Graduate Academic Catalog
2014-15

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ACADEMIC

Academic Calendar 2014-2015

(Dates Subject to Change)

April 2014

4/14 Monday	Graduate Registration Begins for Fall 2014
4/21 Monday	Undergraduate Registration Begins for Fall 2014

August 2014

8/1 Friday	Deadline to Submit Proof of MMR and Meningitis Immunization Compliance for Fall 2014 Entrance
8/1 Friday	Fall 2014 Tuition and Fees Payment Due
8/8 Friday	All "I" Grades for Summer I 2014 become "F" grades.

September 2014

9/1 Monday	Labor Day – **University Closed**
9/3 Wednesday	Fall 2014 Begins - Late Registration Begins
9/16 Tuesday	Last Day of Late Registration for Fall 2014
9/16 Tuesday	Deadline for Undergraduate to File Pass/Fail or the Audit Option for a Fall 2014 Class
9/17 Wednesday	Withdrawal Period Begins - All Classes Dropped Receive a "W" Grade
9/19 Friday	Domestic Student Deadline to Submit Mandatory Health Insurance Waiver Form for Fall 2014
9/24 Wednesday	Rosh Hashanah (Eve) - **No evening classes scheduled**
9/25 Thursday	First Day of Rosh Hashanah - **No classes scheduled**
9/27 Saturday	All "I" Grades for Summer II 2014 become "F" grades.
9/30 Tuesday	Deadline for Graduate/Doctoral Students to Submit Maintaining Matriculation Form

October 2014

10/3 Friday	International Student Deadline to Submit Mandatory Health Insurance Waiver Form for Fall 2014
10/3 Friday	Yom Kippur (Eve) - **No evening classes scheduled**
10/4 Saturday	Yom Kippur - **No classes scheduled**
10/13 Monday	Columbus Day - Classes scheduled
10/27 Monday	Registration for January Intersession Begins
10/27 Monday	Deferred Fall 2014 Midterm Filing Deadline (NYC)
10/28 Tuesday	Last Day to Withdraw Without Permission - Fall 2014 Classes

November 2014

11/1 Saturday	Deferred Fall 2014 Midterm Date (NYC)
11/4 Tuesday	Election Day - Class scheduled
11/10 Monday	Registration Begins for January 2015 Intersession
11/10 Monday	Graduate Registration Begins for Spring 2015
11/11 Tuesday	Veteran's Day - Classes scheduled
11/11 Tuesday	Last Day to Withdraw With Permission - Fall 2014 Classes
11/17 Monday	Undergraduate Registration Begins for Spring 2015
11/26 Wednesday - 11/30 Sunday	Thanksgiving Break - **No classes scheduled**

December 2014

12/1 Sunday	Deadline to submit Proof of MMR and Meningitis Immunization Compliance for Spring 2015 Entrance
12/8 Monday	Evening Finals Begin
12/8 Monday - 12/10 Wednesday	Undergraduate Study Days - **No Undergraduate Day classes scheduled**
12/12 Friday	Fall 2014 Conflict Final Exam Filing Deadline (NYC & PLV)
12/13 Saturday	Last Day of Instructional Classes
12/15 Monday - 12/20 Saturday	Finals Week
12/19 Friday	Fall 2014 Conflict Final Exam Date (NYC & PLV)
12/20 Saturday	Fall 2014 Ends
12/24 Wednesday - 1/2 Friday	Holiday and New Year Break - **University Closed**

January 2015

1/5 Monday	January Intersession Begins
1/5 Monday	January Intersession Tuition & Fees Due
1/5 Monday	Spring 2015 Tuition & Fees Due
1/5 Monday	Deferred Fall 2014 Exam Filing Deadline (PLV)
1/10 Saturday	Deferred Fall 2014 Final Exam Date (PLV)
1/12 Monday	Deadline to Apply for Deferred Fall 2014 Final Exam #1 (NYC)
1/16 Friday	Deferred Fall 2014 Final Exam Date #1 (NYC)
1/19 Monday	Martin Luther King, Jr. Holiday - University Closed
1/20 Tuesday	Deadline to Apply for Deferred Fall 2014 Final Exam #2 (NYC)
1/23 Friday	Deferred Fall 2014 Final Exam Date #2 (NYC)
1/26 Monday	Spring 2015 Begins - Late Registration Begins
1/31 Saturday	Fall 2014 "I" Grades Become F "Grades"

February 2015

2/1 Sunday	Domestic Student Deadline to Submit Mandatory Health Insurance Waiver Form for Spring 2015
2/2 Monday	Graduate and Undergraduate Registration Begins for Summer I and Summer II 2015
2/2 Monday	Registration Begins for May 2015 Intersession
2/8 Sunday	Last Day of Late Registration for Spring 2015
2/9 Monday	Deadline for Undergraduates to File Pass/Fail or the Audit Option for a Spring 2015 class
2/9 Monday	Withdrawal Period Begins - All Classes Dropped Receive a "W" Grade
2/16 Monday	President's Day **(University Closed - No classes scheduled)**
2/24 Tuesday	Deadline for Graduate/Doctoral Students to Submit Maintaining Matriculation Form
2/20 Friday	International Student Deadline to Submit Mandatory Health Insurance Waiver Form for Spring 2015

March 2015

3/15 Sunday - 3/22 Sunday	Spring Break **(No classes scheduled)**
3/22 Sunday	Last Day to Withdraw Classes Without Permission
3/23 Monday	Filing Deadline for Deferred Spring 2015 Midterm Exam (NYC)
3/28 Saturday	Deferred Spring 2015 Midterm Exam at 8:30 AM (NYC)

April 2015

4/3 Friday - 4/5 Sunday	Good Friday through Easter Sunday **(No classes scheduled)**
4/3 Friday	Passover Eve **(No evening classes scheduled)**
4/4 Saturday	First day of Passover **(No classes scheduled)**
4/6 Monday	Last Day to Withdraw Classes With Permission

May 2015

5/5 Tuesday - 5/7 Thursday	Undergraduate Study Days **(No Day Undergraduate classes scheduled)**
5/9 Saturday	Undergraduate Day Classes End
5/11 Monday	Evening Final Exams Begin
5/11 Monday	Undergraduate Day Final Exams Begin
5/11 Monday	Filing Deadline for Spring 2015 Conflict Exam (NYC)
5/15 Friday	Spring 2015 Conflict Exam at 2:30 PM (NYC)
5/16 Saturday	Undergraduate Day Final Exams End
5/16 Saturday	Spring 2015 Conflict Exam (PLV)
5/16 Saturday	Evening Final Exams End
5/16 Saturday	Spring 2015 Semester Ends
5/17 Sunday	May 2015 Intersession Begins
5/25 Monday	May 2015 Intersession Ends
5/26 Tuesday	Summer I 2015 Semester Begins
5/26 Tuesday	Filing Deadline for First Spring 2015 Deferred Final Examination Session (NYC)
5/29 Friday	First Spring 2015 Deferred Final Examination Session at 2:30 PM (NYC)

TBD	Filing Deadline for Spring 2015 Conflict Exam (PLV)
TBD	Filing Deadline for Spring 2015 Deferred Exam (PLV)
TBD	Spring 2015 Deferred Exam (PLV)

June 2015

6/1 Monday	Last Day of Late Registration for Summer I 2015
6/1 Monday	Deadline for Undergraduates to File Pass/Fail or the Audit Option for a Summer I 2015 Class
6/1 Monday	Filing Deadline for Second Spring 2015/May Intersession Deferred Final Examination Session (NYC)
6/2 Tuesday	Withdrawal Period Begins - All Classes Dropped Receive a "W" Grade
6/5 Friday	Second Spring 2015/May Session Deferred Final Examination Session at 2:30 PM
6/9 Tuesday	Domestic Student Deadline to Submit Mandatory Health Insurance Waiver Form for Summer I 2015

July 2015

7/2 Thursday	Summer I 2015 Semester Ends
7/3 Friday - 7/4 Saturday	Independence Day **(University Closed – No Classes Scheduled)**
7/6 Monday	Summer II 2015 Semester Begins
7/12 Sunday	Last Day of Late Registration for Summer II 2015
7/13 Monday	Deadline for Undergraduates to File Pass/Fail or the Audit Option for a Summer II 2015 Class
7/13 Monday	Withdrawal Period Begins - All Classes Dropped Receive a "W" Grade
7/20 Monday	Domestic Student Deadline to Submit Mandatory Health Insurance Waiver Form for Summer II 2015
7/26 Sunday	Summer II 2015 Last Day to Withdraw Without Permission

August 2015

8/3 Monday	Summer II 2015 Last Day to Withdraw With Permission
8/15 Saturday	Summer II 2015 Semester Ends
8/16 Sunday	August 2015 Intersession Begins

September 2015

9/2 Tuesday	August 2015 Intersession Ends

Academic Policies and General Regulations

Immunization Compliance

Measles, Mumps, and Rubella

Students born after December 31, 1956, who are registered in a degree or certificate program and enrolled for six credits or more in one semester, are required by New York State Public Health Law § 2165 to provide Pace University with proof of immunity to measles, mumps, and rubella within thirty days of the first scheduled day of classes in the first semester in which they are enrolled:

Proof of Immunity. There are several forms of acceptable proof of immunity, but only one form of proof of immunity for each disease is required.

Measles. Proof of immunity to measles may be established by one of the following forms of immunity:
- The student must submit proof of two doses of live measles vaccine: the first dose given no more than four days prior to the student's first birthday and the second at least twenty-eight days after the first dose; or
- The student must submit serological proof of immunity to measles. This means the demonstration of measles antibodies through a blood test performed by an approved medical laboratory; or
- The student must submit a statement from the diagnosing physician, physician assistant or nurse practitioner that the student has had measles disease; or
- The student must submit proof of honorable discharge from the armed services within ten years from the date of application to the University. The proof of honorable discharge shall qualify as a certificate enabling a student to attend the institution pending actual receipt of immunization records from the armed services; or
- If a student is unable to access his/her immunization record from a health care provider or previous school, documentation that proves the student attended primary or secondary school in the United States after 1980 will be sufficient proof that the student received one dose of live measles vaccine. If this option is used, the second dose of measles vaccine must have been administered within one year of attendance at the University.

Mumps. Proof of immunity to mumps may be established by one of the following forms of proof of immunity;
- The student must submit proof of one dose of live mumps vaccine given no more than four days prior to the student's first birthday; or
- The student must submit serological proof of immunity to mumps. This means the demonstration of mumps antibodies through a blood test performed by an approved medical laboratory; or
- The student must submit a statement from the diagnosing physician, physician assistant, or nurse practitioner that the student has had mumps disease; or
- The student must submit proof of honorable discharge from the armed services within ten years from the date of application to the University. The proof of honorable discharge shall qualify as a certificate enabling a student to attend the University pending actual receipt of immunization records from the armed services.

Rubella. Proof of immunity to rubella may be established by one of the following forms of proof of immunity:
- The student must submit proof of one dose of live rubella vaccine given no more than four days prior to the student's first birthday; or
- The student must submit serological proof of immunity to rubella. This means the demonstration of rubella antibodies through a blood test performed by an approved medical laboratory; or
- The student must submit proof of honorable discharge from the armed services within ten years from the date of application to the University. The proof of honorable discharge shall qualify as a certificate enabling a student to attend the University pending actual receipt of immunization records from the armed services.

Beginning on the thirty-first day after classes begin, students who failed to provide one form of proof of immunity as described above for each disease will not be permitted to continue their attendance at the University and will be administratively withdrawn from the University. Attendance means the physical presence of the student at the University. Thus, students who fail to provide one form of proof of immunity for each disease by the thirty-day deadline will not be permitted, for example, to be on campus, or attend classes or any other curricular or extracurricular events, or be present in University housing. The time period may be extended to forty-five days if a student is from out of state or from another country and can show a good faith effort to comply with the requirements above of New York State Public Health Law § 2165, or when a disease outbreak occurs. If an extension is granted by the University, students who have not complied with New York State Public Health Law § 2165 by the forty-fifth day will not be permitted to continue their attendance at the University beginning on the forty-sixth day after classes began.

Students who are administratively withdrawn are responsible for all charges incurred during the semester up to the date they are administratively withdrawn. In addition, students will receive a withdrawal grade ("W") for each course in which they are enrolled on the date they are administratively withdrawn.

Students who do not provide one form of immunity for each disease as identified above within thirty days but are enrolled only in online courses, will not be administratively withdrawn from the University. Such students will be permitted to continue their online courses but will not be permitted for any reason to be on campus, or attend classes or any other curricular or extracurricular events, or be present in University housing.

Exemptions from Immunization Requirements

There are circumstances under which a student may be exempt from immunization requirements.

Medical Exemption

If a licensed physician, physician assistant, or nurse practitioner, or licensed midwife caring for a pregnant student, certifies in writing that the student has a health condition which is a valid contraindication to receiving a specific vaccine, then a permanent or temporary (for resolvable conditions such as pregnancy) exemption from the immunization requirements may be granted by the University. The certification must specify those immunizations which may be detrimental and the length of time they may be detrimental. In the event of an outbreak of measles, mumps or rubella, medically exempt individuals may be excluded from classes and other curricular and extracurricular events, University housing, and/or campus in order to protect them from exposure.

Religious Exemption

A student may be exempt from vaccination if, in the opinion of the University, the student or the parent or guardian of a student less than eighteen years old holds genuine and sincere religious beliefs which are contrary to the practice of immunization. The student requesting exemption from the immunization requirements may or may not be a member of an established religious organization. Requests for exemptions must be in writing and signed by the student if eighteen years of age or older, or the student's parent or guardian if the student is under eighteen. The University may, in its sole discretion, require documents that support the request for a religious exemption. In the event of an outbreak of measles, mumps or rubella, religiously exempt individuals may be excluded from classes and other curricular and extracurricular events, University housing, and/or campus in order to protect them from exposure.

Meningococcal Meningitis Disease

Students of any age who are registered to attend classes and are enrolled for six credits or more in one semester are required by New York State Public Health Law § 2167 to satisfy one of the following two options within thirty days of the first scheduled day of classes in the first semester in which they are enrolled:
- Certificate of immunization for meningococcal meningitis disease; or
- A response to receipt of meningococcal meningitis disease and vaccine information provided by Pace University and signed by the student or, if the student is under eighteen years of age, by the student's parent or guardian; **and one of the following two options:**
  1. Self-reported or parent recall of meningococcal meningitis immunization within the past ten years; or
  2. An acknowledgement of meningococcal meningitis disease risks and refusal of meningococcal meningitis immunization signed by the student or, if the student is under eighteen years of age, by the student's parent or guardian.

Beginning on the thirty-first day after classes began, students who failed to satisfy one of the two options described above will not be permitted to continue their attendance at the University and will be administratively withdrawn. Attendance means the physical presence of the student at the University. Thus, students who fail to satisfy one of the two options by the thirty-day deadline will not be permitted, for example, to be on campus, or attend classes or any other curricular or extracurricular events, or be present in University housing. The time period may be extended to sixty days if a student can show a good faith effort to comply with the requirements above of New York State Public Health Law § 2167. If an extension is granted by the University, students who have not satisfied one of the two options above within sixty days will not be permitted to continue their attendance at the University beginning on the sixty-first day after classes began.

Students who are administratively withdrawn are responsible for all charges incurred during the semester up to the date they are administratively withdrawn. In addition, students will receive a withdrawal grade ("W") for each course in which they are enrolled on the date they are administratively withdrawn.

Students who do not satisfy one of the two options described above within thirty days but are enrolled only in online courses, will not be administratively withdrawn from the University. Such students will be permitted to continue their online courses but will not be permitted for any reason to be on campus, or attend classes or any other curricular or extracurricular events, or be present in University housing.

Registration Policies

Registration instructions are included in the Schedule Book, which is available online.

Appointment Time

The first day in which a student may register for a given semester, whether in person or via their MyPace Portal account. The appointment time is determined by a student's classification.

Holds

Students who have registration holds cannot register for courses; they can only drop courses in person. Holds are placed on students' files by various departments. In the event that a hold is indicated, the student should contact the appropriate department for instructions on how to clear it. Students should refer to their MyPace Portal account for a current listing of holds.

Closed Classes

Up through the first seven calendar days of a typical Fall, Spring, or Summer term, students may enter a closed class that has not reached room capacity only with permission of one of the following: the department chair, the assistant/associate dean, or the advising office of the school/college in which the course is offered. After this time, the student needs the permission of the instructor and one of the following: the department chair, the assistant/associate dean, or the academic advising office* of the school/college in which the course is offered. Permission from the Instructor and the assistant/associate dean is not guaranteed, and the Office of Student Assistance may reserve the right to decline any attempts at registration after the late registration period has ended for any given semester.

*For non-matriculated students, your adviser may be found in the Office of Adult and Continuing Education.

Late Registration

The time period starting on the first day of classes for the fall, spring, or summer session term, where any initial registrations by continuing students *will result in a late fee*. New students will not incur a late fee.

Open Classes

Up through the first seven calendar days of a typical Fall, Spring, or Summer term, students may register in the normal manner, either in person or via their MyPace Portal. During the eighth through fourteenth day of a typical Fall or Spring term, the student needs permission of the instructor, and must register in person at the Office of Student Assistance. After the fourteenth day, or the seventh day of a typical Summer term, the student needs permission of the instructor and the assistant/associate dean or the academic advising office of the school or college in which the student is enrolled, provided there is ample seating capacity remaining in the course. Permission from the instructor and the assistant/associate dean is not guaranteed, and the Office of Student Assistance may reserve the right to decline any attempts at registration after the late registration period has ended for any given term.

Student Enrollment Status (per semester)

A graduate student who is taking anywhere from 1 to 8 credits is considered a part-time student, whereby a graduate student who is taking 9 or more credits is considered a full-time student.

Time Conflict

A student may request permission to register for a course that overlaps in time with another course. The signatures of both the instructor of the new desired course and the dean of the school/college of the student's major are required. The student may register in person, with approval, after their registration appointment time with the Office of Student Assistance on their home campus.

Withdrawal Policy

Students receive no credit for courses they discontinue. Withdrawal after the second week of class in a 14- or 15-week semester or its equivalent will result in a grade of "W" which will not affect the student's GPA. Withdrawals are permitted prior to the dates indicated:

Term Length:	End of:
Regular 14/15 semester	8th week of class
Two-track (7 Weeks)	2nd week of class
Four-week term	2nd week of class
Six-week term	3rd week of class
Six-weekend modules	2nd week of class
Intensive weekend	1st day of class

A withdrawal during the ninth and tenth weeks of a 14/15-week semester ("Withdraw With Permission") requires the permission of the instructor of the course and the dean of the school in which the student is matriculated. Students who do not withdraw online or file for withdrawal with the Office of Student Assistance within these times will continue to be registered for the course(s) and will be assigned an "F" in the course(s) affected if they have not completed the requirements of the course(s). Under exceptional circumstances, a student may withdraw without academic penalty from a class after the established time limit, but only with permission from the school that administers the student's academic major, in consultation with the school from which the course originates. Withdrawals are not permitted after a degree has been awarded. Please consult the most current undergraduate/graduate catalog for complete information regarding University policies and regulations.

Note: It is the student's responsibility to withdraw from courses he or she has registered for. Failure to officially withdraw will result in tuition liability. Students may withdraw online through the MyPace Portal or by filing with the Office of Student Assistance. Non-attendance of classes, informing the instructor of withdrawal, or stopping payment on a check does not constitute official withdrawal and does not relieve the student of his or her financial obligation, or entitle the student to a refund. A student who registers and does not attend class remains fully responsible for all financial obligations.

Courses

Auditors (Students)

A student may enroll in a class as an auditor; however full tuition is paid to audit, while no grade or credit for the course is received. The student's transcript will be annotated with a grade of AUD. Students applying for an audit elective must complete the appropriate forms at the Office of Student Assistance within the first two weeks of a regular semester and within the first week of a summer session.

Auditors (Alumni)

Alumni of Pace University programs are eligible to audit certain undergraduate and graduate classes, subject to the approval of the instructor and to space limitations. Alumni may take one course per term on an audit basis. Tuition and the general institution fee are waived. The graduate is responsible for any course fees; such as, lab fees, clinical fees or special course fees. Students must have the necessary background of prerequisites for admission to courses. Interested alumni should file an Alumni Auditor Application with the Office of Student Assistance at their home campus beginning the first day of classes of the desired semester. The University reserves the right to restrict particular courses at any and all campuses.

Undergraduate alumni must have earned a Pace University bachelor's degree and may audit undergraduate courses only. Undergraduate associate degree and certificate recipients do not qualify for the Alumni Audit Program. Graduate alumni, master degree, doctoral degree, and post-master certificate recipients of Pace University may audit selected graduate and undergraduate courses.

Courses taken through the Alumni Audit Program will be recorded on a student's transcript with a grade of AUD and will carry no grade points towards a GPA calculation of any kind.

Canceled Courses

Courses and/or sections of courses may be cancelled by the University at its discretion.

Class Attendance Policy

Classroom instruction provides an educational experience that allows students to benefit from the guidance and abilities of the instructor, as well as the exchange of values and ideas among others in the class. For that reason, class attendance is important. Each instructor is authorized to establish a class attendance policy for his or her course in a manner that recognizes the occasional circumstance preventing a student from attending class while also ensuring the maintenance of educational standards and the likelihood that the student will meet course requirements.

Class Admission

Admittance to courses listed in the term schedule shall be subject to the current admission policy of Pace University. Receipt of the term schedule or University catalog does not imply acceptance of new or former students who do not meet current academic standards. A student may not enter a class unless proper registration procedures have been followed. Students may register without special permission through the Late Registration period. After this date, registration is not guaranteed, and will require appropriate signatures and in person registration, to be considered.

Class Examinations

Students who have two (2) scheduled final exams at the same time or more than two (2) exams on the same day may apply to take one of these exams on a separate date. The student must file an application with the departmental secretary for the course they wish to take as a conflict exam.

Conflict Examinations

Students who have two (2) scheduled final exams at the same time or more than two (2) exams on the same day may apply to take one of these exams on a different date. The student must file an application with the departmental secretary (PLV) or OSA (NYC) for the course they wish to take as a conflict exam. The required form is downloadable from the Final Examination website.

Course Numbers

Each course has a subject, a course number and a title. The numeric value represents the academic level of the course, namely undergraduate, graduate, doctoral or Law. The University's course numbering system is as follows:

000-099	Adult and Continuing Education and Zero Credits
100-499	Undergraduate courses
500-999	Graduate/Doctoral/Law

Course Restrictions

Independent Study, unscheduled Tutorials and other courses are restricted from Web registration as noted in the class schedule. Students may request entry to these courses, and, if approved, register after their registration appointment time with the appropriate departmental signatures in person at the Office of Student Assistance on their home campus. Approval is not guaranteed.

Course Waivers

A student unable to take courses required by his or her major because he or she is ineligible to participate in the Pace Promise may resolve the difficulty in one of the following ways:
• The student may seek a waiver to substitute another course for the one that presents the difficulty.
• The student may seek a waiver to fulfill these requirements with equivalent work done independently. He or she must obtain a waiver of the requirement(s) from the department in which the course is offered, and should then proceed to register as described above for independent study. The 3.00 QPA requirement also applies to students taking an independent study under these circumstances, and a waiver should only be considered on an exception basis. The student's transcript will show credit received for independent study, not for the required course. The "Application for Waiver or Substitution" must be approved by the dean of the school in which the student is matriculated and by the chair of the department of the waived course. If the course to be waived is part of the University Core Curriculum, it must also be approved by the Office of the Dean of the Dyson College of Arts and Sciences.

Deferred Examinations

(Absence from a Final Exam)

Students are permitted to take a deferred examination with the approval of their instructor for compelling reasons only, such as illness, emergencies, or other exceptional circumstances. Students who have sufficient reason to request a deferred examination are required to complete a deferred examination application form and have it approved by their instructor. The student must file an application through the departmental secretary (PLV) or OSA (NYC) for the course they wish to take as a deferred exam. The required form is downloadable from the Final Exam website. If the instructor is not available, students should contact the appropriate academic department for assistance. After obtaining the necessary signature(s) , students must then submit the approved form to the Office of Student Assistance and pay a fee of $32.00 for one exam or $50.00 for two or more exams.

Designated Lecture Section

A designated lecture is a class with 60 or more enrolled students.

Independent Study

Independent study is intended to encourage qualified students to undertake research and study beyond normal course offerings. It is open to juniors and seniors with a QPA of 3.0 or better. A student may register for a maximum of 6 credit hours of independent study in a given semester. In each case, a research paper or project will be required. Independent study may not be used to receive credit for a course listed in the Undergraduate Catalog. The independent scholar will work under the direct supervision of a faculty member specifically qualified in the area of the student's interest. The area proposed for independent study need not be drawn from fields already offered in the curriculum, provided it constitutes a reasonable supplement to work already undertaken.

A student considering registering for independent study should consult with the appropriate department chair and/ or the faculty member with whom he or she is interested in working. The "Independent Study Application" may be obtained from the Office of Student Assistance. It should be completed by the student in consultation with the proposed supervising instructor. The student and instructor should agree on the description of the project and on the method of appraisal and grading, number of contact hours, due date, etc. The completed application should then be submitted for approval to the department chair and dean of the school in which the independent study is undertaken.

After the application has been approved, the student submits the application to the Office of Student Assistance to process the course registration. Students must complete registration for independent study by the second week of the semester.

Intersession Courses

Courses are offered during the month of January, May, and August on a limited basis. Intersession courses run anywhere from two weeks to four weeks long, and a student may take a maximum of four credits in any single intersession term.

Lab/Lecture Courses

Some lecture courses require a lab component, which will be listed as a separate class with its own CRN number in the term schedule. The CRN numbers for both the lecture class and the lab component must be used during registration in order to be registered for the class.

Out-of Division Courses

Students who wish to register for Out-of Division courses will be required to register in person at the Office of Student Assistance on their home campus. Graduate students may register for undergraduate courses without approval. An undergraduate student must request written permission from his/her Dean and the Dean for the graduate course in order to register.

Out-of Major Courses

Certain courses are offered for specific majors only. A student may request written permission to register for an Out-of Major course from the Chair of the department offering the course. If approved, the student may register in person at the Office of Student Assistance on their home campus.

Prerequisite Policy

Before registering for a course, students should verify that they satisfy all prerequisites. Students who do not satisfy the prerequisites for a course will generally not be allowed to continue in the course. Waivers of prerequisites may be granted by the appropriate academic department for substantive reasons. Students who have taken courses at another college or university should have these courses evaluated before registering for courses in the same discipline at Pace.

Religious Beliefs and Attendance

No person shall be expelled from or be refused admission as a student to Pace University for the reason that he or she is unable, because of his or her religious beliefs, to register or attend classes or to participate in any examination, study or work requirements on a particular day or days. Any student at Pace University who is unable, because of his or her religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements. It shall be the responsibility of the faculty and of the administrative officials of Pace University to make available to each student who is absent from school, because of his or her religious beliefs, an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by Pace University for making available to the said student such equivalent opportunity.

If registration, classes, examinations, study or work requirements are held on Friday after 4:00 p.m. or on Saturday, similar or makeup classes, examinations, study or work requirements or opportunity to register shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements or registration held on other days. In effectuating the provisions of this section, it shall be the duty of the faculty and the administrative officials of Pace University to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of his or her availing himself or herself of the provisions of this section.

Textbook Information

To view textbook information, visit the online class schedule at textbook.pace.edu.

Time Conflict

A student may request permission to register for a course that overlaps in time with another course. The signatures of both the instructor of the new desired course and the Dean of the School/College of the student's major are required. The student may register in person, with approval, after their registration appointment time at the Office of Student Assistance on their home campus.

Undergraduates in Graduate Courses

Pace undergraduate students in their junior and senior years who have a minimum cumulative quality point average of 3.00/3.25 (depending on the college/school in which the course is to be taken) may petition to register for a graduate course for which they have the prerequisites. Students must receive written permission from the chair or dean (depending on the program) of the department offering the graduate course. A maximum of two courses (6–8 credits) may be counted toward both the undergraduate and a graduate degree. However, the quality points earned in the course(s) will be calculated only in the student's undergraduate QPA.

Video Conference Courses

Pace University's Video Conference Network allows simultaneous instruction at different sites. The technology used by the faculty includes video cameras, TV monitors, sound equipment, and electronic presentation technology.

Disruption of Normal Academic Progress

Double Line Policy

The University is aware that students may experience academic difficulties early in their studies. In rare instances, therefore, the University policy allows a matriculated student who has been placed on academic probation and who has not attempted more than a total of 48 credit hours, to change schools or degree programs within the University and to request from the deans of the schools involved that this change be clearly indicated on his or her academic record. After reviewing this record, the dean(s) may allow a "double line" to be drawn across it to mark this change in program. All credits earned prior to the approval of the double line, for which grades of "C" or above were earned, will remain applicable towards the degree requirements, but will no longer be computed in the GPA. A minimum of 32 credits below the double line must be completed at Pace. This policy does not apply to non-matriculated students or those in the Challenge to Achievement Program.

Leave of Absence

For various reasons, students sometimes find it necessary or desirable to interrupt their enrollment at Pace University. The reasons for a leave of absence include, but are not limited to, the following: [1]

- To pursue academic endeavors elsewhere such as studying or conducting research at another institution
- Financial hardship
- An internship
- A serious medical condition of the student's spouse, domestic partner, sibling, parent, child or step-child [2]
- Employment obligations

A leave of absence pursuant to this Leave of Absence Policy may commence during a semester or prior to the beginning of a semester and is limited to two consecutive semesters, excluding summer semesters. A student, who is unable to complete the semester and applies for a leave of absence, must also withdraw from the courses in which he or she currently is enrolled and will receive a "W" for each course from which the student withdrew. Although the "W" grades will appear on the student's transcript, they will not affect the student's cumulative quality grade point average. In addition, the student will be subject to the Tuition Cancellation Policy and certain financial aid rules and procedures. (Further information about the impact of a leave of absence on a student's financial aid may be found below under Financial Aid.)

Students who are contemplating a leave of absence are encouraged to speak with their academic advisor prior to submitting a Leave of Absence Application. Academic advisors can provide information about the effect of a leave of absence on such issues as course sequencing and graduation date. After meeting with an academic advisor, in order to apply for a leave of absence, a student must:
- Complete a Leave of Absence Application.
- Submit the completed Leave of Absence Application for approval to the chair of the department in which the student's major is housed, or the assistant or associate dean of the school or college in which the student is enrolled, or the student's academic advisor.
- Submit the completed Leave of Absence Application with the signature of approval to the Office of Student Assistance.
- Provide whatever additional documentation the University may require concerning the student's request for a leave of absence.

Upon returning from a leave of absence, the student must complete a Resumption of Study Application. Information about resuming studies may be found in the Resumption of Study Policy.

Length of a Leave of Absence - Ordinarily, a leave of absence pursuant to this Leave of Absence Policy is limited to two consecutive semesters excluding the summer semesters and may be commenced at any time. For purposes of counting the two consecutive semesters, a leave of absence shall commence at the beginning of the first fall or spring semester after the student applies for and approval is granted for a leave of absence. A leave of absence due to non-medical reasons will not be approved for more than two consecutive semesters (excluding summer semesters).

Under certain circumstances, however, a leave of absence due to a serious medical condition of the student's spouse, domestic partner, sibling, parent, child or step-child may be extended for a total of four consecutive semesters (excluding summer semesters). For example, when a student applied for a leave of absence due to the serious medical condition of a parent, the expected time required for the parent to recover from an automobile accident was unknown. Subsequently, due to the prolonged recovery period, the student was unable to resume his or her studies on the date previously approved by the University. Under such circumstances, and following the same procedure set forth above, the student may request an extension of the leave of absence. In order to be eligible for an extension, the student must provide whatever documentation the University may require concerning the reason for the extension. A leave of absence due to a serious medical condition of the student's spouse, domestic partner, sibling, parent, child or step-child will not be approved for more than a total of four consecutive semesters (excluding summer semesters).

Degree Requirements and Graduation Date - Ordinarily, the degree requirements applicable to the student's declared major will not change due to the student's leave of absence. Nevertheless, there are circumstances when the degree requirements or program offerings will change while the student is on a leave of absence, e.g., requirements of the New York State Education Department, accrediting agencies or applicable law.

The time within which a student is required to complete the degree requirements ordinarily will not change because of a leave of absence, although the graduation date may change. For example, a student who is required to complete the degree requirements within eight semesters is scheduled to graduate in May 2013 takes a leave of absence in the Spring 2012 semester. Because of the one-semester absence, the student's graduation date may be postponed one semester until December 2013 at which time he or she will have been enrolled for eight semesters. However, a student's graduation date may be postponed in excess of the number of semesters he or she was on a leave of absence if the student is enrolled in a program with required course sequences and the prerequisite courses are not offered every semester.

Students should check with their academic advisor before submitting a Leave of Absence Application, and again when resuming their studies, about the consequences, if any, of their leave of absence on degree requirements and graduation date.

Transfer of Credits Earned During Leave of Absence - Students contemplating taking courses at another college or university during their leave of absence and transferring those course credits to Pace University upon their resumption of studies should consult with their academic advisor before enrolling in courses elsewhere. Transfer credits for such courses must be approved in advance by Pace University; otherwise, they may not be accepted by the University.

Financial Aid - Students on a leave of absence pursuant to this Leave of Absence Policy are considered to be withdrawn from the University for purposes of financial aid. Consequently, loan repayment obligations may be triggered. Students should speak to a representative of the Financial Aid Office for more detailed information about the status of their financial aid during a leave of absence prior to submitting a Leave of Absence Application.

Ordinarily, Pace-funded merit awards will be restored upon a student's resumption of studies after a leave of absence in accordance with this Leave of Absence Policy provided (i) all other requirements for such merit aid are satisfied, and (ii) the student resumes his or her studies by the date identified and approved in the Leave of Absence Application. If a student does not resume his or her studies on or before the date identified and approved in the Leave of Absence Application or obtain an extension of the leave of absence if the student is eligible for one, Pace-funded merit awards may be excluded from future financial aid awards. (Related information about the reinstatement of Pace-funded merit awards may be found in Reinstatement of Pace-funded Merit Award Following a Medical Leave of Absence Policy.)

International Students - The University is legally obligated to report a leave of absence for any reason by a student with an F-1 or J-1 visa to the Department of Homeland Security. Students with an F-1 or J-1 visa who take a leave of absence may not remain in the United States during the leave unless the reason for the leave is an illness that prevents the student from returning to his or her home country and appropriate documentation from a hospital in the United States has been provided.

Students with an F-1 or J-1 visa who are contemplating a leave of absence must first consult with an advisor in the International Students and Scholars Office, and again when they resume their studies after a leave of absence.

1 Information about a leave of absence due to military service may be found in the Military Leave of Absence Policy.

2 Students considering a leave of absence due to their own serious medical condition should consult the Medical Leave of Absence Policy.

Military Leave of Absence

Pace University is required by federal law to readmit students who left the University or did not accept an offer of admission from the University in order to perform military service. The general requirements for readmission after military service are described below.

This Military Leave of Absence Policy (the "Policy") applies only to United States military veterans seeking readmission to the same program in which they were enrolled when they last attended the University. Veterans seeking admission to a different program are not eligible for readmission under this Policy, nor are veterans eligible who began their military leave of absence prior to August 14, 2008.

A student is eligible for readmission if during his or her leave of absence the student performed voluntary or involuntary active duty service in the United States Armed Forces, including service by a member of the National Guard or Reserve on active duty, active duty for training, or full-time National Guard duty under federal authority, for a period of more than thirty consecutive days. In order to be eligible for readmission under this Policy, the cumulative length of the absence and all previous absences from the University for military service cannot exceed five years, including only the time the student spent actually performing military service. Veterans who received a dishonorable or bad conduct discharge are not eligible for readmission under this Policy.

Ordinarily, unless notice is precluded by military necessity, a student (or an appropriate officer of the Armed Forces or official of the Department of Defense) must give written or verbal notice to the Assistant Director of Student Accounts, Office of Student Assistance (White Plains), of the student's leave for military service as far in advance as is reasonable under the circumstances. To be readmitted students must give written or verbal notice to the Assistant Director of Student Accounts, Office of Student Assistance (White Plains), of their intent to resume their studies no later than three years after completion of the military service, or two years after recovering from a service-related injury or illness. Students who do not submit a notification of intent to resume their studies within the required time periods may not be eligible for readmission under this Policy, but may be eligible for readmission under the University's Leave of Absence and Resumption of Studies Policies.

After the student provides notice of intent to reenroll, ordinarily the University must readmit the student into the next class or classes in the same program, with the same enrollment status, number of credits, and academic standing as when he or she was last in attendance at or admitted to the University. The student may also request a later admission date or, if unusual circumstances require it, the University may admit the student at a later date. If the University determines that the student is not prepared to reenter the program with the same academic status where he or she left off, or will not be able to complete the program, the University must make reasonable efforts at no extra cost to the student to enable him or her to resume or complete the program. Reasonable efforts include, but are not limited to, providing a refresher course and allowing the student to retake a pretest as long as they do not place an undue hardship on the University. If, after reasonable efforts by the University, the University determines that the student is not prepared to resume the program where he or she left off, or the University determines that the student is unable to complete the program, or the University determines there are no reasonable efforts the University can take to prepare the student to resume the program or to enable the student to complete the program, the University is not required to readmit the student.

If the program in which the student was previously enrolled is no longer offered, he or she must be admitted to the program that is most similar, unless the student requests or agrees to admission to a different program.

If the student is readmitted to the same program, for the first academic year in which the student returns, unless there are sufficient veterans or other service member education benefits to pay the increased amount of tuition and fees, the student will be charged the same tuition and fees the student was or would have been assessed for the academic year the student left on a military leave of absence. For subsequent academic years, veterans admitted to the same or a different program may be charged the same tuition and fees as are other students in the program.

For additional information about readmission under this Policy, please contact the Assistant Director, Office of Student Assistance (White Plains), at VeteranAffairs@Pace.edu or 877-672-1830 (option 8).

Medical Leave of Absence

Students sometimes find it necessary or desirable to interrupt their enrollment at Pace University due to their own serious medical condition. A leave of absence pursuant to this Medical Leave of Absence Policy may commence during a semester or prior to the beginning of a semester and ordinarily is limited to two consecutive semesters, excluding summer semesters. A student, who is unable to complete the semester and applies for a leave of absence, must also withdraw from the courses in which he or she currently is enrolled and will receive a "W" for each course from which the student withdrew. Although the "W" grades will appear on the student's transcript, they will not affect the student's cumulative quality grade point average. In addition, the student will be subject to the Tuition Cancelation Policy and certain financial aid rules and procedures. (Further information about the impact of a medical leave of absence on a student's financial aid may be found below under Financial Aid.)

Procedure - Students contemplating a medical leave of absence due to their own serious medical condition should contact the Office of Student Assistance to discuss the procedure and obtain the necessary forms. Students are encouraged to speak with their academic advisor prior to submitting a Medical Leave of Absence Application. Academic advisors can provide information about the effect of a medical leave of absence on such issues as course sequencing and graduation date.

In order to apply for a medical leave of absence, a student must complete a Medical Leave of Absence Application, a Consent for Communication Regarding Request for a Medical Leave of Absence and/or Resumption of Studies after a Medical Leave of Absence, and an Authorization for Information Release. The completed Application, Consent and Authorization must be submitted to the University Registrar, Office of Student Assistance, One Pace Plaza, New York, NY 10038. Upon receipt of these documents, the University Registrar will send a copy of the Authorization and a Treating Healthcare Provider's form to the student's treating healthcare provider in order to obtain information about the condition necessitating a medical leave of absence.

The completed Treating Healthcare Provider's form is to be returned by the treating healthcare provider to the Counseling Center or University Health Care, as the case may be, for review. If the Counseling Center or University Health Care approves the application for a medical leave of absence, the University Registrar will assist in obtaining the other necessary approvals.

Students are required to provide whatever additional information and/or documentation the University may require concerning the student's request for a medical leave of absence.

Upon returning from a medical leave of absence, the student must complete a Resumption of Study after a Medical Leave of Absence Application. Information about resuming studies may be found in the letter granting approval of the medical leave of absence and the Resumption of Study Policy, and from the University Registrar.

Length of a Leave of Absence - Ordinarily, a leave of absence pursuant to this Medical Leave of Absence Policy is limited to two consecutive semesters excluding the summer semesters and may be commenced at any time. For purposes of counting the two consecutive semesters, a leave of absence shall commence at the beginning of the first fall or spring semester after the student applies for and approval is granted for a leave of absence.

Under certain circumstances, however, a leave of absence due to a student's serious medical condition may be extended for a total of four consecutive semesters (excluding summer semesters). For example, a student may have experienced post-operative complications that resulted in a recovery period longer than was anticipated at the time the student applied for a medical leave of absence. Under such circumstances, and following the same procedure set forth above, the student may request an extension of the medical leave of absence. In order to be eligible for an extension, the student must provide whatever documentation the University may require concerning the reason for the extension. A leave of absence due to a student's serious medical condition will not be approved for more than a total of four consecutive semesters (excluding summer semesters).

Degree Requirements and Graduation Date - Ordinarily, the degree requirements applicable to the student's declared major will not change due to the student's medical leave of absence. Nevertheless, there are circumstances when the degree requirements or program offerings will change while the student is on a medical leave of absence, e.g., requirements of the New York State Education Department, accrediting agencies or applicable law.

The time within which a student is required to complete the degree requirements ordinarily will not change because of a medical leave of absence, although the graduation date may change. For example, a student who is required to complete the degree requirements within eight semesters is scheduled to graduate in May 2012 takes a medical leave of absence in the spring 2011 semester. Because of the one-semester absence, the student's graduation date may be postponed one semester until December 2012 at which time he or she will have been enrolled for eight semesters. However, a student's graduation date may be postponed in excess of the number of semesters he or she was on a medical leave of absence if the student is enrolled in a program with required course sequences and the prerequisite courses are not offered every semester.

Students should check with their academic advisor before applying for a Medical Leave of Absence and again when resuming their studies about the consequences, if any, of their leave of absence on degree requirements and graduation date.

Transfer of Credits Earned During Medical Leave of Absence - Students contemplating taking courses at another college or university during their medical leave of absence and transferring those course credits to Pace University upon their resumption of studies should consult with their academic advisor before enrolling in courses elsewhere. Transfer credits for such courses must be approved in advance by Pace University; otherwise, they may not be accepted by the University.

Financial Aid - Students on a leave of absence pursuant to this Medical Leave of Absence Policy are considered to be withdrawn from the University for purposes of financial aid. Consequently, loan repayment obligations may be triggered. Students should speak to a representative of the Financial Aid Office for more detailed information about the status of their financial aid during a leave of absence prior to submitting a Medical Leave of Absence Application.

Ordinarily, Pace-funded merit awards will be restored upon a student's resumption of studies after a leave of absence in accordance with this Medical Leave of Absence Policy provided (i) all other requirements for such merit aid are satisfied, and (ii) the student resumes his or her studies by the date identified and approved in the Medical Leave of Absence Application. If a student does not resume his or her studies on or before the date identified and approved in the Medical Leave of Absence Application or obtain an extension of the leave of absence if the student is eligible for one, Pace-funded merit awards may be excluded from future financial aid awards. (Related information about the reinstatement of Pace-funded merit awards may be found in Reinstatement of Pace-funded Merit Award Following a Medical Leave of Absence Policy.)

International Students - The University is legally obligated to report a leave of absence for any reason by a student with an F-1 or J-1 visa to the Department of Homeland Security. Students with an F-1 or J-1 visa who take a leave of absence may not remain in the United States during the leave unless the reason for the leave is an illness that prevents the student from returning to his or her home country and appropriate documentation from a hospital in the United States has been provided.

Students with an F-1 or J-1 visa who are contemplating a leave of absence must first consult with an advisor in the International Students and Scholars Office, and again when they resume their studies after a leave of absence.

Probation and Academic Dismissal

Pace University students are expected to maintain good academic standing. The University considers a cumulative quality point average (CQPA) of 2.0 (undergraduate students only) to be evidence of good academic standing, but specific college/schools or programs may have higher requirements. Please contact school or program administrator for specific program definition of satisfactory progress. Any student who is not making satisfactory academic progress toward the degree is automatically put on academic probation and is reviewed by the academic standards committee of the appropriate college/school. Students are generally allowed one semester on probation to improve their academic performance and to raise their CQPA. However, students with serious or continuing deficiencies will be academically dismissed from the University. If a student is academically dismissed from the University, the dismissal is effective on all Pace campuses.

Students who are academically dismissed from the University are allowed one appeal. Student appeals are made directly to the respective college/school. Students may be reinstated only once through the appeals process. Students who are dismissed for poor academic performance may not register for classes at any of the Pace campuses for at least one full academic year. After this time, a student may apply for reinstatement to his or her college/school on his or her home campus. Please contact school or program administrator for the appropriate reinstatement procedure.

Students sometimes need to interrupt their studies at Pace University for medical reasons. In order to be approved for a leave of absence for medical reasons and entitled to reinstatement of their Pace-funded merit awards when they resume their studies, students are required to comply with the Leave of Absence Policy at the time they temporarily leave the University.

On occasion, a student who has a Pace-funded merit award may be incapable of complying with the Leave of Absence Policy in order to obtain an approved leave of absence at the time he or she leaves the University due to medical reasons and, consequently, is ineligible for the reinstatement of the Pace-funded merit award when the student resumes his or her studies. Under such circumstances, and provided the student has been approved to resume his or her studies in accordance with the Resumption of Studies Policy, if the student is denied reinstatement of his or her Pace-funded merit award because of the student's failure to timely comply with the Leave of Absence Policy, the student may appeal the denial to the Reinstatement of Pace-funded Merit Award Committee (the "Committee").

Only if the student demonstrates to the satisfaction of the Committee and the Provost that he or she satisfied each of the following three criteria will the appeal be granted:
- The student was absent for no more than four consecutive semesters (excluding summer semesters), beginning with the first fall or spring semester in which the student did not enroll at the University for medical reasons; and
- Once the student was capable of notifying the University of the reason for failing to comply with the Leave of Absence Policy, he or she followed the requisite procedure of the Leave of Absence Policy and was granted a retroactive leave of absence; and
- An extraordinary medical condition of the student or his or her spouse, domestic partner, sibling, parent, child or step-child reasonably prevented the student from complying with the Leave of Absence Policy in order to obtain an approved leave of absence at the time the student temporarily left the University.

Only upon receipt of sufficient evidence that the student satisfied each of the three criteria above, shall the Committee recommend to the Provost that the appeal be granted and the student's Pace-funded merit award be reinstated on the same terms and conditions as were in effect when the student stopped attending classes. The Provost shall accept the recommendation of the Committee provided he or she determines there is sufficient evidence that the student satisfied each of the three criteria above.

Resumption of Studies

In order to resume their enrollment at Pace University after an interruption due to, among other reasons, a leave of absence pursuant to the Leave of Absence Policy or Medical Leave of Absence Policy, dismissals due to unsatisfactory academic performance, dismissals or suspensions due to disciplinary issues and, in certain circumstances, withdrawals, students must file a Resumption of Studies Application with the Office of Student Assistance. [1][2]

Procedure - In order to resume their studies at the University, at least three weeks prior to the commencement of the semester in which they wish to resume their studies, subject to the exceptions identified below, students must: [3]

• Apply to resume their studies on their home campus.
• Complete a Resumption of Studies Application.
• Submit the completed Resumption of Studies Application for approval to the chair of the department in which the student's major is housed, or the assistant or associate dean of the school or college in which the student is enrolled, or the student's academic advisor. Approval given to resume studies may be subject to certain conditions.
• Arrange for official transcripts from any university or college attended since the student's last enrollment at Pace University to be sent to the Office of Student Assistance at the University. (As stated in the Leave of Absence Policy and Medical Leave of Absence Policy, transfer credits for courses taken elsewhere during the leave of absence must be approved in advance by Pace University; otherwise, they may not be accepted by the University.)
• Submit the completed Resumption of Studies Application with the signature of approval to the Office of Student Assistance.
• Clear all "holds" on the student's account, including, without limitation, payment of all past due balances.
• Provide whatever additional documentation or approvals the University may request.
• Students are required to confer with an academic advisor before registering for any courses.

Exceptions to Procedure - In addition to any exceptions in the letter granting a medical leave of absence applicable to students applying to resume their studies after the medical leave, the procedure described directly above is subject to the following exceptions:
• One semester prior to the semester in which they wish to resume their studies, students in the School of Education, the Lienhard School of Nursing and the Physician Assistant Program must submit their completed Resumption of Studies Application to the Dean of the School of Education and Dean of the College of Health Professions, respectively, prior to submitting it to the Office of Student Assistance.
• International students who intend to resume their studies must first confer with a representative of the International Students and Scholars Office at least one semester prior to the semester in which they wish to resume their studies.

Degree Requirements and Graduation Date - Ordinarily, the degree requirements applicable to the student's declared major will not change due to the interruption of the student's studies. Nevertheless, there are circumstances when the degree requirements or program offerings will change while the student is on a leave of absence, e.g., requirements of the New York State Education Department, accrediting agencies or applicable law.

The time within which a student is required to complete the degree requirements ordinarily will not change because of a leave of absence, although the graduation date may change. For example, a student who is required to complete the degree requirements within eight semesters is scheduled to graduate in May 2013 takes a leave of absence in the Spring 2012 semester. Because of the one-semester absence, the student's graduation date may be postponed one semester until December 2013 at which time he or she will have been enrolled for eight semesters. However, a student's graduation date may be postponed in excess of the number of semesters he or she was on a leave of absence if the student is enrolled in a program with required course sequences and the prerequisite courses are not offered every semester.

Students should check with their academic advisor when resuming their studies about the consequences, if any, of the interruption of their studies on degree requirements and graduation date.

Financial Aid - Students interested in financial aid should speak to a representative in the Financial Aid Office about whether they are eligible for financial aid upon their resumption of studies.

Ordinarily, Pace-funded merit awards will be restored upon a student's resumption of studies after a leave of absence in accordance with the Leave of Absence Policy or Medical Leave of Absence Policy provided (i) all other requirements for such merit aid are satisfied, and (ii) the student resumes his or her studies by the date identified and approved in the Leave of Absence Application or Medical Leave of Absence Application. If a student does not resume his or her studies on or before the date identified and approved in the Leave of Absence Application or Medical Leave of Absence Application or obtain an extension of the leave of absence if the student is eligible for one, Pace-funded merit awards may be excluded from future financial aid awards. Pace-funded merit awards are not restored for students resuming their studies after a leave of absence due to a dismissal for academic reasons or a dismissal or suspension for disciplinary reasons. (Related information about the reinstatement of Pace-funded merit awards may be found in the *Reinstatement of Pace-funded Merit Award Following a Medical Leave of Absence Policy*.)

[1] Information about a leave of absence due to military service and resumption of studies may be found in the Military Leave of Absence Policy.

[2] This Resumption of Studies Policy is not applicable to students who interrupted their enrollment at Pace University, whether or not pursuant to the Leave of Absence Policy or Medical Leave of Absence Policy, and now wish to enroll in the iPace program. For information about the iPace program, including eligibility criteria, please contact iPace@pace.edu.

[3] Students resuming their studies after a medical leave of absence must consult and comply with the terms and conditions for resuming their studies set forth in the letter granting them a medical leave of absence. If there is a conflict between this Resumption of Studies Policy and the terms and conditions in the letter, the letter supersedes the conflicting portions of this Policy. Students should contact the University Registrar for clarification about any conflicts as well as for complete information about the procedure for resuming their studies after a medical leave of absence.

Grades and Academic Standing

Academic Integrity

Students must accept the responsibility to be honest and to respect ethical standards in meeting their academic assignments and requirements. Integrity in the academic life requires that students demonstrate intellectual and academic achievement independent of all assistance except that authorized by the instructor. The use of an outside source in any paper, report or submission for academic credit without the appropriate acknowledgment is plagiarism. It is unethical to present as one's own work the ideas, words, or representations of another without proper indication of the source. Therefore, it is the student's responsibility to give credit for any quotation, idea, or data borrowed from an outside source.

Students who fail to meet the responsibility for academic integrity subject themselves to sanctions ranging from a reduction in grade or failure in the assignment or course in which the offense occurred to suspension or dismissal from the University. Individual schools and programs may have more specific procedures for violations of academic integrity. Therefore, students are encouraged to familiarize themselves with the academic integrity policies of the University and of individual schools and programs in which they are enrolled. Students penalized for failing to maintain academic integrity who wish to appeal such action must follow the appeal procedure outlined in the Grades Appeal Process (p. 21) section or that of the individual school or program in which they are enrolled if such school or program has a separate appeal procedure in place.

Grading System

A letter grade is awarded as a measure of student performance only by the faculty member assigned to teach a particular course and section. The spectrum of letter grades ranges from A through F, including plus and minus refinements to the letter grades, which are available to allow faculty greater flexibility in the measurement of student performance. The following describes the letter grading system and its descriptive and quantitative (percentage) equivalents. These equivalents are shown only as guidelines for faculty. Specific grading policies should be announced by the instructor in a given course.

Grade	Description	Quantitative
A, A-	Excellent	90-100%
B+, B, B-	Good	80-89%
C+, C	Satisfactory	70-79%
C-, D+, D	Passing	60-69%
F	Failing	0-59%
K	Grade Pending*	None
P	Pass (Pass/Fail Course)	None
W	Authorized Withdrawal	None
I	Work Incomplete *becomes F if not made up within six weeks*	None
I-F	Unauthorized withdrawal	0-59%
	not eligible to make up work	
I-R	Remedial work required	None
SAT	Satisfactory *(noncredit course)*	None
UNS	Unsatisfactory *(noncredit course)*	None
AUD	Auditor - N*o credit granted for course*	None

*In specific courses (usually courses that continue the following semester) or in special circumstances, with the permission of the dean, a grade of K (pending) may be assigned. This extension may not exceed one year from the end of the semester in which the K grade is assigned.

Quality Point System

Each letter grade translates into a numerical equivalent as cited below. The quality point average (QPA) is obtained by dividing the total number of quality points by the number of credits attempted at Pace, including a grade of "F", but not grades of "W," "I-R," "K" or "P." A QPA of 3.00 is necessary for graduation for graduate students.

Grade	Quality Points
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
F	0.0
I-R	0.0
K	0.0
P	0.0
W	0.0

Incomplete Work

Inability to complete required course work or to take an examination may, at the discretion of the instructor, result in a grade of "I." A maximum of six weeks will be provided to allow the student to complete the required course work or examination. If the course requirements are not completed within the six-week period, the grade of "I" will automatically become an "F" failing grade.

Change of Grade

No grade will be changed beyond six months after the end of the semester in which the course was taken. No grade will be changed or recomputed nor will withdrawals be permitted after a degree has been awarded.

Grade Appeal Process

As a general principle, the instructor has sole authority to establish standards of performance and to exercise judgments on the quality of student performance, but in a manner that reflects reasonable and generally acceptable academic requirements. Grades assigned in this fashion are final except as the instructor may wish to review them. No faculty member, administrator, or other individual may substitute his or her judgment of the student's performance for the reasonable judgment of the instructor.

Students who believe that a final grade received in a course was not determined in a manner consistent with the principle described above may challenge that grade by first arranging, within a reasonable period of time (approximately 10 school days from the time that the student knew or should have known of the final course grade), to meet informally with the instructor to establish a clear understanding of the method by which the grade was determined. Every effort should be made to resolve the matter at the level of the instructor and the student. Students who have difficulty arranging a meeting with the instructor should consult the department chair.

If after meeting with the instructor, the student wishes to continue the grade challenge, the student may appeal in writing (with copies to the instructor and the dean of the school) within a reasonable period of time to the chair of the department that offers the course in question. The statement should clearly state the basis for questioning the grade received in the course. It should be noted that if the chair is the instructor, the appeal is to the dean of the school.

The chair's decision to have a grade reviewed or not is final. If the chair decides that the method by which the student's grade was determined was not proper, the chair will apprise the instructor of the basis for questioning the grade and request that the instructor review the grade. If the instructor, for any reason, does not review the grade, the chair will request that at least one other faculty member qualified to teach the course in question review the grade. In the process of such a review, the faculty member(s) is (are) authorized to assign a grade change and may, if necessary, require additional examination of the student's performance as a basis for the grade change.

Students may, at any point in this appeal process, solicit the advice and assistance of an individual faculty or staff member. This individual's authority in these matters is limited to mediating the relationship between the student and the instructor and/or chair.

Records

Transcripts of Records Policy

In accordance with the Federal Family Educational Rights & Privacy Act (FERPA) of 1974 and subsequent amendments, official academic transcripts cannot be released without the written consent of a student or alumnus. The University will not provide copies of academic transcripts to or on behalf of any student or alumnus with a delinquent outstanding balance. There is no fee assessed for official or unofficial academic transcripts. Current students and recent alumni may also request an academic transcript via the web through the MyPace Portal. Official academic transcripts are sent directly to other institutions; official academic transcripts sent to students are marked "Student Copy". Students and alumnus that do not have a hold on their account may print an unofficial transcript through the MyPace Portal. The University accepts no responsibility for the accuracy of an unofficial academic transcript after it has been printed.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act ("FERPA") is a federal law designed to protect the privacy of a student's education records, establish a student's right to access and review his or her education records, provide guidelines for the correction of inaccurate and misleading information that may be contained in those education records, and create a right to file complaints about alleged FERPA violations with the Department of Education.

Once a student reaches 18 years of age or attends a postsecondary institution, the rights created by FERPA transfer from the student's parents to the student. These rights include:
- The right to have access to and review his or her education records maintained by the postsecondary institution.
- The right to seek amendment of his or her education records that contain inaccurate and misleading information.
- The right to limit the disclosure of personally identifiable information in his or her education record.
- The right to file a complaint about alleged FERPA violations with the Family Policy Compliance Office of the Department of Education.

FERPA protects personally identifiable information in a student's education records. Education records are defined under FERPA as those records, files, data, video and audio tapes, handwritten notes and other material that contain information that is directly related to a student and maintained by Pace University or a party acting for the University. There are exceptions, however, to the definition of education records. For example, the term education record does not include:
- Records kept in the sole possession of the maker, used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the records.
- Records of the Safety and Security Department of the University.
- Records relating to a student's employment with the University.
- Records maintained by a physician, psychiatrist, psychologist, and other health care professionals in connection with treatment of a student.
- Records created or received by the University after a student is no longer in attendance and that are not directly related to the student's attendance at the University.
- Grades on peer-graded papers before they are collected and recorded by the instructor.

Personally identifiable information includes, but is not limited to:
- The student's name.
- The name of the student's parents or other family members.
- The address of the student or the student's family.
- The student's social security number or student identification number.
- Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name.
- Any information that alone, or in combination with other information, is linkable to a specific student that would allow a reasonable person who does not have knowledge of the relevant circumstances to identify the student with reasonable certainty.

Access to and Review of Education Records

Under FERPA, a student has the right to have access to and review his or her education records with the exception of the following records: (i) information contained in an education record concerning students other than the student whose education record is being accessed; (ii) financial records, including any information those records contain, of the student's parents; and (iii) confidential letters and statements of recommendation placed in the student's education records after January 1, 1975 provided the student has waived his or her right to review those letters, and confidential letters and statements of recommendation placed in the student's education records before January 1, 1975 and used only for the purpose for which they were specifically intended. (In order to waive the right to review confidential letters and statements of recommendation in a student's education record, the student must submit a completed and signed Waiver of Right to Review Confidential Letters and Statements of Recommendation form to the Office of Student Assistance.)

Any student who wishes to access and review his or her education records must submit a dated written request to the custodian of the record, e.g., the Office of Student Assistance, a department chair, a program director, a faculty member. No later than 45 days after receiving the student's request, the custodian will make arrangements for the student to review his or her education records. A representative of the University may be present during the inspection, and the student may be required to present valid photo identification before accessing the records.

Amendment of Education Records

Under FERPA, a student who believes information in his or her education records is inaccurate, misleading, or in violation of the student's privacy rights recognized by FERPA, has the right to request that the records be amended. The right to seek amendment of an education

record does not include changes to a grade unless the grade assigned was inaccurately recorded, an opinion, or a substantive decision made by the University about the student.

To request an amendment, the student must submit a written request to the custodian of the record. The request should clearly identify the portion of the record the student seeks to have amended and specify the reasons for the requested amendment. If the custodian of the record determines the information contained in the record is inaccurate, misleading, or in violation of the student's privacy rights recognized by FERPA, the custodian will amend the record and notify the student of the amendment in writing.

If the custodian determines an amendment of the student's education record is not warranted because it is not inaccurate, misleading or in violation of the student's privacy rights recognized by FERPA, the custodian will inform the student in writing of the decision not to amend and will also inform the student of his or her right to a hearing on the matter. The student's written request for a hearing must be received by the dean for students of the student's home campus within 30 calendar days of the date of the custodian's decision denying an amendment, and the hearing shall be held within a reasonable time thereafter. Within 5 business days after receiving the student's written request for a hearing, the dean for students or his or her designee will appoint a hearing officer to review the matter. The hearing officer must be a University representative with no direct interest in the outcome of the matter.

The hearing officer shall, in his or her sole discretion, determine whether, under the circumstances, the hearing should be conducted in-person or by telephone. The hearing officer shall provide the student and the custodian of the education record at issue with reasonable notice of the date, time, and place of the hearing if it is to be in-person and the date and time if it is to be conducted by telephone. The student and the custodian shall each have the opportunity to present evidence at the hearing in support of their respective positions. The student may, at his or her own expense, be assisted or represented by one or more individuals, including an attorney, of the student's choice.

Within a reasonable time after the hearing, the hearing officer will notify the student and the custodian of the record in writing of the hearing officer's decision. The hearing officer's decision must be based solely on the evidence presented at the hearing and must include a summary of the evidence and the reasons for the decision. If the hearing officer determines the information contained in the record is inaccurate, misleading, or in violation of the student's privacy rights recognized by FERPA, the record will be amended. However, if the hearing officer determines the information is not inaccurate, misleading, or otherwise in violation of the student's privacy rights recognized by FERPA, the education record will not be amended and the student has the right to place a statement in his or her record commenting on the contested information and explaining why he or she disagrees with the hearing officer's decision.

Disclosure of Education Records to Third Parties

Absent an exception under FERPA, the University must obtain a student's prior written consent before it discloses personally identifiable information from a student's education records to a third party. In order to authorize the disclosure of personally identifiable information from his or her education records to a third party, a student must complete, sign and date the Authorization to Disclose Information from Education Records form and submit it to the custodian of the record from which the disclosure is to be made.

FERPA provides a number of exceptions, however, that allow the University to disclose information from a student's education record without the student's consent. Circumstances under which the University may disclose personally identifiable information from a student's education records without obtaining the student's consent, include, but are not limited to, the following:
- To University officials with a legitimate educational interest in the personally identifiable information to be disclosed. A University official includes, without limitation, faculty; officers; administrators; administrative assistants and clerical staff; safety and security staff; trustees; attorneys; auditors; health care providers; members (including student members) of University-sponsored committees and disciplinary boards; student employees assisting other University officials in performing their duties and responsibilities for the University; and a contractor, volunteer or other party to whom the University has outsourced University services or functions. A University official has a legitimate educational interest in the personally identifiable information to be disclosed if the official needs to review the education record in order to fulfill his or her professional duties and responsibilities for the University.
- To officials of another school in which the student seeks or intends to enroll.
- To the parents of a tax-dependent student as defined in section 152 of the Internal Revenue Code of 1986.
- In connection with the student's request for or receipt of financial aid if the information is necessary to determine the eligibility, amount or conditions of the aid, or to enforce the terms and conditions of the aid.
- In connection with a health or safety emergency if knowledge of the personally identifiable information is necessary to protect the health or safety of the student or other individuals.
- To the parents of a student under the age of 21 at the time of disclosure, and the disclosure concerns the student's violation of a federal, state or local law or University policy regarding the use or possession of alcohol or a controlled substance, provided the University has determined the student has committed a disciplinary violation with respect to the use or possession, and the disclosure does not conflict with any state law that prohibits such disclosure.
- Directory information (see discussion below of directory information).
- To comply with a judicial order or lawfully issued subpoena.
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense concerning the final results of a disciplinary hearing with respect to the alleged crime.
- The final results of a disciplinary proceeding related to a crime of violence or non-forcible sex offense may be released to any third party if the student who is the alleged perpetrator is found to have violated the University's policies. Disclosure under this exception is limited to the name of the student perpetrator, the violation committed, and any sanction imposed. The disclosure shall not include the name of any other student, including the victim or a witness, without the prior written consent of the other student.
- To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the U.S. Secretary of Education, and state and local educational authorities for audit or evaluation of federal or state supported education programs, or for the enforcement of or compliance with federal legal requirements that relate to those programs.
- To organizations conducting studies for or on behalf of the University for the purposes of administering predictive tests or student aid programs, or improving instruction.
- To accrediting organizations to carry out their accrediting functions.

Directory Information

FERPA permits the University to disclose directory information to the public without obtaining the student's prior written consent. Directory information is defined by FERPA as information contained in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. The University has defined directory information more specifically as:

• Student's name
• Campus telephone number
• Campus address
• University e-mail address
• Date of birth
• College or school in which the student is enrolled
• Program and/or field of study
• Enrollment status, e.g., undergraduate or graduate student, full-time, part-time, not enrolled, graduated
• School attended immediately prior to enrolling at the University
• Dates of attendance
• Degrees and honors
• Awards received
• The weight and height of members of athletic teams

Students may "opt out" of directory information and request that directory information, as defined above, be withheld, in whole or in part, and released only with the student's prior written authorization. Students who wish to opt-out of some or all of the directory information must complete and sign a Request to Opt-out of Directory Information form and submit it to the Office of Student Assistance on or before September 30 of each year. (Students who transfer to the University in the spring semester or return to the University in the spring semester after a leave of absence must submit a completed and signed Request to Opt-out of Directory Information form to the Office of Student Assistance on or before February 15.) Students who wish to revoke their previous request to opt-out of some or all of the directory information must submit a completed and signed Request for Revocation of Opt-out of Directory Information form to the Office of Student Assistance.

Complaints of Alleged Failures to Comply with FERPA

A student who believes his or her FERPA rights have been violated or that the University has failed to comply with the requirements of FERPA has the right to file a complaint with the federal office that administers FERPA. Complaints should be addressed be to:

Family Policy Compliance Office
US Department of Education
400 Maryland Ave, SW
Washington, DC 20202-5901
Phone: 202-260-3887

Additional Information about FERPA

The following U.S. Department of Education publications provide additional information for students and parents about FERPA: Frequently Asked Questions About FERPA, Disclosure of Information from Education Records to Parents of Students Attending Postsecondary Institutions, and FERPA General Guidance for Students.

Forms

Authorization to Disclose Information from Education Records

Request to Opt-out of Directory Information

Request for Revocation of Opt-out of Directory Information

Waiver of Right to Review Confidential Letters and Statements of Recommendation Revocation of Waiver of Right to Review Confidential Letters and Statements of Recommendation

Graduation Policies, Honors, and Awards

Commencement - Commencement exercises are scheduled once a year, every May. Degree recipients in December, or students who are expected to complete their degree requirements in May or August of the same year, are eligible to participate in commencement exercises in May.

Other Policies

Affirmative Action Policy Statement

The Affirmative Action Policy of Pace University is adopted pursuant to its commitment to the principles of equal opportunity for all minorities and women, which specifically pledges the university to a policy of nondiscrimination toward any person in employment or in any of its programs because of race, color, religion, disability, national or ethnic origin, sexual orientation, veteran status, age, sex, or marital status. Pace University admits, and will continue to admit, qualified students of any race, color, religion, disability, national or ethnic origin, sexual orientation, veteran status, age, sex, or marital status, to all rights, privileges, programs and activities generally accorded or made available to students at the school. It does not and will not discriminate on the basis of race, color, religion, disability, national or ethnic origin, sexual orientation, veteran status, age, sex, or marital status in employment, in administration of its educational policies, admissions policies, scholarship and loan programs, athletic, and other school-administered programs.

Information for Students with Disabilities

The same rigorous standards for admission apply to students with and without a disability. In order to support the continued success of students with disabilities, the University prohibits discrimination on the basis of disability and is committed to ensuring equal access for students with disabilities to its facilities, programs, and activities. The University's commitment to equal educational opportunities for students with disabilities includes providing reasonable accommodations for the needs of students with disabilities.

Disabilities and Accommodations

Federal law, including the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as well as state and local laws prohibit institutions of higher education from discriminating against students with disabilities. The Americans with Disabilities Act defines an individual with a disability as a person who has a physical or mental impairment which substantially limits one or more major life activities of the individual, has a record of such an impairment, or is regarded as having an impairment.

Students with, among others, visual, hearing and mobility impairments, psychological disorders (including, but not limited to, specific learning disabilities, organic brain syndrome, attention deficient disorder, emotional or mental illness), and chronic health disorders such as diabetes, heart disease, and HIV infection (whether asymptomatic or symptomatic) may be disabled and therefore eligible for a reasonable accommodation. Each student diagnosed with a particular disability will have a different level of functioning even within the same disability category. Further, compensation skills will also vary from one student to another and in the same student over time. Therefore, accommodations are determined on a case-by-case basis according to a student's documented needs, guidelines suggested by federal and state law, and criteria developed by the University.

Identifying and implementing a reasonable accommodation for a student with a disability is an interactive process that includes shared responsibility between the University and the student. Accommodations include adjustments to make the campus, residential housing, transportation and parking accessible, academic adjustments or modifications, and auxiliary aids and services. Examples of academic adjustments that may be made available to eligible students include priority registration, substitution of one course for another, a leave of absence, and extended time to complete an assignment or test. Auxiliary aids and services that may be provided to eligible students include, for example, note takers, recording devices, sign language interpreters, and computers equipped with voice recognition or other adaptive software.

The University is required to provide a reasonable accommodation; it is not required to provide the specific accommodation requested by the student. In providing accommodations, the University is not required to lower or effect substantial modifications to essential requirements or to make modifications that would fundamentally alter the nature of the service, program or activity. Thus, for example, although the University may be required to provide extended time within which to complete a test, it is not required to change the substantive content of the test. Personal attendants, individually prescribed devices, readers for personal use or study, wheelchairs, hearing aids, and other devices or services of a personal nature are the responsibility of the student, not the University. Finally, the University is not required to make modifications or provide auxiliary aids or services that would result in an undue burden on the University.

Funding for auxiliary aids and services may be available from certain state agencies such as, for example, the New York State Office of Vocational and Educational Services for Individuals with Disability. For those auxiliary aids and services that are likely to be funded by a state agency, the University may require the student to apply to the agency for funding. The University may provide assistance with the application for funding.

Request for an Accommodation

To request an accommodation for a qualifying disability, a student must self-identify and register with the Assistant Director of Disability Services for his or her campus. The Assistant Director of Disability Services for the New York City campus, Jenna Cler, may be contacted at the Counseling Center at 156 William Street, 8th floor, New York, New York 10038, 212-346-1526 or by email at JCler@pace.edu. The Assistant Director for the Westchester campus, Elisse M. Geberth, may be contacted at the Counseling Center in the Administration Center at 861 Bedford Road, Pleasantville, New York 10570, 914-773-3710 or by email at EGeberth@pace.edu. Notifying other University offices, faculty or staff does not constitute giving notice to the University of a request for an accommodation. No one, including faculty, is authorized to evaluate the need and arrange for an accommodation except the Assistant Director of Disability Services. Moreover, no one, including faculty, is authorized to contact the Assistant Director of Disability Services on behalf of a student.

It is the student's responsibility to request an accommodation. Because some accommodations may take considerable time to arrange, students are urged to contact the Assistant Director of Disability Services in order to request an accommodation as soon as possible after receiving notice of admission to the University. Untimely requests may result in delay, substitution, or an inability to provide an accommodation.

If a request for an accommodation is submitted late, the Assistant Director of Disability Services will, nevertheless, make every reasonable effort to process the request for an accommodation.

Before an accommodation will be provided, the student may be required to submit medical and/or other diagnostic information concerning the student's disability and limitations. If the information provided is unclear or incomplete, the student may be required to provide additional information or participate in further evaluations. In addition, the University may, at its expense, arrange for its own evaluation of the disability and needs of a student.

The Assistant Director of Disability Services will, in conjunction with others as may be appropriate, evaluate the information provided by the student and health care providers; refer the student for additional testing and evaluation as may be necessary; make recommendations for the accommodations to be provided to the student; and, assist in arranging for the implementation of the accommodation to be provided.

If a student experiences difficulties with the implementation of the accommodation or, if after it has been implemented, a student has concerns that the expected results of the accommodation are not being met, the student must promptly notify the Assistant Director of Disability Services. The Assistant Director of Disability Services will, as may be appropriate, endeavor to remedy the situation.

If a student disagrees with the accommodation recommended by the Assistant Director of Disability Services, he or she should promptly appeal the recommendation to Ms. Debbie Levesque, the University's Assistant Dean for Community Standards and Compliance, who may be contacted at 914-923-2892 or by email at DLevesque@pace.edu.

Depending on the nature of the disability and the accommodation provided, a student may be required periodically to submit medical and/or diagnostic information demonstrating the current status of the disability and/or to renew the request for an accommodation.

Any questions about the services offered by the University to disabled students or the procedures for requesting an accommodation should be directed to the Assistant Director of Disability Services at 212-346-1526 or 914-773-3710.

Confidentiality

The information and documents provided to the University in support of a student's request for an accommodation shall be maintained as confidential. Individually identifiable information will not be disclosed except as may be required or permitted by law or pursuant to a release signed by the student.

Complaints of Disability Discrimination

If a student has concerns that he or she has been discriminated against because of a disability, he or she should contact the University's Affirmative Action Officer at 212-346-1310 or 914-773-3856.

Additional Services Offered by the Counseling Center

The University's Counseling Center offers psychological services to all students. To make an appointment, call the Counseling Center at 212-346-1526 or 914-773-3710.

Emergency Closings and Other Changes in Class Schedules

Occasionally, the University is confronted by the need to close because of inclement weather or other reasons beyond the University's control. Such closings are normally announced through the major radio stations in New York City and Westchester County and often appear on their Web sites. In addition, students can also check the Pace University home page, and/or call the Pace Events Phone (PEP) for school closing information.

- **New York City - (212) 346-1953**
- **Pleasantville/Briarcliff/White Plains - (914) 773-3398**

Closings are also posted on the University's website at www.pace.edu   and are sent via text message and email for those who sign up for Emergency Notifications at alert.pace.edu.

Although classes are planned to commence and conclude on the dates indicated in the academic calendar, unforeseen circumstances may necessitate adjustment to class schedules and extension of time for completion of class assignments. Examples of such circumstances may include faculty illness, malfunction of University equipment (including computers), unavailability of particular University facilities occasioned by damage to the premises, repairs or other causes, and school closings because of inclement weather. The University shall not be responsible for the refund of any tuition or fees in the event of any such occurrence or for failure of a class to conclude on the date originally scheduled. Nor shall the University be liable for any consequential damages as a result of such a change in schedule.

GENERAL UNIVERSITY

Profile

Mission

Pace University's historic mission retains its central importance today: To provide high quality professional education and training coupled with an excellent liberal education to students for whom that education offers the opportunity to lift their lives and prospects to new levels.

Vision

Pace is a university dedicated to offering a wide array of programs of education for professions in demand, framed by the perspective and independent critical thinking that comes from an excellent liberal education. In selected areas in each school or center, Pace will offer professional programs that are among the best in the New York tri-state area. Pace will always seek to relate its programs of professional education to the most important currents in those professions, capitalizing on its location in and around New York City to offer students real-world experience through internships and co-operative work experiences, using community service as a learning tool and employing problem-solving and other teaching techniques that re-enforce the relationship between a student's university experience and professional challenges and satisfactions.

The Pace Story

The Pace story began in 1906 when Homer and Charles Pace borrowed $600 to rent classrooms in the old New York Tribune building in lower Manhattan - located on the site where Pace Plaza stands today. Initially their curriculum focused on preparing men and women to become accountants. At the time, Pace was an innovation that met the needs of the modernizing world, providing opportunity to men and women who aspired to a better life. Over the next 100 years the Pace tradition of innovation continued, providing opportunity to a highly diverse and motivated population who wanted access to better jobs in the arts, nursing, law, education, information technology, business, and science, as well as knowledge that would create a better life for themselves and for others.

Pace Institute began its transformation after World War II into a modern university with emphasis on the liberal arts and sciences. With dynamic leadership and fiscally sound management, Pace grew from rented facilities and few resources into one of the largest universities in New York State, with a multimillion dollar physical plant, an endowment of nearly $100 million, and a reputation for excellent teaching and talented, ambitious graduates.

The University's decision to develop a college of arts and sciences, established in 1966 as both an autonomous academic unit and a foundation for the undergraduate core curriculum, has strengthened and enriched the educational experience of Pace students and provided an ongoing source of intellectual enrichment to the University. The Dyson College of Arts and Sciences is central to the intellectual life of Pace, to shaping academic priorities, and to providing ethical, humanistic, and scientific principles upon which lives and careers are founded.

From its origins as an institute with an excellent business curriculum that prepared men and women for careers in accounting, Pace's Lubin School of Business has continued to improve, building its reputation for excellence in business education. The University founded the Lienhard School of Nursing, the School of Law, the School of Education, and the Seidenberg School of Computer Science and Information Systems in response to the need for strong professionals in other disciplines. Together Pace University's six schools and colleges provide outstanding professional preparation that meets the needs of employers in the New York metropolitan area and around the globe.

Academics at Pace

Now over 100 years old, Pace is a private, metropolitan university located in New York City and Westchester County whose five schools and one college offer a wide range of academic and professional programs. Educating achievers who are engaged with critical issues both locally and globally, the University enrolls approximately 13,000 students in bachelor's, master's, and doctoral programs.

At the heart of Pace's academic values is a historic commitment to excellence in teaching, as manifested by small classes, an emphasis on skill development and critical thinking, special tutoring and support services, and academic advising. Academic experiences at Pace emphasize teaching from both a practical and theoretical perspective, drawing on the expertise of full-time and adjunct faculty members who balance academic preparation with professional experience to bring a unique dynamic to the classroom.

The University supports and encourages scholarly activity among its intellectually vital faculty. Much of the work has professional application, and Pace particularly invites scholarship that directly relates to the classroom experience and involves students in the research process.

Pace has always had a student-centered focus and is committed to providing access to those who range widely in age, ethnicity, socioeconomic background, and academic preparation. This includes increasing amounts of institutional financial aid to help students meet the growing costs of a private education; locations in New York City and Westchester County; evening, weekend, and summer scheduling; and special counseling and academic support services, all ways in which the University has sought to enhance the accessibility and opportunities of a Pace education.

A significant tradition of Pace University is its strong relationship with business, civic, and community organizations. Pace's co-operative education program provides robust internship experiences with a wide range of employers. Dedicated to educating its students to be civically

engaged, the University also emphasizes involvement with the community. With more than 85,000 alumni living in the New York City metropolitan area, strong networking opportunities mark the Pace experience.

Recognizing that international education is key to student success, Pace is working to enhance its wide range of study abroad options, faculty led travel courses, programs for international students, and awareness of prestigious fellowships. Pace is committed to working with talented undergraduates to compete for prestigious national and international awards, and in fact, 37 Pace graduates have been awarded Fulbright student fellowships to conduct research and teach English abroad since 2002.

Pace University in the 21st century is shaped by its enduring traditions of opportunity and innovation. One hundred years after its founding, the University continues its commitment to providing access to a diverse population while innovating to meet the needs of the global economy. Known for academic breadth, community involvement, and professional readiness, Pace University prepares its students to contribute to their professions and their world.

A Multicampus University

New York City

Pace University is a metropolitan New York university with a growing national reputation for offering students opportunity through high quality professional preparation coupled with an excellent liberal education. Each of its urban and suburban campuses has its own distinctive atmosphere but shares common faculties and traditions.

The campus in lower Manhattan, in the heart of the civic and financial center of New York City, serves as an intellectual and cultural focal point for one of the city's most dynamic and vital areas. Students' educational experiences are enriched by an environment filled with diverse culture and art, populated by citizens of the world, and alive with activity.

Pace's modern Midtown Center at 551 Fifth Avenue and 45th Street in Manhattan, only blocks away from Grand Central Station, and offers graduate and undergraduate courses to goal-oriented people looking to advance their careers.

Westchester County

The Westchester campus in Pleasantville is set on 200 acres land in mid-Westchester County New York, and offers a broad range of undergraduate degree programs in a stimulating collegiate environment. The Briarcliff annex, a short distance from Pleasantville, is the location of residence halls, recreational facilities, and administrative offices. A shuttle bus provides continuous service between the campuses. Pace's School of Law, and a center for other graduate courses in business, public administration, and computing are located in White Plains, the hub of Westchester County.

All campuses are linked by the powerful, goal-oriented features of a Pace University education - personal attention, flexibility, and responsiveness to the needs and expectations of a diverse and demanding student population.

Commitment to International Education

In order to fulfill its academic mission in the broadest terms, Pace University seeks to identify and respond to the growing interdependence of today's world. A variety of international activities and programs help to expand the global perspective of our students and faculty. We offer international study courses, enroll international students in regular and special programs, encourage faculty research overseas to promote academic exchange, emphasize the study of foreign languages, and engage in curriculum development with international understanding as a primary goal. Pace University produced more the two dozen students who have won international Fulbright Fellowships.

Accreditation and Membership

Pace University is chartered by the Regents of the State of New York and is accredited by the Middle States Association of Colleges and Secondary Schools. All Pace University degree programs are registered with the New York State Education Department. The Chemistry Departments in New York City and Pleasantville are accredited by the American Chemical Society. The Physician Assistant Program is accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). The Bachelor of Science in computer science and the Bachelor of Science in information systems are accredited by the Computing Accreditation Commission (CAC) of ABET, Inc. The programs of the Lienhard School of Nursing are accredited by the Commission on Collegiate Nursing Education (CCNE). The Lubin School of Business is accredited for both business and accounting by the Association to Advance Collegiate Schools of Business (AACSB International). The programs of the School of Education are accredited by the National Council for Accreditation of Teacher Education (NCATE). The School of Law is accredited by the American Bar Association. The Doctor of Psychology (Psy.D.) program and the Counseling Center's predoctoral internship in professional psychology in New York City are accredited by the American Psychological Association. Copies of the accreditation documents are on reserve in each of the University's libraries for inspection by students, prospective students, and parents.

American Association of Colleges for Teacher Education
American Association of Colleges of Nursing
American Association of Law Schools
American Association of University Women
American Council on Education
American Psychology Association
Association of Psychology Postdoctoral and Internship Centers
Association of American Colleges
Association of Colleges and Universities of the State of New York
Association for Continuing Higher Education
Association of University and College Counseling Centers Directors
Association of University Evening Colleges
College Entrance Examination Board
Council of Graduate Schools
Mid-Atlantic Regional Nursing Association
Middle Atlantic Association of Colleges of Business Administration
National Council for Accreditation of Teacher Education
National League for Nursing
National University Continuing Higher Education Association
New York Association of Colleges for Teacher Education

The University is affiliated with the:
American Association of School Administrators
American Educational Research Association
Association of College Counseling Training Agents
Collegiate Association for the Development of Educational Administration in New York State
Lower Hudson Valley Council of School Superintendents
Metropolitan Council for Educational Administration Programs
National Association for Supervision and Curriculum Development
Phi Delta Kappa

Following is a list of accrediting agencies with whom individuals may address complaints:

New York State Education Department
Address complaints to:
New York State Education Department

Office of Higher Education
Room 977 Education Building Annex
Albany, NY 12234
Phone: 518-474-1551
http://www.highered.nysed.gov/ocue/COMPLAINTFORM.pdf?

Middle States Commission on Higher Education
Address complaints to:
Middle States Commission on Higher Education
3624 Market Street
Philadelphia, PA 19104
Phone: 267-284–5000

Visit the website for more information.

Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)
Address Complaints to:
ARC-PA
12000 Findley Road, Suite 150
Johns Creek, GA 30097
Phone: 770-476-1224

Visit the ARC-PA website for more information.

American Bar Association (ABA)
Address complaints to:
Office of the Consultant on Legal Education to the ABA
321 N. Clark Street, 21st Floor
Chicago, IL 60654-7598
Phone: 312-988-6738

Visit the ABA website for more information.

American Chemical Society (ACS)
Address complaints to:
Secretary of the Committee on Professional Training
Office of Professional Training
1155 Sixteenth Street, N.W.
Washington, DC 20036
Phone: 202-872-4589

American Psychological Association (APA)
Address complaints to:
Office of Program Consultation and Accreditation
American Psychological Association
750 First Street, NE
Washington, DC 20002
Phone: 202-336-5979

Visit the APA website for more information:
http://www.apa.org/ed/accreditation/about/other-questions.aspx?item=6

Association to Advance Collegiate Schools of Business (AACSB International)
Address complaints to:
AACSB International
777 South Harbour Island Boulevard, Suite 750
Tampa, FL 33602
Phone: 813-769-6500

Visit the AACSB website for more information.

Commission on Collegiate Nursing Education (CCNE)
Address complaints to:
Commission on Collegiate Nursing Education (CCNE)
One Dupont Circle, NW, Suite 530
Washington, DC 20036
Phone: 202-887-6791

Visit the CCNE website for more information.

Computing Accreditation Commission of ABET, Inc. (ABET)
Address complaints to:
ABET111 Market Place, Suite 1050
Baltimore, MD 21202
Phone: 410-347-7700

Visit the ABET website for more information.

National Council for the Accreditation of Teacher Education (NCATE)
Address complaints to:
National Council for Accreditation of Teacher Education
2010 Massachusetts Avenue NW, Suite 500
Washington, DC 20036
Phone: 202-466-7496

Degree Offerings

Associate in Arts (AA)

Associate in Science (AS)

Bachelor of Arts (BA)

Bachelor of Business Administration (BBA)

Bachelor of Fine Arts (BFA)

Bachelor of Science (BS)

Bachelor of Science in Nursing (BSN)

Master of Arts (MA)

Master of Arts in Nursing Education (MA)

Master of Business Administration (MBA)

Master of Fine Arts (MFA)

Master of Laws in Comparative Law (LLM)

Master of Laws in Environmental Law (LLM)

Master of Public Administration (MPA)

Master of Science (MS)

Master of Science in Education (MSEd)

Master of Science in Nursing/Family Nurse Practitioner (FNP)

Master of Science in Physician Assistant Studies (MSPAS)

Master of Science for Teachers (MST)

Juris Doctor (JD)

Doctor of Juridical Science (SJD)

Doctor of Professional Studies (DPS)

Doctor of Nursing Practice (DNP)

Doctor of Psychology (PsyD)

Doctor of Nursing Practice (DNP)

HEGIS Code - Undergraduate Majors for 2014-2015 (New York Campus)

MAJOR	DEGREE	SCH	HEGIS CODE
Accounting			
General Accounting	BBA	LUB	0502.00
Public Accounting	BBA	LUB	0502.00
Acting	BFA	DYS	1007.00
American Studies	BA	DYS	0313.00
Applied Psychology and Human Relations	BA	DYS	2001.00
Art History	BA	DYS	1003.00
Biochemistry	BS	DYS	0414.00
Biology	BA	DYS	0401.00
Biology	BS	DYS	0401.00
Biology Pre-professional **	BS	DYS	0401.00
Business Economics	BS	DYS	0517.00
Chemistry	BS	DYS	1905.00
Chemistry Pre-Professional			
Chemistry: Chemical Engineering	BS	DYS	1905.00
Clinical Laboratory Science	BS	DYS	1223.00
Communication Sciences and Disorders	BA	DYS	1220.00
Communication Studies	BA	DYS	0601.00
Computer Science	BA	DYS	0601.00
Computer Science	BS	SCS	0701.00
Criminal Justice	BS	DYS	2105.00
Economics	BA	DYS	2204.00
English Language and Literature	BA	DYS	1502.00
Environmental Science	BS	DYS	0420.00
Environmental Studies	BA	DYS	0420.00
Film and Screen Studies	BA	DYS	1010.00
Finance	BBA	LUB	0504.00
Fine Arts	BFA	DYS	1001.00
Forensic Science	BS	DYS	1999.20
General Business	BBA	LUB	0501.00
Global Asia Studies	BA	DYS	0301.00
History	BA	DYS	2205.00
Information Systems			
Information Systems–Business	BBA	LUB	0702.00
Information Systems–Computer Science	BS	SCS	0702.00
Internet Technology	BS	SCS	0799.00
International Management	BBA	LUB	0513.00
Language, Culture, and World Trade	BA	DYS	2299.00
Latin American Studies	BA	DYS	0308.00
Liberal Studies	BA	DYS	4901.00

Management-Business Management	BBA	LUB	0506.00
Management- Entrepreneurship	BBA	LUB	0506.00
Management- Hospitality and Tourism	BBA	LUB	0506.00
Management- Human Resources	BBA	LUB	0506.00
Marketing-Advertising and Integrated Marketing Communications (IMC)	BBA	LUB	0509.00
Marketing-Global Marketing Management	BBA	LUB	0509.00
Mathematics	BA	DYS	1701.00
Mathematics	BS	DYS	1701.00
Modern Languages and Cultures	BA	DYS	1199.00
Musical Theater	BFA	DYS	1004.00
Nursing 4-YR Baccalaureate	BS	NUR	2299.00
Philosophy and Religious Studies	BA	DYS	1599.00
Political Science	BA	DYS	2207.00
Production & Design Stage & Screen	BFA	DYS	1009.00
Professional Communication Studies *	BS	DYS	0599.00
Professional Computer Studies *	BS	SCS	0701.00
Professional Studies	BS	DYS	4901.00
Professional Technology Studies **			
Internet Technology and E-Commerce	BS	SCS	0799.00
Quantitative Business Analysis	BBA	LUB	0506.00
Telecommunications (NACTEL)	BS	SCS	0799.00
Psychology	BA	DYS	2001.00
Sociology-Anthropology	BA	DYS	2208.00
Spanish	BA	DYS	1105.00
Teaching Students with Speech and Language Disabilities	BA	DYS	0815.00
Theater Arts	BA	DYS	1007.00
Women's and Gender Studies	BA	DYS	2299.00

Associate Degrees (Two-Year Degrees)

MAJOR	DEGREE	SCH	HEGIS CODE
Applied Information Technology: Networking Technologies (NACTEL)	AS	SCS	5199.00
Personal Computer Applications (CLOUT)	AS	SCS	5199.00
Mobile Technology (NACTEL)	AS	SCS	5199.00
Telecommunications (NACTEL)	AS	SCS	5199.00
Video Technologies (NACTEL)			
Wireless Networking (NACTEL)	AS	SCS	5199.00
General Arts and Sciences	AA	DYS	5649.00

Combined Degrees

MAJOR	HEGIS CODE
BA in Biology and Adolescent Education and MSE in Adolescent Education	0401.01
BA in Chemistry and Adolescent Education and MSE in Adolescent Education	1905.01
BA in Childhood Education and Special Needs MSE in Adolescent Education	0808.08
BA in Computer Science and MS in Computer Science	0701.00
BA in Computer Science and MS in Information Systems	0701.00
BA in Computer Science and MS in Telecommunications	0701.00
BA in Earth Science and Adolescent Education and MSE in Adolescent Education	1917.01
BA in English and Adolescent Education and MSE in Adolescent Education	1501.01
BA in English Language and Literature and MS in Publishing	1502.00
BA in Environmental Studies and JD in Law	0420.00
BA in History and JD in Law	2205.00
BA in History Social Studies and Adolescent Education and MSE in Adolescent Education	2201.01
BA in Mathematics and Adolescent Education and MSE in Adolescent Education	1701.01
BA in Philosophy and Religious Studies and JD in Law	1599.10
BA in Political Science and JD in Law	2207.00
BA in Psychology and MA in Psychology	2001.00
BA in Spanish and Adolescent Education and MSE in Adolescent Education	1105.01
BBA in Public Accounting and MBA in Public Accounting	0502.00
BBA in Public Accounting and MS in Financial Management	0502.00
BS in Computer Science and MS in Software Development and Engineering	0701.00
BS in Criminal Justice and JD in Law	2105.00
BSN in Nursing and MS in Family Nurse Practitioner (p. 97)	1203.00
BSN in Nursing and MA in Nursing Education	1203.01
BS in Technology Systems and MS in Information Systems	0702.00

Certificate Programs

MAJOR	HEGIS CODE
Applications Programming	5103.00
Basic Accounting	5002.00
Broadband Essentials	5199.00
Computer Art	5012.00
Emerging Telecommunications Technology	5199.00
French For The Professions	5611.00
General Business	5001.00
Human Resource Management	0515.00
Information Assurance In The Criminal Justice Systems	5505.00
Information Systems	5101.00
International Marketing Management	5004.00
Internet Technologies	5104.00
Introduction To Broadband	5199.00
Introduction To Telecommunications	5199.00
Italian For The Professions	5611.00
Latin American Studies	5603.00
Personal Computer Applications	5199.00
(Personal Computer And Multimedia Applications)	5199.00
Political Science	5622.00
Programming	5103.00
Spanish For The Professions	5611.00
Telecommunications Essentials	5199.00
Web Media	5104.00

Transfer and adult students only
**Allied health programs are offered in conjunction with: Columbia University, New York State College of Optometry, New York Medical College, and New York College of Podiatric Medicine.
†† Program requires students to choose a second major based on the subject they choose to teach.
+++Students can choose to major in Literacy, Special Education, or Educational Technology at the MSE level.
 # Associate and Combined Degree programs have separate admission and enrollment requirements. Please contact the admission office for more details. Students who wish to enroll in the combined degree program usually do so in their junior and/or senior years and are required to meet a minimum GPA.
Pre-med and pre-law tracks are preparatory for medical school or law school, respectively.

HEGIS Code - Undergraduate Majors for 2014-15 (Pleasantville Campus)

MAJOR	DEGREE	SCH	HEGIS CODE
American Studies	BA	DYS	0313.00
Applied Psychology and Human Relations	BA	DYS	2001.00
Accounting			
General Accounting	BBA	LUB	0502.00
Public Accounting	BBA	LUB	0502.00
Art	BS	DYS	1002.00
Biochemistry	BS	DYS	0414.00
Biology	BS/BA	DYS	0401.00
Biological Psychology	BA	DYS	2010.00
Chemistry	BS	DYS	1905.00
Childhood Education	BA	SOE	0802.00
Clinical Laboratory Science	BS	DYS	1223.00
Communication Arts and Journalism	BA	DYS	0602.00
Communications	BA	DYS	0601.00
Computer Science	BS/BA	SCS	0701.00
Criminal Justice	BS	DYS	2105.00
Economics	BA	DYS	2204.00
Education, Adolescent ††			
Biology	BA	SOE	0401.01
Chemistry	BA	SOE	1905.01
Earth Science	BA	SOE	1917.01
English	BA	SOE	1501.01
History / Social Studies	BA	SOE	2201.01
Italian	BA	SOE	1104.01
Mathematics	BA	SOE	1701.01
Spanish	BA	SOE	1105.01
English	BA	DYS	1501.00
English and Communications	BA	DYS	1502.00

Environmental Science	BS	DYS	0420.00
Environmental Studies	BA	DYS	0420.00
Film and Screen Studies	BA	DYS	1010.00
Finance	BBA	LUB	0504.00
General Business	BBA	LUB	0501.00
History	BA	DYS	2205.00
Human Services	BA	DYS	4903.00
Information Systems			
Information Systems–Business	BBA	LUB	0702.00
Information Systems–Computer Science	BS	SCS	0702.00
International Management	BBA	LUB	0513.00
Liberal Studies	BA	DYS	4901.00
Management-Business Management	BBA	LUB	0506.00
Management- Entrepreneurship	BBA	LUB	0506.00
Management- Human Resources	BBA	LUB	0506.00
Marketing-Advertising and Integrated Marketing Communications	BBA	LUB	0509.00
Marketing-Global Marketing Management	BBA	LUB	0509.00
Mathematics	BA/BS	DYS	1701.00
Modern Languages and Cultures	BA	DYS	1199.00
Nursing (4-year program)	BS	LSN	1203.00
Philosophy and Religious Studies	BA	DYS	1599.00
Political Science	BA	DYS	2207.00
Professional Communication Studies *	BS	DYS	0599.00
Professional Computer Studies *	BS	SCS	0701.00
Professional Studies	BS	DYS	4901.00
Professional Technology Studies **			
Internet Technology and E-Commerce	BS	SCS	0799.00
Telecommunications (NACTEL)	BS	SCS	0799.00
Psychology	BA	DYS	2001.00

Associate Degrees (Two-Year Degrees)

MAJOR	DEGREE	SCH	HEGIS CODE
Applied Information Technology	AS	SCS	5101.00
Networking Technologies (NACTEL)	AS	SCS	5199.00
Telecommunications (NACTEL)	AS	SCS	5199.00
Wireless Networking	AS	SCS	5199.00
General Arts and Sciences	AA	DYS	5649.00

Combined Degrees

MAJOR	HEGIS CODE
BA in Applied Psychology and Human Relations and MS in Counseling	2001.00
BA in Applied Psychology and Human Relations and MS in Mental Health Counseling	2001.00
BA in Biology and Adolescent Education and MSE in Adolescent Education	0401.00
BA in Biology and JD in Law	0401.00
BA in Chemistry and Adolescent Education and MSE in Adolescent Education	1905.01
BA in Childhood Education and Special Needs MSE in Adolescent Education	0808.00
BA in Communications and JD in Law	0601.00
BA in Computer Science and MS in Computer Science	0701.00
BA in Computer Science and MS in Information Systems	0701.00
BA in Computer Science and MS in Telecommunications	0701.00
BA in Earth Science and Adolescent Education and MSE in Adolescent Education	1917.01
BA in English and JD in Law	1501.00
BA in Environmental Studies and JD in Law	0420.00
BA in Environmental Studies and MS in Environmental Science	0420.00
BA in History and JD in Law	2205.00
BA in History Social Studies and Adolescent Education and MSE in Adolescent Education	2201.01
BA in Italian and Adolescent Education and MSE in Adolescent Education	1104.01
BA in Mathematics and Adolescent Education and MSE in Adolescent Education	1701.01
BA in Philosophy and Religious Studies and JD in Law	1599.10
BA in Political Science and JD in Law	2207.00
BA in Political Science and Master in Public Administration	2207.00
BA in Psychology and MS in Counseling	2001.00
BA in Spanish and Adolescent Education and MSE in Adolescent Education	1105.01
BBA in Public Accounting and MBA in Public Accounting	0502.00

BBA in Public Accounting and MS in Financial Management	0502.00
BS in Biology and MS in Environmental Science	0401.00
BS in Computer Science and MS in Software Development and Engineering	0701.00
BS in Criminal Justice and JD in Law	2105.00
BSN in Nursing and MS in Family Nurse Practitioner	1203.00
BSN in Nursing and MA in Nursing Education	1203.10
BS in Technology Systems and MS in Information Systems	0702.00

Certificate Programs

MAJOR	HEGIS CODE
Applications Programming	5103.00
Basic Accounting	5002.00
Broadband Essentials	5199.00
Computer Art	5012.00
Emerging Telecommunications Technology	5199.00
General Business	5001.00
Information Assurance In The Criminal Justice Systems	5505.00
Information Systems	5101.00
International Marketing	5004.00
Internet Technologies	5104.00
Introduction To Broadband	5199.00
Introduction To Telecommunications	5199.00
Latin American Studies	5603.00
Naturalist	5604.00
Personal Computer Applications (Personal Computer And Multimedia Applications)	5199.00
Programming	5103.00
Telecommunications Essentials	5199.00
Web Media	5104.00

* Transfer and adult students only
**Allied health programs are offered in conjunction with: Columbia University, New York State College of Optometry, New York Medical College, and New York College of Podiatric Medicine.
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Pre-med and pre-law tracks are preparatory for medical school or law school, respectively.

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Marijo Russell-O'Grady

Admission

Applicants for admission to Pace University are considered in terms of past achievement and future promise. The Admission Committee considers the record of each applicant individually.

Procedures for Admission (Degree Students)

Ready to apply? Please visit www.pace.edu/apply.

First-Year, Transfer and International degree students may apply to Pace University for either the fall or spring semester and as a full-time or part-time student.

Important Dates

Fall Early Action deadline	December 1
Fall Performing Arts deadline	January 15
Fall regular decision deadline	February 15 (Pace uses a rolling admission plan after February 15 based on space availability.)
Fall Nursing deadline	February 15
Fall FAFSA priority filing deadline	February 15
Fall Tuition and Housing Deposit deadline	May 1
Spring application deadline	December 1 (Pace uses a rolling admission plan after December 1 based on space availability.)
Spring Tuition and Housing Deposit deadline	January 1

First-Year Applicants – The following information must be submitted for a student to be considered for admission:
- An application for admission and a nonrefundable application fee of $50.00
- An official high school transcript or scores (photocopies are not accepted)
- SAT I or ACT official score reports
- 2 recommendations from a teacher and/or counselor that knows you well
- A personal statement or essay

Transfer Applicants – The following information must be submitted in order for a student to be considered for admission:
- An application for admission and a nonrefundable application fee of $50.00
- An official transcript(s) from all previous colleges, universities, and/or proprietary schools attended
- An official high school transcript certifying graduation or equivalency certification (GED) and scores (photocopies are not accepted).
- A personal statement or essay

Transcripts from all previously attended colleges and universities must be submitted even if transfer credit will not be requested. Submission of false records or omission of previous college, university and/or proprietary school attendance may result in denial of admission, reversal of admission decision, and/or denial of transfer credit.

In order to complete the evaluation of credits and registration, all credentials should be received by the Office of Undergraduate Admission at least six weeks prior to the date of enrollment. Courses with grades of C or better are considered for transfer credit. Grades of C- or lower are not transferable.

Lienhard School of Nursing Applicants

The four-year BS in Nursing Program is offered only on the Westchester Campus. The application deadline for first-year and transfer applicants is February 15. Admission to the nursing program is competitive.

Transfer applicants must have a 3.0 or better cumulative GPA and take the Evolve Reach Admissions Assessment (A2) Exam to be admitted.

Lienhard School of Nursing students must be certified in Professional Providers CPR and submit a satisfactory medical certification, including physical examination, chest x-ray, and required immunization prior to their first clinical experience.

Freshmen / First Year

Freshman First Year

Candidates for admission to the freshman class should have a minimum of 16 academic units including four years of English, three to four years of history/social science, three to four years of college preparatory mathematics, two years of lab science, two years of a foreign language, and two to three academic electives. Prior to enrolling, students must complete the high school program or GED and graduate.

High School Equivalency Diploma – Candidates for admission who hold a recognized high school equivalency diploma (GED) must have a minimum total score of at least 3,000, with a minimum score of 410 on each individual part of the test. An applicant who has taken the GED scoring less than 3,000 may be eligible for admission as a non-degree student. Applicants must submit official test scores and a diploma (photocopies are not accepted) to the Office of Undergraduate Admission.

Note: Pace does not offer preparation courses for the GED.

Placement Examinations – Freshmen are required to take placement examinations to determine first-year programming. Details will be sent beginning in May after acceptance to the University. Upon review of Placement Exam results, an advisor will create schedule of classes based on the results of the placement test. Most students are assigned a standard course load of 12–16 credits per semester for the first year. Students who are admitted to a reduced program are advised to enroll in a program of 12–13 credits for their first year if the academic record and placement test results indicate the need for a gradual adjustment to the rigors of college-level work.

Students are bound by the degree requirements specified in the current catalog at the time of matriculation.

Transfer

A transfer student is defined as anyone who has earned college-level coursework after graduation from a secondary school or high school. Transfer applicants must submit high school records and college transcripts from all schools attended with their application, essay, and two (2) letters of recommendation.

Submission of false records or omission of previous college, university, and/or proprietary school attendance may result in denial of admission, reversal of admission decision, and/or denial of transfer credit.

Transfer Credit Policy - Transfer Students

Transfer credit is evaluated according to the following policy:

Grade Requirements – Courses with a grade of C or better from a regionally accredited college/university will be considered for transfer credit.

Major Program – A major program is defined as those courses directly related to the student's primary course of study (e.g., accounting, marketing, history, mathematics, computer science, etc.). Fifty (50) percent of the student's major program must be completed at Pace University. For students in the Lubin School of Business, the business core requirement is considered part of the major program.

Degree Program – The number of transferable credits is determined by the degree program to which the credits will be applied.

Bachelor's Degree – A maximum of 96 credits may be transferred to a bachelor's degree program from accredited four-year institutions (see below for limitations on transfer from two-year colleges). Course equivalencies are awarded based upon the student's degree program.

Transfer from Two-Year Colleges – A maximum of 68 credits may be transferred from accredited two-year institutions toward a bachelor's degree program. Credit will be granted only for equivalent lower-division and some upper-level courses offered at Pace as determined by the appropriate academic department.

EVOLVE Test for Nursing Students – Transfer students admitted to the Lienhard School of Nursing are required to take a placement test prior to admission and must have a 3.0 GPA or better to be accepted.

Course Equivalency – Courses transferred must be applicable and comparable to corresponding courses at Pace University. In cases where the student's program at Pace provides for electives, the student may receive elective credit toward the degree requirement for those courses taken at another institution that are not offered at Pace.

Sources of Transfer Credit:
- Institutions accredited by a regional affiliate of the Commission on Higher Education (e.g., The Middle States Association of Colleges and Schools)
- Institutions that have entered into transfer credit articulation agreements with Pace University
- Other institutions, with the approval of the appropriate chairpersons and dean
- Results of acceptable performance on standardized proficiency examinations

Where a standardized proficiency examination is not available, a Pace departmental Challenge Proficiency Examination may be administered. The cost of each examination is one credit of tuition for each course challenged.

International Student Applicants

Would you like to apply? Please visit www.pace.edu/apply.

An international student is defined by Pace as any student who enters the U.S. on a nonimmigrant visa, including a student, exchange student, diplomatic, or dependent visa, to study at the University.

Application Procedures

International students are required to complete the Application for Admission for Undergraduate International Students. The application is to be returned to the Pace University Application Processing Center with a $50.00 nonrefundable fee.

Important Dates

Fall Early Action deadline	December 1
Fall Performing Arts deadline	January 15
Fall regular decision deadline	February 15 (Pace uses a rolling admission plan after February 15 based on space availability.)
Fall Nursing deadline	February 15
Fall Tuition and Housing Deposit deadline	May 1
Spring application deadline	December 1 (Pace uses a rolling admission plan after December 1 based on space availability.)
Spring Tuition and Housing Deposit deadline	January 1

In support of the application for admission, the following information is required by the Office of Undergraduate Admission before a final admission decision can be made:

.	Official academic records (transcripts), diplomas, and final examination scores from all secondary (high school) and post-secondary (college, university) institutions (in English). Photocopies, facsimiles, and notarized copies of academic records (transcripts) are not considered official and will not be accepted.
.	Academic records (transcripts) issued in a language other than English are required to be translated and attested by the institution of origin or an approved evaluation/translation agency accepted by Pace University.
.	Transfer applicants should also submit an official catalog or syllabus of course work from each post-secondary institution attended to receive transfer credit.
.	Applicants whose native language is not English must submit the results of the Test of English as a Foreign Language (TOEFL), or Pearson PTE academic,or the International English Language Testing System (IELTS). Official test scores must be sent directly to Pace University. Photocopies or notarized copies of TOEFL, PTEor IELTS scores are not accepted. Scores must be within 2 years of application.
.	Two letters of recommendation from a teacher, academic counselor, or individual who knows the applicant well and can describe her or his academic potential and personal characteristics.
.	A personal statement or essay on a topic of their choice.

Student and Exchange Student Visas

To receive an entry visa for study in the U.S., an international student must demonstrate that he or she has sufficient funds available to pay for tuition, room and board, and all living expenses for his or her studies at Pace University for a minimum of one year.

Click here for more info about the application/TOEFL/Visa requirements.

Enrollment and Registration – After a student has been notified of her or his acceptance, a $100 nonrefundable tuition deposit is required. For students planning to live in university-sponsored housing, a nonrefundable $500 tuition and housing deposit will be required. Specific information will be sent by the International Director of Admission at the time of admission regarding the deposit deadline. All new international students are required to complete the University's placement examination upon arrival on campus and prior to registration. Students having limited English skills may be required to enroll in intensive noncredit English classes prior to their enrollment in academic courses. Noncredit

intensive English courses will entail additional expense and extend the time normally required to complete the student's degree.

International Baccalaureate Diploma Program – Pace University recognizes the demanding course of study involved with the International Baccalaureate Diploma Program (IB) and views IB coursework as a strong indicator of academic promise and achievement.

At Pace University, credit or advanced standing may be awarded for higher level (HL) examinations with scores of 4, 5, 6, or 7. Credit and advanced standing is determined on a course-by-course basis.

For more detailed information, please contact the Office of International Admission. Additional information regarding the International Baccalaureate can be obtained from your guidance counselor or the IB North America Regional Office in New York:

Email: ibna@ibo.org

Telephone:		(212) 696-4464
Fax:		(212) 889-9242

Non-degree Students

Non-degree students, (students enrolled in credit bearing courses who have not been admitted into a degree program), are admitted and registered by the Office of Undergraduate Admission. Admission as a non-degree student requires completion of high school or a GED, and/or proof of good academic standing at previously attended colleges or universities.

Submission of false records or omission of previous college, university, and/or proprietary school attendance may result in denial of admission, reversal of admission decision, and/or denial of transfer credit.

Non-degree students may enroll in classes for the fall, spring or summer semesters and attend on a part-time basis registering for a maximum of 11 credits per semester up to a maximum of 25 credits in total. Students may apply for matriculation into a degree program after meeting the requirements listed under the Procedures for Admission of Degree Students section of this catalog.

Visiting Student Status

A Visiting Student is a non-degree student who takes classes at Pace for the purpose of transferring the credits back to another university or college. Visiting students are admitted and registered by the Undergraduate Admission Office Requirements for admission may include any or all of the following: official copy of college transcript(s), letter of permission from the applicant's resident academic institution including a statement of good academic standing, HS transcript or GED or proof of HS graduation.

Advanced Placement

College Board Advanced Placement Program – Pace University is a participant in the Advanced Placement Program of the College Board. Students who achieve satisfactory scores on the Advanced Placement Tests must send official test results and may receive credit and/or advanced placement.

For more detailed information, please contact the Office of Undergraduate Admission.

Educational Testing ServiceBox 592   -or-   Educational Testing ServiceBox 1025
Princeton, NJ 08540   Berkeley, CA 94701

International Baccalaureate

Pace University may accept International Baccalaureate (IB) credit, provided a certain score is attained. Credit is granted for higher level (HL) courses only.

CLEP and CPEP Examinations

Credit may be awarded for results obtained through the College Level Examination Program (CLEP) and the New York State College Proficiency Exam Program (CPEP) provided that the courses are applicable to the degree program chosen and a satisfactory score has been achieved.

CLEP General Examinations – Students must attain at least a minimum score of 50 to receive credit from the general examination.

CLEP Subject Examinations – The standard score required for credit must be equivalent to a C grade (based on the most recent college board norming data). The number of credits awarded is based upon the recommendations of the College Level Examination Program.

American Council on Education (ACE) Credit

Transfer credit may be granted for credit earned or standardized exams taken that are approved by the American Council on Education. Evaluation and approval of credit is subject to review by Pace chairpersons or dean.

iPace and Continuing Education

Online Bachelor's Degree Completion Programs can be completed part time. You can also contact the Admission office at 212-346-1324 or via email at iPace@pace.edu.

Matriculation

In order to receive a degree, students must become matriculated; that is, officially accepted into a degree program.

Students who wish to pursue a degree may be asked to take specific courses in order to demonstrate academic ability before being accepted into a degree program. Because many students come to Pace University with previous college credit, a meeting with an adviser is recommended for course selection. Prior credits earned will be applied to degree requirements upon the student's acceptance into a degree program. In general, the recommended requirements for matriculation are:

Requirements For Matriculation
Completion of twelve (12) University Core credits at Pace University, including ENG 110 and/or 120* and a minimum 2.0 grade point average. In addition, students matriculating into the Lubin School of Business must complete MAT103 or higher* within the 12 University Core credits. Students[WU2] matriculating into the Lienhard School of Nursing and the School of Education must attain a 2.75 and 3.0 grade point average respectively. (Note: All I-R and F grades must be cleared before matriculation).

Unless these writing or math courses transfer in from another institution. Other courses may be substituted.

Earning Credits Towards Your Degree

Prior Learning Assessment
Adult/non-traditional students are likely to have acquired college-level learning outside of the academic classroom. In addition to evaluating transfer credit from prior college work, Pace University offers assessment of prior learning, including credit by examination, experiential learning assessment, and acceptance of ACE/NCCRS-recommended credit.

Experiential Learning Assessment
Pace University recognizes that adults often come to school with a great deal of experience and knowledge gained outside of a formal academic setting. Students interested in exploring the possibility of earning college credit for that knowledge should meet with an advisor to explore the options available. When an advisor determines that a student may be eligible for experiential credit, the student will be encouraged to enroll in a prior learning assessment course (INT 196B). This course will guide the student through the process of writing a portfolio that will be submitted for evaluation to the appropriate academic department. A faculty evaluator reviews the portfolio and, if college-level learning is demonstrated, approves the granting of credits. Credit earned through portfolio assessment is entered on a student's transcript as institutional transfer credit. Students must be enrolled in one of the on-campus adult degree programs to earn up to 36 portfolio credits (BS in Professional Studies, BBA in General Business and BS in Professional Computer Studies)*. Students may also apply up to 15 portfolio credits* to traditional bachelor degrees with permission of the chairperson of the department in which the major is offered. The portfolio process may not be completed once the student has obtained 96 transfer credits towards a degree.

*There is no guarantee of earning 36 or 15 portfolio credits. The number of portfolio credits earned depends on the individual student's experience and the extent to which that experience is deemed to be equivalent to comparable learning achieved in Pace University coursework.

College Level Examination Program (CLEP)
Accelerate completion of your degree by taking the CLEP exams. The College Level Examination Program, created by the College Board and Educational Testing Services, offers standardized tests at Pace that allow you to obtain college credit in general and subject areas.

Noncredit and Non-Degree Programs

Pace University's Continuing and Professional Education offers a variety of noncredit courses, seminars, certificates, and training opportunities..

Adult Degree Programs

iPace

iPace is an online degree completion program designed for adults with busy work and family lives who cannot attend a university full-time. iPace degree programs are part-time and are an ideal program for those who have at least 56 college credits or an associate degree. Students with less than 56 credits may apply for our online Associates degree. The degrees in iPace are convenient and career-focused. Students receive a Pace degree, take courses taught by Pace University faculty, and receive high-touch academic advisement and online academic support to ensure timely completion of the undergraduate degree.

There are six iPace programs:

• **AA in General Arts and Sciences** (100% online)

• **BBA in Business Studies** (100% online)

  - Concentrations in Marketing and Management or Accounting and Internal Auditing
•   **BS in Professional Technology Studies** (100% online)
  - Concentration in Computer Forensics
•   **BS in Professional Communication Studies** (100% online)
•   **BS in Nursing** (Online + in-person sessions)
•   **BS in Disabilities and Community Living** (100% online)

Individualized adult degrees combine your work-life experience with credit courses to complete your degree. There are flexible on-campus adult programs in the following:

Degrees designed specifically for adults are:

•   Bachelor of Arts in Liberal Studies
•   Bachelor of Science in Professional Studies
•   Bachelor of Science in Professional Computer Studies
•   Bachelor of Business Administration in General Business

You can contact the office at 212-346-1943 or via email at aceny@pace.edu or aceplv@pace.edu.

Athletics and Recreation

Pace University views athletics and recreation as an integral part of the educational experience. The athletics program is designed to bring students together through participation in a variety of varsity, intramural, and recreational sports while serving as a focal point for all students, faculty, staff, and alumni.

As with other nonacademic activities, athletic activities add another dimension to university life. Intercollegiate and intramural sports give the men and women of Pace University a chance to compete at many levels of ability and interest. There are currently 14 varsity teams, a spirit squad made up of cheerleading and dance teams as well as a wide variety of intramural sports. In addition, women's lacrosse and field hockey programs will be added as varsity sports to provide new women's sport opportunities at Pace. The first varsity season for women's lacrosse will be the spring of 2015 followed by field hockey in the fall of 2015.

The 75,000 square-foot, $17 million Ann and Alfred Goldstein Health, Fitness and Recreation Center has been a recognizable landmark of the Pace community since its opening in 2002. The multipurpose, state-of-the-art facility, located on the Pleasantville campus, includes a 2,400 seat arena, an eight lane natatorium, a walking/jogging track, a weight room, an aerobics room, an athletic training facility, locker rooms, and a health care center.

Also, in collaboration with the university, the athletics department will be building four new athletics facilities beginning in the fall of 2014. A new multipurpose field with lights, artificial turf and 1,000 seats will be built for football, men's lacrosse, women's lacrosse and women's soccer. Peter X. Finnerty field will add turf, lights and will be the home of the baseball and field hockey teams. An athletics field house will be constructed with a strength center, locker rooms, sports medicine facilities, offices and a VIP room in the south end zone of the football field. Lastly, a new field for the Pace Softball program will be added to the Pleasantville campus as well.

Pace University maintains a successful intercollegiate program for students who qualify under the rules of the University, NCAA, and Northeast-10 Conference. Men's intercollegiate varsity sports include basketball, baseball, cross country, lacrosse, football, and swimming and diving. Women participate in basketball, cross country, field hockey, lacrosse, soccer, softball, spirit squad, swimming and diving, and volleyball. Pace University competes at the NCAA Division II level, with membership in the Northeast-10 Conference and the Eastern Collegiate Athletic Conference (ECAC).

Football kicks off the fall season for the Setters competing in the ten-football team Northeast-10 Conference. The women's volleyball team has won the Northeast-10 Conference Championship twice since joining the NE-10 and has competed in the NCAA Division II Championship in three of the last six seasons. Both teams play their home games in Pleasantville. The women's soccer program was started in 1997 and has seen over a dozen all-conference players as well as all-region selections. The women's soccer team currently plays all its home games on the Briarcliff campus of Pace University but will move to the Pleasantville campus in 2015.

The men's and women's basketball teams play their home games at the Goldstein Health, Fitness, and Recreation Center on the Pleasantville campus. The women's team advanced to the NCAA Division II Elite Eight in 2001 and the Sweet 16 in 2011. The men's squad won the first NCAA tournament game in program history in 2002 and was an NCAA Tournament participant in 2007.

The baseball team was the NE-10 Southwest Division Champions in 2012 and 2013, earning a bid to the 2013 NCAA Division II Tournament. In addition, the baseball program has had a number of its players drafted in the Major League Baseball First-Year Player draft. The men's lacrosse team plays in the one of the top Division II conferences in the country that have featured four national champions in the last decade. Women's softball which has a tradition of regional and conference success is played on the Briarcliff campus and will move to a new facility on the Pleasantville campus in 2016.

Among Pace's remaining sports, men's and women's cross country compete against some the most talented Division I and II programs in the East Region at various meets in the fall. The swimming and diving teams compete in the competitive NE-10 and have recently had five divers earn berths in the NCAA Division II national qualifiers the past two seasons.

For all information regarding Pace University Athletics log on to www.PaceUAthletics.com and follow @PaceUAthletics on Twitter.

Tuition and Fees

Graduate Tuition and Fees for 2014-15 (subject to change)

General Institution Fees (Undergraduate & Graduate):

Up to Four Credits: $137.00
Five to Seven Credits: $200.00
Eight to Eleven Credits: $266.00
Twelve or More Credits: $380.00

Graduate Tuition Per Credit by School/College*:

Actors Studio MFA	$38,580.00 **per year**
College of Health Professions 2-year Combined Degree	$1,050.00 **per credit**
College of Health Professions Nursing Combined Degree-Day	$17,524.00 **per semester**
College of Health Professions Nursing (DNP Only)	$9,185.00 **per semester**
College of Health Professions Nursing (excluding DNP) Graduate Rate	$1070.00 **per credit**
College of Health Professions – Physicians Assistance Program	$1,113.00 **per credit**
Dyson Arts and Sciences Graduate Rate	$1,100.00 **per credit**
Dyson EMA Homeland	$875.00 **per credit**
Dyson MPA Program	$930.00 **per credit**
Dyson MS Environmental Science	$1,015.00 **per credit**
Dyson Publishing	$1,040.00 **per credit**
Dyson Doctorate in Psychology (NY Campus only)	$1,150.00 per credit
Dyson PhD – Mental Health Counseling	$1,065.00 per credit
iPace RN/BS	$680 **per credit**
Lubin (DPS only)	$1,155.00 **per credit**
Lubin Business (excluding DPS)	$1,120.00 **per credit**
Lubin e.MBA	$78,000.00 **total program**
Lubin MS in Finance for Professionals	$47,000.00 **total program**
School of Education	$820.00 **per credit**
Seidenberg CSIS (DPS only)	$66,000.00 **total program**
Seidenberg CSIS (excluding DPS)	$1,120.00 **per credit**
Seidenberg PhD	$781.00 per credit
Graduate Pathways	$9,192.00 **One Term**
	$18,384.00 **Two Terms**
	$27,576.00 **Three Terms**

Fees for 2014-2015*

Maintaining of Matriculation (Graduate)	Per Semester
MM 600 MN (Master's)	$50.00
MM 700 MN (PsyD)	$250.00
MM 800 MN (DPS)	$250.00
MM 801 MN (DCS)	$250.00
DPS in Computing, Year 5	$1,000.00

Miscellaneous Fees	Per Semester
Alumni Audit	Applicable course fee only
Admissions Application Graduate	$70.00
Auditing, Per Credit	Part time prevailing per credit rate
Deferred/Conflict Exam	$35.00 for 1 exam, $50.00 for 2+ exams
Dorm Deposit	$400.00
Dorm Security Deposit	$100.00
Dyson Graduate Student Association Fee	$50.00 per semester
Late Registration/Payment Fee: Fall and Spring	$110.00
Late Registration/Payment Fee: Summer	$50.00
Late Payment Fee for 2nd Installment: Fall and Spring	$50.00
Lubin Graduate Student Development	$175.00
Mandatory Accident and Sickness Insurance Domestic Student	$342 for Summer I/II $138 for Summer II
Mandatory Accident and Sickness Insurance International Student	$198 for Summer I/II $80 for Summer II
Performing Arts Acting	$50.00
Performing Arts Musical Theatre	$50.00
Psychology Program, Graduate	$50.00 per credit
Proficiency Exam	$60.00
Return Check Charge	$20.00
School of Education Student Administrative Fee	$50.00 per semester
Student Activities, Full-time Undergraduate students	$76.00 (New York Campus)
Student Activities, Full-time Undergraduate students	$101.00 (Westchester Campus)
Technology Fee – Full Time	$100.00
Technology Fee – Part Time	$50.00
Tuition Deposit (New Undergraduates only)	$100.00 (non-refundable)
University Health Care Fee	$65.00

Maintaining of Matriculation (Graduate)	**Per Semester**
MM 600 MN (Master's)	$50.00
MM 700 MN (PsyD)	$250.00
MM 800 MN (DPS)	$250.00
MM 801 MN (DCS)	$250.00
DPS in Computing, Year 5	$1,000.00

Miscellaneous Fees	**Per Semester**
Alumni Audit	Applicable course fee only
Admissions Application Graduate	$70.00
Auditing, Per Credit	Part time prevailing per credit rate
Deferred/Conflict Exam	$35.00 for 1 exam, $50.00 for 2+ exams
Dorm Deposit	$400.00
Dorm Security Deposit	$100.00
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Mandatory Accident and Sickness Insurance Domestic Student	$342 for Summer I/II $138 for Summer II
Mandatory Accident and Sickness Insurance International Student	$198 for Summer I/II $80 for Summer II
Performing Arts Acting	$50.00
Performing Arts Musical Theatre	$50.00
Psychology Program, Graduate	$50.00 per credit
Proficiency Exam	$60.00
Return Check Charge	$20.00
School of Education Student Administrative Fee	$50.00 per semester
Student Activities, Full-time Undergraduate students	$76.00 (New York Campus)
Student Activities, Full-time Undergraduate students	$101.00 (Westchester Campus)
Technology Fee – Full Time	$100.00
Technology Fee – Part Time	$50.00
Tuition Deposit (New Undergraduates only)	$100.00 (non-refundable)
University Health Care Fee	$65.00

*** Tuition and Fees subject to change**

Note to Graduate Students

New graduate degree or certificate students should review their acceptance letters and registration packets for information regarding advising sessions and in-person registration options. Contact the Office of Graduate Admission for additional information.

Graduate visiting students must contact the Office of Graduate Admission and must register in person.

Graduate non-degree students must register in person with departmental approval during regular Office of Student Assistance office hours.

Please refer to the Class Information Guide for updated registration information and deadlines.

Continuing and approved resuming students may register online**.** Students with permission to register for exceptions may register in person. See Registration and Payment chart below.

   *Late Registration Fee: A Late Registration Fee of **$50** is assessed during this time period.

Please note: It is important that students keep their mailing addresses current. Please update any recent change of address online**.**

By registering, you agree to be governed by the conditions prescribed in the current Pace University Undergraduate or Graduate Catalog (which you have read or have had the opportunity to read) with regard to registration, scholarship, attendance, payment or abatement of fees, and other issues relevant to Pace University students.

Keeping Records

In order to fulfill your responsibility for planning your education, you should assemble and keep up-to-date an academic portfolio containing the following information:
•   The Pace University Undergraduate or Graduate Catalog in effect when you began your studies
•   A list with the courses you have passed, so you can follow your progress towards your objectives
•   Your program requirements worksheet
•   Transcripts from all the schools you have attended
•   All letters and forms you have received from the Pace University Admission Office
•   Test results from entrance exams, language exams, English and Math proficiency and placement exams, and advanced placement exams
•   Copies of important communications to and from the University such as Change of Major and Academic Petition Forms, official waivers and course substitution approvals, and your graduation evaluation
•   Copies of Immunization Compliance records submitted
•   Receipts for all financial transactions
•   Names, phone numbers, addresses, and e-mail addresses of advisers, instructor references, and other people on campus with whom you have frequent contact

Special Course Fees

General Institution Fee (GIF)

Pace University assesses a General Institutional Fee (GIF) to cover costs associated with ancillary services provided to students which are not covered by tuition: advisement, registration, tutoring and writing centers, library services, co-op and career services, inter-campus transportation, safety and security, parking, and athletic activities. Many institutions charge similar fees or assess separate fees for the aforementioned services. Pace University has consolidated the cost of these services into one concise fee.

University Health Care Fee

The Health Care Fee supports the existence of the University Health Care units located on the New York City and Pleasantville Campuses. These on-campus facilities are staffed by nurse practitioners - registered nurses who have received training in diagnosing and treating illness and prescribing medications and other treatments. The UHC is available to *all* Pace students, regardless of their ability to pay or health insurance coverage or whether or not the student chooses to make use of these facilities.

Technology Fee

Pace University assesses a Technology Fee to ensure students have access to the latest instructional technology resources available. All revenue generated from the technology fee goes directly towards funding instructional technology initiatives that are focused on enhancing the student learning experience. A committee comprised of students and faculty will vote to determine which discretionary initiatives receive funding each year, with annual reports to be provided to the Pace Community.

Graduate Courses Taken by Undergraduates

Students who are enrolled in a combined degree program are treated as undergraduate students through the end of the semester (Fall, Spring, or Summer) in which they earn 128 credits toward their degree, and then are treated as graduate students beginning with the first semester after the semester in which they achieve 128 credits toward the degree. They are assessed the prevailing undergraduate or graduate tuition rate where appropriate. Undergraduate students who are not enrolled in a combined degree program and who are advised to enroll in a graduate course (resulting in a 12-18 credit load) will be charged the prevailing undergraduate flat-rate tuition. For either of these tuition exceptions to occur, formal notification must be given to an OSA/Student Solutions Center manager by the academic adviser once the student is registered, so that the tuition can be manually adjusted as necessary prior to the beginning of the applicable semester. Please be reminded that non-combined-degree undergraduate students may only have a maximum of six (6) graduate credits applied to their undergraduate degree.

Delinquency of Outstanding Balances

Delinquent outstanding balances, including those from installment payment plans, are subject to collection by the University or, at the University's option, its designated agent. Late charges and interest may be added to a delinquent outstanding balance. In addition, the actual collection expenses, including attorneys' fees, if any, incurred by the University will be added to the delinquent outstanding balance. The amount of the actual collection expenses and fees may exceed 50 percent of the delinquent outstanding balance (including any late charges and interest).

Any student who has a delinquent outstanding balance is not eligible to enroll at the University. The University will not provide copies of transcripts to or on behalf of any student with a delinquent outstanding balance. A delinquent outstanding balance will be reported to all national credit bureaus and may significantly and adversely affect the student's credit history. The University may pursue legal action to recover the amount of the delinquent outstanding balance plus any late charges, interest, actual collection expenses, court costs, and attorneys' fees.

How to Make a Payment

*Please note that we do <u>not</u> accept credit card payments via email.

1. **Online**

Log on to the MyPace Portal**.** After login, click the "Students" tab, click on "Registration and Grades," then click on "Online Credit Card Payments." Pace University accepts Visa, MasterCard, American Express, and Discover/Novus. Students may also pay via WebCheck through their MyPace Portal. A personal checking or savings account from a U.S. financial institution is required. A student will need the account number and the routing number of the financial institution in order to process a WebCheck payment.

2. **By Mail**

Payment may be made via check or money order. Please include your Pace ID number on the check or money order. Make your payment by check or money order payable to Pace University and send to Pace University, Payment Processing Center, 861 Bedford Road, Pleasantville, NY 10570-2799.

3. **In Person**

Payment may be made directly at one of the OSA/Student Solution Centers:

NYC Campus
Pace University
  One Pace Plaza
  OSA/Student Solutions Center
  New York, NY 10038-1598

Westchester (Pleasantville) Campus
Pace University
  Administrative Center
  OSA/Student Solutions Center
  861 Bedford Road
  Pleasantville, NY 10570-2799

White Plains Campus (Law School)
Pace University
  78 North Broadway
  Aloysia Hall
  Attn: Student Accounts
  White Plains, NY 10603-3796

White Plains Graduate Center
Pace University
  OSA/Student Solutions Center
  One Martine Avenue
  White Plains, NY 10606

Types of Payments

Personal Checks: Personal checks are accepted in payment of tuition and fees. A charge of $20.00 is assessed for each check returned unpaid by the bank. The Office of Student Assistance reserves the right to exclude students from using personal checks, and may require a student to pay by certified check or money order if an account is more than 90 days in arrears.

Credit Cards and WebChecks: Credit cards (Visa, MasterCard, American Express, and Discover/Novus) are accepted for payment. Credit cards may be used to pay in full the semester charges, less validated Financial Aid. Payment may be made online or by using the reply copy of the semester invoice. If late fees apply, they will be charged. The Office of Student Assistance reserves the right to exclude students from paying by credit card and may require a student to pay by certified check or money order. Students may also pay via WebCheck through their MyPace Portal. A personal checking or savings account from a U.S. financial institution is required. A student will need the account number and the routing number of the financial institution in order to process a WebCheck payment.

Payment Options

Tuition insurance is available through The Student Protection Plan**.**

Please Note:
All students are bound by the payment due date, whether or not a University bill is received. Semester charges and payment information are available through your MyPace account.
1. **Full Payment**
Payment is due on the officially designated payment date shown below or at the time of registration:

Summer I	**Graduate/Undergraduate**	May 9 or day of registration if after May 9
Summer II	**Graduate/Undergraduate**	July 1 or day of registration if after July 1

1. **Financial Aid/Loan Recipients**
Validated Financial Aid Awards or approved Loans may appear on your invoice. If there is a discrepancy or aid is missing, call or visit the Financial Aid Office as soon as possible: (877) 672-1830.
2. **Monthly Payment Plan**
TuitionPay, sponsored by Sallie Mae, administers monthly payment plans for the **Fall, Spring, and Summer semesters**. To learn more about the available plans, call (800) 635-0120 to speak with a Sallie Mae representative.

Note: Deadlines for enrollment do apply for this program. Enroll early. Your registration will be finalized upon receipt of your TuitionPay Registration Certificate.

Campus Services

Campus Dining Services

Pace University Dining Services offers a variety of locations, programs, and services to make students' dining experience exceptional. Whether on the New York City or the Westchester campuses, students have the flexibility to choose where, when, and what they would like to purchase.

There are great locations on the New York City and Westchester campuses - each serving a different purpose. For those grabbing something to go on the New York City Campus, there is a licensed Starbucks store serving baked goods, bottled beverages, and their famous coffee. All campuses offer full-service fare as students may try one of the cafés or eateries, which offer a large variety of salad bars; made-to-order Boar's Head deli sandwiches; hot off the grill burgers, chicken breasts, veggie burgers and more, cook-to-order stations; pizza and pasta's, made to order sushi, smoothie bars and traditional entrees.

Monthly fun promotions spice up the menu. More details are available on the Pace Dining Services Web site, www.dineoncampus.com/pace.

All full-time undergraduate students at the Westchester and New York City campuses are required to participate in a level of the University's Mandatory Dining Plan. Please refer to the *Housing Occupancy Agreement and Campus Dining* brochure for resident and full-time Commuters or visit the Meal Plan Information page on www.dineoncampus.com for various buy-in levels and requirements.

All part-time students are invited to choose a dining plan of interest. Take a look at our Campus Dining website and choose the plan that best suits your needs. To sign up visit the meal plan office on either the Pleasantville or New York City campus or go to the Pace Portal click on the Student tab and look for *MY HOUSING & DINING* and choose your meal plan. For more information call:

- **Pleasantville**, Kessel Campus Center, (914) 773-3763
- **New York City**, One Pace Plaza, 1st floor, (212) 346-1283
- **Briarcliff**, Dow Hall, (914) 923-2612

Environmental Center

Environmental Division

The Environmental Center is an academic component of the Department of Biological Sciences of Dyson College of Arts and Sciences and serves as an educational resource to the Pace community and to the regional area. The primary objective of the Center is to promote environmental education. In addition the Center serves as a meeting place for the environmental club, (N.A.T.U.R.E.), sponsors Earth Month, and supports efforts to "green" the campus. Students from the University and local high schools also work closely with faculty at the Center, designing and pursuing individualized internships.

Recently the original Environmental Center was relocated to a beautiful area of campus surrounded by woods and wetlands. These natural resources add to the distinctive qualities of the Center and enhance the opportunity for field studies. The replicated historic farmhouse from the Choate estate, combined with livestock pens, bird of prey enclosures, pavilion and a live animal exhibit room create a unique educational facility. The new state of the art gold LEED certified classroom building, incorporates solar panels and a geothermal system as a way to model energy alternatives. The grounds are enhanced by eclectic gardens and feature a diverse nature trail

Identification Cards (Higher One)

University policy requires that a valid Pace University identification card be worn on the outermost garments on all campuses. (Visitors will be issued temporary passes.) A special resident ID is required for admission to the residence halls. At the New York campus and Lubin Graduate Center, ID cards must be displayed to enter campus. ID cards must be presented for access to the Pleasantville and Briarcliff campuses between 11:00 PM and 7:00 AM, Monday through Friday, and throughout the weekend. This card is also required for admission to the Academic Computing labs, Library Services, and on-campus events. Administrative ID Offices are located at:

New York City
One Pace Plaza, Solutions Center 1st floor next to OSA, (212) 346-1812
And on the B-level in the Auxiliary Services Office
Monday - Thursday, 10:00 AM - 6:00 PM
Friday, 9:00 AM - 5:00 PM

White Plains
Aloysia Hall, (914) 422-4138
Monday - Friday, 9:00 AM - 5:00 PM

Pleasantville
Kessel Student Center, (914) 773-3830
Monday - Friday, 9:00 AM - 5:00 PM

Operation hours at the above locations will be expanded at the beginning of each academic year. Arrangements will be made for the issuance of ID cards at the Lubin Graduate Center and the Midtown Center. Notices regarding times and dates will be posted.

A student will keep the same ID card for his or her entire Pace career. The Office of Student Accounts and Registrar Services will issue a new validation sticker each semester upon receipt of payment for tuition. A $20.00 fee is charged for replacement cards. The Office of Students Assistance will accept payment for this fee by Cash, check or money order, payable to Pace University.

Library

The Pace University Library is comprised of the Birnbaum Library on the NYC campus, the Mortola Library in Pleasantville, the Graduate Center Library in White Plains, and the Law School Library also in White Plains, New York.

The library offers users a wide array of resources and services including access to over 120 research databases (from on or off campus,) print and ebooks, resource sharing partnerships with local area libraries and consortia, and comprehensive interlibrary loan services for materials not owned by the Pace Library.

For a complete description of library resources and services, please visit the Pace University Library home page (http://www.pace.edu/library) or contact one of the Pace Library locations directly with any questions that you might have:

Birnbaum Library (PNY): (212) 346-1331
Monday - Friday: 8:00 AM - 11:00 PM
Saturday: 10:00 AM - 8:00 PM
Sunday: 12:00 PM - 8:00 PM

Mortola Library (PLV): (914) 773-3505
Monday - Thursday: 8:00 AM - 2:00 AM
Friday: 8:00 AM - 11:00 PM
Saturday: 10:00 AM - 8:00 PM
Sunday: 10:00 AM - 2:00 AM

Graduate Center Library (GC): (914) 422-4384
Monday and Thursday: 10:00 AM - 10:00 PM (Closed 1:00 PM - 2:00 PM for lunch)
Tuesday and Wednesday: 2:00 PM - 10:00 PM
Friday: 10:00 AM - 5:00 PM (Closed 1:00 PM - 2:00 PM for lunch)
Saturday: 10:00 AM - 5:00 PM
Sunday: Closed

Law School Library (WP): (914) 422-4208
Monday - Thursday: 8:00 AM - 10:30PM
Friday: 8:00 AM - 9:00 PM
Saturday: 9:00 AM - 9:00 PM
Sunday: 11:00 AM -9:00 PM

Security

PACE SAFETY AND SECURITY

The primary responsibility of the Safety and Security Department is to ensure the safety and security of the students, faculty, staff and visitors of the University.

Pace University provides a 24 hours a day, 365 day per year security presence on each campus. There is a supervisor on duty at all times in addition to fixed and patrol assignments. All uniformed security personnel receive mandatory pre-employment training in accordance with state laws. They also receive additional in-service training as needed. Security officers respond to an array of situations during their tour of duty. These may include, but are not limited to, medical emergencies, fire or intrusion alarms and service calls. Security officers also prepare incident reports and refer matters to other Pace departments or outside agencies, as necessary.

YOUR RESPONSIBILITY

While Pace University safety and security personnel strive to create and maintain a safe campus environment, we need your help. All students, faculty, staff and visitors must assume primary responsibility for their personal safety and the security of their personal belongings. Precautionary measures are the key. Students walking at night are encouraged to travel in groups and on lighted walkways. If this is not possible, security will provide an escort upon request between any two points on campus. Residence hall room doors should be locked at all times when the room is unoccupied. All access doors to the residence halls should not be propped open, and unknown persons should never be allowed into the residence halls unannounced. Any individuals who do not appear to belong in the residence hall, parking lots or any campus location should be reported to campus security immediately.

ID CARDS

In order to better protect the University community, upon entering the building on the New York campus and White Plains Graduate Center, the Pace University ID card must be displayed to the security officer. Temporary ID's will be issued to those individuals who do not have their ID cards or persons exhibiting a valid reason to enter the building.

UNIVERSITY PARKING

All students who register will receive a parking and traffic guide. This guide will inform you of all the parking regulations which you must follow while your vehicle is on campus.

Offices:

Traffic/Photo ID

Pleasantville – Kessel Campus Center (914) 773-3830
Monday – Friday 9:00 AM – 5:00 PM

White Plains – Aloysia Hall (914) 422-4032
Monday – Friday 9:00 AM – 5:00 PM

New York – B Level Security (212) 346-1872
            OSA Office (212) 346-1812
Monday – Friday 9:00 AM – 5:00 PM

Pleasantville – Goldstein Center (914) 773-3400
Open 24 hours a day

White Plains – Preston Hall (914) 422-4300
Open 24 hours a day

Briarcliff – Dow Hall (914) 923-2700
Open 24 hours a day

New York – B Level Security (212) 346-1800
Open 24 hours a day

Campus Security Offices (Use lobby phone to call for security if office is closed)

Lost and Found

Pace assumes no responsibility for personal property missing or lost from University premises. Students should exercise care for all personal property including apparel, purses, wallets, briefcases, office articles, books, pictures, and equipment. Missing property should be reported to the Security Office, which makes every reasonable effort to recover it. Anyone finding unidentified property should bring it to the Security Office immediately.

Parking

Pleasantville, Briarcliffs and White Plains Campuses

All vehicles brought on campus must be registered with the Safety and Security Department. Students must register their vehicles at the beginning of each academic year and will be issued a Parking and Traffic Guide at the time of registration. The Safety and Security Department will also issue temporary parking permits. Special permits are available for students with unique needs or disabilities.

Parking is permitted in designated areas only and prohibited in crosswalks, fire lanes, bus stops, unpaved areas, spaces reserved for the disabled, and any other areas designated as "restricted parking." Vehicles parked in violation will be given a ticket and in some cases towed at the owner's expense. Chronic violators will be referred to the Dean for Students or to the department head for appropriate disciplinary action.

With the exception of some designated parking spaces, all parking is on a first-come, first-served basis. Possession of a parking permit or pass authorizes parking but does not guarantee a parking space.

Pace University assumes no responsibility for the theft or damage to any vehicle. Complete parking and traffic regulations are available in campus security offices.

Parking is not available on the New York City campus. Limited meter parking and private parking lots are located nearby for a fee.

University Health Care

University Health Care offers a full range of primary health care services to Pace University students, faculty, staff, alumni, and their families. UHC is staffed by advanced practice nurses. UHC provides a needed service to the Pace community while also providing nursing students excellent clinical experiences.

The University Health Service Fee in conjunction with your health insurance will cover UHC office visits for sickness and accidents. UHC is able to bill your insurance directly. Diagnostic tests and procedures may incur additional charges.

Services available for students, faculty, staff, alumni, and their families include:

- Health education
- Health assessment with complete physical examinations
- Women's health care
- Diagnosis and treatment of illnesses such as sore throat, cough or other infections
- First aid for minor injuries
- Management of chronic health problems such as high blood pressure
  Locations:

Pleasantville Campus
Goldstein Fitness Center, Room 125
861 Bedford Road
Pleasantville, NY 10570
Telephone: (914) 773-3760

New York Campus
41 Park Row, Suite 313
New York, NY 10038
Telephone: (212) 346-1600

Student Affairs

Centers For Student Development And Campus Activities

While much of the college experience takes place inside the classroom, the Centers for Student Development and Campus Activities promote the integral part that occurs outside the classroom through co-curricular activities. Students are encouraged to define their campus experience by creating new organizations, participating in programs, creating new events, and reflecting on their experience. The SDCA staff strives to support students by providing opportunities for the enhancement of academic, cultural, social, and recreational aspects of student life. Every student has the opportunity to become involved on campus. From student organizations to events, social justice programs to spirituality, commuter students to the family association, we are always searching for new ways to support our students as they define their campus and community.

As advocates of student empowerment, SDCA provides resources, guidance, and support to enhance student achievement and personal development. Opportunities to participate in student governance, leadership training, cultural events, and a wide array of diverse student organizations abound for all interested Pace University students. SDCA also collaborates with other offices and departments in hosting many University traditions and events including Student Orientation, Convocation, Homecoming and Family Weekend, Pace Males a Difference Day, Sophomore Appreciation Days, Senior Celebrations and much more.

Activities

All clubs and organizations, including Greek Life, funnel through the Centers. Home to more than 100 student organizations, the Centers assist student leaders with club advisement, new club development and resource assistance and serve as a conduit for all the clubs' programming needs. Through the Centers for Student Development and Campus Activities, students can find student government representatives, the student newspaper offices, yearbook offices, and other club offices. Students may turn to the Centers for campus posting services, student event promotions, class list-serves, and college ring orders.

Leadership Training

One of the central and traditional purposes of higher education is to prepare students for positions of leadership both inside and outside the University community. Conferences, workshops, and seminars are scheduled each year for students to examine and develop their leadership potential. In addition to these opportunities, the Centers have established the Student Development Transcript that documents a student's out-of-classroom experiences. Offerings include the Leadership Retreats, the Setter Series, Emerging Leaders, and Student of the Month/Year recognition.

Orientation

Each year, the Centers for Student Development and Campus Activities direct the organization and implementation of varied orientation programs for entering students. Included in these offerings are required summer overnight programs for new students and, in conjunction with Welcome Week activities, sessions specifically geared to commuter, transfer, international, adult, and resident students.

Special Programs

The Centers collaborate with other offices and departments in hosting the many University traditions and events including the Convocation, Homecoming/Family/Alumni Weekend, Spirit Night, as well as annual theme celebrations including Latino Heritage Month, Black History Month, Women's History Month, LGBT Pride Month, and Asian Heritage Month. The Centers for Student Development and Campus Activities can be found in Pleasantville on the upper level of the Kessel Student Center, and in New York City on the 8th floor of the 41 Park Row Building.

Counseling Services

The mission of Counseling Services complements the University's mission. Counseling aims to help students cope more effectively with developmental, vocational, familial, emotional, and relational aspects of their lives. The intention is to support students in directing energies toward fulfillment of their academic, professional, and personal goals. In order to achieve these goals, the Counseling Center provides the following services:
• Individual and group counseling
• Community wellness consultation and outreach
• Prevention programming
• Crisis intervention
• Services for students with disabilities
• Educational programming
• Workshops and outreach programming
• Diversity consultation and outreach
• Organizational consultation to student organizations
• Consultation and referral services

All Counseling Center services are confidential and free of charge for Pace University students.

Cultural Programming

On the New York City campus, the 672-seat Michael Schimmel Center for the Arts is the home of Pace Presents, the University's annual public performing arts season (running September through May) which features world music, dance, cabaret, opera and lectures. Pace Presents is currently in its third year and has featured world-class performers such as Bela Fleck, Laurie Anderson, The Carolina Chocolate Drops, America Ballet Theatre Studio Company as well as spectacular evenings of Tango, Broadway Cabaret and rising opera stars in an intimate recital-setting. $5 student tickets are available for all Pace Presents shows.

When not in use for performances, the theatre is home to the award-winning television program *Inside the Actors Studio*. Recent guests have included Al Pacino, Bradley Cooper, Casts of *Mad Men* and *Glee*, Queen Latifah, Dave Chappelle, and George Clooney.

In addition to Pace Presents, the Michael Schimmel Center for the Arts is an in demand rental facility for conferences, lecturers, outside performers and is frequently used in film and television tapings.

Dean for Students Office

The Dean for Students has a key role in developing the personality and environment of the University by engaging the full academic community whenever possible in collaborative activities. In addition, the office plays an important role in communicating the interests and concerns of the students to the academic and administrative leadership. The Office of the Dean for Students is responsible for many areas of student life including residential life, multicultural affairs, student development, campus activities, wellness programs, and counseling services (including services for students with disabilities). The Office also oversees implementation of University rules and regulations that have been established for the well-being of all. Students may arrange to meet with the Dean when they wish to discuss personal, emotional, or academic issues.

Marijo Russell-O'Grady	**Lisa Bardill Moscaritolo**	**Angela D'Agostino**
Dean for Students,	Dean for Students,	Dean for Students,
New York City	Westchester	School of Law
(212) 346-1306	(914) 773-3351	(914) 422- 4146
mrussellogrady@pace.edu	lbardillmoscaritolo@pace.edu	adagostino@law.pace.edu

The Jeanette and Morris Kessel Student Center

The Jeanette and Morris Kessel Student Center in Pleasantville is the living room of the campus. We provide an environment for relaxation and social interaction, opportunities for education and exchange of thought, and services for Pace University students, staff, faculty and our community.

The Kessel Student Center creates an environment that fosters and expands the feeling of community on the Pace University Pleasantville campus.

Kessel Student Center provides a state of the art facility for the use of the campus; provides services that meet the daily needs of our constituents; and continues to provide educational and entertainment activities to the campus community.

The Kessel Student Center values students who are the life source of the Student Center; collaboration, teamwork and information-sharing within our community which are vital; to our success as an organization; diversity because there is knowledge to be gained from the backgrounds, lifestyles; differences and cultural heritages represented in our community; a safe environment where all people are valued,

respected and treated with dignity; trust, respect, honesty, and integrity serve as the foundation for our interactions; active listening, honest and open exchange of ideas in an environment of positive; encouragement serve as the basis of our communication; the responsible use of resources.

What's in The Kessel Student Center?
- Dean for Students
- Chartwells Food Services
- Dining Room A – Main Dining Area
  - Auxiliary Services
  - HigherOne & ID Card Office
  - Campus Bookstore
  - ATM – Located in "The Well"

- Student Development & Campus Activities (SDCA)
- Campus Chaplin
- Student Government Association (SGA) – (Pace Pleasantville's Student Government Association)
- Setters Leadership Initiatives
- English Language Institute (ELI)
- Commuter Lounge
- Career Services – satellite office
- "The Well" Common Area
- Meeting Rooms
- Conference Room A & B
- Conference Room C&D (Video Conference Capable)
- Butcher Suite
- Gottesman Room (Video Conference Capable)
- Office of Multicultural Affairs & Diversity Programs

Want to reserve a Space in The Kessel Student Center?

Please go to our Request tab on our Online Events Calendar! (http://events.pace.edu)

Building Hours of Operation
  Monday - Thursday   8:00 AM- 11:00 PM
  Saturday - Sunday   11:00 AM- 11:00 PM

Pleasantville

More than any other building on the Pleasantville campus, the Kessel Student Center is the core of student life and, as we like to see it, the hearthstone of the campus. The multi-level structure, supervised and managed in the area of policy and operations by Student Development and Campus Activities, offers dining halls, lounges, computer lab, and the student association. Here, also, are the bookstore, ATM machine, student mailboxes, and administrative offices for Student Auxiliary Services, the Dean for Students, Campus Diversity Programs, the Judicial and Compliance Office, International Programs and Services, Adult and Continuing Education, Associate Provosts, and the Vice President for Student Affairs.

The Setters' Overlook Cafe is a popular spot for a variety of entertainment, dining, and student conference rooms. The Gottesman Room on the ground floor level and the Butcher Suite on the upper level are multipurpose rooms for dining, lectures, and special events. A wide terrace with a lawn sloping to the Choate Pond is the setting for barbecues, rallies, receptions, and other special events.

Office of Multicultural Affairs, New York City Campus (OMA)

The Office of Multicultural Affairs (OMA) views multiculturalism in the broadest sense. Our lens goes beyond race/ethnicity/nationality, to include the cultures of gender, gender identity, poverty, violence, differing abilities and aging.

At the core of the **Office of Multicultural Affairs (OMA)** mission is the commitment to provide opportunities and venues for Pace University and external communities to examine, discuss, debate, collaborate and develop partnerships around themes that perpetuate (un)checked power, privilege, marginalization and social injustices.

To that end, **OMA** sponsors programs and initiatives that include, but are not limited to:
- Inclusion
- Social Justice
- Community Building and Empowerment
- Mentoring
  - OMA Mentor Program: Open to all students regardless of social identity
  - Urban Male Initiative: Open to historically underrepresented Black and Latino Males
  - Shades: A Black & Latina Women's Collective Mentoring Program
- Scholarly Endeavors

- The DiverCity Urban Food Project encourages research and scholarship at both the undergraduate and graduate levels. The program examines food, consumption and it's availability throughout New York City, but more particularly, in underserved communities. Two ongoing research initiatives are the NYC Greenmarkets Project and the Urban Farms Project.

Students interested in participating in the Mentoring Program or the DiverCity Urban Food Project should contact our offices at 212 346 1546.

Lastly, **OMA** is additionally committed towards cultivating artistic expressions and creative interactions by sponsoring workshops and programs in the arts

Office of Multicultural Affairs & Diversity Programs (MADP)

Pleasantville Campus
The Pace University-Pleasantville Office of Multicultural Affairs & Diversity Programs (MADP) aims to promote a productive and educational work environment that fosters and values equality, respect, education and fairness. To this end, the Office of MADP seeks to provide services and programs that will instill university-wide appreciation for diverse perspectives and backgrounds regardless of race, gender, class, culture, sexual orientation, religion, age, or ability.

The Office of Multicultural Affairs & Diversity Programs supports various university diversity initiatives on diversity and provides training and educational opportunities for students, faculty, and staff.

AALANA Mentorship Program
The mission of the AALANA Program is to assist first-year students in getting acclimated to a new environment while providing leadership, guidance, and support that present opportunities for our student's social and academic development. First-generation college students are a primary focus of the AALANA program. The opportunity to participate in AALANA is extended to all first-year students and we encourage returning students who can provide a good example to become mentors as both mentees and mentors have found this opportunity rewarding.

Dr. Martin Luther King, Jr. Commemoration
The MADP also hosts an annual Dr. Martin Luther King, Jr. Commemoration Brunch program on the Pleasantville campus. This event often invites guest keynote speakers to present on themes of social justice and diversity.

Urban Male Initiative
The Urban Male Initiative (UMI) is designed to provide a community of academic and career success for male students of color and first-generation students. Meetings and events are scheduled throughout the year to facilitate topical discussions as well as explore resources and opportunities within the university and beyond for career, academic, financial, and personal support.

LGBTQQ Coordinator

- Creates a clear and visible space for university support of the LGBTQQ and ally community.
- Advocacy, activism and community building with a focus on diversity, multicultural issues and social justice
- Education and outreach on the isolating impact of gender and sexuality norming.
- Help students, staff and faculty to build conscientious communities of care, inclusion, support, and trust.
- Celebrates how differences in the LGBTQ and ally, student, staf,f and faculty population can enrich campus and local communities.
- Celebrates how the differences in campus cultural communities can enrich campus and local communities.

Residential Life

The Offices of Housing and Residential Life are committed to providing facilities, programs, and services that complement your academic development and promote your personal and social development. Each member of the Housing and Residential Life staff is trained in areas of student development and crisis management, as well as the daily management of their facility. As adults, students are expected to accept the responsibilities of community membership while enjoying its privileges.

Living on campus, whether in New York City or suburban Westchester county, can be the most exciting experience of a young person's life - and having a place to call "home" adds a sense of safety and belonging. Our redisdential facilities give Pace students that satisfaction. All rooms are furnished with a standard twin bed, desk, chair, dresser, wardrobe or closet, and window blinds. Suites and apartments have living room and dining room furniture as well as a variety of appliances. Residence halls are equipped with cable TV, and high-speed wired and wireless Internet access, at no additional cost.

General Facts: At Pace University, approximately 2,000 students live on campus in New York City, with another 1,200 residing on campus in Pleasantville and Briarcliff. Most first-year students will be placed in 55 John Street or Maria's Tower on the city campus, although some first year students may reside in other halls. New students entering in the fall will be asked to submit their building and roommate preferences during the summer, and will be placed by the housing staff using these preferences (placements depend on available space, and we cannot guarantee that all preferences will be met).

To apply for housing, student need to complete and submit a Housing Application along with a $400 housing deposit and a $100 security deposit to the Office of Student Assistance.

There is a graduate housing option for each campus. More information about graduate housing can be found on the Residence Life website for each campus.

The Office of Housing and Residential Life Staff

Community living is a valuable experience that provides opportunities and rewards that will last a lifetime. Exposure to new people, ideas, cultures and ways of thinking create an environment ripe for growth and learning. At Pace, our residential life program is centered in the belief that community living is an integral part of the total educational experience. The staff is committed to providing facilities, programs, and services that complement your academic development and promote your personal and social development.

Students are viewed as whole individuals working toward integration with others and enjoying the privileges of community membership, while accepting its inherent responsibilities. Our program, policies, expectations, and guidelines are designed with your safety and welfare in mind. Your involvement in the community as self-regulating adults is the key to making the residence halls places where you:
• Meet other students and establish relationships that will enhance your Pace experience
• Successfully live together through peer interaction and learning, complementing your academic program
• Assume responsibility and accountability for your own lives and living environments
• Develop friendships and relationships that are respectful, civil and mutually satisfying
• Participate in educational, social, and cultural programs
• Develop skills through participation that will enhance your Pace experience and prepare you to contribute as members of outside communities

The Office of Housing & Residential Life is led by a team of dedicated individuals whose commitment is to support the academic endeavors of each of our residents while offering meaningful challenges that encourage their personal growth. Each Residence Hall staff member is trained in areas of student development and crisis management as well as the daily management of their facility. Please visit your RA or your Residence Director should you need any assistance during your stay in Housing.

Veterans Information

At the Office of Student Assistance, the Veteran Affairs Team remains committed to providing Veterans, Servicemembers, and their eligible dependents, a seamless academic transition in all facets of their assimilation to Pace, specifically in ensuring that their well-deserved GI Bill®/VA educational benefits are utilized, through the U.S. Department of Veteran Affairs, in a prompt and proper manner. Pace University has been proudly recognized by GI JOBS© as a Military Friendly School for 2015; this is a distinction that ranks Pace in the top 20% of all colleges, universities, and trade schools nationwide (GI JOBS© 2015) .

The Pace OSA VA Team processes a wide array of GI Bill® educational benefits including but not limited to CH 33 Post 9/11, CH 31 Vocational Rehabilitation, CH 35 Dependents, and CH 30, which includes 1606 and 1607 Selected Reserves Montgomery. In addition Pace accepts and processes Tuition Assistance Vouchers for Active/Reserve Duty Servicemembers. For those individuals who have CH 33 benefits at their disposal it is strongly advised that one ideally applies 4-6- weeks in advance of the start of the first semester they wish to begin their studies by visiting www.gibill.va.gov and accessing the VONAPP system. Please record the "confirmation number" that will be issued at the conclusion of the application for future reference.

Veteran student beneficiaries interested in applying to Pace University, who would like to know how their specific benefit will be utilized, are encouraged to email veteranaffairs@pace.edu. Pace is also a proud participating member of the Yellow Ribbon Program. Under this program's agreement CH 33 Post 9/1 beneficiaries who meet the 100% level of coverage having aggregated at least thirty-six months of active service post the year 2001 and veterans who are not on active duty/title 10 status will automatically qualify and receive funds that may cover one's tuition/fees charges in full from Pace and the VA through Yellow Ribbon once the annual cap under CH 33 has been fully exceeded for any given academic year. For those student veterans who are not 100% covered, should they qualify, Pace offers a Veterans 50% Tuition Scholarship. Upon admission to Pace, students are required to provide a copy of the first page of their Certificate of Eligibility and member-4 DD-214 either via email (veteranaffairs@pace.edu) or LAN Fax (914-989-8789).

It is the sole responsibility of the student veteran beneficiary to notify the OSA VA Team EACH semester that they wish to utilize their VA educational benefits. As soon as a student veteran beneficiary is officially registered for courses and has finalized their upcoming semester's course schedule, they must submit their request to use their benefits by visiting http://osapaperless.pace.edu, logging in using their Pace credentials, and completing the electronic "Veterans Request for Enrollment Certification" form. If the chapter of benefit requires additional paperwork such as CH 31 Vocational Rehabilitation (VA FORM 28-1905) beneficiaries or active duty personnel utilizing Tuition Assistance (Vouchers) they are required to attach such documentation in the appropriate section of the paperless form. All students regardless of veteran benefit status are encouraged to complete a FASFA.

Please note making any change(s) to one's enrollment status in the form of adding/dropping a course(s) after the semester begins, specifically after the add/drop deadline may result in the student veteran beneficiary incurring financial liability. Should a student make a change after they have already requested the use of their benefits, they must re-complete the paperless "Veterans Request for Enrollment Certification" form as a "Re-cert/Amended Certification" request by visiting and logging into http://osapaperless.pace.edu.

Pace accepts military Joint Service Transcripts (JST). Students are encouraged to have their JST sent electronically delivered to Pace for a transfer credit evaluation by visiting https://jst.doded.mil/.

Students who have accepted student loans or have received federal grants in addition to their VA educational benefits resulting in a credit on their account are required to email veteranaffairs@pace.edu after each semester's add/drop deadline and once the VA has rendered payment to request disbursement of such aid.

Graduate Financial Aid

Furthering your education means expanding your career. We'll help you get there.

At Pace, we offer our graduate students a variety of options to help finance their education. In addition to scholarships and student loans, Pace also contributes with work-study programs and graduate assistantships.

Rewarding academic achievement. Recognizing financial need. Opening new doors.

Whether you're attending school part-time or full-time, Pace is committed to helping you work toward your degree with the least amount of financial burden. We offer scholarships, as well as teaching assistantships.

Scholarships

President's and Dean's Scholarship Awards

Available to: Full- and part-time, matriculated students demonstrating exceptional scholastic ability. Full-time students awarded the scholarship must take a minimum of 9 credits per fall and spring semesters. Part-time students must take a minimum of 6 credits per fall and spring semester to be considered eligible. International students must take a minimum of 9 credits per fall and spring semester for eligibility.

Award amount: Awards range from $3,200 - $6,380 per academic year depending on college, program, and academic standing.

Application Process: An application for the President's and Dean's scholarship is not required. Your application for admission serves as your application for the scholarship. Applicants are notified of their award in their acceptance packet.

Student Loans

Unsubsidized Federal Direct Stafford Loans

Graduate students may borrow Federal Direct Unsubsidized Stafford loans while they complete their program of study. Interest accumulates on unsubsidized loans while the student is attending college. Students should pay this interest while they are in school. Students may receive unsubsidized loans regardless of financial need.

Graduate students may borrow a maximum of $20,500 per academic year in unsubsidized loans. Students are given up to or more than 10 years to pay back all loans.

Students must be enrolled in a minimum of 6 credits to be eligible for federal loans. For more information about interest rates and Stafford loans, visit FAFSA's Federal Stafford Loans website.

Graduate/Professional Direct PLUS Loan

Full- or part-time graduate students can borrow money equal to their cost of attendance minus other estimated financial assistance. Applicants must demonstrate that they do not have adverse credit history.

The first payment on a Direct PLUS Loan is due within 60 days after the loan is fully dispersed. Students may, however, postpone payments on the loan while they are in school.

Complete a FAFSA (Free Application for Federal Student Aid) to apply. Also complete the Graduate PLUS Application provided by the Office of Financial Aid. A Graduate PLUS Loan application is mailed along with the annual award notice.

More information about this loan can be found on the Direct PLUS Loans for Graduate Students website.

Federal Work-Study

Federal Work Study (FWS) is a program that allows students to earn money for educational expenses by working part-time. FWS eligibility is based on financial need and is awarded based on available funding and the financial aid policies of Pace.

Students are employed on-campus by Pace University. Interested students may work with the Student Employment Office to identify positions they are interested in and to go through the application and interview process. A student's work hours are based on financial need, class schedule and the needs of the hiring department. Students are paid at least the current federal minimum wage.

Graduate Assistantships

Graduate Assistantships are available to students who have shown academic accomplishment, skills, and related experience. Both full- and part-time assistantships (in research and/or administrative positions) are available to qualified students. Assistantships carry the value of full or half tuition, as well as a stipend. Amounts awarded depend on whether the student is a full or partial assistant. Assistantships are given on a per-semester basis.

To be considered, students should file the Graduate Assistantship application, which is available in the application for admission. Assistantships are awarded by the academic department through which the student is admitted. Due to the limited number of positions available, assistantships are very competitive.

Financial Aid Solution Center

The Solution Center, located on both the New York and Pleasantville campuses at the locations below, provides students with a single, centralized place to go for all questions about Financial Aid, Student Billing, and Registration. No appointments are necessary, but if you would like to make an appointment please speak to a representative.

Fall - Spring Schedule (August 1st - May 31st)
Monday - Thursday: 9:00 AM - 6:00 PM
Friday: 9:00 AM - 3:00 PM
Closed: Saturday, Sunday

Summer Schedule (June 1st - July 31st)
Tuesday - Friday: 10:00 AM - 3:00 PM
Closed: Monday, Saturday, Sunday

Pace University Office of Financial Aid

New York City Campus
One Pace Plaza - 1st Floor
New York, NY 10038
Phone: (877) 672-1830
Fax: (212) 346-1750

Westchester Campus
861 Bedford Road
Administration Building
Pleasantville, NY 10560
Phone: (877) 672-1830
Fax: (914) 989-8471

Pace University is committed to achieving full equal opportunity in all aspects of University life. Pursuant to this commitment, the University does not discriminate on the basis of sex, race, age, ethnicity, marital status, national origin, sexual orientation, religion, disability, or veteran status.

Information Technology Services (ITS)

Information Technology Services (ITS) supports Pace University's core academic mission through the effective use of information technology for Teaching & Learning, Research, and to enhance the student experience. ITS provides students, faculty, and staff with resources and access to University-wide computing, mobility, data, video, and voice network services; wired and wireless access (residence halls, classrooms and common spaces); as well as access to a suite of online services. Students can find current information on the ITS website (http://www.pace.edu/its).

IT services such as the Pace University Mobile App, MyPace Portal (the self-service portal for students), Blackboard Learning Management System, ePortfolios and student email are available. Each residence hall room is equipped with wired and wireless connections to allow students high-speed access to the data network, cable television, and voice services.

Although Pace University does not require its students to own a personal computer or laptop to facilitate studies, all students are strongly encouraged to do so. Information about purchasing recommendations and discounts are available on the ITS web site. ITS provides limited support of student-owned computers for supported hardware and software on both the Westchester and New York City campuses.

Computer Resource Centers (CRC computer labs) are located on the New York City (NYC), Pleasantville (PLV), and White Plains (WP) campuses, are general-use computing facilities equipped with state-of-the-art PCs, Macs, self-service printing and peripherals such as scanners. The CRC labs provide common software applications that students need to succeed at Pace.

Help & Support: ITS Help Desk details and hours of operation can be found online.

ITS Help Desk contact information:
Phone: 914-773-3333
Email: pacehelpdesk@pace.edu
Web: http://help.pace.edu

Office of Development and Alumni Relations

The Office of Development and Alumni Relations provides information, volunteer opportunities, programs, and support for more than 136,000 alumni worldwide. This includes overseeing fundraising efforts to support key initiatives at the University, as well as events and programs that help our alumni reconnect with each other and their alma mater.

Many alumni participate in student programs as guest speakers or mentors, and are actively involved in career networking. Our graduates often assist Pace students in obtaining internships at their companies, and help recruit the next generation of students by attending college fairs, accepted student receptions, and other key volunteer programs.

Pace's Annual Fund helps provide resources for financial aid, scholarships, enhanced technology, and facility upgrades. The University depends on alumni financial and volunteer support to help meet the University's critical needs and to shape its future. Our office begins this engagement by encouraging current students to volunteer as ambassadors and make their Class Gift in order to leave their class legacy upon graduation. Current students who are interested in assisting with the Class Gift campaign, thank-a-thons, or bringing alumni to campus should contact our office at (212) 346-1232. Anyone can make a gift to Pace by visiting www.pace.edu/givetopace.

The Pace Network, a free, secure alumni service available via the alumni home page, helps keep these connections strong after graduation and enables alumni to share information with each other. It offers a searchable online alumni directory, an Alumni Marketplace, online Class Notes, and more.

For more information about our programs and services, please email pacealum@pace.edu or call 1-877-825-8664.

Academic and Co-Curricular Services

Division for Student Success

The Division for Student Success (DSS) supports the academic mission of Pace University by offering students academic enrichment programs and advising services that support them as they make progress from admission to graduation. Its programs and services aid students in making a successful transition to the University and connects them to the larger University community in order to foster a transformative student experience that leads to graduation and success as well prepared young professionals. The departments within the division - the Centers for Academic Excellence, Office for Student Success, International Students and Scholars, Study Abroad, and Global Pathways, and Faculty-led Travel Courses - develop and promote enrichment programs that enhance student learning and development, support Pace's academic mission, and encourage individual student success.

The Office for Student Success-same heading format as DSS and CAE

The Office for Student Success (OSS) is a unit within the Division for Student Success that provides students with enrichment, leadership, mentoring, and experiential learning opportunities. Additionally, OSS conducts research to provide meaningful insights into the more challenging academic, social and financial points of a student's Pace experience. Programs and services OSS provide include the Student-Faculty Undergraduate Research Program, academic mentoring, financial literacy, commencement coordination, and assisting students navigate the University's offices and departments.

The Center for Academic Excellence (CAE)

The Center for Academic Excellence (CAE) provides student-centered programs that encourage and enable new and continuing Pace students to become active members of the university community and realize their full academic potential. Through orientation, advisement, academic support, tutoring, and college transition programs, such as CAP and the First Year experience, the CAE helps all students to prepare for their continuous academic success at Pace. The Center also fosters overall student development by offering leadership opportunities that encourage Pace students to become leaders in campus organizations and activities. In addition, the CAE coordinates placement testing and pre-registration for all incoming students and sponsors several national honor societies: Alpha Lambda Delta (ALD) for first year students, Lambda Sigma for sophomores and Alpha Chi, for juniors and seniors.

For additional information contact the Center for Academic Excellence:
• New York City, 41 Park Row, 2nd floor, (212) 346-1386
• Pleasantville, Mortola Library, Mezzanine Level, (914) 773-3434

Specific programs and services included within the Center are described below.

First-Year Experience

The Office of First Year Programs assists all newly enrolled first-year students to make a successful transition to university life and coordinates advisement for all students in their first year of college. The Office of First Year Programs also:
- Coordinates UNV 101, the required first semester seminar for all first-year students
- Oversees the Comprehensive Freshman Advising Program (CFAP) to provide all incoming freshmen with first year academic advising
- Working in collaboration with student Development and Campus Activities, helps students make a successful social transition to college
- Provides leadership and development opportunities for students to excel as peer leaders in UNV 101 classes
- Sponsors Alpha Lambda Delta, the national honor society for first year students
- Manages the First Year Academic Alerts to provide academic monitoring of all first year students

Challenge to Achievement at Pace (CAP)

The Challenge to Achievement at Pace (CAP) program is an intensive first-year academic support program designed to assist students who may not meet admission criteria but who show academic potential. Students newly enrolled in the CAP program are assigned full-time academic advisers who provide academic, personal, and career-related support and also instructs them in dedicated CAP UNV 101 sections. The CAP program:
- Provides small CAP-dedicated core classes that allow students to develop a close working relationship with their professors.
- Works closely with faculty to ensure that students receive academic support and personal guidance to meet all academic expectations.
- Provides support in all subject areas through workshops, seminars, individual coaching and tutoring.
- Provides leadership opportunities to students qualified to become peer leaders.
- Offers summer support programs in certain targeted STEM subjects.

In order to complete the CAP program and continue at the University, students must achieve a 2.0 CQPA (cumulative average), complete 24 credits, earn a grade of "C" or better in ENG120, and complete UNV 101. In addition, students must satisfy specific matriculation requirements for their intended majors.

Tutoring Center

Our Tutoring Center supports student success by offering free tutoring in a wide range of courses in business, mathematics, the sciences, and the social sciences as well as peer counseling in academic success strategies. Individual and group tutoring sessions, online tutoring, and special discussion groups linked to specific courses are designed to encourage independent learning and academic success. For certain mathematics courses, the Center offers end-of-semester reviews. Students are encouraged to visit the Tutoring Center to make use of the following services:

Subject Tutoring

Math Lab
- Provides tutoring support for mathematics courses
- Helps students use mathematical concepts in applications for business, science, economics and other courses
- Encourages students to develop their mathematical reasoning skills

Accounting Lab (New York City only)
- Provides tutoring support in foundation and upper-division accounting courses
- Helps students develop effective study strategies
- Prepares students for course exams

General Tutoring

Provides tutoring in various courses, including CIS 101, economics, finance, nursing, the sciences, and foreign languages. Students should check the Tutoring Center on their respective campuses for availability in specific courses. Tutoring for courses not listed will be offered, when possible, as demand dictates.

Special Discussion Groups and Peer Led Team Learning

In small groups, students meet weekly with a peer leader to discuss lecture and course readings as they build their mastery of course content. In doing so, students develop the analytical and study strategies necessary for continuing success in the discipline. These meetings are in addition to the regularly scheduled classes with the professor.

The Peer Led Team Learning program is a formal SI (Supplemental Instruction) program offered in selected Science and Math courses to provide additional academic support to students and enhance their performance in these historically-challenging courses. Under faculty direction, well trained student leaders meet weekly with course sections to review lectures and labs.

Advising Center for Exploring Majors (ACEM)
ACEM provides individual academic advising for students who are exploring options for majors, double majors, minors, or combined degree programs as well as for students who seek guidance on changing a major. It is also a place where all Pace students can find information about University requirements, majors and minors, and offers programs to enhance academic exploration. Through the INT 197H, "Exploring Majors and Careers," course it offers, students can learn about issues related to academic planning, goal setting and career orientation. Among its many services, ACEM:

- Provides opportunities for academic exploration, decision making, and planning.
- Assists students in charting paths to major selection and graduation.
- Directs students to the appropriate academic support.
- Connects students to academic advisers within the appropriate college or school.
- Monitors and assists students in academic difficulty return to good academic standing.
- Sponsors Lambda Sigma, the national Sophomore Honor Society.

Pforzheimer Honors College

The Pforzheimer Honors College fosters the development of outstanding students by enabling them to exercise greater responsibility and initiative in their academic work and by providing them with exceptional opportunities for growth - both inside and outside of the classroom. The Honors College gives its students the opportunity to participate in a scholarly community of students and professors. The Honors College is open to all qualifying Pace students, regardless of major.

Eligibility for membership is competitive and is based on a student's prior academic achievements. Students selected for membership receive Honors scholarships. Honors courses, taught by the top professors at Pace, are taken throughout all four undergraduate years. In the junior or senior year, all students complete a thesis (fundable by an Honors College Research Grant) in which a student collaborates with a faculty mentor on a major project.   The results of this research are presented at an annual thesis presentation conference and may then be published in Pace University's scholarly journal and on the Honors College website.   Honors students are also eligible to apply for $1,000 grants for travel courses or study abroad semesters.

Honor students benefit from a variety of special activities and events on campus as well as trips that provide access to the New York City area's museums and theaters. Additionally, Honors students have Honors College advisers, receive the Honors College newsletter, may use the Honors lounge and student work spaces, may choose to live in all-Honors residences, are paired with an upper-class Honors mentor, enjoy early registration, and much more. Honors courses are noted on the student's transcript, and an Honors certificate and medallion are awarded at graduation.

Students should contact the specific campus office for the Pforzheimer Honors College they are interested in attending to learn more about the unique academic requirements, programming, and benefits of the Honors College.   More information is available on our web site at www.pace.edu/honors-college.

For additional information contact the Pforzheimer Honors College:
- Pleasantville Campus, Mortola Library, third floor, (914) 773-3848
- New York Campus, One Pace Plaza, Room W208-209, (212) 346-1697

International Programs and Services

The Office of International Programs and Services is available to assist international students during their initial transition to Pace and all students who wish to study overseas. The office acts as a resource center for students, faculty, and administrators by encouraging and supporting the enrollment of international students within Pace University, and providing advisement on study abroad opportunities to all Pace students. The office collaborates with faculty, and administrators to develop new programs in other countries and improve existing linkages and services. The staff is committed to international education and to working with the community to achieve the goal of internationalizing Pace.

For additional information contact the Office of International Programs and Services:

- New York City, One Pace Plaza, Suite W-207, (212) 346-1368, Fax: (212) 346-1948
- Pleasantville*, Kessel Student Center, 213, (914) 773-3425, Fax: (914) 773-3399
  The Pleasantville office provides services to all Westchester international students, including PLV, WP Graduate School and Law School and all Westchester domestic students for Study Abroad advising.

International Students and Scholar Services

The International Students and Scholars Office (ISSO) supports the internationalization efforts of Pace University by serving as the primary resource center for international students, scholars, their dependents and the University community. The Office promotes international and cross cultural communications and understanding.

The International Students & Scholars Office (ISSO) is committed to providing quality services to international students, scholars and their dependents at Pace University.

The Office assists with matters of special concerns of the international population. The Office strives to educate and inform each international student and scholar through providing information prior to their arrival, conducting orientation programs, advising on visa and employment matters, legal rights and responsibilities, health insurance, adjustment issues and personal concerns, and coordinating a variety of programs and activities on campus. The International Students & Scholars Office is responsible for institutional compliance with the U.S. Department of Homeland Security (DHS) and Department of State (DOS) regulations. For detailed information please visit the following Web site: www.pace.edu/international.

Study Abroad

Pace University values the international experience as integral to the student curriculum and the Office of Study Abroad supports that endeavor by offering numerous opportunities for studying abroad in long, mid, and short-term programs.

In traditional or semester-long study abroad, the student takes a normal course load as defined and approved by their academic advisor while enrolled in a foreign institution for a summer, semester, or year-long session. These credits transfer back to the students' Pace transcript. Pace University is committed to providing its students with a variety of overseas opportunities to travel and learn abroad.

In the short-term programs, known as Faculty-Led Study Abroad, the student enrolls in a Pace University course led by two Pace faculty. This course meets during the semester before the break period, in which the international education component departs. Students then go abroad with their professors, as a class unit, to continue their course of study for a period ranging from seven days to six weeks.

The Office of Study Abroad also assists students in their international education by offering Pre-Departure Orientations and Re-Entry Orientations, as well as in-person advising and advising through social media.

For more information on study abroad destinations, programs and options please visit: www.pace.edu/studyabroad.

Global Pathways

The goal of the Global Pathways Office is to fully support all new and continuing students enrolled in Pace's Global Pathways Program academically, culturally, and socially.

The Global Pathways Program is designed for international students who meet all of the academic criteria for admission to an undergraduate or graduate degree program at Pace, but do not meet the English language requirement. While in Pathways, students have a chance to improve their English proficiency by taking English courses delivered by Pace's English Language Institute (ELI) and earn academic credits that will be counted towards their future degree if they complete Pathways successfully and matriculate into their degree program at Pace.

The Global Pathways Office provides academic, cultural, and immigration pre-arrival advising to all newly admitted students; post-arrival orientation programs for new students; assistance with registration for courses every semester; academic, immigration, and socio-cultural advising to continuing students; assistance with housing and health insurance matters; monthly socio-cultural programming; free English tutoring service and peer advising program.

The English Language Institute

The English Language Institute (ELI) of Pace University offers English Language instruction for non-native speakers at the New York City and Westchester campuses. The Institute is dedicated to helping international students, visiting professionals, tourists and recent immigrants to improve their English skills for academic study, career advancement, or personal enrichment. ELI students receive Pace University ID cards and have access to facilities and services on all Pace campuses including the libraries, computer labs, recreational and sports facilities, theaters, cafeterias, and health clinics.

ELI courses are offered year round with seven entry dates: September, November, January, February, March, June, and July. There are two seven-week terms in the spring and fall, and a three-week winter term in January. In the summer there are two six-week terms. U.S. residents may choose to enroll full-time or part-time, but foreign visitors must enroll part-time (4 to 16 hours per week). Students holding F-1 visas must enroll full-time (at least 18 hours per week).

Courses

Noncredit courses are offered at elementary to advanced proficiency levels. All students are tested and placed in the appropriate level. Students select courses according to their goals and interests. At the lower levels, students take the Intensive English Courses in grammar, writing, reading, speaking, and listening. Grammar and vocabulary are taught in context in all courses, and class discussion is strongly encouraged. Students can choose from a wide selection of elective courses to complete a schedule.

At the advanced level, students may choose between three tracks: the Intensive English Program, the Pre-Undergraduate Program, or the Pre-Graduate Program. The Intensive English Program is for students who are studying English for general purposes. It emphasizes American culture and uses materials from a wide variety of sources including the popular media. The Pre-Undergraduate Program and the Pre-Graduate Program are designed for students who plan to apply to degree programs at Pace or another American university. The curriculum is content-based, emphasizing the language and skills needed to succeed in an American university and using primarily academic materials. Students increase their fluency in English by studying various academic topics using authentic reading material (textbook chapters, essays, and literature) and videotaped lectures. They learn research skills, write academic papers, practice note-taking, learn test-taking strategies, and make oral presentations. TOEFL and GMAT preparation courses (for non-native speakers) are also offered.

Advanced-level students may be allowed to take one or two undergraduate courses in addition to their ELI courses if they are academically qualified. These credits can be applied to a degree program if the student becomes matriculated.

ELI course sections are letter graded. Grades are recorded in the University's student records, and official transcripts can be obtained from Student Accounts and Registrar Services. Certificates of completion are available upon request.

Admission

The English Language Institute courses are open to any student who is at least 16 years old and who has completed secondary school. TOEFL scores are not required. The English Language Institute is authorized to issue the I-20 document for full-time, intensive English study (18 or more hours per week).

Admission to the English Language Institute does not constitute admission to Pace University. Each undergraduate and graduate degree program has its own admission requirements. However, academically qualified students who successfully complete the English Language Institute Pre-Undergraduate Program or Pre-Graduate program do not have to take the TOEFL test for admission to undergraduate and graduate degree programs at Pace University. Other tests like GMAT and GRE may be required depending on School admissions requirements. For more information, contact the Admission Offices.

Special Programs

The English Language Institute also designs special programs for high school students and other visiting groups who do not wish to enroll in the regularly scheduled classes. Short-term programs for foreign visitors can be designed to include on-campus housing and cultural activities. In addition, English for Professionals classes can be taught on-site or on campus. For applications and more information, contact the English Language Institute at (212) 346-1562 or eli@pace.edu, or visit www.pace.edu/eli. For information about the English for Professionals Program, call (212) 346-1841, send an e-mail to engpro@pace.edu.

Writing Center

Writing Centers are available for all current undergraduate and graduate students, and for faculty on both the Pleasantville and New York campuses. Both Writing Centers provide face-to-face, online, and small-group tutoring for students. In addition to tutorial services in writing, the Writing Center provides instructors of Writing Enhanced courses (and teachers of all courses that require any amount of writing) with assistance and resources on using writing to foster students' communication and critical thinking skills. The Writing Centers are staffed with Dyson College instructors, undergraduate and graduate Pace students, and professional tutors from the New York City community. All tutors participate in ongoing training in order to assist students with any aspect of their writing, from developing a topic to citing sources. Students and faculty are encouraged to make use of the following free resources:

- Writing tutoring for students, available on a drop-in, appointment, or referral basis;
- Reference materials, including dictionaries, thesauri, handbooks, and interactive Web-based writing exercises;
- Citation guides, for information on formatting and using sources in MLA, APA, and a variety of other citation styles;
- Online writing assistance, through which a tutor will respond to questions and concerns about writing; and
- Writing workshops, through which Writing Center staff will instruct students on various aspects of the writing process and inform students of the resources available to them at the Writing Center; Online resources including videos, podcasts, and PowerPoint lectures.

Career Services

<u>**Overview**</u>

Career Counseling - Our professional counselors are available to meet with you to discuss your academic and career plans. We'll help you choose a major, define your career goals, create/update your resume, develop your job search strategy and everything in between!

Career Assessment - Online career assessment tools and inventories are available to help students make informed career decisions.

Career Panels/Seminars - During the academic year, successful alumni and other professionals come to campus to discuss career paths in a wide variety of fields. Panelists describe their careers, current trends, and offer suggestions in preparation for the competitive job market. Lunch 'n Learn seminars are frequent and Practice Interview Day is held each semester to allow students to practice with a professional recruiter.

Job & Internship Fairs - Don't miss our amazing Job & Internship Fairs! Meet over 100 employers at each.   We host four per year!

On-Campus Recruiting Program - Each year, various employers recruit graduating students from Pace for professional positions through the campus interview program. Graduating students may interview for a variety of full-time positions with corporations, banks, accounting firms, insurance companies, retail stores, brokerage houses, nonprofit organizations, and government agencies in the fall and spring semesters.

Practice Interviews - Need help interviewing? We'll practice with you! Make an appointment with a Career Counselor. It's a great way to practice before the real thing. "Practice Interview Days" are also held on each campus for your opportunity to practice interviewing with a human resource professional. Check with the Career Services Office for "Practice Interview Day" dates.

Job & Internship Postings - Professional full-time jobs and internships are posted online on the Pace University eRecruiting site. Don't have an account? Email careers@pace.edu with your pace email address, U# and full-name to get started.

Virtual Career Center - www.pace.edu/careers provides online access to hundreds of career and job search resources.

Student On-Campus Employment - Need to apply for an on-campus job? Career Services can help with that too! All on-campus jobs are listed through the Pace University eRecruiting site.

Internship Program

Pace University's Internship Program is one of the nation's leading internship programs and the largest in the New York metropolitan area among four-year colleges.

The Internship Program enables students to combine academic study with paid and unpaid internships that directly relate to career interests while they pursue their degrees. Students in all majors can explore careers through hands-on experience in a variety of settings from government and nonprofit organizations to Fortune 500 companies. Positions are available part-time during the school year and full-time or part-time during the summer.

Schedule an appointment with a Career Counselor today!

<u>**Benefits of an Internship Experience:**</u>

• Integrate classroom learning with on-the-job experience
• Potentially earn a salary to help defray education expenses
• Acquire pre-professional work experience and skills
• Develop confidence and professionalism
• Test interests and goals
• Improve opportunities for post-graduate employment
• Build a competitive resume
• Students receive transcript notation upon successful completion of their internship positions.

College of Health Professions

A Message from the Dean of the College of Health Professions

Welcome

Thank you for your interest in the Pace University College of Health Professions.

The College of Health Professions was established in 2010 in an effort to showcase and expand health professions majors at Pace University. The College is made up of the Lienhard School of Nursing (Department of Undergraduate Studies and Department of Graduate Studies), the Pace University-Lenox Hill Hospital Department of Physician Assistant Studies, and the Department of Health Studies (which includes the Communication Sciences and Disorders program along with the Bachelor of Science in Health Science. Additional programs in Health Studies are currently in development). The College's **vision** is innovative leadership in education, practice, and scholarship for the health professions, and its **mission** is to educate and challenge students for the health professions to be innovators and leaders who will positively impact global health care.

The Core Values of the College of Health Professions are:
- Collaboration
- Integrity
- Innovation
- Cultural competence
- Scholarship

The College has many distinguished programs, faculty, and services that will give you a great start to beginning and advanced health care practice roles. We dedicate ourselves to the long-standing commitment of Pace University to Opportunitas.

Lienhard School of Nursing graduate programs consist of the:
- MS/Family Nurse Practitioner (FNP)
- FNP-DNP (Family Nurse Practitioner-Doctor of Nursing Practice)
- MS in Nursing Education (NE)
- MS in Professional Nursing Leadership (PNL)
- Adult Acute Care NP-DNP Advanced Standing*
- The Doctor of Nursing Practice (DNP)

The FNP, NE, PNL, and Adult Acute Care NP program specialties offer post-master's Certificates of Advanced Graduate Studies (CAGS). The FNP is offered in Pleasantville and New York City. The FNP-DNP and the DNP-AACNP are offered only on the New York City campus at this time. The AACNP specialized CAGS for primary care NPs practicing with adult populations in acute care settings is offered only in New York City. Nursing Education is offered on both campuses. All graduate programs are "hybrid" - blending online and in-class formats. The Master's programs currently meet 3 times per semester on campus; the DNP meets 5 times per semester on campus.

Lienhard also offers an Accelerated Bachelor of Science in Nursing (ABSN) for non-nurse college graduates on both the NYC and PLV campuses.

Our undergraduate nursing programs include the 4-year BS (available only in Pleasantville) and iPace Baccalaureate Completion Program for RNs. Other undergraduate offerings from the College of Health Professions include the Bachelor of Science in Health Science and the BA in Communication Sciences and Disorders. For more information on these offerings, please refer to the Undergraduate Catalog.

The Pace University-Lenox Hill Hospital Physician Assistant program is a rigorous Master of Science program that fully integrates the educational components of the two institutions. Students are eligible to apply to the Master of Science degree program if they have a Bachelor's degree from an accredited institution and have met specific requirements set forth by the PA program. These students can apply through Central Application Services for the Physician Assistant (CASPA). We also offer a "completion program" for PA graduates with a bachelor's degree and current PA certification. This program provides the additional coursework students need to obtain a master's degree. The completion program is done online; the Master of Science is offered on campus in New York City.

Our faculty is made up of excellent teachers and clinicians who partner with premier hospitals and health care organizations in New York and environs to share their expertise while creating unparalleled clinical experiences for our students. Students are immersed in evidence-based practice throughout their program. As a result, our graduates are prepared to be leaders in both health care and academic settings. Pace will help you work toward the greatness within you.

I wish all the best for you and for your future. Please let us know how we can assist you to prepare for a career in the health professions or to gain further knowledge of the College of Health Professions.

Sincerely,

Harriet R. Feldman, PhD, RN, FAAN
Dean and Professor
College of Health Professions and the Lienhard School of Nursing

Pace will begin admitting students who meet specific criteria to the following Adult Acute Care Nurse Practitioner programs in the fall of 2014:

- *Certificate of Advanced Graduate Studies—Master's-prepared primary care Nurse Practitioners (FNP, ANP, GNP, WHNP) currently practicing in an acute care environment.*
- *DNP—Current Master's-prepared Adult Acute Care Practitioners (with a minimum of 550 supervised clinical hours in the master's nurse practitioner program).*

Admission will be expanded in future years to encompass the rest of the program offerings for a broader range of eligible students.

Vision, Mission, and Philosophies

Vision of the College of Health Professions
The College's vision is innovative leadership in education, practice, and scholarship for the health professions.

Mission of the College of Health Professions
The mission of the College of Health Professions is to educate and challenge students for the health professions to be innovators and leaders who will positively impact global health care.

Vision of Lienhard School of Nursing
The Lienhard School of Nursing will be a leader in innovation and excellence in education, research, and practice in primary health care.

Mission of Lienhard School of Nursing

LSN prepares diverse nursing leaders in primary health care by supporting innovative pedagogy with technology, integrating scholarship with practice, and fostering partnerships among professionals and communities.

Philosophy of Lienhard School of Nursing

Nursing, informed by its rich legacy, facilitates health and access to healthcare for individuals, families, groups, populations, and communities, locally, nationally, internationally, and globally. We prepare nurses who provide safe, quality, holistic, patient-centered care within an evidence-based framework of primary health care in an evolving information age.

LSN mission, vision and Philosophy accepted by the LSN Faculty Association, May, 2014.

Pace University-Lenox Hill Hospital Department of Physician Assistant Studies Vision

The Pace University-Lenox Hill Hospital Department of Physician Assistant Studies creates an academic environment that attracts faculty, staff, and students who are dedicated to the Department's mission to provide quality and culturally sensitive medical care.

Pace University-Lenox Hill Hospital Department of Physician Assistant Studies Mission

The **mission** of the Pace University-Lenox Hill Hospital Department of Physician Assistant Studies is to conduct a quality education program that produces superior physician assistants who possess the requisite skills, knowledge, attitude and understanding to function in diverse communities, populations, and settings, and to treat all patients with dignity, respect and compassion.

Lienhard Approach to Nursing

The centrality of the liberal arts and sciences. The balance of theory with practice. The development of moral and ethical values as a basis for critical thinking and accountability. These qualities characterize the Lienhard approach to nursing.

Goals of the Lienhard School of Nursing

a. To produce competent practitioners who meet professional standards and fulfill the missions, values and philosophies of the Lienhard School of Nursing, the College of Health Professions, and Pace University.
b. To provide a quality education within urban and suburban settings to serve diverse communities.
c. To foster teaching, learning, scholarship, and service within a community of integrity.
d. To prepare nurses to be global citizens.
e. To educate baccalaureate students in curricula that are process-oriented, providing a broad foundational base for professional nursing practice.
f. To educate master's and doctoral students with a depth and breadth of advanced knowledge, skills, and philosophy necessary for advanced nursing leaders to practice in a variety of settings with a primary health care worldview.

Accepted by the LSN Faculty Association, May, 2014.

Goals of the Department of Physician Assistant Studies

Program Goals

The Pace University-Lenox Hill Hospital Physician Assistant Program is deeply committed to:

Developing within each student a strong foundation in the basic medical and clinical sciences to enable them to meet the life-long challenges inherent in the practice of medicine.

Preparing students to function as primary care providers in the health care setting while providing enhanced training for those who wish to specialize.

Teaching students to have an integrated, patient and family-centered view including treatment, education, prevention and health care management.

Intensifying the program's commitment to service in the community to augment the students' abilities to provide culturally sensitive care.

Equipping students to meet the changing needs of the health care system and to work as collaborative members of the health care team.

Developing faculty who are regional, state, and national leaders in Physician Assistant policy, research, training, education and health care delivery.

Expected Student Learning Outcomes of the Nursing Master's Program and the DNP Program

Master's Program Expected Student Learning Outcomes

Within the framework of primary health care and consistent with professional standards, the student will be able to:

1. Use theory from wide range of disciplines to facilitate and provide primary health care.

2. Provide culturally competent, holistic health care that affirms human diversity and commonalities and addresses the concerns of aggregates.

3. Evaluate the health of individuals, families, groups, and communities using ecological and global perspectives.

4. Initiate change to improve nursing practice and primary health care delivery.

5. Apply theory, research, and other accepted forms of evidence to provide evidence-based practice.

6. Manage human, fiscal, and other health care resources to provide high quality, cost-effective care.

7. Demonstrate skill in collaboration and leadership within the context of interdisciplinary health care systems and policy arenas.

8. Demonstrate accountability for ethical decision-making in the provision of primary health care.

DNP Program Student Learning Outcomes

Within the framework of primary health care and consistent with professional standards, the student will be able to:
1. Synthesize relevant theories from a variety of disciplines to develop frameworks for culturally competent, evidence-based advanced practice nursing in primary health care.
2. Guide the provision of culturally competent evidence-based primary health care to individuals and populations in a variety primary health care practice settings.
3. Evaluate evidence related to clinical, educational, cultural, and organizational issues, needs and challenges to recommend a course of action for best practices in primary health care.
4. Design mentorship roles in primary health care clinical practice in the development, implementation and evaluation of culturally competent, evidence-based best practice protocols and projects.
5. Integrate relevant information technology to support culturally competent, evidence-based primary health care delivery.
6. Create change in health policy using the best available evidence with a culturally competent primary care perspective.
7. Develop collaborations with other disciplines and essential stakeholders to provide culturally competent, best practices in primary health care.

Expected Student Learning Outcomes Department of Physician Assistant Studies

Expected Student Learning Outcomes, Department of Physician Assistant Studies

1. Elicit a complete or directed patient history.

2. Perform a complete or directed physical examination.

3. Recognize "normal" vs. abnormal findings on the history and physical examination.

4. Develop appropriate differential diagnoses, problem lists, and management plans.

5. Accurately record and orally present findings in an organized manner.

6. Perform, request, and/or interpret routine laboratory or diagnostic tests/studies.

7. Initiate treatment for common problems encountered in patient care including the writing of medical orders and prescriptions.

8. Perform routine therapeutic procedures, e.g. suturing and casting, and assist in surgical procedures.

9. Provide appropriate health education and counseling for patients.

10. Perform independent evaluation and therapeutic procedures in response to life-threatening situations.

11. Recognize the indications for patient/family referral and initiate such referrals.

12. Recognize the value of consultation with colleagues, physicians, and other health professionals.

13. Recognize the contribution of other health care professionals to the delivery of patient care and work effectively with them towards meeting patient care objectives in a variety of settings.

14. Maintain current knowledge of community health facilities, agencies, and resources.

15. Maintain and apply a critical, current operational knowledge of new medical information.

16. Recognize and respond appropriately to issues of diversity which impact on the delivery of patient care.

17. Practice in a manner consistent with the highest standards of ethical and professional behavior

Accreditation

The baccalaureate degree in nursing, master's degree in nursing, and Doctor of Nursing Practice at Pace University are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791.

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted **Accreditation-Continued** status to the **Pace University-Lenox Hill Hospital Physician Assistant Program** sponsored by **Pace University**. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA *Standards*.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the *Standards*. The date for the next validation review of the program by the ARC-PA will be **September 2020**. The review date is contingent upon continued compliance with the Accreditation *Standards* and ARC-PA policy.

Brief History of the Lienhard School of Nursing and College of Health Professions

The Lienhard School of Nursing is named for the late Gustav O. Lienhard, Pace alumnus and honorary trustee of the University. Nursing was first established at Pace in 1966 with the introduction of a pre-professional program at the Pleasantville campus. By 1971, nursing was offered at the New York City campus and the Undergraduate School of Nursing was founded. Responding to community needs, the first professional Bachelor of Science nursing program was established in 1973. At the same time, the Graduate School of Nursing, formerly associated with the New York Medical College, became an official school of the University. In keeping with the current organizational structure of the various schools within the University, the Graduate and Undergraduate Schools of Nursing were unified in 1979 into the Lienhard School of Nursing.

The College of Health Professions was established in 2010 in an effort to showcase and expand health professions majors at Pace University. The College is made up of the Lienhard School of Nursing, the Pace University-Lenox Hill Hospital Department of Physician Assistant Studies, and the Department of Health Studies (which includes the Communication Sciences and Disorders program along with the Bachelor of Science in Health Science. Additional programs in Health Studies are currently in development).

Overview of Program Offerings

Designed to prepare students for careers in the health care system, CHP's programs combine academic education with supervised clinical experience in hospitals and community agencies. Students are encouraged to take full advantage of the educational opportunities available to them as members of the University community.

College of Health Professions Graduate Nursing Programs:
• Adult Acute Care Nurse Practitioner, DNP, Advanced Standing
• Adult Acute Care Nurse Practitioner, Certificate of Advanced Graduate Study
• Bridge Program to Master's Degree
• Family Nurse Practitioner, MS
• Family Nurse Practitioner (FNP)-Doctor of Nursing Practice (DNP)
• Nursing Education, MS
• Nursing Education, Certificate of Advanced Graduate Study
• Professional Nurse Leader, MS
• Professional Nurse Leader, Certificate of Advanced Graduate Study

RNs seeking to advance in their career now have a flexible way to develop their expertise to become a nurse practitioner, professional nurse leader, or nursing educator, leading to advanced nursing roles. Our post-baccalaureate degree programs now share a common 24-credit core curriculum -- 12 credits of graduate core and 12 credits of advanced nursing science core which includes advanced patho, pharm, and physical assessment -- the foundation for your subsequent 18-credit chosen area of specialization. Once you complete your first degree objective, you can apply for a program to be certified in another specialty.

Pace's **Family Nurse Practitioner** program offers a 42-credit Master's of Science degree, and a 78-credit advanced standing FNP-DNP. This allows you to complete the MS-FNP and begin practice as a FNP, or if you are already a master's prepared FNP, to apply to continue on and complete additional courses for your FNP-DNP. Pace also offers a certificate of advanced graduate study for master's prepared nurses who wish to pursue family nurse practitioner studies (36 credits), as well as nurse practitioners who wish to expand their practice through family nurse practitioner education and certification (credits determined by a Gap Analysis).

DNP Bridge Program: Although the Pace FNP-DNP program is designed for family nurse practitioners (FNPs), Pace now has an option for primary care, adult, pediatric, geriatric, and women's health nurse practitioners with master's degrees who wish to obtain FNP certification as an FNP-DNP. If you are interested in this option, you will need to meet with the FNP-DNP program director who will conduct a gap analysis to determine what additional clinical courses and precepted clinical hours will be required.

Pace's **Adult Acute Care Nurse Practitioner** program* meets the American Nurses Credentialing Center requirements for Adult Gerontology Acute Care Nurse Practitioner certification. This program offers the 42-credit Master's of Science degree, and the 78-credit advanced standing AACNP-DNP. This allows you to begin practice as an AACNP, or if you are already a master's prepared AACNP, to apply to continue on and complete additional courses for your AACNP-DNP. Pace also offers a certificate of advanced graduate study for master's prepared nurses who wish to pursue adult acute care nurse practitioner studies (36 credits), as well as nurse practitioners who wish to expand their practice through adult acute care nurse practitioner education and certification (credits determined by a Gap Analysis).

Pace will begin admitting students who meet specific criteria to the following Adult Acute Care Nurse Practitioner programs in the fall of 2014:

• *Certificate of Advanced Graduate Studies—Master's-prepared primary care Nurse Practitioners (FNP, ANP, GNP, WHNP) currently practicing in an acute care environment.*
• *DNP—Current Master's-prepared Adult Acute Care Practitioners (with a minimum of 550 supervised clinical hours in the master's nurse practitioner program).*

Admission will be expanded in future years to encompass the rest of the program offerings for a broader range of eligible students.

Pace's new **Professional Nursing Leadership** program focuses on quality and safety assessments and improvement strategies, as well as team-based approaches to culturally competent, evidence-based solutions that prepare health care system specialists to oversee and direct patient care. This program is available as a 42-credit master's program for nurses with a BS in Nursing, or a 36-credit Certificate of Advanced Graduate Studies (CAGS) for master's-prepared nurses. Graduates will qualify for national certification as a clinical nurse leader.

Pace's **Master of Science in Nursing Education** allows you to advance your career while preparing for a future shaping the next generation—and practice—of nursing. This program offers a unique blend of online and on-campus classes, and individually precepted clinical practicum hours in diverse health care and academic settings. The program prepares students for leadership roles in a variety of academic and health care settings. Registered nurses with a bachelor's degree in nursing and RN "bridge" students, who have one year of clinical nursing experience, may apply. Upon completion of the program, students can become educator in a clinical or community-based setting, academic instructors at the associate degree level, or clinical faculty members at a college or university. Pace also offers a 36-credit Nursing Education Certificate of Advanced Graduate Studies.

RN Bridge Program: RNs with a bachelor's degree in a field other than nursing can still matriculate into Pace's graduate nursing programs by successfully completing the RN Bridge Program. The RN Bridge Program includes the following courses: undergraduate statistics, nursing research, and matrices of nursing practice. Students must be computer literate to support their learning experience. Students can "bridge" into Nursing Education (as long as they have been practicing for a minimum of one year) or the Professional Nurse Leadership (PNL) program, or the Family Nurse Practitioner (FNP) program.

Lienhard School of Nursing also offers the **Accelerated Bachelor of Science in Nursing (ABSN)** which is designed for the college graduate

with a bachelor's degree in an area other than nursing. After 15 credits of science prerequisites are met, the BSN portion can be completed in one or two calendar years. The BSN portion of the program is offered on the New York City and Pleasantville campuses. Graduates of this program are eligible for the National Council Licensure Examination for Registered Nurses (NCLEX/RN).

Physician Assistant Offerings

The **Pace University - Lenox Hill Hospital Physician Assistant Program** is a rigorous master of science program that fully integrates the educational components of the two institutions. Prior to admission you must have completed a bachelor's degree and meet admission criteria. Upon successful completion of the Program, students are awarded a master of science in physician assistant studies (MSPAS) degree from Pace University and a certificate of completion from Lenox Hill Hospital. Graduates are eligible to sit for the Physician Assistant National Certifying Examination (PANCE).

Pace also offers an online Master's completion program open to PA graduates with a bachelor's degree and current PA certification. This completion program provides the additional coursework needed to obtain a master's degree.

Pace University and Lenox Hill Hospital

Pace University is a private university in the New York Metropolitan area. Pace has a growing national reputation for offering students opportunity, teaching, and learning based on research, civic involvement, an international perspective, and measurable outcomes. Pace University offers a wide range of academic and professional programs at the graduate and undergraduate levels.

Lenox Hill Hospital is a 652-bed acute care teaching hospital located on Manhattan's Upper East Side. The hospital offers the New York community a full range of health care services, from state-of-the-art cardiovascular and orthopedic services, to maternal and child health programs, to primary and preventive care. The hospital has a long, prestigious history of providing graduate and post-graduate medical education programs for physicians and physician assistants.

The Pace University - Lenox Hill Hospital Physician Assistant program is a rigorous Master of Science program that fully integrates the educational components of the two institutions. Students are eligible to apply to the Master of Science degree program if they have a Bachelor's degree from an accredited institution and have met specific requirements set forth by the PA program. These students can apply through Central Application Services for the Physician Assistant (CASPA).

This 26 month course of study consists of 14 months of intense didactic work and 12 months of clinical clerkships. In the didactic phase, students integrate courses in basic science, clinical medicine, behavioral medicine and pharmacology to provide a comprehensive approach to patient care. During the clinical year, students rotate through various clinical clerkships, which provide five-week rotations in a variety of clinical settings and specialties involving a diversity of patient care experiences.

After completion of all requirements, a combined Master of Science degree from Pace University and a certificate of completion from Lenox Hill Hospital will be awarded.

Administration

Harriet R. Feldman, PhD, RN, FAAN
Dean

Geraldine C. Colombraro, PhD, RN
Associate Dean for Administration
Carol Roye, EdD, RN, FAAN
Associate Dean for Faculty Scholarship

Martha Greenberg, PhD, RN
Associate Professor and Chair of the Department of Undergraduate Studies
Lienhard School of Nursing

Joanne Singleton, PhD, RN, FNP-BC, FNAP, FNYAM
Professor, Chair of the Department of Graduate Studies and Director, Doctor of Nursing Program
Lienhard School of Nursing
Jane Bear-Lehman, PhD, OTR, FAOTA
Chair of the Department of Health Studies and Director of the Occupational Therapy program
Susan O. Cappelmann, MS, MT (ASCP), PA-C
Associate Clinical Professor, Interim Program Director and Chair, Pace University-Lenox Hill Hospital Department of Physician Assistant Studies

Karen 'Toby' Haghenbeck, PhD, RN
Assistant Professor and Program Director, RN4

Sharon Wexler, PhD, RN
Assistant Professor and Program Director, ABSN

Lucille Ferrara, EdD, RN
Assistant Professor and Program Director, FNP

Keville Frederickson, EdD, RN, FAAN
Professor, PhD Program Project Leader

Carol Alpern, PhD
Interim Director, Communication Sciences and Disorders program

Sophie R. Kaufman, DPS
Assistant Dean for Grants and Strategic Initiatives

Stacie Cignarale
Assistant Dean, Finance/Human Resources

Sharon Lewis
Director of Communications

Melissa Crouse
Director of Development
Patty Myers, MS
Director of the Clinical Education Labs

Christopher Walther, MS
Academic Services Coordinator

Liz Colon, MS
Academic Services Coordinator

Faculty

About College of Health Professions Faculty
- Accomplished practitioners and nationally/internationally renowned scholars
- All tenure track faculty members hold doctoral degrees.
- CHP faculty are talented teachers, many of whom maintain clinical practices while teaching
- Many faculty are in leadership positions in state and national professional organizations
- Several are Fellows of the American Academy of Nursing, among a distinguished field of only 1,500 top nursing leaders within America's 2.9 million nurses.
- Three are Fellows in the National Academies of Practice, the only interdisciplinary group of health care practitioners dedicated to addressing the problems of health care. The Active membership of each Academy is limited to 150.
- One is a Fellow in the American College of Critical Care Medicine. The prestigious designation of Fellow of the American College of Critical Care Medicine (FCCM) honors practitioners, researchers, administrators and educators who have made outstanding contributions to the collaborative field of critical care. The College is comprised of nurses, respiratory therapists, physicians and other healthcare professionals who are all experts in their fields.
- Two are Fellows in the New York Academy of Medicine (NYAM), one of the nation's oldest medical academies. Founded in 1847, NYAM is an effective advocate in public health reform and a major center for health education.
- One holds a leadership position with the New York State Society of Physician Assistants (NYSSPA). NYSSPA has represented and served the Physician Assistant profession for over 35 years, and their mission is to improve the quality of health care and promote the Physician Assistant Profession in the State of New York.
- One is a member of the editorial board for the Journal of the American Academy of Physician Assistants. The mission of this peer-reviewed clinical journal is to support the ongoing education and advancement of physician assistants (PAs) by publishing current information and research on clinical, health policy, and professional issues.
- One has been named to the Research Council for the Physician Assistant Education Association (PAEA). The Research Council's work includes fostering research and scholarly activities within PAEA by advising and making recommendations to the PAEA Board of Directors for the coordination and oversight of research-related activities.
- Faculty members also hold leadership positions with the New York State Speech-Language & Hearing Association and the American Occupational Therapy Association.

Department of Health Studies Faculty

Jane Bear-Lehman, Chair of the Department of Health Studies, Bachelor of Science, University of Wisconsin-Madison; Master of Science, University of Illinois at the Medical Center-Chicago; Doctor of Philosophy, New York University

Communication Sciences and Disorders Faculty:

Carol Alpern, CCC-SLP, Professor and Interim Director, BA, Speech-language pathology, Adelphi University; MA, Columbia University; PhD, Speech and Hearing Science, CUNY Graduate Center

Abbey L. Berg, CCC-A, Professor, BA, George Washington University; MS, Purdue University; PhD, Columbia University

Sethu Karthikeyan, Assistant Professor, BSc, Dr. M. V. Shetty College of Speech and Hearing, Mangalore University, Karnataka, India; MSc, All India Institute of Speech and Hearing, Mysore University, Karnataka, India; PhD, City University of New York

Patricia Peifer-Arens, CCC-SLP, Clinical Assistant Professor and Director of the Speech and Hearing Center; BA, International Relations/Spanish, Miami University of Ohio; MA, Spanish Linguistics, Indiana University; MS, Speech and Language Pathology, Teachers College, Columbia University

Nursing Faculty

Stephanie B. Allen, Assistant Professor; BSN, Norwich University, Northfield VT; MSN (Nursing & Healthcare Administration) and MS (Management), University of Florida, Gainesville; PhD, the University of South Carolina, Columbia

Elizabeth Berro, Clinical Assistant Professor; Diploma, Presbyterian Hospital School of Nursing; BSN, Queens College; MA in Nursing Education, New York University

Marie Lourdes Charles, Clinical Assistant Professor; BSN, Hunter College-Bellevue School of Nursing; MA in Nursing Education, Pace University

Winifred Connerton, Assistant Professor; BA (Women's Studies), Mount Holyoke College; BSN, Columbia University; MSN, the University of California, San Francisco; PhD in nursing history, University of Pennsylvania; Certificate of Midwifery, the University of California, San Diego

Lin Drury, Associate Professor; AS, Vincennes University; BSN, Purdue University; MS, Indiana State University; MS, St. Xavier University; PhD, Rush University

Carol Epstein, Associate Professor; Diploma, Mt. Sinai Hospital School of Nursing; BA, Cornell University; BSN, Ursuline College; MSN, PhD, Case Western Reserve University

Nancy Fazio, Clinical Assistant Professor; Diploma, Westchester School of Nursing; BSN, Adelphi University; MSN, Hunter College

Lucille Ferrara, Assistant Professor; RN, Misericordia Hospital School of Nursing, Bronx, New York; BS (Nursing), University of the State of New York - Albany; MS (Family Primary Care), Pace University; MBA (Organizational Behavior), Iona College, New Rochelle; Ed.D (Doctor of Education in Educational Leadership), the University of Phoenix, Phoenix, AZ.

Keville Frederickson, Professor and PhD Project Team Leader, B.S., Columbia University; M.Ed., Columbia University, Teachers College; Ed.D., Columbia University, Teachers College

Martha Greenberg, Associate Professor, Chair of the Department of Undergraduate Studies; Diploma Nursing, Burbank Hospital; BSN, Syracuse University; MSN, Hunter College; PhD, New York University

Catherine Hagerty, Clinical Assistant Professor; BSN and MA in Nursing, NYU

Karen (Toby) Haghenbeck, Assistant Professor; RN, Kingston Hospital School of Nursing; BS, MS, Pace University; Certificate of Advanced Graduate Studies (Family Nurse Practitioner), Pace University; PhD, Adelphi University

Ann Hatcher-Grove, Clinical Assistant Professor; BS, New York University; MA, New York University

Martha Kelly, Assistant Professor; Diploma, Albany Medical Center School of Nursing; BS, Mount St. Mary College; MS, Russell Sage College; EdD, Florida Atlantic University

Joanne Knoesel, Clinical Assistant Professor; AAS, Niagara County Community College; BS, Hunter College; MSN, New York University

Sandra Lewenson, Professor; BS, Hunter College-Bellevue School of Nursing; MS, Mercy College; MEd, EdD, Teachers College, Columbia University

Karen Maier, Clinical Instructor and iPace Coach/Recruiter; AAS, Pace University; BSN and MSN with certification in Education, Regis University

Christina Maraia, Clinical Instructor; BS (Nursing); MA in Nursing Education, Pace University

Renee McLeod-Sordjan, Clinical Assistant Professor; BSN, MS, DNP, Pace University

Lakeisha Nicholls, Clinical Assistant Professor, Bachelor of Science in Nursing, Pace University; Master of Arts: Advanced Practice Nursing in Pediatrics (with a minor in Nursing Education), New York University

Angela Northrup, Clinical Assistant Professor; BA (Anthropology), Brooklyn College CUNY; BS in Nursing, SUNY Downstate; Family Nurse Practitioner Master's, Pace University

Esma D. Paljevic, Assistant Professor; BSN, Mercy College; MA (Advanced Practice Pediatric Nursing), NYU; EdD, St. John Fisher/College of New Rochelle

Marie-Claire Roberts, Assistant Professor; Doctor of Philosophy in Health Policy and Clinical Practice, Dartmouth College; Master of Science in the Evaluative Clinical Sciences, Dartmouth College; Master of Public Administration, Clark University (Israeli Branch); Bachelor of Arts in Nursing, University of Tel Aviv (Israel).

Carol Roye, Associate Dean for Faculty Scholarship, New York University, BA Psychology; University of Oklahoma, MEd; Pace University Lienhard School of Nursing, MSN; Columbia University School of Nursing, MS; Columbia University- Teacher's College, EdD

Lillie Shortridge-Baggett, Professor; BS, Berea College; Med. Teachers College Columbia University; EdD, Teachers College Columbia University; The Robert Wood Johnson Foundation Nurse Faculty Fellowship in Primary Care Research, Practice, and Education; Certificates in Family Therapy, Center for Family Learning

Joanne Singleton, Professor; Chair of the Department of Graduate Studies; Director, Doctor of Nursing Program; Diploma, St. Clare's Hospital of Nursing; BA, Marymount Manhattan College; MA, The New School for Social Research; BSN, Regents College, The University of the State of New York; PhD, and post Master's FNP, Adelphi University

Jason Slyer, Assistant Director of the DNP program, AAS in Nursing, Samaritan Hospital School of Nursing; BA (Biology), SUNY Buffalo; MS (FNP) and DNP, Pace University

Andrea Sonenberg, Associate Professor; BA, Biology/Neurobiology and Behavior, Cornell University; BS (Nursing), Syracuse University; MS (Nursing), Georgetown University; PhD, Columbia University

Shirlee Ann Stokes, Professor Emeritus; Diploma (Nursing), St. Luke School of Nursing; BSN (Nursing) and MS (Teaching), Ohio State University School of Nursing; EdD and M.Ed (both Curriculum & Teaching), Columbia University Teachers College

Marie Truglio-Londrigan, Professor; BA, Lehman College; MSN, Seton Hall; PhD, Adelphi University

Sharon Wexler, Assistant Professor; BS in Nursing, Simmons College; MA Nursing, New York University; PhD in Research and Theory Development in Nursing Science, New York University

Kyeongra Yang, Assistant Professor, PhD in Nursing, University of Texas, Austin; Master's of Public Health, Seoul National University; BS in Nursing, Chonbuk National University, Korea

PA Faculty

Full Time Faculty:

Susan O. Cappelmann, Associate Clinical Professor, Program Director and Chair; BS, Wagner College; PA Certificate, St. Vincent Catholic Medical Centers PA Program; MS in Advanced PA Studies, A.T. Still University

Jean Covino, Clinical Professor, Director of Didactic Education; BS, St. John's University; Certified Physician Assistant, Bayley Seton Hospital; Master of Public Administration, Long Island University; Doctor of Health Science, Nova Southeastern University

Alison Ismael, Associate Clinical Professor, Director of Clinical Education; Bachelor of Science in Psychology, Duke University; Bachelor of Science, Physician Assistant Program, Touro College; Masters of Science in Physician Assistant Studies, A.T. Still University

Tracey Kramar, Assistant Clinical Professor, Academic Faculty; BA, Psychology, University at Albany;
BS, Physician Assistant Studies, Pace University; MS, Education, Queens College

Tamara Kuittinen, Medical Director; AB, Psychology, Columbia University; Doctor of Medicine, Yale School of Medicine; Residency/Internship: Emergency Medicine, Johns Hopkins Hospital

Katherine L. Kunstel, Assistant Clinical Professor, Director of Admissions, Academic Faculty; Bachelor of Science in Human and Consumer Sciences, Ohio University; Master of Medical Science, Yale University School of Medicine, Physician Associate Program

Ellen D. Mandel, Clinical Professor, Academic Coordinator; B.S., Home Economics: Foods and Nutrition, Montclair State College; B.S., Physician Assistant, UMDNJ/Rutgers University; Master of Public Administration (MPA), Healthcare Administration Track, Seton Hall University (SHU); M.S., Physician Assistant Studies, University of Medicine and Dentistry of New Jersey (UMDNJ); Doctorate in Medical Humanities (DMH), Drew University

Shannon North, Assistant Clinical Professor, Clinical Coordinator; B.S., Psychology, University of Florida; MS, Physician Assistant Studies, Pace University

Gina Pontrelli, Assistant Clinical Professor, Academic Coordinator; B.S., Physician Assistant, St. John's University College of Pharmacy and Allied Health Professions; Physician Assistant certificate, Saint Vincent's Catholic Medical Center of Brooklyn & Queens; Master of Science in Advanced Physician Assistant Studies, A.T. Still University

Kathleen Roche, Associate Clinical Professor, Academic Faculty; BS, Nursing, University of South Carolina; Management Development Program, Harvard Graduate School of Education; Physician Assistant, Family Nurse Practitioner Program, University of California Davis; MPA, Health Services, University of San Francisco

Tracy L. Van Ness, Assistant Clinical Professor, Clinical Coordinator; B.S., Health Counseling, Iona College; B.S., Physician Assistant, SUNY Stony Brook; M.S., Health Care Policy and Management, Concentration in Community Health, SUNY Stony Brook

Part Time Faculty:

Jeff Chianfagna, Associate Clinical Professor, Academic Faculty; Physician Assistant Certificate, Lenox Hill Hospital; BS, Physician Assistant Studies, Pace University; MS, Physiology, New York Medical College

Jack Percelay, Associate Clinical Professor, Academic Faculty; BS, Stanford University; MPH, University of California Berkeley, School of Public Health; MD, University of California, San Francisco, School of Medicine

Completion Program Faculty:

Christine Lazaros Amendola, Assistant Clinical Professor, Academic Faculty; BS, Physician Assistant Studies, St. John's University; Physician Assistant Certificate, Saint Vincent Catholic Medical Centers; MS, Advanced Physician Assistant Studies, A.T. Still University

Denise Rizzolo, Assistant Clinical Professor, Completion Program Director; BS, Exercise Physiology, Rutgers University; MS, Physician Assistant, University of Medicine and Dentistry/Seton Hall University; PhD, Health Science, Seton Hall University

Professors Emeriti, Lienhard School of Nursing

Blagman, Patricia, Professor Emerita; BS, MEd, EdD, Teachers College, Columbia University

Calace-Mottola, Janet, Professor Emerita; BS, Syracuse University; MA, Teachers College, Columbia University

Carmody, Cathleen, Professor Emerita; BSN, New York University; MEd, St. John's University; MS, Fordham University; EdD, Teachers College, Columbia University

Gariepy, Dolores, Professor Emerita; MS, Hunter College; MA, New York University

Hart, Elizabeth, Professor Emerita; BA, Hunter College; M. Ed, Columbia University; M.S. Ed. Pace University

Hiestand, Wanda, Professor Emerita; BS, MEd, EdD, Teachers College, Columbia University

Jaffe-Ruiz, Marilyn, Professor Emerita; Diploma, Mount Sinai Hospital School of Nursing; BA, Jersey City State College; MA, New York University; MEd, Teachers College, Columbia University; EdD, Teachers College, Columbia University

Khanna, Suwersh K., Professor Emerita; BS, BA, Punjab University; MEd, EdD, Teachers College, Columbia University

Kohn, Paula Scharf, Professor Emerita; Diploma, Beth Israel Medical Center; BA Brooklyn College, CUNY; MA, New York University; PhD, New York University

Kosten, Patricia, Professor Emerita; BSN, Seton Hall University; MA, St. Mary's College; MEd, EdD, Teachers College, Columbia University

Landa, Jeannette, Professor Emerita; BS, MA, New York University

Leeser, Ilse, Professor Emerita; BS, MA, MEd, Teachers College, Columbia University; PhD, New York University

Nebens, Irene A., Professor Emerita; BSN, University of Maryland; MA, Teachers College, Columbia University

Nurena, Mary, Professor Emerita; BS, University of Bridgeport; MA, New York University

O'Day, Veronica, Professor Emerita; BSN, New York University; MS, Hunter College; PhD, New York University

Shortridge-Baggett, Lillie, Professor; BS, Berea College; Med. Teachers College Columbia University; EdD, Teachers College Columbia University; The Robert Wood Johnson Foundation Nurse Faculty Fellowship in Primary Care Research, Practice, and Education; Certificates in Family Therapy, Center for Family Learning

Stokes, Shirlee, Professor Emerita; Diploma, St. Luke School of Nursing; BSN, The Ohio State University School of Nursing; MS, The Ohio State University School of Nursing; MEd, Columbia University Teachers College; EdD, Columbia University Teachers College

Select Agencies Used for Clinical Nursing Experience

A. Phillip Randolph Campus H.S.	New York	NY
Access Medical Group	White Plains	NY
Accord Medical Associates, LLP	New York	NY
Advanced OB/GYN	Brooklyn	NY
AFAM Multi Specialty Medical Group	Brooklyn	NY
AHRC HEALTH CARE, INC	New York	NY
Albany Medical Center	Albany	NY
Albert Einstein College of Medicine	Bronx	NY
Alpine Medical Associates	Jersey City	NJ
Archcare Advantage	New York	NY
Arjun Medical Group	New York	NY
Arlington Pediatrics, Inc.	North Arlington	NJ
Bellevue Hospital Center	New York	NY
Beth Israel Medical Center	New York	NY
Bethel Springvale Nursing Home, Inc	Ossining	NY
Big Apple Pediatrics	New York	NY
Blythedale Children's Hospital	Valhalla	NY
Briarcliff Pediatrics	Briarcliff Manor	NY
Broadway Medical and Dental Center	New York	NY
Bronx Lebanon Family Practice Center	Bronx	NY
Bronx Lebanon Hospital Center	Bronx	NY
Burke Rehabilitation Center	White Plains	NY
Cardiology Consultants of Westchester	Hawthorne	NY
Cardiovascular Services, Inc.	Yonkers	NY
Catholic Medical Center	Jamaica	NY
Central Medical Latino	Jackson Heights	NY
Charles B. Wang Community Health Center, Inc.	New York	NY
Child Abuse Prevention Center	White Plains	NY
Childbirth Center	Englewood	NJ
Children's and Women's Physicians of Westchester	Hawthorne	NY
Children's Medical Group	Poughkeepsie	NY
Children's Physicians of Westchester	White Plains	NY

Clarkstown Medical Associates	New City	NY
Clarkstown Urology	New City	NY
Cochran School of Nursing	Yonkers	NY
College of Mount Saint Vincent	Riverdale	NY
College of New Rochelle	New Rochelle	NY
Columbia Presbyterian Hospital	New York	NY
Community General Hospital	Harris	NY
Community Health Program of LIJ Medical Center	New Hyde Park	NY
Community Healthcare Network	New York	NY
Community Hospital at Dobbs Ferry	Dobbs Ferry	NY
Comprehensive Family Care Center	Bronx	NY
Concordia College	Bronxville	NY
Coney Island Hospital	Brooklyn	NY
Cortlandt Healthcare	Cortlandt Manor	NY
Cross County Medical Care	Bellrose	NY
Crystal Run Health Care	Middletown	NY
Cumberland Diagnostic & Treatment Center	Brooklyn	NY
D.O.C.S.	New City	NY
Danbury Hospital	Danbury	CT
Dominican College	Orangeburg	NY
Downtown Family Care Center	New York	NY
Eastchester Center for Cancer Care	Bronx	NY
Elmhurst Avenue Medical Associates	Elmhurst	NY
Elmhurst Hospital Center	Elmhurst	NY
Endocrinology and Diabetes Associates	White Plains	NY
Evercare	New York	NY
Fairleigh Dickinson University	Teaneck	NJ
Family Practice NYC PC	New York	NY
Family Services of Westchester	White Plains	NY
Fashion Institute of Technology	New York	NY
Field Home	Cortlandt Manor	NY
Four Winds Hospital	Katonah	NY
Fulton Avenue Health Care	Hempstead	NY
Gaia Midwifery	Malverne	NY
Garden OB/GYN	Garden City	NY
Generations Family Health Center	Willimantic	CT
Gergely Pediatrics	Garrison	NY
Glengariff Nursing Home	Glen Cove	NY
Good Samaritan Hospital	Suffern	NY
Gouverneur Hospital	New York	NY
Great Neck Obstetrics and Gynecology	Great Neck	NY
Greenburgh Neighborhood Health Center, Inc	White Plains	NY

Greenpoint Pediatrics	Brooklyn	NY
Greenwich Hospital	Greenwich	CT
Hall-Brooke Behavioral Health Services	Westport	CT
Hamilton-Madison House Child Care Centers	New York	NY
Harlem Hospital Medical Center	New York	NY
Harrison Medical Group	Harrison	NY
Health Check	Yonkers	NY
Heart and Vascular Care	New York	NY
Hebrew Hospital Home LTHHCP	Bronx	NY
Helen Hayes Hospital	West Haverstraw	NY
Helene Fuld College of Nursing	New York	NY
Hendrick Hudson School District	Montrose	NY
Henry Ford Health System	West Bloomfield	MI
Henry Street Settlement	New York	NY
HHH Choices Health Plan, LLC	Bronx	NY
Highland Care Center	Jamaica	NY
Hillside Polymedic Diagnostic & Treatment Center	Jamaica	NY
HIP Plan of New York	New York	NY
Horizon Family Medical Group	Washingtonville	NY
Hudson River Health Care	Peekskill	NY
Hudson Valley Hospital Center	Peekskill	NY
Hudson Valley Medical Group	Peekskill	NY
iCare Internal Medicine	Springfield	NJ
Institute for Reproductive Medical Center and Health	Hartsdale	NY
Institute for Urban Family Health	New York	NY
Internal Medicine for Women	Thornwood	NY
Jamaica Hospital & Medical Center	Jamaica	NY
Jerome Medical Center	Bronx	NY
John T. Mather Memorial Hospital	Port Jefferson	NY
Julia Dyckman Andrus Memorial	Yonkers	NY
Keller Army Community Hospital	West Point	NY
Kids Plus Pediatrics	New City	NY
Kings County Hospital Center	Brooklyn	NY
Lakeland Central School District	Shrub Oak	NY
Lawrence Hospital Center	Bronxville	NY
Lawrence Medical Associates	Bronxville	NY
Lenox Hill Hospital	New York	NY
Lincoln Medical & Mental Health Center	Bronx	NY
Long Island College Hospital	Brooklyn	NY
Long Island Jewish Medical Center	New Hyde Park	NY
Long Island Midwifery Service	Huntington	NY
Lower East Side Service Center	New York	NY

Lutheran Medical Center	Brooklyn	NY
Manhattan College	Bronx	NY
Manhattan Family Practice	New York	NY
Mary Manning Walsh Nursing Home	New York	NY
Mayfield Pediatrics	White Plains	NY
Medical House Calls	New York	NY
Memorial Sloan-Kettering Cancer Center	New York	NY
Mercy College	Dobbs Ferry	NY
Methodist University	Fayetteville	NC
Metropolitan Hospital Center	New York	NY
Middletown Community Health Center	Middletown	NY
Middletown Medical	Middletown	NY
Midland Avenue Family Practice	Yonkers	NY
Mills Peninsula Health Services	Burlingame	CA
Minute Clinic Diagnostic of New Jersey	Chester	NJ
Molloy College	Rockville Centre	NY
Montefiore Hospital & Medical Center	Bronx	NY
Morningside House	Bronx	NY
Morrisannia Neighborhood Family Care Center	Bronx	NY
Mt. Kisco Medical Group	Mt. Kisco	NY
Mt. Sinai Hospital & Medical Center	New York	NY
Mt. Sinai Queens	Queens	NY
Mt. Vernon Neighborhood Health Center	Mt. Vernon	NY
National Benefit Fund	New York	NY
Neighborhood & Family Health Center	New York	NY
Nephrology and Hypertension Associates	Bronx	NY
New York Downtown Hospital	New York	NY
New York Presbyterian Hospital	New York	NY
New York Methodist Hospital	Brooklyn	NY
New York Presbyterian Hospital Westchester Division	White Plains	NY
North Central Bronx Hospital	Bronx	NY
North Shore LIJ Health System	Hyde Park	NY
North Shore University Hospital	Manhasset	NY
North State Cardiology	Briarcliff Manor	NY
North Valley Medical PC	Laurelton	NY
Northern Medical Specialists	Somers	NY
Northern Respiratory Specialists	Peekskill	NY
Northern Westchester Hospital Center	Mt. Kisco	NY
Northampton Community College	Bethlehem	PA
NP and Family Health PC	Mahopac	NY
Nurse Midwifery Associates	Brooklyn	NY
NY Presbyterian Hospital-Columbia	New York	NY

Nyack Hospital	Nyack	NY
NYSARC, Inc.	New York	NY
NYU Medical Center	New York	NY
OB/GYN Associates	New York	NY
Odyssey House	New York	NY
Open Door Family Medical Center, Inc.	Ossining	NY
Ossining School District	Ossining	NY
Ozanam Hall of Queens Nursing Home, Inc.	Bayside	NY
Palisades Pulmonary and Medical	West Nyack	NY
Paragon Emergency Medicare	Yonkers	NY
Park Avenue Pediatrics	New York	NY
Park Pediatrics	Floral Park	NY
Pediatric and Adult Dermatology	Staten Island	NY
Pediatric Center	Forest Hills	NY
Pediatric Health Care P.C.	Staten Island	NY
Pediatrics of Sleepy Hollow	Sleepy Hollow	NY
Phelps Memorial Hospital	Sleepy Hollow	NY
Phillips Beth Israel School of Nursing	New York	NY
Physician Medical Care	New Hyde Park	NY
Piermont Gynecology	Piermont	NY
Planned Parenthood Hudson Peconic, Inc.	Hawthorne	NY
Planned Parenthood of Mid-Hudson Valley	Poughkeepsie	NY
Pleasantville Union Free School District	Pleasantville	NY
Pomona Pediatrics	Pomona	NY
Poughkeepsie Medical Group	Poughkeepsie	NY
Premier Pediatrics	New York	NY
Primary Care Medical of Brighton P.C.	Brooklyn	NY
Priority Pediatrics	Lynbrook	NY
Private Pediatrics	Brooklyn	NY
Project Renewal Inc.	New York	NY
Promesa, Inc.	Bronx	NY
PTS of Westchester, Inc.	White Plains	NY
Putnam County Health Department	Brewster	NY
Putnam Hospital Center	Carmel	NY
Putnam Pediatric Associates	Carmel	NY
Queens Hospital Center	Jamaica	NY
Renaissance Health Care Network	New York	NY
Richmond University Medical Center	Staten Island	NY
Riverdale Internal Medicine and Geriatric Services, PC	Bronx	NY
Riverside Cardiology	Yonkers	NY
Riverside Pediatrics	Croton	NY
Rockland Medical Group	Garnerville	NY

Rockland Psychiatric Center	Orangeburg	NY
Rose F. Kennedy Center	Bronx	NY
Rutgers State University of NJ	Newark	NJ
Sarah Lawrence College Health Services	Bronxville	NY
Saw Mill Pediatrics	Yonkers	NY
Schervier Nursing Care Center	Riverdale	NY
Schnurmacher Nursing Home	White Plains	NY
SCO Family of Services	Glen Cove	NY
Segundo Ruiz Belvis Clinic	Bronx	NY
Select Physicians, PC	New Hyde Park	NY
Sheepshead Bay Medical Associates, P.C	Brooklyn	NY
Shore Area OB/GYN	Little Silver	NJ
Shoreline Medical LLP	Stamford	CT
Somers Manor	Somers	NY
Southern Westchester OB/GYN	Yonkers	NY
St. Anthony's Health Professions & Nursing Institute	Fresh Meadows	NY
St. Barnabas Hospital	Bronx	NY
St. Cabrini	Dobbs Ferry	NY
St. John's Riverside Andrus Pavillion	Yonkers	NY
St. Joseph's Hospital & Medical Center	Yonkers	NY
St. Luke's/Roosevelt Hospital Center	New York	NY
St. Luke's-Cornwall Hospital	Cornwall	NY
St. Mary's Hospital Inc.	Hoboken	NJ
St. Vincent's Catholic Medical Center of New York	Harrison	NY
Stamford Hospital	Stamford	CT
Stein Senior Center	New York	NY
Stony Lodge Hospital	Briarcliff Manor	NY
Sunny Medical PC	Brooklyn	NY
Sunshine Children's Home and Rehab Center	Ossining	NY
SUNY Ulster	Stone Ridge	NY
Sure Medical PC	Elmhurst	NY
Surprise Lake Camp	Cold Spring	NY
Taconic Correctional Facility	Bedford Hills	NY
Terence Cardinal Cooke Health Care Center	New York	NY
The Child Birth Center	Clifton	NJ
The Jewish Home & Hospital/Bronx Division	Riverdale	NY
The Jewish Home & Hospital/Manhattan Division	New York	NY
The Osborn	Rye	NY
The Wartburg Home of the Evangelical Lutheran Church	Mt. Vernon	NY
Total Family Care of Five Towns	Far Rockaway	NY
Tri-State Bariatrics	Middletown	NY
United Hebrew Geriatric Center of New Rochelle	New Rochelle	NY

Urban Health Plan, INC	Bronx	NY
Urgent Care of Westchester	Tarrytown	NY
Vassar Brothers Medical Center	Poughkeepsie	NY
Veterans Administration	Brooklyn	NY
Veterans Administration Hospital	Bronx	NY
Veterans Administration Hospital	New York	NY
Veteran's FDR Hospital	Montrose	NY
Village Care Plus, Inc.	New York	NY
Village Center for Care	New York	NY
Visiting Nurse Association of Hudson Valley	Tarrytown	NY
Visiting Nurse Services of New York	New York	NY
Visiting Nurse Service of Westchester	White Plains	NY
Vital Signs	Middletown	NY
Wagner College	Staten Island	NY
West Patterson Family Medical Center	West Patterson	NJ
Westbrook Medical Associates, PC dba Riverside Cardiology	Yonkers	NY
Westchester County Health Care Corp	Valhalla	NY
Westchester Family Medical Practice	Yonkers	NY
Westchester Health Associates, PLLC	Katonah	NY
Westchester Medical Center	Valhalla	NY
Westchester Medical Group	Rye	NY
Westside Medical Group	New York	NY
White Plains Hospital Center	White Plains	NY
White Plains OB/GYN	White Plains	NY
White Plains Pediatric Group	White Plains	NY
White Plains Urgent Care	White Plains	NY
Wingate at Ulster	Highland	NY
Winthrop-University Hospital	Mineola	NY
Woman to Woman OB/GYN	Yonkers	NY
Women's Health Pavilion	Mineola	NY
Women's Health Professionals	Smithtown	NY
Woodhull Medical Center	Brooklyn	NY
YAI NIPD NETWORK	New York	NY
Yorktown School District	Yorktown	NY

Agencies Used for PA Clinical Experience

The Pace University - Lenox Hill Hospital Physician Assistant Program has affiliations available for clinical year students with the following institutions:

- Ageless 360/Carfora Family Medicine
- Advanced Quality Medical Offices, PC
- Airport Medical Offices
- Beth Israel Medical Center
- Bridgeport Hospital
- Brookdale Hospital
- Coney Island Hospital
- Child Family Health International
- Joseph Ciuffo, MD
- DeWitt Rehabilitation & Nursing Home
- Dr. Doris Day
- Elant at Newburg, Inc.
- Ezras Cholim Health Care
- Family Care of Cicero
- Flushing Hospital Medical Center
- The Hospital of Central Connecticut
- Horizon Medical Group
- Huntington Hospital
- Innovative Healthcare Physicians, PC
- Jacobi Medical Center
- Lahey Hospital & Medical Center
- Lenox Hill Hospital
- Lincoln Medical & Mental Health Hospital
- Lyon & Martin Medical Associates, P.C.
- Maimonides Medical Center

- Alain Mass, MD
- Medemerge, PA
- Memorial Sloan Kettering Hospital for Cancer and Allied Diseases
- Montefiore Medical Center
- The Mount Sinai Hospital of Queens
- Naval Health Clinic – New England
- Stephen Nicholas, MD
- North Central Bronx Hospital
- Northside Medical Care
- Norwalk Hospital
- NY Dermatology & Skin Cancer
- NYP/Columbia Hospital
- NYP/Weill Cornell
- NYU Medical Center
- Orange Regional Medical Center
- Pace University Health Clinic
- Pediatric Health Care of Queens
- Vijaya Radhakrishna, MD
- Michael Richheimer, MD
- Sound Shore Medical Center
- South Nassau Communities Hospital
- White Plains Hospital Center
- White Plains Hospital Physician Associates
- Yaffe & Ruden and Associates, P.C.
- Your Doctor's Care

College of Health Professions Centers

The College of Health Professions has two centers that support the academic mission of the College:
- ALPS (Advancing Leadership, Partnerships, and Scholarship), the College of Health Professions' Center of Excellence, is dedicated to supporting the academic mission of the College of Health Professions through external funding, facilitation of faculty scholarship, student opportunities, partnerships, and leadership development.
- The Clinical Education Labs at Pace's College of Health Professions create an active interprofessional learning environment which promotes intellectual curiosity and integration of clinical and didactic health care knowledge utilizing current effective technology in full collaboration with Pace University, the College of Health Professions, students, faculty, staff, alumni, and community partners.

Advancing Leadership, Partnerships, and Scholarship (ALPS)

CHP's Vision

The College of Health Professions will be a leader in innovation and excellence in education, research and practice in primary health care.

Center's Mission

In keeping with the College's vision, the Center is dedicated to supporting the academic mission of the College through external funding, facilitation of faculty scholarship, student opportunities, partnerships, and leadership development.

The Center provides opportunities for faculty to develop their scholarship in education, research and practice through a variety of partnerships at the local, national and international levels, and access to internal and external funding.

The Center facilitates student-centered learning experiences that further enhance the high quality professional education of College of Health Professions students to prepare them to embrace the professional challenges in health care in the 21st Century. The Center promotes leadership development in nursing and health care.

Services at a Glance

Student Opportunities
- Financial support: scholarships, awards, graduate assistantships
- Professional experiences: graduate assistantships, sponsorship to attend conferences
- International student exchanges: travel courses, summer school, independent studies, Fulbright programs

Faculty Opportunities
- Consultation to support faculty research trajectories through internal and external funding
- Grant writing and submission
- Award disbursement and project management assistance
- Graduate assistants to support teaching, research, and special projects
- International opportunities, research collaboration, lectures, conferences, and international organization memberships
- Technology resources

External Funding
- Grants management: pre- to post-award
- Endowments: faculty and student awards
- Development of funding strategies

Leadership
- Leadership development programs
- Coordination with internal and external partners
- Workshops, lectures, conferences

Partnerships
- Program and research collaboration
- Collaborative grant applications
- Consulting opportunities
- Lectures, workshops
- Contracts
- College of Health Professions Advisory Board
- International exchanges
- Community outreach

University Health Care

University Health Care (UHC) was the first nurse-managed primary care center in an academic institution implemented through a school of nursing. Others have used it as a model, nationally and internationally.

A full range of primary health care services are offered to Pace University students, faculty, staff, alumni, and their families. UHC is staffed by advanced practice nurses and Certified Medical Assistants with physician consultants. UHC provides a needed service to the Pace community while also providing nursing students excellent clinical experiences.

The University Health Care Fee covers UHC office visit co-pays for sickness and accident visits. Wellness visits, preventive services, diagnostic tests and procedures may incur additional charges. UHC is able to bill your insurance directly.

Services available for students, faculty, staff, alumni, and their families include:
• Health education
• Health assessment with complete physical examinations
• Women's health care
• Diagnosis and treatment of illnesses such as sore throat, cough or other infections
• First aid for minor injuries
• Management of chronic health problems such as high blood pressure

Locations:

Pleasantville Campus:
Goldstein Fitness Center, Room 125
861 Bedford Road - Pleasantville,
New York 10570
Telephone: (914) 773-3760

New York Campus:
41 Park Row, Suite 313
New York, 10038
Telephone: (212) 346-1600

Nursing Honor Society

Zeta Omega, Westchester/Rockland at-large Chapter, Sigma Theta Tau International is the Honor Society of Nursing. The purposes of Sigma Theta Tau are to recognize the development of leadership qualities; foster high professional standards; encourage creative work and strengthen commitment on the part of individuals to the ideas and purposes of the profession of nursing.

The Lienhard School of Nursing is part of the Zeta Omega Westchester/Rockland at-Large Chapter, which is composed of a consortium of nursing programs at the College of New Rochelle, Dominican College, Mercy College, and Pace University. Candidates for membership are selected on the basis of superior scholastic achievement. Undergraduates halfway through the program, in the upper 35% of their class, or graduate students a quarter of the way through the Master's program, with a 3.5 CQPA or higher are eligible. Outstanding community leaders in nursing are also eligible. Student standing is reviewed by the individual school's chapter Faculty Counselor and eligible students are invited in writing to consider membership.

For further information, contact Martha Greenberg at mgreenberg@pace.edu.

For further information on Sigma Theta Tau International, go to their web page at www.nursingsociety.org.

Physician Assistant Organizations

• **American Academy of Physician Assistants (AAPA)**
The AAPA is the national professional organization of physician assistants. Its membership includes graduate and student physician assistants as well as affiliate membership for physicians and physician assistant educators. The Academy provides a wide range of services for its members from representation before federal and state governments and health related organizations, public education, pamphlets and brochures, insurance and financial programs, and employment assistance.

Student Physician Assistant Societies are an integral part of the AAPA and make up a body referred to as the Student Academy of the American Academy of Physician Assistants (SAAAPA). The Student Academy meets yearly at the national spring conference to elect officers and representatives. The Pace University-Lenox Hill Hospital Physician Assistant Program encourages each of you to take an active interest in this process. Release time to attend the national conference held in May of each year can be requested in writing to the Academic Coordinator (didactic year) or the Clinical Coordinator (clinical year).

The national organization represents you and as such deserves your support during your student years and as a graduate Physician Assistant. Membership to professional organizations is another benefit also routinely covered by employers.
• **New York State Society of Physician Assistants (NYSSPA)**
NYSSPA is the state constituent chapter of the APAA. Currently all fifty states have similar chartered constituent chapters. The NYSSPA mission is "to improve the quality of health care services in NY State and to promote, address and represent the interests and development of the Physician Assistant profession."

NYSSPA provides continual representation of PA interests in both Washington, DC and Albany with both federal and state health

profession's organizations as well as the State Department of Health (DOH) and the State Education Department (SED). The Student Affairs Committee of NYSSPA promotes student issues and interests within the Society. Any student enrolled in a New York PA Program approved by the Board of Directors is eligible for student membership. Student members may hold a place on the Board of Directors and are also eligible for scholarship monies.

- **National Commission on Certification of Physician Assistants (NCCPA)**
All graduates of Physician Assistant Programs accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) are eligible to sit for the national certifying exam (PANCE) offered by the NCCPA.

  Registration applications are completed during the senior year of the Physician Assistant Program. Most states require graduates to take and successfully pass the national boards to continue employment.

  Once certified through the NCCPA, each graduate must obtain and report 100 hours of CME every two years. Recertification exams are also required every ten years in addition to the CME requirement.
- **Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)**
The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) is the recognized accrediting agency that protects the interests of the public and PA profession by defining the standards for PA education and evaluating PA educational programs within the territorial United States to ensure their compliance with those standards.

  The ARC-PA encourages excellence in PA education through its accreditation process, by establishing and maintaining minimum standards of quality for educational programs. It awards accreditation to programs through a peer review process that includes documentation and periodic site visit evaluation to substantiate compliance with the Accreditation Standards for Physician Assistant Education. The accreditation process is designed to encourage sound educational experimentation and innovation and to stimulate continuous self-study and improvement.

Admission Requirements (Nursing Programs)

Accelerated Bachelor of Science in Nursing (ABSN) Program

Admission to the ABSN (for non-nurse college graduates) is through the Graduate Admission Office. Applicants must show satisfactory achievement in previous undergraduate work. Students must meet all entrance requirements of the Department of Graduate Studies. The ABSN is an accelerated curriculum. Effective September 1, 2014, ABSN students must maintain a 2.75 CQPA to progress in the program and to graduate. Following the completion of the baccalaureate (BSN), students are eligible to take the NCLEX-RN to become registered nurses.

Admission to the ABSN program is highly competitive.

• The application deadline for January entry is September 15. The application deadline for September entry is March 1.

• Class size is limited to a maximum of 64 students per class. Applications will be processed on a space available basis until the 64 seats are filled.

• Students who previously failed a nursing course or who were academically dismissed from a nursing program are not eligible for admission to the ABSN.

• Admission of students who have attended other nursing programs (without failing a class or being academically dismissed) will be considered on a case by case basis. These students may be required to provide additional application materials e.g., letter(s) of reference from didactic and clinical faculty.

• The ABSN is an intensive, rigorous program, so students must plan to consistently study to be successful. The full time program requires students to dedicate as many as 36 hours of weekly class and clinical hours not including study hours. We encourage students to think about personal and professional commitments and the significant amount of time necessary to devote to the program on a daily basis. Students taking 12 or more credits (one and two year programs) should not work.

• ABSN applications are not reviewed until all pre-requisites have been completed. Applications will not be considered for admission until all required documents have been submitted to the Admission Office.

• A personal interview is required before a candidate is admitted to matriculated status

Graduate Nursing Admission Criteria Include:
- Scholastic aptitude as evidenced by previous academic work, motivation, leadership potential, and maturity
- Undergraduate cumulative QPA of 3.0 from a nationally accredited nursing school
- NYS RN license
- Undergraduate Statistics and Nursing Research*
- Computer literacy
- Nursing Education program only: Applicants must provide evidence that they have practiced for a minimum of one year full-time or its equivalent as an RN in a well-defined clinical practice setting
- Adult Acute Care Nurse Practitioner Certificate of Advanced Graduate Study: applicants must be primary care Nurse Practitioners (FNP, ANP, GNP, WHNP) currently practicing in an acute care setting

  *Undergraduate Statistics and Nursing Research is required for Bridge to MS program students only

Doctor of Nursing Practice (DNP) Program Admission Criteria

Candidates for the DNP program must:
• Be a graduate of a nationally accredited master's degree program in nursing

• Have exceptional conceptual skills as evidenced by a writing sample

• Have a minimum GPA of 3.3 in their master's degree program in nursing, or equivalent professional experience

• Be licensed as a registered nurse in New York State, state certified and board eligible as a family nurse practitioner*

• Have advanced practice nursing experience

• Submit a 2-page essay with their application discussing personal goals for completing the DNP:
  • Student essays must be submitted in Arial or Times New Roman, 12 pt font size, with 1 inch margins, double-spaced
  • Student essays must have the applicant's name and the title of her/his statement

• Submit two letters of recommendation that describe the applicant's (advanced) clinical practice, potential for achievement in graduate study, and potential for professional achievement. The letters of recommendation should address the applicant's intellectual ability, ability to work with others, ability in written and oral expression, maturity, initiative/independence, and creativity/originality.

• Submit a current professional resume

*Although the Pace DNP program is designed for family nurse practitioners, we now have an option for adult, pediatric, geriatric, and women's health master's prepared nurse practitioners who wish to obtain FNP certification as an FNP-DNP. If you are interested in this option, you will need to meet with the FNP-DNP Program Director who will conduct a gap analysis to determine what additional clinical courses will be required.

No standardized admission test (GRE or Miller Analogy) required.

Admission Requirements (PA)

Admissions Criteria

The PA program is highly competitive and enrollment is currently limited to 80 students each year. The admissions process has three components that include academic evaluation, supporting documentation review, and a personal interview.

All applicants must meet the following requirements for admission into the Physician Assistant Program:
• Baccalaureate degree from an accredited institution;
• Minimum cumulative GPA of 3.0 based on a 4.0 scale;
• Minimum cumulative science GPA of 3.0 based on a 4.0 scale;
• 200 hours of volunteer or job related health care experience;
• One page personal statement describing why you wish to become a physician assistant (CASPA Narrative);
• Three references from professionals (one of which must be from a health professional);
• Completion of prerequisite courses; and
• No more than one grade that is less than a "B-" in a required prerequisite course

GPA's are calculated utilizing ALL college level courses completed by the applicant.

Documentation of your 200 hours of volunteer or job related health care experience is required upon acceptance.

The GRE is not required.

If you earned a bachelor's degree in a country where English is not the official language AND English is not your first language, you must submit scores from the "Test of English as a Foreign Language" (TOEFL) OR the "International English Language Testing System" (IELTS) that are no more than two years old. In general, a TOEFL score of 570 (paper-based version) or 230 (computer-based version), 88/89 (internet-based version) or an IELTS score of 7.0 is sufficient to demonstrate the requisite proficiency in English for admission into Pace's academic programs.

A personal interview may be granted if the above criteria are met. During the interview applicants will be evaluated on cognitive capability, professional awareness, commitment to the profession, leadership qualities, service and community orientation, communication skills including verbal ability, personal and behavioral qualities, interpersonal skills, self confidence, motivation and initiative, professionalism, social support and coping abilities. Meeting the minimum academic requirements does not guarantee an interview.

The Physician Assistant Program Admissions Committee will admit candidates who meet the admission requirements, are granted an interview, and present the best overall profile evidenced in these areas. The program does not provide preference to or favor any specified individuals or groups.

PA Technical Standards

Pace University complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as well as state and local laws which prohibit institutions of higher education from discriminating against students with disabilities. Although all applicants and students are held to the same technical and academic standards, reasonable accommodations are provided to qualified individuals with a disability. In order to request a reasonable accommodation, applicants and students should read Information for Students with Disabilities and then contact the Coordinator of Disability Services for their campus.

The ability to meet the technical standards and educational objectives established by the program is essential for the fulfillment of the requirements for the Bachelor of Science in Physician Assistant Studies degree. The academic and technical standards established by the faculty require that all students accepted by the Pace University – Lenox Hill Hospital PA Program possess the physical, cognitive, and behavioral abilities that insure that they will be able to complete all aspects of the curriculum. Students admitted to the Physician Assistant (PA) Program must have the intellectual, emotional and physical abilities to acquire the knowledge, behaviors, and clinical skills needed to successfully complete the entire curriculum and practice medicine as a physician assistant. The technical standards outlined below ("Technical Standards"), in conjunction with established academic standards, are followed by the Admissions Committee to select students who possess the intelligence, integrity, physical, and personal as well as emotional characteristics that are necessary to become an effective physician assistant. The Program and sponsoring institution must maintain the integrity of the curriculum and preserve those elements deemed essential to the education of a physician assistant. The program and sponsoring institution cannot compromise the health and safety of others and reserve the right not to admit any applicant who cannot meet the technical standards or who would constitute a direct threat to the health and safety of others, e.g., those individuals who are currently impaired by alcohol or substance abuse cannot meet the Technical Standards.

Technical Standards

Granting of the PA degree signifies that the holder is a physician assistant prepared for entry into the practice of medicine. Therefore it follows that graduates must have the knowledge and skills to practice medicine as PAs in a broad variety of clinical situations and to render a wide spectrum of patient care. Candidates must also have the physical and emotional stamina to function in a competent manner in educational and practice settings that may involve heavy workloads and stressful situations. Accordingly, candidates for the degree must be able to perform specific essential functions that the faculty deem requisite for the practice of medicine. These functions, expressed as technical standards, fall into several broad categories, including: observation, communication; motor; conceptual, integrative and quantitative; and behavioral and social.

Observation
Candidates must be able to observe demonstrations in the basic sciences, medical illustrations and models, microscopic studies of microorganisms and tissues in normal and pathological states. They must also be able to directly and accurately observe a patient's demeanor, see a patient's physical condition, and obtain a medical history and perform a physical examination correctly on the patient in order to integrate the information derived from these observations in order to develop an accurate diagnostic and treatment plan. These skills require the functional use of vision, hearing, smell, and somatic sensation.

Communication
Candidates must be able to speak, hear, and observe patients in a clinical setting and elicit information, perceive nonverbal communications and detect changes in mood. They must be able to record information accurately and clearly, speak fluent English, and communicate effectively and sensitively with patients and families. Candidates must also be able to communicate effectively with other members of the healthcare team in oral, written and electronic form, and provide accurate information in patient care settings in which decisions based upon those communications must be made rapidly.

Motor
Candidates must have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers necessary to complete a full physical examination. They must possess motor function sufficient to perform basic laboratory tests (e.g., urinalysis, CBC, etc.) and carry out diagnostic procedures (e.g., venipuncture, arterial puncture, paracentesis, thoracentesis, lumbar puncture, etc.). These skills require coordination of gross and fine muscle movements, equilibrium, and sensation. Candidates must be able to execute the appropriate motor movements required to provide general care as well as emergency treatment to patients. Examples of emergency treatment reasonably required of physician assistants are cardiopulmonary resuscitation, administration of intravenous medication, the application of pressure to stop bleeding, the management of obstructed airways, the suturing of simple wounds, and the performance of simple obstetrical maneuvers. A candidate must be able to transport themselves from one location to another in a timely fashion in order to facilitate patient care responsibilities and receive educational training.

Interpretative, Conceptual and Quantitative
Candidates for the degree must have effective and efficient learning techniques and habits that allow for mastery of the complex PA curriculum. They must be able to learn through a variety of modalities, including, but not limited to, classroom instruction, small group activities, individual study, preparation and presentation of reports, and use of computer technology. They must be able to memorize, measure, calculate, reason, analyze, and synthesize. They must also be able to comprehend spatial relationships and three-dimensional models.

Behavioral and Social
Candidates must understand the legal and ethical aspects of the practice of medicine and function within the guidelines established by the law and by the ethical standards of the PA profession. They must be able to relate to patients and their families, colleagues, and other members of the healthcare team with courtesy, maturity, and respect for the dignity of individuals. This requires that they place the welfare of their patients foremost, and demonstrate honesty, integrity, dedication, compassion and nondiscrimination in the care of their patients. They must at all times demonstrate the emotional stability to be able to exercise good judgment, and carry out prompt completion of all the responsibilities attendant to the diagnosis and care of their patients in a sensitive and effective manner. This sensitivity includes self-examination of personal attitudes, perceptions, and stereotypes in order to avoid potential negative impact on relationships and patient care. Applicants must be able to adapt to

changing environments, display flexibility and professional responsibility to their patients, and to learn to function in an environment of uncertainty, in which changes may occur rapidly and without warning. A candidate must be able to accept criticism and respond by a modification of behavior. All of these personal qualities will be assessed during the admissions and educational process.

Curriculum Information

Nursing Graduate Programs

Accelerated Bachelor of Science in Nursing (formerly the Combined Degree Program)

New York City and Pleasantville Campuses

Note: Effective January, 2014, career changers can apply to our Accelerated Baccalaureate of Science in Nursing. Prior to that, students applied to our Combined Degree Program. We are no longer accepting applications to the Combined Degree Program, but students who enrolled prior to January 2014 follow the old CDP curriculum.

Prerequisites

BSN/MS (CDP)/ABSN Prerequisite Courses

PSY 112	Introduction to Psychology	4
MAT 134	Introduction to Probability and Statistics OR	3
MAT 141	Introductory Statistics for the Life Sciences	4
BIO 152	Anatomy and Physiology I	4
BIO 153	Anatomy and Physiology II	4
BIO 254	Basic Microbiology	4
CHE 113	Principles of Chemistry for the Health Professions	3

The prerequisite requirements may be completed at Pace or transferred in. For transfer credit to be granted, a grade of C or better must be earned.

PREREQUISITES FOR ALL COURSES: MAT 134 OR MAT 141 AND PSY 112 AND CHE 113 AND BIO 152 AND BIO 153 AND BIO 254

Combined Degree Program (CDP) Option 1: One-Year Full Time Plan (Fall 2013)

Option 1 Semester 1:

NURS 401	Building a Foundation for Nursing Practice	5
NURS 404	Communication for Professional Nursing	2
NURS 406	Clinical Management in Psychiatric Mental Health Nursing	3
NURS 408	Foundational Study in Pathophysiology	2
NURS 000	Nursing Graduate Elective	3
NURS 409	Concepts of Evidence Based Practice for Practice Improvement	2

Option 1 Semester 2:

NURS 412	Clinical Management in Adult Medical Surgical Nursing	6
NURS 414	Clinical Management in Maternal Newborn Nursing and Women's Health	3
NURS 422	Pharmacology for Professional Nursing	3
NURS 418	Pathophysiology: Concepts of Multisystem Alterations	2
NURS 416	Clinical Management in Child Health Nursing	3

Option 1 Semester 3:

NURS 424	Clinical Management of Population Health	3
NURS 426	Organizational and Systems	3

	Leadership in Nursing	
NURS 428	Evolution of Professional Nursing	6
NURS 000	Nursing Graduate Elective	3
NURS 448	Ethics and Excellence in Professional Nursing	2

Combined Degree Program (CDP) Option 2: Two-Year Plan (Fall 2013)

Year 1, Semester 1:

NURS 404	Communication for Professional Nursing	2
NURS 406	Clinical Management in Psychiatric Mental Health Nursing	3
NURS 408	Foundational Study in Pathophysiology	2

Year 1, Semester 2:

NURS 422	Pharmacology for Professional Nursing	3
NURS 418	Pathophysiology: Concepts of Multisystem Alterations	2
NURS 448	Ethics and Excellence in Professional Nursing	2

Year 1, Semester 3:

NURS 000	Nursing Graduate Elective	3
NURS 000	Nursing Graduate Elective	3

Year 2, Semester 4:

NURS 401	Building a Foundation for Nursing Practice	4
NURS 409	Concepts of Evidence Based Practice for Practice Improvement	2

Year 2, Semester 5:

NURS 412	Clinical Management in Adult Medical Surgical Nursing	6
NURS 414	Clinical Management in Maternal Newborn Nursing and Women's Health	3
NURS 416	Clinical Management in Child Health Nursing	3

Year 2, Semester 6:

NURS 424	Clinical Management of Population Health	3
NURS 426	Organizational and Systems Leadership in Nursing	3
NURS 428	Evolution of Professional Nursing	6

The first professional degree (BSN) may be completed in one or two calendar years. Students will have six graduate credits applied to both degrees and must then earn an additional 36 credits to fulfill the second professional (MS) degree requirements. Students must maintain a minimum CQPA of 3.0 for the entire program and successfully complete the NCLEX-RN examination to continue in the MS or MA program. Application to the Combined Degree Program is through the Office of Graduate Admission. For a more complete description of this program and an application, contact the Office of Graduate Admission, Evelyn and Joseph I. Lubin Graduate Center.

NUR 655 in the MS or MA portion has three prerequisites: an undergraduate course in nursing research, an undergraduate statistics course or its equivalent, and a computer course or demonstrated competency in the use of computers for word processing and databasing.

Accelerated Bachelor's of Science in Nursing (ABSN) Option 1: One-Year Full Time Plan (for students entering January 2014)

Option 1 Semester 1:

NURS 401	Building a Foundation for Nursing Practice	5
NURS 404	Communication for Professional Nursing	2
NURS 406	Clinical Management in Psychiatric Mental Health Nursing	3
NURS 408	Foundational Study in Pathophysiology	3

| NURS 409 | Concepts of Evidence Based Practice for Practice Improvement | 3 |

Option 1 Semester 2:

NURS 412	Clinical Management in Adult Medical Surgical Nursing	6
NURS 414	Clinical Management in Maternal Newborn Nursing and Women's Health	3
NURS 422	Pharmacology for Professional Nursing	3
NURS 418	Pathophysiology: Concepts of Multisystem Alterations	2
NURS 416	Clinical Management in Child Health Nursing	3

Option 1 Semester 3:

NURS 424	Clinical Management of Population Health	3
NURS 426	Organizational and Systems Leadership in Nursing	3
NURS 428	Evolution of Professional Nursing	6
NURS 448	Ethics and Excellence in Professional Nursing	2
NURS xxx	Nursing Elective	3

Accelerated Bachelor of Science in Nursing (ABSN) Option 2: Two-Year Plan (for students entering January 2014)

Year 1, Semester 1:

NURS 404	Communication for Professional Nursing	2
NURS 406	Clinical Management in Psychiatric Mental Health Nursing	3
NURS 408	Foundational Study in Pathophysiology	3

Year 1, Semester 2:

NURS 422	Pharmacology for Professional Nursing	3
NURS 418	Pathophysiology: Concepts of Multisystem Alterations	2
NUR 395	Independent Study in Nursing	0 - 6

Year 1, Semester 3:

NURS xxx	Nursing Elective	3
NURS 448	Ethics and Excellence in Professional Nursing	2
NUR 395	Independent Study in Nursing	0 - 6

Year 2, Semester 4:

| NURS 401 | Building a Foundation for Nursing Practice | 5 |
| NURS 409 | Concepts of Evidence Based Practice for Practice Improvement | 3 |

Year 2, Semester 5:

NURS 412	Clinical Management in Adult Medical Surgical Nursing	6
NURS 414	Clinical Management in Maternal Newborn Nursing and Women's Health	3
NURS 416	Clinical Management in Child Health Nursing	3

Year 2, Semester 6:

NURS 424	Clinical Management of Population Health	3
NURS 426	Organizational and Systems Leadership in Nursing	3
NURS 428	Evolution of Professional Nursing	6

The first professional degree (BSN) may be completed in one or two calendar years. Effective September 1, 2014, ABSN students must maintain a minimum CQPA of 2.75 to progress in the program and to graduate. Application to the ABSN Program is through the Office of Graduate Admission. For a more complete description of this program and an application, contact the Office of Graduate Admission, Evelyn and Joseph I. Lubin Graduate Center.

MIN PASSING GRADE C+ FOR ALL UNDERGRADUATE NURSING COURSES

PRERQ FOR ALL COURSES: MAT 134 OR MAT 141 AND PSY 112 AND CHE 113 AND BIO 152 AND BIO 153 OR BIO 254

MINIMUM PASSING GRADE FOR ALL GRADUATE COURSES- B

One Common Core

RNs seeking to advance in their career now have a flexible way to develop their expertise to become a nurse practitioner, professional nurse leader, or nursing educator, leading to advance practice roles. Our post-baccalaureate degree programs now share a common 24-credit core curriculum -- 12 credits of graduate core and 12 credits of advanced nursing science core which includes advanced patho, pharm, and physical assessment -- the foundation for your subsequent 18-credit chosen area of specialization. Once you complete your first degree objective, you can apply for a program to be certified in another specialty.

Common Core Requirements

Courses

NURS 801	Underpinnings of Advanced Nursing	3
NURS 802	Leadership in Advanced Nursing	3
NURS 803	Advanced Nursing in Primary Health Care	3
NURS 804	Scholarly Inquiry for Advanced Nursing	3
NURS 681	Pathophysiology For Advanced Practice Nursing	3
NURS 682	Clinical Pharmacology for Prescribing Advanced Practice Nursing	3
NURS 640	Advanced Physical Assessment	6

Nursing Education MS

Graduate Program Information

New York City and Pleasantville Campuses

Pace's *MS in Nursing Education* allows you to advance your career while preparing for a future shaping the next generation - and practice - of nursing.

- A unique blend of online and on-campus classes, and individually precepted clinical practicum hours in diverse healthcare and academic settings.
- Career preparation - Grounded in our evidence-based, cultural competence, primary healthcare framework, our MS in Nursing Education will prepare you for leadership roles in a variety of academic and healthcare settings. You will learn the latest concepts and theories that support sound educational practice in today's complex healthcare and academic environments.With this newly revised degree program, you can expand your career and take advantage of the ongoing need for nursing educators. Registered nurses with a bachelor's degree in nursing and RN "bridge" students, who have one year of clinical nursing experience, may apply. Upon completion of the program, you can become an educator in a clinical or community-based setting, an academic instructor at the Associate degree level, or a clinical faculty member at a college or university. This program provides the foundation for national certification as a nurse educator, and to advance your education to the PhD or EdD degree.

Graduate Program Curriculum

Nursing Common Core

Required: 24 Credits

Please click here to see/reference the Nursing Common Core.

Nursing Education Specialty Core

NURS 706	Educating the Educator: Concepts Behind the Practice of Teaching	4
NURS 707 A & B	Developing the Methods: Teaching/Learning Strategies	4
NURS 708	Joining the Academic and Practice Setting	4
NURS 713	Project Based Preceptor Leadership Experience	6

Total Credits: 42

Professional Nursing Leadership MS

Graduate Program Information

New York City and Pleasantville Campuses

The **Master's of Science in Professional Nursing Leadership** is supported by the graduate core and science core which as of 2014 is foundational to all the graduate master's programs at the Lienhard School of Nursing. Built on this strong foundation the specialty courses, both didactic and clinical, in the Professional Nursing Leadership Program support the registered professional nurse in strengthening and enhancing their practice at the point-of-care across primary health care settings. Specialty didactic courses focus on nursing's leadership role in quality and safety, and teaching and learning, recognizing the value historical evidence offers for current and future practice. Students develop knowledge and skills that are applied through clinical immergence and culturally competent, evidence-based, intra and interprofessional leadership projects. Graduates of this program meet the requirements for national certification as a Clinical Nurse Leader (CNL), through the American Nurses Credentialing Center.

Graduate Program Curriculum

Nursing Common Core

Required: 24 Credits

Please click here to see/reference the Nursing Common Core.

Required Courses

NURS 760	Quality & Safety in Primary Health Care	3
NURS 761	Teaching and Learning for Primary Health Care	3
NURS 762	Professional Nursing Leadership Clinical Immersion I	6
NURS 763	Professional Nursing Leadership Clinical Immersion II	6

Total Credits: 42 / 36

Family Nurse Practitioner (MS-FNP and FNP-DNP) Program

Graduate Program Information

The DNP is offered on the New York City campus; the MS-FNP is offered on both the New York City and Pleasantville campuses

Advance your practice with our renowned Family Nurse Practitioner (FNP) Program

Pace's Family Nurse Practitioner program offers a 42-credit Master's of Science degree, and a 78-credit advanced standing FNP-DNP. This allows you to complete the MS-FNP and begin practice as a FNP, or if you are already a master's prepared FNP, to apply to continue on and complete additional courses for your FNP-DNP.

Pace also offers a certificate of advanced graduate study for master's prepared nurses who wish to pursue family nurse practitioner studies (36 credits), as well as nurse practitioners who wish to expand their practice through family nurse practitioner education and certification (credits determined by a Gap Analysis).

Master's FNP Program
- A unique blend of online and on-campus classes, and individually precepted clinical practicum hours in diverse healthcare settings.
- A leader in the field - Pace's FNP was one of the first programs of its kind to focus on family and primary healthcare and prepare you for the FNP role.
- Our FNP program will prepare you to deliver evidence-based, culturally competent primary healthcare to individuals within the context of family and community.

Doctor of Nursing Practice (FNP-DNP) Program (Advanced Standing)

Prepare yourself to be a clinical leader in primary healthcare with Lienhard's Doctor of Nursing Practice (DNP) Program. Our DNP graduates are sought by top area facilities as they assume leadership roles in primary healthcare delivery, with the necessary expertise to manage the complexity of new models of care.

- Executive format - Allows you to maintain your career trajectory while completing your degree in three years with five on-campus meetings per semester.
- Opportunities - You'll have the opportunity to be published internationally before graduation.
- Innovative curriculum - Meets the eight essential areas identified by the American Association of Colleges of Nursing for the DNP.
- Highly interactive and technologically advanced - Hybrid model of online and in-person coursework creates a regular feedback loop throughout the learning process and educates graduates whose practice incorporates the meaningful use of health information technology.
  DNP Bridge Program
  Although the Pace FNP-DNP Program is designed for family nurse practitioners (FNPs), Pace now has an option for primary care, adult, pediatric, geriatric, and women's health nurse practitioners with master's degrees who wish to obtain FNP certification as an FNP-DNP. If you are interested in this option, you will need to meet with the FNP-DNP Program Director who will conduct a gap analysis to determine what additional clinical courses and precepted clinical hours will be required.

Graduate Program Curriculum

Nursing Common Core

Required: 24 Credits

Please click here to see/reference the Nursing Common Core.

Family Nurse Practitioner Specialization**

NURS 650	Advanced Theory and Practice I for Family Nurse Practitioners	6
NURS 660	Advanced Theory and Practice II for Family Nurse Practitioners	6
NURS 671	Family Nurse Practitioner Practicum I	1.2
NURS 672	Family Nurse Practitioner Practicum II	1.2
NURS 673	Family Nurse Practitioner Practicum III	1.2
NURS 674	Family Nurse Practitioner Practicum IV	1.2
NURS 675	Family Nurse Practitioner Practicum V	1.2

Master's Degree Conferral: 42 Credits

Advanced Standing DNP Curriculum

MS* in Nursing with Family Nurse Practitioner Specialization - 42 credits, and minimum of 550 supervised clinical hours in the master's FNP program.

NURS 830	Health Care Policy: Strategic Action	3
NURS 840	Teaching and Learning in Advanced Practice Nursing	3
NURS 860	Evidence-Based Practice: Methods and Techniques	3
NURS 870	Health Care Economics and Finance for Advanced Practice Nursing	3
NURS 880	Technology and Information Systems for Advanced Practice Nursing	3
NURS 900A	Mentorship IA: Doctoral Project	3
NURS 900B	Mentorship IB: Doctoral Project	3
NURS 850	Ethical Choices and Legal Context for the Advanced Practice Nurse	3
NURS 910	Mentorship II: Doctoral Project	6

36 Credits - *NURS 803 & NURS 804 required for all non-Pace graduates & Pace graduates who did not complete these courses in their curriculum.

**Pace offers a certificate of advanced graduate study for master's prepared nurses who wish to pursue family nurse practitioner studies (36 credits, and includes NURS 803, NURS 804, NURS 681, NURS 682, NURS 640, NURS 650, NURS 660, and NURS 671 NURS 672, NURS 673, NURS 674, NURS 675), as well as nurse practitioners who wish to expand their practice though family nurse practitioner education and certification (credits determined by a Gap Analysis).

FNP-DNP: 78 minimum credits for conferral and a minimum of 1,000 supervised clinical hours

Adult Acute Care Nurse Practitioner Program

Graduate Program Information

New York City Campus

This program meets the American Nurses Credentialing Center requirements for Adult Gerontology Acute Care Nurse Practitioner certification. Building upon its long-standing expertise in family nurse practitioner education, Pace offers degree programs to develop the next generation of Adult Acute Care Nurse Practitioners and clinical leaders.

- **MS program** - For the RN with a Bachelor's degree to move into a well-paid career delivering healthcare in the context of adults/older adults in an acute care setting within a primary healthcare framework (coming soon).
- **Certificate of Advanced Graduate Study** - For the master's-prepared nurse practitioner in another specialty, or a master's-prepared nurse who wishes to become a nurse practitioner in this specialty.
- **Doctor of Nursing Practice** - Executive/hybrid (online and on-campus) program for the Adult Acute Care Nurse Practitioner to prepare for the advanced clinical leadership role in translating evidence into practice to improve primary healthcare delivery outcomes.
  - **Opportunities** - You'll have the opportunity to be published internationally before graduation.
  - **Innovative curriculum** - Meets the eight essential areas identified by the American Association of Colleges of Nursing for the DNP.
  - **Highly interactive and technologically advanced** - Hybrid model of online and in-person coursework creates a regular feedback loop throughout the learning process and produces graduates who are high functioning technology users.

Pace's Adult Acute Care Nurse Practitioner program offers the 42-credit Master's of Science degree, and the 78-credit advanced standing AACNP-DNP.* This allows you to begin practice as an AACNP, or if you are already a master's prepared AACNP, to apply to continue on and complete additional courses for your AACNP-DNP. Pace also offers a certificate of advanced graduate study for master's prepared nurses who wish to pursue adult acute care nurse practitioner studies (36 credits), as well as nurse practitioners who wish to expand their practice through adult acute care nurse practitioner education and certification (credits determined by a Gap Analysis, and requires a minimum of 500 supervised clinical practice hours during the program).

*Pace will begin admitting students who meet specific criteria to the following Adult Acute Care Nurse Practitioner programs in the fall of 2014:

- **Certificate of Advanced Graduate Studies** - Master's-prepared primary care Nurse Practitioners (FNP, ANP, GNP, WHNP) currently practicing in an acute care environment who have a minimum of 500 supervised clinical practicum hours across the adult/gero acute care population foci.
- **DNP** - Current master's-prepared adult acute care practitioners with a minimum of 500 supervised clinical hours in the master's nurse practitioner program.
  Admission will be expanded in future years to encompass the rest of the program offerings for a broader range of eligible students.

Graduate Program Curriculum

Nursing Common Core

Required: 24 Credits

Please click here to see/reference the Nursing Common Core.

Adult Acute Care Nurse Practitioner Specialization

NURS 662A	Introduction to Adult Acute Care Advanced Nursing Practice	2 / 1 clinical lab hours
NURS 662B	Introduction to Adult Acute Care Advanced Nursing Practice	2 / 1 clinical
NURS 664	Advanced Theory and Practice for Adult Acute Care Nursing Practice I	4.5 / 1.5 clinical hours
NURS 668	Advanced Theory and Practice for Adult Acute Care Nursing Practice II	4 / 2 clinical hours

Master's Degree Conferral: 42 Credits

Advanced Standing DNP Curriculum

MS in Nursing with Adult Acute Care Nurse Practitioner Specialization Required

NURS 830	Health Care Policy: Strategic Action	3
NURS 840	Teaching and Learning in Advanced Practice Nursing	3
NURS 860	Evidence-Based Practice: Methods	3

	and Techniques	
NURS 870	Health Care Economics and Finance for Advanced Practice Nursing	3
NURS 880	Technology and Information Systems for Advanced Practice Nursing	3
NURS 900A	Mentorship IA: Doctoral Project	3
NURS 900B	Mentorship IB: Doctoral Project	3
NURS 850	Ethical Choices and Legal Context for the Advanced Practice Nurse	3
NURS 910	Mentorship II: Doctoral Project	6

*36 Credits - NURS 803 & NURS 804 required for all non-Pace graduates & Pace graduates who did not complete these courses in their curriculum.

** Pace also offers a certificate of advanced graduate study for master's prepared nurses who wish to pursue adult acute care nurse practitioner studies (36 credits), as well as nurse practitioners who wish to expand their practice through adult acute care nurse practitioner education and certification (credits determined by a Gap Analysis, and requires a minimum of 500 supervised clinical practice hours during the program).

AACNP-DNP: 78 minimum credits for conferral and a minimum of 1,000 supervised clinical hours

Physician Assistant Program

Physician Assistant Studies, MS

Graduate Program Information

New York City Campus

The Pace University-Lenox Hill Hospital Physician Assistant (PA) Program is an intensive 26-month program that prepares you to become a practicing physician assistant - examining patients, ordering diagnostic tests, prescribing medications, and developing treatment strategies.
- Excel in a highly competitive and rapidly growing field - Graduates of our program have a first-time pass rate of 100% on the 2014 Physician Assistant National Certification Exam (PANCE), which is higher than the national average.
- Integrated curriculum and innovative advanced degrees - The PA program offers an integrated curriculum that takes a holistic approach to healthcare. Preclinical training exposes students to multiple disciplines simultaneously, so the learning experience is analogous to the manner in which they will practice.

Admissions

Students may apply only through Central Application Services for Physician Assistants (CASPA).

Prerequisites

Students are eligible to apply to the MS degree program if they have a bachelor's degree from an accredited institution and have met specific requirements set forth by the PA program.

Graduate Program Curriculum

Summer II (7 credits)

PAS 510	Psychosocial Medicine	2
PAS 511	Professionalism and Biomedical Ethics	2
PAS 505	Human Physiology	3

Fall (17 credits)

PAS 547	Medical Pharmacology I	3
PAS 601	Clinical Medicine I	5
PAS 604	Basic and Laboratory Sciences I	2
PAS 606	Clinical Applications I	3
PAS 512	Gross Anatomy	2
PAS 534	Pathophysiology	2

Spring (20 credits)

PAS 648	Medical Pharmacology II	3
PAS 602	Clinical Medicine II	5
PAS 605	Basic & Laboratory Sciences II	2
PAS 607	Clinical Applications II	3
PAS 513	Gross Anatomy II	2
PAS 514	Epidemiology & Evidence-Based Medicine	3
PAS 535	Pathophysiology II	2

Summer I (10 credits)

PAS 603	Clinical Medicine III	8
PAS 515	Health Promotion & Disease Prevention	2

Summer II

PAS 603	Clinical Medicine III (Continued)
PAS 515	Health Promotion & Disease Prevention (Continued)

Clinical Clerkships (22 credits)

PAS 701	Internal Medicine Clerkship	2
PAS 702	Pediatric Clerkship	2
PAS 703	Obstetrics and Gynecology	2
PAS 704	Behavioral Medicine Clerkship	2
PAS 705	Primary Care Clerkship	2
PAS 706	Emergency Medicine Clerkship	2
PAS 707	Surgery Clerkship	2
PAS 708	Elective I Clerkship/Long Term Health Care	2

PAS 709	Elective II Clerkship	2
PAS 799C	Clinical Year Capstone	2
PAS 620	Research Methods/Master Project	2

Total Credits: 76

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted **Accreditation-Continued** status to the **Pace University-Lenox Hill Hospital Physician Assistant Program** sponsored by **Pace University**. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The date for the next validation review of the program by the ARC-PA will be **September 2020**. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

The Pace University-Lenox Hill Hospital Physician Assistant Program is a member of the Physician Assistant Education Association (PAEA). The program is registered by the New York State Department of Education and awards an MS in Physician Assistant Studies.

Physician Assistant Studies Completion Program

The Completion Program allows currently certified PA graduates with a bachelor's degree to return to school to complete a Master of Science degree (MSPAS). All courses are taught online. This flexible program allows you to build on your professional experience and achieve your terminal degree in a way that suits your schedule. Obtaining a master's degree will give Physician Assistants the added credentials and flexibility to enter educational, administrative and research fields of study.

New York City Campus

Spring
| PAS 514 | Epidemiology & Evidence-Based Medicine | 3 |

Summer I
| PAS 505 | Human Physiology | 3 |

Summer II
| PAS 515 | Health Promotion & Disease Prevention | 2 |

Fall
| PAS 620 | Research Methods/Master Project | 2 |

Total Credits: 10

Academic Policies (Nursing)

Grade Appeal Process: Step-by-Step*

The process for appealing a grade in a nursing course is governed by the University's Grade Appeal Process (a copy of which may be found in the online Pace University Student Handbook) and this Grade Appeal Process: Step-by-Step, both of which provide that only the final course grade may be appealed. Therefore, a student may not use the Grade Appeal Process to appeal a grade for an examination, assignment, paper and the like; only a final course grade may be appealed. The procedure described below is intended to facilitate a student's understanding of the Grade Appeal Process and to identify the steps that must be followed. Students are responsible for knowing and complying with the Grade Appeal Process of both the University and the Lienhard School of Nursing.

Step 1. Before appealing a final nursing course grade, the student should review and become familiar with the Grade Appeal Process of the University and this Grade Appeal Process: Step-by-Step.

Step 2. At the sole discretion of the Chair of the Department in which a student is enrolled, the student may be permitted to register for and attend certain nursing courses while the student's grade appeal is pending (ordinarily, such nursing courses are those courses for which the failed course is a prerequisite). The Chair's approval must be in writing. Continued enrollment is subject to the decision of the grade appeal. If the grade appeal is not granted, effective immediately the student will no longer be permitted to attend the classes for which approval to attend was given, no grades or credit will be given for those courses and the student's registration for those courses shall be voided.

Step 3. If a student believes that the final grade received in a nursing course does not reflect "reasonable and generally acceptable academic requirements," the student must, within 10 business days from the date on which the student knew or should have known about the final nursing course grade, arrange to meet with the instructor who issued the grade. The purpose of this meeting is to provide clarification about the method by which the grade was determined and, if possible, to resolve the issue.

Step 4. If the student and the instructor are unable to resolve the issue, and the student wishes to continue the grade appeal, he or she may appeal the final nursing course grade to the Chair of the Department in which the student is enrolled. The grade appeal must be submitted in writing to the Chair and must clearly state the basis for challenging the grade received for the nursing course. The student must also forward a copy of his or her written grade appeal to the instructor who issued the final grade being challenged. If the Chair is the instructor who issued the grade being appealed, the grade appeal must be submitted to the Chair of the Department in which the student is not enrolled.

Step 5. If, after submitting his or her written appeal, the student wishes to meet with the Chair of the Department responsible for the Grade Appeal to discuss it, the student must contact the Department's Program Coordinator to make an appointment.

Step 6. The Chair of the Department will decide whether the final nursing course grade should be reviewed further. The Chair's decision of whether to have a grade reviewed is final and may not be appealed. If the Chair decides that the method by which the student's grade was determined was not proper and that the final nursing course grade will be reviewed, the procedure for reviewing the grade described in the University's Grade Appeal Process will be implemented. The Chair will notify the student in writing whether the grade will be reviewed further.

Step 7. If the grade is subject to further review, the Chair will notify the student in writing of the result of the review.

Revised September 1, 2011

*All grade appeals must be completed before the Academic Progression Appeals Committee will accept a student's appeal of the decision dismissing the student from the nursing program in which he or she is enrolled. (See Appeal of Academic Dismissal Policy.)

For additional academic policies, including the academic probation policy; academic dismissal policy; appeal of academic dismissal policy; academic requirements, the last semester, and eligibility to graduate; academic integrity policy; academic integrity and professional conduct compliance policy, see the Lienhard School of Nursing Department of Graduate Studies Handbook on the Lienhard School of Nursing website.

Academic Advisement Nursing

Advisement pertaining to academic program progression and planning is the responsibility of the Chair of the Department of Graduate Studies and the Director of the Family Nurse Practitioner Program. Soon after admission, a program plan is established for each student based on the student's program curriculum. The progression of Family Nurse Practitioner students in their clinical practicum courses is established during the semester prior to start of their clinical practicum. Students who wish to change their progression plan must confer with the Chair or the Director, as is appropriate.

In addition, every Lienhard School of Nursing graduate student is assigned a faculty advisor to assist them with their professional development.

Revised September 1, 2013

Academic Policies PA

Progression

Progression and continuance in the Pace University-Lenox Hill Hospital Physician Assistant Program is not based solely upon scholastic achievement. It is also, necessarily, based on the personal qualities described in the Program Technical Standards and Standards of Professional Conduct for the Physician Assistant Student.

Academic Standards

Students are required to maintain a cumulative GPA of 3.0 or higher to continue and/or graduate from the PA program.

Students must obtain a minimum grade of "B-" in all PAS-level courses and must successfully complete all other requirements for each specific course.

The Academic Affairs Committee

The mission of the Academic Affairs Committee is to maximize a student's learning opportunities and to ensure that each graduate of the Pace University-Lenox Hill Hospital Physician Assistant Program has the requisite skills and knowledge and, at the same time, to maintain the integrity and standards of the Program and safeguard the welfare of patients.

For additional academic policies, including the academic probation policy; academic dismissal policy; appeal of academic dismissal policy; academic requirements, eligibility to graduate; academic integrity and standards of professional conduct policies, see the Pace University Lenox Hill Hospital Department of Physician Assistant Studies Handbooks on the Pace University Physician Assistant website.

Academic Advisement PA

Advising

Each student will be assigned to a faculty advisor. The advisor will communicate formally with the student a minimum of two times per year via phone, video chat, email, or in person. At this time progress in meeting the Program's objectives, both academic and professional/behavioral, will be discussed. These sessions are an opportunity to frankly assess your strengths and identify areas for improvement, and to develop plans to capitalize on your strengths and improve your weaker areas. The advisor will also be available at other times to discuss issues of concern raised by you or others. The Program faculty believes participation in the advising process is consistent with the behavior of a successful student.

Prior to each scheduled session, the advisor will collect data concerning your performance. You will be asked to complete a self-assessment portion as a basis for discussion (forms for your review are appended to this handbook). Student input is critical for the success of this process. Both advisee and advisor have specific responsibilities. Each student is assigned a faculty advisor for the duration of the program.

The advising session can be a powerful tool for you to get the most from your education and in your development as a health care professional. The process must be an active one to be effective.

Health Requirements Nursing

HEALTH CLEARANCE FOR CLINICAL COURSES

Prior to attending a clinical course students must satisfactorily complete the health clearance process. The clinical clearance process begins up to six months prior to the start of clinical to ensure that all requirements have been met. The completed health clearance process must demonstrate to the satisfaction of the Lienhard School of Nursing and any applicable clinical agency that all requisite health standards have been met.

The health clearance process consists of completing (i) the Annual Health Assessment Form (to be completed yearly); (ii) the forms pertaining to titer tests and immunizations (required only once); and (iii) any supplemental forms required by the agency(s) at which the clinical component of a course will be conducted. In addition, students are required to provide evidence annually of certification in professional rescuer cardiopulmonary resuscitation. Students beginning clinical in January for the spring semester must submit by August 1st, for clinicals beginning in the fall semester, by May 1st .

The required health forms are posted for students in the LSN Blackboard Community, and it is the student's responsibility to obtain these forms, and submit completed forms as directed. Students are required to upload and manage the required documents to an account they will subscribe to with American Databank. Separate instructions on how to open and upload the documents are posted in the LSN Blackboard Community. Tuition reimbursements, if any, will be made according to the University's tuition cancellation policy.

Health clearance must be maintained throughout the semester in which the student is enrolled in a clinical course. Students must notify the clinical faculty member and the course coordinator of any health condition that occurs during the semester that, if it had been detected during the health clearance process, would have resulted in the student being denied health clearance. In such cases, the student will not be permitted to attend clinical courses until he or she has been cleared to do so.

In addition to the health clearance required in order to participate in a clinical course, all students must, as required by New York State law, be immunized against measles, mumps and rubella. The registration of students who do not provide proof of the required immunization to the Office of Student Assistance will be voided. Clinical agencies may require additional immunizations before students are cleared to commence a clinical placement. Students are urged to keep copies of all health forms for their personal records.

Health Clearance PA

Health Clearance Policy (Department of PA Studies)

All students are required to have adequate health insurance. Students are responsible for their own health care while in school. Selected clinical agencies may require evidence of health insurance. If you are placed at such an agency, it will be necessary for you to provide this evidence. If a health condition arises during the course of study that would in any way alter a student's ability to perform in the clinical setting, it is the student's responsibility to notify the Director of the Physician Assistant Program immediately.

In order to ensure the safety of students, staff, clinical agency personnel, and patients, and to comply with clinical agency contract mandates, no students will be permitted to participate in Physician Assistant Clinical Application Courses (PAS 606 & 607) or clinical year rotations unless they have been medically cleared. Health care clearance may include but is not limited to, proof of immunizations, physical exam, consent for release forms, facility mandated drug screening, background check, color blindness testing, respirator mask fit testing, student interview, or facility orientation. The program's health care clearance process is handled through Certified Background, an online company that verifies student health care clearance paperwork based upon the program specifications. Students are deemed compliant or non-compliant. A non-compliant status may result in failure of PAS 606/607, student removal from the rotation site, rotation reassignment and a subsequent delay in graduation. Additionally, students are required to bring a copy of all completed health clearance documents with them to every clerkship. Students must keep a copy of the completed health clearance documents for their own records.

Students may contact Certified Background's Student Support Line directly at 888-914-7279 with questions regarding the medical requirements, website or forms.

Health Care Clearance forms that must be completed & submitted to the appropriate place:

• Upload all forms Online or Fax: (303) 339-7521 or (877) 619-4139
1. Immunization Forms & necessary documentation
2. Hepatitis B Declination Form (only if applicable, see instructions for details)
3. Consent for Release Form
4. Medical Clearance Form

In addition to the PA Program's Health Care Clearance process, Pace University has its own immunization requirements which students must meet. A completed Pace University Immunization Requirement Form must be submitted to the Office of Student Assistance (OSA). The form should be emailed to Immunization@pace.edu in order to be cleared by Pace University.

It is the student's responsibility to read all of the instructions on each form and assure all paperwork is filled out correctly by health care providers. Please note: some of these forms may require additional documentation to be submitted and the signature of the health care provider; students should read each form completely and carefully.

IT IS THE RESPONSIBILITY OF STUDENTS TO OBTAIN THE APPROPRIATE HEALTH CLEARANCE.

Clinical Clearance Forms Nursing

The Lienhard School of Nursing Clearance Policy helps ensure the safety of our students, faculty, staff and clinical agency personnel and patients.

Please visit our website and read the following documents carefully, and complete as necessary:
• Welcome Letter and Clinical Clearance Policy
• Annual Health Assessment
• Titer/Immunization Documentation
• Background Check and 10 Panel Urine Drug Screen
• CPR for Healthcare Provider

Our Health Care Clearance process is now handled online through American DataBank (ADB). Students are required to open an account with ADB and upload and input their forms there. Once the appropriate forms are submitted, ADB will check them against the program's specifications and will deem the student compliant or not. Students may contact American DataBank directly at 1-800-200-0853 with questions regarding the health care clearance requirements, website, or forms.

Student Handbooks

To All Students and Faculty:

Information concerning academic standards and the probation and dismissal policies (including the procedure for appealing a dismissal) may be found in Lienhard School of Nursing Student Handbooks, and the Physician Assistant Student Handbook, available online. To ensure that you have the most up-to-date information concerning these issues, please contact your academic advisor or chair of your department.

Clinical Laboratory

Nursing students must adhere to the attendance policy for clinical laboratory experiences. It is the student's responsibility to notify the clinical faculty member if he or she is absent. Absences are subject to the LSN Clinical Attendance Policy (see LSN Student Handbook). Transportation to all off-campus learning experiences is the responsibility of the student.

Pace Grievance Policy

STUDENT GRIEVANCE POLICIES

The University views students as responsible citizens who are integral members of the academic community. Policies and practices pertaining to student relations and services should reflect this point of view. All University officers will make every effort to ensure that this philosophy is implemented.

It is recognized, however, that regardless of how well intentioned people may be, complaints and misunderstandings are bound to arise. It is the purpose of the Student Grievance Procedures to ensure that these disagreements are expressed, explored, and resolved promptly and confidentially. The Student Grievance Procedures shall apply to student grievances relating to the following:

1. Student Programs, Facilities, and Services: Allegations of violations of University policies and procedures with respect to programs, services, activities or facilities.

2. Student Relations: Allegations of unfair treatment from faculty, administration, staff or fellow students.

The Student Grievance Procedures shall not apply to claims relating to academic standing, grading or discipline, except where discrimination is alleged. Such matters are within the jurisdiction of the Academic Standing Committee and the Dean of the school.

Complaint Policy Nursing

The Lienhard School of Nursing strives to provide an environment of mutual respect, cooperation and understanding. Notwithstanding this commitment, problems and concerns sometimes occur. Resources and procedures are available to students for resolving complaints and addressing concerns. For example, concerns about violations of University policies are addressed through the University Grievance Procedure: Student Grievances procedure. Complaints of discrimination and harassment are addressed by the University's Affirmative Action Officer. The Lienhard School of Nursing Academic Progression Appeals Committee decides appeals of decisions dismissing students from nursing programs and the Lienhard School of Nursing for failing to satisfy the applicable academic standards. The Counseling Center offers personal, education, vocational counseling and resources and support services to students with disabilities. (Additional information about these resources and procedures, as well as others, may be found at www.pace.edu.)

Concerns or complaints about the Lienhard School of Nursing that are outside the scope of any existing University or Lienhard School of Nursing procedure may be addressed in accordance with the following procedure: The complaint must be in writing and contain the date, the student's name, telephone number and e-mail address, the program in which the student is enrolled, and as much detail as possible about the student's concerns.

Complaints or concerns about the Lienhard School of Nursing Undergraduate Program should be submitted to the Undergraduate Chair; concerns about the Graduate Program should be submitted to the Graduate Chair; and concerns about the Clinical Education Laboratory should be submitted to the Lienhard School of Nursing Associate Dean for Administration.

The Chair or the Associate Dean for Administration (or their respective designees) will, in a timely manner, investigate the complaint, take appropriate action, and notify the student of the resolution of the matter. If the student is not satisfied with the resolution, the student may, within five (5) business days of date of the notification, appeal the resolution in writing to the Dean of the Lienhard School of Nursing.

Revised September 1, 2014

Alumni and Friends: College of Health Professions and School of Nursing

After graduation, a new chapter begins. College of Health Professions graduates are encouraged to maintain close relationships with the College, the University, and each other.

Benefits of staying connected to Pace
- The Pace Alumni Online Community: A free and secure online networking service exclusively for Pace's 120,000+ alumni. Its features include an online directory of all alumni, events and services, permanent e-mail forwarding and career resources.
- Co-op and Career Services: Post your resume or even a job ad for other Pace alumni. Take advantage of the Alumni Jobs listserv, free career counseling, and networking opportunities. Give back and become a Pace Career Advisor.
- Alumni Publications: Stay updated on University events and alumni accomplishments with Pace Magazine and the Annual Report, Pace's official alumni mailing publications, and Alumni eConnect, Alumni & Friends monthly electronic newsletter.
- Boards & Committees: All Pace alumni who serve on alumni boards and/or committees enhance the University's image, strengthen its credibility within the community and ensure its viability for the students.

- **College of Health Professions' E-newsletter -** The College of Health Professions electronic alumni newsletter keeps you up-to-date with some of the many innovative activities that CHP students, faculty, staff, and alumni are involved in. We also welcome your input and your news. Please e-mail us your article ideas and any other information you want to share, including marriages, new jobs, promotions, research and awards, memorial notices, or general updates to:

Sharon Lewis
Director of Communications, College of Health Professions
Lienhard Hall, Room 28
Pace University
Pleasantville, New York 10570
E-mail: chpcommunications@pace.edu

College of Health Professions Advisory Board

Dianne A.M. Aroh, MS, RN, NEA-BC, Executive Vice President, Chief Nursing & Patient Care Officer, Hackensack University Medical Center

Maria Brennan, '81, Chief Nursing Officer, St. Joseph's Healthcare System and Vice President of Patient Care Services, St. Joesph's Regional Medical Center

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Kathleen Shaw, AAS, RN, '74, BA, '76, Vice President, Client Strategy, TMP Worldwide

Gail A. Wilder, MD, FACEP, JD '05, Medical Director, Clinical Review, United Healthcare

Executive Staff:
Harriet R. Feldman, PhD, RN, FAAN, Dean and Professor, College of Health Professions and Lienhard School of Nursing

Development Staff:
Melissa Crouse, Director of Development, College of Health Professions

Dyson College of Arts and Sciences

Online at www.pace.edu/dyson

Locations

NEW YORK CITY, NEW YORK

Lower Manhattan
One Pace Plaza, New York, NY 10038-1598
(212) 346-1518

and

Midtown Center

551 Fifth Avenue, New York, NY 10176

WESTCHESTER COUNTY, NEW YORK

Pleasantville
861 Bedford Road, Pleasantville, NY 10570
(914) 773-3781

and

White Plains Graduate Center

One Martine Avenue, White Plains, NY 10606

Office of Graduate Admission New York City (including Midtown)
(212) 346-1531; E-mail: gradnyc@pace.edu

Office of Graduate Admission Westchester (Pleasantville and White Plains)
(914) 422-4283; E-mail; gradwp@pace.edu

Message from the Dean

If you are considering a graduate degree program, you have already made the most important decision -- to invest in yourself. A graduate degree from Pace University's Dyson College of Arts and Sciences will give you the competitive advantage you need to advance your career.

Our professors are widely known in their fields as scholars and practitioners and take an active role in keeping our curriculum current with the needs of today's industry. They bring direct experience into the classroom and use innovation in teaching. You will join a community of scholars and a vast network of contacts in your chosen field including our alumni, who stay well-connected.

Our facilities are top-notch – from the Michael Schimmel Center for the Arts for acting students to the state-of-the-art Communications Center, where we've produced award-winning documentaries, and from the newly renovated Dyson Hall of Science where students conduct environmental and biological research to the Thomas J. McShane Center for Psychological Services, where our PsyD students observe patient care.

We are particularly proud to have launched Pace University's first doctoral program, the PhD in Mental Health Counseling. It is the first of its kind at Pace and in New York State.

At Dyson you will find a dynamic graduate school experience that is personally enriching and scholarly as well as grounded in practice. We want to help you achieve your success as defined by you.

Nira Herrmann, PhD
Dean

Administration: Dyson College of Arts and Sciences

Nira Herrmann, BS, MS, MS, PhD, Dean

Richard B. Schlesinger, BA, MA, PhD, Senior Associate Dean for Academic Affairs

Bette Kirschstein, PhD, Associate Dean for Academic Affairs

Alfred Ward, PhD, Associate Dean for Academic Affairs

Graduate Faculty: Dyson College of Arts and Sciences

Hasan Arslan, PhD, Assistant Professor

Susan Aston, BA, Lecturer

Demosthenes Athanasopoulos, PhD, Professor, Program Director, and The Harold Blancke Professor, Chemistry

Edward Baker, Lecturer

Baptiste Barbot, PhD,, Assistant Professor

Sheying Chen, PhD, Professor

Sheila Chiffriller, PhD, Professor

June Chisholm, PhD, Professor

William Coco, PhD, Lecturer and Director of Theater History Dept.

Diane Cypkin, PhD, Professor

Zhaohua Dai, PhD, Professor

Daniel Farkas, PhD, Professor

Margaret Fitzgerald, JD, Associate Professor

Paul Griffin, PhD, Associate Professor and Program Director

Melissa Grigione, PhD, Associate Professor

Beth Hart, PhD, Professor and Director of the Center of Psychological Services

Gregory Holtz, PhD, Lecturer

Farrokh Hormozi, PhD, Professor

Canan Karaalioglu, PhD, Assistant Professor

Elizabeth Kemp, Lecturer and Director of Acting Dept.

Jane Kinney-Denning, MA, Lecturer

Hillary Knepper, PhD, Assistant Professor

Shawn Lewis, MFA, Lecturer and Resident Set Designer

Maria Luskay, EdD, Professor and Program Director

Anthony Mancini, PhD, Assistant Professor

Andreas Manolikakis, MFA, Clinical Professor and Chair of The Actors Studio MFA, Program

James McCarthy, PhD, Associate Professor

Alma McManus, PhD, Assistant Professor

Mary Minnis, PhD, Lecturer

Elmer-Rico Mojica, PhD, Assistant Professor

Barbara Mowder, PhD, Professor, Associate Chair and Director of Psy.D Program

Weihua Niu, PhD, Professor

Johna Pointek, PsyD, Lecturer

Lenore Proctor, PsyD, Associate Professor

Michelle Pulaski Behling, PhD, Associate Professor

Sherman Raskin, MA, Professor and Director of Publishing Department

Brian Rhinehart, PhD, MFA, Lecturer

Rostyslaw Robak, PhD, Professor and Chair

Lisa Rosenthal, PhD, Assistant Professor

Joseph Ryan, PhD, Professor and Chair

David Sachs, EdD, Lecturer

Joshua Schwartz, PhD, Professor

Manuela Soares, MFA, Lecturer

Mark Sossin, PhD, Professor

Tyrel Starks, PhD, Assistant Professor

John Stokes, PhD, Professor

Sonia Suchday, PhD, Professor and Chair

Rebecca Tekula, PhD, Assistant Professor

Leora Trub, PhD, Assistant Professor

Richard Velayo, PhD, Professor

Alfred Ward, PhD, Associate Dean and Associate Professor

Andrew Wier, PhD, Assistant Professor

Nigel Yarlett, PhD, Professor and Director of Haskins Labs

Anastasia Yasik, PhD, Professor

Michele Zaccario, PhD, Associate Professor

Academic Centers and Institutes: Dyson Graduate Programs

The Center for Community Action & Research (CCAR): This Dyson College of Arts and Sciences center supports the development of community-based learning courses for undergraduates and research on the pedagogy of community-based learning and additionally sponsors educational forums and civic engagement opportunities on issues of social responsibility, democracy, and global citizenship.

The Confucius Institute: This institute at Pace University (Pace CI) functions as a center for language instruction, cultural immersion, teacher training, scholarship, and testing. It works closely with Dyson College's Graduate Publishing program as well as undergraduate programs in English, Modern Languages and Cultures, and East Asia Studies.

Environmental Center: An educational center dedicated to guiding people of all ages to a lifestyle which is in close harmony with our natural environment and serves as a resource to Pace and the outside community. This center emphasizes Pace's commitment to a philosophy of environmental education and provides students with opportunities for hands-on field studies.

The Haskins Laboratories: A scientific research center dedicated to exchanging ideas, fostering collaborations and forging partnerships across the sciences. It produces ground-breaking research that enhances our understanding of parasitic disease and reveals new ways to improve human health across the world.

Michaelian Institute for Public Policy and Management: Provides research and training in the public and nonprofit sectors.

The Pace Institute for Environmental and Regional Studies (PIERS): Provides leadership in the study of the complex interrelationships between human culture and nature, with special emphasis on the Hudson River bioregion and its diverse ecological, social, and cultural values.

The Straus Thinking and Learning Center: Serves as an integral component of the Dyson College of Arts and Sciences' mission to provide all Pace students with a general education that fosters a community of learners among faculty and students. The Center assists faculty in developing innovative educational experiences that incorporate interactive learning methodologies; focus on student learning outcomes; foster critical thinking skills; and link content, pedagogy, competencies, collaborative learning, and reflection.

The Thomas J. McShane Center for Psychological Services: Offers a broad range of psychological services to community residents and referred Pace students.

Mission Statement: Dyson College of Arts and Sciences

Through innovative teaching, a collaborative student-faculty learning environment, and an inclusive community of student and faculty scholars, Dyson College of Arts and Sciences fully engages students in learning in the liberal arts. Dyson College provides students majoring in the arts and sciences the depth and breadth they need to continue their studies at the graduate and professional levels or find employment in their field. Dyson offers all students a supportive environment in which to develop the liberal arts skills needed to succeed professionally and lead rewarding, intellectually and civically engaged lives.

These vital skills needed for success include written and oral communications; critical thinking; leadership; creative analytic thinking that perceives connections among broadly based ideas; and a deeper understanding of global issues and diverse national and international cultures.

Dyson College's learning philosophy results in graduates who can think analytically and creatively, understand ideas and issues contextually, communicate effectively, act responsibly in their community, and lead confidently in today's global workplace.

Degree Objectives: Dyson College of Arts and Sciences

Objectives of Graduate Degree Programs of Dyson College of Arts and Sciences

The graduate degree programs at Pace University's Dyson College of Arts and Sciences are focused on developing professionals who have the knowledge, competence, and flexibility to succeed in today's demanding work environment.

To prepare for the challenging task of pursuing and advancing in careers in an evolving society, graduate students in master and doctoral level programs are offered a blend of disciplined course work, hands-on experience, and exposure to the latest developments in their field. To ensure that career goals are achieved, students are offered a wide array of career development and placement services.

Moreover, to accommodate students who are employed full time, graduate classes usually are scheduled in the evening and meet once weekly during the fall and spring semesters and twice weekly in the summer.

Academic Standards and Policies: Dyson Graduate Programs

In accordance with the guidelines established by the Dyson Graduate Council's Academic Standards Committee, all Dyson graduate students are required to maintain a QPA of 3.0 or higher (cumulative and depending on department and degree requirements in specific required courses) in order to be considered in good academic standing. Students whose QPA (as cited above) falls below 3.0 will be placed on Academic Probation.

A student on Academic Probation will receive a letter from the department chair or program director; however, probation is not contingent upon this letter. It is the student's responsibility if in academic jeopardy to reach out to the department chair or program director for guidance and additional details. Any student whose QPA falls below 3.0 (cumulative and depending on department and degree requirements) is not fulfilling program requirements.

Students with a QPA below 3.0 who have a timely "hold" placed on their registration must make an appointment with their department chair or will be unable to register.

Academic Probation Policy

Once placed on Academic Probation, students are required to meet specific conditions in order to continue their enrollment and raise their QPA to meet department standards and requirements. These conditions will be outlined in a letter from the department chair or program director. A student on Academic Probation who does not meet these conditions is subject to immediate dismissal from the program.

Dismissal Policy

Dismissal notifications are sent directly to students.

Appeals Policy

If a student appeals his or her dismissal, the student's academic history will be reviewed by the appropriate Dyson Graduate Appeals Committee. This committee either will allow the student to be re-instated to the program with conditions or may uphold the dismissal as final.

Note that these academic policies and procedures are subject to change. A student in academic jeopardy should immediately contact his/her department chair or program director for guidance.

List of Dyson Graduate Programs

Grouped Alphabetically by Title, Degree, and Campus

New York City and/or Pleasantville Campuses

Actors Studio Drama School - Acting, Directing, and Playwriting, MFA (p. 124) - NYC

Environmental Policy, MA (p. 119) - NYC & PLV

Environmental Science, MS (p. 132) - NYC & PLV

Forensic Science, MS (p. 133) - NYC

Management for Public Safety and Homeland Security Professionals, MA (p. 121) - PLV

Media & Communications Arts, MA (p. 122) - PLV

Public Administration Programs: New York City & White Plains Campuses

Public Administration Program, MPA (p. 128) - NYC & WP

> Health Care Policy and Management, Certificate (p. 144) - NYC & WP
> Long Term Care Management and Practice, Certificate (p. 144) - NYC & WP
> Not-For-Profit Management, Certificate (p. 144) - NYC & WP

Dual Degree Accelerated Program in Public Administration, MPA/Law, JD (p. 129) - NYC & WP

Publishing Programs: New York City Campus & Online

Publishing, MS (p. 135) - NYC & Online

> Book Publishing, Certificate (p. 146)- NYC & Online
> (p. 146)Business Aspects of Publishing, Certificate (p. 146) - NYC & Online
> Digital Publishing, Certificate (p. 147) - NYC & Online
> Magazine Publishing, Certificate (p. 147) - NYC & Online

Psychology Programs: New York City and Pleasantville Campuses
 (p. 130)

Counseling, MS (p. 130) - PLV
Mental Health Counseling, MS (p. 134) - PLV

Mental Health Counseling, PhD (p. 140) - PLV

Psychology, MA (p. 123) - NYC
School-Clinical Child Psychology, PsyD (p. 141) - NYC
School Psychology, MS.Ed. (p. 137) - NYC
School Psychology with a Specialization in Bilingual School Psychology, MS.Ed. (p. 139) - NYC

Dyson Graduate Programs (Curriculum)

Masters of Arts

Environmental Policy, MA

Graduate Program Information

New York City and Pleasantville Campuses

Program Description:

This 45-credit M.A. program in Environmental Policy can be completed within two years of full-time study and will first be offered beginning September 2015. Students having a diversity of interests and undergraduate backgrounds (e.g., environmental studies, IT, business, natural sciences, political sciences) will be eligible for admission into the program.

The program is designed to prepare students to enter the professional world as leaders, analysts and practitioners. Its focus is an in-depth understanding of the complex relationships among natural science, law, and management and how to use the tools of these disciplines to develop appropriate responses to complex environmental issues. It incorporates courses and faculty from public administration, management, environmental policy, economics and science in a curriculum that develops academic analytical skills necessary to deal with the practical aspects and profound challenges of local, national and global environmental affairs. Required courses will cover not simply the written laws and rules of formal government institutions such as legislatures and courts but also the broader sweep of political governance: the process of engagement between special interest groups, scientists, media, and the public. Program foci range from pollution control to management of production and consumption and to preservation of vast environmental resources.

Program Educational and Career Objectives:

The program's integration of disciplines will train graduates in the skills necessary to address issues innovatively and comprehensively. In addition to providing legal, socio-economic, scientific, and political training, the program will teach students how to synthesize those disciplines and apply the values that policy professionals must command in order to benefit and improve the nature-society relationship. In addition to a basic grounding in environmental issues, the program will provide hands-on professional training in the practice of policy itself so as to attract the student who is interested in the field generically but also in need of more practical experience to choose a specific environmental application.

The program's practical core curriculum is "skills oriented," designed to train policy professionals who will be at the top of their game in the jobs market place. Following graduation, students may be employed in various private, public, and non-profit sectors and will enter the workforce immediately capable of influencing policy formulation, implementation, and management and be well equipped to serve in leadership roles in congressional staff, committee staff, think tanks, and non-profit policy organizations, as well as federal, state, and local agencies.

Graduate Program Curriculum (45 Credits)

Twelve (12) MEP Courses (36 credits)

The following twelve MEP courses are required:

Environmental Law for Non-Lawyers

Environmental Policy

Scientific Foundations for Environmental Policy

Ecological Economics, Values & Policy

Leadership and Environmental Decision Making

Analytical Methods in Environmental Policy Research

Managing Innovation

Legislative and Policy Process

Art and Advocacy of Negotiation

Contemporary Issues in Environmental Policy: Capstone

Externship

Graduate Colloquium

Any Three Electives from the Following Lists (9 credits)

Dyson College of Arts and Sciences Elective List

PAA 603	Economics of Government, Health Care and Nonprofit Entities	3
PAA 605	Ethics and Leadership	3
PAA 611	Management and Organizational Development	3
PAA 614	Strategic Planning and Marketing	3
PAA 615	Program Planning and Evaluation	1 - 3
PAA 616	Project Development and Grant Writing	1 - 3
PAA 630	Intergovernmental Relations	1 - 3
PAA 631	Law in the Administrative Process	3
PAA 642	Regional Planning	3
PAA 670	The Not-for-Profit Sector	3
PAA 671	Law and Board Governance for Not-for-Profit Managers	3
ENS 501	Environmental Assessment and Environmental Impact Statement (EIS) Preparation	4
ENS 505	Conservation Biology	3
ENS 506	Wildlife Ecology	3
ENS 511	Plant Ecology and Conservation	3
ENS 531	Biological Oceanography and Marine Biology	3
ENS 625	Environmental Science Communication	3
ENS 696I	Water Commodity/Water Habitat	3
ENS 760	Waste Management, Site Remediation and Land Reuse	4
ENS 780	Remote Sensing and Geographic Information Systems	0 - 4

Law School Elective List

Lubin School of Business Elective List

MBA 620	Organizational Behavior and Leadership Skills	4
MGT 646	Government Institutions and Business Strategy	3

Total Credits: 45

Management for Public Safety and Homeland Security Professionals, MA

Graduate Program Information

Pleasantville Campus

The MA in Management for Public Safety and Homeland Security Professionals is a 33-36 credit program with a required master's project and an optional thesis. This graduate-level emergency management degree program, which is primarily online, prepares public and private sector law enforcement, military, fire, public health and other safety and security professionals to respond to and prevent future attacks using existing resources.

Graduate Program Curriculum (33-36 Credits)

Required Core Courses (18 credits)

CRJ 601	Introduction to Homeland Security	3
CRJ 602	Public Sector Management	3
CRJ 603	Public Sector Strategic Planning and Budgeting	3
CRJ 604	U.S. Constitution and Ethical Issues	3
CRJ 605	Public Sector Policy Analysis and Program Evaluation <U> <I> AND the following course in the last trimester: </I> </U>	3
CRJ 628	Research Colloquium and Capstone Seminar	3

Five (5) to Six (6) Required Elective Courses (15-18 credits)

Note: Students choosing to complete an optional Master's Thesis take only five elective courses (15 credits).

CRJ 629	Comparative Governments	3
CRJ 622	International Human Rights	3
CRJ 630	Intelligence Gathering Strategies for Homeland Security	3
CRJ 624	Technology and Critical Infrastructure Protection	3
CRJ 625	Multi-Disciplinary Approaches to Homeland Security	3
CRJ 626	Special Topics in Homeland Security	3
CRJ 631	Public Health for HS Leaders	3

Total Credits: 33-36

Media & Communications Arts, MA

Graduate Program Information

Pleasantville Campus

This 36-credit program in Media and Communication Arts can be completed within two years of full time study.

<u>Prerequisites:</u>
Admission requirements include Bachelor's degree; strong writing, verbal, and interpersonal skills; articulation of reasons supporting the decision to attend a graduate media communication arts program; academic/professional references, and knowledge of basic computer skills.

Graduate Program Curriculum (36 Credits)

Requirements include approved Thesis or Internship and satisfactory Comprehensive Examination.

Five (5) Required Coures (20 credits)

MCA 601	Industry Theory and Practice	4
MCA 602	Writing for Organizations	4
MCA 603	Effective Speaking for Industry Professionals	4
MCA 610	Communications Research	4
MCA 693	Internship	4

Four (4) Elective Courses (16 Credits)

Students choose four courses from the following list. For other MCA electives that might be available, they must see program director for details and required approvals.

MCA 620	Media Relations	4
MCA 625	Corporate Communication and Reputation	4
MCA 635	Organizational Communication and Social Responsibility	4
MCA 639	Creative Writing for Media Professionals	4
MCA 640	International Communication	4
MCA 652	Digital Video Field Production	4
MCA 654	Industrial Media Production	4
MCA 655	Producing the Documentary	4
MCA 670	Designing & Evaluating Effective Communication for the Web	4
MCA 680	Law and Ethics in Professional Communication	4
MCA 695	Independent Study in Communications	1 - 4
MCA 696	Issues/Topics in Professional Communication	2-4

<u>**Total Credits: 36**</u>

Psychology, MA

Graduate Program Information

New York City Campus

This 36-credit hour Master of Arts program provides graduate students with a general academic foundation in the field of psychology and fills a gap in the training and changing professional preparation in human service organizations. It also may be suited to those who may seek to further their study at the doctoral level. The program offers a wide variety of required and elective courses that provide students with the skills and resources needed to examine and understand the broader context of a person's life – family, school, work groups, and other significant systems.

Students entering this program have a maximum of five years to complete it. All program academic standing requirements are defined in the Psychology Department Graduate Program Catalog.

Note: Tracks within this program are being developed. For more information, consult the Psychology Department at 212-346-1506.

Graduate Program Curriculum (36 Credits)

Required Core Courses (18 credits)

PSY 604	Developmental Psychology	3
PSY 612	Neuropsychology	3
PSY 615	Research Design and Statistics I	3
PSY 623	Social Psychology	3
PSY 624	Cognitive Psychology	3
PSY 625	Personality Theories	3

Required Elective Courses (18 credits)

Students choose six courses from the following list. However, other psychology courses may be taken as approved by the Psychology Department.

PSY 608	Community Psychology	3
PSY 610	Psychopathology	3
PSY 616	Research Design and Statistics II	3
PSY 617	Human Learning	3
PSY 618	Community Mental Health: Philosophy and Concepts	3
PSY 619	Community Resources: Interagency Coordination in the Delivery of Services	3
PSY 621	Psychological Measurements	3
PSY 626	Forensic Psychology	3
PSY 627	Mentored Lab Class Semester 1	3
PSY 628	Mentored Lab Class Semester 2	3
PSY 634	Instructional Psychology: Multimedia Applications	3
PSY 646	Critical Thinking I : Foundation	3
PSY 656	Developmental Disabilities	3
PSY 667	Multicultural and Gender Issues in Psychology	3
PSY 680	Program Evaluation	3
PSY 681	Organizational Psychology	3
PSY 682	Personnel Psychology	3
PSY 683	Organizational Development	3
PSY 684	Occupational Health Psychology	3
PSY 691	Practicum in Psychology	3
PSY 695	Independent Study in Graduate Psychology	3
PSY 696	Special Topics	3
PSY 699	M.A. Thesis	3

Total Credits: 36

Masters of Fine Arts

Actors Studio Drama School - Acting, Directing, and Playwriting, MFA

Graduate Program Information

New York City Campus

The curriculum of this MFA program is designed and supervised in cooperation with the leadership of the Actors Studio. A three-year program with three track options, it provides common and specialized courses to meet the needs of actors, directors, and playwrights individually and in collaboration as a repertory group. In the first year, students are immersed in learning acting methodology and language, as well as training in their individual craft. In the second year, students are introduced to unique collaborative training that encompasses the three disciplines. In the third year, the three groups apply their knowledge and work together as an ensemble to create and perform in a professionally produced Repertory Season that is presented to the industry and the public. This program, moreover, offers workshops on auditioning, creating a strong resume, taking a great headshot, effective self-promotion, building industrial networks, and finding job opportunities.

Graduate Program Curriculum (Credits Vary per Track)

Year 1: Fall & Spring - <I>An Actor Prepares</I>

The program begins with Orientation Week, during which students are introduced to the communal world of the theater in an informal introduction by teachers to the program's philosophy, process and intentions. In these first classes, the students encounter another unique feature of the program: setting out on a side-by-side journey—as actors, directors and playwrights together—learning the common language that will enable them to collaborate productively, harmoniously, and seamlessly.

It is during this first week that the ensemble nature of the Actors Studio process will emerge.

REQUIRED COMBINED COURSES: Actors, Directors, & Playwrights Together (24 credits)

THR 501	Basic Technique 1	6
THR 503	Theater History 1	3
THR 505	Workshop 1	3
THR 507	The Craft Seminar I	
THR 509	The Observer Program	
THR 502	Basic Technique 2	6
THR 504	Theater History 2	3
THR 506	Workshop 2	3
THR 508	The Craft Seminar II	
THR 510	The Observer Program	

REQUIRED INDIVIDUAL GROUP COURSES

Actors (12-18 credits)

THR 521	Voice and Speech 1.1	3
THR 531	Movement 1 - Improvisational Movement	3
THR 522	Voice and Speech 1.2	3
THR 532	Movement 2 - Improvisational Movement	3
	<I><U>And for Selected Actors Only</I/><U/>	
THR 523	Neutral American Speech	3
THR 524	Neutral American Speech 2	3

Directors (18 credits)

THR 541	Preparing to Direct 1	4
THR 543	History of Directing 1	3
THR 545	Story Telling and the Use of Space 1	2
THR 542	Preparing to Direct 2	4
THR 544	History of Directing 2	3
THR 546	Storytelling and the Use of Space 2	2

Playwrights (8 credits)

THR 551	Playwriting 1	4
THR 552	Playwriting 2	4

OPTIONAL ELECTIVE COURSES BY GROUP

Actors (0-6 credits)

THR 533	Movement 1 - West African Dance	3
THR 534	Movement 2 - West African Dance	3

Directors (0-18 credits)

THR 521	Voice and Speech 1.1	3
THR 522	Voice and Speech 1.2	3
THR 531	Movement 1 - Improvisational Movement	3
THR 532	Movement 2 - Improvisational Movement	3
THR 533	Movement 1 - West African Dance	3
THR 534	Movement 2 - West African Dance	3

Playwrights (0-18 credits)

THR 521	Voice and Speech 1.1	3
THR 522	Voice and Speech 1.2	3
THR 531	Movement 1 - Improvisational Movement	3
THR 532	Movement 2 - Improvisational Movement	3
THR 533	Movement 1 - West African Dance	3
THR 534	Movement 2 - West African Dance	3

Year 2: Fall & Spring - <I>Building A Character</I>

Armed with the technical fundamentals to be used for the rest of their educational and professional careers, students move from preparation of their instrument (themselves) to preparation of the role.

REQUIRED COMBINED COURSES: Actors, Directors, & Playwrights Together (15 credits)

THR 601	Scene Work 1	6
THR 603	Theater History 3	3
THR 607	Craft Seminar 3	
THR 609	Observer Program 3	
THR 602	Scene Work 2	6
THR 608	The Craft Seminar 4	
THR 610	The Observer Program	

REQUIRED INDIVIDUAL GROUP COURSES

Actors (12-18 credits)

THR 621	Voice and Speech 2.1	3
THR 622	Voice and Speech 2.2	3
THR 635	Improvisational Movement 3	3
THR 636	Improvisational Movement 4 <I><U>And for Selected Actors Only</I></U>	3
THR 623	Neutral American Speech 3	3
THR 624	Neutral American Speech 4	3

Directors (28 credits)

THR 661	Playwrights and Directors Unit 1	4
THR 662	Playwrights and Directors Unit 2	4
THR 641	Directing 1	8
THR 642	Directing 2	8
THR 681	Principles of Design - Creative Collaboration 1	3
THR 682	Principles of Design - Creative Collaboration 2	3

Playwrights (20 credits)

THR 661	Playwrights and Directors Unit 1	4
THR 662	Playwrights and Directors Unit 2	4
THR 651	Playwriting 3	6
THR 652	Playwriting 4	6

OPTIONAL ELECTIVE COURSES BY GROUP

Actors (0-12 credits)

THR 633	Movement 3 Horton Technique	3
THR 634	Movement 4 Horton Technique	3
THR 681	Principles of Design - Creative Collaboration 1	3
THR 682	Principles of Design - Creative Collaboration 2	3
THR 605	Continuing Sensory Lab	

Directors (0-18 credits)

THR 621	Voice and Speech 2.1	3
THR 622	Voice and Speech 2.2	3
THR 633	Movement 3 Horton Technique	3
THR 634	Movement 4 Horton Technique	3
THR 635	Improvisational Movement 3	3
THR 636	Improvisational Movement 4	3
THR 605	Continuing Sensory Lab	

Playwrights (0-24 credits)

THR 621	Voice and Speech 2.1	3
THR 622	Voice and Speech 2.2	3
THR 633	Movement 3 Horton Technique	3
THR 634	Movement 4 Horton Technique	3
THR 635	Improvisational Movement 3	3
THR 636	Improvisational Movement 4	3
THR 681	Principles of Design - Creative Collaboration 1	3
THR 682	Principles of Design - Creative Collaboration 2	3
THR 605	Continuing Sensory Lab	

Year 3: Fall & Spring - *Creating A Role*

This year's focus is the formation of all the students into a repertory group. While continuing with their common and specialized courses, students will develop and collaborate on the dramatic material that will be presented: a weekly series of scenes, one-act plays, and if possible full-length plays, some written by program playwrights and all of them directed by program directors and acted by program actors.

REQUIRED COMBINED COURSES: Actors, Directors, & Playwrights Together (8 credits)

THR 701	Process Lab I	4
THR 702	Process Lab 2	4

REQUIRED INDIVIDUAL GROUP COURSES

Actors (28 credits)

THR 703	Scene Work 3	4
THR 721	Voice and Speech 3.1	3
THR 711	Classics, Period and Style I	4
THR 735	Improvisational Movement 5	3
THR 704	Scene Work 4	4
THR 722	Voice and Speech 3.2	3
THR 712	Classics, Period and Style II	4
THR 736	Improvisational Movement 6	3

Directors (14 credits)

THR 741	Directing 3	4
THR 783	Applied Stage Design 1	3
THR 742	Directing 4	4
THR 784	Applied Stage Design 2	3

Playwrights (16 credits)

THR 751	Playwriting 5	4
THR 752	Playwriting 6	4
THR 761	Film and TV Writing Workshop I	4
THR 762	Film and TV Writing Workshop II	4

OPTIONAL ELECTIVE COURSES BY GROUP

Actors (0-3 credits)

THR 733	Movement 5 Ballroom Dancing I	3

Directors (0-23 credits)

THR 721	Voice and Speech 3.1	3
THR 711	Classics, Period and Style I	4
THR 733	Movement 5 Ballroom Dancing I	3
THR 735	Improvisational Movement 5	3
THR 722	Voice and Speech 3.2	3
THR 712	Classics, Period and Style II	4
THR 736	Improvisational Movement 6	3

Playwrights (0-23 credits)

THR 721	Voice and Speech 3.1	3
THR 711	Classics, Period and Style I	4
THR 733	Movement 5 Ballroom Dancing I	3

THR 735	Improvisational Movement 5	3
THR 722	Voice and Speech 3.2	3
THR 712	Classics, Period and Style II	4
THR 736	Improvisational Movement 6	3

TOTAL REQUIRED CREDITS

Actors: 99-111
Directors: 107
Playwrights: 91

Optional Elective Credits

Actors: 0-21
Directors: 0-59
Playwrights: 0-65

Master of Public Administration Program

Master of Public Administration Program

Graduate Program Information

New York City and White Plains Campuses

This 39-credit MPA program in Public Administration is designed to prepare students to obtain public and nonprofit positions. Full-time students can complete course work in two years and part-time students typically in four years. The program consists of required core courses, track/specialization courses, and elective courses. Additionally, students are required to take six credits of pre-core foundation course work or secure department course waivers based on documented proficiency.

Through its multi-pronged curriculum, MPA graduates qualify for positions that require strong analytical and administrative skills, management expertise, and in-depth knowledge in specific policy areas. Additionally, Pace University's close interaction with local government agencies, healthcare entities, and national and international nonprofit organizations provides a unique work-study program for students in their specialized fields. Students choose one of three tracks: Government, Not-for-Profit Management, or Health Care Administration.

Graduate Program Curriculum (39 credits)

Pre-Core Foundation Requirements (0-6 credits)

To prepare for this master's program, students must take an additional six pre-core foundation credits or obtain from the department chair waivers based on documented proficiency:

PAA 501	Accounting for Government, Health Care and Nonprofit Entities	3
PAA 502	Statistics and Quantitative Method for Decision Making	3

Program Requirements for Goverment, Not-For-Profit Management, and Health Care Administration Tracks (39 credits)

Required Core Courses for Government, Not-for-Profit Management, and Health Care Administration Tracks (18 credits)

PAA 601	Public Administration and its Environment	3
PAA 602	Organization Theory and Management	3
PAA 603	Economics of Government, Health Care and Nonprofit Entities	3
PAA 604	Budgeting and Financial Analysis	3
PAA 606	Research Methods for Public Administrators	3
PAA 699	Capstone Project Seminar	3

One (1) Required Track (12 credits)

Choose one track and complete corresponding courses.

Government Track (12 credits)

PAA 630	Intergovernmental Relations	1 - 3
PAA 631	Law in the Administrative Process	3
PAA 632	Policy Studies	3
PAA 644	Seminar in Government Management	3

Not-for-Profit Management Track (12 credits)

PAA 670	The Not-for-Profit Sector	3
PAA 671	Law and Board Governance for Not-for-Profit Managers	3
PAA 673	Financial Resource Development for Not-for-Profits	3
PAA 681	Advanced Seminar for Not-for-Profit Management Issues	3

Health Care Administration Track (12 credits)

PAA 650	The United States Health Care System	3
PAA 652	Health Policy Studies	3
PAA 661	Hospital and Health Services Administration	3

PAA 665	Seminar in Health Services Management	3

Three (3) Required Elective Courses (9 credits)

Students in all tracks, in consultation with department faculty advisor, choose three of the following courses:

Elective List Open to All Students

PAA 600	Independent Study in Public Administration	3
PAA 605	Ethics and Leadership	3
PAA 610	Personnel Administration / Human Resources	3
PAA 611	Management and Organizational Development	3
PAA 612	Collective Bargaining and Labor Relations	3
PAA 614	Strategic Planning and Marketing	3
PAA 615	Program Planning and Evaluation	3
PAA 616	Project Development and Grantwriting	3
PAA 617	Management Issues in Gerontologic Services	3
PAA 619	Advanced Financial Management	3
PAA 620	Advanced Economic Analysis	3
PAA 624	Environmental Science Policy	3
PAA 640	Local Government Law	3
PAA 641	Municipal Management	3
PAA 642	Regional Planning	3
PAA 651	Community Health Assessment	3
PAA 660	Legal Aspects Of Health Administration	3
PAA 661	Hospital and Health Services Administration	3
PAA 662	Health Planning	3
PAA 663	Hc Quality Assurance/Risk Mgt	3
PAA 666	Health Care Economics	3
PAA 682	External Relations for Public Service Organizations	3
PAA 683	Seminar/Lab in Social Entrepreneurship	3
PAA 695	Internship	3
IS 613	Database Management Systems	3
IS 617	Information Systems Principles	3
IS 621	Structured Systems Analysis	3

Dual Degree Accelerated Program in MPA/Juris Doctor

New York City and White Plains Campuses

Pace University's Department of Public Administration and School of Law together make available to qualified students a dual-degree accelerated program intended to enhance career possibilities in law, government, public interest organizations, health care, and related fields. The reciprocal acceptance of course credits by each school enables students to complete the requirements for both degrees in four years rather than the usual five years were each degree pursued separately. Students must make separate application to both programs and gain independent admission to both before pursuing the joint program. Interested MPA students must submit their applications prior to the completion of 12 MPA credits. The exact course of study will be determined after joint consultation with an accepted student's MPA and law school advisors.

For more information interested MPA students should see the Public Administration Department chair or Program Manager.

Masters of Science Programs

Counseling, MS

Graduate Program Information

Pleasantville Campus

This 36-credit program in Counseling provides a strong foundation in clinical counseling and specialized knowledge in groundbreaking research in areas such as resiliency and positive psychology and psychotherapy. Students gain an understanding of the many different approaches to contemporary counseling, including group and individual therapy, and are required to specialize in one of three separate tracks: substance abuse, loss and grief counseling, or general counseling. Students specializing in the substance abuse track are qualified to sit for the Certification in Alcohol and Substance Abuse Counseling Exam (CASAC) after they have completed the New York State-required experience hours.

This program also provides foundational credits for students considering careers in higher education advisement, human resources, or career counseling or who might wish to pursue a doctoral program.

Prerequisites:
Admission requirements include a Bachelor's degree in psychology or a related field. Applicants who haven't completed such a major may be required to complete General Psychology and Social Psychology prior to beginning graduate study.

Graduate Program Curriculum (36 Credits)

Required Core Courses (18 Credits):

PSY 630	Helping Relationships: Counseling Theories and Techniques I	3
PSY 672	Psychopathology and Personality Disorders	3
PSY 631	Helping Relationships: Counseling Theories and Techniques II	3
PSY 652	Human Growth and Development	3
PSY 658	Group Dynamics	3
PSY 674	Integrating Seminar: Professional Orientation and Ethics	3
PSY 633	Counseling Internship	

ONE (1) of THREE (3) Required Tracks (18 Credits):

<B> <U>Substance Abuse Track</B> </U>

FIVE (5) Track Courses from the following list and ONE (1) Approved Elective Course (18 credits):

PSY 632	Orientation to Addiction: Etiology, Screening, Treatment	3
PSY 640	Addiction Counseling I: Individual and Group	3
PSY 641	Addiction Counseling II: Family and Group	3
PSY 654	Appraisal: Assessment, Reporting and Treatment Planning	3
PSY 670	Case Management in Treating Addictions	3
Elec 000	One Approved Elective Course	3

Note: To fulfill the elective requirement for this track, students may choose any course in the General Counseling Track.

<B> <U>Grief and Loss Track</B> </U>

FOUR (4) Required Track Courses from the following list and TWO (1) two Approved Elective Courses (18 credits):

PSY 660	Death, Loss, and Bereavement: Fundamental Perspectives	3
PSY 661	Grief Counseling	3
PSY 662	Loss and Bereavement Counseling Across the Life Span	3
PSY 665	Counseling Clients and Their Families with Chronic Illnesses	3
Elec 000	Two Approved Elective Courses	6

Note: To fulfill elective requirements for this track, students may choose courses listed in the General Counseling Track.

<B> <U> General Counseling Track </B> </U>

ANY SIX (6) of the Following Courses (18 credits). For course information about newly approved electives such as "Intro to Cognitive Behavioral Therapy), see department program director.

PSY 606	Clinical Work with Adolescents	3
PSY 609	Introduction to Student Affairs	3
PSY 623	Social Psychology	3
PSY 628	Mentored Lab Class Semester 2	3
PSY 632	Orientation to Addiction: Etiology, Screening, Treatment	3
PSY 638	Positive Psychology and Psychotherapy	3
PSY 650	Topics in Psychology (Graduate)	3
PSY 651C	Issues in Child Psychotherapy	3
PSY 651J	Topic: Post Traumatic Stress and Counseling	3
PSY 651M	Special Topic: Domestic Violence: Intimate Partner Abuse	3
PSY 657	Expressive Therapies	3
PSY 661	Grief Counseling	3
PSY 668	Spiritual Issues in Counseling	3
PSY 669	Couple Counseling	3
PSY 688	Sex Education and Counseling: Intimacy and Sexuality	3
PSY 689	Psychological Resilience	3
PSY 690	Counseling 2.0:Counseling in the Digital Age	3

Total Credits: 36

Environmental Science, MS

Graduate Program Information

This 33-35 credit program in Environmental Science, including its required thesis, can be completed on either a full-time or part-time basis, with most classes held in the afternoon or evening to accommodate working professionals. Curriculum specialization can be designed in various areas, including toxicology, aquatic ecology, conservation biology, geographical information, and surveillance systems.

Scholarship opportunities and/or competitive graduate assistantships are available for certain candidates.

Prerequisites:
Admission requirements include the following undergraduate course: one year of General Chemistry, one semester of Organic Chemistry, and one year of General Biology. College-level Physics and Calculus are recommended but not required.

Graduate Program Curriculum (33-35 Credits)

Seven (7) Required Core Courses (18 credits)

ENS 610	Environmental Science I	3
ENS 611	Environmental Science II	3
ENS 622	Quantitative Methods in Environmental Science	4
ENS 624	Environmental Policy and Politics	3
ENS 772	Thesis Preparation	1
ENS 790	Environmental Science Seminar	1
ENS 792	Research in Environmental Science I	3

*Note: ENS 772 and ENS 792 are one-on-one courses relating to thesis research. In ENS 772, a tutorial taken during the first year of the program, student and mentor together will explore preliminary questions relating to thesis research. When ready to fully embark on thesis research, the student then takes ENS 792 which is conducted under the supervision of the student's approved thesis advisor.

Required Elective Courses (15-17 credits)

Students choose courses from the following list. For other MCA electives that may be available, student should consult program director for details and required approvals.

ENS 501	Environmental Assessment and Environmental Impact Statement (EIS) Preparation	4
ENS 505	Conservation Biology	3
ENS 506	Wildlife Ecology	3
ENS 511	Plant Ecology and Conservation	3
ENS 531	Biological Oceanography and Marine Biology	3
ENS 625	Environmental Science Communication	3
ENS 629	Topics in Marine Pollution	3
ENS 630	Environmental Microbiology	4
ENS 650	Environmental Law	3
ENS 651	Research Methods for Ecological Field Studies	3
ENS 696D	Graduate Ecology	3
ENS 731	Field Botany and Vegetation Analysis	4
ENS 740	Environmental Toxicology and Pathology	4
ENS 760	Waste Management, Site Remediation and Land Reuse	4
ENS 780	Remote Sensing and Geographic Information Systems	0 - 4
ENS 793	Research in Environmental Science II	3
ENS 798	Special Topics in Environmental Science	1 - 3

Thesis Completion:
Note: ENS 793 - Research II (one-on-one course conducted under supervision of the thesis Advisor and essentially a continuation of ENS 792) is available to a student who requires additional time to complete the required thesis.

Note, too, that any student who has completed all coursework (core and elective) and is solely working on the required thesis must register for Maintenance of Matriculation each semester until graduation.

Total Credits: 33-35

Forensic Science, MS

Graduate Program Information

New York City Campus

This 40-credit science-based program in Forensic Science offered on Pace's New York City campus can be completed in two years of full time study. Successful candidates have undergraduate majors in bio-chemistry, biology, chemistry, or a pre-med platform. This major prepares students for immediate careers in forensic labs and makes available to them connections to various employment opportunities.

Prerequisites:
Undergraduate prerequisites can be completed upon acceptance into the program with the approval of Department Chair. For more information contact the Graduate Admission Office.

Graduate Program Curriculum (40 Credits)

Nine (9) Required Courses* (32 credits)

FOR 531	Forensic Microscopy	3
FOR 537	Forensic Biology	4
FOR 610	Professional Issues in Forensic Science	4
FOR 615	Forensic Separations Chemistry	4
FOR 620	Analytical Spectroscopy	4
FOR 625	Crime Scene Investigation and Reconstruction	4
FOR 621	Internship	4
FOR 635	Principles of Forensic Pharmacology	4
FOR 699	Forensic Science Seminar	1

Note: Students who as undergraduates completed the equivalent of FOR 531 and FOR 537 instead are required to take FOR 707 and FOR 770.

Two (2) Elective Courses (8 Credits)

FOR 701	Introduction to Forensic Pathology	4
FOR 702	Forensically Oriented Human Anatomy and Physiology	4
FOR 705	Forensic Anthropology	4
FOR 706	Forensic Toxicology	4
FOR 707	Advanced Topics in Forensic DNA Analysis	4
FOR 736	Advanced Topics on Criminalistics	4
FOR 770	Physical Optics with Forensic Applications	4
FOR 798	Research Methodology in Forensic Science	4
FOR 799	Thesis	4

Total Credits: 40

Mental Health Counseling, MS

Graduate Program Information

Pleasantville Campus

This 60-credit program in Mental Health Counseling provides students with a strong foundation in clinical counseling and specialized knowledge in groundbreaking research and prepares graduates to become licensed practitioners in mental health counseling with specialties and emphases on areas ranging from loss and grief counseling, substance abuse, post-traumatic stress and resilience, and positive psychology. The curriculum emphasizes hands-on skills development using role-playing and group exercise, as well as interview techniques, research methods, and internships.

Graduates of this program are eligible for New York State certification in mental health counseling and are prepared for a variety of professional counseling positions as well as advanced training in specific theoretical approaches and training at the doctoral level.

This program also provides the foundational credits for students considering careers in higher education advisement or who might wish to move on to a doctoral program.

Prerequisites:
Admission requirements include a Bachelor's degree in psychology or a related field. Applicants who haven't completed such a major may be required to complete General Psychology and Social Psychology prior to beginning graduate study.

Graduate Program Curriculum (60 Credits)

Required Fourteen (14) Core Courses (42 Credits)

PSY 630	Helping Relationships: Counseling Theories and Techniques I	3
PSY 631	Helping Relationships: Counseling Theories and Techniques II	3
PSY 652	Human Growth and Development	3
PSY 658	Group Dynamics	3
PSY 672	Psychopathology and Personality Disorders	3
PSY 674	Integrating Seminar: Professional Orientation and Ethics	3
PSY 675	Field Experience: Internship I	3
PSY 676	Field Experience in Counseling: Internship II	3
PSY 687	Foundations of Mental Health Counseling and Consultation	3
PSY 677	Research and Program Evaluation	3
PSY 678	Career and Lifestyle Development	3
PSY 679	Marriage and Family Systems and Counseling: Recognizing and Reporting Child Abuse and Maltreatment	3
PSY 685	Social and Cultural Foundations of Counseling	3
PSY 686	Appraisal and Assessment of Individuals, Couples, Families, and Groups	3

Any SIX (6) Elective Courses (18 Credits)

Students choose six 600-level electives (18 credits) from the following list. For course information about several newly approved available PSY electives (numbered 642, 629, and 637), see department program director.

PSY 606	Clinical Work with Adolescents	3
PSY 620	Introduction to Gerontology	3
PSY 623	Social Psychology	3
PSY 628	Mentored Lab Class Semester 2	3
PSY 632	Orientation to Addiction: Etiology, Screening, Treatment	3
PSY 638	Positive Psychology and Psychotherapy	3
PSY 651C	Issues in Child Psychotherapy	3
PSY 651G	Topic: Psychology of Expressive Therapies: Healing Through Music, Art, Movement, and Film	3
PSY 651J	Topic: Post Traumatic Stress and Counseling	3
PSY 657	Expressive Therapies	3
PSY 661	Grief Counseling	3
PSY 662	Loss and Bereavement Counseling Across the Life Span	3
PSY 664	Building your Ideal Private Practice	3
PSY 668	Spiritual Issues in Counseling	3
PSY 689	Psychological Resilience	3
PSY 690	Counseling 2.0:Counseling in the Digital Age	3
PSY 693	Research Seminar in Mental Health Counseling	3

Total Credits: 60

Publishing, MS

Graduate Program Information

Pace Midtown Center Campus and Online

Pace University offers four 12-credit professional certificate programs for students seeking to enhance their credentials in Book Publishing, Magazine Publishing, Business Aspects of Publishing, or Digital Publishing. Each certificate can be completed in one year, and all credits will count toward the completion of the MS in Publishing Degree. Certificate courses can be completed in evening classes held at Pace's Midtown Center, New York City, and/or online.

Graduate Program Curriculum (36 Credits)

SIX (6) Required Publishing Core Courses: (18 credits)

PUB 606	Book Production and Design	3
	OR	
PUB 607	Magazine Production and Design	3
PUB 608	Financial Aspects of Publishing	3
PUB 610	General Interest Books: Acquisitions, Subsidiary Rights, Promotion and Distribution, and Contracts	3
PUB 612	Information Systems In Publishing	3
PUB 624	Editorial Principles and Practices	3
PUB 628	Marketing Principles and Practices in Publishing	3

FOUR (4) Required Elective Courses: (12 credits)

PUB courses (4) or combination of PUB courses (minimum one) and BUS courses (maximum three):

PUB 601	Principles of Publishing	3
PUB 602	Advanced Communication Skills: Research and Report Writing (by referral only)	3
PUB 604	Professional Editing: Copy Editing and Rewriting	3
PUB 614	Specialized Publications	3
PUB 615	Publishing Comics and Graphic Novels	3
PUB 616	Book Sales and Distribution Methods	3
PUB 618	Legal Aspects of Publishing	3
PUB 620	Modern Technology in Publishing	3
PUB 621	E-books: Technokogy, Workflow, and business model	3
PUB 622	Seminar Books and Magazines: Critical Issues in Publishing Finance	3
PUB 626	Magazine Writing and Editing	3
PUB 629	Magazine Circulation	3
PUB 630	Magazine Advertising Sales	3
PUB 631	Publishing Business Communication Skills	3
PUB 632	Academic Publishing	3
PUB 633	Desktop Publishing for the Publishing Professional	3
PUB 634	Children's Book Publishing	3
PUB 635	Advanced Desktop Publishing and Image Manipulation and Management	3
PUB 636	Electronic Publishing for Publishers	3
PUB 613	The Future of Publishing: Transmedia	3

Available Business Elective Courses offered by Pace's Lubin School of Business (9 credits maximum):

MAR 620	Consumer and Organization Buying Behavior	3
MAR 645	Advertising and Sales Promotion	3
MAR 675	Strategic Marketing Planning	3
MAR 681	International Marketing	3
MGT 627	Organization Theory	3
MGT 686	Organizational Communication	3
MGT 681	Interpersonal Competence and Group Dynamics	3
FIN 644	Money and Capital Markets	3
INB 640	Business in the Global Environment	3
INB 665	Comparative Business Systems and Cross-Cultural Management	3

TWO (2) Required Research Seminars OR Internship Sequence: (6 credits)

PUB 690A	Graduate Seminar: Publishing Strategies I	3
PUB 690B	Graduate Seminar: Publishing Strategies II	3
	OR	
PUB 699A	Internship I	3

And
ONE approved PUB 600-level Internship Seminar course   3

Required Thesis:
All students must write a thesis to fulfill the requirements of the degree. Thesis topics may evolve from participation in a graduate seminar or from an internship experience and should be an examination of a publishing topic that has been of particular interest to the student.

Note, too, that any student who has completed all coursework (core and elective) and is solely working on the required thesis must register for Maintenance of Matriculation each semester until graduation.

Total Credits: 36

Master of Science in Education (M.S. Ed.) Program in School Psychology

Graduate Program Information

New York City Campus

This M.S. Ed. degree program in School Psychology trains students to provide psycho-educational services in the school setting. Students receive course and field work in assessment, consultation, and intervention and are trained to provide assessment and diagnostic services for individual children and adolescents, design and implement school research and evaluation projects, and offer assistance to teachers and other educational professionals. Students who complete all program requirements and pass the Proficiency Examination will receive the M.S. Ed in School Psychology degree and be recommended to New York State for Certification in School Psychology. Moreover, they are eligible to apply for the doctoral program in school-clinical child psychology. Candidates who wish to pursue State of New Jersey school psychology certification should consult the program director.

Training is given in a variety of university and field settings, and course work is offered in psychological foundation areas as well as in the professional practice of psychology. Courses are taken on Pace University's New York City campus in lower Manhattan, and practicum work occurs on campus in the Thomas J. McShane Center for Psychological Services as well as in school districts throughout the New York City metropolitan area. Field work begins with experiential activities and extends to formal training opportunities in the McShane Center and metropolitan area school districts. This program includes a final school psychology internship, typically in a school district in the metropolitan area.

Graduate Program Curriculum (69 credits)

M.S. Ed. Program Requirements:

This three-year program requires the completion of 69 credit hours of coursework, a practicum and an internship. All M.S. Ed. students are required to complete a minimum of 1,200 clock hours of supervised school psychology internship field work (as approved by the director of field training); at least 600 clock hours must be completed in a school setting. Full-time students must complete program requirements within five years and part-time students within seven years. Changes are anticipated in this program, primarily regarding field work requirements, so for updated information applicants should consult the program director. Additional information about the program appears in the New York City Psychology Department's Graduate Catalog.

Year 1

Note: At the end of the first year, students are required to take a Qualifying Examination which they must pass in order to proceed to the second year of study. Students are permitted to take the Qualifying Examination a maximum of two times.

Fall Term (12 credits)
PSY 501	Introduction to School and Clinical Child Psychology I	
PSY 509	Practicum A, B, C, or D	
PSY 704	Advanced Developmental Psychology	3
PSY 717	Psychology of Learning: Theory and Applications	3
PSY 721	Tests and Measurements	3
PSY 725	Advanced Personality Theories	3

Spring Term (13 credits)
PSY 502	Introduction to School-Clinical Child Psychology II	
PSY 509	Practicum A, B, C, or D	
PSY 703	Psychological Assessment I	4
PSY 710	Psychopathology in Childhood and Adolescence	3
PSY 722	Intervention Tech II: Cognitive-Behavioral Perspectives	3
PSY 727	Learning Disabilities-Diagnosis/Remediation: Theories and Practice	3

Year 2

Note: At the end of the second year, upon completion of at least 42 graduate hours in the program, Students are eligible for the New York State School Psychology Internship Certificate.

Fall Term (14 credits)
PSY 509	Practicum A, B, C, or D	
EDU 701	The School Field Experience and	3

	Seminar	
PSY 707	Psychological Assessment II	4
PSY 715	Statistics and Research Design I	4
PSY 737	Child and Adolescent Psychotherapy	3

Spring Term (13 credits)

EDU 702	The Exceptional Child: Field Experience and Seminar	3
PSY 509	Practicum A, B, C, or D	
PSY 712	Advanced Physiological Psychology	3
PSY 713	Psychological Assessment III	4
PSY 723	Advanced Social Psychology	3

Summer Term (3 credits)

PSY 720	Integrating Seminar	3

Year 3

Fall Term (10 credits)

PSY 509	Practicum A, B, C, or D	
PSY 734	Consultation	3
PSY 759	Early Childhood and Infant Assessment	3
PSY 750	School-Clinical Child Psychology I: Internship, Ethics and Seminar	4

Spring Term (4 credits)

PSY 509	Practicum A, B, C, or D	
PSY 751	School-Clinical Child Psychology II: Internship, Ethics, and Seminar	4

Total Credits: 69

Master of Science in Education (M.S. Ed.) Program in School Psychology with a Specialization in Bilingual School Psychology

Graduate Program Information

New York City

This M.S. Ed. program offers qualified bilingual students enrollees in the M.S. Ed. program in School Psychology the opportunity to complete additional course work and practicum experiences required to be eligible for the Bilingual Education Extension (PPS/ADMIN) to the New York State teaching certificate in School Psychology. Students who elect to complete this specialization program receive from faculty in psychology, speech, and language the integrated training in bilingual language development and disorders that enables them to provide school psychological services to children in both monolingual and bilingual settings. The additionally required course work focuses more intensively on the theory and practice of bilingual/multicultural education and methods of providing psychological services in the target language. Students who successfully complete all of the requirements for the M.S. Ed. in School Psychology as well as the additional requirements for the Bilingual Specialization and pass the proficiency examination will be awarded the M.S. Ed. in School Psychology degree with a Bilingual Specialization from Pace University and be recommended to New York State for the Bilingual Education Extension (PPS/ADMIN) to the New York State teaching certificate in School Psychology.

Full-time students must complete program requirements within five years and part-time students within seven years. Additional information about the program appears in the New York City Psychology Department's Graduate Catalog.

Requirements for the Specialization Program in Bilingual School Psychology:

Program Prerequisites:

In addition to having met prerequisites for the M.S. Ed. Program in School Psychology, students enrolled in the Bilingual Specialization Program must have courses or show competencies in principles and problems in education and curriculum development or methods of teaching and instruction and meet the following requirements:

- Completion of a course in Foundations of Bilingual Education (currently ED 551 or equivalent).
- Passage of both oral and written proficiency examinations in both English and target language.
- Prior to enrolling in the Bilingual School Psychology Internship Experiences (PSY 750A and PSY 751A) in their second and third years, passage of the Bilingual Education Assessment (BEA) in both English and the target language.

Bilingual Specialization Requirements:

Students must successfully complete all prerequisites and requirements for the M.S. Ed. program in School Psychology but with the following modifications and additions:

Field Work Requirement Modification:

Students must enroll in the following Internship Seminar Sequence that includes a minimum of 1200 clock hours of supervised field work of which a minimum of 600 clock hours must be completed in a school setting which provides opportunity for the delivery of bilingual school psychological services. It is expected that this training experience will devote at least 30% of the time to working with bilingual populations:

PSY 750A — Bilingual School-Clinical Child Psychology Internship Seminar
PSY 750B — Bilingual School-Clinical Child Psychology Internship Seminar

Additional Coursework (9 credits)

SPP 640	Communication Language and the Bilingual Child in Class	1
SPP 641	Bilingual Speech/Language Development and Disorders	3
PSY 876	Multicultural and Gender Intervention Issues	3
PSY 709A	Counseling the Culturally Different: Implications for Bilingual Psychological Service Provision	1
PSY 703A	Practice: Limiting Bias in the Assessment of the Bilingual Child	1

Total Credits: 78

Doctoral Programs

Mental Health Counseling, PhD

Doctoral Program Information

Pleasantville Campus

This program is designed to train mental health counselors in advanced clinical and supervisory skills, prepare counselors to conduct research that will further the profession's knowledge base, and foster the next generation of leaders who will be teachers and advocates for the mental health counseling profession across the country.

Application requirements include:

- An earned Master's degree in mental health counseling with a curriculum equivalent to that in Pace University's 60-credit graduate Master of Science program in Mental Health Counseling.
- Earned Graduate-level GPA of 3.6 or higher.
- Met one of the following permit/licensure requirements:
    - Be eligible for New York State limited permit in mental health counseling in New York State.
    - Has obtained a limited permit in New York State.
    - Be licensed in mental health counseling in New York State.
    - Be licensed in mental health counseling in a state other than New York.
- Submitted letters of recommendation, personal statement, official academic transcripts, and GRE scores taken within the previous five years, with preference given to mean GRE scores at the 600-650 level.
    Students who substantially meet the above requirements will be invited to an interview with the departmental admission screening committee.

    Program Requirements:
    This three-year program requires the completion of 45 credits of coursework, passage at the conclusion of the first year of a written qualifying examination for advancement to candidacy for the PhD, and the successful completion of a doctoral dissertation as described below.

Doctoral Program Curriculum (45 Credits)

Year 1 - Fall (12 Credits)

MHC 705	Statistics and Research Design	4
MHC 731	Theories and Methods of Counselor Education	4
MHC 723	Applied Social Psychology	4

Year 1 - Spring (12 Credits)

MHC 732	Theories and Methods of Counselor Supervision	4
MHC 706	Statistics and Research Design II	4
MHC 830	Research Design: Special Topics Seminar	4

End of Spring term: Comprehensive Written Qualifying Examination for Advancement to Candidacy for the PhD

If needed, a student may retake the examination in the summer. A second failure will result in dismissal from the program and an appeal will not be considered.

Year 2 - Fall (11 Credits)

MHC 733	Leadership and Advocacy in the Counseling Profession	4
MHC 831	Doctoral Dissertation Seminar	4
Elec 000	Elective	3

Note: Students are required to take a second Doctoral Dissertation Seminar in Year 2 - Spring term.

Year 2 - Spring (10 Credits)

Doctoral Dissertation Seminar II (MHC 800-Level course)		4 credits
Elec 000	Elective	3
Elec 000	Elective	3

Year 3 - Dissertation Phase

Upon completion of coursework, students then will be eligible to propose and pursue their dissertation projects (4 credits).

Total Credits: 45

School-Clinical Child Psychology, PsyD

Doctoral Program Information

New York City Campus

This doctoral program in School-Clinical Child Psychology carefully integrates field experience with academic preparation within a practitioner-scholar training model. Students are trained in psychological foundations, assessment and evaluation techniques, remediation and intervention procedures, and program evaluation and research. The goal of the program is to prepare professional psychologists as health service providers with expertise in school and clinical psychology. Research methodology and theoretical academic subjects are essential parts of the program, but emphasis is placed on professional preparation. Graduates are uniquely prepared to provide clinical and education expertise and consultation in order to best serve children and families across a variety of systems of service delivery.

Program graduates will have completed all pre-doctoral academic and internship requirements needed for admission to the New York State Licensing Examination for the professional practice of psychology.

Graduates typically have been awarded the Master of Science in Education in School Psychology (or equivalent program in school psychology) and recommended for New York State certification in School Psychology. This program is fully accredited by the American Psychological Association (APA) as a combined school-clinical program and is approved by the National Association of School Psychologists. All information about this program and related ones may be found in the Graduate Catalog of the University's New York City Psychology Department.

<u>**Program Prerequisites:**</u>

• Background preparation in abnormal psychology, developmental psychology, experimental psychology, general psychology, learning, personality theory, and statistics.
• Courses or demonstrated competencies in principles and problems in education and curriculum development or methods of teaching and instruction.
• Most if not all psychology prerequisite preparation prior to entering the program. It is possible for students to complete some prerequisites (e.g., education) after admission.

<u>**Full-Time or Part-Time Study and Residency Requirement:**</u>

Students may undertake the program on a full-time or part-time basis, but the program must be completed within ten years, and a minimum of three years of residency at Pace University is required, including one year of full-time study. Class hours permit field work and generally allow for limited part-time employment in the first four years of study. Whenever possible, paid internships are arranged in order to help alleviate the financial expense involved.

<u>**Program Elements:**</u>

The program requires 110 credit hours of study, a Qualifying Examination after the first year, a Proficiency Examination and Comprehensive Examination typically during the third or fourth year, a School and Clinical Child Psychology distributed internship typically in the third and fourth years, a full-time internship typically in the fifth year, and a doctoral project. Details about specific deadlines and the distributed internship are in the department's Graduate Catalog.

Doctoral Program Curriculum (100 credits)

Prior to receiving the doctoral degree in school-clinical child psychology, students must first complete a master's degree in school psychology or have been awarded state or national psychology certification. Sixty-nine hours of the first three years of study in the doctoral program generally correspond to the M.S. Ed. in School Psychology at Pace University. Applicants with graduate credits from other institutions may enter the program but this prior work will be evaluated for transfer credit on a course-by-course basis only after acceptance into the doctoral program.

Year 1

At the end of the first year students are required to take a Qualifying Examination which they must pass in order to proceed to the second year of study. Students are permitted to take this examination a maximum of two times. Students who have received transfer credit for first-year courses are required to pass the Qualifying Examination for corresponding courses.

Fall Term (12 credits)

PSY 501	Introduction to School and Clinical Child Psychology I	
PSY 509	Practicum A, B, C, or D	
PSY 704	Advanced Developmental Psychology	3
PSY 717	Psychology of Learning: Theory and Applications	3
PSY 721	Tests and Measurements	3
PSY 725	Advanced Personality Theories	3

Spring Term (13 credits)

PSY 502	Introduction to School-Clinical Child Psychology II	
PSY 509	Practicum A, B, C, or D	
PSY 703	Psychological Assessment I	4
PSY 710	Psychopathology in Childhood and Adolescence	3
PSY 722	Intervention Tech II: Cognitive-Behavioral Perspectives	3
PSY 727	Learning Disabilities-Diagnosis/Remediation: Theories and Practice	3

Summer Term (6 credits)

PSY 876	Multicultural and Gender Intervention Issues And	3
PSY 000	Psychology Elective Course	3

Year 2

During this second year students must review their academic progress with program advisors.   At the end of this second year, upon completion of at least 42 graduate hours in the program, they are eligible to apply for the New York State School Psychology Internship Certificate. Candidates who wish to acquire school psychology certification in states other than New York should consult with program advisors. New Jersey, for example, requires a course in developmental disabilities.

Fall Term (14 credits)

PSY 509	Practicum A, B, C, or D	
EDU 701	The School Field Experience and Seminar	3
PSY 707	Psychological Assessment II	4
PSY 715	Statistics and Research Design I	4
PSY 737	Child and Adolescent Psychotherapy	3

Spring Term (13 credits)

PSY 509	Practicum A, B, C, or D	
EDU 702	The Exceptional Child: Field Experience and Seminar	3
PSY 712	Advanced Physiological Psychology	3
PSY 713	Psychological Assessment III	4
PSY 723	Advanced Social Psychology	3

Summer Term (3 credits)

PSY 509	Practicum A, B, C, or D	
PSY 720	Integrating Seminar	3

Year 3

During the last semester of the School Psychology Internship, students are required to take proficiency and comprehensive examinations. To receive the M.S. Ed degree, they must pass the Proficiency Examination. To proceed to further doctoral study, they must pass the Comprehensive Examination.

Note: Department catalog contains additional details relating to advanced standing.

Fall Term (13 credits)

PSY 509	Practicum A, B, C, or D	
PSY 734	Consultation	3
PSY 759	Early Childhood and Infant Assessment	3
PSY 750	School-Clinical Child Psychology I: Internship, Ethics and Seminar	4
PSY 711	Intervention Techniques I: Psychodynamic Perspectives	3

Spring Term (14 credits)

PSY 509	Practicum A, B, C, or D	
PSY 751	School-Clinical Child Psychology II: Internship, Ethics, and Seminar	4
PSY 716	Statistics and Research Design II	4
PSY 777	History and Systems in Psychology	3
PSY 810	Advanced Psychopathology	3

Year 4

Fall Term (10-11 credits)

Required Courses (7 credits):

PSY 509	Practicum A, B, C, or D	
PSY 821	School-Clinical Child Psychology Internship I: Practicum and Seminar	3
PSY 834	Doctoral Project Seminar	1
PSY 726	Theoretical Assessment and Intervention Skills Integration	3

Elective Course Choices (3/6 credits):

PSY 874	Group Interventions	3
	OR	
PSY 829	Family Interventions	3
	And	
PSY 844	Advanced Topic: Parenthood and Parent-Child Relations	3

Spring Term (12-13 credits)

PSY 509	Practicum A, B, C, or D	
PSY 000	Psychology Elective Course	3/4
PSY 000	Psychology Elective Course	3/4
PSY 000	Psychology Elective Course	3/4
PSY 822	School-Clinical Child Psychology Internship II: Practicum and Seminar	3
PSY 835	Doctoral Colloquium	

Year 5

Fall Term (0 credits)

PSY 861	Full-Time Internship I

Spring Term (0 credits)

PSY 862	Full Time Internship II

Years 2 to 6

Required Program Electives (15 credits)

Note: Elective choices must include PSY 874 or PSY 829 and PSY 844.

For other upper-level electives that might be available, please see program advisors.

PSY 656	Developmental Disabilities	3
PSY 680	Program Evaluation	3
PSY 743	Advanced Seminar in School-Clinical Child Psychology	3
PSY 828	Advanced Psychodiagnosis	3
PSY 839	Psychoanalytic Theory	3
PSY 842	Crisis Intervention: Brief and Short Term Psychotherapies	3
PSY 857	Infant / Toddler Assessment and Intervention	3
PSY 874	Group Interventions	3
PSY 829	Family Interventions	3
PSY 844	Advanced Topic: Parenthood and Parent-Child Relations	3

Total Credits: 110

Graduate Certificate Programs

Public Administration Certificates

Certificate in Health Care Policy and Management

Graduate Certificate Information

New York City and White Plains Campuses

Course Requirements (15 credits)

Five (5) Required Courses:

PAA 614	Strategic Planning and Marketing	3
PAA 650	The United States Health Care System	3
PAA 652	Health Policy Studies	3
PAA 661	Hospital and Health Services Administration	3
PAA 666	Health Care Economics	3

Note: Courses prefixes may be HC instead of PAA.

Certificate in Long Term Care Management and Practice

Graduate Certificate Information

New York City and White Plains Campuses

Course Requirements (15 credits)

FIVE (5) Required Courses:

PAA 610	Personnel Administration / Human Resources	3
PAA 617	Management Issues in Gerontologic Services	3
PAA 660	Legal Aspects Of Health Administration	3
PAA 661	Hospital and Health Services Administration	3
PAA 666	Health Care Economics	3

Certificate in Not-For-Profit Management

Graduate Certificate Information

New York City and White Plains Campuses

Course Requirements (15 credits)

This certificate program requires 15 credits of coursework: 9 required credits and six credits in one of three Elective Areas (Managerial Skills Enhancement, Leadership Development, or Social Entrepreneurship). Additionally, each certificate student is required to complete a reflective portfolio in consultation with their assigned academic advisor.

THREE (3) Required Courses (9 credits)

PAA 670	The Not-for-Profit Sector	3
PAA 671	Law and Board Governance for Not-for-Profit Managers	3
PAA 673	Financial Resource Development for Not-for-Profits	3

TWO (2) Required Elective Courses in Any ONE (1) Area (6 credits)

Note one: However, for students with extensive background or professional experience in the not-for-profit sector, one required elective course in Area I or Area II may be waived and substituted with an additional elective in the social entrepreneurship list.
Note two: For Elective Course Areas I and II students also may choose - depending on level of experience - the PAA 690 Practicum or PAA 695 Internship in a designated not-for-profit organization.

Electives Area I: Managerial Skills Enhancement

PAA 501	Accounting for Government, Health Care and Nonprofit Entities	3
PAA 502	Statistics and Quantitative Method for Decision Making	3

PAA 604	Budgeting and Financial Analysis	3
PAA 606	Research Methods for Public Administrators	3
PAA 612	Collective Bargaining and Labor Relations	3
PAA 615	Program Planning and Evaluation	3
PAA 619	Advanced Financial Management	3
PAA 632	Policy Studies	3
PAA 665	Seminar in Health Services Management	3
PAA 666	Health Care Economics	3
PAA 682	External Relations for Public Service Organizations	3
FIN 634	Entrepreneurial Finance	3
IS 620	Information Systems and Organizational Strategy	3
IS 639	Information Systems Planning and Policy	3

Or

Electives Area II: Leadership Development

PAA 605	Ethics and Leadership	3
PAA 614	Strategic Planning and Marketing	3
PAA 630	Intergovernmental Relations	1 - 3
PAA 632	Policy Studies	3
PAA 644	Seminar in Government Management	3
PAA 652	Health Policy Studies	3
PAA 666	Health Care Economics	3
PAA 681	Advanced Seminar for Not-for-Profit Management Issues	3
PAA 682	External Relations for Public Service Organizations	3
PAA 683	Seminar/Lab in Social Entrepreneurship	3
MGT 632	Venture Initiation and Entrepreneurship	3
MGT 678	Business Plan Development	3
IS 620	Information Systems and Organizational Strategy	3
IS 639	Information Systems Planning and Policy	3

Or

Electives Area III: Social Entrepreneurship

Students choose one course in sub-area "A" and one course in sub-area "B" (6 credits total) and also must have active involvement in at least one enrichment experience in sub-area A and/or B.

Sub-Area A: Social Entrepreneurial Organizations

PAA 683	Seminar/Lab in Social Entrepreneurship	3
PAA 690	Practicum	3
PAA 695	Internship	3

Sub-Area B Developing Strategies for Social Enterprise

MGT 632	Venture Initiation and Entrepreneurship	3
MGT 678	Business Plan Development	3
MAR 658	Entrepreneurial Marketing	3
MAR 660	New Product and Service Planning and Development	3
FIN 634	Entrepreneurial Finance	3
IS 620	Information Systems and Organizational Strategy	3
IS 639	Information Systems Planning and Policy	3

Publishing Certificates

Pace University offers four 12-credit professional certificate programs for students seeking to enhance their credentials in Book Publishing, Magazine Publishing, Business Aspects of Publishing, or Digital Publishing. Each certificate can be completed in one year, and all credits will count toward the completion of the MS in Publishing Degree. Certificate courses can be completed in evening classes held at Pace's Midtown Center, New York City, and/or online.

Certificate in Book Publishing

Graduate Certificate Information

Pace Midtown Center Campus and Online

Certificate in Book Publishing (12 credits)

FOUR (4) of the following courses:

PUB 601	Principles of Publishing	3
PUB 606	Book Production and Design	3
PUB 608	Financial Aspects of Publishing	3
PUB 622	Seminar Books and Magazines: Critical Issues in Publishing Finance	3
PUB 628	Marketing Principles and Practices in Publishing	3

Certificate in Business Aspects of Publishing

Graduate Certificate Information

Pace Midtown Center Campus and Online

Course Requirements (12 credits)

FOUR (4) of the following courses:

PUB 601	Principles of Publishing	3
PUB 608	Financial Aspects of Publishing	3
PUB 616	Book Sales and Distribution Methods	3
PUB 618	Legal Aspects of Publishing	3
PUB 622	Seminar Books and Magazines: Critical Issues in Publishing Finance	3
PUB 624	Editorial Principles and Practices	3
PUB 628	Marketing Principles and Practices in Publishing	3
PUB 629	Magazine Circulation	3
PUB 631	Publishing Business Communication Skills	3

Certificate in Digital Publishing

Graduate Certificate Information

Pace Midtown Center Campus and Online

Course Requirements (12 credits)

FOUR (4) of the following courses:

PUB 612	Information Systems In Publishing	3
PUB 620	Modern Technology in Publishing	3
PUB 621	E-books: Technokogy, Workflow, and business model	3
PUB 622G	Seminar on Books & Magazines: Digital Issues in Publishing	3
PUB 633	Desktop Publishing for the Publishing Professional	3
PUB 635	Advanced Desktop Publishing and Image Manipulation and Management	3

Certificate in Magazine Publishing

Graduate Certificate Information

Pace Midtown Center Campus and Online

Course Requirements (12 credits)

FOUR (4) of the following courses:

PUB 607	Magazine Production and Design	3
PUB 608	Financial Aspects of Publishing	3
PUB 614	Specialized Publications	3
PUB 622	Seminar Books and Magazines: Critical Issues in Publishing Finance	3
PUB 629	Magazine Circulation	3
PUB 630	Magazine Advertising Sales	3

Lubin School of Business

Lubin School of Business
One Pace Plaza, New York, NY 10038 • (212) 618-6550
861 Bedford Road, Pleasantville, NY 10570 • (914) 773-3716

Administration: Lubin School of Business

Office of the Dean
Neil S. Braun, BA, JD, Dean
Lynette L. Wailoo, BA, MBA
Associate Dean for Administration and Budgets
Barbara Rose Aglietti, BA, MBA
Associate Dean, Communications and External Relations
Alvin Hwang, BBA, MBA, PhD, Director of AACSB Accreditation and National Rankings
Undergraduate Management Program Chair
Randi Priluck, BBA, MBA, PhD
Director of Assessment

Undergraduate Programs
Karen A. Berger, BA, MA, MBA, MPhil, PhD
Associate Dean and Director of Undergraduate Programs
Lynne V. Byrne, BA, MBA
Associate Dean for Strategic Initiatives and Planning
Eileen Murphy, BA, MBA
Assistant Dean, Undergraduate Academic Advisement

Graduate Programs
Daniel M. Baugher, BA, MS, PhD
Associate Dean and Director of Graduate Programs
Melissa Grant, BA, MSED
Assistant Dean, Office of Graduate Academic Advisement and Student Development
John Dory, BS, MS, DBA
Director, DPS Program
Jay Sholes, MA, MBA, PhD
Director, Executive Programs
Ellen Weisbord,,BS,MS,MBA,MPhil,, PhD
Academic Director, Executive MBA Program,
Kevin Wynne, BA, MA, PhD
Academic Director, Masters in Finance for Professionals Program

Overview of the Lubin School of Business

A nationally ranked leader in business education, the Lubin School of Business offers an extensive array of programs at the bachelor's, master's, and doctoral degree levels. A hallmark of a Lubin undergraduate education is its focus on experienced-based learning that blends theory with practical applications and provides students with opportunities to gain real world professional business experience through our nationally recognized internship program, which is the largest in the New York Metropolitan area. Courses are offered during the day, evening, and online in order to meet the scheduling needs of our diverse student body. In addition to our BBA programs, qualified undergraduate students may pursue an accelerated combined BBA/ MBA or MS program for CPA Preparation. With its ideal campus locations in downtown Manhattan, in the heart of the world's financial center, and in suburban Westchester County, near the headquarters of major multinational corporations, the Lubin School of Business ensures that students at all stages of their careers receive a comprehensive and personalized educational experience that prepares them for success in a global business environment. The Lubin School is committed to continuous improvement and innovation and our graduates are prepared to become leaders in their chosen fields and ready to manage in a constantly changing global marketplace.

Accreditation and Affiliation: Lubin School of Business

The Lubin School's bachelor's, master's, and doctoral degree programs in business and bachelor's and master's degree programs in accounting are accredited by AACSB International - The Association to Advance Collegiate Schools of Business, the premier accrediting organization for business schools in the world. Fewer than two percent of the business schools internationally have both business and accounting accreditation from AACSB International. The Lubin School is also an active member in the European Foundation for Management Development (EFMD).

Statement of Mission and Values: Lubin School of Business

Mission

The mission of the Lubin School of Business is to provide its students with exceptional experience-based learning that blends business theory with practical applications to prepare its graduates for successful professional careers in the global business environment. As part of this mission, our faculty conducts and disseminates scholarship that contributes to professional practice, academic theory, and student learning.

The Lubin School is student-centered with strong faculty engagement and outreach to alumni and prospective employers as well as those constituencies who can help empower student success. Lubin prepares its graduates to be ready, able, and confident in their chosen disciplines, multidisciplinary in their approach to problem solving, global in their business perspective, grounded in action, trained in outcomes, effective in their professions, ethically aware, and socially responsible.

Our mission is to achieve a competitive advantage through the diversity of ideas, backgrounds, and cultures represented by students and faculty from over 100 different countries and by focusing our teaching and scholarship on the challenges of managing and leading businesses in a constantly changing global marketplace. Lubin's student-centered educational experience features the integration of theory with practice, teaching excellence, small classes, a personalized learning environment, innovative programming, the use of technology to enhance learning in concert with strong linkages to the New York and global business communities.

Values

With baccalaureate, master's, and doctoral programs on campuses in New York City and Westchester County, the Lubin School provides a distinctive and personalized educational experience that reflects the traditions upon which Pace University was founded in 1906 to prepare students for careers in business. Today, the faculty, staff, students and alumni share and are energized by the following values:
- Enabling students to achieve their full potential
- Teaching excellence in small classes
- Applied scholarship and research
- Practical experience in and out of the classroom
- Innovative, market-centered programs
- Close faculty and student interaction
- Engagement with the New York business community
- Global perspective and integration
- Commitment to research
- Collegiality and respect among students, faculty and staff
- Appreciation of diversity in population and perspective
- Multidisciplinary perspective
- Integrity, ethics and social responsibility
- Student-centered administrative systems
- Use of technology to enhance learning

Graduate Student Advisement and Student Development

The mission of the Office of Graduate Academic Advisement and Student Development is to offer continued support to the students, faculty and administration of Lubin through innovative programs and meaningful services. This office is designed to facilitate the growth and development of each student's academic and professional goals and is dedicated to disseminating knowledge and information that cultivates student success.

The Lubin Office of Graduate Academic Advisement & Student Development offers full-time advisement to students on both campuses (NYC and White Plains) from Orientation through Commencement. They offer advice, support, and advocacy for all academic and administrative issues. This office also serves as the center of Graduate Student Life in managing and supporting a wide range of clubs designed to advance academic success, professional networks and social experience.

They are located on the New York City campus (Section E, fourth floor, West Wing, One Pace Plaza Building) and on the White Plains campus (Fifth Floor). For additional information, please call (212) 618-6440, email gradadvisenyc@pace.edu or visit the Lubin Graduate Advisement webpage by clicking here.

Academic Policies

To view information regarding the Lubin School of Business' academic policies, please visit the the Lubin Graduate Advisement webpage by clicking here. You may also contact them via email at gradadvisenyc@pace.edu or by calling (212) 618-6440.

International Exchanges and Study Abroad Opportunities

International Field Study Courses

The Lubin School offers short-term international field study courses for credit that give students the opportunity to experience another culture and to observe foreign government, education, and commerce firsthand. Students participating in international field studies have recently traveled to Brazil, Belgium, China, Denmark, England, France, India, Ireland, Italy, Japan, Russia, Mexico, and Sweden.

Special Programs and Events

Executive and Entrepreneur in Residence Programs

The Lubin Executive in Residence Program and Entrepreneur in Residence Program provide students with a unique opportunity to meet face-to-face with entrepreneurs and leaders of industry from around the world. Top corporate executives interact with Lubin students and faculty, both in the classroom and in informal settings.

Annual Lubin Awards and Beta Gamma Sigma Induction Ceremonies

The Annual Lubin Awards and Beta Gamma Sigma Induction Ceremonies are held every May on the New York City and Pleasantville campuses to recognize the accomplishments of outstanding graduates of each major program, graduates receiving Latin baccalaureate honors, transfer students graduating with distinction, and students being inducted into Beta Gamma Sigma. In addition to the academic department awards, graduating students are recognized for their leadership and contributions to co-curricular activities as recipients of the Lubin Alumni Association Award and other special awards given by the Lubin academic departments.

Lubin Alumni Mentoring Program

The Lubin Alumni Mentoring Program uses LinkedIn to connect Lubin students with alumni leaders in industry for career guidance and professional advice. Services include:
• Up-to-date advice on career trends and opportunities
• Resume critiquing, interviewing, and networking strategies
• Referrals and professional contacts
• First-hand experience – shadow a professional in the field; attend business meetings, and more

Lubin Centers

Center for Global Business Programs

The mission of the Center for Global Business Programs is to enhance the global capabilities of Lubin students and faculty by providing high-quality academic and professional experiences, facilitating learning, and supporting applied research in the global environment.

Custom Programs

The Center for Global Business Programs provides international and domestic institutions an opportunity to differentiate their offerings through a New York City-based module. Institutions chose from a variety of international programs that fit their needs and provide their students with an "only in New York" experience. Custom programs range from a few weeks to a full academic year and are offered during all semesters, including the summer. The Center delivers a dynamic New York City experience that includes company visits and cultural events.

International Field Study Courses

International field study courses provide students with the opportunity to gain international academic experience. Along with pre-trip classroom sessions, students travel abroad for up to two weeks, participating in corporate visits, meetings with governmental leaders and roundtable workshops with globally recognized academics. Destinations include countries throughout Europe, Asia, South America, and Africa.

International Travel Scholarships

The Center for Global Business Programs offers scholarships to Lubin students who are enrolled in international field study courses. These scholarships are made available through the Figueroa Family Fund and the Nancy and Gene Celentano Fund, and are awarded during the fall and spring semesters. To date, the Center has awarded over $525,000 in scholarships to eligible students based upon demonstrated need and academic achievement.

Center for Global Governance, Reporting and Regulation

The Center for Global Governance, Reporting and Regulation (CGGRR) sponsors research and discussion on the development and implementation of global financial reporting standards, regulatory compliance and governance. It also offers programs to develop proficiencies and expertise in these areas and hosts conferences and events on relevant topics featuring leaders in these fields.

The Center was originated as the Center for the Study of International Accounting Standards, and evolved into its current iteration as a natural progression. Reporting standards alone are not sufficient in the current global business environment; governance and regulatory compliance are essential in international business.

The first program offered through the CGGRR is the Certified Compliance Regulatory Professional (CCRP®). This program was created as a joint venture with the Association of International Bank Auditors (AIBA), the exclusive partner in offering this certificate program with the Lubin School of Business. The six month program is offered at Pace's Midtown Center in the landmark Fred French Building and more information is available at www.pace.edu/ccrp.

Small Business Development Center

The Small Business Development Center (SBDC) was established at Pace University in October of 1986 as an integral part of the Lubin School's economic development programs. The SBDC is jointly funded by Pace University, the U.S. Small Business Administration and the Research Foundation of the State University of New York. Since inception, the SBDC has provided 127,000 hours of direct management and technical assistance, via one-on-one counseling, to over 14,000 entrepreneurs and small business owners. In addition, it has also sponsored 500 workshops and documented almost $150,000,000 of funding and investment, which led to the creation or retention of over 6,000 jobs.

Global Portfolio Analysis Center (G-PACT)

The Global Portfolio Analysis Center, also known as the Lubin Trading Room, is a fully equipped computer classroom used for the study of financial markets. It offers a hands-on trading environment with a Telerate Ticker, electronic news boards, and nine Bloomberg terminals. It is home to many finance classes including FIN 357 Student Managed Portfolio in which students manage an actual portfolio sponsored by Pace. Through G-PACT, students also have access to Compustat and CRISP Databases, and Wharton Research Data Services where students can access financial data through Global Insight, Audit Analytics, The First Call Historical Database and other cutting-edge financial software.

Entrepreneurship Lab

The Entrepreneurship Lab, which officially opened in February, 2012, provides a collaborative setting for students not only to incubate companies and create start-ups, but to foster an entrepreneurial mindset that results in innovation, initiative, and commitment. Teaching students to develop this type of mindset is invaluable because it is what will ultimately help transform them into successful professionals. With the help of the entrepreneurship program, students will achieve a sense of self that will instill the confidence and skills necessary to embark on a new business venture or dynamic career. Perhaps even more importantly, this entrepreneurial mindset will teach students how to identify, analyze, and seize opportunities to also help them succeed in life. The E-Lab will provide all Pace students with a supportive, state-of-the-art environment, including access to workshops, guest speakers, roundtable discussions, faculty and staff consultants and networking events.

Technology Enhanced Instructional Facilities

Computer and Internet Resources

Pace University's PACENet connects all building on all campuses and offers a high-speed link to the Internet as well as other internal University resources. Wired and wireless network access is available in the dormitories, library, student union, classrooms, and other locations throughout the university. Computer labs, called Computer Resource Centers (CRCs) are open access rooms dedicated to student coursework and faculty research. CRCs on each campus offer a host of services including Web access, e-mail accounts, and self-paced documentation. CRCs are supported, day and evening, by full-time staff and part-time student consultants.

Smart Classrooms

All labs and classrooms have full access to the Internet. Classrooms are equipped with computers and interfaces for students to plug their laptops in when doing class presentations.

Accounting Labs

Accounting Labs are located in New York City and Pleasantville, and are used to supplement accounting course instruction and by accounting students to complete their course assignments. The labs are equipped with the latest accounting software and have scheduled open hours, which allow students to use them when not in use for classes or tutoring sessions. In Pleasantville, the Accounting lab is staffed by peer tutors who provide assistance in the foundation and upper-level accounting courses by working in small group tutorials with the students. In New York, similar peer tutoring is provided in most accounting subjects through the Tutoring Center.

Marketing Labs

State-of-the-art Marketing Labs, located in New York City and Pleasantville, are equipped with the latest computer equipment and software, including the Telmar system and desktop publishing. The Marketing Labs enable students to be on the cutting edge of marketing technology and are used extensively by the Ad Teams in preparation for the annual American Advertising Federation's National Student Advertising Competition.

The Interactive and Direct Marketing Lab is a one-of-a-kind, Pace exclusive, student-run direct and interactive marketing agency, which offers internships to juniors, seniors and graduate students.

Faculty

Accounting Full-Time Faculty

Arnold L. Berman, Professor; LLM, New York University School of Law; CPA

Roberta J. Cable, Professor; PhD, Columbia University; CMA

Kam C. Chan, Professor; Ernst and Young Scholar, PhD, University of South Carolina

Kwang-Hyun Chung, Professor; PhD, Baruch College, City University of New York

Joseph C. DiBenedetto, Professor; JD, Brooklyn Law School; CPA, CMA

Bairj Donabedian, Associate Professor; PhD, Columbia University

Samir M. El-Gazzar, KPMG Professor of Accounting; PhD, Baruch College, City University of New York

Barbara R. Farrell, Professor; EdD, Columbia University; CPA

Philip M. Finn, Associate Professor; PhD, Baruch College, City University of New York; CPA

Patricia Healy, Associate Professor, Undergraduate Program Chair; MBA, Rutgers University; CPA, CMA

Rudolph A. Jacob, Professor, Department Chair; PhD, New York University

John Y. Lee, Schaeberle Professor of Accounting; PhD, Louisiana State University

Picheng Lee, Professor; PhD, Rutgers University

Chunyan Li, Assistant Professor; PhD, Rutgers University

Steven Mezzio, Clinical Assistant Professor of Accounting; MS, University of Miami; CPA, CIA

Bernard H. Newman, Professor; PhD, New York University; CPA

Susanne O'Callaghan, Professor, Anthony Pustorino Scholar; PhD, University of Cincinnati; CPA, CIA

Mary Ellen Oliverio, Professor Emeritus of Accounting; PhD, Columbia University; CPA

John Paul, Esq., Clinical Assistant Professor; DPS, Pace University; CPA

Raymond Reisig, Assistant Professor; MBA, Pace University; CPA, CFE

Matthew Reidenbach, Assistant Professor of Accounting; PhD, Drexel University

Kaustav Sen, Associate Professor; Graduate Program Chair; PhD, Rutgers University

Charles Y. Tang, Associate Professor; Department Chair beginning Spring 2014; PhD, Baruch College, City University of New York

Michael Ulinski, Assistant Professor; PhD, New York University; CPA

Ping Wang, Assistant Professor; PhD, Baruch College, City University of New York

Robert P. Zwicker, Assistant Professor; Ed.D., University of Bridgeport; CPA

Finance and Economics Full-Time Faculty

Niso Abuaf, Clinical Professor; PhD, University of Chicago

Lewis J. Altfest, Associate Professor; PhD, Baruch College, City University of New York; CFA

Arthur L. Centonze, Associate Professor, Dean Emeritus; PhD, New York University

Burcin Col, Assistant Professor of Finance; PhD, McGill University

Ronald Filante, Associate Professor; PhD, Purdue University

Natalia Gershun, Associate Professor; PhD, Columbia University

Elena Goldman, Associate Professor, Undergraduate Program Chair; PhD, Rutgers University

Aron Gottesman, Professor, Department Chair; PhD, York University

Iuliana Ismailescu, Assistant Professor; PhD, University of Massachusetts

Padma Kadiyala, Professor; PhD, Ohio State University

Surendra K. Kaushik, Professor; PhD, Boston University

Maurice Larrain, Associate Professor; PhD, Columbia University

Raymond H. Lopez, Professor; PhD, New York University

Edmund Mantell, Professor; PhD, Wharton School, University of Pennsylvania

Matthew R. Morey, Professor, New York Stock Exchange Scholar; PhD, University of California at Irvine

Jouahn Nam, Associate Professor; PhD, Georgia State University

Richard E. Ottoo, Assistant Professor; PhD, Baruch College

Joseph T. Salerno, Professor; PhD, Rutgers University

P. V. Viswanath, Professor; Director, Global Portfolio Analysis Center, Graduate Program Chair; PhD, University of Chicago

Thomas J. Webster, Professor; PhD, City University of New York

Berry K. Wilson, Associate Professor; PhD, New York University

Kevin J. Wynne, Associate Professor; Academic Director, Masters in Finance for Professionals; PhD, Fordham University

Legal Studies and Taxation - Full Time Faculty

Walter G. Antognini, Associate Professor, Graduate Program Chair; JD, LLM, New York University; CPA

Todd W. Barnet, Associate Professor; JD, Brooklyn Law School

Vincent R. Barrella, Associate Professor; JD, Fordham University; LLM, New York University; CPA

Philip Cohen, Assistant Professor; LLM, New York University Law School

Peter M. Edelstein, Professor; JD, Boston University; LLM, New York University

Rosario J. Girasa, Professor; Undergraduate Program Chair; JD, New York University; MLA, Johns Hopkins University; PhD, Fordham University

Richard J. Kraus, Professor; Department Chair; JD, PhD, Fordham University

Jessica Magaldi, Clinical Associate Professor; JD, New York University

Robert S. Wiener, Associate Professor; JD, New York University

Martin H. Zern, Professor; JD, Brooklyn Law School; LLM, New York University; CPA

Management and Management Science Full-Time Faculty

Uzoamaka P. Anakwe, Associate Professor; PhD, Drexel University

Bruce Bachenheimer, Clinical Professor; Director, Entrepreneurship Lab; M.B.A., Australian Graduate School of Management

Daniel M. Baugher, Professor; Associate Dean and Director of Graduate Programs; PhD, Rutgers University

Narendra C. Bhandari, Professor; PhD, University of Georgia

Vasanthakumar N. Bhat, Associate Professor; PhD, Yale University

Lawrence G. Bridwell, Professor; Undergraduate Program Chair; PhD, Baruch College, CUNY

John C. Byrne, Professor, Graduate Program Chair; PhD, Stevens Institute of Technology

E. Susanna Cahn, Associate Professor; PhD, Columbia University

Melissa S. Cardon, Professor; Director, Business Honors Program; PhD, Columbia University

John C. Carter, Professor; PhD, Columbia University

Imran Chowdhury, Assistant Professor; PhD, ESSEC Business School

Andrew O. Coggins, Clinical Professor; Associate Director, Business Honors Program beginning Spring 2014; PhD, Virginia Polytechnic Institute & State University

John P. Dory, Associate Professor, Director, Doctoral Program; DBA, Harvard University

Alan B. Eisner, Professor, Department Chair; PhD, New York University

Casey Frid, Assistant Professor; Ph.D., Clemson University

Barry A. Gold, Associate Professor; PhD, Columbia University

Claudia G. Green, Associate Professor; Director, Hospitality and Tourism Management Program; PhD, Virginia Tech

M. Peter Hoefer, Professor; PhD, City University of New York Graduate Center

Alvin Hwang, Professor; Director, AACSB Accreditation and National Rankings; International Business and International Management Program Chair; PhD University of California, Los Angeles

Eric H. Kessler, Professor; Henry George Scholar; PhD, Rutgers University

Chu-Hua Kuei, Professor; PhD, Baruch College, City University of New York

Theresa K. Lant, Associate Professor; Faculty Director, Arts and Entertainment Management Program; PhD, Stanford University

Peter A. Lyew, Assistant Professor; DBA, Louisiana Tech University

Christian N. Madu, Professor; Research Scholar; PhD, Baruch College, City University of New York

Patrick McGuigan, Clinical Professor; DPS, Pace University

Ira J. Morrow, Associate Professor; PhD, New York University

Joseph M. Pastore, Jr., Professor Emeritus; PhD, St. Louis University

Noushi Rahman, Professor; Director, Business Honors Program, New York City Campus; PhD, Baruch College, City University of New York

Chris Ramos, Visiting Clinical Assistant Professor; MPA, Pace University

Katherine M. Richardson, Assistant Professor; PhD, Baruch College, City University of New York

Peter Seldin, Distinguished Professor Emeritus of Management; PhD, Fordham University

Fred N. Silverman, Professor; PhD, Columbia University

Ibraiz Tarique, Associate Professor; Director, Strategic Global Human Resource Management - MS Program; PhD, Rutgers University

Ellen Weisbord, Associate Professor; Academic Director, Executive MBA Program; PhD, City University of New York

Janice K. Winch, Associate Professor; PhD, Rutgers University

Jack Yurkiewicz, Professor; Director, Advanced Graduate Certificate Program; PhD, Yale University

Marketing - Full Time Faculty

Karen A. Berger, Professor; Associate Dean and Director of Undergraduate Programs; PhD, New York University

Larry Chiagouris, Professor; PhD, Bernard M. Baruch College, City of New York

Canan Corus, Assistant Professor; PhD, Virginia Tech

David Gertner, Associate Professor; PhD Northwestern University

Pradeep Gopalakrishna, Professor; Undergraduate Program Chair; PhD, University of North Texas

James S. Gould, Professor; PhD, Cornell University

Paul Kurnit, Clinical Professor; MA, Queens College, City University of New York

Vishal Lala, Associate Professor; PhD, Oklahoma State University

Mary M. Long, Professor; Department Program Chair; PhD, Baruch College, City University of New York

Carl I. Malinowski, Associate Professor; PhD, City University of New York

Harvey B. Markovitz, Clinical Associate Professor; MS, New York University

Conrad Nankin, Clinical Assistant Professor of Marketing; MBA, Baruch College, City University of New York

Randi L. Priluck, Professor; Director of Assessment; PhD, Drexel University

Ipshita Ray, Associate Professor; Graduate Program Chair; PhD, University of Connecticut, Storrs

Dennis M. Sandler, Associate Professor; PhD, New York University

Martin T. Topol, Professor; PhD, City University of New York

Robert G. Vambery, Professor; PhD, Columbia University

Kathryn F. Winsted, Associate Professor; PhD, University of Colorado, Boulder

Lubin Advisory Board

Neil S. Braun, Dean, Lubin School of Business

Gene Celentano, BBA '63, MBA '71, President-International Marketing (retired), Texaco Inc.

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John A. Gerson, BBA '69, Chief Financial Officer, Paladin Realty Partners, LLC

Kevin P. Hallinan, BBA '83, Partner, PricewaterhouseCoopers LLP

Lynda Jean Hullstrung, BBA '89, Partner, Deloitte & Touche, LLP

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Ronald G. McGann, MBA '96, Managing Director, JP Morgan Chase & Co.

John P. McTigue, BBA '70, Tax Partner (retired), Ernst & Young LLP

Maria Fiorini Ramirez, BBA '72, President and Chief Executive Officer, Maria Fiorini Ramirez, Inc.

Ashu Rathor, MS '01, Partner, Media and Entertainment, Ernst & Young LLP

John T. Rossello Jr., BBA '78, Partner (retired), PricewaterhouseCoopers LLP

Paula L. Summa, BBA '78, MBA '84, General Manager, ibm.com, IBM Corporation

Marie. J. Toulantis, BBA '81, Former Chief Executive Officer, BarnesandNoble.com

Peter E. Tryhane, BBA/MBA '80, Partner, Ernst & Young LLP

Graduate Degree Programs

MBA Degrees

Lubin Foundation Courses

Preliminary Skill & Foundation Courses (0-19 Credits)

Courses required for all MBA Students.

BUS 043	Business Writing	
MBA 640	Accounting for Decision Making	4
MBA 642	Marketing Management	3
MBA 644	Macroeconomics in the Global Environment	3
MBA 646	Data Analysis for Decision Making	3
MBA 647	Decision Modeling for Management	3
MBA 648	Managerial Finance	3

** MBA Taxation program requires two (2) additional TAX courses, please see program's section/page.

Accounting, MBA

Degree Requirements

Preliminary Skill (0 credit) and Foundation Courses (0-19 credits) are required. Please click here to view requirements.

Professional Core Courses (9)

MBA 670	Organizational Behavior and Leadership	3
MBA 672	Managerial Economics for Decision Making	3
MBA 674	Globalization, The New Economy and Ethics	3

Accounting Core (14)

ACC 613	Accounting for Planning and Control	4
ACC 615	Financial Reporting I	3
ACC 618	Financial Reporting II	3
TAX 503	Fundamental Concepts of Taxation	2
TAX 504	Sales and Exchanges of Property	2

Required Specialization Courses (17)

ACC 620	Accounting Entities	3
ACC 632	Auditing	3
ACC 635	Advanced Auditing Practices	2
ACC 649	Contemporary Accounting Issues	3
ACC 662	Modeling of Accounting Information Systems	3
ACC 692Q	Research Project	3

Specialization Electives (3)

Choose One (1) Course

ACC 675	International Accounting	3
ACC 681	Financial Reporting and Capital Markets	3
ACC 684	Advanced Cost / Management Accounting	3
TAX 612	Taxation of Entities for Accountants	3

Breadth Electives (7)

LAW 610	Business Law for CPA Majors	4
ELEC 000	Lubin MBA Elective	3

Capstone Course (3)

MBA 688	Business Strategy and Stakeholder Responsibility	3

Change Management, MBA

Degree Requirements

Preliminary Skill (0 credit) and Foundation Courses (0-19 credits) are required. Please click here to view requirements.

Professional Core Courses (15)

MBA 670	Organizational Behavior and Leadership	3
MBA 672	Managerial Economics for Decision Making OR	3
MBA 673	Applying Financial Modeling to Decision Making	3
MBA 674	Globalization, The New Economy and Ethics	3
MBA 676	Managing Business Operations	3
MBA 678	Managing Innovation OR	3
MBA 679	Value Creation and Competitive Advantage in Global Markets	3

Required Specialization Courses (6)

MGT 627	Organization Theory	3
MGT 650	Negotiations and Bargaining	3

Specialization Electives (9)

Choose Three (3) Courses

MGT 632	Venture Initiation and Entrepreneurship	3
MGT 686	Organizational Communication	3
MGT 687	Advanced Topics in Management	3
MGT 682	Research Methods in Management	3
MGT 689	Organizational Development	3
MGT 692Q	Research Project	3

Breadth Electives (6)

ELEC 000	Lubin MBA Elective	3
ELEC 000	Lubin MBA Elective	3

Capstone Course (3)

MBA 688	Business Strategy and Stakeholder Responsibility	3

Entrepreneurial Studies, MBA

Degree Requirements

Preliminary Skill (0 credit) and Foundation Courses (0-19 credits) are required. Please click here to view requirements.

Professional Core Courses (15)

MBA 670	Organizational Behavior and Leadership	3
MBA 672	Managerial Economics for Decision Making OR	3
MBA 673	Applying Financial Modeling to Decision Making	3
MBA 674	Globalization, The New Economy and Ethics	3
MBA 676	Managing Business Operations	3
MBA 678	Managing Innovation OR	3
MBA 679	Value Creation and Competitive Advantage in Global Markets	3

Required Specialization Courses (6)

MGT 632	Venture Initiation and Entrepreneurship	3
MGT 678	Business Plan Development	3

Specialization Electives (9)

Choose Three (3) Courses

FIN 634	Entrepreneurial Finance	3
MGT 635	Small Business Management	3
MGT 637	Competitive Business Strategy	3
MGT 650	Negotiations and Bargaining	3
MGT 689	Organizational Development	3
MGT 692Q	Research Project	3
MAR 660	New Product and Service Planning and Development	3

Capstone Course (3)

MBA 688	Business Strategy and Stakeholder Responsibility	3

Breadth Electives (6)

ELEC 000	Lubin MBA Elective	3
ELEC 000	Lubin MBA Elective	3

Financial Management, MBA

Degree Requirements

Preliminary Skill (0 credit) and Foundation Courses (0-19 credits) are required. Please click here to view requirements.

Professional Core Courses (15)

MBA 670	Organizational Behavior and Leadership	3
MBA 672	Managerial Economics for Decision Making OR	3
MBA 673	Applying Financial Modeling to Decision Making	3
MBA 674	Globalization, The New Economy and Ethics	3
MBA 676	Managing Business Operations	3
MBA 678	Managing Innovation OR	3
MBA 679	Value Creation and Competitive Advantage in Global Markets	3

Required Specialization Courses (9)

FIN 647	Advanced Corporate Finance	3
FIN 649	International Corporate Finance	3
FIN 689	Financial Analysis and Policy	3

Specialization Electives (6)

Choose Two (2) Courses

You may take up to one (1) course listed under Specialization Electives in Investment Management, but none are required.

ECO 630	Game Theory for Business Decisions	3
FIN 634	Entrepreneurial Finance	3
FIN 644	Money and Capital Markets	3
FIN 648	Mergers and Acquisitions	3
FIN 661	Corporate Financial Risk Management	3
FIN 667	Valuation of the Firm	3
FIN 671	Behavioral Finance	3
FIN 677	Contemporary Topics in Financial Management	3
FIN 680V	International Field Study	3
FIN 692Q	Research Project	3
	<B> Specialization Electives in Investment Management (0-3) </B>	
FIN 631	Securities Law and Regulations	3
FIN 651	International Banking and Financial Markets	3
FIN 652	Investment Analysis	3
FIN 672	Strategies in Investments, Options, and Futures	3
FIN 673	Real Estate Finance	3
FIN 674	Personal Financial Management	3
FIN 678	Contemporary Topics in Investment Management	3

Capstone Course (3)

MBA 688	Business Strategy and Stakeholder Responsibility	3

Breadth Electives (6)

ACC 645	Theory and Analysis of Financial Statements OR	3
ELEC 000	Lubin MBA Elective AND	3
ELEC 000	Lubin MBA Elective	3

Human Resources Management, MBA

Degree Requirements

Preliminary Skill (0 credit) and Foundation Courses (0-19 credits) are required. Please click here to view requirements.

Professional Core Courses (15)

MBA 670	Organizational Behavior and Leadership	3
MBA 672	Managerial Economics for Decision Making OR	3
MBA 673	Applying Financial Modeling to Decision Making	3
MBA 674	Globalization, The New Economy and Ethics	3
MBA 676	Managing Business Operations	3
MBA 678	Managing Innovation OR	3
MBA 679	Value Creation and Competitive Advantage in Global Markets	3

Required Specialization Courses (6)

MGT 680	Human Resources Management	3
LAW 628	Employment Law	3

Specialization Electives (9)

Choose Three (3) Courses

MGT 643	Strategic Human Resource Management	3
MGT 650	Negotiations and Bargaining	3
MGT 683	Training and Development	3
MGT 684	Appraisal, Compensation and Assessment	3
MGT 685	Recruitment and Staffing	3
INB 673	International Human Resource Management	3
MGT 627	Organization Theory	3
MGT 682	Research Methods in Management	3
MGT 689	Organizational Development	3
MGT 692Q	Research Project	3

Capstone Course (3)

MBA 688	Business Strategy and Stakeholder Responsibility	3

Breadth Electives (6)

ELEC 000	Lubin MBA Elective	3
ELEC 000	Lubin MBA Elective	3

Information Systems, MBA

Degree Requirements

Preliminary Skill (0 credit) and Foundation Courses (0-19 credits) are required. Please click here to view requirements.

Professional Core Courses (15)

MBA 670	Organizational Behavior and Leadership	3
MBA 672	Managerial Economics for Decision Making	3
	OR	
MBA 673	Applying Financial Modeling to Decision Making	3
MBA 674	Globalization, The New Economy and Ethics	3
MBA 676	Managing Business Operations	3
MBA 678	Managing Innovation	3
	OR	
MBA 679	Value Creation and Competitive Advantage in Global Markets	3

Required Specialization Courses (12)

IS 613	Database Management Systems	3
IS 617	Information Systems Principles	3
IS 623	Information Systems Design and Development	3
IS 632	Business Telecommunications	3

Specialization Electives (3)

Choose One (1) Courses

IS 620	Information Systems and Organizational Strategy	3
IS 631	Operating Systems Principles	3
IS 633	Computer Organization	3
IS 637	Information Systems Project and Change Management	3
IS 639	Information Systems Planning and Policy	3
IS 660	Special Topics in Information Systems	3

Capstone Course (3)

MBA 688	Business Strategy and Stakeholder Responsibility	3

Breadth Electives (6)

ELEC 000	Lubin MBA Elective	3
ELEC 000	Lubin MBA Elective	3

International Business, MBA

Degree Requirements

Preliminary Skill (0 credit) and Foundation Courses (0-19 credits) are required. Please click here to view requirements.

Professional Core Courses (15)

MBA 670	Organizational Behavior and Leadership	3
MBA 672	Managerial Economics for Decision Making	3
	OR	
MBA 673	Applying Financial Modeling to Decision Making	3
MBA 674	Globalization, The New Economy and Ethics	3
MBA 676	Managing Business Operations	3
MBA 678	Managing Innovation	3
	OR	
MBA 679	Value Creation and Competitive Advantage in Global Markets	3

Required Specialization Courses (6)

INB 665	Comparative Business Systems and Cross-Cultural Management	3
INB 666	Global Business Strategy and Operations	3

Specialization Electives (9)

Choose Three (3) Courses

INB 668	Legal and Regulatory Aspects of International Business	3
INB 670	Seminar: Advanced Topics in International Business	3
INB 673	International Human Resource Management	3
INB 692Q	Research Project	3
ACC 675	International Accounting	3
ECO 622	International Economics	3
FIN 649	International Corporate Finance	3
MAR 681	International Marketing	3

Capstone Course (3)

MBA 688	Business Strategy and Stakeholder Responsibility	3

Breadth Electives (6)

ELEC 000	Lubin MBA Elective	3
ELEC 000	Lubin MBA Elective	3

Investment Management, MBA

Degree Requirements

Preliminary Skill (0 credit) and Foundation Courses (0-19 credits) are required. Please click here to view requirements.

Professional Core Courses (15)

MBA 670	Organizational Behavior and Leadership	3
MBA 672	Managerial Economics for Decision Making	3
	OR	
MBA 673	Applying Financial Modeling to Decision Making	3
MBA 674	Globalization, The New Economy and Ethics	3
MBA 676	Managing Business Operations	3
MBA 678	Managing Innovation	3
	OR	
MBA 679	Value Creation and Competitive Advantage in Global Markets	3

Required Specialization Courses (9)

FIN 652	Investment Analysis	3
FIN 653	Portfolio Analysis and Management	3
FIN 687	Applied Investment Management and Policy	3

Specialization Electives (6)

Choose Two (2) Courses

You may take up to one (1) course listed under Specialization Electives in Financial Management, but none are required.

FIN 631	Securities Law and Regulations	3
FIN 644	Money and Capital Markets	3
FIN 648	Mergers and Acquisitions	3
FIN 650	Applied Analytical Methods in Finance	3
FIN 651	International Banking and Financial Markets	3
FIN 654	Risk Management and Capital Market	3
FIN 667	Valuation of the Firm	3
FIN 671	Behavioral Finance	3
FIN 672	Strategies in Investments, Options, and Futures	3
FIN 673	Real Estate Finance	3
FIN 674	Personal Financial Management	3
FIN 679	Fixed Income Markets and Analytics	3
FIN 680V	International Field Study	3
FIN 692Q	Research Project	3
FIN 678	Contemporary Topics in Investment Management <B> Specialization Electives in Financial Management (0-3) </B>	3
FIN 647	Advanced Corporate Finance	3
FIN 649	International Corporate Finance	3
FIN 677	Contemporary Topics in Financial Management	3

Capstone Course (3)

MBA 688	Business Strategy and Stakeholder Responsibility	3

Breadth Electives (6)

ACC 645	Theory and Analysis of Financial Statements	3
	OR	
ELEC 000	Lubin MBA Elective	3
	AND	
ELEC 000	Lubin MBA Elective	3

Marketing Management, MBA

Degree Requirements

Preliminary Skill (0 credit) and Foundation Courses (0-19 credits) are required. Please click here to view requirements.

Professional Core Courses (15)

MBA 670	Organizational Behavior and Leadership	3
MBA 672	Managerial Economics for Decision Making OR	3
MBA 673	Applying Financial Modeling to Decision Making	3
MBA 674	Globalization, The New Economy and Ethics	3
MBA 676	Managing Business Operations	3
MBA 678	Managing Innovation OR	3
MBA 679	Value Creation and Competitive Advantage in Global Markets	3

Required Specialization Courses (6)

MAR 635	Business Research and Survey Methodology	3
MAR 675	Strategic Marketing Planning	3

Specialization Electives (9)

Choose Three (3) Courses

MAR 620	Consumer and Organization Buying Behavior	3
MAR 640	Sales Management	3
MAR 641	Business to Business Marketing	3
MAR 643	Interactive and Direct Marketing	3
MAR 644	Customer Relationship Management	3
MAR 645	Advertising and Sales Promotion	3
MAR 646	Social Media and Mobile Marketing Strategies	3
MAR 649	E. Marketing	3
MAR 654	Marketing of Services	3
MAR 658	Entrepreneurial Marketing	3
MAR 660	New Product and Service Planning and Development	3
MAR 664	Analysis for Marketing Decisions	3
MAR 673	Customer Intelligence	3
MAR 680	Seminar in Marketing	3
MAR 681	International Marketing	3
MAR 692Q	Research Project	3
MAR 695	Marketing Internship	3

Capstone Course (3)

MBA 688	Business Strategy and Stakeholder Responsibility	3

Breadth Electives (6)

ELEC 000	Lubin MBA Elective	3
ELEC 000	Lubin MBA Elective	3

Strategic Management, MBA

Degree Requirements

Preliminary Skill (0 credit) and Foundation Courses (0-19 credits) are required. Please click here to view requirements.

Professional Core Courses (15)

MBA 670	Organizational Behavior and Leadership	3
MBA 672	Managerial Economics for Decision Making OR	3
MBA 673	Applying Financial Modeling to Decision Making	3
MBA 674	Globalization, The New Economy and Ethics	3
MBA 676	Managing Business Operations	3
MBA 678	Managing Innovation OR	3
MBA 679	Value Creation and Competitive Advantage in Global Markets	3

Required Specialization Courses (9)

MGT 637	Competitive Business Strategy	3
MGT 638	Corporate Diversification Strategy	3
MGT 646	Government Institutions and Business Strategy	3

Specialization Electives (6)

Choose Two (2) Courses

MGT 627	Organization Theory	3
MGT 630	Seminar in Strategic Management Issues	3
MGT 650	Negotiations and Bargaining	3
MGT 678	Business Plan Development	3
MGT 687	Advanced Topics in Management	3
MGT 689	Organizational Development	3

Capstone Course (3)

MBA 688	Business Strategy and Stakeholder Responsibility	3

Breadth Electives (6)

ELEC 000	Lubin MBA Elective	3
ELEC 000	Lubin MBA Elective	3

Taxation, MBA

Degree Requirements

Preliminary Skill (0 credit) and Foundation Courses (0-23* credits) are required. Please click here to view requirements.

In addition to the Foundation Courses found on this page, the two (2) following courses are also required as part of that requirement:

TAX 503 - Fundamental Concepts of Taxation (2 credits) and
TAX 504 - Sales & Exchanges of Property (2 credits)

Foundation Courses on this page total 19 credits, plus 4 credits for additional TAX courses listed above.

Professional Core Courses (15)

MBA 670	Organizational Behavior and Leadership	3
MBA 672	Managerial Economics for Decision Making	3
	OR	
MBA 673	Applying Financial Modeling to Decision Making	3
MBA 674	Globalization, The New Economy and Ethics	3
MBA 676	Managing Business Operations	3
MBA 678	Managing Innovation	3
	OR	
MBA 679	Value Creation and Competitive Advantage in Global Markets	3

Required Specialization Courses (12)

TAX 625	Tax Practice, Procedure and Research	3
TAX 627	Advanced Concepts of Taxation	3
TAX 656	Advanced Corporate Income Taxation I	3
TAX 696Q	Research Project	3

Specialization Electives (3)

Choose One (1) Courses

TAX 633	Taxation of Employee Benefits	3
TAX 634	Tax Problems of Engaging in Interstate Commerce	3
TAX 636	International Taxation I	3
TAX 639	Tax Accounting	3
TAX 642	Estate Planning I	3
TAX 646	Tax Problems of Partnership Organizations	3
TAX 652	Taxation of Securities and Financial Instruments	3
TAX 653	Seminar in Taxation	3

Capstone Course (3)

MBA 688	Business Strategy and Stakeholder Responsibility	3

Breadth Electives (6)

LAW 630	The Legal Environment of Business	3
ELEC 000	Lubin MBA Elective	3

MS Lubin Degrees

Accouting, MS

Degree Requirements

(B) Accouting Specialization Courses

All of these courses must be taken unless waived. Courses noted below can be waived with a U.S. undergraduate accounting degree, or similar graduate courses, or according to the following:

- A computer science or an accounting information system course with at least a B is required to waive ACC 662.
- Two cost/managerial accounting courses with at least a B are required to waive ACC 613.
- Two intermediate financial accounting courses with at least a B are required to waive ACC 615.
- Intermediate Accounting II from an AACSB accredited business school with at least a B is required to waive ACC 618.
- Other waivers are determined by the Accounting Department.

ACC 662	Modeling of Accounting Information Systems	3
ACC 613	Accounting for Planning and Control	4
ACC 615	Financial Reporting I	3
ACC 618	Financial Reporting II	3
ACC 620	Accounting Entities	3
ACC 632	Auditing	3
ACC 635	Advanced Auditing Practices	2
ACC 649	Contemporary Accounting Issues	3
ACC 692Q	Research Project	3
TAX 612	Taxation of Entities for Accountants	3

Courses eligible to be waived: ACC 662, ACC 613, ACC 615, ACC 618, ACC 620, ACC 632.

(C) Accounting Substitutions

Depending on the number of credits waived in the "B" list courses above, additional credits must be taken from the "C" list below so that total Accounting and Taxation course credits in both lists are at least 24 credits (B + C ≥ 24).

ACC 638	Forensic Accounting and Fraud Examination	3
ACC 645	Theory and Analysis of Financial Statements	3
ACC 675	International Accounting	3
ACC 681	Financial Reporting and Capital Markets	3
ACC 600	Independent Study in Graduate Accounting	1 - 9
TAX 625	Tax Practice, Procedure and Research	3
FIN 647	Advanced Corporate Finance	3

A minimum of 30 resident credits at Pace is required to receive the MS in Accounting degree (A + B + C ≥ 30).

(A) Foundation Core

Foundation courses noted below may be waived based on coursework completed at an accredited or internationally-recognized institution according to the following criteria:

- Completion of 2 directly related undergraduate courses of at least 3 credits within 6 years of initial enrollment with at least a 'B.'
- Completion of one directly related graduate course of 3 or more credits within 6 years of initial enrollment with at least a 'B.'
- Completion of 15 or more undergraduate credits in a discipline specific to the course to be waived with an average of at least a 'B.'
- Students may also waive courses by passing a proficiency exam.
- Taxation and business law courses can be waived only if prior courses are taken at a U.S. academic institution.

BUS 043	Business Writing	
MBA 640	Accounting for Decision Making	4
MBA 644	Macroeconomics in the Global Environment	3
MBA 646	Data Analysis for Decision Making	3
MBA 648	Managerial Finance	3
TAX 503	Fundamental Concepts of Taxation	2
TAX 504	Sales and Exchanges of Property	2
LAW 610	Business Law for CPA Majors	4

All courses eligible to be waived.

Subtotal: 30-51

Social Media and Mobile Marketing MS

Degree Requirements

Preliminary Skills and Prerequisite Courses (0 - 6)

BUS 043	Business Writing	1
MBA 642	Marketing Management	3
MBA 646	Data Analysis for Decision Making	3

Required Courses (12 credits)

MAR 635	Business Research and Survey Methodology	3
MAR 646	Social Media and Mobile Marketing Strategies	3
MAR 692Q	Research Project	3
MAR 648	Foundations of Social and Mobile Technologies OR	3
IS 676	Foundations of Social and Mobile Technologies	3

Specialization Courses (18)

Choose 18 credits

MAR 620	Consumer and Organization Buying Behavior	3
MAR 643	Interactive and Direct Marketing	3
MAR 645	Advertising and Sales Promotion	3
MAR 649	E. Marketing	3
MAR 673	Customer Intelligence	3
MAR 695	Marketing Internship	3
IS 613	Database Management Systems	3

Total Credit Hours: 30-36

Strategic Management MS

Degree Requirements

Preliminary Skill

BUS 043	Business Writing	1

Foundation Courses (3 - 10)

MBA 640	Accounting for Decision Making	4
MBA 674	Globalization, The New Economy and Ethics	3
MBA 648	Managerial Finance	3

Required Specialization Courses (24 credits)

MGT 632	Venture Initiation and Entrepreneurship	3
MGT 637	Competitive Business Strategy	3
MGT 638	Corporate Diversification Strategy	3
MGT 643	Strategic Human Resource Management	3
MGT 650	Negotiations and Bargaining	3
MGT 639	Global Corporate Governance	3
MGT 646	Government Institutions and Business Strategy	3
MGT 692Q	Research Project	3

Elective Specialization Courses: Choose one (3 credits)

ACC 615	Financial Reporting I	3
MAR 673	Customer Intelligence	3
MGT 630	Seminar in Strategic Management Issues	3

Taxation MS

Degree Requirements

Preliminary Skills and Prerequisite Courses (0 - 11)

MBA 640	Accounting for Decision Making	4
LAW 630	The Legal Environment of Business	3
TAX 503	Fundamental Concepts of Taxation	2
TAX 504	Sales and Exchanges of Property	2

Core Courses (12)

TAX 627	Advanced Concepts of Taxation	3
TAX 656	Advanced Corporate Income Taxation I	3
TAX 696Q	Research Project	3
TAX 625	Tax Practice, Procedure and Research	3

Specialization Courses (18)

Choose six

TAX 633	Taxation of Employee Benefits	3
TAX 634	Tax Problems of Engaging in Interstate Commerce	3
TAX 636	International Taxation I	3
TAX 637	International Taxation II	3
TAX 639	Tax Accounting	3
TAX 642	Estate Planning I	3
TAX 643	Estate Planning II	3
TAX 646	Tax Problems of Partnership Organizations	3
TAX 652	Taxation of Securities and Financial Instruments	3
TAX 653	Seminar in Taxation	3
TAX 659	Advanced Corporate Income Tax II	3

Subtotal: 30-41

Human Resources Management, MS

Degree Requirements

HRM Foundation Courses (6)

BUS 043	Business Writing	
MBA 670	Organizational Behavior and Leadership	3
MGT 680	Human Resources Management	3

Research Courses (6)

Choose Two (2) Courses

MGT 682	Research Methods in Management	3
MGT 687	Advanced Topics in Management	3
MGT 692Q	Research Project	3

Labor Relations Courses (6)

LAW 628	Employment Law	3
MGT 650	Negotiations and Bargaining	3

HRM Options (12)

Choose Four (4) Courses

MGT 683	Training and Development	3
MGT 684	Appraisal, Compensation and Assessment	3
MGT 643	Strategic Human Resource Management	3
MGT 676	Region Specific SGHRM I (HRM in Africa, Asia, Asia Pacific, and Middle East)	3
MGT 677	Region Specific Strategic Global Human Resources Management (SGHRM) (II)	3
MGT 685	Recruitment and Staffing	3
INB 673	International Human Resource Management	3

Subtotal: 30

Financial Management, MS

Degree Requirements

Preliminary Skill and Prerequisite Courses (3-16)

BUS 043	Business Writing	
MBA 640	Accounting for Decision Making	4
MBA 644	Macroeconomics in the Global Environment	3
MBA 646	Data Analysis for Decision Making	3
MBA 648	Managerial Finance	3
MBA 672	Managerial Economics for Decision Making	3

Required Core Courses (15)

ACC 645	Theory and Analysis of Financial Statements	3
FIN 647	Advanced Corporate Finance	3
FIN 649	International Corporate Finance	3
FIN 667	Valuation of the Firm	3
FIN 689	Financial Analysis and Policy	3

Specialization Electives (15)

Choose Five (5) Courses
You may take up to one (1) course listed under Specialization Electives in Investment Management, but none are required.

ECO 630	Game Theory for Business Decisions	3
FIN 634	Entrepreneurial Finance	3
FIN 644	Money and Capital Markets	3
FIN 648	Mergers and Acquisitions	3
FIN 661	Corporate Financial Risk Management	3
FIN 671	Behavioral Finance	3
FIN 677	Contemporary Topics in Financial Management	3
FIN 692Q	Research Project	3
MBA 673	Applying Financial Modeling to Decision Making	3
FIN 680V	International Field Study <B> Specialization Electives in Investment Management (0-3) </B>	3
FIN 631	Securities Law and Regulations	3
FIN 651	International Banking and Financial Markets	3
FIN 652	Investment Analysis	3
FIN 672	Strategies in Investments, Options, and Futures	3
FIN 673	Real Estate Finance	3
FIN 674	Personal Financial Management	3
FIN 678	Contemporary Topics in Investment Management	3

Total Credits: 33-46
Subtotal: 33-46

Investment Management, MS

Degree Requirements

Preliminary Skill and Prerequisite Courses (0-13)

BUS 043	Business Writing	
MBA 640	Accounting for Decision Making	4
MBA 644	Macroeconomics in the Global Environment	3
MBA 646	Data Analysis for Decision Making	3
MBA 648	Managerial Finance	3

Required Core Courses (21)

FIN 650	Applied Analytical Methods in Finance	3
FIN 652	Investment Analysis	3
FIN 653	Portfolio Analysis and Management	3
FIN 654	Risk Management and Capital Market	3
FIN 672	Strategies in Investments, Options, and Futures	3
FIN 679	Fixed Income Markets and Analytics	3
FIN 687	Applied Investment Management and Policy	3

Specialization Electives (9)

Choose Three (3) Courses
You may take up to one (1) course listed under Specialization Electives in Financial Management, but none are required.

ACC 645	Theory and Analysis of Financial Statements	3
FIN 631	Securities Law and Regulations	3
FIN 644	Money and Capital Markets	3
FIN 651	International Banking and Financial Markets	3
FIN 674	Personal Financial Management	3
FIN 678	Contemporary Topics in Investment Management	3
FIN 692Q	Research Project	3
FIN 667	Valuation of the Firm	3
FIN 680V	International Field Study	3
FIN 671	Behavioral Finance	3
FIN 673	Real Estate Finance	3
	Specialization Electives in Financial Management (0-3)	
MBA 673	Applying Financial Modeling to Decision Making	3
FIN 647	Advanced Corporate Finance	3
FIN 649	International Corporate Finance	3
FIN 677	Contemporary Topics in Financial Management	3

** Students intending to take the CFA or planning to go into professions dealing with analysis of corporations are recommended to take ACC 645.

Total Credits: 30-43
Subtotal: 30-43

Customer Intelligence & Analytics, MS

Degree Requirements

Preliminary Skill and Prerequisite Courses (0-6)

BUS 043	Business Writing	
MBA 642	Marketing Management	3
MBA 646	Data Analysis for Decision Making	3

Required Core Courses (21)

MBA 679	Value Creation and Competitive Advantage in Global Markets	3
MAR 635	Business Research and Survey Methodology	3
MAR 644	Customer Relationship Management	3
MAR 649	E. Marketing OR	3
MAR 675	Strategic Marketing Planning	3
MAR 664	Analysis for Marketing Decisions	3
MAR 673	Customer Intelligence	3
MAR 692Q	Research Project	3

Specialization Electives (9)

Choose Three (3) Courses

MAR 620	Consumer and Organization Buying Behavior	3
MAR 640	Sales Management	3
MAR 643	Interactive and Direct Marketing	3
MAR 645	Advertising and Sales Promotion	3
MAR 654	Marketing of Services	3
MAR 660	New Product and Service Planning and Development	3
MAR 695	Marketing Internship	3

Total Credits: 30-36
Subtotal: 30-36

Financial Risk Management, MS

Degree Requirements

Preliminary Skill and Prerequisite Courses (0-7)

BUS 043	Business Writing	
MBA 640	Accounting for Decision Making	4
MBA 646	Data Analysis for Decision Making	3

Required Core Courses (9)

FIN 632	Introduction to Financial Decision Making	3
FIN 654	Risk Management and Capital Market	3
FIN 661	Corporate Financial Risk Management	3

Capstone Course (3)

FIN 686	Applied Financial Risk Management and Policy	3

Total Credits: 30-37

Specialization Electives (18)

ECO 646	International Risk Analysis	3
FIN 650	Applied Analytical Methods in Finance	3
FIN 653	Portfolio Analysis and Management	3
FIN 655	Financial Econometrics for Risk Modeling	3
FIN 672	Strategies in Investments, Options, and Futures	3
FIN 679	Fixed Income Markets and Analytics	3

Subtotal: 30-37

Seidenberg School of Computer Science and Information Systems

Administration

Office of the Dean

Amar Gupta, BS, MS, PhD
Dean

Jonathan Hill, BA, MBA, DPS
Associate Dean and Director of Special Programs and Projects

Bernice J. Houle, BS, MSEd, PhD
Associate Dean

Andreea Cotoranu, BS, MS
Director of Assessment

Academic Departments

Li-Chiou Chen, BBA, MBA, MS, PhD
Chair, Information Technology (Westchester)

Catherine Dwyer, BA, MA, MS, PhD
Chair, Information Technology (New York City)

Lixin Tao, BSE, MSE, MSE, PhD
Chair, Computer Science (Westchester)

Christelle Scharff, BS, MS, PhD
Chair, Computer Science (New York City)

The Seidenberg School of Computer Science and Information Systems participates in the mission of Pace University with a commitment to excellent teaching, scholarly activity, and service to the community.

Accreditation and Affiliation

The faculty within the school are active members of the Association for Computing Machinery (ACM) and the Institute of Electrical and Electronics Engineers, Inc. (IEEE). The school sponsors a chapter of the Upsilon Pi Epsilon (UPE) Honor Society for the Computing and Information Disciplines.

The bachelor of science program in computer science and the bachelor of science program in information systems are accredited by the Computing Accreditation Commission (CAC) of ABET, Inc., www.abet.org

Pace University is a designated National Center of Academic Excellence (CAE) in Information Assurance Education (IAE) by the National Security Agency (NSA) and the Department of Homeland Security (DHS). The CAEIAE program is intended to reduce vulnerabilities in the national information infrastructure by promoting higher education in information assurance and producing a growing number of professionals with information assurance expertise in various disciplines. Students attending CAEIAE schools are eligible for scholarships and grants through the Department of Defense Information Assurance Scholarship Program (IASP) and the Federal Cyber Service Scholarship for Service Program (SFS).

Mission: Seidenberg School of Computer Science and Information Systems

The Seidenberg School of Computer Science and Information Systems aspires to innovative leadership in preparing men and women for meaningful work, lifelong learning and responsible participation in a new and dynamic information age. The school does this through a broad spectrum of educational programs on campuses in New York City and Westchester County, and at other locations with corporate partners from the local and global community.

The school has a unique role: it provides professional education in the computing disciplines, supporting education for programs in the other schools, general education for all students, and continuing education. Because change characterizes information technology, programs build upon a strong foundation in the arts and sciences, and emphasize competency in the theory and methodology of the computing disciplines. At the same time, programs are responsive to the rapid pace of technological development.

The school was founded in 1983 in creative response to the educational challenge and opportunity inherent in emerging disciplines, and is characterized by its core values:
• Excellent teaching that is informed by scholarship, professional practice and community service,
• The integration of theory and practice in teaching and scholarly activity,
• Currency in new technology and its application,
• Creative programs and partnerships with the local and global community,
• Attentiveness to professional and social responsibility.

The school values diversity and welcomes qualified students of various experiences and origins, whether regional, national, or international. It provides excellent service to students both within and outside the classroom. It uses the power of technology to offer broad opportunity to students and to enable them to achieve excellence. Throughout its programs and services, the Seidenberg School of Computer Science and Information Systems consistently recognizes that information technologies are tools for the empowerment of people.

Objectives of Seidenberg Programs

Consistent with the Pace tradition, the Seidenberg School seeks to integrate theory and practice in its programs and research. The design, development, analysis, application, and management of computers, and communication and information systems comprise the broad spectrum over which the Seidenberg School creates, interprets, criticizes, and applies knowledge with strict attention to academic standards. Change characterizes information technology; of particular importance, therefore, is the development of competency in the foundation and methodologies of the discipline, in order to enable ongoing learning and effective response to change.

The Seidenberg School is dedicated to the service of men and women of all ages of every race and culture through educational programs that develop skills, enhance individual and community effectiveness, extend knowledge, and enhance critical understanding of the culture. The educational process is undertaken with concern for the development of personal, professional, and social responsibility.

Graduate Degree Programs

Masters of Science Programs

Computer Science, MS

Graduate Program Information

New York City and Pleasantville Campuses

The Computer Science department of the Seidenberg School reviewed and revised the Master of Science in Computer Science in fall 2011. Since then, the department has been offering a 30-credit program that has been both strengthened and updated.

The new rigorous curriculum is built on a core of algorithms and computing theory, Internet and web computing, grid and cloud computing, and database systems. It also offers students the flexibility of pursuing one or more focused, in-depth course sequences in cutting-edge areas like classical computer science, artificial intelligence, Internet computing, mobile computing, network security, and web security.

Whether you are looking to advance your career or change focus and keep ahead of the latest technologies, this master's program is your best choice.

Graduate Program Curriculum

Bridge Courses

An entering student with limited or no previous background in the field of computer science or programming may be required to take up to 9 credits of prerequisite bridge coursework. A student with a baccalaureate in computer science should be able to waive these prerequisites. For others, some or all of the following courses may be required. Bridge courses do not count toward credits.

CS 502	Fundamentals Computer Science I using Java	3
CS 504	Fundamentals Computer Science II using Java	3
CS 506	Computer Systems and Concepts	3

Core Requirements (12 credits)

CS 608	Algorithms and Computing Theory	3
CS 610	Introduction to Parallel and Distributed Computing	3
CS 612	Concepts and Structures in Internet Computing	3
CS 623	Database Management Systems	3

Concentration Options (9 credits)

A student may choose to pursue a focused, in-depth concentration in a specific area consisting of a three-course sequence for a total of 9 credits. Suggested concentrations include:

Artificial Intelligence

CS 619	Data Mining	3
CS 627	Artificial Intelligence	3
CS 655	Pattern Recognition	3

Mobile Computing

CS 639	Mobile Application Development	3
CS 641	Mobile Web Content and Development	3
CS 643	Mobile Innovations for Global Challenges	3

Internet Computing

CS 644	Web Computing	3
CS 646	Service-Oriented Computing	3
CS 650	Enterprise Computing	3

Web Security

CS 634	Computer Networking and the Internet	3
CS 651	Secure Distributed System Development	3

| CS 652 | Secure Web Application Development | 3 |

Network Security

CS 634	Computer Networking and the Internet	3
CS 653	Cryptography and Computer Security	3
CS 654	Security in Computer Networking	3

Classical Computer Science

CS 611	Principles of Programming Languages	3
CS 613	Compiler Construction	3
CS 614	Logic and Formal Verification	3

Computer Science Electives (3-12 credits)

Students pursuing a 9-credit concentration may select one elective from any of the concentration courses outside of their individual concentration or from those listed below for a total of 3 credits.

Students who elect not to pursue an in-depth concentration, may choose individual courses contained within the suggested concentrations and from among the courses listed below for a total of 12 credits, provided course prerequisites are met.

CS 600	Independent Study in Graduate Computer Science	1 - 4
CS 607	Simulation and Computer Network Analysis	3
CS 611	Principles of Programming Languages	3
CS 613	Compiler Construction	3
CS 614	Logic and Formal Verification	3
CS 617	Game Programming	3
CS 624	Application Development with .NET and Web Services	3
CS 628	Automata and Computability	3
CS 629	Computer Graphics	3
CS 633	Data Communications and Networks	3
CS 636	Optical Communications and Networks	3
CS 637	Wireless Communications	3
CS 638	Network Analysis and Design	3
CS 640	Modern Telecommunications Networking	3
CS 647	Game Model Design and Animation	3
CS 648	Unix/Linux Programming	3
CS 656	Introduction to Mainframe Computing	3
CS 699	Field Study	1 - 3

Capstone Project (6 credits)

Students are required to select one of the following options:

CS 691	Computer Science Project I	3
	And	
CS 692	Research Project	3
	OR	
CS 693	Thesis I	3
	And	
CS 694	Thesis II	3

Total Credits: 30

Information Systems, MS

Graduate Program Information

New York City and Pleasantville Campuses

Global companies gain a competitive advantage through the methods they use to collect, process, transmit, and disseminate data and information. For now and the foreseeable future, the fastest-growing jobs in our economy come from the field of Information Systems. The skills, knowledge, and talents of IS personnel separate great companies from their competitors. A 30-credit Pace Master of Science in Information Systems prepares you to deliver these advantages. You'll benefit whether you are new to Information Systems or if you have an undergraduate degree in the field.

The program's foundation and core programs consist of offerings in systems design and development, project management, organizational structure, networks and telecommunications, and relevant topics associated with software, hardware, and telecommunications infrastructure.

After completion of foundation and core coursework, you will select a 9-credit knowledge area of specialization in either Security and Information Assurance, Telecommunications Management and Technologies, or Database Management and Technologies. The program culminates in a capstone project that integrates all you have learned while pursuing your degree.

Graduate Program Curriculum

Foundation Courses (0-15 credits)

The Foundation courses are for students who have limited or no previous background in the field of information systems or computing. A student with a bachelor's degree in computing may be able to waive some or all of the Foundation. For others, some or all of the following courses may be waived upon advisement.

IS 612	Object Oriented Concepts and Development	3
IS 613	Database Management Systems	3
IS 617	Information Systems Principles	3
IS 623	Information Systems Design and Development	3
IS 632	Business Telecommunications	3

Suggested Career Paths (9 credits)

It is recommended that students choose a sequence of at least three courses that constitute a career path. Suggested career paths include:

Secuirty and Information Assurance

Choose three (3) from the following:

IT 603	Overview of Information Security	3
IS 639	Information Systems Planning and Policy	3
IS 641	Information Security Management	3
IT 660	Network Security	3
IT 662	Web and Internet Security	3
IT 664	Computer and Internet Forensics	3

Telecommunications Management and Technologies

(prerequisite: IS 632)

Choose three (3) from the following:

IS 635	Distributed Information Systems	3
IS 639	Information Systems Planning and Policy	3
IS 650	Telecommunications Management	3
IS 652	Telecommunications Policy and Environment	3

Database Management and Technologies

(prerequisite: IS 613)

Choose three (3) from the following:

IS 637	Information Systems Project and Change Management	3

IS 639	Information Systems Planning and Policy	3
IS 664	Database Programming	3
IS 665	Data Warehousing, Data Mining and Visualization	3
IS 667	Database Design and Development of Web Applications	3

Total Credits: 30

Recommended Electives (15-30 credits)

Students may choose from among any of the recommended electives. Electives may be taken at any time during the student's course of study, provided prerequisites are satisfied.

Students can take up to 2 non-IS graduate-level Seidenberg or Lubin MBA Foundation courses as Elective courses, with approval of Academic Advisor or Department Chair.

IS 620	Information Systems and Organizational Strategy	3
IS 631	Operating Systems Principles	3
IS 636	Introduction to Multimedia Theory and Applications	3
IS 637	Information Systems Project and Change Management	3
IS 639	Information Systems Planning and Policy	3
IS 641	Information Security Management	3
IS 647	Legal Issues in Information Systems	3
IS 648	Cyber and Professional Ethics	3
IS 654	Cases in Telecommunication Systems	3
IS 662	Issues in Information Systems	3
IS 665	Data Warehousing, Data Mining and Visualization	3
IS 668	Visualizing Information Systems: Introduction to Geographic Information Systems	3
IS 671	Strategies for e-Commerce Technologies	3
IS 673	Managerial Issues in Information Systems	3
IS 675	Customer Relationship Management: Process and Technologies	3
IS 692	Research Project Seminar	3
IS 694	Managing Information Technology Outsourcing	3
IT 603	Overview of Information Security	3

Internet Technology MS

Graduate Program Information

Online Campus

As the Internet continues to impact business and society globally, the demand for professionals with the ability to understand, develop, and apply Internet technology will continue to grow. A 30 credit Pace Master of Science in Internet Technology degree gives you the skills and knowledge to lead businesses as they face dynamic challenges.

A highly accessible and supportive faculty enthusiastically share their expertise with you in Java Enterprise Edition technology, Web server technology, e-commerce technology, cyber/Web security, and many other areas.

After fulfilling core requirements, you will embark on a newly designed curriculum that allows you to declare a 12-credit knowledge area in either e-Commerce or Cybersecurity, and then complete a 3-credit capstone project.

Entering students need not hold an undergraduate degree in a computer-related discipline or have experience in the chosen concentration. You can complete your degree online.

Graduate Program Curriculum

Core Requirements (9 credits)

Select three (3) courses from the following list:

IT 603	Overview of Information Security	3
IT 607	Systems Development and Project Management	3
IT 610	Web Development with Contents Management Systems	3
IT 626	Concepts and Structures in Internet Computing	4

Concentration Options (12 credits)

Choose a concentration:

E-Commerce

(prerequisite: IS 612 or permission of Chair)

IT 604	Web Development I: Java Script and CGI Script	3
IT 608	Web Development II: Java Applets and Java Servlets	3
IT 614	Responsive Web Development with HTML/CSS and jQuery	3
IT 662	Web and Internet Security	3

Cybersecurity

IT 660	Network Security	3
IT 662	Web and Internet Security	3
IT 664	Computer and Internet Forensics	3
IT 666	Information Security Management	3

Internet Technology Electives (6 credits)

**Students may take any Seidenberg graduate course or any graduate Lubin MBA/MGT/MAR course for which they have the necessary prerequisites and the chair's approval.

Elec 000	Elective	3
Elec 000	Elective	3

Capstone Project (3 credits)

IT 691	Capstone Project	3

Total Credits: 30

Software Development & Engineering, MS

Graduate Program Information

New York City Campus

This program is one of the very few graduate programs in Software Development and Engineering in the entire New York City area. This 36-credit advanced program provides you with the opportunity to focus on the application of engineering principles to the development process and is distinguished by a rigorous, in-depth study of the problems of managing, designing, developing, delivering, and maintaining large software systems.

Students completing the MS in Software Development and Engineering program will be prepared to sit for the exam leading to the Certified Software Development Associate (CSDA) credential developed by the Computing Society of the IEEE, the world's leading organization of computing professionals. Students who successfully pass this exam will enter the field, or continue their careers, with both an impressive degree and a highly coveted certification; a powerful combination for professional advancement.

All incoming students are required to have an undergraduate or graduate degree in computer science or related experience.

Graduate Program Curriculum

Preparatory Courses

* Although competency in programming is required for admission into the program, any student lacking knowledge of the object-oriented paradigm will be required to take SE 602. Credits taken for the preparatory course do not count toward the degree. However, the grade earned is computed into the student's GPA.

SE 602	Fundamental Computer Science I with Java	4

Core Requirements (18 credits)

SE 616	Introduction to Software Engineering	4
SE 673	Software Design Methodologies	4
SE 675	Requirements Engineering	3
SE 677	Software Reliability & Quality Assurance	3
SE 679	Contemporary Software Engineering Theory and Practice	4

Recommended Electives (12 credits)

Software Engineering Electives

SE 700	Independent Study	1 - 4
SE 735	Data & Document Representation and Processing	3
SE 741	Formal Software Development	3
SE 760	Intro to Human-Computer Interaction	3
SE 761	Human Factors & Usability Metrics	3
SE 765	Distributed Software Development	3
SE 770	Software Risk Management	3
SE 780	Software Develop Process Improvement	3

Other Electives

IS 637	Information Systems Project and Change Management	3
IS 639	Information Systems Planning and Policy	3
CS 639	Mobile Application Development	3
CS 653	Cryptography and Computer Security	3
IT 660	Network Security	3
IT 662	Web and Internet Security	3

Capstone (6 credits)

** IEEE Certification is equivalent to 3 credits of graduate-level coursework.

SE 000	SE - Advanced Elective	3
SE 785	Software Engineering Studio	3
	OR	
SE 701	Software Development Thesis I	3
SE 702	Software Development Thesis II	3
	OR	
SE 000	SE - Advanced Elective	3
IEEE 000	IEEE Certification**	3

Total Credits: 36

Telecommunications Systems and Networks, MS

Graduate Program Information

New York City and Pleasantville Campuses

In an increasingly interconnected world, telecommunications professionals need both a strong foundation and the skills and knowledge to foster innovation. No program provides a greater understanding of the field of telecommunications than the 36-credit Pace Master of Science in Telecommunications Systems and Networks.

Specifically designed to offer students a comprehensive and multifaceted education in computer networking and telecommunications, this curriculum covers all the significant aspects including technology, management, and policy. It emphasizes current and emerging Internet-related technologies and applications. The broad nature of the program is ideal for those who wish to enter the field of telecommunications, or current professionals looking for that edge to stay ahead in this ever-changing industry.

Graduate Program Curriculum

Bridge Courses (0-9 credits)

An entering student with limited or no previous background in the field of computer science or programming may be required to take up to 9 credits of prerequisite bridge coursework. A student with a baccalaureate in computer science should be able to waive these prerequisites. For others, some or all of the following courses may be required. Bridge courses do not count toward total required credits.

CS 502	Fundamentals Computer Science I using Java	3
CS 504	Fundamentals Computer Science II using Java	3
CS 506	Computer Systems and Concepts	3

Core Requirements (27 credits)

CS 607	Simulation and Computer Network Analysis	3
CS 633	Data Communications and Networks	3
CS 634	Computer Networking and the Internet	3
CS 636	Optical Communications and Networks	3
CS 637	Wireless Communications	3
CS 654	Security in Computer Networking	3
IS 650	Telecommunications Management	3
IS 652	Telecommunications Policy and Environment	3
IS 654	Cases in Telecommunication Systems	3

Recommended Electives (9 credits)

Electives may be selected from both the Computer Science (CS) and the Information Systems (IS) offerings. Students are advised to note the prerequisite requirements for particular electives, and to contact their adviser with any questions concerning appropriate electives.

CS 600	Independent Study in Graduate Computer Science	1 - 4
CS 612	Concepts and Structures in Internet Computing	3
CS 638	Network Analysis and Design	3
CS 642	Network programming and Distributed Applications	3
CS 644	Web Computing	3
CS 653	Cryptography and Computer Security	3
IS 617	Information Systems Principles	3
IS 623	Information Systems Design and Development	3
IS 635	Distributed Information Systems	3
IS 641	Information Security and Controls	3

Total Credits: 36

Graduate Certificate Programs

Chief Information Security Management Officer

The Seidenberg School, through its recently established CyberSecurity Institute, is committed to increasing the number of trained cybersecurity professionals needed to meet the increased demand for personnel with this expertise. In fall 2012, the Institute introduced a five-course, management-oriented Advanced Certificate for Chief Information Security Officers. It is designed specifically for managers and senior executives in both business and government who want to ramp up their knowledge and skills in this vital area in order to effectively protect their organization's proprietary information.

Graduate Certificate Information

Course Requirements (15 credits)

IS 641	Information Security Management	3
IS 642	Information Security Planning and Policy: NIST Standards	3
IS 643	Information Security Auditing and Risk Management ISO Standards	3
IS 644	Business Continuity and Disaster Recovery Plan	3
IS 645	Information Security Management Project: The CISMO Role	3

*This advanced certificate program is based on the recommendations outlined by the Department of Homeland Security in Information Technology Security Essential Body of Knowledge.

Information and Communication Technology Strategy and Innovation

Graduate Certificate Information

This graduate-level certificate in Information and Communication Technology (ICT) Strategy and Innovation addresses the needs of experienced information systems professionals who have already completed, or are near completing, master's degree-level education and who wish to acquire industry insight into how firms leverage their information technology assets to gain a competitive advantage in their respective markets. This program is offered using both the traditional in-class learning format, as well as a multimedia-enhanced online learning format, and builds on the concepts learned in the MS in Information Systems program offered through the Seidenberg School. It is anticipated that the majority of students interested in this certificate will be MS in Information Systems graduates.

Course Requirements (15 credits)

IS 620	Information Systems and Organizational Strategy	3
IS 637	Information Systems Project and Change Management	3
IS 639	Information Systems Planning and Policy	3
IS 650	Telecommunications Management OR	3
IS 652	Telecommunications Policy and Environment	3
IS 626	Cases in Information and Communication Technology Innovation	3

Students interested in pursuing this program should be currently enrolled in, or have completed an MS in Information Systems. All students beginning the certificate course sequence while matriculating in the MS in Information Systems program may apply up to 12 credits of those courses towards the elective requirement for the degree.

Information Systems

Graduate Certificate Information

There is an increasing need for information systems specialists in the New York metropolitan area; articles about the shortage of qualified individuals appear regularly. This certificate program enables interested students to explore the field of information systems before committing to a master's degree, or to incorporate information systems principles into their career. The Pace University Information Systems Department has designed a six-course sequence to accomplish these objectives.

Course Requirements (15 credits)

Core Courses (12 credits)

IS 613	Database Management Systems	3
IS 617	Information Systems Principles	3
IS 623	Information Systems Design and Development	3
IS 632	Business Telecommunications	3

Elective Courses (3 credits)

Select one course:

IT 603	Overview of Information Security	3
IS 612	Object Oriented Concepts and Development	3
IS 620	Information Systems and Organizational Strategy	3
IS 637	Information Systems Project and Change Management	3
IS 639	Information Systems Planning and Policy	3

Any student who wishes to pursue an MS in Information Systems after satisfactorily completing the certificate requirements will be sufficiently prepared to matriculate, provided all other admission requirements are satisfied.

Internet Technology for e-Commerce

Graduate Certificate Information

The Internet revolution has transformed the way we live and work. As a result, it has created a demand for individuals with the skills and knowledge to build the infrastructure to make websites more than mere sources of information. In light of this need, Pace's Seidenberg School of Computer Science and Information Systems has designed a five-course, interdisciplinary, advanced certificate program in Internet Technology for e-Commerce. The program is offered entirely online. Students completing this will learn Internet programming, network design and server setup, configuration, and security.

Course Requirements (15 credits)

IS 612	Object Oriented Concepts and Development	3
IT 603	Overview of Information Security	3
IT 604	Web Development I: Java Script and CGI Script	3
IT 608	Web Development II: Java Applets and Java Servlets	3
IT 000	Information Technology Elective	3

Any student who wishes to pursue an MS in IT after satisfactorily completing the certificate requirements will be sufficiently prepared to matriculate in the program, provided all other admission requirements are satisfied.

Cybersecurity

Graduate Certificate Information

As organizations become more aware of computer and information security requirements, there is a growing need for IT professionals who understand the technologies and concepts of information assurance including encryption, threat analysis, access control, Internet and Web security, and social engineering. The Seidenberg School of Computer Science and Information Systems' five-course, interdisciplinary advanced certificate program provides the necessary skills to prepare professionals in this emerging area.

Course Requirements (15 credits)

IT 600	Overview of Computer Networks and Internet Technology	3
IT 603	Overview of Information Security	3
IT 660	Network Security	3
IT 662	Web and Internet Security	3
IT 000	Information Technology Elective	3

Any student who wishes to pursue an MS in IT after satisfactorily completing the certificate requirements will be sufficiently prepared to matriculate in the program, provided all other admission requirements are satisfied.

Software Development and Engineering

Graduate Certificate Information

New York City Campus Only

The need continues for software developers who are knowledgeable and well prepared to meet the challenges of modern software development. Those unable to complete a full graduate program in software development and engineering may wish to elect the Advanced Certificate in Software Development and Engineering. The Computer Science Department has designed a four-course sequence to teach students the fundamentals of the software development and engineering process.

Course Requirements (16 credits)

SE 673	Software Design Methodologies	4
SE 675	Requirements Engineering	3
SE 677	Software Reliability & Quality Assurance	3
SE 000	Software Engineering - Two Electives	3

For those students with advanced preparation, other courses from the MS program may be substituted with the permission of the chair. Any student who wishes to pursue an MS in Software Development and Engineering after completing the certificate requirements will be sufficiently prepared to matriculate in the program, provided all other admission requirements are satisfied.

Telecommunications Systems and Networks

Graduate Certificate Information

A six-course sequence leading to a Pace University graduate-level certificate is available to those interested in the field of telecommunications. The course is designed for people who are currently working in or planning to enter the field, and provides a broad background in the technologies of data, voice, and video communications, and in the management, policy, and environment of the telecommunications industry. This advanced certificate is offered entirely online.

Course Requirements (18 credits)

CS 633	Data Communications and Networks	3
CS 634	Computer Networking and the Internet	3
CS 636	Optical Communications and Networks	3
IS 650	Telecommunications Management	3
IS 652	Telecommunications Policy and Environment	3
IS 654	Cases in Telecommunication Systems	3

Any student who wishes to pursue an MS in Telecommunications Systems and Networks after satisfactorily completing the certificate requirements will be sufficiently prepared to matriculate, provided all other admission requirements are satisfied. Note: CS 502 and CS 504 or equivalents are prerequisites for some of the certificate courses. Consult the online catalog course descriptions.

School of Education

General Information: School of Education

Administration - School of Education

Xiao-Lei Wang, PhD, Acting Dean
Andrea (Penny) M. Spencer, PhD, Senior Advisor to the Acting Dean
Christine Clayton, EdD, Faculty Chair and Professor of Education, Westchester
Brian Evans, EdD, Faculty Chair and Professor of Education, NYC
Vacant, Director of Budget & Contracts
Sofia Dupi, MS, Communications Coordinator
Anna Fishman, BA, Administrative Director
Pat Parrilla, MS, Director, Teacher Opportunity Corps, Center for Urban Education
Mariajosé Romero, PhD, Coordinator of Assessment & Planning
Jermain Smith, Director of Tech Support
Phyllis Glassman, EdD, Coordinator of Professional Development
Linda Guyette Hamell, MFA, Director of Student Support Services, Westchester
Rita Murray, Assistant Director of Student Support Services & Program Coordinator for the New York City Teaching Fellows, NYC
Patricia Kobetts, MA, Director of School Partnerships, NYC
Hasna Muhammad, EdD, Director of School Partnerships, Westchester

Accreditation and Affiliations - School of Education

All Pace School of Education teacher certification programs are registered with and approved by the New York State Education Department. The Pace University School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). Pace University is also Middle States Accredited.

Vision Statement: School of Education

The vision of the Pace University School of Education is to accomplish significant educational reform by preparing professional educators to serve as agents for positive change. To accomplish this vision, we seek to be the regional school of choice for professional educators, while expanding the school's state, national, and international reputation as a school of excellence.

Mission and Conceptual Framework: School of Education

The mission of the School of Education is to affect quality teaching and learning in public and private early childhood, childhood, secondary, and non-school settings by preparing educators who are reflective professionals who promote social justice, create caring classroom and school communities, and enable all students to be successful learners.
The School of Education believes that a fundamental aim in education is to nurture the development and growth of human potential within a democratic community. Therefore, we prepare graduates of our programs to be:
• **reflective professionals who**
• **promote social justice,**
• **create caring classroom and school communities and**
• **enable all students to be successful learners.**

These themes form the conceptual framework for the outcomes of the School of Education Programs and guide every aspect of preparing educators for K-12 settings through planning, assessment and evaluation at both candidate and program levels.

As **reflective professionals**, our candidates learn to appreciate the continuity between theory and practice, and seek an understanding of themselves in relation to others as part of an evolving historical process. Our candidates are expected to take multiple perspectives, and to become self-conscious about their own learning. At Pace, we understand that reflective practice is the lens through which teacher educators and candidates see our professional lives. The reflective process is promoted through class discussions, course readings and assignments, case studies, field experiences, self-assessment, and student teaching.

To become professionals who **promote justice**, our candidates learn to address justice and equity in the following areas: protection under the law, distribution and use of material and other resources and access to opportunities within and among nations. As we understand it, justice also implies a balance between the rights of individuals and the needs of society. Through challenging coursework and varied field experiences our candidates are provided with multiple opportunities to recognize injustice and to learn how they can promote justice both within and without their classrooms.

Caring classrooms and school communities are seen as places where an "ethic of care" is developed and as places for instructional excellence. At Pace, we draw on our own experience of working in a caring community among faculty, staff, and candidates to model and nurture our candidates by coming to know, respect, and learn from one another. We see our classrooms as places where mutual respect and learning provides candidates with a framework for future practice.

Our fourth theme is both the culminating framework element for all our programs and the ultimate goal of our School of Education. **Enabling all students to be successful learners** conveys our awareness of the diversity within American schools and our respect for each student's prior experience and personal background. When we say **successful learners** we refer to students who develop active habits of questioning

and inquiry; who are self-initiating problem posers and problem solvers; who seek to construct deep understandings about complex situations, based on prior knowledge; and who obtain the knowledge, skills, and dispositions to succeed in an ever-changing world. We expect our graduates to facilitate their students' application of multiple alternative strategies for coping with novel situations and enhance their ability to make connections across different experiences, events, information and time periods, and to reflect on their own learning processes.

The School of Education is charged with the responsibility of preparing educators who will embrace and promote teaching and learning as lifelong priorities. Through the work of our faculty and graduates, equipped with sound and rigorous knowledge, skills, dispositions, and a rich practice base, we can prepare professional educators who exemplify these themes.

School-Based Experiences: Fieldwork and Student Teaching

The Pace School of Education provides candidates with intensive school-based experiences for candidates through school partnerships. Structured field experiences are linked to every course in a program of study. Student teaching is a semester-long, full-time teaching experience.

Coursework links directly to these field experiences through readings, assignments, and class discussions; and teaching faculty and clinical faculty work together to help candidates apply the theories of learning and teaching to school practice. During the student teaching experience, a Pace clinical faculty member is assigned to each candidate and acts acts as a liaison between the candidates, their mentor teachers, their Pace education course professors, and the partner school. Teaching faculty assign experiences for candidates to complete in fieldwork, student teaching and design rubrics and checklists that the clinical faculty use to assess the candidates' knowledge, skills, and dispositions.

Center for Urban Education

The Center for Urban Education has programs to assist under-served people of all ages. Since 1986, CUE has been dedicated to improving the lives of low-income, first generation, college-bound students and new immigrant youth by offering educational opportunities.

CUE's programs include:
• Teacher Opportunity Corps (TOC) – A personalized mentoring program that supports the retention and professional development of future teachers studying at Pace University. The program supports the preparation of teacher candidates to become classroom educators and leaders who enable and empower students to learn and achieve, regardless of perceived limitations of abilities or environment, and celebrate the dynamic relationship between schools, families and communities to ensure the promise and integrity of students' aspirations.
• Teacher Leader Quality Partnership (TLQP) – The Pace Inquiry Learning Collaborative, funded by the New York State TLQP grant, develops capacity of high-need school partners to create communities that develop teachers' skills in creating inquiry opportunities for students in all subject areas. In addition, the program also looks to formalize ways for teachers to 'own' inquiry-based learning work and adapt it to students at all learning levels.
• Liberty Partnerships Program (LPP) – The Liberty Partnerships Program at Pace University's School of Education is committed to opening a world of opportunity to approximately 250 high school students from under-resourced schools and communities in New York City. By providing a broad range of academic support services, workforce preparation, family engagement, enrichment activities, mentorship and college counseling, LPP makes success a reality for high school students identified as at-risk for academic failure, and allows these students to develop the skills necessary to fulfill their goal of attending college.
• Upward Bound Program (UBP) – The Upward Bound (UB) program, based in the School of Education, is an academic program designed to generate and enhance the skills and motivation necessary for success not only in high school, but in higher education as well. The Upward Bound program is part of the US Department of Education's TRIO program, which is a set of federally-funded college opportunity programs for students from disadvantaged backgrounds.

The Center for Literacy Enrichment

The Center for Literacy Enrichment is a division of the School of Education at Pace University, and a full-service educational enhancement provider specializing in reading, writing, and literacy. The Center provides:
• Developmental reading for pre-K, elementary, and middle school students
• Language skills for middle school ESL students

Students at the Center for Literacy Enrichment are evaluated and programs are designed to meet their individual needs. The program emphasizes a skills-based approach with an emphasis on literature, and reinforces literacy skills for parents and children at home. Elementary and middle school students, both US and foreign-born, receive instruction in small groups or in private sessions to improve reading skills. Sister St. John Delany, PhD, is the Director of The Center for Literacy Enrichment.

Center for Teaching and Research in Autism (TARA)

The Center for Teaching and Research in Autism (TARA) opened in January 2006 on Pace University's New York City campus. The mission of TARA is to conduct research in autism and to support professional development activities that will lead to an improvement in the quality of education and related services for individuals with Autism Spectrum Disorders. The TARA Center also administers the Ongoing Academic and Social Instructional Support (OASIS) Program at Pace University, a comprehensive academic and social instructional support program for students with autism, autism spectrum disorders, Asperger Syndrome, learning disabilities, nonverbal learning differences and related challenges. For more information about the Center, please call (212) 346-1891.

School of Education Facilities

The School of Education occupies two buildings on the Pleasantville campus (Buchsbaum House and Wright Cottage), as well as the 11th floor and part of the 16th floor at 163 William Street on the New York City campus. In addition to these facilities, our Center for Literacy Enrichment occupies Education House on the White Plains law school campus.

On the Pleasantville campus, Buchsbaum House contains faculty and department offices, a video conferencing room, computer stations and resource materials for lesson plan preparation, and a classroom, while Wright Cottage houses the offices of the Dean of the School of Education, the Associate Dean and the Dean's staff.

The New York City faculty and staff are located on the 11th floor of 163 William Street.

Prerequisites for the Master of Science in Teaching (MST) Programs at Pace University

The Master of Science in Teaching degree from the School of Education at Pace University is for those looking to enter the teaching profession with an undergraduate degree in a field other than education.

Entry into Pace's MST programs requires two levels of content preparation:
1. Liberal Arts and Science, and
2. Specific Content Preparation.

If you lack up to 6 credits of prerequisites in either the Liberal Arts and Science or Specific Content Area, you may still apply for admission into a Pace MST program, although you will be required to make up any deficiencies prior to completion of your MST program of study.

If you have any questions about prerequisites, or the application or admission process, please contact:
• Linda Guyette Hamell, Director of Student Support Services, Westchester (Pleasantville), at (914) 773-3571
• Rita Murray, Assistant Director of Student Support Services, New York City, at (212) 346-1512

Liberal Arts and Science Prerequisites

To apply for admission into an MST program of study at the School of Education, you must have evidence of preparatory coursework in your undergraduate study in each of the nine categories below, at a minimum of 3 credits each.

Required Course Categories	Minimum Undergraduate Credit Hours	Coursework may include areas such as:
Artistic Expression	3	Art, Dance, Music, or Theater
Communication	3	Communication, English, written or literary analysis, or Composition
Humanities	3	Coursework in such areas as Literature, Religion, Philosophy or Cultural Anthropology
Historical & Social Science Concepts	3	History, Anthropology, Economics, Psychology, Sociology, or Political Science
Language Other than English	3	Any foreign language, including American Sign Language
Information Retrieval	3	Library studies, Research, Computer Literacy, or Educational Technology
Science Process	3	Biology, Chemistry, Earth Science, or Physics
Mathematics	3	Algebra, Geometry, Calculus, Number Theory, Statistics, or Probability
Written Analysis/Expression	3	English, or Composition

Specific Content Preparation

The second level of required coursework relates to specific content preparation.
• If you are entering the Childhood education Program, 30 credits in ANY liberal arts or science program is acceptable.
• If you are entering the Adolescent Education Program, you must have specific content specialty in the area you will be teaching, as follows:

Biology   30 credits, including 20 credits of advanced courses in Biology and coursework in the following: Genetics, Ecology, Molecular Biology, and Evolution or Evolutionary Biology.

Business   30 credits, including coursework in the following: Economics, Finance, Marketing, Accounting, Management.

Chemistry	30 credits in Chemistry, including 20 credits of advanced coursework in Chemistry and coursework in Analytic Chemistry, Organic Chemistry, and Biochemistry.
Earth Science	30 credits, including 20 credits of advanced courses in Earth Science and coursework in the following:Hydrogeology, Oceanography, Global Climate Change, Geological Age of the Earth.
English	30 credits, including coursework in the following: Writing, American Lit, British Lit, Shakespeare, World Lit, Children/Youth Lit, Lit of Multiple Perspectives, Literary Criticism, History of English Language.
Mathematics	30 credits, including coursework in the following: Calculus, Linear Algebra, Geometry, Probability, Statistics, Logic.
Physics	30 credits, including at least 20 credits of advacned courses in Physics and coursework in the following: Thermodynamics, High Energy Physics, Advanced Electricity or Light.
Social Studies	21 credits in History, plus 3 credit minimum in each of the following: Economics, Government, Anthropology, Sociology
Visual Arts	30 credits, including coursework in the following: Art History, Studio Art, Art Criticism

Academic Policy

Admission Criteria Summary

The School of Education's Student Support Services Team and Pace University's graduate admissions counselors welcome the opportunity to review your career goals with you to help you determine the best educational path for your future. They are always available in person, by phone, and via e-mail to answer any questions you may have. Your counselor also serves as a valuable referral source, connecting you with the appropriate Pace faculty and administrators who can meet with you one-on-one to discuss academic curricula, financial aid, assistantships, and career opportunities.

Please review the application checklist. You may choose to have your official documents sent to Pace University's Office of Graduate Admission either before or after you have submitted your application.

Application checklist:
• $70 application fee
• Personal statement
• Resume
• Two (2) recommendations
• Official college or university transcript(s) from all institutions attended
• Official TOEFL or IELTS score report (if applicable)
• Pace University Financial Affidavit and Bank Documentation of Available Funds (for international applicants who, if accepted, will require a student or exchange-visitor's visa)

Priority deadline dates for applicants are as follows:

Domestic
• Fall Entry Term (September): August 1
• Spring Entry Term (January): December 1
• Summer I (June) and II (July) Entry Term: May 1

International
• Fall Entry Term (September): June 1
• Spring Entry Term (January): October 1
• Summer I (June) and II (July) Entry Term: March 1

Tuition

2014–2015 graduate tuition at the School of Education is $840 per credit.* For a complete list of tuition and fees visit www.pace.edu/tuition-grad

Subject to change

Questions

Any questions regarding the application process should be directed to a member of The School of Education's Student Support Services team:
• Westchester (Pleasantville): Linda Guyette Hamell at (914) 773-3571 or lhamell@pace.edu
• New York City: Rita Murray at (212) 346-1338 or rmurray@pace.edu

You may also contact the Pace University Offices of Graduate Admission
• New York City: (212) 346-1531 or gradnyc@pace.edu
• Westchester (Pleasantville): (914) 422-4283 or gradwp@pace.edu

Academic Standing Regulations

Professional Behaviors and Dispositions

As a school preparing future educators, we have specific expectations for the professional dispositions and behaviors exhibited by our teaching candidates both in and out of the classroom. In addition to consistently meeting our academic standards, we require all of our teaching candidates to meet the professional standards outlined below in order to be admitted to the School of Education and to remain in good standing. We believe that these standards are essential to good teaching, and work to promote them in ourselves as well as our candidates. The professional standards are as follows:

- Teacher candidates must exhibit a respect for the opinions and feelings of others, and value diversity of thoughts and ideas.
- Teacher candidates must take responsibility for their own actions, and recognize the value of intrinsic motivation for themselves and others.
- Teacher candidates must commit to the creation of a positive learning environment for themselves and those around them.
- Teacher candidates must be thoughtful and responsive communicators, both in speaking and listening roles.
- Teacher candidates must exhibit promptness, consistent attendance and follow-through in relation to School of Education and field-work requirements and procedures.
- Teacher candidates must exhibit an openness and receptivity to constructive criticism and feedback.
- Teacher candidates must use discretion, and respect the confidentiality of their peers, as well as any children with whom they might be working.
- Teacher candidates must present themselves in ways that positively reflect Pace University and the School of Education, and that are consistent with the School's commitment to social justice and caring classrooms.

Due to the responsibility with which teachers are entrusted, we strongly believe in the absolute necessity that our students meet high academic as well as dispositional standards. Failure to meet these standards may result in either failure to be admitted to the School or dismissal from the School.

Maintaining Good Standing in The School of Education

Once admitted to the School of Education, the applicant is considered a candidate for teacher certification and is, therefore, subsequently referred to as a candidate. To remain in good standing and progress through a School of Education program, a candidate must maintain a QPA of at least 3.0, must earn a grade of B or higher in each education course, and must meet the disposition and performance expectations of the School.

Summary of Criteria For Program Continuation, Completion, and Eligibility for Teacher Certification

Once admitted, teacher education candidates must continue to demonstrate success in each of the essential aspects of the teacher preparation program:
- understanding the theories presented in coursework;
- practicing teaching skills during fieldwork in the Centers for Professional Development (CPD);
- demonstrating the knowledge base of the program in course work and examinations; and
- evidencing the dispositions required for teaching.

While successful teachers merge theoretical understandings and skills of practice in their classrooms daily, candidates preparing to be teachers must sometimes demonstrate their knowledge and skills separately. It is possible to be successful in coursework and not in fieldwork, or the reverse, or to be successful in both but not demonstrate the dispositions required to teach. Since teachers must be strong in knowledge, skills and dispositions, candidates who are permitted to continue in the program must demonstrate their abilities in educational theory and practice as well as their content knowledge in the liberal arts and their certification area(s). In student teaching, the components of content knowledge, educational theory, practice and appropriate dispositions are combined. Successful completion of student teaching and passing scores on the New York State Teacher Certification Examinations (NYSTCE) are required before a candidate is eligible for certification.

1. **Success in coursework is defined as:**
   - An overall QPA of 3.0.
   - A grade of B or better in each education course.
   - A QPA of 3.0 in the academic major/concentration.
2. **Success in fieldwork is defined as:**
   - A grade of P (passing) from the CPD clinical faculty member, meaning that candidates have met all of the applicable CPD performance indicators at a level of competent (2) or exceeds expectations (3) for that semester.
3. **Success in student teaching is defined as:**
   - Meeting the performance indicators for student teaching throughout the semester as defined on the assessment matrix.
   - A grade of P in student teaching.
   - A positive recommendation from both the Pace Supervisor and the Mentor Teacher.
   - A passing capstone project as defined in the guidelines.
4. **Success with the NYSTCE is defined by the scores established by New York State** on the following exams:
   - Teacher Performance Assessment (EdTPA),
   - Educating All Students Test (EAS),
   - Academic Literacy Skills Test (ALST), and
   - Content Specialty Test (CST) in the certificate field(s).

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Academic Probation and Dismissal Policy

Once admitted to the School of Education, the applicant is considered a candidate for teacher certification. To remain in good standing and progress through a School of Education program, a candidate admitted to School of Education must maintain throughout the program the same standards as those for admission.

Prior to admission to the School of Education (SOE), University probation and dismissal policies apply. Upon admission to the School of Education the following probation policy applies; SOE candidates will be placed on probation when:
• The candidate's overall QPA falls below 3.0.
• The candidate receives a grade below "B" in any education course.

In the first semester that a candidate is placed on academic warning, he or she is required to meet with an adviser to develop an Action Plan to return to good standing. Probationary status may include restrictions on the type or number of courses that the candidate will be allowed to register for, and/or referral to the Center for Academic Excellence, or other support centers, for academic skill development. A candidate may also be required to retake courses. At the end of the academic warning period, the candidate must either achieve the academic requirements or show significant academic improvement in order to continue in the School of Education.

If students at the candidate level fail to achieve the required QPA or grades after the academic warning period, they may not continue in the School of Education. Candidates may appeal their dismissal from the School of Education by sending a written appeal to the Associate Dean of the School of Education no later than two weeks from the receipt of written notification of removal from the School of Education. Students may not continue in the School of Education if they fail to meet the academic requirements for more than two semesters (consecutive or nonconsecutive).

Advising

The School of Education Office of Student Support Services assists candidates in achieving their educational and professional goals by providing group and individualized academic advisement. A candidate seeking information and advice about program and degree options, course schedules, transfer credits, teacher certification requirements, or academic concerns is encouraged to contact the Office of Student Support Services on their campus at:
• **New York City,** 163 William St, 11th floor, (212) 346-1338
• **Westchester (Pleasantville),** Buchsbaum House, (914) 773-3571

Career Services

At Pace, your academic learning is integrated with real-world experience through internships and case studies. Pace's relationships with the schools in the region bring you unparalleled opportunities to work in diverse educational settings.

Pace University's Office of Career Services offers a comprehensive array of services at no cost to students. Professional career counselors will help you define your goals, plot a career change, or develop job search strategies and interview skills. And these benefits are for life—alumni are always welcome to come back to Pace for personalized career assistance. Services include:

• Job-search databases and access to online job postings
• Hundreds of alumni career advisers and an instant network of great contacts
• Interviewing workshops
• Credential files
• Campus recruiting programs and career fairs
• Job referrals

Student Organizations

Pi Lambda Theta

Pi Lambda Theta (PLT) is an International Honor and Professional Association in Education. Our purpose is to recognize individuals of superior scholastic achievement and high potential for professional leadership, and to stimulate independent thinking educators who can ask critical questions to improve educational decision making. Members of PLT must have a minimum QPA of 3.7 and are either seniors or graduate students obtaining a degree in education. Student member dues are $27 per year.

For more information about PLT, contact Faculty Advisor, Sister M. St. John Delany (mdelany@pace.edu), or Treasurer Anna Fishman (afishman@pace.edu), Administrative Director in the Office of the Dean School of Education.

State Certification Options

Pace University programs lead to two different levels of New York State teaching certificates, the Initial Certificate and the Professional Certificate. An Initial Certificate is the minimal certificate required to teach in public schools in the State of New York. The academic requirements for the Initial Certificate are met through all Pace teacher preparation programs. To continue to teach in New York, a student must ultimately obtain a Professional Certificate.

Additional information regarding New York State Teaching Certificates including time limits and specific criteria can be obtained at www.nysed.gov. For information on certificate requirements in another state, students should contact the teacher certification bureau for that state. Pace programs meet the academic requirements for certification in most other states, especially those states that are, like New York, members of the Interstate Certification Compact.

Additional teaching certificates and extensions allow the holder of a certificate to teach an additional student population, grade, or subject. Each certificate or extension requires additional coursework, field-based experiences and/or certification examination(s). Within Pace University programs, students can become eligible for the following specialty certificates and extensions:
•   Bilingual Education Extension (for General Classroom Instruction or for Educational Technology)
•   Middle Level Education Extension to Grades 5-6
•   Middle Level Education Extension to Grades 7-9

Please discuss additional certificates and extensions with your adviser or the Director of Student Support Services.

New York State Certification Examinations

New York State requires that candidates for all teaching certificates successfully complete New York State Teacher Certification Examinations (NYSTCE).

Candidates will be required to pass the following exams for initial certification:
•   the Teacher Performance Assessment (EdTPA),
•   the Educating All Students Test (EAS),
•   Academic Literacy Skills test (ALST), and
•   the Content Specialty Test (CST) for each certificate area sought.

Pace University integrates information about, and preparation for, these examinations throughout each of our programs, and has a variety of resources available on the School of Education Web site's Certification Information and Resources pages. Students seeking certification in other states are required to pass examinations specified by that state. Information is also available on each state's education department Web site.

Graduate Degree Programs

Masters of Science in Education (MSEd)

Master of Science in Education (MSEd): Educational Leadership-School District Business Leader

Graduate Program Information

Westchester Campus

<u>About</u>

The ever-changing demands on our public schools require administrative leaders who can successfully manage the vital business functions for success and sustainability. The Pace University School District Business Leader program prepares flexible, visionary and reflective school business leaders with the skills necessary to create and sustain financial and operational functions within a school district to help ensure the quality of learning for all students. Instruction is primarily online and participants will work with a cohort of peers within a professional network.

This 36-credit program will lead to a master's degree in Educational leadership, specializing in School District Business Leadership. This program consists of a five-semester program (two academic years and a summer) and includes a 600-hour internship (six credits of the program). Candidates will be required to successfully complete the required New York State Certification Examination for School District Business Leader to earn State certification and complete the program.

<u>For</u>

Professionals who hold a master's degree (in education, business or other fields) and want to help shape public education by taking on non-instructional leadership positions to successfully manager public schools' various business functions.

<u>How you learn</u>

The program was developed by the School of Education faculty at Pace University and is offered in partnership with the Putnam/Northern Westchester BOCES Center for Educational Leadership. The MSEd in Educational Leadership-School District Business Leader program, which is offered online, requires active involvement and provides ongoing feedback to support student learning and skill development. There are multiple opportunities for group interaction through Blackboard's "Discussion Board," group assignments, and the weekly synchronous sessions. Students will be part of an online learning community who share similar interests and career goals.

<u>Career outcomes</u>

The role of a School District Business Leader is becoming increasingly important in a new era of unprecedented public scrutiny and calls for accountability in the management of our schools and the resources to educate our youth. Both tracks of this program will prepare candidates and graduates for the challenges and requirements for New York State certification as a School District Business Leader. Career possibilities include roles in certificated positions such as assistant superintendent.

<u>Schedule and Tuition</u>

A new cohort of the School District Business Leader Program begins each Fall. Degree coursework will completed over two years, in Fall, Spring and Summer sessions. The Internship component, EEL 696, will be taken at 1.5 credits over four (4) semesters. Please consult the program coordinator or the School of Education Web site for more detailed information.

For more information about admission requirements, tuition and the program schedule, please contact Thomas P. Higgins Jr., EdD, Educational Leadership Program Coordinator in Westchester, at (914) 773-3780 or thiggins@pace.edu

Graduate Program Curriculum (36 credits)

Year One, Fall

EEL 612	Strategic Planning for Educational Leaders	3
EEL 607	Educational Budgeting	3

Year One, Spring

EEL 600	Community and Inclusive School Leadership	3
EEL 602	Technology, Data Management and Analysis for Educational Leader	3
EEL 696	Internship and Seminar in Educational Administration	1.5 - 6

Year One, Summer

EEL 601	Educational Law and School Leadership	3
EEL 696	Internship and Seminar in Educational Administration	1.5 - 6

EEL 673-674 Facilities Planning/Labor Relations

Year Two, Fall

EEL 605	Management of the Inclusive Setting	3
EEL 606	Educational Accounting	3
EEL 696	Internship and Seminar in Educational Administration	1.5 - 6

Year Two, Spring

EEL 609	Finance Law	3
EEL 610	School District Leadership in Inclusive Settings	3
EEL 696	Internship and Seminar in Educational Administration	1.5 - 6

Educational Leadership - Leading to Learning (formerly School Building Leader), MSEd

Graduate Program Information

New York City and Westchester Campuses

For
Future administrators, with at least three years of teaching experience in a K-12 setting or the equivalent before completion of the program, who want to become exceptional school leaders and build high functioning learning organizations in which all students can be successful.

What you learn
Candidates obtain the knowledge base and licensure preparation to lead schools and other educational settings.

How you learn
This 30-credit master's program includes 24 credits in Educational Leadership and an internship experience. The supervised internship experience provides a range and depth of administrative and supervisory experiences under a practicing school administrator.

The program is registered by the New York State Education Department and leads to School Building Leader (SBL) Certification in New York State.

Career outcomes
Completion of the program satisfies the academic requirements for New York State Certification as a School-Building Leader. Candidates must also pass a New York State Teacher Certification Examination to obtain the SBL Certificate.

Graduates of the program have accepted positions as administrative assistants, assistant principals, chairpersons, and principals.

Prerequisites
Candidates must hold a baccalaureate degree from an accredited institution of higher education or from an institution authorized by the Board of Regents to confer degrees. They must have a minimum GPA of 3.0. (Upon the recommendation of the dean, graduate faculty admissions committee, or the director of Student Support Services, candidates whose GPA is less than 3.0 may be admitted on a conditional basis, provided that it is determined that the candidate has the necessary knowledge and skills to complete the program successfully.)

Candidates must possess a permanent or professional certificate in classroom-teaching service or pupil-personnel service, or demonstrate the potential for instructional leadership based on prior experiences, in accordance with the criteria established by the Commissioner's Regulations. In general, candidates must have three years of teaching experience or the equivalent in a K–12 setting (they may be concurrent with degree study); appropriate non-educational leadership experiences may be substituted.

Candidates must provide at least three letters of recommendation, including one from the district superintendent of schools, chief executive officer of the school district, their principal, or their immediate administrative supervisor. The letters must provide evidence that the candidate has demonstrated the potential to become an educational leader possessing the nine essential characteristics.

Candidates will provide a personal statement in which they describe their potential to become education leaders possessing the nine essential characteristics and provide evidence of that potential in a discussion of their prior professional experiences.

Graduate Program Curriculum (30 credits)

Core Courses (24 credits)

EEL 600	Community and Inclusive School Leadership	3
EEL 603	Curriculum Development for School Leaders	3
EEL 602	Technology, Data Management and Analysis for Educational Leader	3
EEL 601	Educational Law and School Leadership	3
EEL 604	Supervision and the Improvement of Teaching and Learning	3
EEL 605	Management of the Inclusive Setting	3
EEL 607	Educational Budgeting	3
EEL 612	Strategic Planning for Educational Leaders	3
TCH 211A	Professional Seminar II: Keeping Children Safe	
TCH 211D	DASA- Harassment, Bullying, Cyberbullying and Discrimination in Schools, Prevention & Intervention	

Required Internship (6 credits)

While the internship may be taken within one semester, it is highly recommended that the experience be taken over the entire school year. Candidates must contact their adviser early in the semester before they plan to register for the internship, for advisement and preliminary materials.

EEL 696-699	Internship and Seminar in Educational Leadership	1.5 - 6

Total Credits: 30

Educational Technology Specialist, MSEd

Graduate Program Information

New York City and Westchester Campuses

About
Recent studies by the International Society for Technology in Education (ISTE) highlight the disparity between educational technology advances and the skills of teachers to use those advances in the classroom. To address that disparity, Pace's School of Education has voluntarily adopted the ISTE National Educational Technology Standards (NETS) not only for our programs in Educational Technology, but also for all teacher preparation programs.

Pace's School of Education views educational technology as both a body of knowledge and skills, and a vehicle for personal and social empowerment. Throughout the Pace School of Education programs, technology is integrated and "the medium is the message." Candidates learn through the same advanced technologies they are preparing to teach with and about. We see technology as a tool to empower both the learner and the teacher and as a tool to constantly advance pedagogy and practice. Recognizing the need for teachers and related professionals to use a broad range of technologies in their multiple roles as teachers, mentors, facilitators, researchers, change agents, and life-long learners, the Pace School of Education offers the MSEd in Educational Technology Specialist.

Prerequisites

- Bachelor's degree or higher from an accredited institution.
- Minimum GPA of 3.0. (Upon the recommendation of the dean, graduate faculty admissions committee, or the director of Student Support Services or program coordinators, candidates whose GPA is greater than 2.8 and less than 3.0 may be admitted on a conditional/provisional basis, provided that it is determined that the candidate has the necessary knowledge and skills to complete the program successfully.)
- A transcript review of liberal arts and sciences course requirements required for program completion. If unmet requirements exist, they must be met during the course of the program; however, the credit hours earned completing them may not be counted towards the graduate degree.
- A transcript review will also be performed with the applicant's undergraduate or previous graduate coursework to determine needed content and pedagogical composition of the individualized Educational Technology Specialist Program.
- Completion of the application process including an essay, two letters of recommendation, and in some cases, admission interview.
Curriculum
The Educational Technology Specialist program requires a minimum of 36 graduate credits for the master's degree and 24 graduate credits for the Advanced Certificate, each to be completed within five years. Candidates' backgrounds in education and in technology will be evaluated on a case-by-case basis, using transcript review and challenge examinations. Each candidate will meet with the faculty (either face-to-face or virtually) to design his/her own professional development plan. Each plan must be designed to meet the competencies stipulated by the State of New York and the International Society of Technology Education.

Graduate Program Curriculum (36-39 credits)

Core Requirements (18 credits)

While exceptions may be made, there is a 18-credit hour Educational Technology Specialist core that most students will take. It consists of the following:

ED 615	Assistive Technology for Students with Learning Disabilities	3
ED 616	Curriculum Development and Instructional Planning with Technology	3
TS 642	Computer Hardware, Troubleshooting and Maintenance	3
TS 654	Designing Standards-Based, Technology-Enhanced Curricula	3
ED 672	Differentiating Curriculum and Instruction OR	3
ED 672A	Differentiating Instruction in Inclusive Secondary Settings	3
ED 690	Teacher as Researcher	3
TCH 211A	Professional Seminar II: Keeping Children Safe	
TCH 211D	DASA- Harassment, Bullying, Cyberbullying and Discrimination in Schools, Prevention & Intervention	

Concentration Requirements (15 credits)

Students will select one concentration, either Pedagogy or Technology.

Pedagogy Courses (15 credits)

ED 630	Human Development in the School Context	3
ED 631	Educational Psychology	3
ED 640	Secondary Methods: Learning to Teach	3
ED 692T	Student Teaching in Educational Technology	6

Technology Courses (15 credits)

TS 650	Emerging Learning Technologies	3
TS 652	Using the Internet as an Instructional Tool	3
TS 653	Web Authoring and Digital Media	3
TS 643	Networking Technologies	3
TS 671	Internship in Educational Technology	3

Additional Requirements (3-6 credits)

ED 656	Literacy in the Content Area AND/OR	3
ED 651	Models of Literacy Instruction and Technology B-12 OR Other graduate literacy course approved by adviser	3

Total Credits: 36-39

Literacy Specialist, MSEd

Graduate Program Information

New York City and Westchester Campuses

For
Individuals with a teaching certificate in childhood or adolescent education who want to become literacy specialists.

What you learn
Graduates of this 30-credit hour program will gain an understanding of the interrelationships among language acquisition, cognitive and metacognitive processes, and literacy development; and develop strategies for working with children who have language and learning disabilities.

How you learn
You choose between a Early Childhood/Childhood (birth–grade 6) or Middle Childhood/Adolescent (grades 5–12) concentration and, after a 12-credit core curriculum, you take a 15-credit sequence of courses in your concentration.

Your program culminates in a two-semester practicum with clinical and school experiences and a related teacher-as-researcher course project.

The Pace University Center for Literacy Enrichment on the White Plains Campus may be a setting for your internship and research project. For more than 25 years, the Center has provided instruction to improve the reading and writing of elementary and middle school children, with emphasis on literature.

Career outcomes
Candidates who complete this program are eligible for an initial or professional certificate in the teaching of literacy to Early Childhood/Childhood (birth–grade 6) or Middle Childhood/Adolescent (grades 5–12) students.

Prerequisites
Candidates must have a bachelor's degree or higher from an accredited institution, with a minimum GPA of 3.0. (Upon the recommendation of the dean, graduate faculty admissions committee, or the director of Student Support Services, candidates whose GPA is less than 3.0 may be admitted on a conditional basis, provided that it is determined that the candidate has the necessary knowledge and skills to complete the program successfully.) Candidates must also have a Provisional, Initial, or Professional teaching certificate or comparable certificate from another state. Candidates must also have transcripts demonstrating arts and sciences, content-area major, and pedagogical core consistent with our program requirements.

Graduate Program Curriculum (30 credits)

Early Childhood/Childhood Concentration (Birth-Grade 6)

Core Requirements (12 credits)

ED 650	Research/Theory in Developing Literacy	3
ED 758	Writing Process and Media Production (with one unit on animation)	3
ED 677	Literacy for Children with Special Needs	3
ED 652	Assessment in Literacy: Grades B - 12	3
TCH 211A	Professional Seminar II: Keeping Children Safe	
TCH 211D	DASA- Harassment, Bullying, Cyberbullying and Discrimination in Schools, Prevention & Intervention	

Early Childhood/Childhood Concentration (9 credits)

ED 754	Literature and Digital Storytelling	3
ED 655A	Early Literacy Instruction	3
ED 755B	Literacy Instruction and Technological Applications for the Middle Grades (4-8)	3

Practica and Capstone Experience (9 credits)

ED 693A	Literacy Practicum I: Birth - Grade 6	3
ED 693B	Literacy Practicum II: Birth - Grade 6	3
ED 690	Teacher as Researcher	3

Total Credits: 30

Middle Childhood/Adolescent Concentration (Grades 5–12)

Core Requirements (12 credits)

ED 650	Research/Theory in Developing Literacy	3
ED 758	Writing Process and Media Production (with one unit on animation)	3
ED 677	Literacy for Children with Special Needs	3
ED 652	Assessment in Literacy: Grades B - 12	3
TCH 211A	Professional Seminar II: Keeping Children Safe	
TCH 211D	DASA- Harassment, Bullying, Cyberbullying and Discrimination in Schools, Prevention & Intervention	

Middle Childhood/Adolescent Concentration (9 credits)

ED 754	Literature and Digital Storytelling	3
ED 757	Content Area Literacy and Technology: Instructional Models and Methods for Secondary Grades (9-12)	3
ED 755B	Literacy Instruction and Technological Applications for the Middle Grades (4-8)	3

Practica and Capstone Experience (9 credits)

ED 694A	Literacy Practicum I Grades 5-12	3
ED 694B	Literacy Practicum II Grades 5-12	3
ED 690	Teacher as Researcher	3

Total Credits: 30

Master of Science in Education (MSEd): Educational Leadership-School District Business Leader & Master's in Public Administration (MPA)

Graduate Program Information

Westchester Campus

About

The ever-changing demands on our public schools require administrative leaders who can successfully manage the vital business functions for success and sustainability. The Pace University School District Business Leader program prepares flexible, visionary and reflective school business leaders with the skills necessary to create and sustain financial and operational functions within a school district to help ensure the quality of learning for all students. Instruction is primarily online and participants will work with a cohort of peers within a professional network.

For

The **MSEd in Educational Leadership-School District Business Leader & Masters in Public Administration** degree track is for professionals who want to help shape public education by taking on non-instructional leadership positions to successfully manage public schools' various business functions. Candidates who do not currently hold a master's degree will be required to take this 60-credit track to earn an MSEd in Educational Leadership and an MPA in Public Administration, with both degrees awarded at the end of the program. The degree coursework, together with a 600-hour internship and successful completion of the required New York State certification exam, will qualify successful candidates for New York State certification as a School District Business Leader and completion of the program.

How you learn
The program was developed by the School of Education faculty at Pace University and is offered in partnership with the Putnam/Northern Westchester BOCES Center for Educational Leadership. The **MSEd in Educational Leadership-School District Business Leader & Masters in Public Administration** program, which is offered online, requires active involvement and provides ongoing feedback to support student learning and skill development. There are multiple opportunities for group interaction through Blackboard's "Discussion Board," group assignments, and the weekly synchronous sessions. Students will be part of an online learning community who share similar interests and career goals.

Career outcomes
The role of a School District Business Leader is becoming increasingly important in a new era of unprecedented public scrutiny and calls for accountability in the management of our schools and the resources to educate our youth. Both tracks of this program will prepare candidates and graduates for the challenges and requirements for New York State certification as a School District Business Leader. Career possibilities include roles in certificated positions such as assistant superintendent.

Schedule and Tuition

For more information about admission requirements, tuition and the program schedule, please contact Thomas P. Higgins Jr., EdD, Educational Leadership Program Coordinator in Westchester, at (914) 773-3780 or thiggins@pace.edu

MSEd-School District Business Leader Program (36 credits)

Year One, Fall

EEL 612	Strategic Planning for Educational Leaders	3
EEL 607	Educational Budgeting	3

Year One, Spring

EEL 600	Community and Inclusive School Leadership	3
EEL 602	Technology, Data Management and Analysis for Educational Leader	3
EEL 696	Internship and Seminar in Educational Administration	1.5 - 6

Year One, Summer

EEL 601	Educational Law and School Leadership	3
EEL 696	Internship and Seminar in Educational Administration	1.5 - 6

EEL 673-674 Facilities Planning/Labor Relations

Year Two, Fall

EEL 605	Management of the Inclusive Setting	3
EEL 606	Educational Accounting	3
EEL 696	Internship and Seminar in Educational Administration	1.5 - 6

Year Two, Spring

EEL 609	Finance Law	3
EEL 610	School District Leadership in Inclusive Settings	3
EEL 696	Internship and Seminar in Educational Administration	1.5 - 6

MPA Coursework (24 credits)

Required Coursework

PAA 601	Public Administration and its Environment	3
PAA 603	Economics of Government, Health Care and Nonprofit Entities	3
PAA 606	Research Methods for Public Administrators	3
PAA 699	Capstone Project Seminar	3

Students will also complete 12 credits in either the Government Track or Non-Profit Management Track:

Government Track

PAA 630	Intergovernmental Relations	1 - 3
PAA 631	Law in the Administrative Process	3
PAA 632	Policy Studies	3
PAA 644	Seminar in Government Management	3

Non-Profit Track

PAA 670	The Not-for-Profit Sector	3
PAA 671	Law and Board Governance for Not-for-Profit Managers	3
PAA 673	Financial Resource Development for Not-for-Profits	3
PAA 681	Advanced Seminar for Not-for-Profit Management Issues	3

Special Education, MSEd

Graduate Program Information

New York City and Westchester Campuses

<u>For</u>
Certified childhood or adolescent teachers who want to become specialists in teaching students with disabilities.

<u>What you learn</u>
Become prepared to work with students who have disabilities. Deepen your knowledge about the characteristics of typical and atypical learners. Learn how to effectively use inclusive practices and differentiated instruction for students with special needs and learning styles.

<u>How you learn</u>
The 36-credit master's program is organized into three interrelated strands that integrate theory, technique, and practice in instruction and assessment.

The program culminates in a one-semester, full-time practicum in a classroom setting and a related, teacher-as-researcher course that includes an action research project.

<u>Career outcomes</u>
After completing the program, candidates are eligible for an initial or professional certificate in teaching students with disabilities.

<u>Prerequisites</u>
Candidates must have a bachelor's degree or higher from an accredited institution and must submit an official transcript. Minimum GPA of 3.0. (Upon the recommendation of the dean, graduate faculty admissions committee, or the director of Student Support Services, candidates whose GPA is less than 3.0 may be admitted on a conditional basis, provided that it is determined that the candidate has the necessary knowledge and skills to complete the program successfully.)

Provisional or Initial New York State teaching certificate or comparable certificate from another state. The age level of the certificate held at program entry will determine the level of the certification in teaching students with disabilities for which the student will be eligible. Specifically, individuals with certification in teaching students at the Childhood level will be eligible for entry into the program leading to certification in teaching students with disabilities in Childhood Education; and those with certification in teaching Adolescents may enter the program leading to certification in teaching students with disabilities in Adolescent Education.

Candidates must also have transcripts demonstrating arts and sciences, content area major, and pedagogical core consistent with our program requirements. For candidates seeking adolescent certification, in addition to meeting the general requirements for the content core, which includes a major, concentration, or the equivalent in one or more of the liberal arts and sciences, additional requirements include six semester hours in each of the following subjects: math, science, English language arts, and social studies to provide an academic foundation to prepare the candidate to teach to the state's learning standards and to teach in supportive roles such as consultant teachers, resource-room service providers, and integrated co-teachers. Two of the courses must be at the 200 or above level.

Graduate Program Curriculum (36 credits)

Special Education Core (18 credits)

ED 650	Research/Theory in Developing Literacy	3
ED 670	Trends and Issues in Special Education	3
ED 671	Assessment, Diagnosis, Evaluation and Instructional Planning	3
ED 675	Students with Severe Disabilities	3
ED 677	Literacy for Children with Special Needs	3
ED 000	Elective (e.g., Assistive Technology, Middle School I)	3
TCH 211A	Professional Seminar II: Keeping Children Safe	
TCH 211D	DASA- Harassment, Bullying, Cyberbullying and Discrimination in Schools, Prevention & Intervention	

Choose One Strand

Childhood Strand (12 credits)

ED 672	Differentiating Curriculum and Instruction	3
ED 673	Methods for Teaching Childhood Students with Disabilities	3
ED 674	Classroom Community and	3

	Management	
ED 682	Collaboration with Professionals and Families	3

Adolescent Strand (12 credits)

ED 672A	Differentiating Instruction in Inclusive Secondary Settings	3
ED 684	Classroom Management and Collaboration in Inclusive Secondary Schools	3
ED 685	Methods for Teaching Adolescent Students with Disabilities	3
ED 000	Elective (e.g., Middle School Methods, Literacy in the Content Area)	3

Special Education Core II (6 credits)

ED 679	Practicum in Special Education	3
ED 690	Teacher as Researcher	3

Total Credits: 36

Master of Science for Teachers (MST)

Adolescent General Education, MST

Graduate Program Information

Westchester Campus

The MST in Adolescent General Education program prepares candidates to become knowledgeable to teach subject-specific content to all adolescent students, including students with disabilities and those who are culturally and linguistically diverse.

Candidates will engage in a 30-credit program that provides content and practices appropriate to inclusive classrooms, and provides candidates with clinically-enhanced experiences throughout the program. This program will lead to certification in adolescent education in a content area.

Prerequisites

Criteria for full admission include bachelor's degree or higher from an accredited institution, undergraduate GPA of 3.0 or above, submission and review of official undergraduate transcripts documenting completion of Pace distribution requirements for the liberal arts and sciences, positive recommendations, a major or concentration in the liberal arts and sciences and no more than 6 credits of deficiencies in SPA required coursework. Upon the recommendation of the Director of Student Support Services or program coordinators, candidates whose GPA is less than 3.0 may be admitted on a conditional/provisional basis, provided that it is determined that the candidate has the necessary knowledge and skills to complete the program successfully.

Graduate Program Curriculum (30 credits)

The program will include a total of 100 hours of fieldwork, in addition to one (1) semester one student teaching.

Degree Requirements (30 credits)

EDG 601	Social Foundations	1.5
EDG 602	Adolescent Development	1.5
EDG 603	Language & Literacy in Diverse Classrooms	1.5
EDG 604	Language and Literacy for English Language Learners	1.5
EDG 605	General Assessment	3
EDG 606	Learning Environments	3
EDG 610	General Methods in Inclusive Adolescent Classrooms	3
EDG 617	Inclusive Literacy Assessment and Instruction	4.5
EDG 620	Teacher Research in Inclusive Adolescent Classrooms	1.5
EDG 621	Seminar in Inclusive	3
EDG 622	Clinical Practice in Teaching Adolescents and Teaching Adolescent Students with Disabilities	6
TCH 211A	Professional Seminar II: Keeping Children Safe	
TCH 211D	DASA- Harassment, Bullying, Cyberbullying and Discrimination in Schools, Prevention & Intervention	

EDG 611-615 Content Methods and Assessment in Inclusive Adolescent Classrooms (Mathematics, English, Social Studies, Science, World Languages) 3 credits

Total Credit Hours: 0-30

Childhood and Adolescent Education, MST

Graduate Program Information

Adolescent Education, New York City Campus only

Childhood Education, both New York City and Westchester Campuses

<u>**For**</u>
Career changers and college graduates who want to teach, but do not have an undergraduate degree in education.

<u>**What you learn**</u>
The pedagogical knowledge, skills, and dispositions necessary to become a successful classroom teacher, both in general childhood (grades 1–6) or adolescent (grades 7–12) classrooms.

<u>**You choose one of two tracks**</u>
The Childhood Education program prepares candidates to teach children in grades 1–6. The Adolescent Education program prepares candidates to teach adolescents in grades 7–12 in a selected specialty subject—biology, business education, chemistry, earth science, English, languages other than English, mathematics, physics, social studies, or the visual arts. Candidates who specialize in business education or visual arts are certified to teach grades K–12.

<u>**How you learn**</u>
This **36**-credit program provides a focused exploration into the organization of schools, the different ways that students learn, and the adaptation of teaching methods to meet the needs of individual students.

There is a common 12-credit core and a 15-credit specialty track. Students conclude with a 9-credit capstone experience that includes:

* A one-semester, full-time student-teaching experience
* A research course
* A capstone project
Career outcomes
After completing the program and passing the New York State Teacher Certification Exams, candidates are eligible for initial teaching certification in Childhood or Adolescent Education in New York State.

Prerequisites
Candidates must have a bachelor's degree or higher from an accredited institution, with a minimum GPA of 3.0. (Upon the recommendation of the dean, graduate faculty admissions committee, or the director of Student Support Services, candidates whose GPA is less than 3.0 may be admitted on a conditional basis, provided that it is determined that the candidate has the necessary knowledge and skills to complete the program successfully.) Adolescent-level candidates must have majored in the subject to be taught (or have enough appropriate credits in the subject). Childhood-level candidates must have majored in the liberal arts and sciences or its equivalent. All candidates must meet additional liberal arts and sciences course requirements mandated by New York State.

Graduate Program Curriculum (36 credits)

Core Courses (12 credits)

ED 630	Human Development in the School Context	3
ED 631	Educational Psychology	3
ED 632	Language, Meaning, and Development of Global Perspectives	3
ED 633	Foundations of Education	3
TCH 211A	Professional Seminar II: Keeping Children Safe	
TCH 211D	DASA- Harassment, Bullying, Cyberbullying and Discrimination in Schools, Prevention & Intervention	

Choose One Track:

Childhood Track (15 credits)

ED 627	Literacy and Humanities	3
ED 634	Early Childhood Literacy: Processes and Practices	3
ED 636	Methods: Science Interdisciplinary Teaching, Grades 1-6	3
ED 637	Methods: Mathematics Interdisciplinary Teaching, Grades 1-6	3

| ED 670 | Trends and Issues in Special Education | 3 |
| TCH 211B | Professional Seminar III | 0 - 1 |

Adolescent Track (15 credits)

ED 640	Secondary Methods: Learning to Teach	3
ED 641-647	Secondary Methods: Making Content Meaningful	3
ED 656	Literacy in the Content Area	3
ED 672A	Differentiating Instruction in Inclusive Secondary Settings	3
ED 684	Classroom Management and Collaboration in Inclusive Secondary Schools	3

Capstone Experience (9 credits)

ED 691	Student Teaching and Seminar in the Childhood Classroom OR	3
ED 692	Student Teaching and Seminar in the Adolescent Classroom And	6
ED 690	Teacher as Researcher	3

Total Credits: 36

Childhood and Childhood Special Education, MST

Graduate Program Information

New York City and Westchester Campuses

<u>For</u>
Career changers and college graduates who want to teach, but do not have an undergraduate degree in education.

<u>What you learn</u>
The pedagogical knowledge, skills, and disposition necessary to become a successful classroom teacher, both in general and special education classrooms.

<u>How you learn</u>
This 48-credit program provides a focused exploration into the organization of schools, the different ways that students learn, and the adaptation of teaching methods to meet the needs of individual students with and without disabilities in inclusive and self-contained settings.

<u>Career outcomes</u>
After completing the program and passing the New York State Teacher Certification Exams, candidates are eligible for initial teaching certifications in Childhood Education (grades 1–6) and Students with Disabilities (grades 1–6) in New York State.

<u>Prerequisites</u>
Candidates must have a bachelor's degree or higher from an accredited institution, with a minimum GPA of 3.0. (Upon the recommendation of the dean, graduate faculty admissions committee, or the director of Student Support Services, candidates whose GPA is less than 3.0 may be admitted on a conditional basis, provided that it is determined that the candidate has the necessary knowledge and skills to complete the program successfully.) Childhood-level candidates must have majored in the liberal arts and sciences or its equivalent. All candidates must meet additional liberal arts and sciences course requirements mandated by New York State.

Graduate Program Curriculum (48 credits)

Core Courses (12 credits)

ED 630	Human Development in the School Context	3
ED 631	Educational Psychology	3
ED 632	Language, Meaning, and Development of Global Perspectives	3
ED 633	Foundations of Education	3
TCH 211A	Professional Seminar II: Keeping Children Safe	
TCH 211D	DASA- Harassment, Bullying, Cyberbullying and Discrimination in Schools, Prevention & Intervention	
TCH 211B	Professional Seminar III	0 - 1

Methods Courses (27 credits)

ED 627	Literacy and Humanities	3
ED 634	Early Childhood Literacy: Processes and Practices	3
ED 636	Methods: Science Interdisciplinary Teaching, Grades 1-6	3
ED 637	Methods: Mathematics Interdisciplinary Teaching, Grades 1-6	3
ED 670	Trends and Issues in Special Education	3
ED 671	Assessment, Diagnosis, Evaluation and Instructional Planning	3
ED 673	Methods for Teaching Childhood Students with Disabilities	3
ED 677	Literacy for Children with Special Needs	3
ED 687	Classroom Management and Collaboration in Inclusive Settings	3

Capstone Experience (9 credits)

ED 690	Teacher as Researcher	3
ED 691	Student Teaching and Seminar in the Childhood Classroom	3
ED 679	Practicum in Special Education	3

<u>Total Credits: 48</u>

Early Childhood Development, Learning, and Intervention, MST

Graduate Program Information

New York City Campus

For
Career-changers and candidates who want to teach in early childhood (birth–grade 2) developmental and/or educational settings.

What you learn
This program will prepare candidates to take on the many different roles in early childhood, including classroom teachers, developmental specialists, home visitors, and family support professionals.

How you learn
In the Early Childhood Development, Learning, and Intervention program, candidates will become knowledgeable and prepared to support the learning and development of all young children (birth–grade 2), including those who are culturally, linguistically, and ability diverse, in classroom, home, and community settings, through partnerships with families. Candidates will engage in 45 credits of coursework that blends content and practices, traditionally a part of early childhood general education and early childhood special education programs. Candidates will be required to participate in clinically rich experiences throughout the program, including four intensive internship/student teaching experiences.

Career outcomes
Completion of this program will lead to New York State Certification in Early Childhood Education (birth–grade 2) and Students with Disabilities (birth–grade 2).

Prerequisites
Candidates must have a bachelor's degree or higher from an accredited institution, with a minimum GPA of 3.0. (Upon the recommendation of the director of Student Support Services or program coordinators, candidates whose GPA is less than 3.0 may be admitted on a conditional/provisional basis, provided that it is determined that the candidate has the necessary knowledge and skills to complete the program successfully.) Candidates must also have transcripts documenting completion of Pace distribution requirements for the liberal arts and sciences, positive recommendations, and a major or concentration in the liberal arts and sciences.

Graduate Program Curriculum (45 credits)

Core and Methods Courses (30 credits)

ED 650	Research/Theory in Developing Literacy	3
ED 655A	Early Literacy Instruction	3
ED 701	Issues and Trends in Early Childhood Development, Learning, and Intervention	3
ED 702	Understanding Young Children: Development and Developmental Transactions	3
ED 703	Family Professional Partnerships: Theories and Practices	3
ED 704	Blended Curricular Approaches in Early Childhood	3
ED 706	Creating Responsive Early Childhood Environments	3
ED 708	Early Childhood Arts, Humanities, and Social Studies: Processes and Practices	3
ED 709	Early Childhood Mathematics Development and Scientific Inquiry: Processes and Practices	3
ED 712	Developmentally Appropriate Early Chlidhood Assessment Practices	3
TCH 211A	Professional Seminar II: Keeping Children Safe	
TCH 211D	DASA- Harassment, Bullying, Cyberbullying and Discrimination in Schools, Prevention & Intervention	

Student Teaching and Internship Courses (12 credits)

ED 710	Development Promotion and Intervention:Prenatal through Toddlerhood	3
ED 713	Early Childhood Internship	3
ED 714	Student Teaching Preschool	3
ED 715	Student Teaching in the Primary Years	3

Capstone (3 credits)

ED 690	Teacher as Researcher	3

Total Credits: 45

Inclusive Adolescent Education, MST

Graduate Program Information

Westchester Campus

For
Career changers and non-education degree holders who want to become dually certified teachers of adolescent subject-specific content and students with disabilities who will also address the needs of those who are culturally and linguistically diverse.

What you learn
This 39-credit program provides a focused exploration into the organization of schools, the different ways that students learn, and the adaptation of teaching methods to meet the needs of secondary students with and without disabilities in inclusive and self-contained settings.

How you learn
This program provides an engaging blend of general education theory, pedagogy and practice with clinically-enhanced experiences.

Career outcomes
Completion of the MST in Inclusive Adolescent Education will lead to certifications in adolescent education in a content area, adolescent special education generalist, and extensions as adolescent special education content area specialist.

Prerequisites

Candidates must have a bachelor's degree or higher from an accredited institution, with a minimum GPA of 3.0. (Upon the recommendation of the dean, graduate faculty admissions committee, or the director of Student Support Services, candidates whose GPA is less than 3.0 may be admitted on a conditional basis, provided that it is determined that the candidate has the necessary knowledge and skills to complete the program successfully.) Candidates must have majored in the subject to be taught (or have enough appropriate credits in the subject). All candidates must meet additional liberal arts and sciences course requirements mandated by New York State, including six semester hours in each of the following subject areas: mathematics, English language arts, social studies, and science.

Additional Certification Testing Requirements
In addition to the required New York State Certification Examinations, candidates in this program will be required to take a Content Specialty Test (CST) in Teaching Students with Disabilities and a CST Multi-subject Test (7-12).

Graduate Program Curriculum (39 credits)

Course Requirements (39 credits)

EDG 601	Social Foundations	1.5
EDG 602	Adolescent Development	1.5
EDG 605	General Assessment	3
EDG 606	Learning Environments	3
EDG 603	Language & Literacy in Diverse Classrooms	1.5
EDG 604	Language and Literacy for English Language Learners	1.5
EDG 607	Supporting Positive Behavior and Autonomy	3
EDG 610	General Methods in Inclusive Adolescent Classrooms	3
EDG 611-615	Content Methods and Assessment in Inclusive Adolescent Classrooms (Mathematics, English, Social Studies, Science, World Languages)	3
EDG 616	Cross-Disciplinary Instruction and Assessment in Inclusive Adolescent Classroom	3
EDG 618	Individual Program Planning I	1.5
EDG 619	Fieldwork	3
EDG 617	Inclusive Literacy Assessment and Instruction	4.5
EDG 620	Teacher Research in Inclusive Adolescent Classrooms	1.5
EDG 621	Seminar in Inclusive	3
EDG 622	Clinical Practice in Teaching Adolescents and Teaching Adolescent Students with Disabilities	6
TCH 211A	Professional Seminar II: Keeping Children Safe	
TCH 211B	Professional Seminar III	0 - 1
TCH 211D	DASA Workshop	

Teaching English to Speakers of Other Languages (TESOL), MST

Graduate Program Information

New York City and Westchester Campuses

Candidates in the TESOL program at the Pace University School of Education will gain knowledge of the multifaceted approach to teaching English language learners (ELLs), an increasing student population that requires a specialized study of language and literacy development, and differentiated instruction for students at all grade levels. TESOL is a growing field for both ESL teachers and general education and content area teachers with promising career opportunities domestically and internationally.

For
Career changers and college graduates who want to teach but do not have an undergraduate degree in education.

What you learn
This 30-credit program provides a focused exploration of the theory, research and methods for teaching ELLs. Candidates will acquire an awareness and understanding of the sociocultural and sociolinguistic issues that impact the acquisition of English as an additional language among students. A one-semester full-time student-teaching experience rounds out the intensive study for TESOL certification.

Career outcomes
Candidates who successfully complete the program and pass the New York State Teacher Certification Exams will be certified to teach English to speakers of other languages in all grade levels from Pre K-12.

Prerequisites/Admission Requirements
Candidates for MST in TESOL must have a bachelor's degree or higher from an accredited institution, with a minimum GPA of 3.0. (Upon the recommendation of the dean, graduate faculty admissions committee, or the director of Student Support Services, candidates whose GPA is less than 3.0 may be admitted on a conditional basis, provided that it is determined that the candidate has the necessary knowledge and skills to complete the program successfully). Candidates will submit official undergraduate transcripts documenting completion of requirements for the liberal arts and sciences; a major or concentration in the liberal arts and sciences; and at least 12 semester hours or the equivalent of study of a language other than English (LOTE). Individuals who lack the required LOTE college-level credits may obtain credit by examination through CLEP or any equivalent tests for up to 12 credits. Positive letters of recommendation must also be included with application to the program.

Graduate Program Curriculum (30 credits)

Course Requirements (30 credits)

ED 551	Foundations of Bilingual Education	3
ED 556A	CMA:Teaching Eng Language & Literacy to Culturally & Linguistically Diverse Students	3
ED 556B	CMA: Teaching Culturally & Linguistically Diverse Students across the Content Areas	3
ED 557	Linguistics and Grammar for Language Teachers	3
ED 630	Human Development in the School Context	3
ED 631	Educational Psychology	3
ED 632	Language, Meaning, and Development of Global Perspectives	3
ED 670	Trends and Issues in Special Education	3
ED 690	Teacher as Researcher	3
ED 559	Student Teaching or Practica for TESOL Candidates	3
TCH 211A	Professional Seminar II: Keeping Children Safe And	
TCH 211D	DASA- Harassment, Bullying, Cyberbullying and Discrimination in Schools, Prevention & Intervention	

Total Credits: 30

Master of Science (MS)

Educational Technology Studies, MS

This program does not lead to New York State Certification.

Graduate Program Information

New York City and Westchester Campuses

About
As businesses strive to operate in an increasingly global market, many companies know that their employees need to be current in the use of technology in the workplace. The emerging field of corporate training requires the most modern and innovative adult teaching methods to educate employees and inspire them to do their best work. Most corporate trainers have a background in teaching or training, and they have a passion for teaching adults using up-to-date technologies and methods.

The Educational Technology Studies program is designed for individuals who wish to teach adults in the private or corporate setting. This program builds on the MSEd program in Educational Technology in that it looks at how people learn and leverage technology in teaching. The program provides the skills necessary for teaching adults in settings other than public schools, specifically for business, industry, and post-secondary education.

Prerequisites

- Bachelor's degree or higher from an accredited institution.
- Minimum GPA of 3.0. (Upon the recommendation of the dean, graduate-faculty-admissions committee, or the director of Student Support Services or program coordinators, candidates whose GPA is greater than 2.8 and less than 3.0 may be admitted on a conditional/provisional basis, provided that it is determined that the candidate has the necessary knowledge and skills to complete the program successfully.)
- A transcript review will also be performed with the applicant's undergraduate or previous graduate coursework to determine needed content and pedagogical composition of the individualized Educational Technology Specialist Program.
- Completion of the application process including an essay, two letters of recommendation and, in some cases, an admission interview.
Curriculum
The MS in Educational Technology Studies offers students an opportunity to earn a master's degree in a field of interest, enhancing their current skills and/or providing them with skills to provide a different kind of training.

This program requires a minimum of 36 graduate credits for the master's degree. Candidates' background in education and in technology will be evaluated on a case-by-case basis, using transcript review, presentation of specific artifacts, or challenge examinations. Each candidate will meet with the faculty (either face-to-face or virtually) to design his/her own professional development plan. Each plan must be designed to meet the competencies stipulated by the State of New York and the International Society of Technology Education (ISTE). Students in this program serve an internship in a corporate or post-secondary setting.

Graduate Program Curriculum (36 credits)

Core Courses (18 credits)
ED 615	Assistive Technology for Students with Learning Disabilities	3
ED 616	Curriculum Development and Instructional Planning with Technology	3
ED 672	Differentiating Curriculum and Instruction	3
ED 672A	Differentiating Instruction in Inclusive Secondary Settings	3
TS 642	Computer Hardware, Troubleshooting and Maintenance	3
TS 654	Designing Standards-Based, Technology-Enhanced Curricula	3
TS 671	Internship in Educational Technology	3
TCH 211A	Professional Seminar II: Keeping Children Safe	
TCH 211D	DASA- Harassment, Bullying, Cyberbullying and Discrimination in Schools, Prevention & Intervention	

Pedagogy Requirements (12 credits)
ED 630	Human Development in the School Context	3
ED 631	Educational Psychology	3
ED 640	Secondary Methods: Learning to Teach	3
ED 656	Literacy in the Content Area	3

Training Requirements (6 credits)
TS 622	End User Information Systems: Designing, Managing, Training	3
TS 615	Systems and Cases in End User Computing	3

Total Credits: 36

Advanced Certificates

Adolescent Special Education

Certificate Program Information

New York City and Pleasantville Campuses

This 18-credit post-master's program prepares teachers of adolescents to educate all students in inclusive secondary classes. It enables teachers with secondary certification in a content area (e.g., social studies, math, English, science) to obtain New York State Certification as a Secondary Special Education Generalist with Content Area Specialist extension. Pace University is one of the few universities in New York to offer the courses required for this additional, and highly desirable, certification. Graduates of Pace's MST program who have taken ED 672 and ED 684 need 12 more credits.

Certificate Curriculum

Course Requirements (18 credits)

ED 670	Trends and Issues in Special Education	3
ED 671	Assessment, Diagnosis, Evaluation and Instructional Planning	3
ED 672A	Differentiating Instruction in Inclusive Secondary Settings	3
ED 684	Classroom Management and Collaboration in Inclusive Secondary Schools	3
ED 685	Methods for Teaching Adolescent Students with Disabilities	3
ED 679	Practicum in Special Education	3
TCH 211A	Professional Seminar II: Keeping Children Safe	
TCH 211D	DASA- Harassment, Bullying, Cyberbullying and Discrimination in Schools, Prevention & Intervention	

Prerequisites for ED 672A: ED 640 and ED 641–647 or equivalent methods courses.

Total Credits: 18

Childhood Special Education

Certificate Program Information

New York City and Pleasantville Campuses

This 18-credit post-master's program prepares teachers of children (grades 1–6) to educate all students in inclusive elementary classes. It enables teachers with childhood certification to obtain New York State Certification as a Childhood Special Education Specialist. Pace University is one of the few universities in New York to offer the courses required for this additional, and highly desirable, certification.

Certificate Curriculum

Course Requirements (18 credits)

ED 670	Trends and Issues in Special Education	3
ED 671	Assessment, Diagnosis, Evaluation and Instructional Planning	3
ED 673	Methods for Teaching Childhood Students with Disabilities	3
ED 674	Classroom Community and Management	3
ED 682	Collaboration with Professionals and Families	3
ED 679	Practicum in Special Education	3
TCH 211A	Professional Seminar II: Keeping Children Safe	
TCH 211D	DASA- Harassment, Bullying, Cyberbullying and Discrimination in Schools, Prevention & Intervention	

Total Credits: 18

Educational Technology Specialist

Certificate Program Information

New York City and Pleasantville Campuses

The Advanced Certificate in Educational Technology requires a minimum of 24 graduate credits. Candidates' background in education and in technology will be evaluated on a case-by-case basis using transcript review and challenge examinations. Each candidate will meet with the faculty (either face-to-face or virtually) to design his/her own professional development plan. Each plan must be designed to meet the competencies stipulated by the State of New York and the International Society of Technology Education (ISTE).

Certificate Curriculum

Educational Technology Specialist Courses (21 credits)

ED 615	Assistive Technology for Students with Learning Disabilities	3
ED 616	Curriculum Development and Instructional Planning with Technology	3
TS 642	Computer Hardware, Troubleshooting and Maintenance	3
TS 654	Designing Standards-Based, Technology-Enhanced Curricula	3
ED 672	Differentiating Curriculum and Instruction	3
ED 672A	Differentiating Instruction in Inclusive Secondary Settings	3
ED 690	Teacher as Researcher	3
TS 671	Internship in Educational Technology	3
TCH 211A	Professional Seminar II: Keeping Children Safe	
TCH 211D	DASA- Harassment, Bullying, Cyberbullying and Discrimination in Schools, Prevention & Intervention	

Literacy Requirements (3 credits)

ED 656	Literacy in the Content Area	3

Total Credits: 24

Three (3) additional credits of literacy if not met by transcript review.

Integrated Instruction for Educational Technology

Certficate Program Information

New York City and Pleasantville Campuses

This 9-credit post-baccalaureate program prepares teachers to gain expertise in the integration of educational technology, including new literacies. They will gain an understanding of the new tools/resources and higher cognitive and meta-cognitive processes that contribute to literacy development, and they will learn to develop strategies for working with children who have language and learning disabilities. The program provides advanced certification at either the childhood or adolescent level, depending on the candidate's initial certification.

Certificate Curriculum

Course Requirements (9 credits)

ED 615	Assistive Technology for Students with Learning Disabilities	3
TS 650	Emerging Learning Technologies	3
TS 654	Designing Standards-Based, Technology-Enhanced Curricula	3
TCH 211A	Professional Seminar II: Keeping Children Safe	
TCH 211D	DASA- Harassment, Bullying, Cyberbullying and Discrimination in Schools, Prevention & Intervention	

Total Credits: 9

Literacy Specialist

Certificate Program Information

Pleasantville Campuses

The Advanced Certificate in Literacy Specialist prepares teachers to gain an understanding of the inter-relationships among language acquisition and literacy development, and to develop strategies for working with children who have language differences, literacy difficulties, and learning disabilities.

Certificate Curriculum

Choose one strand:

Early Childhood/Childhood Strand (21 credits)

ED 650	Research/Theory in Developing Literacy	3
ED 677	Literacy for Children with Special Needs	3
ED 652	Assessment in Literacy: Grades B - 12	3
ED 754	Literature and Digital Storytelling	3
ED 655A	Early Literacy Instruction	3
ED 755B	Literacy Instruction and Technological Applications for the Middle Grades (4-8)	3
ED 693B	Literacy Practicum II: Birth - Grade 6	3
TCH 211A	Professional Seminar II: Keeping Children Safe	
TCH 211D	DASA- Harassment, Bullying, Cyberbullying and Discrimination in Schools, Prevention & Intervention	

Middle Childhood/Adolescent Strand (21 credits)

ED 650	Research/Theory in Developing Literacy	3
ED 677	Literacy for Children with Special Needs	3
ED 652	Assessment in Literacy: Grades B - 12	3
ED 754	Literature and Digital Storytelling	3
ED 757	Content Area Literacy and Technology: Instructional Models and Methods for Secondary Grades (9-12)	3
ED 755B	Literacy Instruction and Technological Applications for the Middle Grades (4-8)	3
ED 694B	Literacy Practicum II Grades 5-12	3
TCH 211A	Professional Seminar II: Keeping Children Safe	
TCH 211D	DASA- Harassment, Bullying, Cyberbullying and Discrimination in Schools, Prevention & Intervention	

Total Credits: 21

Integrated Instruction for Literacy and Technology

Certificate Program Information

New York City and Pleasantville Campuses

This 9-credit post-baccalaureate program prepares teachers to gain expertise in the integration of literacy and educational technology, including the new literacies. Candidates will gain an understanding of the new tools, resources, and higher cognitive and meta-cognitive processes that contribute to literacy development. They will learn to develop strategies for working with children who have language and learning disabilities. The program provides advanced certification at either the childhood or adolescent level, depending on the candidate's initial certification.

Certificate Curriculum

Course Requirements (9 credits)

ED 755B	Literacy Instruction and Technological Applications for the Middle Grades (4-8)	3
ED 758	Writing Process and Media Production (with one unit on animation)	3
ED 754	Literature and Digital Storytelling	3
TCH 211A	Professional Seminar II: Keeping Children Safe	
TCH 211D	DASA- Harassment, Bullying, Cyberbullying and Discrimination in Schools, Prevention & Intervention	

Total Credits: 9

Bilingual Education

Certificate Program Information

New York City and Westchester Campuses

This 15-credit program leads to initial and professional Bilingual Education Extension certification. Additionally, there are 105 fieldwork hours.

Admission Requirements

Candidates must have a bachelor's degree or higher from an accredited institution, undergraduate GPA of 3.0 or above, and an Initial or Permanent/Professional teaching certificate as a classroom teacher (or completed the requirements for an initial classroom teaching certificate, or comparable certificate from another state). Candidates must already possess oral and written language proficiency in both English and the native language of instruction (Refer to the language proficiency requirements for all candidates and non-native speakers of English). Please visit the School of Education Web site for additional language proficiency requirements for candidates at www.pace.edu/school-of-education.

Certificate Curriculum

Course Requirements (15 Credits)

ED 551	Foundations of Bilingual Education	3
ED 556A	CMA:Teaching Eng Language & Literacy to Culturally & Linguistically Diverse Students	3
ED 556B	CMA: Teaching Culturally & Linguistically Diverse Students across the Content Areas	3
ED 632	Language, Meaning, and Development of Global Perspectives	3

ED 558A Fieldwork in Bilingual Settings (1.5 credits)

ED 558B Fieldwork in Bilingual Settings (1.5 credits)

Teaching English to Speakers of Other Languages (TESOL)

Certificate Program Information

New York City and Pleasantville Campuses

The TESOL program at the Pace University School of Education provides certified educators with knowledge of the multifaceted approach to teaching English language learners (ELLs), an increasing student population that requires a specialized study of language and literacy development, and differentiated instruction for students at all grade levels. TESOL is a growing field for both ESL teachers and general education and content area teachers with promising career opportunities domestically and internationally. Candidates who successfully complete the certificate will be certified to teach English to speakers of other languages in grades Pre K-12.

Program of Study
This 15-credit certificate program provides a focused exploration of the theory, research and methods for teaching English language learners. Candidates will acquire an awareness and understanding of the sociocultural and sociolinguistic issues that impact the acquisition of English as an additional language among students. Candidates successfully completing this advanced certificate program will be qualified to teach English speakers of other languages at all grade levels and ages and become ESL materials specialists, administrators and researchers.

Admission Requirements
Candidates must have a bachelor's degree or higher from an accredited institution, with a minimum GPA of 3.0. (Upon the recommendation of the dean, graduate faculty admissions committee, or the director of Student Support Services, candidates whose GPA is less than 3.0 may be admitted on a conditional basis, provided that it is determined that the candidate has the necessary knowledge and skills to complete the program successfully). Candidates will submit official undergraduate transcripts documenting completion of requirements for the liberal arts and sciences; a major or concentration in the liberal arts and sciences; and at least 12 semester hours or the equivalent of study of a language other than English (LOTE). Individuals who lack the required LOTE college-level credits may obtain credit by examination through CLEP or any equivalent tests for up to 12 credits. Positive letters of recommendation must also be included with application to the program. Candidates must also have an Initial or Professional teaching certificate from New York State or comparable certificate from another state.

Certificate Curriculum

Course Requirements (15 Credits)

ED 551	Foundations of Bilingual Education	3
ED 556A	CMA:Teaching Eng Language & Literacy to Culturally & Linguistically Diverse Students	3
ED 556B	CMA: Teaching Culturally & Linguistically Diverse Students across the Content Areas	3
ED 557	Linguistics and Grammar for Language Teachers	3
ED 559	Student Teaching or Practica for TESOL Candidates	3
TCH 211A	Professional Seminar II: Keeping Children Safe	
TCH 211D	DASA- Harassment, Bullying, Cyberbullying and Discrimination in Schools, Prevention & Intervention	

Total Credits: 15

Continuing and Professional Education

General Information

A place where adults get help moving onward and upward. Pace University's Continuing and Professional Education (CPE) gives you the power to transform your life and achieve your educational goals and career dreams. Whether you are looking to enhance your skills in your current position, contemplating a career change, updating your resume, or opening your mind to something you have always dreamed of learning, we have the courses, certificates and professional training opportunities for you. Courses are offered in three convenient locations (Midtown Manhattan, Downtown NYC, and Westchester) and online. If you are looking for something more in your personal or professional life, look no further than Pace CPE and begin your educational journey today.

You may view all CPE certificate and professional development programs online. You may register online or call (888) 561-7223. Our counselors are ready to answer your questions and provide the help and advice you need.

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