s enrollment, prior to graduation. (See BSIT course sequencing chart). This course is for students majoring in the BS in Information Technology. (Offered in Spring B and Fall B terms only)

LEGAL STUDIES
PREFIX: PLA

301 LAW AND THE LEGAL SYSTEM
Survey of the American legal system and common law tradition, structure of the federal and state court system (emphasis on the Florida court system), the role of the legal assistant in the practice of law, and the code of ethics for legal assistants and attorneys.

310 LEGAL RESEARCH
Instruction on finding, reading and updating law. Research strategies and proper citation form.

315 LEGAL WRITING
Study of legal writing and memorandum preparation. Legal research and writing exercises. Prerequisites: PLA 310 and ENG 302.

320 CIVIL LITIGATION
Civil litigation process emphasizing personal injury law (torts), rules of procedure, filing complaints, pretrial discovery, trial preparation, trial procedures, client and witness interviews.

330 ALTERNATIVE DISPUTE RESOLUTION
This course examines the effect mediation and arbitration have in both the workplace and legal system. It focuses on theories and skills related to alternative dispute resolution, including how to create, organize, and perform a mediation or arbitration. (Same as ADM 330).

335 EMPLOYMENT LAW
This course provides an overview of federal statutes and state-regulated areas that impact the personnel function which must be considered by employers and attorneys and their paralegals. Among topics addressed are EEO and Affirmative Action, OSHA, ERISA, FMLA, and the ADA; employee privacy issues (polygraph testing, drug and alcohol testing, employer searching and monitoring); regulation of discrimination in employment; and wrongful discharge. (Same as ADM 335).

339 HEALTH LAW
Examination of the broad legal aspects that have an impact on the operation of health care, including an introduction to the legal system as it pertains to the health care system, health related...
legislation, regulatory agencies and issues affecting health care facilities, and medical malpractice. (Same as HSA 339).

343 BUSINESSES ORGANIZATIONS
Formation of corporations, Florida corporate law, preparation of corporate documents. Legal aspects of sole proprietorships, partnerships and limited partnerships, shareholder relations and overview of securities regulations.

350 REAL ESTATE LAW
Basic real estate transactions, mortgages, deeds, leases, recording statutes, title insurance and title searches. Preparation of closing documents and foreclosure procedures.

405 ADMINISTRATIVE LAW AND PROCESS
The role of administrative procedure in state and local governments will be taught together with the principles of administrative procedure, administrative due process and regulatory procedures. (Same as PUB 405).

430 CRIMINAL LAW PRACTICE
Definition of a crime, liability, defenses, justification, conspiracy, larceny, robbery, burglary, assault, homicide, sex offenses, arson, drugs, search, confession, Miranda warnings, sentencing. Criminal procedure is also emphasized.

440 CONTRACTS
Study of contract law. Contract formation, enforceability and remedies. Survey of significant Uniform Commercial Code and Florida statutes affecting contract formation and enforcement. Exposure to various types of commonly used contracts and drafting principles.

452 ENVIRONMENTAL LAW
This course is designed to introduce the major federal environmental statutes and the types of analytical and practical problems encountered in the practice of environmental law and in environmental litigation. Study is devoted to reading and discussion of statutes, cases and problems in the various environmental media including, but not limited to, air, water and toxic waste disposal. The course also looks at the role of legislation, administrative decision making and the common law in addressing environmental problems.

460 PROBATE PROCEEDINGS
Mechanics of probate law, probate court proceedings, estate administration, federal estate and gift taxation and trusts. Emphasis on forms and procedures relating to these areas.

470 IMMIGRATION LAW
Study of federal immigration law including historical perspectives, current theories and practice. Topics to be evaluated include: exclusion/admission policies and practice; immigrant and non-immigrant categories; due process and judicial review; visa classifications and eligibility; deportation grounds and procedure; and refugees and political asylum.

480 BANKRUPTCY
Overview of debtor-creditor law. Topic areas include consensual and statutory liens, security interest, U.C.C. Article 9, the Bankruptcy Code, attachment, garnishment, replevin, and post-judgment collection. Practical instruction on judgment, asset and U.C.C. searches.

483 FAMILY LAW
A study of the substantive and procedural law of family relations (emphasis on Florida law), including: legal ethics; dissolution of marriage; alimony; child support; property distribution; paternity; adoption; and modern trends.

MATHEMATICS
PREFIX: MAT

106 SURVEY OF MATHEMATICS
This survey course enables students to understand and appreciate the history and beauty of mathematics in the world around us. Topics include set theory, logic, graph theory, consumer mathematics, numeration systems, algebra, geometry, counting methods, probability, and statistics. This course meets the distribution requirements. Prerequisite: Placement is by the School’s assessment instrument.

154 INTRODUCTION TO STATISTICS
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
(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
Development of music and musical styles, including extra-musical influences.

321 HISTORY OF JAZZ
Explanation of different periods of jazz and discussion of famous jazz musicians of each period, ragtime to contemporary.

332 HISTORY OF ROCK MUSIC
An overview of the derivation and evolution of rock music, with emphasis on styles and performers, utilizing a multi-media presentation.

407 MUSIC AND THE MIND
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
This course covers a general foundation in current networking technology for local area networks (LAN’s), wide area networks (WAN’s), and the Internet. Students are also provided with the knowledge and skills necessary to perform day-to-day administration tasks.

305 ADVANCED PC HARDWARE AND NETWORKING
This course builds upon a student’s knowledge of how computers work. Students will maintain, troubleshoot, upgrade and repair PC’s. Networking proficiency will be enhanced through the analysis of media, topologies, protocols, and standards; and through the design, implementation, and support of networks. Prerequisite: IT 190.

310 CLIENT OPERATING SYSTEM
This course provides the foundation for supporting a network operating system. Students will be provided with the skills necessary to install, configure, customize, optimize, network, integrate, and troubleshoot using Microsoft Windows Network Operating System. Prerequisite: IT 190.

320 SERVER OPERATING SYSTEM
This course provides for supporting a Windows network infrastructure. Students will be able to design, implement, and support a network operating system in various environments using Microsoft Windows. Prerequisite: NSE 210.

330 WORKING WITH CISCO LAN HARDWARE
This course provides students with the knowledge and skills required 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 NSE 305, IT 310.

405 MANAGING A MICROSOFT NETWORK
This course covers the implementation, management and troubleshooting of Microsoft network and server environments. Topics include administering medium to large size networks that span physical location via Large Area Networks (LANs) and the Internet or Intranets. Prerequisite: NSE 320.

415 LINUX OPERATING SYSTEM
An examination of the Linux network operating system. Students will install, configure, customize, administer, evaluate, optimize, and troubleshoot a Linux Operating System. Prerequisite: IT 310.
ORIENTATION
PREFIX: ORI

202 FUNDAMENTALS OF ADULT LEARNING
An overview of the theoretical tenets of adult learning and the essential skills needed for academic and professional success. The course includes an exploration of the major theories of learning in adulthood, experiential learning, and a synopsis of academic rules and regulations to enable students to successfully navigate their undergraduate course of study. The course also covers campus academic/personal resources, study skills, collaborative service learning, and the elements of prior learning assessment and career planning. *(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
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
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
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
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
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
This course covers the application of estate planning in personal financial planning. It is designed to provide students with an understanding of the concepts of the fundamentals of estate planning, estate planning considerations and constraints, tools and techniques for general estate planning, and the tools and techniques for special estate planning situations.

499 FINANCIAL PLAN DEVELOPMENT CAPSTONE
The Financial Plan Development Capstone course will integrate the material in all other PFP classes. Students will take this course only when they have finished all other PFP courses successfully. This course will be structured as a casework course and the cases used will closely reflect the types of cases students may encounter both as financial planners and as part of their CFP ® Certification. Prerequisites: PFP 348, 350, 410, 412, 414, and 416. *(Offered in Spring B and Fall B terms only).*

PHILOSOPHY
PREFIX: PHI

240 THINKING PHILOSOPHICALLY
An investigation of the methods of philosophical analysis with a particular focus on ethical and critical thinking about the world, the environment, and issues of social justice. Corequisite: English 202 or equivalent.
PHILOSOPHICAL APPROACHES TO THE ENVIRONMENT
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

ETHICAL ISSUES IN THE BIOMEDICAL SCIENCES
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

CONTEMPORARY PROBLEMS IN ETHICS
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

PUBLIC POLICY AND ADMINISTRATION
This course is an overview of policy formulation and administration in the context of U.S. federal, state and local governments. The relationship between politics and administration will be taught with reference to the classical policy/administration dichotomy.

INTERNATIONAL RELATIONS
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.

ENVIRONMENT AND POLITICS
A study and analysis of the United States environmental policies from historical and political perspectives. Attention is given to the theoretical and practical aspects of environmental policy making in a democratic society at the local, state, and national levels. Global policies concerning the environment will also be explored.

INTER-AMERICAN RELATIONS
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].

PRINCIPLES OF PSYCHOLOGY
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.

PSYCHOLOGY OF DRUG AND ALCOHOL ABUSE
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.

ESSENTIALS OF LIFESPAN DEVELOPMENT
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.

PERSONALITY DEVELOPMENT
This course critically evaluates theories of personality development and their empirical foundations. Prerequisites: PSY 206.

PSYCHOSOCIAL ISSUES OF DISASTER PREPAREDNESS AND RECOVERY
This course surveys ethical, cultural, developmental, and research related issues affecting the physical and psychosocial recovery of disaster-exposed individuals and communities. Prerequisite: PSY 206. (Does not meet distribution requirement).

UNDERSTANDING AND COPING WITH STRESS
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)
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
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
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
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
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
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.

428 HUMAN SEXUALITY
A survey of issues and scientific findings with regard to physiological, developmental and emotional aspects of sexuality, as well as theory and practice related to treatment of sexual dysfunction. Prerequisite: PSY 206. (Does not meet distribution requirements).

430 PERSONALITY DISORDERS
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
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
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)
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)
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
This course is designed to provide the student with an understanding of the very special nature of the revenue sources (taxes) and the expenditure of tax dollars through the budgeting (political) process.

404 CONCEPTS AND ISSUES IN PUBLIC PLANNING
The classic management function of planning will be reviewed in its state and local government contexts. Emphasis will be placed on planning for growth management and on strategic planning in public decision-making.

405 ADMINISTRATIVE LAW AND PROCESS
The role of administrative procedure in state and local governments will be taught together with the principles of administrative procedure, administrative due process and regulatory procedures. (Same as PLA 405).

406 HUMAN RESOURCES IN THE PUBLIC SECTOR
This course will be an overview of public personnel practices including the history and changing role of civil service systems, merit retention systems, labor relations and collective bargaining. Supervisory practices for public administrators will be taught in the context of the several personnel systems.

407 PRODUCTIVITY IMPROVEMENT IN THE PUBLIC SECTOR
This course will provide information on the techniques for measuring and improving productivity in public organizations. Current management thought such as Total Quality Management (TQM) will be taught and analyzed for its potential in the public sector.

408 PUBLIC MANAGEMENT AND THE POLITICAL PROCESS
The classic confrontation between “politics” and “professional management” will be examined in this course. The historical context of the “Good Government Movement” of the Nineteenth Century: the rise of the professions in public management; the issues of responsiveness and patronage will be taught and applications made to current state and local government management practice.

409 CONTEMPORARY ISSUES IN PUBLIC SAFETY
Issues of public safety which are addressed by state and local government will be studied in this course. The traditional roles of public safety will be studied, e.g., fire prevention and suppression, emergency medical practice and emergency transportation, police protection, patrol, community policing. Issues such as contracting with other organizations, creation of public safety departments and collective bargaining in public safety are examples of those which will be addressed.

499 PUBLIC ADMINISTRATION CAPSTONE PROJECT
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
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**
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**
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**
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**
A study of the history, present agonies, and future of the American Family as an institution.

**305 ISSUES IN CULTURE**
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**
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**
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**
Historical development of women as a basis for their distinctive position in society today. Emphasis is placed on their lateral/horizontal progress in the realms of the economy, society and cultural development. Gender definition and dynamics of the patriarchal system are examined.

**417 SOCIOLOGY OF DEATH AND DYING**
A course that focuses on death as an event in salvific history based upon cross-cultural analysis of the nexus between the meaning of life and death place within it.

**SPANISH**
**PREFIX: SPA**

**150, 153 SPANISH FOR BUSINESS I, II**
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**

**303 VOICE AND ARTICULATION**
A course designed to help each student speak more expressively with greater vocal variety and clarity. Each student will receive a complete voice and diction analysis and will work both
individually and in groups to achieve effective voice production and correct individual speech problems.

305 THEORIES OF COMMUNICATION
(formerly SPE 301)
An overview of the theory of communication. Emphasis on organizational communication, small groups, and public communication in organizations.

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

403 ORAL INTERPRETATION
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
Beginning with Aristotle, this course provides an historical perspective on how persuasion has evolved to modern times. Emphasis on factors such as attention, perception, needs, values, and credibility. Practice in the preparation and presentation of persuasive oral and written communication. Emphasis given to persuasive campaigns.

THEATRE
PREFIX: TH

304 CREATIVE DRAMATICS
A course to develop confidence, creativity, spontaneity, and other communication skills. It will include practice in improvisation, role playing, and character development for personal growth and enjoyment as well as some study of drama for cultural enrichment.

360 ELEMENTS OF CONTEMPORARY THEATRE
This is a study of the plays and theatrical practices of the contemporary period. The elements of theatre including plot, characterization, setting, dialogue, music, movement, and theme are studied as art forms within an historical context.

THEOLOGY
PREFIX: THE (formerly REL prefix)

209 LIFE AND AFTERLIFE IN WORLD RELIGIONS
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
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
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)
An exploration of the enculturation of religion, especially Christianity, in the United States. Attention will be given to significant figures, movements and schools of thought in their historical context. An evaluation of their continued influence on religious life today and the question of whether there can be a distinctly American approach to theology will be broached.
GRADUATE COURSE DESCRIPTIONS

ADMINISTRATION
PREFIX: ADM

511W GRADUATE WRITING & RESEARCH (non-credit)
This 32 hour workshop is intended to bring prospective students in line with the academic rigor of graduate school and post-graduate careers. Workshop topics include summaries, annotated bibliographies, critiques, proposals, and literature reviews. Strategies for adult learners include reading critically, organizing and developing ideas, choosing the appropriate vocabulary, style, and tone for academic writing, and revising one’s own work. The workshop also includes a review of basic statistics. (Offered online only)

Note: This will be a required workshop for all provisionally accepted MAA 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 MAA and MPA programs.

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 21st 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.

562 DIVERSITY IN WORKPLACE (3)
Explores the training and development of a culturally sensitive work force. Examines and explores innovative techniques for dealing with institutional “isms” (e.g., sexism, ageism, etc.) as they relate to management, training, conflict resolution, career development, mentoring, performance appraisals, team-building, and peer rating methods.

680 PROJECT MANAGEMENT (3)
This course examines the technical and administrative aspects of complex projects. Students will learn the project life cycle and software tools to create functional, managerial, and organizational requirements to manage groups and plan and control projects.

699 CAPSTONE: APPLIED PROJECT (3)
The Applied Project is a supervised capstone for the master’s program. It is an independent, web-supported study with a graduate faculty mentor/instructor. The project is designed to build from knowledge gained during the program and to make connections between academic and professional work. Prerequisite: Successful completion of other coursework in the program.

511W GRADUATE WRITING & RESEARCH (non-credit)
This 32 hour workshop is intended to bring prospective students in line with the academic rigor of graduate school and post-graduate careers. Workshop topics include summaries, annotated bibliographies, critiques, proposals, and literature reviews. Strategies for adult learners include reading critically, organizing and developing ideas, choosing the appropriate vocabulary, style, and tone for academic writing, and revising one’s own work. The workshop also includes a review of basic statistics. (Offered online only - non-credit)

Note: This will be a required workshop for all provisionally accepted MAA 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 MPA 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.

Note: This will be a required course for all provisionally accepted students who begin the MPA program with undergraduate degrees outside Public Administration. 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 MPA 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 include the functional and technical aspects of human resources, strategic and operational concerns, the history of the civil service, constitutional/legal issues, employee benefits, recruiting/hiring/developing/retaining high quality employees, and labor union/management relations.

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, the School of Professional and Career Education offers a variety of continuing education non-credit programs and services designed to respond to the diverse educational interests and lifelong learning needs of individuals of all ages. These programs and services offer opportunities for acquiring and updating knowledge and skills for purposes of professional advancement and personal enrichment. They expand the School’s ability to establish community-based partnerships, pilot innovations, and position itself on the leading edge of current issues.

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, the School of Professional and Career Education 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 Professional & Continuing Education 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) program will be graded for all work completed.
5. Students are expected to follow University rules and regulations.

PROGRAM DESCRIPTIONS

Advanced Cardiovascular Life Support course (ACLS): Approximately 12 contact hours. The ACLS course is intended for healthcare providers who either direct or participate in the resuscitation of a patient, whether in or out of hospital. Through the ACLS course, providers will enhance their skills in the treatment of the adult victim of a cardiac arrest or other cardiopulmonary emergencies. ACLS emphasizes the impor-
tance of basic life support CPR and ALS interventions.

ACLS is based on simulated clinical scenarios that encourage active, hands-on participation through learning stations where students will practice essential skills individually, as part of a team, and as team leader. Realistic simulations reinforce the following key concepts: proficiency in basic life support care; recognizing and initiating early ACLS management of peri-arrest conditions; managing cardiac arrest; identifying and treating ischemic chest pain and acute coronary syndromes; recognizing other life-threatening clinical situations (such as stroke) and providing initial care; ACLS algorithms; and effective resuscitation team dynamics.

Aviation English Training: 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.

Basic Life Support (BLS): Approximately 4 contact hours. The BLS Healthcare Provider Course is designed to provide healthcare professionals the ability to recognize several life-threatening emergencies, provide CPR, use an AED, and relieve choking in a safe, timely and effective manner. The course is intended for certified or noncertified, licensed or non-licensed healthcare professionals.

Business and Professional Communication: Heightened global competition coupled with flattening management hierarchies, the growth of team-based management, today’s culturally diverse workforce, innovative communication technologies and secretaries being replaced with workstations have created a demand for new proficiencies in business communication skills. This 30 hour course provides the communication skills necessary to function effectively in today’s changing workplace. Classes are offered on demand.

Case Management: This course will help individuals responsible for case management functions to identify appropriate providers and facilities throughout the provision of services and to ensure that available resources are being used in a timely and cost effective manner. The case management function will be presented in a manner that can be applied in a wide variety of human service organizations and with a broad spectrum of clients: elderly, youth, homeless, indigent, offenders, etc. This certificate includes 30 hours of coursework.

Certified Employee Benefits Specialist (CEBS®): CEBS® is a highly regarded professional designation that can be earned by benefits professionals through a comprehensive and rigorous program of study. Many major corporations have validated the program by requiring their benefits officers to have the CEBS® designation. Several major new developments in the CEBS® program reflect the changes in the benefits industry. The preparation courses for the Group Benefits Associate (GBA) designation and the Retirement Plan Associate (RPA) designations offered at Barry require 120 hours of instruction each. The Compensation Management Specialist (CMS) preparation courses can also be obtained and classes are offered on demand.

Certified Financial Planner (CFP): This program provides participants with a broad background in financial planning and will satisfy the educational requirements needed to sit for the CFP® Certification Examination that is administered by the CFP Board. The program covers 89 financial planning topics incorporated into 7 courses: estate planning; fundamentals of financial planning; income tax planning; insurance planning; investment planning; retirement planning and employee benefits; and special topics. The program is at least 225 contact hours.

Certified Pharmacy Technician: The certificate workshop trains individuals to work under the supervision of a licensed pharmacist in a hospital, community or retail setting. Pharmacy technicians typically assist the pharmacist by receiving and preparing prescriptions; establishing and maintaining patient profiles; preparing insurance claim
forms; and stocking and taking inventory of prescription and over-the-counter medications. Upon successful completion, participants will also be prepared to take the Exam for the Certification of Pharmacy Technicians (ExCPT) offered by the Institute for the Certification of Pharmacy Technicians (ICPT). This is a 30-hour comprehensive workshop that includes medical terminology specific to pharmacy, prescription interpretation and basic calculations, HIPAA and legal issues, dosage forms and more.

**Drop It At The Door** – A two-day training program to gain new skills, techniques, tools and tips to handle difficult situations, manage anger, reduce stress, improve relationships and develop positive thinking.

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

**Medical Coding and Billing:** This 60 hour course will prepare students to take the certification examination sponsored by the American Health Information Management Association (AHIMA). A **Certified Coding Associate (CCA)** primarily focuses on converting a medical procedure, diagnosis, or symptom into specific codes to submit a claim for reimbursement. Course content includes various topics such as Introduction to Health Insurance, Medical Laws and Ethics, The Insurance Claim Process, Coding, Medical Documentation, Medicare, Medicaid, Computerized Billing, etc.

**SHRM Essentials ® of Human Resources Management (EHRM):** This two-day program provides participants with a complete overview of the human resources roles and responsibilities. This course is a true introduction to human resource management. This course covers real-life HR issues and current, vital topics including: employment law; selecting qualified employees; compensation; orientation and training; and the performance management process. There are six modules which are offered within 15 contact hours.

**SHRM Global Learning System® Certificate Program (GPHR®):** HR has changed in the past decade, expanding across borders, cultures and economies. The SHRM Global Learning System® is a powerful educational tool for HR professionals with international and cross-border responsibilities and a comprehensive test preparation system for the Human Resource Certification Institute (HRCI®) Global Professional in Human Resources (GPHR™) certification exam. The GPHR preparation course consists of a minimum of 38 contact hours of instruction.

**SHRM Professional Human Resources (PHR®) and Senior Professional Human Resource (SPHR®) Program:** This course is designed to provide an overview of key areas in HR management, the SHRM Learning
System Course will provide you with a solid foundation for managing the HR Challenges faced in today’s demanding work environment. It supplies a current reference of HR practices, broadens the perspective of functional specialists and strengthens individual competencies and productivity. In addition to being an excellent professional development opportunity, the Learning System is a powerful tool to assist you in preparing for the PHR and SPHR certification exams. The PHR/SPHR preparation course includes 38 contact hours of instruction.

**Social Etiquette for Business Success:** This one-day seminar has been designed to provide participants with valuable information and practical skills that will allow them to acquire a competitive edge to succeed in the professional world. Attendees will learn key social and dining etiquette skills to make a positive impact and impression in business related functions.

**Wastewater Treatment Operation, Class C:** This course provides you with an understanding of the basic principles required for the proper operation of a domestic wastewater treatment facility. Information presented includes the role and responsibilities of a treatment plant operator, an explanation of why wastes must be treated, and detailed descriptions of the equipment and processes used in a wastewater treatment plant. Operators learn to operate and maintain racks, screens, sedimentation tanks, trickling filters, rotating biological contactors, package activated sludge plants, oxidation ditches, ponds, and chlorination facilities. Topics covered include conventional activated sludge processes, sludge digestion and solids handling, effluent disposal, plant safety and good housekeeping, plant and equipment maintenance, laboratory procedures and chemistry, use of computers for plant operation and maintenance, analysis and presentation of data, and records and report writing. Operators also learn to analyze and solve operational problems and to perform mathematical calculations relating to wastewater treatment process control. This is an interactive course including class lecture and laboratory. 132 hours

**Wastewater Treatment Operation, Class B:** The Wastewater Treatment Operation, Class B places emphasis on developing a complete understanding of operational process control and troubleshooting. Students will be expected to have a thorough knowledge of the material necessary from Class C level certification, and be able to show basic problem solving skills. Students are also expected to show knowledge of advanced treatment technologies. Students should be able to apply the skills learned in class C coursework. The goal of this course is to train Wastewater treatment plant operators in the operational process control and troubleshooting requirements of plant operation and to help prepare them to take the Wastewater Treatment state certification exam at the “B” level. 130 hours

**Wastewater Treatment Operation Class A:** The Wastewater Treatment operation, Class A places emphasis on the student’s ability to recognize a problem and use available resources and experiences to apply problem-solving skills. Students will use supervision and management coursework and demonstrate managerial skills. Students are expected to apply the problem learning skills gained during their tenure as Class C and B operator. The goal of this course is to train Wastewater treatment plant operators in the supervisory, managerial, problem-solving and troubleshooting requirements of plant operation and to help prepare them to take the Wastewater Treatment state certification exam at the “A” level. 120 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 is an interactive course including class lecture and laboratory. 132 hours

**Water Treatment Operations, Class B:** The Water Treatment Operation, Class B places emphasis on developing a complete understanding of operational process control and troubleshooting. Students will be expected to have a thorough knowledge of the material necessary from Class C level certification, and be able to show basic problem solving skills. Students are also expected to show knowledge of advanced treatment technologies. Students should be able to apply the skills learned in Class C coursework. The goal of this course is to train Water treatment plant operators in the operational process control and troubleshooting requirements of plant operation and to help prepare them to take the Water Treatment state certification exam at the “B” level. 130 hours

**Water Treatment Operation Class A:** The Water Treatment Operation, Class A places emphasis on the student’s ability to recognize a problem and use available resources and experiences to apply problem-solving skills. Students will use supervision and management coursework and demonstrate managerial skills. Students are expected to apply the problem-learning skills gained during their tenure as Class C and B operator. The goal of this course is to train Water treatment plant operators in the supervisory, managerial, problem-solving and troubleshooting requirements of plant operation and to help prepare them to take the Water Treatment state certification exam at the “A” level. 120 hours

For further information or for upcoming course dates visit the schedule on our website at [http://www.barry.edu/ce](http://www.barry.edu/ce).
SCHOOL OF PROFESSIONAL AND CAREER EDUCATION
ADMINISTRATIVE ORGANIZATION
2014 – 2015

Dean, School of Professional and Career Education ........................................... Andrea Keener, Ph.D.
Executive Assistant to the Dean ........................................................................... TBA
Administrative Assistant to the Dean ................................................................. Ching Poon, B.S.
Assistant Dean, Distance Learning .................................................................... Jeffrey Larson, Ph.D.
Instructional Designer .......................................................................................... TBA
Academic Advisor/Recruiter for Online Programs ............................................... Ginger Greenstein, M.A.
Academic Advisor/Recruiter for Online Programs ............................................... TBA
Associate Dean, Enrollment Management ......................................................... Charles Bell, Ed.D.
Assistant Dean, Corporate Relationship Management ....................................... Joseph Keener, M.S.W.
Recruiter / Admission Support Specialist (Broward) ........................................... Christopher Gardner, M.S.
Senior Recruiter / Admission Support Specialist (Brevard) ............................... Christina S. Davis, M.A.
Recruiter / Admission Support Specialist (Jacksonville) .................................... Holly Ann Haines-Kohl, M.A.
Recruiter / Admission Support Specialist (Southwest Florida) ......................... TBA
Recruiter / Admission Support Specialist (Orlando) .......................................... Michelle Czechowski, M.A.
Recruiter / Admission Support Specialist (Miami) ............................................. Linda Arney, M.P.A.
Recruiter / Admission Support Specialist (Palm Beach) ..................................... TBA
Recruiter / Admission Support Specialist (Tampa) ............................................. TBA

Associate Dean, Marketing and Advertising ....................................................... Heidi McLaughlin, D.B.A.
Associate Dean, Experiential Learning / Director, Portfolio ............................... Judith O. Brown, Ed.D.
Director, Portfolio Program Support ................................................................. Joanne Longo, M.S.
Associate Dean, Academic and Student Affairs ............................................... Cynthia Davis, Ph.D.
Assistant Dean of Academic Affairs ................................................................... Kathy Weigand, M.S.
Assistant Dean, Student Affairs .......................................................................... Marie Ange Levasseur, M.S.W.
Coordinator, Student Affairs ............................................................................. Nicole Picconi, B.S.
Coordinator of Program Assessment and Evaluation ......................................... Carole Huberman, Ph.D.
Director of Academic and Student Support Services ....................................... Janice M. Dowsett, M.A.
Assistant Dean, Career Education ...................................................................... Terri Hernandez, Ed.D.
EMS Program Director ....................................................................................... Jason Smith
EMS Program Coordinator ............................................................................... Joshua Comblit
Medical Director ............................................................................................... Joseph Nelson, D.O.

Academic Coordinators:
Academic Coordinator, Administration .............................................................. Alvaro Carreras, Jr., D.B.A.
Academic Coordinator, Behavioral Sciences ....................................................... David J. Romano, Ph.D.
Interim Academic Coordinator, Emergency Management ............................... Daniel Hahn, M.A.
Academic Coordinator, English and Foreign Languages ............................... Patricia Feito, Ph.D.
Academic Coordinator, Health Services Administration ............................... Barry J. Brock, Ed.D.
Academic Coordinator, Information Technology ............................................. Khaled Deeb, Ph.D.
Academic Coordinator, Mathematics .................................................................. Carol Warner, Ed.D.
Academic Coordinator, Public Administration ................................................ James Talericco, Ph.D.
Academic Coordinator, Theology ....................................................................... Ann Swanger, Ph.D.
Director of Instructional and Faculty Coordination ....................................... Peter W. Brewer, D.M.A.
Academic Coordinator, Humanities,
Theatre & Bachelor of Liberal Studies ............................................................. Celeste Fraser Delgado, Ph.D.

Full Time Faculty:
Assistant Professor of Music ............................................................................ Peter W. Brewer, D.M.A.
Assistant Professor of Health Services Administration ................................... Barry J. Brock, Ed.D.
Assistant Professor, Public Administration ....................................................... M. Leigh Broxton, Ph.D.
Assistant Professor of Administration ............................................................... Alvaro Carreras, Jr., D.B.A.
Professor of English .......................................................................................... Cynthia Davis, Ph.D.
Associate Professor of Information Technology ................................................. Khaled Deeb, Ph.D.
Assistant Professor, Health Services Administration ....................................... TBA
Assistant Professor of Philosophy ..................................................................... Sean Erwin, Ph.D.
Associate Professor of English ......................................................................... Patricia Feito, Ph.D.
Associate Professor of English & Humanities .............................................. Celeste Fraser-Delgado, Ph.D.
Assistant Professor, Public Administration ................................................ Carole Huberman, Ph.D.
Associate Professor of Behavioral Sciences ............................................. Andrea Keener, Ph.D.
Assistant Professor of Human Resources .................................................. Marilyn Marousek, Ph.D.
Assistant Professor of Information Technology ........................................ Pamela Luckett, Ph.D.
Assistant Professor of Speech and Behavioral Sciences .......................... Richard Maybee, Ph.D.
Professor of Administration ...................................................................... Jalane Meloun, Ph.D.
Professor of Public Administration ......................................................... Richard G. Orman, Ph.D.
Assistant Professor of Information Technology ........................................... Antonio Pita, Ed.S.
Associate Professor of Organizational Behavior ...................................... Michael Provitera, D.B.A.
Assistant Professor of Administration ....................................................... Sandra Roberts, Ph.D.
Assistant Professor of Behavioral Sciences ............................................. David Romano, Ph.D.
Assistant Professor of Administration ....................................................... John Rushing, D.B.A.
Professor of Organizational Behavior ....................................................... Robert Scully, D.B.A.
Assistant Professor of Public Administration ............................................ Sandra Schrouder, Ph.D.
Assistant Professor of Public Administration ............................................ Eric Smith, Ed.D.
Professor of Organizational Leadership and Sociology ........................... Carol Sodano, Ed.D.
Associate Professor of Public Administration .......................................... Stephen E. Sussman, Ph.D.
Associate Professor of Theology ............................................................... Ann S. F. Swaner, Ph.D.
Assistant Professor, Public Administration .............................................. James J. Talierco, Ph.D.
Associate Professor of Mathematics ....................................................... Carol Warner, Ed.D.
Associate Professor of Environmental Sciences ..................................... Anita Zavodska, Ph.D.
Associate Dean of Business Process ........................................................ Marilyn Marousek, Ph.D.
Business Process Manager ...................................................................... Rachel Sangiovanni, B.S.
Associate Dean of Operations ..................................................................... Pamela Luckett, Ph.D.
Director of Operations ........................................................................... Marvin Hattaway, M.S.
Director of Data Management ............................................................... Nicola DiGiallonardo, M.P.A.
Manager of Data Management ................................................................ TBA
Coordinator, Data Management ............................................................. Caridad Garrido
Miami Dade County Director ................................................................. Renee Glover-Hodge, M.S.
Miami Shores Site Manager ...................................................................... Mary McVeigh, M.S.W.
Academic Advisor/Recruiter................................................................. Tai-Li Frazer, M.Ed.
Academic Advisor/Recruiter ................................................................. Rose American-Sénat, M.P.H.
Academic Advisor/Recruiter ............................................................... Sr. Lucy Cardet, M.A.
Academic Advisor/Recruiter ................................................................. Utley Bush, M.Ed.
Kendall Site Manager ........................................................................... Rebecca DeCardenas, M.B.A.
Academic Advisor/Recruiter ................................................................. Richard Cordones, M.B.A.
Cutler Bay Site Manager ......................................................................... Renee Glover-Hodge, M.S.
Academic Advisor/Recruiter ................................................................. Christina Lugo, M.Ed.
Broward County Director ........................................................................ TBA
Davie Senior Enrollment Manager/Site Manager ...................................... Rosanne Visalli
Pembroke Pines Academic Advisor/Recruiter ........................................... Carla Davidson, M.A.
Brevard and Duval Counties Regional Director ...................................... Lynn Grant, M.A.
Cape Canaveral Site Manager ............................................................... Kimberly A. Watzek, M.A.
Melbourne Site Manager ........................................................................ Elizabeth Francisco, M.B.A.
Academic Advisor/Recruiter ................................................................. Jennifer “Brooke” Cruz, M.A.
Jacksonville Site Manager/Instructional Manager .................................... Rodney Watson, M.B.A.
Orange County Director .......................................................................... Alejandro Hernandez, M.S.
Orlando - Sand Lake Academic Advisor/Recruiter .................................. Norman Ford, M.B.A. , M.A.A.
Tampa Site Manager ................................................................................ TBA
Tallahassee Site Manager ......................................................................... Margaret Bowden, M.P.A.
Academic Advisor/Recruiter ................................................................. Carol Graham, Ph.D.
Palm Beach Site Manager ....................................................................... Millicent Kelly, M.S.
Academic Advisor/Recruiter ................................................................. Melissa Houston, M.S.
Ft. Myers Interim Site Manager ............................................................... Kathleen Cureton, M.S.
Academic Advisor/Recruiter ..................................................................... TBA
SCHOOL OF PROFESSIONAL AND CAREER EDUCATION

FACULTY

2014 – 2015

Site Location

Peter W. Brewer, D.M.A.………………………………………………………………………………………………………………………Kendall
Barry J. Brock, Ed.D.……………………………………………………………………………………………………………………………Orlando
M. Leigh Broxton, Ph.D.…………………………………………………………………………………………………………………………Pembroke Pines
Alvaro Carreras, Jr. DBA…………………………………………………………………………………………………………………………Kendall
Cynthia Davis, Ph.D.……………………………………………………………………………………………………………………………Pembroke Pines
Khaled Deeb, Ph.D.……………………………………………………………………………………………………………………………..Miami Shores
Sean Erwin, Ph.D.……………………………………………………………………………………………………………………………..Miami Shores
Patricia Feito, Ph.D.……………………………………………………………………………………………………………………………..Miami Shores
Celeste Fraser Delgado, Ph.D.…………………………………………………………………………………………………………………Miami Shores
Daniel Hahn, M.A.……………………………………………………………………………………………………………………………..Santa Rosa County
Carole Huberman, Ph.D.………………………………………………………………………………………………………………………Pembroke Pines
Andrea Keener, Ph.D.…………………………………………………………………………………………………………………………Pembroke Pines
Pamela Luckett, Ph.D.…………………………………………………………………………………………………………………………….Melbourne
Marilyn Marousek, Ph.D.………………………………………………………………………………………………………………………..Fort Myers
Richard G. Maybee, Ph.D.…………………………………………………………………………………………………………………………..Ft. Myers
Jalane M. Meloun, Ph.D.…………………………………………………………………………………………………………………………..Miami Shores
Richard G. Orman, Ph.D.………………………………………………………………………………………………………………………Palm Beach Gardens
Antonio Pita, Ed.D.…………………………………………………………………………………………………………………………………..Kendall
Michael J. Provitera, D.B.A………………………………………………………………………………………………………………………..Kendall
Sandra Roberts, Ph.D.……………………………………………………………………………………………………………………………..Cape Canaveral
David Romano, Ph.D.……………………………………………………………………………………………………………………………..Orlando
John Rushing, D.B.A……………………………………………………………………………………………………………………………Tallahassee
Robert Scully, D.B.A……………………………………………………………………………………………………………………………..Miami Shores
Sandra Schrouder, Ph.D.……………………………………………………………………………………………………………………………..Miami Shores
Eric Smith, Ed.D……………………………………………………………………………………………………………………………..………..Melbourne
Carol Sodano, Ed.D…………………………………………………………………………………………………………………………………..Fort Myers
Stephen E. Sussman, Ph.D.………………………………………………………………………………………………………………………Miami Shores
Ann S. F. Swaner, Ph.D.……………………………………………………………………………………………………………………………..Pembroke Pines
James J. Talerico, Ph.D.……………………………………………………………………………………………………………………………..Davie
Carol Warner, Ed.D………………………………………………………………………………………………………………………………….Davie
Anita Zavodska, Ph.D.……………………………………………………………………………………………………………………………….Davie
PACE SCHOLARSHIP APPLICATION

The annual School of Professional and Career Education Scholarship provides monies for PACE undergraduate students who demonstrate financial need and who are academically successful. In order to be considered for this competitive scholarship, applicants must:

1) have completed a minimum of 12 graded credits at Barry,
2) have a minimum cumulative 3.5 GPA in PACE coursework,
3) file a completed 2015-2016 Free Application for Federal Student Aid (FAFSA) by May 31, 2015,
4) submit this application and accompanying written statement.

Submission deadline: June 13, 2015.

Please attach a one-page (minimum) typed statement giving your reasons for applying, elaboration on the reasons for financial need, information on your educational background prior to coming to Barry University, your current salary and combined household income. (This statement is required in order to be considered for the scholarship)

Selection is determined by committee decision based upon the completed application, grade point average and need. Although the actual amount awarded is not large, it is intended to assist with or supplement tuition and other costs. All applicants must have filed the new Federal Financial Aid Form (2015-16 FAFSA) and be students in a PACE degree program. The scholarship committee generally meets in July to review applications.

Name: ____________________________________________
Address: ____________________________________________ Apt: __________
City: ____________________________ Zip: __________________________
Student ID #: ____________________________ Date: __________________________
Tel. No.: H ( ) _________________ W ( ) __________________________
Employer: ____________________________________________

(continued on reverse side)
Are You Eligible for Corporate Reimbursement?  
Yes  No

If Yes, How Much? ________________________________

Have You Filed a Federal Financial Aid Form (FAFSA)?  
Yes  No

Date Filed ________________________________

Are You Currently Receiving a Tuition Discount?  
Yes  No

If Yes, How Much? ________________________________

Anticipated/Projected Degree Completion Date______________________________

Number of Credits Completed at Barry: ____________________________

Advisor: ______________________________________

Current GPA: ______________________________________

Degree Program at Barry: ________________________________

Return to:  
Barry University  
School of Professional and Career Education  
Attn.: PACE Scholarship Committee  
11300 NE 2nd Avenue  
Miami Shores, FL 33161