WELCOME

Barry University’s Frank J. Rooney School of Professional And Career Education (PACE) welcomes you to a rewarding and challenging experience as an adult learner. Whether you are a new or returning student to the college experience, our excellent University faculty and dedicated staff want to provide you with the best service and support to help you achieve your professional and personal goals.

The purpose of PACE is to provide adult students with undergraduate and graduate credit, non-credit, and certificate programs that recognize the educational needs of adult learners and promote lifelong learning. The School seeks to attract a diverse student body and to show a caring attitude toward each student regardless of individual backgrounds.

Barry University is committed to providing equal educational opportunities for all students. A variety of services are available to ensure that programs and facilities are as accessible as possible. Students with special needs are asked to consult with their advisor so that appropriate accommodations may be arranged.

Thank you for taking time to review the Adult Student Resource Guide. The information it contains will serve as a useful tool throughout the term. This Guide is to accompany the PACE Student Bulletin and other University publications (i.e. links to the original printed schedules that contain information about policies and procedures, the Distance Learning Student Handbook, etc.)

PLEASE NOTE: Students are responsible for all information contained within this publication and the PACE Bulletin. Failure to read PACE Publications does not excuse students from the policies and procedures described herein. Personal factors, illness, or contradictory advice from any source is not an acceptable reason for seeking exemption from these policies and procedures. Student schedule can be found at www.barry.edu/pace.
School of Professional and Career Education

Student Responsibility Statement

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

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

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

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

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

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

I acknowledge that I have read this statement and understand that I am responsible for the content.

__________________________________________________________
Student Name (Print) Barry ID#

__________________________________________________________
Student Signature Date

__________________________________________________________
Advisor Signature Date
MISSION OF PACE STUDENT AFFAIRS

The PACE Office of Student Affairs seeks to support adult students’ persistence, satisfaction, and success in attaining their educational goals, and provides 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 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
- 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 at all locations. PACE endeavors to achieve quality academic advisement for each student and incorporates student participation and responsibility. While Barry University provides academic advising, the responsibility for planning individual programs rests with the student. Students are expected to become familiar with the requirements of the University and PACE by familiarizing themselves with the provisions in the PACE Student Bulletin, the Adult Student Resource Guide, and the University’s Student Handbook.

The PACE Office of Student Affairs also assists students and advisors through advocacy. If an issue is unresolved with the advisor, students can request an appointment with the site administrator. Should students feel that no fair solution has been presented, then students may ask the site administrator to bring the issue before the Assistant Dean for Student Affairs. Advisors and site administrators must follow the policies and guidelines established by the University.
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- CAMPUS MAP  
- SCHOLARSHIPS  

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MAILING ADDRESS

Barry University
School of Professional And Career Education
11300 NE Second Avenue
Miami Shores, FL 33161-6695
PACE Miami Shores Phone: 305-899-3300
Main Campus Phone: 305-899-3000
PACE@barry.edu

Contact individual sites to make an appointment to see an advisor. Advisors are occasionally out of the office to ensure that an advisor will be available to meet with you.

BREVARD COUNTY

*Capen Canaveral Site*
Canaveral Port Authority
Maritime Center
445 Challenger Road, Suite 109
Capen Canaveral, FL 32920
Phone: 321-783-0162
Fax: 321-783-5973
PACEcapenaveral@barry.edu

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

BROWARD COUNTY

Davie Site
4900 S. University Dr. Suite 210
Davie, FL 33328
Phone: 954-472-1160
Fax: 954-472-2686
PACEdavie@barry.edu

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

DUVAL & CLAY COUNTRIES

Jacksonville Site
4401 Salisbury Road, Suite 200
Jacksonville, FL 32216
Phone: 904-394-0875
Fax: 904-394-4786
PACEjacksonville@barry.edu

Lee & Collier County

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

Leon County

Barry University at Tallahassee Community College University Partnership Center
44 Appleyard Drive
Tallahassee, FL 32304
Phone: 850-385-2279
Fax: 850-385-7576
PACEtallahassee@barry.edu

Miami-Dade County

Miami Shores, Main Campus
11415 NE Second Avenue
Miami Shores, FL 33161-6629
Phone: 305-899-3300
Toll Free: 800-945-2279
Fax: 305-899-3346
PACE@barry.edu

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

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

ORANGE COUNTY

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

PALM BEACH COUNTY

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

Pinellas County

Barry University at St. Petersburg College University Partnership Center
9200 113th Street North
Seminole, FL 33772
Phone: 727-394-6057
Fax: 727-394-6059
(Online Programs only)

ONLINE PROGRAMS

online@barry.edu

PACE INSTITUTE FOR TRAINING & PROFESSIONAL DEVELOPMENT

(Non-Credit Programs)

Miami Shores Main Office
11300 NE 2nd Avenue
Miami Shores, FL 33161
Phone: (305) 981-5147
FAX: (305) 899-2937
PACEinstitute@barry.edu

PACE EMS/FIRE PROGRAMS

(Non-Credit)

Pembroke Pines Main Office
15800 Pines Boulevard, Suite 201
Pembroke Pines, FL 33027
Phone: (305) 899-3352
FAX: (954) 437-6287
EMT Program: EMT@barry.edu
Paramedic Program: paramedic@barry.edu
Fire Program: fire@barry.edu
FALL 2016 ACADEMIC CALENDAR
AUGUST 8 – DECEMBER 3, 2016

FALL SESSION A (AUGUST 8 – OCTOBER 3, 2016)
August 8.................................................................................................................Fall A Session begins
August 8-12..............................................................................................Late Registration and Schedule Adjustment period
(Students who drop individual courses during this period will be charged 20% and receive a W grade.)
August 12.........................................................................................................Deadline to apply for October 2016 degree completion
August 15...........................................Fall A portfolio submission for March 2017 degree completions
September 5...........................................Labor Day Holiday; Offices Closed/ No Classes
September 9...........................................Deadline to apply for December 2016 degree completion and December Commencement
September 16...........................................Last day to withdraw from Fall Session A with a “W” grade
September 23...........................................Last day to submit coursework to instructor to redeem “I” grades for Summer Session
October 3...........................................Session A ends

*Listed below are the dates courses will be held this session.

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<tr>
<th>Day of Week</th>
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FALL SESSION B (OCTOBER 6 – DECEMBER 3, 2016)
October 6.........................................................................................................Fall Session B begins
October 6-12..............................................................................................Late Registration and Schedule Adjustment period
(Students who drop individual courses during this period will be charged 20% and receive a W grade.)
October 17...........................................Fall B portfolio submission for March 2017 degree completions
November 11...........................................Last day to withdraw from Fall B with a “W” grade
November 23...........................................Last day to submit coursework to instructor to redeem an “I” grade for Fall Session A
November 24-26.......................................................Thanksgiving Holiday; Offices Closed/ No Classes
December 3...........................................Commencement Ceremony
December 10.......................................................Christmas Holiday; Offices closed/ No classes

*Listed below are the dates courses will be held this session.

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<th>Day of Week</th>
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<tbody>
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SPRING SESSION A (JANUARY 3 – MARCH 6, 2017)

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

*Listed below are the dates courses will be held this session.

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<td>Holiday (Monday)</td>
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SPRING SESSION B (MARCH 9 – MAY 6, 2017)

March 9.......................................................................................................................... Spring Session B begins
March 9-15.................................................................................................................. Late Registration and Schedule Adjustment period
(Students who drop individual courses during this period will be charged 20% and receive a W grade.)
March 13.................................................................................................................. Spring B Portfolio Submission for July 2017 degree completion
April 13-16.............................................................................................................. Easter Holiday; Offices Closed/ No Classes
April 21................................................................................................................... Last date to withdraw from Session B with a “W” grade
April 28.................................................................................................................. Last day to submit coursework to instructor to redeem “I” grades for Spring Session A
May 6....................................................................................................................... Spring Session B ends
May 6....................................................................................................................... Commencement

*Listed below are the dates courses will be held this session.

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<td>Holiday (Thursday - Sunday)</td>
<td>April 13 - 16, 2017</td>
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SUMMER 2017 ACADEMIC CALENDAR
MAY 30 – JULY 25, 2017

SUMMER SESSION (MAY 30 – JULY 25, 2017)

May 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NEW STUDENT INFORMATION

ORI 202 FUNDAMENTALS OF ADULT LEARNING COURSE
New students with 45 credits or less in transfer are required to complete ORI 202: Fundamentals of Adult Learning within the first year of enrollment. The course is 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. It also covers campus academic/personal resources, study skills, collaborative service learning, and the elements of prior learning assessment and career planning. A minimum course grade of C is required. Online students must complete the ORI 202 within the first semester of study or at first opportunity after evaluation of transfer credits.

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

MANDATORY ENGLISH WRITING PLACEMENT AND MATHEMATICS SKILLS ASSESSMENT
All students seeking a degree through the School of Professional and Career Education must take the English Writing Placement before or during their first semester. Students prepared for the English curriculum will be placed in a course within the English writing sequence English 102 (College Writing for the Adult Learner), English 202 (Strategies for College Writing) and/or English 302 (Academic Writing and Research). Students must fulfill the English curriculum in sequence immediately following enrollment in their first English writing courses. For example, upon successful completion of ENG 202 in a given session, a student must complete ENG 302 immediately in the following session. A grade of C or better is required for successful completion of each course. If a grade below a C is earned, the course must be repeated. A withdrawal ("W") is considered an attempt. Students who do not successfully complete the course after two attempts will be suspended.

Students who do not have college-level mathematics transfer credits accepted by Barry University must take the Math Skills Assessment during their first semester at Barry (Sessions A and B). Your academic advisor will have the current information on the Math Skills Assessment.

Students may schedule to sit for the English Placement and/or Mathematics Assessment twice without penalty. Students who do not attend either of the two placement dates scheduled will be required to schedule an individual placement date with a fee of $25. Students in online programs, please refer to the Distance Learning Student Handbook located at www.barry.edu/online.

NEW STUDENT ORIENTATION
New Student Orientation is mandatory for all new students. It is designed to assist adult students in:

- identifying available resources
- facilitating connections with students, faculty, and staff
- learning about academic expectations and intellectual opportunities
- becoming knowledgeable about the Barry Mission
- navigating through the Barry email system and remote access to the library
- introducing students to WebAdvisor and other online resources

New Student Orientation is scheduled at each local site prior to the beginning of the fall/spring semesters.
EXPERIENTIAL LEARNING PORTFOLIO

You may not have been in a classroom for a while, but you have never stopped learning. Your professional and community activities are valuable. The portfolio program allows you to translate your real-life learning into college credit. You may earn up to 30 credits by demonstrating college-level learning in one or more of the following academic disciplines: behavioral sciences, communication, humanities, natural sciences, social sciences, and three special topics. The portfolio enables adults to gain college credits toward degree completion by reflecting on, analyzing, evaluating, communicating, and equating their learning experiences to knowledge gained in traditional classroom settings. Learners’ claims are supported by documentation from employers, performance evaluations, work products, etc., and are evaluated by faculty who determine credit awards. Students may access a Portfolio Orientation online before attending the Portfolio Seminar to gain initial information on portfolio development and format. Go to www.barry.edu/PACE and click on the portfolio orientation link on the right-hand side of the page.

Portfolios can be submitted on paper or on CD-ROM, DVD, etc. There are a number of reasons why the development of a portfolio based on learning from work experiences, participation in professional organizations, and involvement in community activities is beneficial for adults in college. The most common are:

1. To augment writing and organizational skills.
2. To increase analysis, critical reflection, and evaluation of one’s past and present abilities to use as a roadmap to formulate and reach future goals.
3. To understand the connection between experiential learning and academic knowledge.
4. To provide a cost and time-effective avenue for degree completion.
5. To produce a portfolio that demonstrates students’ learning and competencies for current and/or future employers.

Students interested in developing an experiential learning Portfolio should speak with their academic advisor, who will direct them to a portfolio seminar at their site location and guide them through the portfolio development process. Before submitting a portfolio, students must meet the following criteria:

1. Student has been fully accepted and is active.
2. Student must have 90 credits or less at portfolio submission.
3. Student has completed ENG 302 with a C or better or has successfully passed the English test-out exam.
4. Student is in good academic standing (cumulative GPA of 2.0 in all Barry University coursework).
5. Student has attended the Portfolio Seminar.
6. Student can document five years of professional work experience and/or community activities.
7. Student’s Goal Statement and Autobiographical Learning Essay has been reviewed by the Writing Lab or site tutor.

**Portfolio Seminars** Students should attend a Portfolio Seminar during the second or third semester of enrollment. Students choosing to submit a portfolio must do so prior to reaching 90 cumulative credits. A Portfolio Seminar schedule will be provided by each site.

For additional information about the Experiential Portfolio, please refer to the PACE Student Bulletin.

PORTFOLIO WRITING RESOURCES

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 ENG 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 learning 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. Please contact Site Management for scheduled dates and times.

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 online help from OWL is outlined below. All of these services are available to PACE students without cost.

**Directions to submit OWL requests:**
2. Enter your username and password.
3. Under your home page click on BucWis.
4. In BucWis, click on Student Web located in the top menu.
5. In Student Web, click on the Academic Resources Menu on the left sidebar.
6. Click on Writing Center.
7. On the Writing Center Web, click on the OWL icon on the right sidebar.
8. Complete the Online Writing Lab Request Form and submit
9. Please note, *only requests from Barry email addresses will be accepted.*
10. 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](http://student.barry.edu/writingcenter). Students at site locations are encouraged to use site English tutors.

**FINANCIAL INFORMATION**

Refer to the PACE Bulletin for current information about tuition and fees and student financial responsibility. Information can also be found on the schedule page located in the PACE website at [www.barry.edu/PACE](http://www.barry.edu/PACE).

**FINANCIAL AID CONTACTS**

Contact the individuals assigned by geographical location listed below.

**Miami-Dade, Broward, Palm Beach, and Online Programs**
Main Campus, PACE Financial Aid Office
Juan Mejia, Financial Aid Counselor (Last Names A-K)
Nigel Manderson, Associate Director (Last Names L-Z)
PACEfinance@barry.edu
305-899-3355 or 800-945-2279, ext. 3355

**Central and North Florida**
Alice Cole-Miller, Senior Financial Aid Counselor
acmiller@mail.barry.edu
321-783-0162, ext. 6031 or 877-472-2779
Fax: 321-783-5973
(Lee/Collier, Brevard, Orange, Duval, Alachua, Monroe, Lake, Seminole, and Leon counties)

**FINANCIAL AID FORMS**
FAFSA: [http://www.fafsa.gov](http://www.fafsa.gov)
Loans: [www.barry.edu/studentloans](http://www.barry.edu/studentloans)
Barry forms: [http://www.barry.edu/faforms](http://www.barry.edu/faforms)
Enterance Loan Counseling: [www.barry.edu/studentloans](http://www.barry.edu/studentloans)

Students must complete the Master Promissory Note and Entrance Loan Counseling if they have never received a student loan from Barry University.
DISTANCE LEARNING

Barry University is committed to the principles and best practices of adult education. Therefore, we provide opportunities for students to engage in coursework on a variety of schedules and delivery methods. Distance learning can be a great alternative to students for whom it is difficult to attend classes on campus. Distance learning is also a great opportunity for those students who enjoy working independently. However, online classes are not “easier” than traditional classes. Online courses are reading, writing, and technology intensive. They require excellent organization and time management skills. Students should work with their advisors to determine if the special requirements of online learning suit their learning style and schedule. Please refer to the Distance Learning Student Handbook for additional information. This is located at www.barry.edu/online.

VETERANS INFORMATION

The School of Professional and Career Education welcomes you. Our certifying officials at Barry University are here to serve those who bravely serve our country. PACE’s professional advisors will work with you one-on-one to achieve your educational goals from admission to graduation. PACE’s professional advisors understand the needs of the military and are available to assist you with Tuition Assistance (TA) programs, the Yellow Ribbon Program, GI Bill, and other veteran benefits.

Barry University
Veterans Administration (VA)
Certifying Officials

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<tr>
<th>Location</th>
<th>VA Certifying Official</th>
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<tr>
<td>Miami Shores Main Campus, Miami-Dade &amp; Broward Counties (All programs)</td>
<td>Tatiana Zambrano, Asst. Registrar</td>
<td>305-899-2957</td>
<td><a href="mailto:tzambrano@barry.edu">tzambrano@barry.edu</a></td>
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<tr>
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<td>Cynthia Chruszczyk, Registrar Rick Isrel, Associate Registrar</td>
<td>305-899-3125</td>
<td><a href="mailto:chruszczyk@barry.edu">chruszczyk@barry.edu</a></td>
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<td></td>
<td>305-899-4045</td>
<td><a href="mailto:risrel@barry.edu">risrel@barry.edu</a></td>
</tr>
<tr>
<td>Other Florida Sites</td>
<td>Lynn Grant, Regional Director</td>
<td>321-783-0162</td>
<td><a href="mailto:lgrant@mail.barry.edu">lgrant@mail.barry.edu</a></td>
</tr>
</tbody>
</table>

Please refer to page 4 for local site address and phone number.

OFF-CAMPUS COMPUTING FACILITIES

The following locations are equipped with a classroom lab for teaching Information Technology classes. During the day, these labs are available for student use during the site’s operating hours. Please check with each site for any special evening or weekend hours.

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<tr>
<th>SOUTH MIAMI-DADE COUNTY</th>
<th>BREvard COUNTY</th>
<th>ORLANDO AREA</th>
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<tr>
<td>Kendall</td>
<td>Cape Canaveral</td>
<td>Florida Mall Business Center (Sandlake)</td>
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<tr>
<td>Cutler Ridge</td>
<td>Melbourne</td>
<td>407-438-4150</td>
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<td>BROWARD COUNTY</td>
<td>BREVARD COUNTY</td>
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# STUDENT SERVICES: RESOURCES AT A GLANCE

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<tr>
<th><strong>PACE Website</strong></th>
<th>Email</th>
<th><strong>Learning Center/Online Writing Lab</strong></th>
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<tbody>
<tr>
<td><a href="http://www.barry.edu/pace">www.barry.edu/pace</a></td>
<td><a href="http://webmail.barry.edu">http://webmail.barry.edu</a> or through cloud remote at <a href="http://go.barry.edu">http://go.barry.edu</a></td>
<td><a href="http://go.barry.edu">Online Writing Lab</a>: <a href="http://go.barry.edu">OWL@ barry.edu</a></td>
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<tr>
<th><strong>Alumni Activities</strong></th>
<th><strong>Funds for Bookstore</strong></th>
<th><strong>Cloud-Remote Access to Student Web</strong></th>
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<tbody>
<tr>
<td>Call 305-899-3175 for local chapters and calendar of events or visit <a href="http://www.barry.edu/alumni">www.barry.edu/alumni</a></td>
<td>To obtain funds for book purchases, call the PACE Business Office 305-899-3322</td>
<td><a href="http://go.barry.edu">http://go.barry.edu</a> Under Home 2, click on Student Web,</td>
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<tr>
<th><strong>Bookstore</strong></th>
<th><strong>Financial Aid Forms</strong></th>
<th><strong>Library Access/Research</strong></th>
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<tr>
<th><strong>Book List &amp; Course Schedule</strong></th>
<th><strong>Grades</strong></th>
<th><strong>Math/English Tutoring</strong></th>
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</thead>
<tbody>
<tr>
<td><a href="https://webadvisor.barry.edu">https://webadvisor.barry.edu</a> or <a href="http://www.barry.edu/pace">www.barry.edu/pace</a> and click on course schedule</td>
<td>Students may check their end of term grades by logging in to WebAdvisor <a href="http://webadvisor.barry.edu">http://webadvisor.barry.edu</a></td>
<td>Tutors are available at off-campus sites during most terms. Students may also contact the Learning Center.</td>
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<tr>
<th><strong>Business Office</strong></th>
<th><strong>Graduation Application</strong></th>
<th><strong>Online Programs &amp; Courses</strong></th>
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<tbody>
<tr>
<td>Account balances, payment plans or to obtain funds for books 305-899-3322</td>
<td>Apply for graduation on WebAdvisor <a href="http://webadvisor.barry.edu">http://webadvisor.barry.edu</a> ($200 fee applies)</td>
<td><a href="http://online@barry.edu">Online@barry.edu</a> <a href="http://www.barry.edu/online">www.barry.edu/online</a> Online Class course fee $125 per class</td>
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<tr>
<th><strong>Career Counseling</strong></th>
<th><strong>Graduation Ceremony &amp; Commencement</strong></th>
<th><strong>Personal Counseling</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Planning and Placement Center R. Kirk Landon Student Union, Suite 105 305-899-4010 or 800-756-6000, ext. 4010 <a href="http://www.barry.edu/careerservices">www.barry.edu/careerservices</a></td>
<td>Information about activities, announcements, ceremonies, directions, accommodations, exit interview, etc. <a href="http://www.barry.edu/commencement">www.barry.edu/commencement</a> (Check with your advisor for local site celebrations)</td>
<td>Center for Counseling and Psychological Services For referrals in your community R. Kirk Landon Student Union, Suite 105 305-899-3950 or 800-756-6000, ext. 3950 <a href="http://www.barry.edu/counseling-services">www.barry.edu/counseling-services</a>,</td>
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<tr>
<th><strong>Workforce Innovation</strong></th>
<th><strong>Health Insurance</strong></th>
<th><strong>Schedule of Courses</strong></th>
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</thead>
<tbody>
<tr>
<td>State of Florida Agency for Workforce Innovation: <a href="http://www.florijobs.org">www.florijobs.org</a></td>
<td><a href="http://www.barry.edu/health-services">www.barry.edu/health-services</a>/,</td>
<td>PACE Schedule of courses and course syllabi <a href="http://www.barry.edu/pace">www.barry.edu/pace</a>, click on course schedule,</td>
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<tr>
<th><strong>Computer Labs</strong></th>
<th><strong>International Students</strong></th>
<th><strong>Student Handbook</strong></th>
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</thead>
<tbody>
<tr>
<td>Main Campus Computer Lab Garner Hall, Room 247 For hours, call 305-899-3893 Computer labs available at most sites</td>
<td>Office of International and Multicultural Programs R. Kirk Landon Student Union, Suite 304 305-899-3082 or 800-756-6000, ext. 3082 <a href="http://www.barry.edu/imp">www.barry.edu/imp</a></td>
<td><a href="http://www.barry.edu/studenthandbook">www.barry.edu/studenthandbook</a></td>
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<tr>
<th><strong>Disability Services</strong></th>
<th><strong>Student Web</strong></th>
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<tbody>
<tr>
<td>The Office of Disability Services provides information, advocacy, and academic accommodations to those students with documented physical, psychological, visual, speech, hearing, and learning disabilities.305-899-3488 <a href="http://www.barry.edu/disability-services">www.barry.edu/disability-services</a>/,</td>
<td>Cloud-Remote access to Student Web Click on Web Resources <a href="http://go.barry.edu">http://go.barry.edu</a>,</td>
</tr>
</tbody>
</table>
LOCAL LIBRARIES

MAINTCAMPUSHAS
Thomas Messner,
Director of Library Services
tmessner@mail.barry.edu
Toll Free: 1-800-756-6000 ext. 4062
Remote Access to Library Web:
https://apps.barry.edu
www.barry.edu/libraryservices

ASK A LIBRARIAN
Florida's Virtual Reference Service News
and Information
Students can ‘chat’ with a librarian or email

SEFLIN
Southeast Florida Library
Information Network
www.seflin.org

ALACHUA COUNTY
Alachua County Library District
www.acld.lib.fl.us
352-334-3900
Santa Fe Community Library
www.sfcollege.edu/library
352-395-5406

BREVARD COUNTY
Eastern Florida State College Library
https://easternflorida.edu
321-632-1111
Brevard County Libraries
www.brev.org
Cape Canaveral: 321-868-1101
Melbourne: 321-952-4514

BROWARD COUNTY
Broward College Library
http://ucf.broward.edu
Central Campus (Davie): 954-201-6648
South Regional (Pembroke Pines):
954-201-8825
North Campus (Coconut Creek):
954-201-2600
Broward County Library
www.broward.org/library
954-831-4000
Broward County Law Library
No website; open to the public
954-831-6226

COLLIER COUNTY
Collier County Public Library
www.collier.gov.net
239-593-3511
Edison State College
http://www.fsw.edu/library
239-732-3774

HILLSBOROUGH COUNTY
Tampa-Hillsborough County Public Library
Cooperative
www.thpl.org
813-273-3652, ext. 4

LEE COUNTY
Fort Myers Beach Public Library
www.fmb.lib.fl.us
239-765-8162
Lee County Library System
http://leeilibrary.net/
239-479-4636

LEON COUNTY
Leon County Public Library
http://cms.leoncountyfl.gov/Library
850-606-2665
Tallahassee Community College Library
www.tcc.fl.edu/library
850-201-8376
State Library and Archives of Florida
http://dlis.dos.state.fl.us/
850-245-6600

MIAMI-DADE COUNTY
Miami Dade County Public Library
www.mdpls.org
305-375-2665

ORANGE COUNTY
Orange County Library System
www.oclsc.info
Alafaya: 407-835-7323
Southeast Branch: 407-835-7323

PALM BEACH COUNTY
Boca Raton Public Library
http://www.bocalibrary.org/
561-393-7852
Boynton Beach City Library
http://www.boyntonlibrary.org/
561-742-6390
Palm Beach County Law Library
http://15thcircuit.co.palm-beach.fl.us/
Palm Beach County Library System
www.pbclibrary.org
561-233-2600

PINELLAS COUNTY
St. Petersburg College
http://www.spcollege.edu/libraries
727-341-7177
Pinellas County Library Cooperative
www.pplc.us
727-441-8408
Pinellas County Law Library
http://www.jud6.org/LegalCommunity/LawLibraries.html
727-464-3411
St. Petersburg Public Library System
http://splibraries.org
727-893-7724

SEMINOLE COUNTY
Seminole County Public Library
www.seminolecountyfl.gov/Libraries/
407-665-1640
Seminole State College of Florida
www.seminolestate.edu/library
407-708-2305

VISIT THE RESEARCH GUIDE PAGE!

Students who need research assistance, subject guides, and useful resources can visit the library research guide page. Students can browse by group (PACE) or by subject (e.g., PACE ADM, PACE PSY, PACE PUB). The library guides are in the process of being developed and not all courses may be listed. To browse current listings, click on “Research Guides” under “Getting Help” on the main library page.
STUDENT SUCCESS STRATEGIES

WRITING CENTER

The Writing Center at Barry University is a free resource available to help students, faculty, and alumni improve their writing skills. The Writing Center staff, which consists of professional tutors, provides students with recommendations and suggestions on organization, structure, content, grammar, and documentation.

Students living near the Barry main campus, can make a one-on-one appointment by calling 305-899-4902. Students may also submit papers online through the Online Writing Lab (OWL). To access the site from home, visit:
2. Click on Student Login.
3. Enter your username and a password.
5. On Student Web, click on the Academic Resources Menu on the left sidebar.
6. Click on the Writing Center.
7. On the Writing Center Web, click on the OWL icon on the right sidebar.
8. Complete and submit the Online Writing Lab Request Form.
9. Within 48 hours, you will receive a reply with instructions on how to submit your paper.

Note: The Writing Center will review a particular paper or an assignment a total of two times.

The Writing Center’s Mission
The mission of Barry University’s 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). Our services are designed to create an environment that values the connection between writing and knowledge. We view writing as a social process, so students are expected to engage and collaborate with a tutor during a tutoring session. Although the focus or emphasis of the Writing Center’s tutorials is on revision, Writing Center tutors also provide help with brainstorming and drafting.

Our services are available for all undergraduate and graduate students, faculty and staff. One of the most important services we offer is one- to-one or face-to-face tutoring, for we think this is the best way to support student writers at all levels. Our tutoring sessions are not intended to produce impeccable papers; instead we hope to teach students to become more capable writers so that they can use knowledge to bear in future papers.

Tutoring is Available at the Sites
For off-campus students, one-on-one weekly tutoring with a writing instructor is scheduled at each location, free of charge. The day and time are normally posted at the beginning of the term. Please contact your advisor for additional information on making an appointment with a site tutor. Site tutors are available to those who need assistance in the revising process. Tutors do not proofread papers, but show students how they can revise and edit papers.

TUTORING—OFF CAMPUS SITES

Tutors provide assistance in writing and mathematics to all PACE students. The tutor’s goal is to help students identify and achieve their individual learning goals and to fulfill their academic potential. Tutors empower students to become independent, active learners by meeting the needs of a diverse student population, providing free and accessible services in a safe and supportive environment, and working collaboratively with faculty, academic coordinators, and site administrators.

WRITING TUTORS

The Writing Tutor assists students at assigned sites within the School of Professional and Career Education with writing assignments and writing skills related to both PACE coursework and the written portions of the Experiential Learning Portfolio. Tutors meet with both undergraduate and graduate students on a one-on-one conferencing basis and make recommendations regarding structure,
arrangement, logic, syntax, grammar and documentation styles, with an aim toward improving the overall quality of both the current writing project and future assignments.

Writing tutors will review student writing and recommend strategies for revision in a constructive and encouraging manner. Writing Tutors do not ‘edit’ written work, but rather consult with writers for improvement. Tutors will also suggest strategies for future written work and are scheduled at the sites 2 hours a week per term. Students are encouraged to make appointments. Writing tutors may also review Portfolio Goal Statement for correct exposition of educational, professional and personal goals and the Portfolio Autobiographical Learning Essay for effective description of learning experiences in accordance with stated Competencies (please refer to Portfolio Sample Essay given to you your Advisor).

MATH TUTORS

The Mathematics Tutor provides instructional support for students individually, or in small groups, at sites within the School of Professional and Career Education. Tutors will assist students in all math/math-related subjects, maintain records, and advise faculty of students’ progress. The tutor will demonstrate excellent communication skills and have a positive attitude, patience, dependability, and a strong desire to help students gain confidence and increase their competence in mathematics. Tutors are expected to be present at the site for two hours each week when a math class is offered.

TUTOR SCHEDULE

Tutors are expected to be present at the site for two hours each week when they are scheduled. Please contact Site Management for scheduled office hours for the term.

CLASSROOM STRATEGIES

1. **Be sure to attend the first session.** The first session sets the tone for the class and usually outlines the course content and requirements.
2. **Sit in the first row as close to the instructor as possible.** Sitting close to the instructor helps you to focus and to avoid distractions.
3. **Read the entire syllabus as soon as you receive it.** By making yourself aware of course content and requirements, you can more readily plan your semester and effectively manage time for optimum results.
4. **Find out how, where, and when you can reach the instructor if necessary.** There may be times when an emergency arises or you need additional help or information.
5. **Take down the phone numbers of several students in the class.** If you miss a class, it is a good idea to contact another student for notes, materials, and assignments. In this way, you can come prepared for the next class session.
6. **Ask questions when you don't understand concepts, terms, or directions.** Many students avoid asking questions for fear of “appearing stupid.” In reality, if you don’t understand something, there is a good chance that several other students are equally perplexed. Remember, you are in class to learn and you have a right to know!
7. **Listen attentively.** Listen for the thesis or central focus of the lecture. Listen for main ideas/concepts and supporting examples. Listen for the summary.
8. **Take notes to help you stay on track.** Take down everything that is on the board. Take down main ideas and supporting examples. Use phrases and key words instead of long sentences.
9. **When appropriate, actively participate in class.** In many classes, participation is encouraged and welcomed. The willingness to share ideas and information demonstrates your knowledge and enthusiasm.
10. **Meet all deadlines.** Procrastination is a problem that most students have to conquer. Try to manage your time so that you can deliver all assignments, projects, and presentations on the required dates. Remember, failure to meet deadlines not only creates a poor impression, but could affect your final grade.
11. **With permission of the instructor, ask a fellow classmate to tape a session you cannot attend.** Borrowing another student’s notes on a class that you have missed is often helpful, but having the lecture on tape is far more accurate.
12. **If a problem arises, speak with your instructor.** There are many problems that may occur during a semester: illness, personal crises, interpersonal conflicts within the class or with the instructor. If a difficult situation arises, speak to your instructor as soon as possible. Most instructors are understanding, and many issues can be resolved simply by direct communication.
TIME MANAGEMENT

Adult students returning to college are often faced with many obligations, such as work-related, family, personal, school, etc., that make demands on the limited time that is available to meet those obligations. Many returning adult students are able to balance successfully these diverse and competing demands on their time; however, a large number can also feel overwhelmed and, as a consequence, their academic performance can suffer. In other words, their grades are not what they desire, nor are they what they are ultimately capable of achieving.

Successful students learn, out of necessity, to manage their time. This is not difficult, but does require a student to assess carefully and prioritize the factors that are competing for the limited time that an adult student can devote to discrete activities. There are a large number of books that have been published that address time management and a few of these are listed at the end of this section to provide you with detailed guidance.

The purpose of this section is to highlight common techniques that are used by successful students to manage their time. These techniques will ultimately help students develop a comprehensive time management plan.

SET GOALS: If students don’t have established goals, it’s equivalent to being on a ship at sea without a rudder. Goals can be large in scale (macro) and they can be very limited in scope (micro). An example of a macro goal would be to graduate 18 months after returning to college, while a micro goal may involve when to complete a reading assignment for a particular class. As simplistic as it may sound, it is essential to establish both macro and micro goals and to monitor one’s progress toward achieving those goals.

ORGANIZE: Planning and organizing are different concepts. Planning can be as simple as listing activities and events on a timeline. Organizing, on the other hand, is the sequencing of individual planning steps into a prioritized game plan. It is easy to find any number of forms in books on time management that permit one to plan activities, just as it is equally easy to find daily or weekly planners. What is important is that one organize the individual events into a prioritized plan. (The books listed at the end of this discussion contain examples of various forms that students can use in drafting a plan.) Initially, it is imperative that students monitor their time to identify what they are doing and how long it is taking. Frankly, many students do not realize how much time they waste until they keep a log of daily and weekly activities to establish an activities timeline. A major goal is to make efficient use of one’s time. This translates into the time-worn saying that it is necessary to make short-term sacrifices in exchange for long-term gains.

COMMUNICATE: Students must share their ideas and needs with others at home and at work. Education takes place in a social environment. If others don’t know what you want and need, the consequences could be frustration and failure. Spouses, significant others, and children must know that a student needs specific time to study without interruption in order to be successful in college. An employer needs to know that a student may have to leave 15 minutes early on school nights, etc.

DON’T PROCRASTINATE: It’s as simple as that! Face reality – whatever one does, regardless of how efficient they may be, one will never be caught up! By not procrastinating, you will avoid stress, guilt, and decreased motivation. Remember, short-term sacrifices for long-term gains.

SUCCESSFUL STUDY HABITS: The books listed at the end of this section contain numerous successful study habits. Some of the better ones include the following:

- Study in the same physical site whenever you are studying. Choose appropriate sites. For example, don’t study in bed.
- Study in small time segments of 15-20 minutes. Longer periods of time are generally ineffective and counterproductive.
- Use 3” x 5” index cards as study aids, especially when studying complex topics or long reading assignments.
- Divide major projects into smaller, manageable units. This maintains cohesiveness and allows one to keep the goal in sight.
- Learn to say no. This is difficult for many students to do, especially since education takes place in a social environment; however, prioritization and short-term sacrifices for long-term gains requires an effective time manager to say no on occasion.
REWARD SUCCESS: Reward successful time management and goal accomplishment. This can be as simple as going to a movie after completing a major class project or having a dish of ice cream after finishing a complex reading assignment.

LEARNING CENTER
As a PACE student, adult learners have access to free services offered through the Learning Center on the Miami Shores campus. The Learning Center is located in Garner Hall, Room 114. The phone numbers is 305-899-3485.

STUDY SKILLS SEMINARS
Seminars on time management and other topics of interest to returning adult students are offered on a regular basis, at no charge, through PACE and the Learning Center. Check with the Learning Center you’re your academic advisor for topics and dates.

HELPFUL BOOKS ON TIME MANAGEMENT


TEST TAKING

Preparing ahead of time: Most adult students don’t like taking tests, so if you feel that way, you’re in good company. And, let’s face it, we are not as young as we used to be, so cramming the night before isn’t likely to lead to success. Here are some tips for getting ready.

- Study regularly and always study as if you were getting ready for a test.
- During the term, talk with classmates about test questions that you and they think might appear on the test.
- Review your notes and the reading to look for likely test items. If the professor has emphasized terms, ideas, concepts, dates, events, people, etc., or has emphasized parts of the reading, these are likely to appear on a test.
- Prior to assigned tests, ask questions about what to expect. Get as much information as you can about the test and the material it will cover.

If you prepare well for tests, you have much less to worry about or fear. The tips above are widely known and accepted by teachers of adults and by successful adult students.

Taking the test: No matter if the test is multiple choice, true/false, or fill in the blank, the tips below will help you.

- Read all directions very carefully. This is important. Every teacher has stories about students who don’t read directions and fail simple tests.
- Look over the test from beginning to end. This is called surveying the test. See how many parts it has, and where its various focuses might be. A thorough survey of the test often helps students discover patterns and even get answers to other parts of the test. In addition, when you survey the test, you’ll discover which parts of it are worth the most points and how much time to spend on each section.
- Go with what you know. On objective tests, answer the ones you know first. If you’re not sure of an answer, skip it and come back later. (If the answer sheet is one of those machine-scored ones on which you fill in the bubble, be careful to leave an empty space each time you skip an answer.) On a multiple choice test, eliminate answers you know are not true. Despite advice to the contrary, if you have time left, and if you are confident that you have answered an item incorrectly, go ahead and change it. It’s common for our brains to discover correct answers after spending more time on a test. So if you’re sure, change an answer.
TEN TIPS FOR SUCCESS IN MATHEMATICS

1. **Have a positive attitude**: A positive attitude will make all the difference in the world. Your belief that you can succeed is just as important as your commitment to this course.
2. **Attend every class**: With eight-week semesters, there is less time in class to cover a great deal of material. If you miss a class, you miss a lot.
3. **Come prepared and arrive on time**: Bring paper, pencils, erasers, your textbook, and the correct calculator (as recommended in the syllabus).
4. **Exchange phone numbers with at least one other person in class**: This contact person can be of help in case you are late for class, miss the assignment, or want to discuss math homework that you find difficult.
5. **Listen carefully and take notes**: Be sure to copy any rules, steps, formulas, and examples that are written on the board. At home, carefully rewrite the notes you have taken – this is a key step in learning. Keep your notebook highly organized and use dividers to separate the chapter sections.
6. **Ask questions in class**: If you do not understand a topic, concept, or procedure, PACE mathematics instructors welcome and encourage your questions; they know you cannot do the homework assignments if you do not understand the steps. Don’t be afraid to ask questions! Because you are not the only person in class with questions, other students will be grateful that you spoke up.
7. **Do the homework**: Work all assigned homework problems. Mathematics is a hands-on subject; for every hour you spend in class, you should set aside three hours to complete the homework and study for quizzes and tests. The more time you spend solving mathematical problems, the easier the process becomes. Schedule plenty of time to complete your assignments before the next class period – don’t wait until the night before class to start on the homework. Carefully and neatly copy the problems you are assigned. Be sure to use a pencil – not a pen – and completely erase all mistakes.
8. **Get help immediately if you cannot do the homework**: Free math tutoring is available for all students in PACE. The Math Lab is a good place to do your homework because tutors are available to answer questions as they arise. Math instructional videos and computer software are widely available, and there are numerous helpful websites such as www.math.com. (See below for additional tutoring information.)
9. **Form a study group**: Choose students who are disciplined and motivated, and meet with your group at least weekly and prior to scheduled exams.
10. **Turn in all assignments on time and do not let yourself fall behind**: Because math builds on itself, you have to understand the previous lesson in order to learn the next concept.

**MATH TUTORING IS AVAILABLE**
- For students near the Barry main campus, the Mathematics Lab is located in the Garner Building, Room 107. One-on-one free tutoring with professional educators is available six days a week. Call 305-899-3364 for more information.
- For off-campus students, one-on-one weekly tutoring with a math professor is scheduled at each location, free of charge. The day and time will be announced during the first class.
- **Real-Time Online Assistance** using Live Meeting is available for all students. All that is needed is a computer and Internet connection to meet with a tutor and receive interactive instruction online. For information about online tutoring, call 305-899-4578 or email Learning Center Assistant Director James Poulos at jpoulos@mail.barry.edu.

**PASSING COLLEGE ESSAY TESTS IN CONTENT COURSES**

Only if you are a very confident bluff artist and also a VERY good writer can you hope to pass an essay test without knowing the material which your professor has assigned, so the first thing you must do to pass an essay test is read, study, and know the assigned material.

For most people it is more efficient and effective to read the material several times quickly rather than once very closely. Therefore, if you have to know the material in three chapters, you will probably be better off to read each chapter quickly three or four times than to read each chapter slowly and only once. (With practice, this even takes less time.)
When your professor passes out the essay test questions, follow these steps:

- Essay exams are usually read and graded quickly. Your reader (the teacher) wants to see that you thought about your answer before writing, included the appropriate material or information, and checked it over after you were finished. Your writing must be smoothly organized and convincingly developed.
- Take the time carefully to read and understand all directions on the test. On some tests you are to answer every question; on some, you are to pick from among choices.
- If the professor says to spend only so many minutes on one portion and more or less on the rest, do as you are told. In any event, plan your time carefully. If you have one hour and three questions to answer, decide how to split up your time, but be sure to leave time for proofreading.
- If you have choices, be sure to answer the questions on which you can do your best. Don’t be a hero and try to show how broad your knowledge is. If choices work in your favor, choose those. On the other hand, if you don’t have any idea how to answer a question, don’t waste your effort and the teacher’s time by trying to bluff your way through it.
- Make sure that you understand the questions: What exactly does your teacher want you to do? Sometimes you are asked to discuss, sometimes to compare, sometimes to contrast, sometimes to analyze, etc. Understand before going in what verbs like these mean, and think about what you are asked to do on the test.
- Make sure that you know exactly how many parts the questions has, because this will dictate how many parts your answer has. Remember: If you make it easy for the teacher to read, your grade will likely be higher.

**Here is a sample question from a course in medieval European history. Discuss the roles of the manor, the castle, and the church in 14th century village life.**

Follow the guidelines on the previous page and decide a strategy to answer this question. When you have decided what to do, read the following.

What are you asked to do? [discuss] Discuss what? [the roles] The roles of what? [the manor, the castle, and the church] How many parts does the question have? [three + an introduction]

In answering the questions, begin by turning it around so that it forms a statement that indicates to the examiner that you understand the questions and that you are going to answer it.

“In the 14th century, the manor, the castle, and the church each played specific and important roles in daily village life. “The role played by the manor house... “The castle served to... “The church was the...”

[After the introduction, each topic is followed by a well-developed paragraph discussing the special and important role of the manor, castle, and church respectively.]

**Sample question – American history**

*Show how at least two separate issues contributed to the beginning of the Civil War.*

[Don’t even think about talking about more than two issues, even though there are many.] What are you to do? [Show] [Show means give examples.] Show what? [contributions] Of what? [two causes] Of what? [of the Civil War] How many parts does the question have? [two + an introduction]

“Although many forces contributed to the Civil War, two important ones were: the economic disparity between the industrial North and the agrarian South; and the social debate over slavery as a moral issue.

“First, Southerners saw the growing disparity between the economies of North and South as...

“Second, slavery became a moral issue that split towns, families, and churches, therefore leading to...”

Before turning in your essay test answers, be sure to proofread and make corrections – neatly and clearly – in spelling, grammar, etc. By making corrections, you show your examiner that you are careful and conscientious – this is good for you.
Summary

• Know the material to be covered.
• Be sure to read, understand, and follow all directions on the test and for each question.
• If you have a choice, pick what you know best.
• Plan your time carefully.
• Begin each answer by turning the questions into a statement.
• Break your essay’s body into the appropriate number of parts.
• Proofread your answers carefully and neatly make corrections.

GUIDELINES FOR ACADEMIC WRITING AND RESEARCH

The curriculum at Barry University’s School of Professional and Career Education provides adult learners with research tools and analytical strategies with which to connect their experience to a broader body of knowledge and truth. Adult learners acquire these tools and hone these strategies through analytical writing. That is why it is important that students complete ENG 302: Academic Writing and Research as early as possible in their studies at Barry. These tools and strategies will be required in every course.

These guidelines for academic writing will serve as a preview for those students not yet enrolled in ENG 302 and a review for those who have completed the course. Students are expected to follow these general guidelines in all writing across the curriculum. Students will also receive a rubric from the instructor for each writing assignment outlining the characteristics expected of writing in the subject area covered by each course in every academic discipline.

Analysis
An excellent essay develops an original idea — that is, an idea all your own. The best way to come up with an original idea is to analyze your topic carefully and identify patterns. A great tool for identifying patterns is what David Rosenwasser and Jill Stephen, authors of the ENG 302 textbook Writing Analytically, call The Method.

1. Look at the evidence you are analyzing and ask yourself, “What repeats?” This could be words or phrases in a poem; symptoms in the presentation of a disease; a breakdown in communication in a business process.

2. Once you have listed repetitions, organize those repetitions into categories or “strands” by asking, “What goes with what?”

3. Now that you have grouped things that are alike, look for what opposing categories you can find. Most Western thought is organized into what are called binary oppositions: good vs. evil; man vs. woman; rich vs. poor; hot vs. cold. This is a handy way to see the world, but often too clumsy for deep thought. See what binaries you can find related to your topic by asking, “What is opposed to what?”

4. Now that a pattern is starting to emerge, ask yourself, “What doesn’t fit?” These are called anomalies. Often the anomaly is the most interesting part of any pattern. Let’s say you find that business communications routinely break down over two kinds of issues: assumptions about what other people know and disagreements about values. Then let us say you find examples that don’t fit that pattern, where administrators over-communicate because they always assume that their colleagues don’t know any critical information. That might be a great place to start an analysis of effective business communications. Which leads us to Step 5.

5. So what? What can you make of these patterns? Here is where you ask yourself what this pattern means or how it works. That will lead to your original idea — and that will be the thesis of your essay.

Research
In academic writing, you are part of a broader community of scholars, all seeking solutions for similar problems. You conduct research not only to find quotes to put into your paper to prove your claims, but more importantly so that you can take your place in a conversation among scholars.
How to find sources
To find material relevant to your topic, be sure to take advantage of the services offered by the Barry University library. You are welcome to visit a research librarian at the library if you are near main campus. However, you can receive all of the same assistance from the librarians no matter where you are by entering the library through Cloud remote access at http://go.barry.edu. Click on ‘Academic Resources’ tab at the bottom of the page, then ‘Library’. There you can dive into the Catalogue & Electronic Database and find electronic journal articles and e-books on your own. Or if you would like some guidance, click on the Research Guides in the Getting Help section. There you will find PACE-specific research guides for nearly every discipline. Find the research guide for your course or professor, and you will be guided to online encyclopedias, databases, and e-books just right for you. Also under Getting Help, there is a general library research tutorial. When you require even more personalized assistance, click on Ask A Librarian and communicate with the research librarian on duty or make an appointment with our PACE research librarian, Maria Gonzales. She will be happy to help you.

How to use sources
You can't expect your sources to just sit on the page and make your reader understand what they mean. You have to make your sources “speak.” Introduce your source with a brief phrase stating who this person is (e.g., “Nobel Prize-winning physicist,” “environmental advocate,” or “19th century British poet”). Then give an analytical summary: 1) quote your source’s exact words or summarize your source’s argument in your own words and then 2) tell your readers what this source means in the context of your argument. Put your sources in conversation with each other and then join the conversation by presenting your own position on the issue.

How to cite your sources
You need to give proper credit to the scholars you draw from. There are different formats to follow for each discipline (e.g., MLA for humanities and APA for social sciences). The Barry Library website has great resources on how to properly cite sources such as books, journal articles, and websites. Click on ‘How to Cite Research Materials’ under Getting Help. Remember to cite your sources in the body of your paper and to list them at the end in a works cited section. When in doubt about what format to use, always ask your instructor.

Structure
Now you’re ready to present your idea to your readers. Your essay should open with an introduction. Begin with a “hook” that will catch your readers’ attention; then offer some social and intellectual context on your topic; and finally, present a version of your thesis that your readers can understand with just this introductory information. A strong thesis offers both a clear sense of the essay’s topic and a commentary or “lens” through which the reader will look at it. In the body of your paper, you will present a series of claims. Make sure that each paragraph conveys only one point. You will make logical transitions from one point to the next, introducing and analyzing sources, presenting evidence for your claims, and developing your thesis as you go. Finally, you'll arrive at your conclusion. Here you will present a more sophisticated version of your thesis; point out the further implications of the thesis or what the thesis leaves out; then leave the reader with a “kicker,” a strong statement related to your thesis. Often, the kicker will refer back to the hook, bringing your readers full circle.

Style and Syntax
No matter how great an idea you come up with, if you write with poor grammar or plodding style, you’ll have a hard time communicating your idea, let alone making it convincing. Luckily, we all tend to repeat the same mistakes, so if you can pinpoint your weakness, you can work to correct it. Look up your bad habits in the sections on common style and syntax errors in the ENG 202 textbook (Diana Hacker, A Writer’s Reference) and the ENG 302 textbook (Rosenwasser and Stephen, Writing Analytically). It also is highly recommended, and in some courses required, that you submit your writing to the Barry University Writing Center (click on the Learning Center tab on the Library Web page, then continue to the Writing Center, and from there to OWL – the Online Writing Center). Writing center instructors will review your paper and offer suggestions in all areas of writing (analysis, research, structure, style, and syntax). They are not proofreaders, but professional writing instructors who will help you improve the paper you ask them to review, as well as your writing skills in the future.
PLAGIARISM DETECTION AND PREVENTION

Students enrolled in online courses are subject to the same University policies and procedures applicable to students attending courses on campus. Academic standards regarding cheating, plagiarism, and appropriate online behavior shall be clearly communicated to students in online instruction courses and programs.

Student papers submitted to fulfill any of the course requirements may be examined for textual similarity by Turnitin for the detection of plagiarism. All papers submitted to Turnitin are retained in its global database for an unknown and undisclosed period of time and may be used to compare against other documents, solely for the purpose of detecting plagiarism of such papers. Any suspected plagiarism will be investigated in accordance with the University’s guidelines and policies on academic dishonesty.

Turnitin is a Web-based plagiarism detection and prevention software, integrated with Moodle, and is used by instructors to check papers for evidence of plagiarism. Once a paper is submitted to Turnitin, it is checked against a database that includes Internet content, millions of published works, and every paper ever submitted to Turnitin.

Note: Students can visit the Student Learning Center for tutorials on plagiarism and MLA and APA writing styles. From remote access, log in at http://go.barry.edu, click on Student Web, then Academic Resources, and Writing Center. For issues regarding Turnitin, please contact your instructor.

PACE INSTITUTE FOR TRAINING & PROFESSIONAL DEVELOPMENT
(Non-Credit Programs)

Whether one’s interest is in obtaining Continuing Education 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 are responsive to the needs of our community. Continuing education programs place a 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. Contact the PACE Institute Office at 305-981-5147 or visit the website at www.barry.edu/ce.

PACE EMS/FIRE PROGRAMS
(Non-Credit Programs)

The School of Professional and Career Education (PACE) welcomes students interested in career training in the exciting field of Emergency Management Services. We offer Emergency certifications in Emergency Medical Technician (EMT), Paramedic, or Fire Minimum Standards (Fire Program), and short courses certified through the Florida State Fire College (Fire Officer), American Heart Association (Heart Saver First Aid & AED, BLS, ACLS, and PALS). Students who complete the EMT, Paramedic or Fire Academy curriculum often move forward to obtain their Bachelor’s degree through PACE. Contact the PACE EMS/Fire Programs at 305-899-3352 or visit the website at www.barry.edu/ce.

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With the Barry University Scholarship System, searching and applying for scholarships is fast and easy.

- Fill out one simple and secure general scholarship application in just a few minutes
- Be automatically considered for many scholarships available at Barry University
- Do a keyword search for scholarships and review the criteria to see if your qualifications are a match
- Find links to other helpful scholarship websites

Get Started Today!

The 2015-16 scholarship application is now available. Anyone can search the Barry University Scholarship System and check out scholarship opportunities. When you’re ready to apply, just log in to the Barry University Scholarship System using your myMail email address and password.

Questions?

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

PACE Scholarships

Click the ‘Browse & Apply for Scholarship’ button on the right hand side of the screen, Search by Keyword: PACE to filter scholarships available to PACE students.