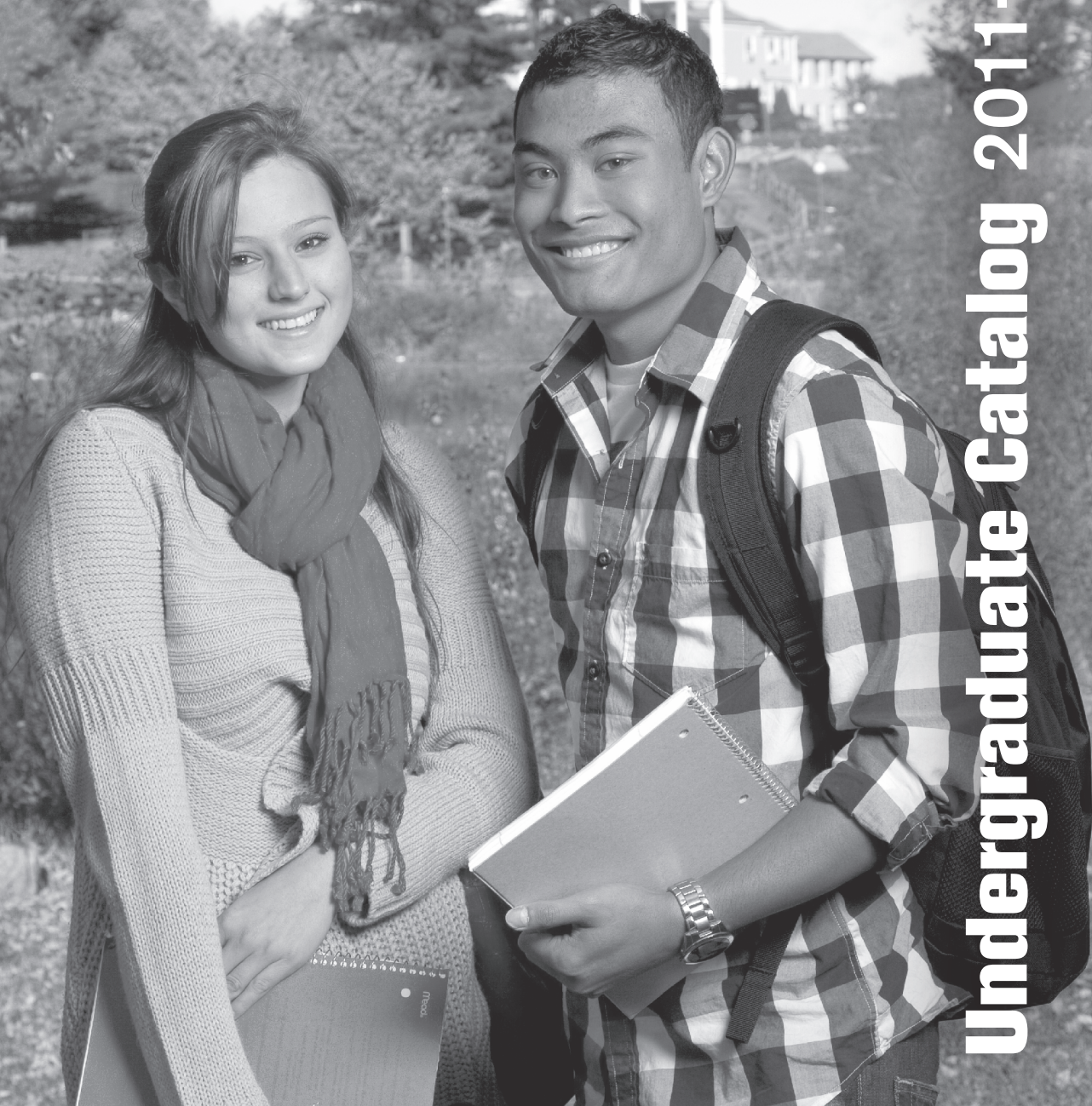
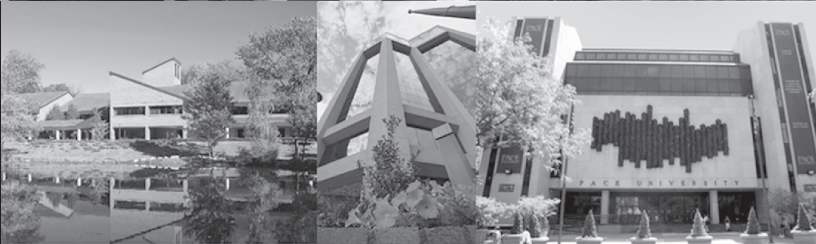


2011-2012

Undergraduate Catalog 2011-2012



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For general course descriptions, please reference:

https://banners.pace.edu/prod/bwckctlg.p_disp_dyn_ctlg

**For semester-specific course offering information, please
reference the online Schedule Explorer tool:**

<https://appsrv.pace.edu/ScheduleExplorerLive/>

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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 multi-million 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.

Now over 100 years old, Pace is a private, metropolitan university located in New York City and Westchester County whose six 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 more than 14,000 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 the importance of educating students with a global perspective, Pace is building an increasing array of study abroad options, a healthy mentoring program that has produced 27 Fulbright scholars in the last seven years, and a focus on international recruitment.

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.

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.

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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 than 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 (SOE) 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 and the Professions
 Central Education Center, Room 5B28
 Albany, NY 12230
 Phone: 518-474-5851

Visit the website for more information:
<http://www.higherednysed.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:
<http://www.msche.org/documents/How-to-File-a-Complaint-with-the-Commission.pdf?>

Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)

Address Complaints to:

ARC-PA
 12000 Findley Road, Suite 150

Johns Creek, Georgia 30097

Phone: 770-476-1224

Visit the ARC-PA website for more information:
<http://www.arc-pa.org/faq/index.html#complaint>

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:
http://www.americanbar.org/groups/legal_education/resources/accreditation/complaint_procedures.html

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

Visit the ACS website for more information:
<http://portal.acs.org/portal/PublicWebSite/about/governance/committees/training/index.htm?>

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, Florida 33602 USA
 Phone: 813-769-6500

Visit the AACSB website for more information:
http://www.aacsb.edu/accreditation/resources/policies/complaint_procedures.pdf

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:
<http://www.aacn.nche.edu/ccne-accreditation/Procedures.pdf>

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

Visit the ABET website for more information:
<http://www.abet.org/appm-2012-2013/>

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
 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 2011-2012 (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	BS/BA	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	BS/BA	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
History	BA	DYS	2205.00
Information Systems			
Information Systems–Business	BBA	LUB	0702.00

MAJOR	DEGREE	SCH	HEGIS CODE
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/BS	DYS	1701.00
Modern Languages and Cultures	BA	DYS	1199.00
Musical Theater	BFA	DYS	1004.00
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
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	1203.00
BSN in Nursing and MA in Nursing Education	1203.01

MAJOR

BS in Technology Systems and MS in Information Systems

HEGIS CODE

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

HEGIS Code -Undergraduate Majors for 2011-2012 (Pleasantville Campus)

MAJOR	DEGREE	SCH	HEGIS CODE
Accounting			
General Accounting	BBA	LUB	0502.00
Public Accounting	BBA	LUB	0502.00
American Studies	BA	DYS	0313.00
Applied Psychology and Human Relations	BA	DYS	2001.00
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

MAJOR	DEGREE	SCH	HEGIS CODE
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 (IMC)	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

MAJOR	HEGIS CODE
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.*

†† 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.

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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 the Admission Web site >>

First-Year, Transfer and International degree students may apply to Pace University for 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 Housing and Tuition Deposit deadline	May 1

Spring application deadline December 1 (Pace uses a rolling admission plan after December 1 based on space availability.)

Spring Housing and Tuition 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 high school counselor and/or teacher
- A personal statement or essay

Please note: Students applying for financial aid must follow the financial aid deadline dates. A financial aid award will be made only after the applicant is accepted. (Please consult the Financial Aid section of this catalog.)

Transfer 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 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

Please note: Applicants who have earned more than 32 credits from an accredited institution, need not submit high school transcripts.

Applicants must submit transcripts from all colleges and universities previously attended even if he or she does not plan to request for transfer credit. (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.

A student may, at the discretion of the University, be permitted to transfer credits earned from one program of study at Pace to another if the credits are applicable to the new program.

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. To be considered for the nursing program, transfer students must take the Evolve Reach Admissions Assessment (A2) Exam. Please refer to www.pace.edu/transfer/nursing for testing details.

Lienhard School of Nursing Applicants – Prior to assignment to the first clinical experience, 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.

Freshmen / 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.

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

High School Diploma Recipients

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.

Students participating in an experimental secondary school curriculum should not hesitate to apply and should forward a high school profile along with their transcript. Students applying for a major in the Lubin School of Business and/or the Seidenberg School of Computer Science and Information Systems must complete a minimum of three units of college preparatory mathematics.

High School Equivalency Diploma Recipient—Candidates for admission who hold a recognized high school equivalency diploma (GED) should 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 is eligible for admission as a non-degree student. The applicant 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 examinations.

Placement Examinations – Some freshmen may be required to take placement examinations to determine their first-year programming. Details will be sent beginning in May after acceptance to the University. Upon review of Freshmen Placement Exam results, each student admitted to the University creates a schedule for his or her selected degree program in consultation with an academic adviser. Generally, students will be assigned a standard course load of 12–16 credits per semester for their first year depending on the results of the placement test. Some students are admitted to a reduced program and are advised to enroll in a program of 12–13 credits for their first year if 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 (even if transfer credit is not requested) 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 - First year and Transfer Students

Transfer credit is evaluated according to the following policy:

Grade Requirements – Transfer credit may be received only for courses taken at other institutions in which a grade of C or better was earned (C– grades are not transferable).

Major Program – Fifty (50) percent of the student's major program must be completed at Pace University. 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.). 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). Specific credits 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 – Stu Transfer students admitted to the Lienhard School of Nursing are required to take a placement test prior to admission. More information is at www.pace.edu/transfer/nursing.

Course Equivalency – Courses transferred must be applicable and comparable to corresponding courses in which the student is, or will be, enrolled 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 the Admission Web site >>

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 \$55.00 nonrefundable fee. Although there is no application deadline, the Office Undergraduate Admission recommends that all applications be submitted prior to July 15 for the fall semester and November 15 for the spring semester.

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. Photocopies 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 the International English Language Testing System (IELTS). Official test scores must be sent directly to Pace University. Photocopies or notarized copies of TOEFL or IELTS scores are not accepted.
- A letter 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.

In order to obtain the necessary documentation from Pace University (to apply for either a student [F-1] or exchange student [J-1] visa), all international students must submit a Confidential Statement for Financing of Studies at Pace University/Affidavit of Financial Support. All monies pledged in support of the student's studies must be verified. Monies can be verified in one or more of the following ways:

- A bank letter on bank letterhead in English, which contains your name or your sponsor's name, an account number, the amount of money in U.S. dollars, and the signature of a bank official;
- Letter of support from sponsoring scholarship, fellowship, loan, or granting institution.

Please note that Pace University provides limited financial assistance to international students.

Enrollment and Registration – After a student has been notified of her or his acceptance, a \$100 nonrefundable deposit will be if she or he chooses to live off campus. For students planning to live in university-sponsored housing, a nonrefundable \$600 tuition and housing deposit will be required. Specific information will be sent by the 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 Undergraduate 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

Nondegree 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.) Nondegree 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) and a letter of permission from the applicant's resident academic institution, 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 Service	-or-	Educational Testing Service
Box 592		Box 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.

TUITION AND FEES (SUBJECT TO CHANGE)

Undergraduate Tuition Rate for 2011 - 2012

Part-time Per Credit Hour Rate (1-11 credits) \$ 974.00
 Full-time Flat Rate (12-18 credits) \$ 16,981.00

University Fees for 2011 - 2012

General Institution Fees	Per Semester
Up to 4 Credits	\$115.00
5 to 7 Credits	\$168.00
8 to 11 Credits	\$224.00
12 or More Credits	\$319.00
Maintenance of Matriculation Fees, Graduate:	Fall & Spring semesters only:
MM 600 MN (Master's)	\$50.00
MM 700 MN (PsyD)	\$250.00
MM 800 MN (DPS)	\$250.00
MM 801 MN (DCS) First through eighth semesters	\$250.00
MM 801 MN (DCS) Ninth semester and beyond	\$1,000.00
Miscellaneous Fees	Per Semester
Alumni Audit	\$150.00 per credit
Admissions Application Undergraduate – Fall 2011	\$50.00
Admissions Application Undergraduate – Spring 2012	\$50.00
Auditing, Per Credit	Part-Time Prevailing Per Credit Rate
Challenge Examination	Part-Time Tuition for One Credit
Challenge to Achievement (CAP)	\$568.00
Deferred/Conflict Exam	\$32.00
Dorm Deposit	\$400.00
Dorm Security Deposit (paid once)	\$100.00

Freshman Studies	\$110.00
Registration/Payment Late Fee: Fall and Spring	\$108.00
Registration/Payment Late Fee: Summer	\$50.00
Life Experience Learning Portfolio (Undergraduate only)	Part-Time Tuition for One-Two Credits
Lubin Graduate Student Development	\$175.00
Mandatory Accident and Sickness Insurance Domestic Student	\$895.00 annually
Mandatory Accident and Sickness Insurance Domestic Student	\$566.00 for Spring 2012 only
Mandatory Accident and Sickness Insurance International Student	\$672.00 annually
Mandatory Accident and Sickness Insurance International Student	\$425.00 for Spring 2012 only
Performing Arts Acting	\$35.00
Performing Arts Musical Theatre	\$55.00
Proficiency Exam	Contact Academic Advisement Office
Psychology Program, Graduate	\$50.00 (Per Credit)
Return Check Charge	\$20.00
Student Activities, Full-time Undergraduate students	\$76.00 (New York Campus)
Student Activities, Full-time Undergraduate students	\$101.00 (Westchester Campus)
Study Abroad – Exchange or Direct Billing	\$200.00
Study Abroad – Summer Program	\$200.00
Study Abroad – Non-Affiliates	\$400.00
Technology Fee – Full Time	\$95.00
Technology Fee – Part Time	\$45.00
Transcript Request	Free
Tuition Deposit (New Undergraduates only)	\$100.00 (non-refundable)
University Health Care Fee	\$45.00

Special Course Fees

Same for Undergraduate and Graduate

Special course fees are listed in the course schedule, with the specific course, if applicable.

General Institution Fee (GIF)

Pace University assesses a General Institutional Fee (GIF) to cover the costs of libraries and fitness centers, which support student services not covered by tuition. Many institutions charge similar fees or they assess separate fees for the aforementioned services. Pace University has consolidated the cost of these services into one concise fee for the convenience of its student population.

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 Accounts 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.

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.

Important Notes

- Students in arrears to the University may not be permitted to register for either credit bearing or non-credit bearing continuing education courses until their prior balance is paid in full. Payments received for new enrollments will be applied to any outstanding balance due Pace University.
- **IN ALL CASES STUDENTS MUST CONTACT THEIR CAMPUS OFFICE OF STUDENT ASSISTANCE VIA MAIL, TELEPHONE, OR IN PERSON TO COMMUNICATE THEIR INTENTION TO ATTEND WHETHER OR NOT A PAYMENT IS DUE OR A BILL HAS BEEN RECEIVED.**
- **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 OSA/Student Accounts Office 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.

- **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.

Tuition Cancellation Policy

Undergraduate and Graduate

Only tuition, student activity, and special course fees can be cancelled in the following situations: 1) when a student is separated from the University for disciplinary or academic reasons prior to the end of a semester; 2) officially withdraws from any course or courses, regardless of the method of instruction, by filing a written notice at the Office of Student Assistance; or 3) officially withdraws using the MyPace Portal at www.pace.edu/mypace.

Note: Application, technology, general institution, and university health care fees are not refundable. Tuition cancellation will be made according to the schedule associated with the term of enrollment. Please see the Tuition Cancellation Schedule for more information.

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 for class and does not attend class remains fully responsible for all financial obligations. In addition, federal financial aid recipients who cease attending classes for a term, but do not officially withdraw, will be deemed to have unofficially withdrawn and will have a portion of their federal aid cancelled after the close of the term when their failure to complete their courses is recorded.

It is important to note that all charges and cancellations are based upon tuition commitments for the full semester. The effective date of withdrawal and cancellation, if any, will be the date when formal application is filed with the Office of Student Assistance (notification to the instructor is not sufficient) or withdrawal via the MyPace Portal at www.pace.edu/MyPace. In the case of withdrawal by mail, the official postmarked date of the correspondence will be the effective date of withdrawal.

Students using the Tuition Pay monthly payment plan are responsible for completing all payments if a balance exists after cancellation of tuition. **Application, technology, general institution, university health care and non-course fees are not refundable.**

Student Refunds

Students may be eligible to receive a refund when payments posted to their respective student account exceeds the cost of tuition, fees, dorm, meal charges and any other allowable ancillary charges. Payments may include disbursed financial aid (including scholarships and loans), check payments, and other payments resulting in a credit balance. The refunding process starts approximately 10 business days after the opening date of the semester and refunds are generated once per week. Students may review the status of their accounts by viewing the Account Summary section of their portal accounts.

Student refunds will be generated:

- When a credit balance is created as a result of the **posting of Title IV financial aid** (including Federal Pell Grant, Federal SEOG, Federal loans), a refund will be sent to HigherOne for distribution to the student, in accordance with the student's indicated preference. If the aid is disbursed before the semester starts, the credit will be sent to HigherOne approximately two weeks (14 days) after the opening of the semester. Thereafter, refunds are typically mailed within 10 days of disbursement, but assuredly within 14 days from the date the credit balance is created. Students should view the reverse side of the HigherOne Card, go to the indicated website, and choose their preferred method for receiving excess funds. **Effective July 1, 2008**, there are two methods for receiving refunds that are available through HigherOne: 1) **One Account Deposit (Easy Refund)** - This means that within minutes of your refund being released by the university you can have use of your money; or 2) **ACH Transfer**. - Have your money directly deposited into any bank account you designate (Students are required to fill out a form). Students should visit their Web site at www.paceuone.com to set up their refund preferences.
- If an account is paid, in part or in full, by a **Parent PLUS loan**, and a credit balance exists, a check will be drawn, payable to the borrower, to the extent of the existing credit balance, but not exceeding the amount of the PLUS loan. If the loan is disbursed before the semester starts, the check will be mailed approximately two weeks (14 days) after the opening of the semester. Thereafter, refunds are typically mailed within ten days of disbursement, but assuredly within 14 days from the date the credit balance is created. Parents may waive their right to receive the excess funds by requesting that any excess funds be refunded directly to the student when they complete the Request for Federal Direct Plus Loan application form and submit it to the Financial Aid Office. Requests made in this manner are effective for the loan processed under that application only. Parents may also waive their right to receive the excess funds by contacting the Office of Student Assistance and submitting a written request. The request must include the student's name, Pace ID number, and the specific term (semester and year) of the loan. Requests will be valid for the specified academic year only. Such arrangements may be rescinded by a parent by submitting a follow-up letter requesting a change of preference. Letters should be mailed to the Office of Student Assistance at the student's home campus.
- When a credit balance is created as a result of an overpayment or withdrawal and a check or cash payment only is used, a refund will be sent to HigherOne for distribution to the student, in accordance with the student's indicated preference.

- Refunds for **students who use credit cards to pay their bills** are handled differently. The Office of Student Assistance refunds in kind, i.e., to the credit card used to pay for the semester's charges. Refunds to the card used to pay the charges may be made for a period of up to 18 months after the charge, regardless of the current status of the credit card. If financial aid is disbursed after the application of the credit card payment, any resultant credit will be refunded to the credit card, up to the amount paid by credit card. The amount refunded to the credit card will never exceed the amount of the original credit card payment. Any excess credit above the original credit card payment will be refunded according to the guidelines stated earlier.
- If a student withdraws from a course or all courses, the level of aid eligibility may be recalculated based on the date of the withdrawal and the amount of tuition cancellation, if any. (The *Tuition Cancellation Policy* may be found in the Undergraduate Catalog, the Graduate Catalog and within the applicable semester Schedule Book) **When a recipient of federal funds withdraws or stops attending classes during the first 60% of the semester** (payment period), a recalculation in compliance with the federal Return to Title IV Funds policy will be done and any unearned aid will be returned appropriately to the source (e.g., U.S. Department of Education or federal loan lender). Return to Title IV calculations (R2T4) are completed by the Financial Aid Office, in accordance with Federal regulations. After review, if a student is deemed ineligible for any or all financial aid, any balance due resulting from the Return to Title IV calculation becomes the responsibility of the student.

This policy is subject to change without prior notification. Please consult your campus Office of Student Assistance if additional assistance is necessary.

Tuition Cancellation Schedule

Time of Withdrawal:

Time of Withdrawal:

Note: Weeks are counted as seven calendar days and count from the first day of the semester or term. **THE APPLICATION, TECHNOLOGY, AND GENERAL INSTITUTION FEES ARE NON-REFUNDABLE.**

Fourteen- or Fifteen-Week Term

(most Fall and Spring courses)	% Cancellation
Prior to and during 1 st and 2 nd week of term	100%
During 3 rd week of term	70%
During 4 th week of term	25%
During 5 th week of term	20%
After 5 th week of term	0%

Six-Week Term

(most Summer Session I and II courses)	% Cancellation
Prior to and during 1 st week of six-week term	100%
During 2 nd week of term	25%
After 2 nd week of term	0%

One-Week Term

	% Cancellation
Prior to 1 st day of one-week term	100%
1 st day of the term	25%
2 nd day of the term and thereafter	0%

Two-Week Term

	% Cancellation
Prior to 1 st day of two-week term	100%
1 st day of the term	50%

2 nd day of the term and thereafter	0%
Three-Week Term	% Cancellation
Prior to 1 st day of three-week term	100%
1 st day of the term	50%
2 nd day of the term and thereafter	0%
Four-Week Term	% Cancellation
Prior to 1 st day of four-week term	100%
During 1 st week of the term	50%
After 1 st week of the term	0%
Five-Week Term	% Cancellation
Prior to 1 st day of five-week term	100%
During 1 st week of term	50%
After 1 st week of term	0%
Seven-Week Term	% Cancellation
Prior to and during 1 st week of term	100%
During 2 nd week of term	50%
After 2 nd week of term	0%
Eight-Week Term	% Cancellation
Prior to and during 1 st week of term	100%
During 2 nd week of term	50%
After 2 nd week of term	0%
Nine-Week Term	% Cancellation
Prior to and during 1 st week of term	100%
During 2 nd week of term	50%
After 2 nd week of term	0%
Ten-Week Term	% Cancellation
Prior to and during 1 st week of term	100%
During 2 nd week of term	50%
During 3 rd week of term	20%
After 3 rd week of term	0%
Twelve-Week Term	% Cancellation
Prior to and during 1 st week of term	100%
During 2 nd week of term	70%
During 3 rd week of term	20%
After 3 rd week of term	0%

Cancellation Because of Business Transfer

Students leaving the area during the first eight weeks of class because of a permanent business transfer may receive a prorated refund of all the semester's tuition and special course fees, provided they submit a tuition appeal in accordance with policy. Written substantiation from the employer must accompany the request for a refund. **A change of employer, work responsibility, hours, or required business travel does not qualify as a Business Transfer.**

Note: Students who are Financial Aid recipients and receive a cancellation due to a business transfer are subject to Financial Aid Review and possible aid adjustment.

Cancellation Because of Military Service

Any student required to discontinue attending classes because of induction into or activation in the U.S. or a foreign military service may be eligible for a complete refund of all tuition and

fees (except the application, technology, and general institution fee), if orders to report for active duty are received within the first two weeks of class. Thereafter students may choose either a prorated refund or an application of full credit of tuition and fees (excluding application, technology, and general institution fees) to future enrollment. Any application for refund must be substantiated by the official notice of induction or enlistment and submitted prior to induction. If it is for foreign military service activation, a notarized copy of the translation of the orders into the English language is required for consideration.

Note: Students who are financial aid recipients and receive a cancellation due to military service are subject to financial aid review and possible aid adjustment.

Cancellation Because of Serious Illness

If a student withdraws from all his or her classes during the first half of the semester due to serious illness, a prorated cancellation of tuition and special course fees may be permitted, if a tuition appeal is submitted in accordance with policy. The policy is applicable to the student's personal illness only, and must be documented with an original copy of a physician's diagnosis and recommendation *and, if working, disability papers*. Any resulting credit balance may be refunded to the student. If the withdrawal takes place during the first 20 percent of the semester, a 100 percent tuition cancellation will be allowed, provided the resulting credit remains on account, to be used within a one-year period. If withdrawal takes place after the midpoint of the semester, a prorated cancellation will be permitted but any resulting credit must be held on account to be used within a one-year period.

Note: Students who are financial aid recipients and receive a cancellation due to medical reasons are subject to financial aid review and possible aid adjustment.

Financial Aid Refund and Repayment Policy

When a student who is receiving financial aid withdraws from or drops classes for any reason, the resulting refund, credit, or cancellation of tuition, fees, dormitory charges, or meal plan charges must be credited first to the financial aid programs from which the student was receiving funds for that semester. The amount credited to each financial aid program is determined by the type of aid received, the number of credits the student had before and after the drop or withdrawal, the length of time the student was enrolled, and the amount of any adjustment to charges.

Please note that to officially withdraw from classes, a student must withdraw online at www.pace.edu, or file for withdrawal with the Office of Student Assistance.

Pell Grant – A Pell Grant Award is determined by the student's Effective Family Contribution and enrollment status. Pell awards may be adjusted for changes in enrollment that occur during the first 4 weeks of a semester.

Federal Supplemental Educational Opportunity Grant (SEOG), Federal Perkins

Loans, Direct Stafford Loans, and Direct Plus Loans – If a student receives a refund, credit, or cancellation of any institutional charges an adjustment to these programs may be required to eliminate an overaward.

Federal Financial Aid Recipients Who Withdraw Below Six Credits (Note: The procedure varies by program.)

Federal Work Study (FWS) – A student working under the FWS program who drops or withdraws below six credits must stop working immediately because he/she no longer meets the federal guidelines for FWS.

Pell Grant – A Pell Grant Award is determined by the student's Effective Family Contribution and enrollment status. Pell awards may be adjusted for changes in enrollment that occur during the first 4 weeks of a semester.

Federal Supplemental Educational Opportunity Grant (SEOG) – If a student receives a refund, credit, or cancellation of any institutional charges and SEOG has been disbursed to the student's account, an adjustment may be required as a result of the change in Cost of Attendance. If the grant has yet to be disbursed, eligibility may change.

Federal Perkins Loans, Direct Stafford Loans, and Plus Loans – If a student receives a refund, credit, or cancellation of any institutional charges and a loan has been disbursed to the student's account, an adjustment may be required. If a loan has yet to be disbursed, loan eligibility may change. In addition, any undisbursed second disbursement of a Direct Stafford Loan or Direct PLUS Loan must be cancelled.

All Federal Aid – Students may not apply for or be awarded additional federal aid after withdrawing below six credits.

Federal Title IV financial aid includes: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (SEOG), Academic Competitiveness Grant (ACG), National SMART Grant (SMART), Federal Perkins Loan, Federal Direct Stafford Loans, and Federal Direct PLUS Loans (Parent Loans for Undergraduate Students or Graduate PLUS loans). For students who withdraw from all classes for a semester, federal regulations require that the Financial Aid Office perform the Return to Title IV Funds calculation. If the student has withdrawn within the first 60 percent of the semester, the student is considered to have "earned" the portion of disbursable Title IV funds equal to the ratio of the number of days the student was enrolled to the number of days in the semester. The calculation will require the return of all federal aid that exceeds the "earned" portion. The amount of aid returned to each program is dictated by the federal calculation.

The Return to Title IV Funds calculation also determines the amount of awarded but not yet disbursed aid, if any, that can be

credited to the student's account. Students may not apply for additional federal aid after withdrawing from all classes.

If a return of funds is required, it must be distributed to the various financial

aid programs in the following order prescribed by law:

1. Federal Unsubsidized Direct Stafford Loan
2. Federal Subsidized Direct Stafford Loan
3. Federal Perkins Loan
4. Federal Direct PLUS Loan (for parents or graduate students)
5. Federal Pell Grant
6. Academic Competitiveness Grant (ACG)
7. National SMART Grant (SMART)
8. SEOG (Federal Supplemental Educational Opportunity Grant)

Note: In certain circumstances a student may be required to repay a portion of a refund back to the federal government.

Recipients of New York State TAP and Other State Grant Programs Who Withdraw

New York State Higher Education Services Corporation's regulations govern the reduction or cancellation of TAP in cases where students withdraw or drop classes. New York State TAP, and most other state grant programs, are applicable only to tuition. If a student withdraws and receives cancellation of tuition and/or fees, New York State awards must be reduced to ensure that the award amount does not exceed the remaining tuition charges. The student should contact the TAP Certifying Officer regarding the refund procedures of TAP and other New York State grant programs for students deemed noneligible after certification. In addition, withdrawing from courses may impact the student's eligibility for future awards.

If a student withdraws from any classes and receives a refund, credit, or cancellation of tuition, fees, dormitory charges, or meal plan charges, any University aid the student has received that is applicable to the reduced charges will be adjusted if the withdrawal resulted in the student being enrolled in fewer than the minimum required number of credits for the type(s) of aid received. Most University scholarships and awards are applicable to tuition; other types of University aid are applicable to other combinations of charges. The amount of each type of aid reduced will equal the ratio of the reduced charges to the original charges.

ACADEMIC CALENDAR 2011-2012

(Dates subject to change)

September 2011

9/5 Mon	Labor Day Observed – University Offices Closed
9/7 Wed	Fall 2011 Begins - Late Registration Begins
9/15 Thurs	Deadline to File for Graduation for May 2012
9/20 Tues	Last Day of Late Registration for Fall 2011
9/20 Tues	Deadline for Undergraduates to File Pass/Fail or the Audit Option for a Fall 2011 Class
9/21 Wed	Withdrawal Period Begins - All Classes Dropped Receive a "W" Grade
9/22 Thurs	Domestic Student Deadline to Submit Mandatory Health Insurance Waiver for for Fall 2011
9/28 Wed	Rosh Hashanah (Eve) - No evening classes scheduled
9/29 Thurs	First Day of Rosh Hashanah - No classes scheduled

October 2011

10/4 Tues	Deadline for Graduate/Doctoral Students to Submit Maintaining Matriculation Form
10/7 Fri	Yom Kippur (Eve) – No evening classes scheduled
10/8 Sat	Yom Kippur – No classes scheduled
10/8 Sat	International Student Deadline to Submit Mandatory Health Insurance Waiver Form for Fall 2011
10/10 Mon	Columbus Day - Classes scheduled

November 2011

11/1 Tues	Last Day to Withdraw Without Permission - Fall 2011 Classes
11/7 Mon	Registration Begins for January 2012 Intersession
11/7 Mon	Graduate Registration Begins for Spring 2012
11/8 Tues	Election Day - Classes scheduled
11/11 Fri	Veteran's Day - Classes scheduled
11/14 Mon	Undergraduate Registration Begins for Spring 2012
11/15 Tues	Deadline to File for Graduation for August 2012
11/15 Tues	Last Day to Withdraw With Permission - Fall 2011 Classes
11/23 Wed to 11/27 Sun	Thanksgiving Break - No classes scheduled

December 2011

12/1 Thurs	Deadline to Submit Proof of MMR and Meningitis Immunization Compliance for Spring 2012 Entrance
12/12 Mon	Undergraduate Study Day – No Undergraduate Day classes scheduled
12/12 Mon	Evening Finals Begin
12/13 Tues	Conversion Day - Classes follow a Thursday class schedule
12/14 Wed	Undergraduate Day Finals Begin
12/21 Wed	Undergraduate Day Finals End
12/21 Wed	Evening Finals End
12/21 Wed	Fall 2011 Ends
12/24 Sat to 1/2 Mon	Holiday and New Year Break - University Closed

January 2012

1/3 Tues	January 2012 Intersession Begins
1/3 Tues	January 2012 Tuition and Fees Payment Due
1/3 Tues	Last Day of Registration for January 2012 Intersession
1/6 Fri	Spring 2012 Tuition and Fees Payment Due
1/16 Mon	Martin Luther King, Jr Day - University Closed
1/18 Wed	Spring 2012 Begins - Late Registration Begins
1/31 Tues	January 2012 Intersession Ends
1/31 Tues	Last Day of Late Registration for Spring 2012
1/31 Tues	Deadline for Undergraduates to File Pass/Fail or the Audit Option for a Spring 2012 Class

February 2012

2/1 Wed	Withdrawal Period Begins - All Classes Dropped Receive a "W" Grade
2/1 Wed	Domestic Student Deadline to Submit Mandatory Health Insurance Waiver Form for Spring 2012
2/2 Thurs	All Incomplete Grades ("I") from Fall 2011 Become Failing Grades ("F")
2/6 Mon	Graduate and Undergraduate Registration Begins for Summer I and Summer II 2012
2/6 Mon	Registration Begins for May 2012 Intersession
2/14 Tues	Deadline for Graduate/Doctoral Students to Submit Maintaining Matriculation Form
2/15 Wed	Recommended Deadline to File the 2012-2013 FAFSA for Financial Aid
2/20 Mon	President's Day - University Closed
2/24 Fri	International Student Deadline to Submit Mandatory Health Insurance Waiver Form for Spring 2012

March 2012

3/11 Sun to 3/18 Sun
 3/15 Tues
 3/20 Tues

Spring Break - **No classes scheduled**
 Deadline to File for Graduation for December 2012
 Last Day to Withdraw **Without** Permission - Spring 2012 Classes

April 2012

4/1 Sun
 4/2 Mon
 4/2 Mon
 4/3 Tues
 4/6 Fri to 4/8 Sun
 4/6 Fri
 4/7 Sat
 4/9 Mon
 4/25 Wed
 4/25 Wed to 4/26 Thurs
 4/30 Mon

Deadline to Submit Proof of MMR and Meningitis Immunization Compliance for Summer I or Summer II 2012 Entrance
 Graduate Registration for Fall 2012 Begins
 Registration Begins for August 2012 Intersession
 Last Day to Withdraw **With** Permission - Spring 2012 Classes
 Good Friday/Easter - **No classes scheduled**
 Passover (Eve) - **No evening classes scheduled**
 First Day of Passover - **No classes scheduled**
 Undergraduate Registration for Fall 2012 Begins
 Evening Finals Begin
 Undergraduate Study Day - **No Undergraduate Day Classes scheduled**
 All Classes Meet as Scheduled

May 2012

5/1 Tues
 5/1 Tues
 5/1 Tues
 5/1 Tues
 5/7 Mon
 5/8 Tues
 5/8 Tues
 5/18 Fri
 5/28 Mon
 5/30 Wed
 5/31 Thurs

May 2012 Intersession Begins
 May 2012 Tuition and Fees Payment Due
 Last Day of Registration for May 2012 Intersession
 Undergraduate Day Finals Begin
 Evening Finals End
 Undergraduate Day Finals End
 Spring 2012 Ends
 Summer I 2012 Tuition and Fees Payment Due
 Memorial Day - **University Closed**
 Summer I 2012 Begins - Late Registration Begins
 May 2012 Intersession Ends

June 2012

6/5 Tues
 6/5 Tues
 6/6 Wed
 6/13 Wed
 6/18 Mon
 6/19 Tues
 6/26 Mon

Last Day of Late Registration for Summer I 2012
 Deadline for Undergraduates to File Pass/Fail or the Audit Option for a Summer I 2012 Class
 Withdrawal Period Begins - All Classes Dropped Receive a "W" Grade
 Domestic Student Deadline to Submit Mandatory Health Insurance Waiver Form for Summer I 2012
 All Incomplete Grades ("I") from Spring 2012 Become Failing Grades ("F")
 Last Day to Withdraw **Without** Permission - Summer I 2012 Classes
 Last Day to Withdraw **With** Permission - Summer I 2012 Classes

July 2012

7/2 Mon
 7/4 Wed
 7/11 Wed
 7/13 Fri
 7/19 Thurs
 7/19 Thurs
 7/20 Fri
 7/27 Fri

Summer II 2012 Tuition and Fees Payment Due
 Independence Day Observed - **University Closed**
 Summer I 2012 Ends
 Summer II 2012 Begins - Late Registration Begins
 Last Day of Late Registration for Summer II 2012
 Deadline for Undergraduates to File Pass/Fail or the Audit Option for a Summer II 2012 Class
 Withdrawal Period Begins - All Classes Dropped Receive a "W" Grade
 Domestic Student Deadline to Submit Mandatory Health Insurance Waiver Form for Summer II 2012

August 2012

8/1 Wed
 8/1 Wed
 8/1 Wed
 8/2 Thurs
 8/9 Thurs
 8/21 Tues
 8/23 Tues
 8/31 Fri

August 2012 Intersession Begins
 August 2012 Intersession Tuition and Fees Payment Due
 Last Day of Registration for August 2012 Intersession
 Last Day to Withdraw **Without** Permission - Summer II 2012 Classes
 Last Day to Withdraw **With** Permission - Summer II 2012 Classes
 All Incomplete Grades ("I") from Summer I 2012 Become Failing Grades ("F")
 Summer II 2012 Ends
 August 2012 Intersession Ends

October 2012

10/11 Thurs

All incomplete grades ("I") from Summer II 2012 become failing grades ("F")

CAMPUS LIFE

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 19 varsity teams and a wide variety of intramural sports.

The 75,000 square-foot, 17 million dollar 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 an health care center.

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

Football kicks off the fall season with the Setters competing in the ten-team Northeast-10 Conference. The women's volleyball team has won the Northeast-10 Conference Championship twice in the past ten years and has competed in the NCAA Division II Championship in five of the last nine seasons. In 2005, Pace University hosted the Northeast-10 Conference Volleyball Tournament. Both teams play their home games in Pleasantville. The women's soccer team has shown improvement in every season since the inception of the team in 1997. The women's soccer team plays all its home games on the Briarcliff campus of Pace University.

The men's and women's basketball teams play their home games at the new 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 men's squad won the first NCAA tournament game in program history in 2002.

The baseball team has moved to the Division II ranks and will play in the Northeast-10 Conference which features teams from all across New York and New England. They play their home games on Finnerty Field on the Pleasantville campus. The men's lacrosse team is perennially ranked among the top ten teams in the nation and also plays on the Pleasantville campus. Other spring sports include men's and women's tennis, which have a tradition of regional and conference prominence, as well as softball, all of which are played on the Briarcliff campus.

Among Pace's remaining sports, cross country and track and field compete against some of the most talented Division I and II programs in the Northeast region at various meets in the fall and spring. The equestrian team, a long-time successful club team at Pace, became a varsity program in 1997. The team has represented Pace at the NCAA Division II Championships in

2002, 2003 and 2004. Men's golf began its inaugural season in the spring of 2000 and has earned a bid to the NCAA Regionals in 2002, 2003, 2004, and 2006.

Campus Dining Services

Chartwells Food Service is contracted by the University to provide food service to the Pace Community. They offer a variety of locations, programs, and services to make students' dining experience exceptional. Whether on the New York City or the Westchester campus, 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, there are kiosks, offering Starbucks, Dunkin Donuts or Gilles Coffee, baked goods, sandwiches, salads, bottled beverages, and other popular convenient foods. For full-service fare, students may try one of the cafés or eateries, which offer a large variety of salad bars; made-to-order Boar's Head or Thumann's 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 plan brochure and choose the plan that best suits your needs. To sign up visit the meal plan office on either the Pleasantville or NYC campus.

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

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. As advocates of student empowerment, the Centers provide 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.

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 Setters Day convocational event, University Fest, 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.

Cultural Programming

On the New York City campus, the 743-seat Michael Schimmel Center for the Arts has presented a wide range of cultural programs and public events for the campus and surrounding community for more than 25 years. In addition to student productions and special events, the Michael Schimmel Center hosts professional theatre, music, and dance, as well as international companies such as the Beijing People's Art Theatre, with support from the Patricia O. Ewers Center for the Arts and Multicultural Studies.

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, Liza Minnelli, Queen Latifah, Dave Chappelle, and Dustin Hoffman. Pace students are offered free admission to these tapings and Pace theatre and film studies students are often featured on the broadcasts during the question sessions.

The theatre is also a vital venue for Robert De Niro's annual Tribeca Film Festival each spring. A gallery in the theatre lobby features exhibitions by a wide range of professional artists.

A resident professional theatre, the Hudson Stage Company, performs in the Woodward Hall theatre on the Briarcliff campus.

On the Pleasantville campus, performances are held in the Kessel Campus Center and Wilcox Hall, as well as in the new 2,400-seat Goldstein Health, Fitness, and Recreation Center. The Choate Gallery features art exhibitions by students and professional artists, as well as readings and other cultural events.

Special events also take place at the Law School in White Plains.

Environmental Center

The Pace University Environmental Center, a component of the Dyson College Department of Biology and Health Sciences, serves as a resource to Pace and surrounding communities. The center also works closely with the School of Education. Constructed on the Pleasantville campus around the remnants of an old farm, it is enhanced by characteristics valuable to nature study including nature trails and a pond.

The Center provides an important support component to the academic activities of Pace by hosting classes and housing the Environmental Clinic. Students from the University and local high schools also work closely with faculty at the Center, designing and pursuing individualized internships. The Environmental Center also provides the home for NATURE, the Pleasantville campus environmental club, which is run by students.

Environmental education courses and seminars are offered at the center and incorporate the unique natural setting of the facility into the learning experience. A graduate course for environmental education is held each summer for teachers interested in incorporating environmental studies into their classrooms. During the school year, teachers bring classes to learn about topics related to wildlife and ecology.

Annual events such as the Harvest Day Festival and Earth Day provide students and the outside community with unique activities. The center also sponsors fishing seminars, birds-of-prey programs, and summer nature camps. For more information, contact the director of the center at **(914) 773-3789** or e-mail aspillo@pace.edu.

Kessel Student Center

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.

Library

The Pace Library serves as both depository and gateway to global print and electronic resources in support of the University's broad and diversified curriculum, scholarly research, and

independent study, and provides ubiquitous and seamless connectivity to digitized networks and information through a user cordial interface. The aggregate holdings of the Pace Library are supplemented by reciprocal borrowing and access accords, traditional interlibrary loan services, and commercial document suppliers, with expanded options for user-initiated and controlled services.

With comprehensive service operations in lower Manhattan and Westchester, the Pace Library promotes coordinated collection development and resource sharing and facilitates access to electronic information in a distributed networking environment. The Pace Library encompasses an estimated 800,000 circulating volumes, videos, and a broad assortment of specialized reference works, and maintains print and electronic subscriptions to thousands of serial publications with microfilm back files to meet the programmatic and accreditation requirements of Dyson College of Arts and Sciences, Lubin School of Business, Seidenberg School of Computer Science and Information Systems, School of Education, and Lienhard School of Nursing. Most of the Pace Library's electronic resources, including the online union catalog, full text databases, electronic reserves, interlibrary loan request forms, Internet resources, an online tutorial (Apollo), and, reference guides are accessible remotely from home or office.

As an OCLC Interlibrary Loan System user, the Pace Library connects to Worldcat, a global online database consisting of 57,000,000 machine-readable bibliographic records with numerous holdings locations. The Pace Library belongs to METRO, a regional reference and resources system for New York City's five boroughs and Westchester County. METRO provides regularly scheduled pick-up and delivery of library materials, free interchange of photocopies, direct access interlibrary loans and the METRO referral card which enables researchers to directly access collections normally closed to the public. In addition, the Pace Library is affiliated with WALDO, a Westchester-based consortium of academic and other libraries, which promotes resource-sharing, a variety of database services, and off-site storage options.

The Pace Library provides a knowledgeable, skilled and diverse staff whose members are client-focused, team-oriented and committed to excellence and their own professional growth and development. The Pace Library offers a comprehensive and flexible range of reference services to meet the multifaceted needs of a culturally diverse and geographically dispersed user community, including in-person assistance, telephone consultation, e-mail, Blackboard Library Research Forums, and online interactive chat sessions. Functioning as research consultants and navigation experts, With a highly trained cohort of instructional services librarians, the provision of sophisticated computing resources and digitally enhanced classroom facilities, and the intensive involvement of librarians in information literacy instruction, Web content creation, and distance learning programs, the Pace Library has become the focal point of technology-based learning within the University. The emerging Information Commons, which combines flexible instructional settings and collaborative learning spaces with integrated library, technical, multimedia production, and learner support services, promotes a student-centered learning environment that is closely aligned with the University's new core curriculum and Strategic Agenda. Students may conduct research, obtain a wide range of academic support services, write papers, tabulate and interpret data, design Web pages, develop e-portfolios, and collaborate in small groups on multimedia projects in a one-stop shopping approach.

The Pace Library Home Page (<http://library.pace.edu>) provides more complete descriptions of library resources and services plus general information on library policies and procedures.

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 residence 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, telephone, and high-speed Internet access, at no additional cost.

General Facts: At Pace University, approximately 1,200 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 Maria's Tower on the city campus; and in Westchester, first-year students may be placed in Martin and North Halls in Pleasantville, and Dow, Valley, and Hillside Houses in Briarcliff. Students who apply by the priority deadline, can request each other as roommates. After the first year, students select rooms through a room selection process which takes place in April.

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 man-

agement of their facility. Please visit your RA or your Residential Area Director should you need any assistance during your stay in Housing.

STUDENT AFFAIRS

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.

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 Dean for Students Office 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.

Information Technology Services (ITS)

Information Technology Services (ITS) led by Thomas A. Hull, the University's Chief Information Officer (cio@pace.edu), provides resources to give students access to University-wide computing, data, video, and voice network services as well as to the vast resources of the online Pace University library and the World Wide Web. In public areas (like the cafeterias and all classrooms), there is both wired and wireless connectivity to the Pace University network, which supports the MyPace Portal—the self-service gateway for students, as well as to the Blackboard Online Learning System, electronic mail, and web services.

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. ITS supports repairs of

student-owned computers both in Westchester and New York City. Computer Resource Centers (CRCs), located on the New York City (PNY), Pleasantville (PLV), and White Plains (WP) campuses, are general-use facilities equipped with state-of-the-art PCs, Macs and peripherals such as laser printers, copiers, and scanners. The CRCs support all common use applications that students need to succeed at Pace!

Students should visit <http://www.pace.edu/its> to obtain current information about technology services. To report questions/problems to Information Technology Services, go to <http://help.pace.edu> (24 hours a day x 7 days per week), or call **914-773-3333** (Mon-Thu, 8:00 a.m.-7:00 p.m., Fri 8:00 a.m.-6:00 p.m., and Sun 6:00 p.m.-10:00 p.m., except holidays).

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 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

Identification Cards

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 p.m. and 7:00 a.m., 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, B Level Security Office, **(212) 346-1812**
Monday-Thursday, 10:00 a.m.-6:00 p.m.

White Plains

Aloysia Hall, **(914) 422-4138**
Monday-Friday, 9:00 a.m.-5:00 p.m.
Friday, 9:00 a.m.-5:00 p.m.

Pleasantville

Kessel Student Center, **(914) 773-3830**
Monday-Friday, 9:00 a.m.-5:00 p.m.

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 ID office will accept payment for this fee by check or money order, payable to Pace University. Cash payment must be made directly to the Student Accounts and Registrar Services office.

Office of Multicultural Affairs (OMA)

The Office of Multicultural Affairs (OMA) and the **Coalition for Diversity** (open to all students, faculty, and staff) seek to consider the intersections of globalization and social injustices--and their impact on diversity and multiculturalism. To that end, OMA is committed to sponsoring academic programming that includes symposia, lectures, film series, and professional development workshops.

OMA also hosts annual spoken word programs, knitting salons, and rumba sessions in order to cultivate community and promote opportunities for interpersonal and creative interaction.

Office of Multicultural Affairs & Diversity Programs (MADP) Westchester in Pleasantville Campus

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

Pace University's Westchester Diversity Team serves as both a working and advisory group to the Office of Multicultural Affairs & Diversity Programs. Comprised of students, faculty, staff and administrators, the Westchester Diversity Team supports the social justice efforts of the Office of Diversity Programs and the Pace University community by hosting monthly advisory meetings, organizing multicultural events, and serving as a resource for underrepresented populations at Pace.

Office of Diversity Programs (ODP)

Westchester in Pleasantville Campus

The Pace University-Westchester Office of Diversity Programs aims to promote a productive educational and work environment that fosters and values equality, respect, human understanding, fairness, and diversity. To this end, the ODP seeks to provide services and programs that will instill university-wide appreciation for diverse perspectives and backgrounds regardless of race, gender, class, sexual orientation, religion, age, or ability.

Pace University's Westchester Diversity Team serves as both a working and advisory group to the Office of Diversity Programs. Comprised of students, faculty, staff and administrators, the Westchester Diversity Team supports the social justice efforts of the Office of Diversity Programs and the Pace University community by hosting monthly advisory meetings, organizing multicultural events, and serving as a resource for underrepresented populations at Pace.

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.

Office of Philanthropy and Alumni Relations

The Pace University alumni family works to continue the quality, values, and standards of excellence that are the hallmarks of a Pace education. As a graduate of Pace, your relationship with the University does not end; instead, it takes on new dimensions

and grows stronger over the years of participation in the many opportunities available at your alma mater.

The Pace University Alumni Association provides a unique foundation of support, counsel, and leadership essential to assisting the progress of the University. The Office of Alumni Relations, in cooperation with the individual school Alumni Associations, plans events such as Reunion and University Fest (a combination of Homecoming, Seminar Day, and Family Weekend), as well as the Pace Alumni Cultural Events (P.A.C.E.) Series, which includes theater, athletic, academic, social, family, and travel activities.

The Alumni Relations Office recognizes the necessity of providing a bridge between the University and alumni around the world. One way that the office develops a lifelong connection is through the Pace Alumni Network (PANet) program. Members of the office have traveled with the president and deans across the United States hosting receptions where alumni live and work. Successful connections have been established with alumni in Arizona, California, Connecticut, Florida, Illinois, Texas, Washington, DC, Westchester County, and the boroughs of New York. Pace has organized events internationally in The Bahamas, Hong Kong, and Taiwan.

The Alumni Online Community (OLC), a free alumni service available via the alumni home page (www.pace.edu/alumni), helps Pace keep these connections strong and enables alumni to share information with each other using the Internet. It offers permanent e-mail addresses, an online alumni directory, message boards, class notes, and career/recruitment services.

Providing us with your non-Pace e-mail address gives you a free subscription to the alumni online newsletter, *eConnect*. This monthly e-communication maintains your connection to University news and alumni benefits, classmate profiles, events, and opportunities.

In addition, alumni participate in student programs and are actively involved in career networking and mentoring activities. The Career Services Office provides job contacts and advice to students and to alumni. Many alumni help Pace students obtain intern and cooperative education positions at their companies. Pace students are encouraged to participate on committees and attend events that are planned to link students with alumni.

The University's Annual Fund Drive helps provide resources for financial aid, scholarships, enhanced computers, and library and laboratory facilities. Pace depends on alumni financial and volunteer support to help shape the future of Pace.

The Class Gift Program is a two-part effort that permits students to actively participate in the Annual Fund and to invest in their University. Committees on the New York City and Pleasantville campuses work together to raise funds from freshman through junior year classes for scholarship assistance. The program culminates in the senior year with a Senior Class Gift to the University. Both programs provide students with the opportunity to become more involved and gain a better understanding of the University's Alumni Relations and fund-raising programs. It also promotes class spirit, campus unity, and an awareness of the importance of investing in the future of Pace both as students and as alumni. Students can support the Class Gift Program by making a gift online. Just visit www.pace.edu/givetopace, donate using the secure form and indicate a comment of "Class Gift Program."

The Recent Alumni Connection (RAC) is another vehicle for participation by alumni immediately after graduation. This connection was formed to voice the ideas and opinions of recent graduates. The group schedules events and activities that address the special needs and interests of recent Pace graduates.

The Office of Alumni Relations provides information, programs, and support for more than 120,000 alumni worldwide and encourages the student/alumni relationship, as today's hardwork-

ing students become tomorrow's prominent alumni. Please call the Director of Alumni Relations Sheri Gibson at (212) 346-1764 for more information or e-mail us at pacealum@pace.edu.

Veterans Information

The Veterans Administration has given approval to the University to conduct college-level education programs and to maintain an Office of Veterans Affairs. Veterans should check on the status of their enrollment certification twice a year in September and February. For additional information, please contact the Office of Veterans' Affairs.

- **Robert Rahni**
Pleasantville Campus, (914) 773-3385

ACADEMIC AND CO-CURRICULAR SERVICES

Division for Student Success

The Division for Student Success (DSS) supports the university community by offering students focused academic enrichment programs and advising services that help retain students so they may progress from admission to graduation. DSS helps students transition to the university while connecting them with university members to foster a transformative student experience that assists in their retention at Pace and ultimately, their success as students and young professionals. The Division for Student Success exists to provide students with quality academic support services and advising programs that assist in their retention and academic success at Pace University. The departments within the division develop and promote enrichment programs and faculty or staff interactions that are conducive to student learning, support Pace's academic mission, and encourage individual student success.

The Center for Academic Excellence (CAE)

The Center for Academic Excellence (CAE) provides student-centered programs that encourage and enable new Pace students to become active participants in the university community and continuing students to realize their full academic potential. Through advisement, academic support, tutoring, and college transition programs, the CAE helps all students to prepare, achieve, and excel. The CAE also fosters overall student development by offering opportunities for Pace students to become leaders on campus. In addition, the CAE coordinates placement testing and pre-registration for all incoming students and assists with their advisement.

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.
- Manages the Comprehensive Freshman Advising Program (CFAP), an integrated advising program linked to UNV 101
- Helps students make a successful social transition to college
- Provides opportunities for students to excel as peer leaders

Academic Resources

Academic Resources provides individual academic advising for students who are exploring options for majors, double majors, minors, or combined degree programs and for students who seek guidance on changing a major. It is also a place where all

Pace students may find information about University requirements, majors and minors, and it offers programs to enhance academic exploration. Through the course, INT 197H, "Exploring Majors and Careers," students engage in issues related to academic planning goal setting and career orientation. Among its many services, Academic Resources:

- 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.

Challenge to Achievement at Pace (CAP)

The Challenge to Achievement at Pace (CAP) program is a 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 instruct students in UNV 101. The CAP program:

- Provides small 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.
- Provides support in all subject areas through workshops, seminars, and tutoring.
- Provides leadership opportunities to students qualified to become peer leaders.

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

The Tutoring Center supports student success by offering free tutoring in a range of courses in business, mathematics, the sciences, and the social sciences as well as peer counseling in academic success strategies. Individual tutoring sessions, online tutoring, and special discussion groups connected to specific courses are designed to encourage independent learning. 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

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- 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 (NYC); 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. In doing so, students acquire the analytical and study strategies necessary for success in the discipline. These meetings are in addition to the regularly scheduled classes with the professor. Discussion groups can 1) Enhance and support selected courses; and 2) Help students develop mastery in the course.

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

Cooperative Education and Career Services

In order to assist Pace students in understanding today's complex career choices, Co-op and Career Services provides a variety of career development and placement activities for students in all disciplines.

Cooperative Education/Internship Program

Pace University's Cooperative Education Program is one of the nation's leading internship and the largest in the New York metropolitan area among four-year colleges, with more than 900 placements each year and with more than 475 participating employers.

The Cooperative Education Program enables students to combine academic study with paid and non-paid 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.

The Benefits of a Cooperative Education Internship

- Students integrate classroom learning with actual on-the-job experiences while working in pre-professional study-related internships.
- Students earn excellent salaries in Pace Cooperative Education positions averaging \$13.67 per hour.
- Students learn resume writing, interviewing, and job search skills.
- Students learn professional business practices and etiquette.
- Students develop maturity, professionalism, and self-confidence.
- Students can explore interests and career goals, build a competitive resume and develop valuable professional networking contacts.
- Co-op improves opportunities for post-graduation employment. Over 40% of all graduating Pace Co-op students receive full-time job offers from their Co-op employers.
- All Co-op students are at an advantage by graduating with career-related work experience.

The Co-op Process

- Co-op information sessions are held each semester to learn about the Co-op program from both student and employer perspectives.
- Students register and meet with a Co-op counselor to discuss the Co-op process.
- Students must attend workshops in resume writing and interviewing skills to prepare for a Co-op position.
- Once students attend the various workshops, they are able to refer themselves online for Co-op positions.
- Once they have accepted a Co-op position, they will be asked to evaluate their experience and their supervisors will evaluate their performance.
- Students also have the opportunity to seek a more advanced Co-op position or one in another field or work environment.

Eligibility

- To be eligible for a Co-op internship, students must be fully matriculated in a bachelor's degree program, maintain a grade point average of 2.5, and have successfully completed freshman year.
- In addition to meeting these basic requirements, students must have the necessary qualifications to meet the criteria established by each participating employer. Cooperative education positions are competitive.
- Students receive transcript notation upon successful completion of their Co-op positions.

Career Services

Career Counseling—Counselors help students choose a major and clarify career goals through assessment of interests, skills, and values. Students are also assisted with resume preparation, mock interviews, and job search strategies through individual counseling and workshops.

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 Mock Interview Day is held each semester to allow students to practice with a professional recruiter.

Career Fairs—Each year representatives from more than 200 companies in a variety of industries visit our campuses for several career fairs to provide job information and employment opportunities for students and alumni.

Career Advisory Network—Pace alumni from various occupations volunteer to advise students on career information and assist them in making valuable contacts in a field of interest.

Campus Recruiting 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.

Job Postings—Professional full-time/part-time, and summer positions are posted online. Please note that a password is required.

The Resource Center—Books, directories, periodicals, newspapers, and corporate literature are available to students for research. Computers with Internet access are available for student use.

Credential Files—Confidential files containing letters of recommendation are maintained for students and forwarded to potential employers or graduate schools upon request.

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

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. Writing classes include instruction and practice in word-processing.

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 offered on a pass/fail basis. 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 do not have to take the TOEFL test for admission to undergraduate degree programs at Pace University. 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. In addition, English for Professionals classes can be taught on-site or on campus. Short-term programs for foreign visitors can be designed to include on-campus housing and cultural activities. 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, or visit the Web site at www.pace.edu/efp.

Pforzheimer Honors College

The Pforzheimer Honors College is designed to foster 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 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 scholarships and complimentary laptop computers. Honors courses, taught by the top professors at Pace, are taken throughout all four undergraduate years. In the junior or senior year, an Independent Research project (fundable by an Honors College Research Grant) may be undertaken in which a student collaborates with a faculty mentor; the results of this research are presented at the annual Honors Independent Research Conference and may then be published in Pace University's scholarly journal and online.

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 an Honors College Adviser, receive the Honors College newsletter, may use the Honors Study Room, may choose to live in the Honors dormitory, 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 W207, (212) 346-1146**

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 is committed to providing its students with a variety of overseas opportunities to travel and learn abroad. The Study Abroad Office provides advising services and support to students considering study abroad. The staff provides information on program and country options, explains policies and procedures, reviews applications and student records, processes academic credit for study abroad, and provides orientation and resources for study abroad participants. The Study Abroad Office staff also works closely with faculty members on the development and administration of short-term travel courses, semester and summer study abroad programs, and various exchange and global partnerships. For more information on study abroad destinations, programs and options please visit: www.pace.edu/studyabroad

Travel Courses

Pace University offers traditional or internet courses that include an international experience thru travel organized and led by Pace University faculty. The travel portion is similar to a lab or field experience and is typically between 1 - 4 weeks and may take place during January, Spring Break or May/June/July. Generally the travel portion is a required part of the course, but in some cases, it may be optional. Please check the travel course website for the most current offerings.

Internships

Students are provided with a range of on-the-job learning opportunities through required or elective internships in a variety of fields. Students who wish to take an accredited internship must file an application form with the dean and the appropriate chairperson of the school or college in which they are enrolled.

Each internship is planned in consultation with a faculty adviser. Regularly scheduled seminars and conferences with supervising faculty provide guidance and assistance throughout the internship. Also see the Cooperative Education section.

Advising for Exploring Majors (ACEM)

Advising Center for Exploring majors provides individual academic advising to students who are choosing majors, double majors, minors, or combined degree programs and to students are considering changing their major. It is also a place where all Pace students may find information about University requirements, majors and minors, and it offers programs to enhance academic exploration. Through the course, INT 197H, "Exploring Majors and Careers," students engage to academic planning goal setting and career orientation.

Among its many services, ACEM:

- Provides opportunities for academic major 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.
- Sponsors Lambda Sigma, the national honor society for Sophomores

Pre-Law Advising

Law schools do not prescribe particular undergraduate programs as preparation for admission, but students should become aware of entrance requirements at specific schools they seek to enter. Admission to law school generally requires a competitive grade point average, as well as satisfactory performance on the Law School Admission Test (LSAT).

Students interested in studying law at the undergraduate level, to gain a better understanding of the legal system or in preparation for a career in law, are encouraged to pursue either the Law or the Pre-Law minor, which are outlined in the Lubin School section of this catalog.

Pre-law advisers are available within the Legal Studies department on each campus for consultation with students considering a legal career.

Many law schools, including Pace University's School of Law in White Plains, may accept students after three years of undergraduate study. Contact the law school in question for more information about this option.

Advising for Pre-Medical, Pre-Dental, Pre-Osteopathy, and Pre-Veterinary Students

There is no specific major for these pre-professional programs. Therefore, students who are intending to apply to professional schools above must contact the Pre-Professional Advisory Committee at the beginning of their undergraduate careers so that they follow an appropriate program of study to qualify for admission to their school of choice. This Committee will also keep the student informed about requirements for entrance examinations (i.e., MCAT, DAT, etc.), as well as special programs when applicable. Information on proper advisement and the Advisory Committee may be obtained at the office of the Department of Biology and Health Sciences. Each student must also consult with his or her appropriate academic department adviser to ensure that he or she is taking the required courses for the chosen major field of study as well as those needed for admission to professional schools.

Advising for Joint Degree Programs in Allied Health Sciences

Joint degree programs are offered through Pace and another participating institution in the following allied health areas: occupational therapy, optometry, podiatry, and physical therapy. The undergraduate portion of these programs is administered through the Department of Biology and Health Sciences. Students who are interested in these professions should contact the chair of that Department at the start of their undergraduate careers to plan the appropriate courses to satisfy admission requirements for these programs. Students interested in these joint degree programs should refer to the program description in the Dyson College section of the University Undergraduate Catalog.

Advising for Physician Assistant and Clinical Laboratory Science (Medical Technology) Degree Programs

Students interested in the Physician Assistant Degree Program must contact a PA Program adviser at the beginning of their

undergraduate studies. The Program office is at the Pace Plaza Campus. Advisement for the Clinical Laboratory Science Degree Program is provided by the Department of Biology and Health Sciences. Students interested in either of these programs should refer to the appropriate program description in the Dyson College section of the University Undergraduate Catalog.

Advisement for the Communications Science and Disorders Program

Students should consult with CSD faculty.

Writing Center

In support of the Core Curriculum and the Writing Enhanced Course Program, Writing Centers are available for all students and faculty on both the Pleasantville and New York campuses. In addition to tutorial services in writing, the Writing Center provides teachers 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 instructors and Pace student tutors who participate in on-going 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.

ACADEMIC POLICIES AND GENERAL REGULATIONS

Degree Requirements

The academic regulations at Pace University are designed to ensure adherence to standards of academic excellence while affording the latitude and flexibility necessary to accommodate the needs of and conditions faced by a diverse student body.

Requirements for a Bachelor's or Associate Degree are:

- Successful completion of the requirements for a major program as specified in the catalog current at the time of a student's matriculation or as subsequently amended. A bachelor's degree normally requires completion of 128 credits, although some majors may exceed this requirement. In addition, certain adult degree programs may only require 120 credits for degree completion. An associate degree requires successful completion of 60–66 credits, and a minor requires completion of 12–18 credits. Students should consult the curricula described in the sections for the academic schools within this catalog for the exact number of credits and courses required for their major program.
- Completion of at least 32 credits in residence at Pace University for all bachelor's degrees, and the associate in science degree in early childhood development and for all associate in applied science degrees. Associate in arts and associate in science degrees require that 30 credits of the 60-credit programs be completed at Pace.
- Completion of at least one-half of the major program and one-half of a minor program, if the student elects one, in residence at Pace University. Students pursuing a bachelor of business administration degree must also complete at least one-half or 50 percent of the business credits required for the BBA, including business core, major and auxiliary requirements, in residence at Pace University.
- A minimum cumulative QPA of 2.0 (unless indicated differently by a school, college, or specific major)
- A minimum QPA of 2.0 in the student's major (unless indicated differently by a school, college, or specific major)
- An "Application for Graduation" must be filed with the Office of Student Assistance by the appropriate date: January graduation must be filed by the previous March 15, May graduation must be filed by the previous September 15, and September graduation must be filed by the previous November 15.
- All financial obligations to the University must be met before the student's diploma is released.

Credit by Examination and Assessment

PRIOR LEARNING ASSESSMENT

Adult 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 and experiential learning assessment, and accepts ACE/PONSI-recommended credit.

Experiential Learning Assessment (ELA)

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 Adult and Continuing Education adviser to explore the options available. When an adviser 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 transfer credit. Students must be enrolled in a degree program; up to 36 portfolio credits* may be applied to the following degrees: bachelor of science in professional studies, bachelor of arts in liberal studies, bachelor of science in professional computer studies, and bachelor of business administration in business studies. Students may also apply up to 15 portfolio credits* to the other bachelor degrees with permission of the advisers of the school in which the degree is offered. The portfolio process may not be completed once the student has obtained 96 credits towards a degree.

*Note 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.

Challenge Examinations

Students who believe they have knowledge comparable to what would be gained by successful completion of a particular course at the University may in some cases obtain credit for that course by passing a "challenge examination." Normally such examinations are standardized examinations available through such testing centers as the Education Testing Service (Pace is a participant in both the New York State College Proficiency Examination Program and the College-Level Examination Program). In the absence of a standardized examination, a department may arrange for a special examination. Not every course may be "challenged," but many can be. Please consult the appropriate academic department for details and further information.

Students who receive credit through a Pace University "Challenge Examination" will be charged one credit of tuition for administration of the examination, whether or not credit is earned. Credit earned through a "Challenge Examination" does not satisfy the residency requirement for graduation or apply to enrollment status verification.

CLEP Exams

With CLEP a student can earn college credit for what he or she already knows by passing a 90-minute examination. CLEP examinations measure knowledge of the material usually covered in various classes during the first two years of college. Pace University students may take the CLEP exam at the Midtown Pace campus or other open test centers. Contact the test center directly to find out its registration procedure. Be sure to ask about its service fee, testing schedule, and parking/transportation information. For a list of the required scores and the credits awarded by Pace for each CLEP exam, please refer to "Adult & Continuing Education" at www.pace.edu.

Other Prior Learning Assessment Options

- Pace University may accept or waive credit earned through additional exams, which include: DANTES (DSST- DANTES

Subject Standardized Tests), Pace University challenge exams, and Pace University proficiency exams.

- Pace accepts credit recommended by PONSI (Program on Noncollegiate Sponsored Instruction) and ACE (American Council on Education). ACE and PONSI evaluate courses and in-service training sponsored by corporations, unions, and other noncollegiate organizations, and they issue program guides which recommend credit for training deemed equivalent to college courses. Pace also accepts military training program evaluations as listed in the National Guide to Educational Credits, Directory of the National Program on Noncollegiate Sponsored Instruction (PONSI), and Guide to the Evaluation of Educational Experiences in the Armed Services.
- Specific professional licenses or certificates may be accepted as *prima facie* or conventional credit.

Prior Learning Assessment

Adult 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 and experiential learning assessment, and accepts ACE/PONSI-recommended credit.

Experiential Learning Assessment (ELA)

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 Adult and Continuing Education adviser to explore the options available. When an adviser 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 transfer credit. Students must be enrolled in a degree program; up to 36 portfolio credits* may be applied to the following degrees: bachelor of science in professional studies, bachelor of arts in liberal studies, bachelor of science in professional computer studies, and bachelor of business administration in business studies. Students may also apply up to 15 portfolio credits* to the other bachelor degrees with permission of the advisers of the school in which the degree is offered. The portfolio process may not be completed once the student has obtained 96 credits towards a degree.

*Note 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.

Challenge Examinations - Undergraduate

Students who believe they have knowledge comparable to what would be gained by successful completion of a particular course at the University may in some cases obtain credit for that course by passing a "challenge examination." Normally such examinations are standardized examinations available through such testing centers as the Education Testing Service (Pace is a participant in both the New York State College Proficiency Examination Program and the College-Level Examination Program). In the absence of a standardized examination, a department may arrange for a special examination. Not every

course may be "challenged," but many can be. Please consult the appropriate academic department for details and further information.

Students who receive credit through a Pace University "Challenge Examination" will be charged one credit of tuition for administration of the examination, whether or not credit is earned. Credit earned through a "Challenge Examination" does not satisfy the residency requirement for graduation or apply to enrollment status verification.

CLEP Exams

With CLEP a student can earn college credit for what he or she already knows by passing a 90-minute examination. CLEP examinations measure knowledge of the material usually covered in various classes during the first two years of college. Pace University students may take the CLEP exam at the Midtown Pace campus or other open test centers. Contact the test center directly to find out its registration procedure. Be sure to ask about its service fee, testing schedule, and parking/transportation information. For a list of the required scores and the credits awarded by Pace for each CLEP exam, please refer to "Adult & Continuing Education" at www.pace.edu.

Other Prior Learning Assessment Options

- Pace University may accept or waive credit earned through additional exams, which include: DANTES (DSST- DANTES Subject Standardized Tests), Pace University challenge exams, and Pace University proficiency exams.
- Pace accepts credit recommended by PONSI (Program on Non-collegiate Sponsored Instruction) and ACE (American Council on Education). ACE and PONSI evaluate courses and in-service training sponsored by corporations, unions, and other non-collegiate organizations, and they issue program guides which recommend credit for training deemed equivalent to college courses. Pace also accepts military training program evaluations as listed in the National Guide to Educational Credits, Directory of the National Program on Non-collegiate Sponsored Instruction (PONSI), and Guide to the Evaluation of Educational Experiences in the Armed Services.
- Specific professional licenses or certificates may be accepted as *prima facie* or conventional credit.

Credit Load Policy

Matriculated students who have a cumulative grade point average of at least 2.0 may carry up to six courses, not to exceed 18 credits. Matriculated students who are on academic probation or with a cumulative GPA of less than 2.0 may carry up to four courses, not to exceed 13 credits, including any workshop referrals. Non-matriculated students may carry up to three courses, not to exceed 10 credits, provided they maintain a cumulative GPA of at least 2.0. Non-matriculated students on academic probation are limited to two courses, not to exceed eight credits. A maximum of two courses, not to exceed eight credits, is permitted in each Summer Session. A maximum of four credits in any single intersession term is permitted. Students are advised to assume credit and course loads that consider the time and energy demands imposed by employment and other outside responsibilities, and should limit their program of study to four courses, not to exceed 13 credit hours, provided they maintain a cumulative GPA of at least 2.0. Those on scholastic probation who have substantial outside responsibilities should limit their course load to two courses, not to exceed eight credits, including any workshop referrals. Any exception to

the above credit load policy must be approved by the dean of the school in which the student is enrolled.

Note: A required remedial workshop has the demands and responsibilities equivalent to a two to three credit course, and should be considered as such when determining how many credit hours to register for, and how much time outside of the classroom will be needed to handle your academic responsibilities.

Double Major/Dual Degree

Students with a strong academic record, generally a 3.00 or higher cumulative QPA, may elect to take a second major with the approval of the department chair of the second major and the dean of the school of the first major. If the two majors have the same degree (BA, BS or BBA), regardless of college/school, then the requirements for both majors need to be fulfilled. Depending upon the two majors selected, students may be able to fulfill the requirements for both majors without exceeding 128 credits.

If the two majors are different degrees (i.e. dual degrees e.g., BBA marketing and BA speech communication), then in addition to fulfilling all course requirements for both majors and degrees, a minimum of 32 credits is required to be completed beyond the requirements for the first degree or a minimum total of at least 160 credits for both degrees.

Minors

Many bachelor degree programs allow students to select a minor as part of their academic preparation. Minors are offered in a variety of academic areas. At least one-half of the credits in the minor must be completed at Pace. Interested students should refer to the appropriate college/school sections of this catalog for specific requirements.

Placement and Registration

Academic Advisement

Prior to each registration period, faculty advisers, academic advisers, and Adult and Continuing Education advisers are available to help students plan their programs.

Although advisers will lend assistance, the responsibility for academic planning rests primarily with the student. A student should become familiar with the requirements for the program in which he or she are registered and initiate conferences with the appropriate adviser. Before registering, however, students must submit their course selections to their advisers for approval.

Placement

The University is committed to helping each student achieve academic success. Through careful advisement and review of prior academic record, a student may be required to take placement tests in subjects such as mathematics, writing, and reading.

English Course Placement—Students newly admitted to the University may be tested to determine appropriate placement into their first English courses. Newly admitted transfer students will be tested for writing proficiency if they have not been given transfer credit for English.

English as a Second Language (ESL) Placement—The English Placement Test determines where an ESL student begins in the sequence of ENG 052, ENG 099A (both noncredit), and ENG 100A (4 elective credits). The test results will also suggest which other courses and how many credit hours the student may attempt. These courses are intended primarily for students who have attended secondary school in countries where English is not the first language.

Mathematics Placement—Students may be required to take the Mathematics Placement Exam prior to registering for their first math course at Pace University. This exam tests arithmetic, algebra, and, where applicable, trigonometry proficiency. The placement of a student into a mathematics course is based on the student's major, previous experience in mathematics, the score obtained from the Mathematics Placement Exam, and/or any mathematics transfer credit. Students who have received transfer credit for Math courses numbered at a level of 103 or higher are not required to take the Mathematics Placement Exam. Students whose placement test scores indicate a deficiency in math proficiency must first take and pass MAT 099 or the MAT 099 Challenge Exam before they can take any other mathematics courses.

Reading Placement—Students may be tested for critical reading skills: comprehension, analysis, and retention. These skills are required for successful completion of work in all disciplines. Students are placed in a reading course if, for whatever reason, they have demonstrated a deficiency in reading and comprehension skills that will impede their ability to participate in intensive college-level study.

Language Proficiency—Proficiency examinations in languages taught at the University will be given each fall and spring semester. Students selecting language courses should note that CLEP credits (or similar examination credits) are not accepted. Students should select courses according to the guidelines listed under "Notes" in the "University Core Curriculum" section of the catalog.

Placement Criteria and Placement Testing

- All students will be required to take ENG 201, unless additional transfer credit (beyond that already used for ENG 110 and ENG 120) is exactly equivalent to our upper-level writing course, ENG 201: Writing in the Disciplines. Transfer credit equivalencies will be determined by the English Department on each campus.
- All students, including those in the CAP Program, with SAT verbal scores of 500 and above will be placed in ENG 120 (3 credits).
- Students with SAT verbal scores below 500 will write an Essay Placement test during the registration process for new students. In New York, the English Placement Test New Student Profile Sheet will be filled out by all these students to determine those to be placed in appropriate-level ESL sections (ENG 052, ENG 099A, ENG 100A, ENG 110A). All students with a below 500 verbal score in Pleasantville and all non-ESL students in New York with a below 550 verbal score will be placed in ENG 110 or ENG 120 based on the results of their placement exams. The tests used for this procedure will be designed by each campus and will include placement criteria for the readers. The Directors of Writing in cooperation with the New York director of ESL, will design the placement tests used on each campus.
- In New York, regardless of SAT verbal test scores, it may be determined by samples of writing during the first two weeks of classes that a student with ESL difficulties in ENG 110 or ENG 120 needs to be re-placed in ENG 110A or ENG 120A or any other ESL or ENG course that is deemed appropriate for the student's skill level. Such re-placement of students, or any other ESL re-placement, must be ascertained by the instructor consulting with the director of ESL.

Speech Clinic Referrals

Students who do not achieve minimum departmental standards in SPE 100, SPE 101, SPE 102 or SPE 102A may be referred to the Speech and Hearing Center for a speech evaluation. Referred

students may be assigned to Speech Clinic (SPE 050, 052) for individual or group remedial speech services. An assigned student must register for Speech Clinic in the semester following the referral. A grade of Incomplete-Referral (IR) with a provisional letter grade is given to students in the course from which they were referred. The I-R grade is removed when the student registers for the Speech Clinic. However, they may be required to take more than one semester of the Speech Clinic.

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 began, 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 extra-curricular 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,
- Self-reported or parent recall of meningococcal meningitis immunization within the past ten years; or

- 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 at www.pace.edu/osa.

Appointment Time

The first day in which a student may register for a given semester, whether in person or via their MyPace 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 of a semester 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.

Maximum Credit Hours (Undergraduates)

A student who wishes to register for credits that exceed maximum credit hours allowed must request approval from the dean of his/her school and register in person with permission, after their appointment time, with the Office of Student Assistance on their home campus.

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 Classification

A student's classification is determined by how many credits the student has earned:

Freshman:	0 – 31 credits
Sophomore:	32 – 63 credits
Junior:	64 – 95 credits
Senior:	96+ credits

Student Enrollment Status (per semester)

An undergraduate student who is taking anywhere from 1 to 11 credits is considered a part-time student, whereby an undergraduate student who is taking 12 or more credits is considered a full-time student. 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 is waived; however, a non refundable fee is charged. 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 and certificate recipients do not qualify for the Alumni Audit option. 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 for the course they wish to take as a conflict exam. There are no Conflict Examinations during summer terms.

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 for the course they wish to take as a deferred exam. If the instructor is not available, students should contact the appropriate academic department for assistance. Eligible students are then required to 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.

Pass-Fail - Undergraduate

Students with 60 credits and a cumulative GPA of at least 2.5 may take one elective course per semester pass-fail. Core courses and major courses are excluded. Not more than four courses toward the degree may be taken on a pass-fail basis. Only a grade of "F" will be computed into the GPA. Students must notify the Office of Student Assistance of their intent to take a course pass-fail within the first two weeks of a fourteen- or fifteen-week term, or the first week of a four-, six-, or seven-week session.

Permission to Enroll in a Course at Another Institution

Undergraduate degree students who are in good academic and financial standing at Pace University may apply to take a maximum of 12 credits of approved course work at other accredited colleges and universities subject to the following conditions:

1. Students are required to obtain permission using the form "Permission to Enroll in a Course at Another Institution" Students are to obtain approval first from the school or college at Pace which offers their major. They are then required to have each course that they plan to take approved in advance by the appropriate Pace academic department. Students are to provide a copy of the course description for each course that they plan to take. Courses that have been pre-approved by Pace academic departments for transfer

purposes may be approved by the college or school that offers the student's major without additional departmental review.

2. Students must have the form "Permission to Enroll in a Course at Another Institution" approved as indicated in step one above and then submit it to the Office of Student Assistance prior to taking the course at another institution. Courses will not be approved retroactively.
3. Students who have completed 68 or more credits toward their degree (including Pace and transfer credits) may not take courses at a two-year institution.
4. Study abroad and other Pace-approved internship programs and off-campus programs are not subject to this policy. Students planning to study abroad are advised to contact the Office of International Programs and Services on their home campus for detailed information related to course approvals and how the courses will be annotated on their Pace University academic record.
5. Students may not study at another institution during a term in which they are enrolled at Pace University. Exceptions are permitted by the student's college or school, if a required course is not being offered at Pace University.
6. Only courses in which a grade of "C" or better is earned will be accepted in transfer. Courses completed at another institution may not be used for recomputation of Pace grades. Upon completion of each course, students are required to have an official transcript sent from the other institution to the Pace University Office of Student Assistance. All other policies related to transfer credits, as they appear in the University catalog, remain in effect.
7. Students may request and receive permission to take a course at another institution, which they have previously taken at Pace without attaining a passing grade. The course will be considered for transfer credit only (provided the student attains a grade of "C" or better) and may not be used to recompute the failing grade at Pace.

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.

Policy on taking Courses at other Institutions

Undergraduate degree students who are in good academic and financial standing at Pace University may apply to take a maximum of 12 credits of approved course work at other accredited colleges and universities subject to the following conditions:

- Students are required to obtain permission using the form "Application for Permission to Enroll at Another Institution." Students are to obtain approval first from the school or college at Pace which offers their major. They are then required to have each course that they plan to take approved in advance by the appropriate Pace academic department. Students are to provide a copy of the course description for each course that they plan to take. Courses that have been pre-approved by Pace academic departments for transfer purposes may be approved by the college or school that offers the student's major without additional departmental review.

- Students must have the form "Application for Permission to Enroll at Another Institution" approved as indicated in step one above and then submit it to the Office of Student Assistance prior to taking the course at another institution. Courses will not be approved retroactively.
- Students who have completed 68 or more credits toward their degree (including Pace and transfer credits) may not take courses at a two-year institution.
- Study abroad and other Pace-approved internship programs and off-campus programs are not subject to this policy. Students planning to study abroad are advised to contact the Office of International Programs and Services on their home campus for detailed information related to course approvals and how the courses will be annotated on their Pace University academic record.
- Students may not study at another institution during a term in which they are enrolled at Pace University. Exceptions are permitted by the student's college or school, if a required course is not being offered at Pace University.
- Only courses in which a grade of "C" or better is earned will be accepted in transfer. Courses completed at another institution may not be used for recomputation of Pace grades. Upon completion of each course, students are required to have an official transcript sent from the other institution to the Pace University Office of Student Assistance: Attention Transfer Credit Auditor. All other policies related to transfer credits, as they appear in the University catalog, remain in effect.
- Students may request and receive permission to take a course at another institution, which they have previously taken at Pace without attaining a passing grade. The course will be considered for transfer credit only (provided the student attains a grade of "C" or better) and may not be used to recompute the failing grade at Pace.

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.

Speech Clinic Referrals

Students who do not achieve minimum departmental standards in SPE 100, 101, SPE 102 or SPE 102A may be referred to the Speech and Hearing Center for a speech evaluation. Referred students may be assigned to Speech Clinic (SPE 050, 052) for individual or group remedial speech services. An assigned student must register for Speech Clinic in the semester following the referral. A grade of Incomplete-Referral (IR) with a provisional letter grade is given to students in the course from which they were referred. The I-R grade is removed when the student registers for the Speech Clinic. However, they may be required to take more than one semester of the Speech Clinic.

Textbook Information

To view textbook information, visit the online class schedule at textbook.pace.edu <http://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.

Tutorials

Tutorials are regularly scheduled courses that are under-enrolled by normal standards, but which, at the discretion of the dean and with the consent of the instructor, are retained on a tutorial basis. In these circumstances, New York State regulations require that the objectives and usual conduct of the course remain unchanged. Students' academic transcripts will record the course name and number as listed in the Undergraduate Catalog and class schedule. Students must complete registration for tutorials by the second week of the semester.

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:

- 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 or his or her spouse, domestic partner, sibling, parent, child or step-child.
- Employment obligations.

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

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.)

Procedure. 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 or his or her spouse, domestic partner, sibling, parent, child or step-child 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 leave of absence. Or, when a student applied for a leave of absence, the recovery time required for the student's parent to recover from an automobile accident was unknown. Subsequently, due to the prolonged recovery period, the student is 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 for medical reasons 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 2012 takes a 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.

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 then 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.

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.

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, 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.

(Information about a leave of absence due to military service and resumption of studies may be found in the Military Leave of Absence Policy. This Resumption of Studies Policy is not applicable to students who interrupted their enrollment at Pace University, whether pursuant to the Leave of Absence Policy or not, and now wish to enroll in the iPace program. For information about the iPace program, including eligibility criteria, please contact iPace@pace.edu.)

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:

- 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, 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 the University may request.
- Provide whatever additional documentation the University may request.
- Students are required to confer with an academic advisor before registering for any courses.

Exceptions to Procedure. The procedure identified 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 and the Lienhard School of Nursing 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 2012 takes a 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.

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.

Pace-funded Merit Awards. 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 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. 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.)

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 below in the “Grades Appeal Process” 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 <i>becomes I-F if not made up within six weeks</i>	None
I-F	Unauthorized withdrawal <i>not eligible to make up work</i>	0-59%
I-R	Remedial work required	None
SAT	Satisfactory (<i>noncredit course</i>)	None
UNS	Unsatisfactory (<i>noncredit course</i>)	None
AUD	Auditor— <i>no credit granted for course</i>	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 at-

tempted at Pace, including a grade of "F", but not grades of "W," "I-R," "K" or "P." A QPA of 2.00 is necessary for graduation.

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

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 2.00 is necessary for graduation.

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.

The "I-R" Grade and Referrals

A student in any course in the University who is found to be deficient in basic skills in English or, on the New York City campus, oral communication can be referred for remedial work. In such an instance, the student will receive the grade of "Incomplete-Referral" (I-R) with a provisional letter grade. The I-R grade is for those students who have mastered course content to the level of C or better but who have limited writing or oral deficiencies that can be remediated.

Referral at the end of a semester from any course offered by the University may also be made if a student demonstrated inadequate writing skills in prepared assignments or examinations. A referred student must complete the required remediation in the semester following the referral and may not take any other English course at the same time. A student who is referred at the end of the semester will receive a grade of Incomplete-Referral (I-R) for the course from which he or she was referred, with a provisional letter grade; the letter grade becomes official when the student has completed the remedial course.

English As A Second Language (ESL) Course Referrals (New York City Campus Only)—Students Normally Take Each ESL Course Only Once And In Sequence, But A Student Who Is Unready For The Next Level, Or Whose Writing Skills Are Judged Deficient By A Teacher In Any Course In The University, May Be Required To Repeat ENG 052, ENG 099A, Or ENG 100A. In Such Cases, Only The Grade Received On The Second Attempt Appears On The Student's Permanent Record. (No Additional Credit Is Given For Repeating ENG 100A.)

If the student was referred for remediation at the end of a course, he or she receives a grade of Incomplete-Referral (I-R), with a provisional letter grade for that course. When the referred student has successfully completed the remediation, the provisional grade becomes official. Students referred to ENG 052, ENG 099A, or ENG 100A from a 100-level course are normally expected to complete the remediation in the following semester and may not take any other English course at the same time.

Speech Clinic Referrals (New York City Campus)—Students Who Do Not Achieve Minimum Departmental Standards In COM 200 Or COM 200A May Be Referred To The Speech And Hearing Center For A Speech Evaluation. Referred Students May Be Assigned To Speech Clinic (SPE 050, 052) For Individual Or Group Remedial Speech Services When Appropriate. An Assigned Student Must Register For Speech Clinic In The Semester Following The Referral. A Grade Of Incomplete-Referral (IR) With A Provisional Letter Grade Is Given To Students In The Course From Which They Were Referred. The I-R Grade Is Removed When The Student Registers For The Speech Clinic. However, She Or He May Be Required To Take More Than One Semester Of The Speech Clinic.

Pass-Fail - Undergraduate

Students with 60 credits and a cumulative GPA of at least 2.5 may take one elective course per semester pass-fail. Core courses and major courses are excluded. Not more than four courses toward the degree may be taken on a pass-fail basis. Only a grade of "F" will be computed into the GPA. Students must notify the Office of Student Assistance of their intent to take a course pass-fail within the first two weeks of a fourteen- or fifteen-week term, or the first week of a four-, six-, or seven-week session.

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.

Re-computation (Repeated Course) - Undergraduate

If a student repeats a course, only the grade and credits earned the last time the course was taken will be computed in the cumulative GPA. Students wishing to apply for re-computation of their GPA must complete the appropriate form at the Office of Student Assistance. The GPA average will be recomputed only for the semester in which the student repeats the course; the average of the semester in which the course(s) was first taken will not be changed. If a student withdraws from the course during the semester in which it is being repeated, the cumulative GPA will reflect the original grade. Re-computation is not permitted after a degree has been awarded. Students who receive permission to take at another institution a course for which they failed to attain a passing grade at Pace will have the credit earned at the other institution treated as transfer credit at Pace (provided they attain a grade of "C" or better). The course may not be used to recompute the failing grade at Pace.

Records

Academic Transcripts

Official and unofficial academic transcripts of a student's academic record are available by written request by the student or alumnus to the Office of Student Assistance. Current students and recent alumni may also request an academic transcript via the web at www.pace.edu/MyPace. There is no fee assessed for official or unofficial academic transcripts. The University will not provide copies of academic transcripts to or on behalf of any student or alumnus with a delinquent outstanding balance. Official academic transcripts are sent directly to other institutions; academic transcripts sent to students are marked "Student Copy." The University accepts no responsibility for the accuracy of an unofficial academic transcript after it has been issued.

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. Photocopies of the records are available upon request and for a fee of fifteen cents per page.

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 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*

Scholastic Honors

Dean's List

Matriculated students ("degree students") who achieve a high standard of scholarship in a semester are named to the dean's list, published at the end of each fall and spring semester.

Honors are awarded as follows:

First Honors	3.85–4.00
Second Honors	3.65–3.84
Third Honors	3.50–3.64

To be eligible for honors, students must complete nine credits, excluding grades of P. Students who receive a D or F are ineligible for honors that semester. Students who attain a qualifying average through the removal of an incomplete grade after the six-week extension may not be included on the dean's list. Eligible students are sent a dean's list certificate by the dean of their college/school.

National Honor Societies at Pace University

An Invitation To All Pace Undergraduate Students. In Keeping With Its Motto *Opportunitas*, The Mission Of Pace University Is To Provide Its Students With The Opportunity To Discover And Fulfill Their Potential. At Pace University, Supportive And Challenging Programs Prepare Graduates For Meaningful Lives And Successful Careers In A Rapidly Changing World. The University's Commitments Combine Respect For Traditional Academic Values With Readiness To Meet The Challenges Of The Future With Energy And Innovation.

Pace University strives to foster intellectual growth, ethical maturity, civic responsibility, and professionalism in specific disciplines. National honor societies at Pace University play a vital role in advancing these goals. All national honor societies recognize academic excellence, promote scholarship, and enrich the undergraduate educational experience. Members benefit from fellowship among students, faculty, and active professionals. Honor societies are keys that open doors to graduate

school, career opportunities, and professional development. Membership in an honor society bestows honor, recognition, and lifetime distinction. Honor societies keep their members informed of changing developments in their respective fields through meetings and publications. Finally, members may be eligible for scholarships offered by national honor societies that support undergraduate education, graduate education, and special activities. Students are encouraged to strive to meet the eligibility requirements of the appropriate honor societies listed below.

Alpha Chi (The National College Honor Scholarship Society) – Alpha Chi is a general honor society that admits students from all academic disciplines. The purpose of this honor society is to promote academic excellence and exemplary character among college and university students and to honor those who achieve such distinction. Membership in Alpha Chi recognizes previous accomplishments and provides opportunity for continued growth and service. Some 300 chapters, located in almost every state and in Puerto Rico, induct more than 11,000 members annually. Alpha Chi is distinctive in that it involves members in all aspects of its operation: chapter officer leadership, student representation on the National Council, local chapter event planning, and presenting scholarly programs at regional and national conventions.

Alpha Delta Sigma (The National Marketing Honor Society) – Alpha Delta Sigma is the national honor society sponsored by the American Advertising Federation.

Alpha Iota Delta (The National Honor Society in the Decision Sciences) – Alpha Iota Delta is dedicated to the ideal of solving the problems of mankind with humanity and rationality. Humanity is recognized in the decision sciences by understanding that there is a human component to every decision. Rationality is recognized by understanding that there is a need in every decision for order, sensitivity, and relativity. Alpha Iota Delta was formed to foster the growth of these ideals within future generations of the decision sciences by conferring distinction upon a very select group of current students who have distinguished themselves in decision science curricula and who hold high promise in their careers.

Alpha Phi Sigma (The National Criminal Justice Honor Society) – Alpha Phi Sigma is the nationally recognized honor society for students in the criminal justice sciences. The society recognizes academic excellence by undergraduates as well as graduate students of criminal justice.

Alpha Sigma Lambda (The National Honor Society for Nontraditional Adult Students, Mu Alpha Chapter) – The Mu Alpha Chapter of Alpha Sigma Lambda recognizes the special achievements of adult students who accomplish academic excellence while facing competing interests at home and at work. This honor society is dedicated to the advancement of scholarship and recognizes high scholastic achievement in an adult student's career.

Beta Alpha Psi (The National Honor Society for Accounting, Finance, and Information Systems) – Beta Alpha Psi is the national honorary and professional fraternity for students of accounting, finance, and information systems. As the premier professional accounting and business information fraternity, Beta Alpha Psi recognizes academic excellence and complements members' formal education by providing interaction between students, faculty, and professionals, and by encouraging ethical conduct, and public service. Beta Alpha Psi brings excellent students and business professionals together and fosters professional and social development by sponsoring activities that enhance the educational experience and broaden the perspective of each member. The Pace chapter has earned "Superior Chapter" status nationally each year since its inception.

Beta Beta Beta (The National Biology Honor Society) – Beta Beta Beta (TriBeta) is a society for students dedicated to improving the understanding and appreciation of biological study and extending boundaries of human knowledge through scientific research. Since its founding in 1922, more than 175,000 persons have been accepted into lifetime membership, and more than 430 chapters have been established throughout the United States and Puerto Rico.

Beta Gamma Sigma (The National Honor Society in Business) – Beta Gamma Sigma is the preeminent national honor society in business. Membership in Beta Gamma Sigma is the highest national scholastic recognition that a student in business can receive in an undergraduate or graduate program at a school accredited by the AACSB International – The Association to Advance Collegiate Schools of Business. The first national honor society in business, Beta Gamma Sigma was the result of a merger of three separate societies established to honor academic achievement in business at the University of Wisconsin, University of Illinois, and the University of California.

Gamma Kappa Alpha (The National Italian Honor Society) – The Gamma Kappa Alpha National Italian Honor Society is a society formed to acknowledge superior scholastic performance in the field of Italian language, literature, and culture, and is open to membership at institutions of higher learning in the United States and Canada. The Society encourages college students to acquire a great interest in, and a deeper understanding of, Italian culture, art and history. The organization recognizes outstanding undergraduate scholarship in the field of Italian by awarding annually the Gamma Kappa Alpha Award for Scholarship.

Golden Key International Honour Society – Golden Key International Honour Society recognizes and encourages scholastic achievement and excellence in all undergraduate fields of study, unites with faculty and administrators in developing and maintaining high standards of education, provides economic assistance to outstanding members by means of both undergraduate and graduate scholarships, and promotes altruistic conduct through voluntary service.

Kappa Delta Pi (The International Honor Society in Education) – Kappa Delta Pi is dedicated to scholarship and excellence in education. The Society is a community of scholars pledged to recognize scholarship and excellence in education, promote the development and dissemination of worthy educational ideas and practices, enhance the continuous growth and leadership of its diverse membership, foster inquiry and reflection on significant educational issues, and maintain a high degree of professional fellowship. Those students interested in the International Honor Society in Education for the Pleasantville campus, please refer to Pi Lambda Theta.

Kappa Mu Epsilon (The National Mathematics Honor Society) – Kappa Mu Epsilon is a specialized honor society in mathematics, founded in 1931 to promote interest in mathematics among undergraduate students. The chapters' members are selected from students of mathematics and other closely related fields who have maintained high standards of scholarship, have professional merit, and have attained academic distinction.

Lambda Pi Eta (The National Communications Honor Society) – Lambda Pi Eta is an honor society that seeks to recognize, foster, and reward outstanding scholastic achievement, to stimulate interest in the field of communication, to provide an opportunity to discuss and exchange ideas in the field of communication, and to establish and maintain close relationships and understanding between faculty and students.

Lambda Sigma (The National Honor Society for Second-Year Students) – Lambda Sigma, a National Honor Society for second year students, is dedicated to the purpose of fostering leadership, scholarship, fellowship, and services

among its members as they promote the interests of the colleges and universities they represent.

Omicron Delta Epsilon (The International Honor Society in Economics) – Omicron Delta Epsilon is one of the world's largest academic honor societies. The objectives of Omicron Delta Epsilon are to recognize scholastic attainment and to honor of outstanding achievements in economics, as well as to establish closer ties between students and faculty in economics within colleges and universities, and among colleges and universities.

Phi Alpha Theta (The National History Honor Society) – Phi Alpha Theta is a professional society whose mission is to promote the study of history through the encouragement of research, good teaching, publication, and the exchange of learning and ideas among historians. This honor society seeks to bring students, teachers, and writers of history together for intellectual and social exchanges.

Phi Sigma Iota (The International Foreign Language Honor Society) – Phi Sigma Iota recognizes outstanding ability and high standards of students and faculty of foreign languages, literatures and cultures (including classics, linguistics, philology, comparative literature, ESL, bilingual education, and second language acquisition). It is the highest academic honor in the field of foreign languages. Phi Sigma Iota has initiated over 50,000 members since its foundation in 1917, and has created and supported numerous scholarship programs.

Pi Delta Phi (The National French Honor Society) – Pi Delta Phi recognizes outstanding scholarship in the French language and its literatures, increases the knowledge and appreciation of Americans for the cultural contributions of the French-speaking world, and stimulates and encourages French and francophone cultural activities.

Pi Gamma Mu (The International Honor Society in Social Sciences) – Pi Gamma Mu recognizes undergraduate and graduate students who have distinguished themselves as scholars of the social sciences. Academic disciplines concerned principally with human behavior. Pi Gamma Mu considers the following fields to be included among the social sciences: anthropology, criminal justice, economics, geography, history, international relations, political science, psychology, and sociology.

Pi Lambda Theta (The International Education Honor Society) – Pi Lambda Theta is an international honor society and professional association in education that honors excellence and fosters leadership skills and intellectual values. Membership is open to students and professionals who have met specific academic requirements or who have achieved certification by the National Board for Professional Teaching Standards. Members can draw on a network of colleagues for professional support and friendship – before graduation, throughout a career, and after retirement. Those students interested in the International Honor Society in Education for the New York City campus, please refer to Kappa Delta Pi.

Psi Chi (The National Honor Society in Psychology) – Psi Chi is the National Honor Society in Psychology, founded in 1929 for the purposes of encouraging, stimulating, and maintaining excellence in scholarship and advancing the science of psychology.

Sigma Iota Epsilon (The National Management Honor Society) – Sigma Iota Epsilon is the premier honorary and professional fraternity organization in management. Sigma Iota Epsilon recognizes superior scholarship and offers members opportunities to engage in professional programs and other activities intended to bridge the gap between management theory and management practices.

Sigma Tau Delta (The International English Honor Society) – Sigma Tau Delta's central purpose is to confer distinction upon

students of the English language and literature in undergraduate, graduate, and professional studies. Sigma Tau Delta also recognizes the accomplishments of professional writers who have contributed to the fields of language and literature. One of the largest members of the Association of College Honor Societies, Sigma Tau Delta has more than 600 active chapters, more than 900 faculty sponsors, and inducts approximately 7,000 members annually.

Sigma Theta Tau (The International Honor Society of Nursing) – Sigma Theta Tau International honors those who demonstrate a personal commitment to nursing excellence. Sigma Theta Tau is committed to fostering excellence, scholarship, and leadership in nursing to improve health care worldwide. The Society promotes the use of nursing research in health care delivery and makes its resources available to all people and institutions interested in the latest knowledge in nursing care. Members are committed to providing the latest research, information, and technology in nursing science, and are instrumental in the profession's scientific journey toward improved patient care.

Sigma Xi (The International Honor Society of Science and Engineering) – Sigma Xi is a scientific research society. One of the oldest and largest scientific organizations, Sigma Xi has promoted a variety of science-oriented programs since its founding in 1886. Its goals are to foster worldwide interactions involving science, technology, and society; to encourage appreciation and support of original work in science and technology; and to honor scientific achievements. Sigma Xi is a society of more than 80,000 scientists throughout the world. Throughout its history, there have been 195 Nobel laureates in Sigma Xi.

Upsilon Pi Epsilon (The International Honor Society for the Computing Sciences) – Upsilon Pi Epsilon is the first and only international honor society for the Computing Sciences. It was founded in 1967 to recognize scholarship and professionalism. Membership in Upsilon Pi Epsilon is limited to candidates who can effectively achieve the goals of recognizing outstanding talent in the computing sciences, promoting high scholarship in the computing sciences, establishing and maintaining high standards, representing the computing sciences in interdisciplinary communications, and encouraging individual contributions to society through the computing sciences.

Graduation Policies, Honors, and Awards

Candidates for Graduation—Candidates for graduation must file an Application for Graduation with the Office of Student Assistance according to the schedule below. They can be faxed to their home campus or delivered in person. Students who have filed the application by the filing date will receive a graduation evaluation letter from the graduation auditor. Please refer to Commencement for additional information.

Graduating Class Filing Due Date

August	Prior to Previous November 15
December	Prior to Previous March 15
May	Prior to Previous September 15

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. Students who have filed an Application for Graduation with the Office of Student

Assistance by the filing deadline will receive information regarding the commencement exercises, tickets, invitations, and academic attire, from the Office of Special Events. Please refer to Candidates for Graduation for additional information.

Latin Honors—Bachelor's Degree Students Are Awarded Honors For High Scholastic Achievement On The Following Basis:

Summa cum laude	Final QPA of 3.85–4.00
Magna cum laude	Final QPA of 3.65–3.84
Cum laude	Final QPA of 3.50–3.64

Graduation With Distinction—Students Who Have Completed 32–59 Credits At Pace University, And Are Therefore Not Eligible For Latin Honors, And Who Have Earned A Bachelor's Degree With A Final QPA Of 3.50 Are Eligible To Receive Their Degrees With Distinction. Graduates Of The Associate Degree Programs Who Have Earned A Final QPA Of 3.50 And Have Completed At Least 30 Credits At Pace Are Also Eligible To Receive Their Degrees With Distinction.

Commencement Awards

Trustees' Award—This Award Is Presented To The Graduating Student Whose Positive Contributions To University Life And Whose Academic Accomplishments Exemplify The Highest Level Of Achievement Attainable For An Undergraduate. The Student Receiving The Award Must Have Completed A Minimum Of 60 Credits At Pace.

Community Service Award—This Award Is Presented To The Graduating Student Whose Active Contributions To The Life Of The University Community And To The Endeavors Of Our Neighbors In The Surrounding Community Most Admirably Embody An Appreciation For Social Responsibility. The Student Receiving The Award Must Have Completed A Minimum Of 60 Credits At Pace With A Cumulative QPA Of 2.75 Or Better.

The Henry Birnbaum Endowed Scholastic Achievement Award—This Award Is Presented To A Graduating Full-Time Graduate Or Undergraduate Student Who Has Earned All Of His/Her Degree Credits At Pace University On The New York City Civic Center Campus, Who Has Shown Outstanding Scholarly Aptitude During His/Her Tenure At Pace, And Who Has Earned A Quality Point Average Of At Least 3.8 Upon Graduation.

The Charles H. Dyson Award—This Award Is Presented To The Outstanding Member Of The Dyson College Society Of Fellows.

Scholastic Achievement Award—This Award Is Presented To The Graduating Students In The Dyson College Of Arts And Sciences, Lubin School Of Business, School Of Education, Lienhard School Of Nursing, And Seidenberg School Of Computer Science And Information Systems Excelling In Scholarship, Effectiveness In Class Discussions, Research, And General Performance In A Bachelor's Degree Program. The Students Receiving The Award Must Have Completed A Minimum Of 60 Credits At Pace And Be Qualified At Least For Graduation Cum Laude.

Academic Leadership Award—This Award Is Presented To The Graduating Students Who Best Exemplified Academic Citizenship Through Integrating Academic Achievement And Leadership Skills To Serve As A Role Model For Other Students. Students Receiving This Award Must Have A Cumulative QPA Of 3.3 Or Higher.

Other Policies

Affirmative Action Policy Statement

The Affirmative Action Policy Of Pace University Is Adopted Pursuant To Its Commitment To The Principles Of Equal Op-

portunity 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 Coordinator of Disability Services for his or her campus. The Coordinator of Disability Services for the New York City campus, Richard H. Raskin, PhD, may be contacted at the Counseling Center at 156 William Street, 12th floor, New York, New York 10038, 212-346-1526 or by e-mail, rraskin@pace.edu. The Coordinator 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 e-mail, 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 Coordinator of Disability Services. Moreover, no one, including faculty, is authorized to contact the Coordinator 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 Coordinator 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 Coordinator 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 Coordinator 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 Coordinator of Disability Services. The Coordinator of Disability Services will, as may be appropriate, endeavor to remedy the situation.

If a student disagrees with the accommodation recommended by the Coordinator of Disability Services, he or she should promptly appeal the recommendation to Mr. Geoffrey Harter, the University's Judicial Compliance Officer, who may be contacted at 914-773-3717.

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 Coordinator 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), una-

vailability 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.

FINANCIAL ASSISTANCE

Financial Aid and Scholarship Programs at Pace

Pace University's Financial Aid policy is to provide the maximum financial aid available to qualified students to help make their attendance at Pace University a reality.

To this end, the University administers a wide range of scholarship and financial aid programs designed to enable the student to pursue his/her studies to graduation. There are four types of financial aid available at Pace: scholarships, grants, on-campus employment, and loans. Our financial aid administrators will develop a financial aid award package that meets your specific needs. Your package may combine two or more types of aid as well as alternative financing opportunities.

Pace University helps students and families with their college expenses by awarding merit, incentive and need based aid in the form of Pace funded scholarships, grants and awards.

These are grants and do not need to be repaid. In addition to these resources, grants and scholarships are available through the state and federal government. Financial Aid in the form of loans, which do need to be repaid, is available through the federal government and private lenders.

The only way to be considered for maximum funding is to file the Free Application for Federal Student Aid (FAFSA), which is available at www.fafsa.gov and indicate that the results should be sent to Pace University. Pace's FAFSA codes are:

New York City campus:	002791
Pleasantville campus:	002792
White Plains:	002727

We recommend that you file by February 15, after that date not all sources of funding will be available.

Pace University has a strong commitment to academic excellence. Its scholarship and grant programs are designed to award students who have demonstrated superior academic development. University-sponsored scholarships, awards and grants are awarded to students on the basis of academic merit and promise, service to the community, and financial need. Each year, students at Pace receive more than \$270 million in aid overall, with over \$100 million funded by Pace University. In addition, 95% of freshmen receive some type of financial aid.

It is important to recognize that many scholarship opportunities (such as Pace Endowment funds) are overlooked or missed by students who are unaware of their availability or who do not file the FAFSA. Students should be sure to check for awards they might qualify for on our Pace Endowed Scholarship site (<https://appsrv.pace.edu/Scholarship/>) and private outside scholarship websites. Exploring financial aid opportunities requires time, effort, and advance planning. Many of these opportunities are highly competitive so early application to several sources tends to yield the best results. It is also important to be aware that each type of financial aid award has criteria that must be met for the student to receive the award and/or to have the award renewed for subsequent years. Please read the information about each type of aid carefully, as well as the General Eligibility and Important Policy Information sections. Please also read all communications received from the Financial Aid Office and information available on the Portal. Finally, please always feel free to speak with a Financial Aid Counselor if you have any questions.

Financial Aid Application Dates:

JANUARY 1

Earliest date to submit FAFSA

FEBRUARY 15

File by this date for priority consideration to maximize your Award

AFTER FEBRUARY 15

Awards will continue to be made, but sources of funding may not be available. For more information, go to www.fafsa.ed.gov

NOTE: this is the only official FAFSA site

How to Apply for Financial Aid

All students should apply annually for Financial Aid. The priority deadline for filing the FAFSA is February 15th each year. Check your FAFSA or Renewal Application to confirm that it contains Pace University's federal code for your campus:

New York City Campus Code:	002791
Pleasantville Campus Code:	002792
White Plains Campus Code:	002727

Undergraduate Students: Financial Aid

The only way to qualify for financial aid is to take the opportunity and apply. Remember, financial assistance is based on many factors; each family's situation is unique and assumptions about eligibility are often inaccurate. It is vital that you go through the process of applying for financial aid so that you know exactly what your financial package at Pace will be.

Types of financial aid and scholarships available include:

I. Pace University Financial Aid Programs

- President's and Deans' Scholarship Awards (Incentive Award)
- Trustee Recognition and Pace Incentive Awards (Incentive Awards)
- Transfer Incentive Award (Incentive Award)
- Pace Grant (Need Based)
- Endowed Scholarships (Incentive & Need Based)

II. Federal Financial Aid Programs

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant
- (SEOG)
- Federal Perkins Loans
- Federal Work-Study
- Jump Start
- Subsidized Federal Direct Stafford Loans
- Unsubsidized Federal Direct Stafford Loans
- Federal Direct Plus Loans (for Parents)

III. State Financial Aid Programs:

- New York State Tuition Assistance Program (TAP)
- Aid for Part-Time Study (APTS)

IV. Alternative Financing Options:

- Alternative Loans
- Tuition Pay Plan
- The Office of Student Accounts and Registrar Services also accepts American Express, VISA, MasterCard, and the Discover Card.

Note: Any combination of Pace Academic awards and other institutional funding cannot exceed your tuition charges.

General Eligibility

To be considered eligible for most financial aid programs a student must: be matriculated (accepted for and enrolled in a degree program, or certain certificate programs), be enrolled in at least six credits per semester, be making satisfactory academic progress, demonstrate financial need (for need-based aid), and file the Free Application for Federal Student Aid (FAFSA) by February 15 (for priority consideration). There are very few exceptions to these basic eligibility criteria, and many financial aid programs have additional eligibility criteria.

The basis of selection for most awards is ability and/or financial need. Financial need determines your eligibility for many types of aid. Financial need is the difference between the Cost of Attendance at a university or college and the Expected Family Contribution (EFC) as calculated according to the federal Need Analysis Formula. The Cost of Attendance includes estimates for tuition, fees, room, board (meals), transportation, books, and personal expenses. After filing your FAFSA you will receive a Student Aid Report (SAR) from the Federal Student Aid Office that will include your Expected Family Contribution (EFC). You can determine your financial need by subtracting your EFC from the total cost of the college you wish to attend.

The Financial Need formula is: $\text{Cost of Education} - \text{EFC} = \text{Financial Need}$

Most Financial Aid is renewable on a yearly basis provided there is adequate funding, and the student remains eligible. "Remaining eligible" refers to continuing to meet the criteria for receiving the award and maintaining Satisfactory Academic Progress for federal and Institutional funds ("Good Academic Standing" for New York State funds). Please make sure you review the details of the "Satisfactory Academic Progress" and "Good Academic Standing" policies, found in the Important Policy Information section below.

Application Process and Filing Dates for Financial Aid Programs

All students should apply annually for financial aid.

To apply for financial aid from the federal government, New York State or Pace University, you must file the Free Application for Federal Student Aid (FAFSA). You can apply online at www.fafsa.gov.

You, and your parents or spouse, (if applicable) can electronically sign the FAFSA online using your individual PIN numbers, which can be requested from the FAFSA Web site.

For priority consideration you should file the FAFSA no later than February 15th, as some awards are made to qualifying applicants on a first come first served basis. You may estimate your answers concerning your federal tax return if you have not yet completed your tax return. Students admitted to Pace University for the Spring semester should file the FAFSA no later than December 1st for priority consideration.

When you complete the FAFSA you will need the following Pace campus codes:

- New York City campus: 002791
- Pleasantville campus: 002792
- White Plains campus: 002727

Four to six weeks after filing the FAFSA the Federal Student Aid Office will send you a Student Aid Report (SAR). It is essential you read the comments, check the data, and follow all instructions.

Other Application Requirements:

- To complete your application for New York State aid (New York residents only) complete the Express TAP Application (ETA) online. (You will be provided with a link to the ETA from the FAFSA website after you finish filing your FAFSA.)
- To apply for the PLUS loan have your parents return the Plus Application included with your Award Notice package.
- To apply for Endowed Scholarships from Pace University (Continuing and Resuming students only), complete the application on-line at: <https://appsrv.pace.edu/Scholarship/>
- To apply for Alternative Loans, apply on your lender's website and provide your lender with any requested documentation. (See section on Alternative Loans.)
- To apply for aid for the Summer, please refer to the Summer Financial Aid Application Procedures section below.

For the 2012-2013 financial aid year and beyond, the U.S. Department of Education strongly suggests that families use the IRS Data Retrieval function if applicable. The federal government randomly selects financial aid applications to go through a process called Verification each year. In addition, the Financial Aid Office is required to resolve all conflicting information and obtain documentation and explanations for all unusual circumstances. If you are selected for Verification, have conflicting information or unusual circumstances, the Financial Aid Office will request additional documentation or information to support your application, such as a copy of your federal tax transcript and W2 form, proof of citizenship, child support paid, etc. If documentation or information is requested you must provide it as quickly as possible. The deadline for completing verification and resolving all issues with your application is July 1st for the Fall semester and December 1st for the Spring semester. Students who submit requested documentation or information after those dates may not have their aid available in time to pay their bills for those semesters.

When to Expect your Award Notice:

- Students admitted for the Fall semester will begin receiving Award Notices two to three weeks after the FAFSA is processed by the federal processor, beginning in early March.
- Students admitted for the Spring semester will begin receiving Award Notices two to three weeks after the FAFSA is processed by the federal processor, beginning in mid-November.
- Continuing and Resuming students will begin receiving Award Notices two to three weeks after the FAFSA is processed by the federal processor, beginning in early June. Please note: Award Notices sent to Continuing and Resuming students in June are subject to change after Academic Progress is reviewed at the end of June (see section below on Satisfactory Academic Progress).

Note: All awards are subject to change as a result of:

- Changes in your resident status (commuter/resident).
- Changes in your expected enrollment status.
- Receiving financial aid not listed on the Award Notice.
- Changes in your Need

In addition, if you drop or withdraw from some or all of your classes your financial aid may be reduced or cancelled. Please refer to the "Financial Aid Refund and Repayment" policy below.

Summer Financial Aid Application Procedures

Limited types and amounts of financial aid are available for the summer terms. Students should be aware that using financial aid during the summers may impact their eligibility for aid during the following academic year or at the end of their degree program.

Students interested in receiving financial aid for the summer terms should make sure they have filed the FAFSA for the academic year prior to the summer (i.e. 2011-2012 for summer 2012). In most cases a student should also already have a FAFSA on file for the following academic year. In addition, summer aid applicants must also file a Pace University Application for Summer Financial Aid which is available from your campus Financial Aid Office beginning in March.

Combined Degree Nursing Students

Combined Degree Nursing students (CDP) interested in applying for financial aid should complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.gov. This application must be completed to determine eligibility for all need-based awards, including federal loans.

CDP students should be aware that, because they are pursuing a second bachelor's degree during the first year of the program, the federal programs available during that period are limited to the Federal Direct Loan program, and if they are New York residents, the Tuition Assistance Program (TAP), if eligibility was not exhausted for the first bachelor's degree. There are also limited Federal Nursing Loan funds available.

All students are strongly encouraged to seek alternative, external financial resources. An extensive list is available in the Nursing Resource Laboratory in Lienhard Hall on the Pleasantville campus. Your campus Financial Aid Office also has listings of outside scholarship resources, as do most public libraries.

Getting Aid In The Future

As an undergraduate student your academic progress is reviewed at the end of each school year. You must meet satisfactory academic progress requirements if you are the recipient of any of these Federal or institutional aid programs:

Federal Aid Programs

- Federal Pell Grant
- Federal Supplement Educational Opportunity Grant (SEOG)
- Federal Work Study (FWSP)
- Federal Perkins Loan (formerly NDSL)
- Federal Direct Loan (both subsidized and unsubsidized)
- Federal PLUS (parent loan for undergraduate students)

Pace Financial Aid Programs

- Pace Grants
- Pace Awards
- Pace Scholarships
- Pace Tuition Remissions

Pace University scholarships (President's Scholarship, Dean's Scholarship) require a cumulative quality point index of 3.0 in order to remain eligible for these academic based scholarships. Pace University Awards (Trustee Recognition Award, Pace Incentive Award, Transfer Incentive Award) require a minimum cumulative quality point index of 2.0.

There is a maximum period of time set for completion of a degree program with the benefit of Federal and/or Pace financial assistance.

Satisfactory Academic Progress

1. If a student has attempted 1 through 32 credits, the student must have passed at least 50% of these credits. If 33 through 64 credits have been attempted, the required successful completion rate is 55%. If 65 through 96 credits were attempted, 60% of these credits must be passed. Over 96 attempted credits require a 70% successful completion rate.
2. The student must maintain a cumulative Quality Point Average (QPA) of at least 1.00 if 1 through 32 credits have been attempted. If 33 through 64 credits have been attempted, the required cumulative QPA is 1.50. After 64 credits have been attempted, the student must maintain a cumulative QPA of at least 2.00.
3. A student who has attempted more than 183 credits no longer qualifies for financial aid. Note: All students should apply annually for financial aid.

Renewal Instructions for Financial Aid

All students should apply annually for financial aid. The priority deadline for filing the FAFSA is February 15th.

- You may file the FAFSA on the Web at www.fafsa.ed.gov. You and your parents (if applicable) can electronically sign the FAFSA online if you have your individual PIN numbers, which can be requested from the FAFSA web site.
- Check your FAFSA or Renewal Application to confirm that it contains Pace University's federal code for your campus. The New York City Campus code is 002791; the Pleasantville Campus code is 002792.
- Four to six weeks after filing the FAFSA the Federal Student Aid Office will send you a Student Aid Report (SAR). It is essential you read the comments, check the data, and follow all instructions.
- Look for your Pace University Award Notice in June or early July (the Office of Financial Aid may request additional documentation, such as signed copies of your tax returns.) You must accept, sign, and return your Award Notice to the Office of Financial Aid as soon as possible.

Undergraduate Loans

The Federal Government has selected Pace University to be a Direct Loan School.

Federal Subsidized Direct Stafford Loans

To apply, student indicates interest in student loans on their FAFSA. Financial need is a requirement for this Loan. The college packages the student loan. A promissory note must be signed by the student at www.dlenote.ed.gov. Students are also required to complete an entrance interview before the loan application can be completed. Once the student's promissory note and verification form have been completed, funds are disbursed to the student's account.

Federal Unsubsidized Direct Stafford Loans

A student applies by filing the FAFSA form. The Financial Aid Office determines the student's loan eligibility. A promissory note must be signed by the student at www.dlenote.ed.gov. Students are also required to complete an entrance interview before the loan application can be completed. Once the student's promissory note and verification form have been completed, funds are disbursed to the student's account. Total of subsidized and unsubsidized loans cannot exceed the annual grade level limit.

Federal Perkins Loan

Matriculated students who demonstrate exceptional need must complete the FAFSA by February 15th annually to receive priority consideration. Applications received after this date will be packaged based on eligibility and available funds.

Federal Direct Parent Loan Program (PLUS)

The parents of a dependent student may borrow up to the full Cost of Attendance minus other financial aid, for each academic year for a child matriculated into to a degree or certificate program. Parent loans have a fixed interest rate of 7.9%. Loan repayment begins within 60 days after disbursement. However, parents may request a deferment (from the federal Loan Origination Center) until six months after the student graduates or ceases to be enrolled in at least 6 credits. The standard repayment period is 10 years, however alternate repayment options are available. All borrowers are required to pay an origination fee. Currently the loan origination fee is 2.5 percent and is deducted from the face value of each loan borrowed.

The Financial Aid Office includes its "Parent Loans For Students (Plus) - Request For Federal Direct Plus Loan And Consent To Obtain Credit Report" form with Award Letters and has them available in the offices. Parents who wish to borrow a PLUS loan must complete this form and submit it to the Financial Aid Office. Upon receipt of this form, the Financial Aid Office will originate the loan with the federal government's Common Origination and Disbursement center beginning approximately June 1st and on a daily basis thereafter. If credit-approved, the parent must sign a Master Promissory Note (MPN) if not previously completed. The MPN can be signed online at www.studentloans.gov. There is no "Need" requirement for this loan. PLUS loans cannot be used to replace the student's eligibility for the Stafford Loan, so it is generally to the family's advantage to have the student borrow the lower interest rate Stafford Loan. Parents must reapply each year if they want a PLUS loan.

As with all student loans, Parent Loans for Undergraduate Students are to be used exclusively for educational expenses.

Parents (biological or adoptive) or step-parents (currently married to the parent) of dependent matriculated students may borrow through this program. The student must be enrolled at least half time (6 credits per semester) and must maintain Satisfactory Academic Progress. The parent/ step-parent must have a positive credit history. Both the parent/step-parent and the student must be U.S. citizens or eligible non-citizens. Neither the parent/step-parent nor the student may be in default of a federal student loan or owe a repayment on a federal grant. The parent/step-parent may borrow up to the cost of attendance per student minus financial aid available to the student. Funds are disbursed twice during the loan period.

Scholarships and Other Aid

Honors College Scholarship

Students are invited to join Pace's Pforzheimer's Honors College on the basis of their academic achievement, as measured by high school average, rank in class, SAT I or ACT scores and extracurricular activities. To be eligible for the Honors College, incoming Freshman students must have a high school average of 90 or higher, an SAT Critical Reading score of 550 or higher, an SAT Math score of 550 or higher and a cumulative SAT score of 1200 between those two sections (minimum ACT score of 27). Upperclass students may also be invited to join the Honors College based on exemplary academic achievement.

To be considered for Pace's Pforzheimer's Honors College and the scholarship, students must be admitted as matriculated students in a degree program. Students must enroll full-time (at least 12 credits per term) in each Fall and Spring term until completing the Bachelor's degree program. Priority is given to those students who have completed the admissions application process by February 1.

Scholarships are available for a maximum of four years from the term the student entered the University or until the first bachelor's degree is completed, whichever occurs first. (The exception is for students in the 5-year CPA program who may receive the award for up to five years). Summer sessions are not included. This scholarship is applicable ONLY to tuition charges at Pace and may not, in combination with other tuition specific financial aid, exceed the student's actual tuition. Renewal is automatic provided the student continues to participate in the Honors College, maintains a 3.30 cumulative QPA, maintains Satisfactory Academic Progress, and continuously enrolls full-time in each Fall and Spring term until completing the bachelor's degree. If this award is not renewed due to low QPA or unsatisfactory academic progress, it may be reinstated if the student achieves the required QPA or academic progress within one year.

Students receiving an Honor's Scholarship may not also receive any of the following awards: President's Scholarship, Deans' Scholarship, Trustee Recognition Award, Pace Incentive Award, Transfer Incentive Award, or Part Time Student Scholarship or Incentive Award. Students must sign an Award Agreement Form, which will be sent separately from the Award Notice, starting May 15th and on a rolling basis thereafter.

Criteria and Conditions for Pace University Undergraduate Incentive Awards

President's Scholarship

These prestigious scholarships are awarded to entering Freshman students who are admitted as matriculated students in a degree program. Students must enroll full-time (at least 12 credits per term) in each Fall and Spring term until completing the Bachelor's degree program. Selection is based on academic excellence. Priority is given to those students who have completed the admissions application process by February 1.

Scholarships are available for a maximum of four years or until the first bachelor's degree is completed, whichever occurs first. (The exception is for students in the 5-year CPA program who may receive the award for up to five years). Summer sessions are not included. This scholarship is applicable ONLY to tuition charges at Pace and may not, in combination with other tuition specific financial aid, exceed the student's actual tuition. Re-

newal is automatic, provided the student maintains a 3.00 cumulative QPA, maintains Satisfactory Academic Progress, and continuously enrolls full-time in each Fall and Spring term until completing the bachelor's degree. If this award is not renewed due to low QPA or unsatisfactory academic progress, it may be reinstated if the student achieves the required QPA or academic progress within one year.

Students receiving a President's Scholarship may not also receive any of the following awards: Honors Scholarship, Deans' Scholarship, Trustee Recognition Award, Pace Incentive Award, Transfer Incentive Award, Pace Opportunity Scholarship, or Part Time Student Scholarship or Incentive Award. Students must sign an Award Agreement Form, which will be sent separately from the Award Notice, starting May 15th and on a rolling basis thereafter.

Trustee Recognition Award

These merit awards are offered to entering Freshman students who show academic promise. To be eligible, students must be admitted as matriculated students in a degree program and must enroll full-time (at least 12 credits per term) in each Fall and Spring term until completing the Bachelor's degree program. Selection is based on academic excellence. Priority is given to those students who have completed the admissions application process by February 1.

Merit Awards are available for a maximum of four years or until the first bachelor's degree is completed, whichever occurs first. (The exception is for students in the 5-year CPA program who may receive the award for up to five years). Summer sessions are not included. This scholarship is applicable ONLY to tuition charges at Pace and may not, in combination with other tuition specific financial aid, exceed the student's actual tuition. Renewal is automatic, provided the student maintains a 2.00 cumulative QPA, maintains Satisfactory Academic Progress, and continuously enrolls full-time in each Fall and Spring term until completing the bachelor's degree. If this award is not renewed due to low QPA or unsatisfactory academic progress, it may be reinstated if the student achieves the required QPA or academic progress within one year.

Students receiving a Trustee Recognition Award may not also receive any of the following awards: Honors Scholarship, President's Scholarship, Deans' Scholarship, Pace Incentive Award, Transfer Incentive Award, Pace Opportunity Scholarship, or Part Time Student Scholarship or Incentive Award. Students must sign an Award Agreement Form, which will be sent separately from the Award Notice, starting May 15th and on a rolling basis thereafter.

Dean's Recognition Award

Transfer Students: minimum 3.25 transfer GPA and at least 24 transfer credits. Award amounts vary. Length of the award is for a maximum of four years, not including summer sessions. A completed undergraduate application for admission must be on file by February 1 for priority consideration.

Transfer Incentive Awards

These merit awards are offered to entering Transfer students who show academic promise. To be eligible, students must be admitted as matriculated students in a degree program and must enroll full-time (at least 12 credits per term) in each Fall and Spring term until completing the Bachelor's degree program. Selection is based on academic excellence. Priority is given to those students who have completed the admissions application process by February 1.

Merit Awards are available for a maximum of four years or until the first bachelor's degree is completed, whichever occurs first. (The exception is for students in the 5-year CPA program who may receive the award for up to five years). Summer sessions are not included. This scholarship is applicable ONLY to tuition charges at Pace and may not, in combination with other tuition specific financial aid, exceed the student's actual tuition. Renewal is automatic, provided the student maintains a 2.00 cumulative QPA, maintains Satisfactory Academic Progress, and continuously enrolls full-time in each Fall and Spring term until completing the bachelor's degree. If this award is not renewed due to low QPA or unsatisfactory academic progress, it may be reinstated if the student achieves the required QPA or academic progress within one year.

Students receiving a Transfer Incentive Award may not also receive any of the following awards: Honors Scholarship, President's Scholarship, Dean's Scholarship, Trustee Recognition Award, Pace Incentive Award, Pace Opportunity Scholarship, or Part Time Student Scholarship or Incentive Award. Students must sign an Award Agreement Form, which will be sent separately from the Award Notice, starting May 15th and on a rolling basis thereafter.

Pace Incentive Award

These merit awards are offered to entering Freshman students who show academic promise. To be eligible, students must be admitted as matriculated students in a degree program and must enroll full-time (at least 12 credits per term) in each Fall and Spring term until completing the Bachelor's degree program. Selection is based on academic excellence. Priority is given to those students who have completed the admissions application process by February 1.

Merit Awards are available for a maximum of four years or until the first bachelor's degree is completed, whichever occurs first. (The exception is for students in the 5-year CPA program who may receive the award for up to five years). Summer sessions are not included. This scholarship is applicable ONLY to tuition charges at Pace and may not, in combination with other tuition specific financial aid, exceed the student's actual tuition. Renewal is automatic, provided the student maintains a 2.00 cumulative QPA, and continuously enrolls full-time in each Fall and Spring term until completing the bachelor's degree. If this award is not renewed due to low QPA or unsatisfactory academic progress, it may be reinstated if the student achieves the required QPA or academic progress within one year.

Students receiving a Pace Incentive Award may not also receive any of the following awards: Honors Scholarship, President's Scholarship, Deans' Scholarship, Trustee Recognition Award, Transfer Incentive Award, Pace Opportunity Scholarship, or Part Time Student Scholarship or Incentive Award. Students must sign an Award Agreement Form, which will be sent separately from the Award Notice, starting May 15th and on a rolling basis thereafter.

Pace Grant

These Need Based awards are available to full-time students matriculated in a degree program. Awards are based on academic promise and financial Need. This award is limited to U.S. citizens and permanent residents. Students must complete the Free Application for Federal Student Aid (FAFSA) annually, and list Pace University as a school to be attended on the form. Priority is given to students who file the FAFSA by February 15. Recipients must enroll for at least 12 credits per Fall and Spring term, maintain satisfactory academic progress and a cumulative

QPA of at least a 2.00. Summer sessions are not included. Pace Grant is applicable ONLY to tuition charges at Pace and may not, in combination with other tuition specific financial aid, exceed the student's actual tuition. This award is available for the number of semesters necessary to complete a degree, however renewal is not guaranteed. Students must reapply each year. Renewal is based on continued financial Need, maintaining academic progress and a cumulative 2.00 QPA and the FAFSA filing date each year.

Carl & Lily Pforzheimer Foundation Endowed Scholarship Fund

The Office of Admission nominates students who have demonstrated exemplary community service and who meet the following criteria.

- First-year student: minimum B high school average and 1000 SAT score
- Transfer student: minimum 3.0 average
- Students must also show significant financial need as determined by the FAFSA.

Award amount is \$2,500 per year. Renewable annually based on documentation of continued community service involvement, cumulative GPA of 3.0, and financial need. A completed undergraduate application for admission must be on file by February 15th for priority consideration. A FAFSA application must also be filed with the Federal Student Aid office by February 1 for priority consideration. In addition, an essay regarding community service is required as part of your application.

New York State Tuition Assistance Program (TAP) and Scholarships

Students who wish to apply for TAP should file the Free Application for Federal Student Aid (FAFSA). When you apply using FAFSA-on-the-Web, you will be prompted to complete your online TAP application at the end of the FAFSA session. When your FAFSA is complete you will be asked to do the following:

- Establish a HESC PIN (Personal Identification Number) for TAP.
- You MUST establish your PIN in order to apply, keep track of your application information or make changes.
- Information from your FAFSA and your family's calculated NYS net taxable income will be pre-filled on your application for TAP-on-the-Web.

If you choose not to apply online, HESC will mail you an Express TAP Application (ETA). Information from your FAFSA and your family's calculated NYS net taxable income will be preprinted on your ETA. Review the information, change any incorrect items, complete any missing items, then sign and mail the form using the return envelope.

Applications for NYS TAP and scholarships should be made through the New York State Higher Education Services Corporation (NYS HESC). Contact them at 1-(888)-NYS-HESC or get more info on the Web at www.hesc.com.

The TAP application deadline is May 1 of the academic year for which aid is sought.

Good Academic Standing Requirements for Full-Time Undergraduate Students Receiving New York State Aid

Good Academic Standing Requirements for Full-Time Undergraduate Students Receiving New York State Aid

Full-time undergraduate students receiving TAP, Child of Veteran Awards, Veteran Tuition Awards, or any other New York State grant or scholarship, must meet the State Education Department's requirements for both satisfactory academic progress and program pursuit. For purposes of continued state aid eligibility, students are reviewed at the end of every semester for eligibility for the following term.

Satisfactory Academic Progress means that the student must pass a certain cumulative number of credits with a certain cumulative QPA prior to receiving each semester's award. A student may receive state aid for a maximum of eight (in some cases 10) semesters. The following chart outlines the number of credits passed and cumulative QPA a student must achieve in order to be eligible for each semester's state aid award.

Baccalaureate Degree

This chart applies to students first receiving aid in 2006-07 through and including 2009-10:

Before Being Certified for This Payment	1st	2nd	3rd	4th	5th
You Must Have					
Accrued at Least This Many Credits	0	6	18	30	45
With At Least This Cum Grade Point Average	0.00	1.10	1.30	1.40	2.00

Before Being Certified for This Payment	6th	7th	8th	9 th *	10 th *
You Must Have					
Accrued at Least This Many Credits	57	69	84	96	108
With At Least This Cum Grade Point Average	2.00	2.00	2.00	2.00	2.00

This chart applies to students first receiving aid in 2010-11 and thereafter:

Before Being Certified for This Payment	1st	2nd	3rd	4th	5th
You Must Have					
Accrued at Least This Many Credits	0	6	18	30	45
With At Least This Cum Grade Point Average	0.00	1.50	1.80	1.80	2.00

Before Being Certified for This Payment	6th	7th	8th	9 th *	10 th *
You Must Have					
Accrued at Least This Many Credits	57	69	84	96	111
With At Least This Cum Grade Point Average	2.00	2.00	2.00	2.00	2.00

**Note: Only students in five-year programs, approved pursuant to Section 145-2.7 of the State Regulations, are eligible for more than eight semesters of undergraduate awards.*

Associate Degree

This chart applies to students first receiving aid in 2006-07 through and including 2009-10:

Before Being Certified for This Payment You Must Have	1st	2nd	3rd	4th	5th	6th
Accrued at Least This Many Credits With At Least This Cum Grade Point Average	0	6	18	30	42	54
	0.00	1.10	1.30	1.40	2.00	2.00

This chart applies to students first receiving aid in 2010-11 and thereafter:

Before Being Certified for This Payment You Must Have	1 st	2 nd	3 rd	4 th	5 th	6 th
Accrued at Least This Many Credits With At Least This Cum Grade Point Average	0	6	18	30	42	54
	0.00	1.30	1.50	1.80	2.00	2.00

In addition to these Satisfactory Academic Progress requirements, the student must also meet requirements of Program Pursuit.

Program Pursuit means that the student must receive passing or failing grades in a certain number of credits during each semester that he/she receives a state award. ("W" grades (withdrawals) do not meet this requirement.) The following chart outlines the number of passing or failing credits the student must receive in each semester that a state award is received in order to continue to qualify for the award.

During the semester you receive this TAP payment	1	2	3	4	5	6	7	8
You must pass or fail at least this number of credits	6	6	9	9	12	12	12	12

A recipient of New York State aid who fails to meet the Program Pursuit or Satisfactory Academic Progress requirements in a particular semester, may wish to make up the necessary credits or achieve the required cumulative QPA by pursuing credits at his/her own expense in a given semester. By so doing, he/she may be able to make up the deficiency and be eligible to receive his/her New York State aid in the following semester.

Repeated Courses—If the student repeats a course in which an acceptable passing grade has already been received, such a course cannot be considered in determining whether the academic progress or program pursuit requirements have been met. There are two exceptions to this rule:

1. If the passing grade received for a course is unacceptable in a particular curriculum (e.g., a student enrolled in the nursing program who receives less than a "C+" grade in a nursing course).
2. If the course can be taken more than once and credits earned each time toward the completion of a student's degree program (e.g., NYC 290).

Undecided Majors—In addition to the academic progress and program pursuit requirements, students must have an approved major prior to the midpoint of their academic program. Students in a baccalaureate degree program must have an approved major prior to the first day of their junior year. Students in an associate degree program must have an approved major prior to the first day of their sophomore year.

CAP Students—CAP students must officially exit the CAP program and have an approved major by the aforementioned deadlines.

Special Notes for Transfer and Readmitted Students:

Transfer students and students readmitted after an absence of at least one year from college are reviewed for satisfactory academic progress for New York State assistance on a somewhat different basis. While the student must meet the Program Pursuit Requirements based on the number of New York State award payments he/she has received, the Satisfactory Academic Progress requirements the student will have to meet may be based on either the number of state aid payment he/she has received or the number of transfer or readmit credits awarded upon admission to the University. Pace will place the student on the chart for satisfactory academic progress based on whichever placement is of greater benefit to the student.

Accelerated Study TAP: To qualify for Accelerated Study TAP, students must still be enrolled full time in the prior term must have completed 24 credits in the prior two semesters (fall and spring) to receive payment for accelerated study during a summer term at Pace. The 24 credits must be credits earned at the same institution and applicable to the student's program of study. This requirement does not apply if the student is enrolled full-time in the summer.

Waiver Provision: Exceptional Cases

A TAP recipient who does not make academic progress or Program Pursuit in a particular semester due to extraordinary circumstances (serious illness, death in the family, etc.) may request a one-time waiver of these requirements. A waiver can be used only once as an undergraduate student so its use must be carefully considered and timed. During the waiver semester, the student must make up any academic progress or program pursuit deficiency.

A waiver may be granted only when the following conditions are met:

3. 1. Detailed documentation must be provided to verify the extraordinary circumstances. The documentation must include an explanation of how these circumstances resulted in the loss of good academic standing.
4. 2. Based on the documentation and the student's academic record, there must be a reasonable expectation that all future academic progress requirements will be met.

(Please note: Successful appeals of academic standing with the dean of the student's school or division at Pace and academic progress waivers granted by the Office of Financial Aid for federal and/or institutional aid programs do not constitute a waiver of the good academic standing requirements of the New York State aid programs. In addition, documentation submitted to either the office of the academic dean or the Office of Financial Aid to support an appeal of academic standing or academic progress is not shared with the TAP Certifying Officer. Students must submit such documentation separately when requesting a waiver of the good academic standing requirements of the New York State aid programs.)

A student who believes he/she has grounds for a waiver of the good academic standing requirements of the New York State aid programs or who has any questions concerning his/her eligibility for New York State aid should contact the University TAP Certifying Officer or his/her assistant(s), at (877) 672-1830.

Baccalaureate Degree (BA, BFA, BBA, BPS, BS)

BEFORE RECEIVING THIS PAYMENT	1st sem	2nd sem	3rd sem	4th sem	5th sem
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The student must pass at least this many credits	0	6	18	30	45	
With at least this cumulative QPA		0	1.10	1.30	1.40	2.00

BEFORE RECEIVING THIS PAYMENT	6th sem	7th sem	8th sem	9th sem	10th sem
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The student must pass at least this many credits	57	69	84	99	114	
With at least this cumulative QPA		2.00	2.00	2.00	2.00	2.00

*Note: Only students in five-year programs, approved pursuant to Section 145–2.7 of the State Regulations, are eligible for more than eight semesters of undergraduate awards.

Associate Degree

BEFORE RECEIVING THIS PAYMENT	1st sem	2nd sem	3rd sem	4th sem	5th sem	6th sem
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The student must pass at least this many credits	0	6	18	30	42	54
With at least this cumulative QPA	0	1.10	1.40	1.60	2.00	2.00

In addition to these Satisfactory Academic Progress requirements, the student must also meet requirements of Program Pursuit.

Program Pursuit means that the student must receive passing or failing grades in a certain number of credits during each semester that he/she receives a state award. ("W" grades (withdrawals) do not meet this requirement.) The following chart outlines the number of passing or failing credits the student must receive in each semester that a state award is received in order to continue to qualify for the award.

During the semester that this award payment is received

	1	2	3	4	5	6	7	8
The student must pass or fail at least this number of credits	6	6	9	9	12	12	12	12

A recipient of New York State aid who fails to meet the Program Pursuit or Satisfactory Academic Progress requirements in a particular semester, may wish to make up the necessary credits or achieve the required cumulative QPA by pursuing credits at his/her own expense in a given semester. By so doing, he/she may be able to make up the deficiency and be eligible to receive his/her New York State aid in the following semester.

Repeated Courses—If the student repeats a course in which an acceptable passing grade has already been received, such a course cannot be considered in determining whether the academic progress or program pursuit requirements have been met. There are two exceptions to this rule:

4. If the passing grade received for a course is unacceptable in a particular curriculum (e.g., a student enrolled in the nursing

program who receives less than a "C" grade in a nursing course).

5. If the course can be taken more than once and credits earned each time toward the completion of a student's degree program (e.g., NYC 290).

Undecided Majors—In addition to the academic progress and program pursuit requirements, students must have an *approved* major prior to the midpoint of their academic program. Students in a baccalaureate degree program must have an *approved* major prior to the first day of their junior year. Students in an associate degree program must have an *approved* major prior to the first day of their sophomore year.

CAP Students—CAP students must *officially* exit the CAP program and have an *approved* major by the aforementioned deadlines.

Special Notes for Transfer and Readmitted Students: Transfer students and students readmitted after an absence of at least one year from college are reviewed for satisfactory academic progress for New York State assistance on a somewhat different basis. While the student must meet the Program Pursuit Requirements based on the number of New York State award payments he/she has received, the Satisfactory Academic Progress requirements the student will have to meet may be based on either the number of state aid payment he/she has received or the number of transfer or readmit credits awarded upon admission to the University. Pace will place the student on the chart for satisfactory academic progress based on whichever placement is of greater benefit to the student.

Summer TAP: To qualify for Summer TAP, a student must register for at least 6 credits for the summer and enroll full-time (at least 12 credits) in the preceding spring or following fall semesters. This requirement does not apply if the student is enrolled full-time in the summer.

Waiver Provision: Exceptional Cases

A TAP recipient who does not make academic progress or Program Pursuit in a particular semester due to extraordinary circumstances (serious illness, death in the family, etc.) may request a one-time waiver of these requirements. A waiver can be used only once as an undergraduate student so its use must be carefully considered and timed. During the waiver semester, the student must make up any academic progress or program pursuit deficiency.

A waiver may be granted only when the following conditions are met:

6. 1. Detailed documentation must be provided to verify the extraordinary circumstances. The documentation must include an explanation of how these circumstances resulted in the loss of good academic standing.
7. 2. Based on the documentation and the student's academic record, there must be a reasonable expectation that all future academic progress requirements will be met.

(Please note: Successful appeals of academic standing with the dean of the student's school or division at Pace and academic progress waivers granted by the Office of Student Financial Services for federal and/or institutional aid programs do not constitute a waiver of the good academic standing requirements of the New York State aid programs. In addition, documentation submitted to either the office of the academic dean or the Office of Student Financial Services to support an appeal of academic standing or academic progress is not shared with the TAP coordinator's office. Students must submit such documentation separately when requesting a waiver of the good academic standing requirements of the New York State aid programs.)

A student who believes he/she has grounds for a waiver of the good academic standing requirements of the New York State aid programs or who has any questions concerning his/her eligibility for New York State aid should contact the University TAP Certifying Officer or his/her assistants, at (877) OSA-1830.

Good Academic Standing Requirements for Part-Time Undergraduate Students Receiving New York State Aid

Part-time undergraduate students receiving New York State Aid for Part-Time Study (APTS) must also meet the State Education Department's requirements for both satisfactory academic progress and program pursuit. These requirements closely follow the requirements for full-time undergraduate students receiving TAP awards. For purposes of continued state aid eligibility, students are reviewed at the end of every semester for eligibility for the following term.

Satisfactory Academic Progress means that the student must pass a certain cumulative number of credits with a certain cumulative QPA prior to receiving each semester's award. The criteria are essentially the same as for TAP recipients. The difference is that two APTS payments count as one TAP payment. A student may receive APTS for a maximum of 16 semesters. The following chart outlines the number of credits passed and cumulative QPA a student must achieve in order to be eligible for each semester's APTS award.

Baccalaureate Degree

BEFORE RECEIVING THIS APTS PAYMENT	1st 2nd 3rd sem	4th or 5th sem	6th or 7th sem	8th or 9th sem
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The student must pass at least this many credits	0	6	18	30
With at least this cumulative QPA	0	1.00	1.30	2.00
BEFORE receiving this APTS payment	10th 11th sem	12th or 13th sem	14th or 15th sem	16th
The student must pass at least this many credits	45	57	69	84
With at least this cumulative QPA	2.00	2.00	2.00	2.00

Associate Degree

BEFORE RECEIVING THIS APTS PAYMENT	1st 2nd 3rd sem	4th or 5th	6th or 7th sem	8th or 9th sem
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The student must pass at least this many credits	0	6	18	30
With at least this cumulative QPA	0	1.00	1.40	2.00
BEFORE RECEIVING THIS APTS PAYMENT	10th or 11th sem	12th sem		
The student must pass at least this many credits	42	54		
With at least this cumulative QPA	2.00	2.00		

In addition to these Satisfactory Academic Progress requirements, the student must also meet requirements of Program Pursuit.

Program Pursuit means that the student must receive passing or failing grades in a certain number of credits during each semester that he/she receives an APTS award. ("W" grades (withdrawals) do not meet this requirement.) The following chart outlines the number of passing or failing credits the student must receive in each semester that a State award is received in order to continue to qualify for the award.

First Year of APTS Payments—50 percent of part-time program must be completed each semester (1-1/2 credits per semester)

Second Year of APTS Payments—75 percent of part-time program must be completed each semester (2-1/4 credits per semester)

Third and ALL Subsequent Years—100 percent of a part-time program must be completed each semester (3 credits per semester)

A part-time recipient of New York State aid who fails to meet the Program Pursuit or Satisfactory Academic Progress requirements in a particular semester, may wish to make up the necessary credits or achieve the required cumulative QPA by pursuing credits at his/her own expense in a given semester. By so doing, he/she may be able to make up the deficiency and be eligible to receive his/her New York State aid in the following semester.

Recipients of New York State TAP and Other State Grant Programs Who Withdraw—New York State regulations govern the reduction or cancellation of TAP in cases where students withdraw or drop classes. New York State TAP and most other state grant programs are applicable only to tuition. If a student withdraws and receives a refund, credit, or cancellation of tuition and/or fees, New York State awards must be reduced to ensure that the award amount does not exceed the remaining applicable charges. In addition, other adjustments may be necessary. The student should contact the University TAP Certifying Officer regarding TAP and other New York State grant program refund requirements.

Federal Aid

Federal Pell Grant Program

Matriculated students who have not previously received a bachelor's degree may be eligible to apply for this federal grant. Eligibility is based on financial Need as determined by the Federal Need Analysis Formula. Applicants must be accepted to an undergraduate degree or certificate program and be enrolled for at least one credit per semester. Students must maintain Satisfactory Academic Progress (see policy below). Awards for the 2012-2013 academic year are expected to range from \$575 to \$5550. Students must complete the Free Application for Federal Student Aid (FAFSA) annually, and list Pace University as a school to be attended on the form. Students may receive Pell Grants for a maximum of 12 full-time semesters or the equivalent.

Federal Supplemental Opportunity Grants (FSEOG)

Federal funds are available for a limited number of undergraduate students with exceptional financial need who are matriculated (accepted to a degree or certificate program) and who are enrolled for at least six credits per semester. Students must maintain Satisfactory Academic Progress to receive FSEOG. The amount of the grant typically ranges from \$100 to \$2,400 per academic year at Pace University based on the level of our federal funding. The Financial Aid Office determines who will receive FSEOG and the amount of the grant. A student must be a Pell Grant recipient to receive FSEOG. Students must complete the Free Application for Federal Student Aid (FAFSA) annually, and list Pace University as a school to be attended on the form. FSEOG funds are extremely limited; generally only students who file the FAFSA by the February 15th priority deadline each year will receive FSEOG.

Federal Perkins Loan

Pace University administers these federal loan funds and generally lends up to \$2,500 per year to students with extreme financial Need who are matriculated (accepted to a degree or certificate program) and who are enrolled for at least six credits per semester. Students must complete the Free Application for Federal Student Aid (FAFSA) annually, and list Pace University as a school to be attended on the form. Students must maintain Satisfactory Academic Progress to receive Perkins loans. Perkins loan funds are limited; generally only students who file the FAFSA by the February 15th priority deadline each year will receive Perkins loans.

Repayment begins nine months after the borrower ceases at least half-time study (6 credits per semester), and may extend over a 10-year period. During the repayment period, interest will be charged at the rate of 5 percent on the unpaid balance of the loan principal. Repayment of the whole or part of the loan may be made in advance at any time without penalty. The minimum

monthly installment is generally \$40 including interest. No repayment and no interest is charged during any period of up to three years should the borrower serve in the Armed Forces, Peace Corps, or VISTA. The program provides for partial or total cancellation for borrowers who teach the disabled, in Head Start, or in poverty-area schools designated by the federal government. Full and partial cancellation benefits are also available to full-time law enforcement and corrections officers who borrow from this program after November 29, 1990. Please note that loan cancellation provisions are subject to change based on congressional legislation and appropriations.

Borrowers are required to arrange an exit interview with the Collection's Office during their last semester at Pace University. A sample loan repayment schedule is listed below.

PERKINS LOAN Sample Repayment Schedule

Amount Borrowed	Total Interest		Total Payments	Number of Months to Pay
	Minimum Charge	5% Annual Percentage Rate		
\$4,000	\$42.43	\$1,091.01	\$5,091.01	120
\$5,000	\$53.03	\$1,364.03	\$6,364.03	120
\$15000	\$159.10	\$4,091.73	\$19,091.73	120

Federal Work-Study Program (FWS)

Federally subsidized employment opportunities are available to students with financial need who are matriculated (accepted to a degree or certificate program) and who are enrolled for at least six credits per semester. Students must maintain Satisfactory Academic Progress to receive FWS. Students must complete the Free Application for Federal Student Aid (FAFSA) annually, and list Pace University as a school to be attended on the form.

Students receiving Federal Work Study awards may be employed on campus by Pace University. Most of the students approved for Federal Work Study can be placed in jobs, but it is the student's responsibility to research job openings and to successfully obtain a position. Students interested in on-campus employment should visit Pace University's Human Resources Department's Careers at Pace site (<http://www.pace.edu/human-resources/careers-pace>) on the web for links to the application system and instructions.

Numerous off-campus positions are also available through the America Reads/Counts/JumpStart program which allows Pace students the opportunity to tutor young children to help improve their reading and math skills. Applications and eligibility criteria for this program are available through the New York Campus Dyson College offices.

It is important to understand that any Federal Work Study award included on a Financial Aid Award Notice only represents your eligibility to earn FWS funds. These funds will not be available at the start of the academic year to pay the Fall semester bill. Federal Work Study paychecks are issued twice each month based on the number of hours worked and the hourly wage rate. Paychecks are issued on a half-month delay which means that students will be paid on September 30th for hours worked from September 1st through 15th. Employment under the program will normally average 10–15 hours per week while classes are in session. During vacation periods, students may work up to 40 hours per week. Total earnings under Federal Work Study are limited to the award amount authorized by the Financial Aid Office.

Students who have not been awarded Federal Work Study who have filed the FAFSA and who have financial Need, may ask the Financial Aid Office to review their eligibility. In addition, non-FWS recipients may also apply for most on-campus jobs.

Federal Subsidized Direct Stafford Loans

Students may borrow up to \$3,500 for the first year and \$4,500 for the second year. Third and fourth year students may borrow up to \$5,500. Repayment begins six months after graduation and repayment may be made over a 10 year period or longer.

A student must be matriculated, attending at least halftime (6 credits per semester) and must maintain satisfactory academic progress to qualify for the loan. Financial need is a requirement for this loan.

A student applies by indicating interest on the FAFSA. The college packages the student loan and the student must sign a master promissory note at www.dlenote.ed.gov. Students are required to complete an entrance interview before the loan application is complete.

Federal Unsubsidized Direct Stafford Loans

Students may borrow up to the same maximum annual limits as listed above for the subsidized version of this loan, less any amount for which they qualify for the Subsidized Direct Stafford Loan. Independent students may borrow an additional \$4,000 per year as a freshman and sophomore, and \$5,000 as a junior and senior. Starting with Fall 2008, an additional \$2,000 Unsubsidized loan is available to all undergraduate students per academic year. The student begins interest payments immediately or interest may be capitalized. Repayment of principal begins six months after graduation and repayment may be made over a 10 year period or longer.

A student must be matriculated, attending at least halftime (6 credits per semester) and must maintain satisfactory academic progress to qualify for the loan. Financial need is not a requirement for this loan. Students with some need may borrow a combination of subsidized and unsubsidized loans.

A student applies by filing the FAFSA form. The Financial Aid office determines the student loan eligibility and the student must sign a master promissory note at www.dlenote.ed.gov.

Students are required to complete an entrance interview before the loan application is complete. Total of subsidized and unsubsidized loans cannot exceed annual grade level limit.

Federal Direct Parent Loan Program (PLUS)

Parents or step-parents of dependent matriculated students may borrow through this program. The student must be enrolled at least half time and must maintain satisfactory academic progress. The parent/ step-parent must have a positive credit history.

The parent/step-parent may borrow up to the cost of attendance per student minus financial aid available to the student. Funds are disbursed twice during the loan period.

Parents must reapply each year they want a PLUS loan. Currently the interest rate is capped at 7.9%. Repayment begins 60 days after disbursement of the loan, but may be deferred while the student is enrolled at least half-time.

The Financial Aid Office will send a PLUS application with the Award packet which the parents may return if interested in the Parent Loan. The Financial Aid Office will forward to the parent

an application. Once completed, the application is returned to the Financial Aid Office. If there are no problems with the credit check, the loan will be approved, and funds will be disbursed to the student's account.

Endowed Scholarship Funds

Endowed Scholarships are made possible through the generosity of Pace alumni and friends, as well as corporations and foundations. These benefactors have a strong belief in the importance of a Pace education for your future success. There are over 250 endowed and restricted scholarships available.

To be eligible to apply, students must be matriculated (admitted to a degree or certificate program) and be enrolled for at least 6 credits per semester. Students must also be maintaining Satisfactory Academic Progress and have a QPA of 3.0 or above. Most awards are financial need based. Students must have filed a FAFSA. Continuing and Resuming students must also complete our Application for Pace Endowed/Restricted Scholarships at <https://appsrv.pace.edu/Scholarship/>. It is very important that you provide as much information as possible so that your chances to be matched with an award are greater. The priority filing date for Endowed Scholarships is June 1st.

Applications are reviewed on a first come first service basis and awards are made according to availability of funding.

General Endowed Scholarship Criteria:

- U.S. Citizen or eligible non-citizen (i.e., permanent resident).
- Matriculated into a degree program 6 or more credits per semester
- Must have a QPA of 3.0 or above
- Complete your Free Application for Federal Student Aid: www.fafsa.ed.gov

Please note that the recommended filing date is June 1st, 2008.

Pace University Remembers Scholarship Fund for Families of Victims of the Terrorist Attacks in New York City, Washington, D.C. and Pennsylvania:

On September 11, 2001, Pace University lost a close neighbor in the heart of New York City. That day the attacks on the World Trade Center and the Pentagon and the crash of a hijacked plane in Pennsylvania took their toll on America. Pace students, alumni, and friends were among those lost and injured. Now we begin the process of rebuilding our great city and rebuilding the lives of families who have been affected most closely. To that end, Pace University has established 75 scholarships in memory of those who perished, so that their spouses and children may have a tuition-free Pace education. Through these scholarships, we create opportunity for those who have suffered such devastating losses.

Number of Scholarships

Seventy-five scholarships will be awarded at any one time.

Description of Scholarships

The scholarships are awarded to students that demonstrate financial need in coordination with other assistance programs including Governor Pataki's World Trade Center Memorial Scholarship program, TAP for New York residents, and other scholarships and grants. The difference between these funds

and the Pace tuition will be provided by the Pace University Remembers Scholarship.

Who Is Eligible

Those eligible for awards will be spouses, partners, sons and daughters of any victim of the September 11, 2001 terrorist attacks on the World Trade Center, the Pentagon and Flight 93 in Pennsylvania. In addition, current students who lost a parent or a spouse or partner in the attacks will be eligible.

Undergraduate, Graduate, and Law Admissions Requirements

Students must meet undergraduate, graduate, and law admissions standards and be admitted first before consideration for the scholarship fund. After you have been accepted to the university you must follow the application procedures for the scholarship.

Scholarship Renewals

Scholarships may be renewed for four years for undergraduates and for the normal time necessary to complete the program for graduate and law students. In order to continue to receive the Pace University Remembers Scholarship students must be in good academic standing and demonstrate continued financial need.

Applying for the Pace University Remembers Scholarship

In order to be considered for scholarship eligibility, and in an effort to make the scholarship application procedure easier, you need to go through a one-time registration and application process with Scholarship America. Please refer to www.scholarships911.org/criteria.htm. Once you receive award notification from Scholarship America, please schedule an appointment with the Financial Aid Office on your campus for potential scholarship eligibility at Pace University.

Name Designation for Each Scholar Award

The 75 memorial scholarship awards will each bear the name of a Pace alumnus or student who was a victim of the attacks. The remainder of the 75 memorial scholarships will be named after those in the immediate Pace neighborhood, in the city and in the state who all served New York and the nation with compassion and honor:

- NYC Fire Engine Company #6 Memorial Scholar
- NYC Police Department 1st Precinct Scholar
- Courage in Leadership Scholar to honor Mayor Giuliani and Governor Pataki's leadership

Outside Scholarship Resources

You are encouraged to search for external scholarships and financial resources. Each year thousands of scholarship dollars remain unclaimed by students who are unaware of these external scholarships.

Applying for scholarships requires some time and effort on your part, and in some cases, a financial statement component from a financial aid counselor. We strongly advise that you start early when investigating and applying for outside scholarships. Be careful about selecting scholarships to apply for. We advise you never to pay an application fee, purchase a product, or subscribe to a service when applying for outside awards. Scholarships should not cost you anything but your time and qualifications.

Please be aware of the following:

- Most outside scholarships require confirmation that you are actually attending school.

- Most outside scholarship programs will send your scholarship check directly to Pace University to be deposited in your Student Account at Pace.
- The Financial Aid Office will need documentation of what your scholarship is and what types of charges it can be applied toward (if the scholarship program has any restrictions).
- Receipt of outside scholarships may reduce your eligibility for other types of financial aid.

Helpful Tips:

- Confirm application dates with their respective scholarship program as these may change with time.
- Review the program description and submit any necessary documentation for consideration.
- Please allow adequate time for completion of any requested financial statements by your campus financial aid office.
- Plan ahead for next year if you missed the application date this time.

Alternative Loans

An Alternative loan is a private loan in the student's name which, depending on the credit worthiness of the applicant, may require a cosigner. Many lenders do not require students to be in a degree or certificate program to receive these loans. Many lenders will also lend to students enrolled less than half time.

Payment and interest on Alternative loans can be deferred until six months after graduation, or as long as the student is enrolled at least half-time. **INTEREST WILL ACCRUE DURING THIS DEFERMENT PERIOD AND IS ADDED TO THE PRINCIPAL.** It is strongly recommended that you try to make the interest payments while you are in school to avoid an increase of the principal during your deferment period. Students are permitted to finance up to their Cost of Attendance minus other aid.

Your credit score determines your interest rate and fees. We advise you to obtain a credit report for yourself and co-borrower, if you have one, to verify that the information being used to determine your rate is accurate and up to date. Never assume information reported about you is correct. The three major credit bureaus are:

- www.equifax.com
- www.experian.com
- www.transunion.com

Applications for the Alternative Loan can be done on-line or through a paper process directly with a lender of your choosing. It is your responsibility to follow-up with the lending institution to ensure that they have received all requested documents needed to finalize your loan.

Loans must be certified by a Financial Aid Counselor at Pace University in order to complete the loan process. Funds are deposited into your Student Account at Pace by a specified disbursement date determined by the Financial Aid Office and the Lender.

Veteran Tuition Scholarship

Pace University offers a scholarship program to veterans from all branches of the United States Armed Forces who served in Afghanistan and/or Iraq since September 11, 2001. The Pace Veterans Scholarship grants eligible veterans a 50 percent tuition scholarship. The scholarship is open to all admitted veterans who provide a copy of their DD-214 form with the following designations:

- Global War on Terrorism Expeditionary Medal
- Operation Afghanistan Campaign Medal
- Operation Iraqi Freedom Medal

To apply for this scholarship as an incoming student, you must file an application for admission for full- and/or part-time undergraduate study and provide a copy of your DD-214 with your application. Veterans who apply for the scholarship will also have the admissions application fee waived. The fee waiver form should be printed out and submitted along with your application and/or DD-214. Continuing students who have not already received the Veterans scholarship may apply for it by submitting a copy of their DD-214 to the Financial Aid Office.

To be eligible, a student must be admitted as a matriculated student in a degree program. There is no minimum enrollment required for receiving the Pace Veterans Scholarship. This scholarship is only available for the Fall and Spring terms until the completion of the first Bachelor's degree program. This scholarship is applicable ONLY to tuition charges at Pace and may not, in combination with other tuition specific financial aid, exceed the student's actual tuition. Renewal is automatic, provided the student maintains Satisfactory Academic Progress and a cumulative 2.00 QPA. If this award is not renewed due to low QPA or unsatisfactory academic progress, it may be reinstated if the student achieves the required QPA or academic progress within one year.

Students receiving a Pace Veterans Scholarship may not also receive any of the following awards: Honor's Scholarship, President's Scholarship, Deans' Scholarship, Trustee Recognition Award, Transfer Incentive Award, Pace Incentive Award, or Part Time Student Scholarship or Incentive Award. Students must sign an Award Agreement Form, which will be sent separately from the Award Notice, starting May 15th and on a rolling basis thereafter.

New Students

To apply for this scholarship, you must file an application for admission for full- and/or part-time undergraduate or graduate study. You can do this with either of our Undergraduate or Graduate Admission Offices. In order to qualify for the scholarship, a copy of your DD-214 must accompany your application. You can also apply online at www.pace.edu/apply. If you apply online, you must mail your DD-214 form, along with your contact information, to the appropriate Admission Office.

Application Fee

Veterans who apply for the scholarship will also have the application fee waived. The fee waiver form should be printed out and submitted along with your application and/or DD-214.

Admission

Once your application has been reviewed and you are accepted for admission, you will receive an award letter confirming your 50% tuition scholarship. Please note that the scholarship only applies to undergraduate and graduate programs. It does not apply to anyone admitted into the doctoral programs or the EMBA program. The Law School has funding that includes both endowed and need-based grants for those who meet the criteria.

To retain this scholarship award, you will be required to maintain a minimum 2.0 GPA at the undergraduate level and a minimum 3.0 GPA at the graduate level.

Applicants are encouraged to apply by early summer, but admissions counselors will continue working with applicants through the beginning of the fall semester.

Financial Aid

Once you have been accepted, if you need additional financial aid, you can apply by filing the Free Application for Federal Student Aid (FAFSA).

Please contact the Office of Financial Aid for additional information at **(877) OSA-1830**.

Current Students

Starting in fall 2008, Pace University will also be offering the 50 percent scholarship program to students currently enrolled at Pace. The scholarship applies to veterans from all branches of the United States Armed Forces who served in Afghanistan and/or Iraq since September 11, 2001. The scholarship grants eligible veterans a 50 percent tuition award for current students enrolled full- or part-time in either the undergraduate or graduate programs.

Please contact the Office of Financial Aid for more information. In order to qualify, you must submit your DD-214 form to be eligible for the Fall 2008 semester.

Fund for Veterans Education

The Fund for Veterans' Education will award up to \$3.5 million in 2008-2009 in undergraduate scholarships for veterans returning from Iraq and Afghanistan.

Full-time and part-time students are eligible. Applications are available beginning April 1 for the Fall 2008 term. The application deadline is June 15, 2008. The awards, which are renewable, are intended to cover financial need not met with need-based grants and military education benefits.

The program is managed by Scholarship Management Services, a division of Scholarship America. For more information and application, visit <http://www.veteransfund.org>.

Summer Financial Aid Application Procedures

Limited types and amounts of financial aid are available for the summer terms. Students should be aware that using financial aid during the summers may impact their eligibility for aid during the following academic year or at the end of their degree program.

Students interested in receiving financial aid for the summer terms should make sure they have filed the FAFSA for the academic year prior to the summer (i.e. 2011-2012 for summer 2012). In most cases a student should also already have a FAFSA on file for the following academic year. In addition, summer aid applicants must also file a Pace University Application for Summer Financial Aid which is available from your campus Financial Aid Office beginning in March.

Financial Aid Timeline

JANUARY 1

- Earliest date to submit FAFSA (file at www.fafsa.gov)

Late January – Early February

- Financial Aid FAFSA workshops take place on each Pace campus (you will be mailed information on these events). (Or if you need help filing your FAFSA, do not hesitate to call the Financial Aid Office.)

FEBRUARY 15

- File the FAFSA by this date for priority consideration to maximize your Award

- Undergraduate Application for Admission must be on file, complete and accepted to receive priority consideration to maximize the awards of students entering in the Fall.

AFTER FEBRUARY 15

- Awards will continue to be made to students who file after February 15, but sources of funding may not be available. For more information, go to www.fafsa.gov NOTE: This is the only official FAFSA site.

March 1

- Award notices are sent to Freshmen and Transfer students admitted for the Fall semester and on a rolling basis after March 1st

March 15

- Financial Aid office begins notifying students and new admits of documentation and/or actions required to complete the verification process and to finalize financial aid.
- Financial Aid office sends all current students Summer Aid Applications

Mid April

- Summer Financial Aid application priority deadline.

May 1

- Deadline for tuition and housing deposits from students admitted for the Fall semester.

Late May

- Award notices are sent to Continuing students and on a rolling basis thereafter.

May and June

- Parents interested in borrowing PLUS loans to help pay the Fall bill should complete the Pace University PLUS Loan application and submit it to the Financial Aid office.
- Students interested in borrowing Alternative (Private) Loans should apply on their Lender's web site.

Mid-June

- Invoices for the Fall semester are sent.
- July 1
- Deadline for submitting all verification documentation and any other documentation requested by the Financial Aid office in order to have aid available for Fall Payment due date. Students submitting documents after this date will still have their aid processed after the payment due date.

Early August

- Payment due for the Fall semester

Early September

- Fall semester starts

Mid-November

- Award notices are sent to Freshmen and Transfer students admitted for the Spring semester and on a rolling basis thereafter.

December 1

- Deadline for submitting all verification documentation and any other documentation requested by the Financial Aid office in order to have aid available for Spring Payment due date. Students submitting documents after this date will still have their aid processed after the payment due date.
- Invoices for the Spring semester are sent.

Early-January

- Payment due for Spring

Mid-January

- Spring semester starts

Frequently Asked Questions

Who is eligible to receive financial aid?

Financial aid is available to undergraduate and graduate students who have been accepted and enrolled as a matriculated student in a degree program at Pace University. Students must also be enrolled for at least 6 credits, making satisfactory academic progress, and file a Free Application for Federal Student Aid (FAFSA) to receive most types of financial aid. International students are not eligible for federal financial aid, so will not be required to file a FAFSA. Non-degree seeking students are not eligible for federal, state or institutional aid, however they may apply for Alternative loans.

When should I apply for financial aid?

All students who wish to be considered for University administered loans, work study, and grants must file the Free Application for Federal Student Aid (FAFSA) with the federal processor. The priority deadline for filing the FAFSA is February 15th. Some types of aid will be unavailable to students who file after the priority deadline.

How do I apply for financial aid?

For institutional and federal aid, you must file the FAFSA. For more information, visit the FAFSA website at www.fafsa.ed.gov. If you are a New York State resident, you must file the FAFSA and also complete the Express TAP application. For more information, visit www.HESC.com.

What is Pace University's Federal School Code?

In order to have your FAFSA information forwarded to Pace University for financial aid consideration, you will need to provide our school code. Our codes are: New York City Campus 002791; Pleasantville Campus 002792; White Plains Campus 002727.

Do I have to reapply for financial aid each year?

Yes, a FAFSA must be completed each year. Remember to file by February 15th for consideration for all types of aid.

Is my financial aid guaranteed for four years?

If your family circumstances remain unchanged, you maintain Satisfactory Academic Progress and all paperwork is completed in a timely manner, your financial aid package should be comparable for your four years here at Pace University. However, many factors affect your eligibility and the availability of aid. Please read the entire Financial Aid section of this catalog for more detailed information.

What Pace University Scholarships are available to me?

Eligibility for Pace University Scholarships is determined and awarded, based on your academic achievements, during your admissions process.

In addition, Pace University has limited endowment funds which have specific criteria associated with the awarding of funds.

Please visit the endowment section of our Web site at www.pace.edu to see a listing of available funds as well as an application.

How do outside scholarships change my financial aid?

The criteria of the outside scholarship will determine if your financial aid needs to be adjusted. Please provide the Financial Aid Office a copy of your outside scholarship award letter so that your financial aid package can be reviewed.

Am I eligible for loans?

All students, who file a FAFSA, are entitled to Federal Direct Stafford Loans IF they:

- Are matriculated in a degree program at Pace University
- Are enrolled for at least 6 credits per semester.
- Are U.S. Citizens or eligible non-citizens.
- Are making Satisfactory Academic Progress.
- Have not have exceeded their aggregate limits.
- Have not defaulted on any prior student loans and do not owe a repayment on any federal grants.

How much in loans can I take out?

Your loan amounts are determined by your grade level/number of credits completed each year.

The loan amounts that Dependent students may take are:

Freshman (0-31 credits earned) \$5500/year
(up to \$3500/year may be in Subsidized loans)
Sophomore (32-63 credits earned) \$6500/year
(up to \$4500/year may be in Subsidized loans)
Junior (64-95 credits earned)
\$7500/year (up to \$5500/year may be in Subsidized loans)
Senior or 5th year (96 or more credits earned) \$7500/year
(up to \$5500/year may be in Subsidized loans)

Aggregate loan limit for dependent undergraduate students is \$31000 (maximum of \$23,000 from Subsidized loans)

The loan amounts that Independent students may take are:

Freshman (0-31 credits earned) \$ 9500/year
(up to \$3500/year may be in Subsidized loans)
Sophomore (32-63 credits earned) \$10500/year
(up to \$4500/year may be in Subsidized loans)
Junior (64-95 credits earned)
\$12500/year (up to \$5500/year may be in Subsidized loans)
Senior or 5th year (96 or more credits earned) \$12500/year
(up to \$5500/year may be in Subsidized loans)

Aggregate loan limit for dependent undergraduate students is \$57500 (maximum of \$23,000 from Subsidized loans)

What is a parent PLUS loan?

Parents of dependent undergraduate students are eligible to assist in financing their child's education by obtaining a federal

parent loan. This is a low interest educational loan where repayment begins 60 days after the second disbursement of the loan, or the loan repayment may be deferred based on a student's half-time enrollment. Parents are eligible to borrow the difference between the cost of attendance and the student's other financial aid.

How do I sign the promissory note for my loan?

A Master Promissory Note can be completed electronically at www.studentloans.gov.

Where can I process my entrance/exit counseling session?

A Master Promissory Note can be completed electronically at www.studentloans.gov.

Office of Financial Aid

At Pace, our financial aid administrators are available to help you through the financial aid process. If you have any questions, please contact or visit one of the Offices of Financial Aid listed below.

New York City One Pace Plaza New York, NY 10038 Tel: (877) OSA-1830 Fax: (212) 346-1750	Pleasantville 861 Bedford Road Pleasantville, NY 10570 Tel: (877) OSA-1830 Fax: (914) 773-3315
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Financial Aid Office

At Pace, our financial aid administrators are available to help you through the financial aid process. If you have any questions, please contact or visit one of the Financial Aid Offices listed below or open a Financial Aid Help Desk ticket.

Help Desk email: help.pace.edu	
New York City One Pace Plaza New York, NY 10038 Tel: (877) 672- 1830 Fax: (212) 346- 1750	Pleasantville 861 Bedford Road, Pleasantville, NY 10570 Tel: (877) 672-1830 Fax: (914) 773-3315

Financial Aid Office Hours	
Monday - Thursday	9.00 am - 6.00 pm
Friday:	9.00 am - 5.00pm

UNIVERSITY CORE CURRICULUM

Overview

Pace University offers an innovative, cutting-edge Core Curriculum central to all undergraduate degrees at Pace University. Core courses, regardless of a student's major, address fundamental problems and issues in the Arts and Sciences. These courses consider diverse perspectives and approaches, and ensure that Pace graduates achieve competency in a variety of skills that are sought by employers and are needed for graduate level work.

Core courses are enriching intellectually and personally, and will prepare students to become lifelong learners, better able to respond to the inevitable changes and challenges of their professional and personal lives. Students will develop abilities that are essential to success in college study and in careers through the 12 learning outcomes of the Core Curriculum:

- * Communication
- * Analysis
- * Intellectual depth, breadth, integration and application
- * Effective citizenship
- * Social Interaction
- * Global, National, and International Perspectives
- * Valuing
- * Problem-solving
- * Aesthetic response
- * Information Literacy and Research
- * Scientific and quantitative reasoning
- * Technological Fluency

Features of the Pace University Core Curriculum include:

- * Community Building
- * Social Responsibility and Civic Engagement
- * A Focus on Student Learning Outcomes
- * Choice and Flexibility
- * Ability to complete a minor in the Core

The Pace University Core Curriculum is composed of three distinct and integrated areas, each of which allows for flexibility and choice, so you can fulfill the Core according to your own abilities and preferences.

Section I, Foundational Requirements, ensures that you achieve competency in a variety of communication and quantitative skills. You may be eligible to place out of some foundational requirements by taking proficiency or placement exams in English, language, or computing. If you require additional work and support in these vital skill areas, you will find the help you need through this series of coursework.

Section II, Areas of Knowledge, offers broad exposure to a variety of approaches and perspectives in the Humanities, Social Sciences and Sciences, and to different modes of analysis and understanding. These courses are intended to develop a sense of social, civic, and global awareness and responsibility. There are hundreds of courses to choose from.

Section III, Inquiry and Exploration, is an area where you have free choice to complete a minor, in-depth sequence, or concentration, take courses of special interest, personal fulfillment, or take auxiliary courses in your major.

Other Core requirements that fit into one of the three sections include:

- * A Learning Community
- * Two Writing-Enhanced Courses
- * A Community-based Learning Experience

If you enrolled prior to fall 2003 or are resuming your studies after an absence of three or more years, please contact an advisor.

Contact us if you have any questions about the Pace University Core Curriculum.

Second Language Proficiency Policy

1. **Placement based on AP scores**—For students who have taken an AP exam in French, German, or Spanish Language or Literature, the placement is as follows:

Score of 4 or 5—Students receive six Pace credits and are exempt from taking language courses for core, but are encouraged to continue language studies to develop proficiency. Students who elect to continue may select any 300-level course. They might also consider completing a minor or major (or second major) in a language.

Score of 3—Placed in a three-credit 200-level course. Course No. 280, "Intensive Review," is the recommended course in Spanish or French, but other options are also possible. Must complete one (3 credit) language course to satisfy the language core requirement.

2. **Placement based on SAT II Exam Scores**

Students may take the SAT II language exam, as high school or college students. The placement is as follows:

Score of 550 or above—Exempt from taking language courses for core, but are encouraged to continue language studies to develop proficiency. Such students may select any 300-level course. They should also consider completing a minor or major (or second major) in a language

Score of 450–549—Placed in a three-credit 200-level course. [No. 280, "Intensive Review," is the recommended course in Spanish, French, and Italian, but other options are also possible.] Must complete that one language course to satisfy the language core requirement

Score of 300 – 449—Placed in course number 102. Must complete 102 plus a 200-level course to satisfy the language core requirement

Score below 300—Placed in course number 101. Must complete 101 and 102 to satisfy the language core requirement

For further information on registering for the SAT2 exam, go to:

http://www.collegeboard.com/student/testing/sat/lc_two.html

3. **Placement based on high school record**

If a student has studied a language for the following length of time in high school, he/she will be placed at the following level of the same language:

Four years—No. 280 or other 3-credit 200-level course selected by the student. Must complete that one language course to satisfy the language core requirement.

Three years—No. 280 (intensive review) is the best option in French, Spanish, or Italian. In Japanese and Chinese, the intensive review course is No. 281 in PLV and No. 271 in NYC. Must complete that one language course to satisfy the language core requirement.

Two years or one year (during any high school years) – No. 101. Must complete 101 and 102 to satisfy the language core requirement. (Note: students with a facility for language may elect to accelerate their language study by enrolling in intensive language study 101A and 102B, offered consecutively for seven weeks each during a single 14-week semester.)

4. Placement for those starting a new language

All students starting a new language at Pace will be placed at the beginning (101) level. Those students must complete 101 and 102 in that language to satisfy the language core requirement.

Notes on Language Core Requirements:

- Students who have completed their secondary schooling at an institution where English is not the language of instruction are exempt from the core language requirement. However, they are invited to learn a new language at Pace.
- American Sign Language (ASL) may be used to fulfill the core language requirement. Transfer students with two semesters of college-level study of ASL (grade "C" or better) will receive transfer credit and will be exempt from further study of any language at Pace.
- Transfer students in the professional schools, with the exception of the School of Education, may take a culture course to fulfill the entire language core requirement. The remaining three credits are to be made up in Inquiry and Exploration.

Transfer Students

Transfer students must complete 60 credits in the Arts and Sciences. They must fulfill the Foundational Requirements and the Civic Engagement course, with flexibility for the remaining credits. Transfer students in the professional schools, with the exception of the School of Education, may take a culture course to fulfill the second language requirement.

For purposes of determining the appropriate University Core Curriculum requirements for students who come to Pace with transfer credits, a transfer student is defined as one who successfully completes (grade of "C" or better) a minimum of 25 college-level credits prior to the student's attendance at Pace University. Thus students with fewer than 25 transfer credits, (freshmen), will be required to take the entire new core.

In-Depth Sequence

In completing their core requirements, an alternative for qualified students is to explore a subject area in the arts and sciences in some depth. Pace students are afforded the option of concentrating in a subject area by pursuing an "in-depth sequence."

An in-depth sequence consists of at least nine (9) credits in a subject area within the core, beyond core requirements in that area, and is in a field of study outside the student's major. Students build an in-depth sequence of courses, each of which replaces one course from each of the Areas of Knowledge (excluding Area One: Civic Engagement and Public Values), up to a maximum of three courses. Students may apply the in-depth sequence toward a minor or second major in the Arts and Sciences. Courses in the sequence may not substitute for requirements in the student's school or first major program.

A student wishing to pursue an In-Depth Sequence should consult the Office of the Dean of the Dyson College of Arts and

Sciences in order to file an approved program for courses with the Office of Student Assistance in advance of study.

COLLEGE OF HEALTH PROFESSIONS/ LIENHARD SCHOOL OF NURSING

A Message from the Dean of the College of Health Professions

Welcome to the Lienhard School Of Nursing

Thank you for your interest in the Pace University Lienhard School of Nursing (LSN) in the College of Health Professions. We are more than 46 years old, and have many distinguished programs, faculty, and services that will give you a great start to beginning and advanced nursing practice. The Lienhard School of Nursing dedicates itself to the long standing commitment of Pace University to *Opportunitas*.

The need for well-educated, highly skilled nurses has never been greater. The profession of nursing needs people who are dedicated to providing health care to people from diverse backgrounds, at all ages and stages of life, and to a second area of need, preparation of nursing faculty. Based on our long and rich history of educating nurses, you can be confident that the Lienhard School of Nursing will prepare you for positions of responsibility in all areas of health care and nursing education. Set within urban and suburban settings, the Lienhard School of Nursing partners with many well-known primary, acute, and tertiary care facilities and community agencies to foster human growth and dignity, and provide primary health care. We are committed to helping individuals, families, and communities at local, national, and international levels that strive to meet health care demands now and in the future. Our vision is to be a leader in innovation and excellence in education, research, and practice in primary health care.

We consider teaching and learning our highest priorities, and are committed to the integration of scholarship and practice. Our graduates have the competitive edge through our focus on highly developed clinical skills and critical thinking, evidence-based practice, cultural competence, and leadership. Our primary health care focus is intended to promote improved health outcomes for clients.

Lienhard School of Nursing programs consist of the: 4-year BS, Baccalaureate Completion Program for RNs, Combined Degree Program (CDP) for non-nurse college graduates, MS/Family Nurse Practitioner (FNP), MA in Nursing Education (NE), and the Doctor of Nursing Practice (DNP). The FNP and NE program specialties offer Certificates of Advanced Graduate Studies (CAGS). The CDP and the FNP are offered in PLV and NYC.

The 4-year BS is offered only in PLV, the DNP is offered only in NYC, and NE is offered in a blended online and in-class format. For more than 46 years, we have been educating practitioners to deliver health care to individuals and families. Our Masters programs are nationally ranked, and our DNP program prepares nurses for the most advanced level of clinical practice.

Our faculty is made up of excellent teachers and clinicians who partner with New York's premier hospitals and health care organizations to share their expertise while creating unparalleled clinical experiences for Lienhard students. Students are immersed in evidence-based practice throughout their program. As a result, our graduates are prepared to be leaders in both academic and health care 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 in understanding nursing as a profession or the Lienhard School of Nursing as a vital part of Pace University.

Sincerely,

Gerrie Colombraro, PhD, RN
Interim Dean
College of Health Professions

Vision, Mission, and Philosophy

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

The Lienhard School of Nursing is dedicated to offering access and opportunity for qualified individuals of diverse backgrounds, talents, interests, experiences, cultures, and origins to pursue careers within the profession of nursing. As a School set within culturally diverse urban and suburban settings, the Lienhard School of Nursing through community partnerships fosters human growth and dignity and provides primary health care. Faithful to the Pace University motto, "*Opportunitas*," the School of Nursing is dedicated to and supports commitment to individuals, families, and communities at local, national, international and global levels to meet current and future health care needs. Essential qualities embodied in nursing education at the Lienhard School of Nursing include: the liberal arts and sciences as integral foundations; nursing theory, evidence-based practice, and research as the core body of knowledge; communication, critical thinking, cultural competence, and technological competence as essential skills; and moral and ethical decision making as values to provide society with professionally prepared nurse leaders. The School provides student-centered learning experiences that foster civic, social, and professional responsibility to embrace the challenges of the future. In keeping with our vision, our mission is to continue excellence in teaching, scholarship, practice, and service to prepare graduates to be nursing leaders in health care in the 21st century.

Philosophy

We believe nursing, informed by its rich legacy, is a dynamic, caring art and science that, through intention, facilitates health, healing, and comfort for individuals, families, groups, and communities, locally, nationally, internationally, and globally. We prepare nurses who provide holistic, relationship-centered care within a framework of primary health care in an evolving information age. As life-long learners, nurses participate in an in-

teractive teaching-learning process; develop a strong sense of self-awareness and reflective thinking, and a spirit of inquiry; demonstrate cultural competence; and communicate their ideas effectively. We graduate professionals who practice in an ethical, legal, and socially responsible manner. The Lienhard School of Nursing baccalaureate curricula are process-oriented, providing a broad foundational base for entry into professional nursing practice. The master's and doctoral curricula provide the depth and breadth of advanced knowledge and skills necessary for practice and advanced clinical leadership, respectively, in primary health care settings.

LSN mission, vision and Philosophy accepted by the LSN Faculty Association, August 26, 2008

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

- To produce competent practitioners of nursing, consistent with professional standards, the mission of Pace University and mission and philosophy of Lienhard School of Nursing.
- To provide a quality education within urban and suburban settings to serve diverse communities.
- To provide an environment that fosters teaching, learning and scholarship.
- To prepare nurses who will provide leadership in addressing the future challenges of global healthcare.

Accepted by the LSN Faculty Association, August 26, 2008

Expected Student Learning Outcomes of the Baccalaureate Program

Students are expected to achieve the following characteristics and attributes by the completion of their program: Within the framework of primary health care and consistent with professional standards, the student will be able to:

1. Demonstrate critical thinking in the use of the nursing process.
2. Provide culturally competent relationship-centered care to individuals, families, groups and the community.
3. Provide comprehensive and technologically competent care to clients.
4. Integrate concepts of communication, holism, health promotion, and disease prevention in the delivery of care.
5. Establish community partnerships promoting health from a local through global perspective.
6. Apply nursing theory and research in an evidence-based approach to nursing practice.
7. Demonstrate accountability for the legal and ethical principles of professional nursing practice in a socially responsible manner.
8. Perform entry-level nursing leadership behaviors within the health care system.

Revised September 1, 2011

Accreditation and Affiliations

All Lienhard School of Nursing undergraduate and graduate programs are approved by the New York State Education Department. The baccalaureate and masters programs are fully accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036 (202) 887-6791. Prospective nursing students should be aware that admission to the Lienhard School of Nursing is competitive and class size is limited. Early application is strongly encouraged.

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 the breadth of health science majors at Pace University. The College is made up of the Lienhard School of Nursing and the Pace University-Lenox Hill Hospital Physician Assistant Studies Program.

The Lienhard School of Nursing offers the Bachelor of Science degree, designed to prepare students for careers in professional nursing. Graduates of the program are prepared as generalists in the profession, capable of assuming beginning positions in nursing in all areas of health care delivery. The traditional four-year program (BS) is offered on the Pleasantville campus only. The Combined Degree Program (BSN/ MS) 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 these two programs are eligible for the National Council Licensure Examination for Registered Nurses (NCLEX/RN).

The Department of Graduate Studies offers advanced specialization in nursing. The purpose of the master's program is to prepare nurses to practice as family nurse practitioners or nursing educators. The master's degree provides the student with a foundation for doctoral study in nursing. The Department of Graduate Studies also offers the Certificate of Advanced Graduate Study and a special Bridge Program for the nurse with a bachelor's degree in a field other than nursing (NUR 589). Consult the College of Health Professions Graduate Catalog for additional information. The Family Nurse Practitioner and Master of Arts in Nursing Education programs are offered on both the New York City and Pleasantville campuses. The Department of Graduate Studies also offers the Doctorate of Nursing Practice (DNP) program, grounded in more than 40 years of expertise of the Lienhard School of Nursing in educating primary care advanced practice family nurse practitioners (FNPs). The DNP program prepares advanced practice nurses to provide dynamic clinical leadership through culturally competent, evidence based practices and clinical innovations directed at improving health quality. For further information on the DNP visit www.pace.edu/lienhard.

Designed to prepare students for careers in the health care system, all the nursing 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.

Administration

Geraldine C. Colombraro, PhD, RN
Interim Dean

Philip A. Greiner, DNSc, RN
Associate Dean for Faculty Development in Scholarship & Teaching

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

Joanne Singleton, PhD, RN, FNP
Professor, Chair of the Department of Graduate Studies and Director, Doctor of Nursing Program

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

Sharon Wexler, PhD, RN
CDP Program Director

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

Marie Truglio-Londrigan, PhD, RN
Program Director, Nursing Education

Audrey Hoover, MS, RN, FNP
Director, University Healthcare (PNY)

Sophie R. Kaufman, MBA
Executive Director, ALPS -- the Center of Excellence, Advancing Leadership, Partnership, and Scholarships

Stacie Cignarale
Director, Budget/Administration

Tiffany Friedman, MS Ed
Academic Services Coordinator

Sharon Lewis
Director of Communications

Paul Dana
Director of Development

Faculty

About College of Health Professions Faculty

- Accomplished practitioners and nationally/internationally renowned scholars
- All tenure track faculty members hold doctoral degrees.
- Lienhard faculty are talented teachers, many of whom maintain clinical practices while teaching
- Many faculty are in leadership positions in national professional organizations

- Four 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 also 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.
- One is a Fellow 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.

Nursing Faculty

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

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

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

David Ekstrom, Associate Professor; BA, Oberlin College; BS, Columbia University; MA, New York University; PhD, New York 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 Instructor; 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.

Susan Gordon, Professor; BS, Columbia University; Graduate Public Health Services in Norway Program, University of Oslo; MEd, Columbia University; EdD, Columbia University; CAGS, Pace University

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

Philip A. Greiner, Associate Dean for Faculty Development in Scholarship & Teaching; BS, Albright College and The Reading Hospital School of Nursing; DNSc, MSN in Community Health Nursing, and BSN, University of Pennsylvania School of Nursing; Post-doctoral studies at the University of Kentucky; John A. Hartford Foundation/NYU Hartford Institute Gerontological Research Scholar program at New York University; International Center for Health Leadership Development Fellows program, the University of Illinois at Chicago.

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 Instructor; 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 Instructor; 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

Margaret McCarthy, Clinical Instructor; BSN, Binghamton University; MA, Adelphi University; MS, Pace University

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

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

Denise Pollard Manigault, Assistant Professor, AS, Nassau Community College, Uniondale, NY; BS (Nursing) Adelphi University; MPH (Community Health Education), Hunter College; MS (Pediatric Nurse Practitioner), Columbia University; DNSc (Health Policy/Nursing Research), Columbia University

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

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

Mirian Zavala, Clinical Assistant Professor; BSN, MSN, and DNS, Lehman College

Adjunct Nursing Faculty

Sharon Aboulafia Oken, Adjunct Associate Professor; BSN, Buffalo University; MSN, Hunter CUNY

Karen Ballard, Adjunct Associate Professor; BSN, Niagara University; MA, New York University

Kathleen Barrett, Adjunct Assistant Professor; BSN, Mercy College; MS, Pace University

Joanne Bartosch, Adjunct Assistant Professor; BSN, MA, Pace University

Cheryl Burke, Adjunct Assistant Professor; BSN, MS, Pace University; MBA, Long Island University

Maureen Cooney, Adjunct Assistant Professor; AAS, Dutchess Community College; BS, MS, Pace University

Judith P. DeBlasio, Adjunct Associate Professor; BSN, Mercy College, MSN, Pace University

Jennifer Delgado, Clinical Practice Educator; BSN, Pace University; MS, Pace University

Jane Dolan, Adjunct Assistant Professor; BSN, Villanova University; MSN, Hunter College

Jane Elber, Adjunct Instructor; AND, Westchester Community College; BSN Dominican College

Marie Elms, Adjunct Assistant Professor; BS, Villanova University; MS, Pace University

Marilyn Fishman, Adjunct Instructor; AAS, Rockland Community College; BSN, Dominican College; MPA, C.W. Post

Aileen Fitzpatrick, Adjunct Instructor; BA Queens College; BSN, MS, Pace University

Mary Freiler, Adjunct Instructor; BSN, Jersey City State College; MSN, Hunter College

Alisha Fuller, Assistant Professor; BSN, Mt. St. Mary's College; MSN, Pace University

Edna Glassman-Lackow, Adjunct Instructor; BSN, Fairleigh Dickinson University; MNA, Mercy College

Donna Kleinberger, Adjunct Instructor; AAS, BSN, MA, Pace University

Ruth Konschak, Adjunct Clinical Instructor; BS, Marymount College; BS, MPA, Pace University

Deborah Kroll, Adjunct Associate Professor; BSN, MSN, University of Kentucky

Jared Kutzin, Adjunct Assistant Professor; BS, Hofstra University; BS, Columbia University, MSPH, Boston University; DNP, University of Massachusetts

Sheree Loftus, Adjunct Assistant Professor; AS, Lasell College; BS, Worcester State College; MSN, Anna Maria College; GNP, Cornell University Medical College; PhD, University of Massachusetts

Maureen Lynch, Adjunct Instructor; BS, Dominican College; MPA, Long Island University

Kerry Maleska, Adjunct Assistant Professor; BSN, College of New Rochelle; MSN, Columbia University

Yanick Martelly-Kebreanu, Adjunct Clinical Assistant Professor; AAS, Queensborough Community College; BSN, Hunter College; MSN, University of Phoenix Online; MD, Anderson University

Joanna Mikhail-Powe, Adjunct Clinical Instructor; BSN, Pace University; MS, Pace University

Amy Ma, Adjunct Assistant Professor; AS, Kishwaukee College; BS, MS, Eastern China Institute of Chemical Technology; MS, Medical University of South Carolina; DNP, Case Western Reserve University

Mary McDonald, Adjunct Clinical Instructor; AS, Westchester Community College; BSN, Pace University; MSN, College of Mount St. Vincent

Rose Moran-Kelly, Adjunct Assistant Professor; BS, CW Post of LIU; MS, SAGE

Noreen Mulvanerty, Adjunct Assistant Professor; BSN, SUNY Brooklyn; MSN, SUNY Brooklyn

Jessy Paul, Adjunct Clinical Assistant Professor; BSN, University of Delhi; MSN, Mercy College

Anne Purdy, Adjunct Clinical Instructor; BS, Mercy College; MS, Pace University

Michael Radosta, Adjunct Clinical Instructor; BS, Fordham University; MA, Iona College; BS, College of New Rochelle; MS, New York University

Nirmala Raju, Adjunct Clinical Instructor; BS, All India Institute of Medical Sciences; MS, Iona College

Leighsa Sharoff, Adjunct Clinical Professor; BS, Adelphi University; MSN, Hunter College School of Nursing

Susan Roberti, Adjunct Clinical Assistant Professor; BSN, College of New Rochelle; MS, Iona College; MSN, DNP, Case Western Reserve University

Mary Skelly-Noto, Adjunct Clinical Assistant Professor; AAS, BS, MS, Pace University

Susan Spadafino, Adjunct Instructor; BS, Pace University; MS, Pace University

Margaret Travis-Dinkins, Adjunct Clinical Instructor; BSN, Mount Saint Mary College, MSN, Walden University

Susan Vrana-Koski, Adjunct Clinical Instructor; BSN, Georgetown University School of Nursing; MPH, Columbia University

Kathleen Widas, Adjunct Instructor; AAS, Dutchess Community College; BSN, MPA, Pace University

Marsha Williamson, Adjunct Clinical Instructor; BS, College of Mount St. Vincent; MS, Hunter College

Rosemary Weingarten, Adjunct Assistant Professor; BSN, MSN, Pace University

Fay Wright, Clinical Practice Educator; BS, University of Michigan School of Nursing; MS, University of Michigan Rackham Graduate School

Elsa Wuhrman, Adjunct Assistant Professor; BSN, Hunter College; MS, SUNY Stony Brook

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

Calamari, Dolores, Sr., Professor Emerita; A.S.C., Diploma St. Vincent's; BS, St. John's University; MS, Hunter College

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

DeVincenzo, Doris, Professor Emerita; BS, MA, PhD, New York University

Garipey, 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

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

Pell, Ruth K., Dean Emerita; BS, MA, Columbia University

Reilly, Alice L., Professor Emerita; BS, University of Washington; MA, Columbia University

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

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

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
 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
 Alexander B. Delgra Internal Medicine, Bloomfield, NJ
 Archcare Advantage, New York, NY
 Arlington Pediatrics, Inc., North Arlington, NJ
 Aunt Bessie's Open Door, Peekskill, NY
 Bellevue Hospital Center, New York, NY
 Beth Israel Medical Center, New York, NY
 Bethel Springvale Nursing Home, Inc., Ossining, NY
 Blythedale Children's Hospital, Valhalla, NY
 Briarcliff Pediatrics, Briarcliff Manor, NY
 Broadway Medical and Dental Center, New York, NY
 Bronx Lebanon Family Practice CTR, 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
 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 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, City of NY, New York, NY
 Columbia Presbyterian Hospital, City of NY, New York, NY
 Columbia Presbyterian Hospital, New York, NY
 Columbia Presbyterian Hospital, New York, NY

<p>Columbia Presbyterian Hospital, New York, NY Columbia Presbyterian Hospital, New York, NY Columbia Presbyterian Hospital, New York, NY Community General Hospital, Harris, NY Community Health Program of LIJ Medical Center, New Hyde Park, NY Community Hospital @ Dobbs Ferry, Dobbs Ferry, NY Comprehensive Family Care Center, Bronx, NY Coney Island Hospital, Brooklyn, 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 Dr. Aaron Roth, White Plains, NY Dr. Alex Tepper, New York, NY Dr. Alfred D'Ascanio, Chappaqua, NY Dr. Bao Jiang, New York, NY Dr. Bernard Schayes, MD, New York, NY Dr. Christian Nahas, Island Park, NY Dr. Christina Veit, Tarrytown, NY Dr. Christopher Bruce, White Plains, NY Dr. Claudette Anderson, Mt Vernon, NY Dr. David Binder, Brooklyn, NY Dr. Diana Roth, Brooklyn, NY Dr. Douglas Savino, Bronxville, NY Dr. Edna Pytlak, Brooklyn, NY Dr. Edward Chan, New York, NY Dr. Faruqi, Perevez, Brooklyn, NY Dr. Fayez Guirguis, Brooklyn, NY Dr. Gary Fiasconaro, MD, Brooklyn, NY Dr. George Liu, New York, NY Dr. Glen Belkin, MD, Croton, NY Dr. Hohmood Karimi, Bronx, NY Dr. Jesus Pichardo, Ridgewood, NY Dr. Joseph Santiamo, Staten Island, NY Dr. Kenneth Svensson, MD, Nyack, NY Dr. Marc Puchir, MD, Putnam Valley, NY Dr. Maria David, Newburgh, NY Dr. Maria Wing, New Rochelle, NY Dr. Michael Orofino, Bronxville, NY Dr. Neil Soskel, Lynbrook, NY Dr. Nodar Kozhin, Brooklyn, NY Dr. Oded Preis, Brooklyn, NY Dr. Paul Weinstein, Scarsdale, NY Dr. Pyrz, Tadeusz, Passaic, NJ Dr. Robert Feldman, MD, Brooklyn, NY Dr. Rodolfo Nazario, Middletown, NY Dr. Salvator Pasquale, MD, Croton-on-Hudson, NY Dr. Sanat Dagli, MD, Yonkers, NY Dr. Stephen Warshafsky, MD, Ardsley, NY Dr. Virgilio Monteleone, MD, Brewster, NY Dr. William Zurhellen, MD, Putnam Valley, NY Dr. Zubair Khan, Poughkeepsie, NY Eastchester Center for Cancer Care, Bronx, NY Elmhurst Avenue Medical Associates, Elmhurst, NY Elmhurst Hospital Center, Elmhurst, NY Emory HealthCare, Atlanta, GA Endocrinology and Diabetes Associates, White Plains, NY Evercare, New York, NY Family Services of Westchester, White Plains, NY Fashion Institute of Technology, New York, NY Four Winds Hospital, Katonah, NY Fulton Avenue Health Care, Hempstead, NY GE/NBC Medical Center, New York, NY Gergely Pediatrics, Garrison, NY Good Samaritan Hospital, Suffern, NY Gouverneur Hospital, New York, NY Great Neck Obstetrics and Gynecology, Great Neck, NY Greenburgh Central School District No. 7, Hartsdale, NY Greenburgh Neighborhood Health Center, Inc, White Plains, NY</p>	<p>Greenburgh*, White Plains, NY Greenwich Hospital, Greenwich, CT Hall-Brooke Behavioral Health Services, Westport, CT Hamilton-Madison House Child Care Centers, New York, NY Harlem Hospital Medical Clinic/Ctr, New York, NY Harrison Medical Group, Harrison, NY Health Check, Yonkers, NY Helen Hayes Hospital, West Haverstow, NY Helene Fuld College of Nursing, New York, NY Henry Ford health System, West Bloomfield, MI Henry Street Settlement, New York, NY Highland Care Center, Jamaica, NY HIP Plan of New York, New York, NY Horizon Family Medical Group, Salisbury Mills, NY Hudson River Health Care, Peekskill, NY Hudson Valley Hospital Center, Peekskill, NY Hudson Valley Medical Group / John McGurty, Jr., MD, Peekskill, NY Institute for Reproductive Medical Center and Health, Hartsdale, NY Institute for Urban Family Health, New York, NY Internal Medicine for Women, Thornwood, NY Jersey City Medical Center, Jersey City, NJ John T. Mather Memorial Hospital, Port Jefferson, NY Julia Dyckman Andrus Memorial, Yonkers, NY Keller Army Community Hospital, West Point, NY Kings County Hospital Center, Brooklyn, NY Lakeland Central School District, Shrub Oak, NY Lawrence Hospital Center, Bronxville, NY Lee Memorial Hospital, Fort Myers, FL 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 Family Practice, New York, NY Mary Manning Walsh Nursing Home, New York, NY Masella, Bronx, NY Mayfield Pediatrics, White Plains, NY Memorial Sloan-Kettering Cancer Center, New York, NY Mercy College, Dobbs Ferry, NY 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 Minuteclinic Diagnostic of New Jersey, Chester, NJ Montefiore Hospital & Medical Center, Bronx, NY Morningside House, Bronx, NY Morrisania Neighborhood Family Care Center, Bronx, NY Mt. Sinai Hospital & Medical Center, New York, 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 Hospital Presbyterian Medical Center, New York, NY New York Methodist Hospital, Brooklyn, NY New York Presbyterian Hospital, White Plains, NY North Central Bronx Hospital, Bronx, NY North Shore LIJ, Hyde Park, NY North Shore University Hospital, Manhasset, NY North State Cardiology, Briarcliff Manor, 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 Presbyterian Center, NY, NY NYSARC, Inc., New York, NY NYU Medical Center, New York, NY</p>
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OB/GYN Associates, New York, NY
 Odyssey House, New York, NY
 Open Door Family Medical Center, Inc., Ossining, NY
 Ossining School District, Ossining, NY
 Our Lady of Mercy Hospital Med. Ctr., Bronx, NY
 Outon, Ardsley, NY
 Ozanam Hall of Queens Nursing Home, Inc., Bayside, NY
 Patel, Poughkeepsie, NY
 Pediatric Health Care P.C., Staten Island, NY
 Pediatrics of Sleepy Hollow, Sleepy Hollow, NY
 Phillips Beth Israel School of Nursing, New York, 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
 Poughkeepsie Medical Group, Poughkeepsie, 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
 Rimma Gelbert Medical PC, Brooklyn, NY
 Riverdale Internal Medicine and Geriatric Services, PC, Bronx, NY
 Riverside Cardiology, Yonkers, NY
 Riverside Pediatrics, Croton, 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
 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
 Sound Shore Hospital Medical Center, New Rochelle, NY
 St Vincent Catholic Medical Centers, New York, NY
 St. Anthony's Health Professions & Nursing Institute, Fresh Meadows, 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. Mary's Hospital Inc., Hoboken, NJ
 St. Mary's Rehabilitation for Children, Ossining, NY
 St. Vincent Catholic Medical Centers, New York, NY
 St. Vincent Catholic Medical Centers, Rego Park, NY
 St. Vincent's Catholic Medical Center of New York, Harrison, NY
 St. Vincent's Hospital, Harrison, NY
 Stamford Hospital, Stamford, CT
 Stein Senior Center, New York, NY
 Stony Lodge Hospital, Briarcliff Manor, NY
 Sunshine Children's Home and Rehab Center, Ossining, NY
 SUNY Ulster, Stone Ridge, 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
 Urban Health Plan, INC, Bronx, NY
 Vassar Brothers Medical Center, Poughkeepsie, NY
 Veterans Administration Hospital, Bronx, NY
 Veterans Administration, Brooklyn, 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
 Wagner College, Staten Island, NY
 Walsh - Brunetti, LLC, Cos Cob, CT
 West Patterson Family Medical Center, West Patterson, NJ
 Westbrook Medical Assoc., PC dba Riverside Cardiology, Yonkers, NY
 Westchester County Department of Health, New Rochelle, NY
 Westchester County Health Care Corp, Valhalla, NY
 Westchester Health Associates, PLLC, Katonah, NY
 Westchester Medical Group, Rye, NY
 White Plains Hospital Center, White Plains, NY
 White Plains Ob/Gyn, White Plains, NY
 White Plains Pediatric Group, White Plains, NY
 Wingate at Ulster, Highland, NY
 Woman to Woman OB/Gyn, Yonkers, NY
 Woodhull Medical Center, Brooklyn, NY
 Xiaoxia Zhang, MD Family Practice, Flushing, NY
 YAI NIPD NETWORK

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 College of Health Professions' Learning Resource Center is focused on supporting students by offering tutorial assistance, including clinical practice with graduate students, computer support systems, and validation of basic and advanced psychomotor skills.

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 school's vision, the Center is dedicated to supporting the academic mission of the school 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
- Lienhard School of Nursing Advisory Board
- International exchanges
- Community outreach

Learning Resource Center

The College of Health Professions uses the latest technology to teach aspiring health care professionals, including simulators -- manikins that look human and mimic a variety of physiological functions -- along with the following equipment commonly found in an emergency room or intensive care unit:

- Patient monitor
- Respirator
- 12 lead EKG machine
- IV pumps
- Crash cart complete with defibrillator.

In the Learning Resource Centers on both the Pleasantville and New York City campuses, students:

- Can hone their skills in a safe, supervised environment
- Gain confidence
- Increase their readiness to work in the clinical setting

The tools students have access to in the Learning Resource Centers will ultimately reduce medical errors and improve health care.

In addition to simulation, the Learning Resource Center offers:

- Tutorial assistance, including clinical practice
- Computer support systems
- Computer-assisted and one-to-one instruction is available by appointment.

Center hours:

Monday through Friday, 9-5, during the Fall and Spring semesters.

Evening hours are scheduled as needed.

Late May into June, hours are posted online and in the LRC.

Note: LRC is closed when students are not on campus.

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 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; en-

courage 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 Karen "Toby" Haghenbeck at khaghenbeck@pace.edu.

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

Admission Requirements

Four-Year BS Program (RN4): Admission to the four-year bachelor's of science program is competitive. Applicants must be graduates of an approved secondary school with 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, and two years of foreign language. A high school chemistry course is strongly recommended. A High School Equivalency Diploma, with satisfactory scores, may also be accepted. Applicants must submit satisfactory scores from the Scholastic Aptitude Tests of the College Entrance Examination Board, a recommendation from a high school counselor and/or teacher, and a personal statement or essay. All regular admits (without previous experience) must meet the following criteria in order to be admitted to sophomore level nursing courses:

(1) Minimum CQPA of 2.75 is needed to enter and continue in the nursing major; and (2) Successful completion of the following: 6 credits of English and Speech/Com (any combination), Biology 152 and Biology 153 (a grade of C or higher is required), University 101, Nursing 110, and any remedial work that is required based on performance on placement exams.

All transfer students and Pace University students wishing to change their major to nursing must meet the following criteria in order to be admitted to the nursing major: a minimum CQPA of 3.0, satisfactory scores on the standardized nursing entrance program and successful completion of prerequisite courses needed to enroll in sophomore level nursing courses. Transfer applicants who have been academically successful in their nursing studies at another institution and wish to transfer to Pace LSN must provide letters of reference from a nursing faculty member and the dean/director of the schools they attended and these must be reviewed by the Department of Undergraduate Studies chairperson prior to acceptance of the student. Transfer applicants who have failed a nursing course at another institution will not be eligible for admission. Transfer students with 25 or more credits may be eligible to combine the first and second level nursing courses according to advisement by the Department of Undergraduate Studies Chairperson. Students admitted to Pace University who enroll in the Lienhard School Of Nursing must submit a completed and approved Health Clearance Form, an Illness and Immunization Record,

and current Professional Provider CPR certification, criminal background check and drug testing results approximately four weeks prior to the first clinical nursing course as described below in the "Health Requirements" section and in the Lienhard School of Nursing Student Handbook.

Combined Degree Program: Admission to the Combined Degree Program, BSN/MS (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 (see College of Health Professions Graduate Catalog for admission requirements and course sequence). The BSN portion of the Combined Degree Program is an accelerated and integrated curriculum. Students must maintain a CQPA of 3.0 for progression in and graduation from the program. Following the completion of the baccalaureate (BSN) content students are eligible to take the NCLEX-RN to become registered nurses. Students may immediately continue with graduate study.

Admission to the CDP program is highly competitive, and the deadline for the receipt of application with all credentials is approximately 90 days before the start date of the semester you wish to begin. Because class size is limited, however, applicants are encouraged to complete their application as early as possible.

Transfer Credits

Students may transfer up to 96 credits from a four-year college (or 68 from a two-year college) into the baccalaureate nursing program. At least one half of the nursing credits must be completed at Pace. Transfer credits may be awarded for approved courses taken at other universities in which a grade of C or better was earned or for successful completion of external examinations. The list of external examinations and equivalent courses may be obtained from the Office of Admission. Nursing students may receive credit for science courses taken at other institutions provided they are equivalent to Pace University courses and have been completed within the past seven years. Situations which involve science courses taken more than seven years ago, but no more than 10 years ago, must be reviewed by the appropriate science department chairperson before transfer credit will be granted. Science courses taken more than 10 years ago may not be transferred into nursing programs at Pace University. Students with a 3.0 CQPA may take graduate courses, of which 12 credits may be "double counted" for the BS and MS or MA.

Placement Examinations

All new and transfer students and students changing their major to the RN4 track must adhere to the University Placement Examinations policy. Students who need remedial courses must take the remedial courses as either pre- or co-requisite with the first nursing course. All remedial work must be completed successfully before beginning the first clinical nursing course.

Curriculum Information

RN-4 Curriculum

Bachelor of Science (PLV)*

YEAR ONE

First Semester Fall	Credits
UNV 101 University 101*	1
PSY 112	4

CHE 101	3
CORE(3)	9
Total	17

Second Semester Spring

NUR 110	Essentials of Professional Nursing	2
BIO 152	Anatomy and Physiology I	4
Core(3)		9

All students are encouraged to take the required learning community courses in the freshman year.

Total	15
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YEAR TWO

First Semester Fall

Credits

BIO 153	Anatomy and Physiology II	4
NURS 202	Fundamentals of Nursing Practice	4
NURS 212	Professional and Therapeutic Communication	3
ENG 201	Writing in the Disciplines	3
CORE	AOK 1 Recommended	3
Total		17

Second Semester Spring

BIO 264	Microbiology	4
NURS 250	Gerontological Nursing	4
NURS 258	Psychiatric and Mental Health Nursing	4
MAT 134	Intro to Probability and Statistics	3
Total		15

YEAR THREE

First Semester Fall

Credits

NURS 360	Medical & Surgical Nursing: Foundations	5
NURS 350	Child Health Nursing OR	5
NURS 340	Women's Health, Maternal, and Newborn Nursing	
NURS 320	Pathophysiology: Study of Foundational Systems	2
NURS 298	Evidence-Based Practice and Nursing Research OR Core	3
Total		15

Second Semester Spring

NURS 330	Pharmacology	3
NURS 380	Adult Nursing: Acute and Chronic Care	5
NURS 350	Child Health Nursing OR	5
NURS 340	Women's Health, Maternal and Newborn Nursing	
NURS 370	Pathophysiology: Study of Complex Systems	2
NURS 298	Evidence-Based Practice and Nursing Research OR Core	3
Total		18

YEAR FOUR

First Semester Fall

Credits

NURS 470	Advanced Nursing Care of Patients with Complex Illness OR	4
NURS 476	Community and Environmental Health Nursing	
NURS 474	Leadership and Management	4
NURS 478	Ethics and Excellence in Nursing	2
CORE(2)		6
Total		16

Second Semester Spring

NURS 470	Advanced Nursing Care of Patients with Complex Illness OR	4
NURS 476	Community and Environmental Health Nursing	
NURS 480	Transition into Professional Nursing Practice	4
NURS xxx	Nursing Elective	3**
CORE(2)		6
Total		17

* University 101 does not count toward the 60 credit University core requirement.

**Nursing electives can be taken at any time during the program. To meet graduation requirements of 128 credits, it is suggested that students take at least 16 credits per semester.

Five Year Plan for Bachelor of Science

Level One Fall:

UNV 101	University 101	1
PSY 110/ 111		3
CHE 101		3
Core (2)		6

All students are encouraged to take the required learning community courses in the freshman year.

Level One Spring:

NURS 110	Essentials of Professional Nursing	2
BIO 152	Anatomy and Physiology I	4
Core(2)		6

Level Two Fall:

BIO 153	Anatomy & Physiology II	4
NURS 202	Fundamentals of Nursing Practice	4
NURS 212	Professional and Therapeutic Communication	3
ENG 201	Writing in the Disciplines	3

Level Two Spring:

BIO 264	Microbiology	4
NURS 250	Gerontological Nursing	4
NURS 258	Psychiatric and Mental Health Nursing	4

Level Three Fall:

NURS 320	Pathophysiology: Study of Foundational Systems	2
NURS 360	Medical and Surgical Nursing	5
MAT 134	Intro to Probability and Statistics	3
NURS 478	Ethics and Excellence in Nursing	2

Level Three Spring:

NURS 330	Pharmacology	3
NURS 370	Pathophysiology: Study of Complex Systems	2
NURS 380	Adult Nursing: Acute and Chronic Care Core	5
		3

Level 3A Fall:

NURS 350	Child Health Nursing OR	5
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NURS 340	Women's Health, Maternal & Newborn Nursing	
Core(2)	(May Include Nursing Elective)	7

Level 3A Spring:

NURS 350	Child Health Nursing OR	5
NURS 340	Women's Health, Maternal & Newborn Nursing	
NURS 298	Evidence-Based Practice	3
Core(2)*		6

Level 4 Fall:

NURS 470	Advanced Nursing Care of Patients with Complex Illnesses OR	4
NURS 476	Community and Environmental Health Nursing	
NURS 474	Leadership and Management	4
Core (2)*		6

Level 4 Spring:

NURS 480	Transition into Professional Practice	4
NURS 470	Advanced Nursing Care of Patients with Complex Illnesses OR	4
NURS 476	Community and Environmental Health Nursing	
Core(2)*		6

* if needed

The total number of credits as listed above is 130. This includes the Core requirements; if the student does not need Core, the number of credits would be fewer.

Combined Degree Program - BSN/MS or MA in Nursing Pleasantville and New York City Campuses

Prerequisites	Credits
Psychology	3
Statistics (MAT 134)	3
Anatomy and Physiology I (BIO 152)	4
Anatomy and Physiology II (BIO 153)	4
Microbiology (BIO 264)	4
Chemistry (CHE 101)	3

Option 1: one-year full time plan

Semester 1:	Credits
NURS 401 Building a Foundation for Nursing Practice	4
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 6XX Graduate Course	3
NURS 409 Concepts of Evidence-Based Practice for Practice Improvement	2

Semester 2:	Credits
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 Alteration	2
NURS 416	Clinical Management in Child Health Nursing	3

Semester 3:	Credits	
NURS 424	Clinical Management of Population Health	3
NURS 426	Organizational and Systems Leadership in Nursing	3
NURS 428	Evolution to Professional Nursing	6
NURS 621	Graduate Course	3
NURS 448	Ethics and Excellence in Professional Nursing	2

Option 2: Two-year plan**Year 1, Semester 1:** Credits

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: Credits

NURS 422	Pharmacology for Professional Nursing	3
NURS 418	Pathophysiology: Concepts of Multisystem Alteration	2
NURS 448	Ethics and Excellence in Professional Nursing	2

Year 1, Semester 3: Credits

NURS 621	Graduate Course	3
NURS 6XX	Graduate Course	3

Year 2**Semester 4:** Credits

NURS 401	Building a Foundation for Nursing Practice	4
NURS 409	Concepts of Evidence-Based Practice for Practice Improvement	2

Semester 5: Credits

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

Semester 6: Credits

NURS 424	Clinical Management of Population Health	3
NURS 426	Organizational and Systems Leadership in Nursing	3
NURS 428	Evolution to 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, and consult the Graduate Catalog.

NURS 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.

RN/BS Completion Program

The RN/BS completion program is offered virtually (iPace) and in executive cohort meetings on the Pleasantville and New York City campuses. This program is tailored for RN's with an associate degree or diploma in nursing. Students who have previously completed the University core curriculum or are near completion may complete the degree in 1.5 to 2 years. Admission to the RN/BS track of the baccalaureate program is competitive. Minimum requirements include scholastic achievement as evidenced by prior academic performance, graduation from an associate degree or diploma nursing program and licensure (or near licensure).

Student Learning Outcomes of the RN/BS completion Baccalaureate are:

- Demonstrate critical thinking in the use of the nursing process.
- Provide culturally competent relationship-centered care to individuals, families, groups and the community.
- Provide comprehensive and technologically competent care to clients.
- Integrate concepts of communication, holism, health promotion, and disease prevention in the delivery of care.
- Establish community partnerships promoting health from a local through global perspective.
- Apply nursing theory and research in an evidence-based approach to nursing practice.
- Demonstrate accountability for the legal and ethical principles of professional nursing practice in a socially responsible manner.
- Perform entry-level nursing leadership behaviors within the health care system.

This program will be evaluated using a myriad of evaluation strategies including but not limited to examinations, written papers, online discussions, student surveys, and poster presentations, strategies used in our other pre-licensure programs.

Program Plan for Revised RN/BS Completion Program

University Core

Foundation Requirements(20-29 credits)

WRITING(6-10)

ENG 110 Composition (may be eligible to test out) (3)

ENG 120 Critical Writing(4)

ENG 201 Writing in the Disciplines(3)

PUBLIC SPEAKING(3)

COM 200 _____

SECOND LANGUAGE (0-6 credits. See Second

Language Placement policy)

COMPUTING (3)

CIS 101/ TS 105/ CS 121

MATH (3-4)

SCIENCE(3-4)

Areas of Knowledge (24 credits)

Students may take a maximum of two courses with the same disciplinary prefix within the Areas of Knowledge.

With the Dean's Office approval, a student may complete an in-depth sequence of courses, each of which replaces one course from each of the Areas of Knowledge, up to a maximum of three courses, and consisting of at least 9 credits with the same disciplinary prefix.

Western Heritage-WH(AOK 2) (2 Courses)

Course: _____

Course: _____

World Traditions and Cultures-WTC(AOK 3) (2 Courses)

Course: _____

Course: _____

Humanistic and Creative Expression-HCE (AOK 4) (2 Courses)

Course: _____

Course: _____

Analysis of Human, Social, and Natural Phenomena- HSN(AOK 5) (2 Courses)

Course: _____

Course: _____

Required Learning Experiences (may be fulfilled within any area of the degree program):

-One Civic Engagement and Public Values -Course(CE-formerly AOK1)

-One Learning Community _____

-Two Writing Enhanced Courses (WE) _____

Transfer students must complete the Foundation and Civic Engagement requirements, plus at least 24 credits in liberal arts and sciences.

Nursing Courses (up to 60 credits required)

Transfer credits for basic nursing courses		33 credits
NURS XXX	Cultural Mindfulness	3
NURS XXX	Core Competencies for Multidimensional Care	3
NURS XXX	Evidence Based Practice for Healthy Aging	3
NURS XXX	Population Health in the Global Environment *+	3
NURS XXX	Improving the Health of a Population: Nursing's Role in Advocacy, Policy and Politics	3
NURS XXX	Innovations in Leadership and Management*	3
NURS 298	Spirit of Inquiry: Nursing Research and Evidenced based practice	3
Nursing Electives		6-9
Total		60

* Clinical Immersion experience

+ Civic engagement (for University core)

Elective Options:

- RNs who are certified by ANCC or other specialty professional organizations may receive 3 nursing elective transfer credits by application/waiver.
- RNs with a CQPA of 3.0 or better may elect to take up to 9 credits at the graduate level. These credits will be double counted for the BS and the MS or MA degrees.
- Certain graduate courses may be taken for elective credit.
- RNs with a CQPA of 3.0 or better may elect to take an independent study for 1 or more credits.
- Any LSN undergraduate nursing elective may be taken.

University Core Curriculum for Undergraduate Students in the Lienhard School of Nursing

All Lienhard School of Nursing undergraduate students are required to complete the University core curriculum according to the framework outlined in the curriculum worksheet

Academic Policies

Students in the Bachelor of Science Program (RN4) must obtain a C (2.0) or better in Anatomy and Physiology, Chemistry, and Microbiology and a C+ (2.75) or better in all nursing courses in order to progress in the program. Students in the Combined Degree Program (CDP) must obtain a C (2.0) or better in Anatomy and Physiology, Chemistry, and Microbiology, and maintain a 3.0 CQPA in order to progress in and graduate from the program. Students in the RN4 and BSN CDP program who fail two courses, whether the same or different nursing courses, will be dismissed automatically from the program.

Students must achieve a C+ (77%) grade in the theory and clinical portions of a course in order to pass a nursing course and progress in the nursing program. Students in the RN4 program and the CDP must pass a clinical calculation examination for each nursing course with a clinical component. Failure in any portion of the clinical component of the course results in a failure in the entire course. Students who either fail a nursing course or do not take a nursing course for one or more semesters will be allowed to register for a clinical nursing course on a space available basis with the signature of the chair.

Education regarding Child Abuse is provided to RN4 and CDP students during the pediatric course. All students are referred to the LSN Student Handbook for all other academic policies including education about Child Abuse, Barrier Precaution and Infection Control.

Academic Advisement

An academic/faculty advisor is assigned to each student upon matriculation into the nursing program. Students can find out who their faculty advisor is by looking online or at the advisement list posted by the Nursing Department. The student retains this advisor for the length of his/her course of study. It is the student's responsibility to seek nursing faculty guidance throughout the program and to plan for meeting the prerequisites of the nursing courses. Students must meet with their advisors each semester prior to course registration. A departmental hold will be placed on the RN4 student's registration status until the student meets with his/her advisor.

Health Requirements

Applicants to and students in the Lienhard School of Nursing should be aware that health clearance, including a physical examination, is required approximately four weeks prior to beginning any clinical course, including those that meet in the Learning Resource Center as well as those in the clinical setting. It is the responsibility of each admitted student with a health problem to seek approval from the department chairperson prior to actual enrollment to ascertain whether he or she may participate in clinical practice. Further, an enrolled student who develops a health problem must also obtain such approval from his or her department chairperson. The foregoing approvals will be in writing from the chairperson.

Health clearance forms provided by the Lienhard School of Nursing must be on file prior to assignment to the first clinical experience and are valid for one year. It is the student's responsibility to obtain the health clearance forms from the Department of Undergraduate Studies. Additional requirements including but not limited to criminal background checks, health screening, drug testing and/or immunizations, may be required during the program in accordance with specific agency requirements. In order to participate in clinical practice, the student

must be able to pass the health clearance requirement. He or she must be free from health impairment and/or habituation to alcohol or other drugs that may alter behavior and pose potential risk to patients or personnel or that may interfere with the performance of nursing responsibilities. Failure to submit a completed and approved Health Clearance Form and Illness and Immunization Record prevents the student from being admitted to the clinical laboratory experience. Registration in clinical laboratories will be automatically voided if the student's health clearance and/or supplemental agency requirements are not completed and on file four weeks prior to the first clinical laboratory each semester. 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 faculty member immediately. All students must provide evidence of current Professional Provider CPR certification to the LSN Office of Academic Affairs. All students are referred to the LSN Student Handbook for further clarification of the Health Clearance policy.

Clinical Clearance Forms

The College of Health Professions 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

Lienhard Student Handbook

To All Students and Faculty of the Lienhard School of Nursing:

The academic standards and the probation and dismissal policies (including the procedure for appealing a dismissal) of the various programs of the Lienhard School of Nursing are being revised. Information concerning some of these issues may be found in Lienhard School of Nursing Student Handbooks, available online. To ensure that you have the most up-to-date information concerning these issues, please contact your academic advisor or the chairs of the undergraduate or graduate departments of the Lienhard School of Nursing.

Full-Time/Part-Time Study

Students may progress through the programs on a full-time or part-time basis. Part-time students in the RN-4 program may take up to six years to complete the program.

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.

Complaint Policy

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 the Lienhard School of Nursing. 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/counseling.)

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 Learning Resource Center 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.

Effective August 1, 2008

Alumni and Friends

Just because you've graduated doesn't mean your relationship with the College of Health Professions is over. In fact, a new chapter is just beginning. College of Health Professions graduates are encouraged to maintain close relationships with the College, the University, and each other.

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/ae 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

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.

Lienhard School of Nursing Advisory Board

Marie L. Ankner, RN, MS, NEA-bc NYONE President;
co-President of Brooklyn Nursing Partnership; Adjunct Faculty at the College of New Rochelle

Geraldine C. Colombraro, PhD, RN, Interim Dean, College of Health Professions, Pace University

Denise M. Davin, Esq. Vice President of Human Resources and Labor Counsel, Visiting Nurse Service of New York

Sherry Jacobson, Public Relations Committee

Lauren E. Johnston, RN, MPA, FACHE, CNAAB-BC, Senior Assistant Vice President for Patient Centered Care; Corporate Chief Nurse Officer of Division of Medical & Professional Affairs, New York City Health & Hospitals Corp.

Catherine Manley-Cullen, RN, MS Director of Nursing, Emergency Services, NYU-Langone Medical Center

Kathy L. Nalywajko Vice Chair, Advisory Board; Principal, Legg Mason Investment Counsel

Michele A. Quirolo, CHCE, President/CEO, VNA of Hudson Valley

Susan A. Seigle, Advancement Committee

DYSON COLLEGE OF ARTS AND SCIENCES

Dyson College of Arts and Sciences

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(212) 346-1518
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(914) 773-3781
www.pace.edu/dyson

Administration

Nira Herrmann, BS, MS, MS, PhD, Dean
Richard B. Schlesinger, BA, MA, PhD, Associate Dean for Academic Affairs
Andres Villagra, MA, MS, PhD, Associate Dean for Academic Affairs
Adelia Williams, BA, PhD, Associate Dean for Academic Affairs

Mission Statement

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 Requirements and Standards

1. Full-time students must register for a minimum of 12 credits per semester. In order to graduate in four years, students must complete an average of 16 credits per semester. Their first-year program consists of required courses in the core curriculum and in their major field of study.
2. Part-time students are normally limited to a maximum of nine credits per semester. They must complete ENG 110 and 120 within their first 20 credits and the remaining core foundation courses within their first 64 credits.
3. Transfer students must complete a minimum of 32 credits and take one half of their major credits and one half of their minor credits at Pace.
4. It is required that students in Dyson College maintain a 2.0 quality point average (QPA) overall and a 2.0 in their major as a requirement for graduation. Major courses (required and major electives) are listed under Undergraduate Degree Programs. This quality-point requirement does not preclude a higher standard when such is appropriate.

5. Students wishing to earn both a BS and a BA must complete a minimum of 32 credits beyond the 128 credits required for a single degree.
6. Students enrolled in BS or BA degree programs in the arts and sciences are permitted to take up to 32 credits in the Lubin School of Business. Students are advised to meet with the chairperson or program adviser of their major department before enrolling in business courses.

Degree Objectives

Objectives of the Bachelor of Arts and Bachelor of Science Degrees

Traditionally, bachelor of arts degrees are focused on a well-rounded foundation which best prepares students for advanced degrees. Bachelor of science degrees have a more technical focus. These majors expose students to both the theoretical and practical aspects of a field, thereby enabling them to enter the career field upon graduation.

Objectives of the Associate of Arts and Associate of Science Degrees

Students enrolled in an associate of arts degree program will begin to explore the liberal arts through basic survey courses and will begin to develop the skills necessary for higher learning. The associate of science degree has the same basic elements but also includes exposure to practical or technical aspects of a discipline.

University Core Curriculum

The Core Curriculum, a program of study in the arts and sciences, is central to all undergraduate degrees at Pace University. Many students might ask why half their credits are taken in the core before beginning a major program of study. Core courses, regardless of a student's major, address fundamental problems and issues in the arts and sciences. They consider these themes from diverse perspectives and approaches and ensure that Pace graduates achieve competency in a variety of skills that are sought by employers and are needed for graduate-level work. A strong liberal arts education is necessary for virtually every career.

Learning Outcomes of Pace University Core Curriculum:

Communication- Learn to express ideas clearly and effectively.

Analysis- Think clearly and critically. Fuse experience, reason and training into considered judgment. Comprehend, interpret and analyze texts, processes, and media.

Intellectual depth, breadth, integration and application

-Examine, organize, and use disciplinary ways of knowing and apply them to specific issues and problems in intellectual, professional, and community life.

Effective citizenship- Be involved and responsible in the community. Act with informed awareness of contemporary issues in their historical contexts. Develop leadership abilities.

Understand and value diversity within American culture. Integrate service and learning.

Social Interaction- Know how to get things done in committees, team projects, and other group efforts. Listen to and understand the views of others and help reach conclusions.

Global, National, and International Perspectives- Become familiar with traditions that shape our world and nation. Read and discuss texts from diverse traditions and perspectives. Understand the cultural, economic, social, and biological interdependence of global and national life.

Valuing- Recognize different value systems. Understand one's own self and one's own values, and the values of others. Read important texts that foster humanistic values.

Problem solving- Figure out what the problem is and what is causing it. With others or alone, form strategies that work in different situations; then get done what needs to be done, evaluating effectiveness.

Aesthetic response- Study important works of the human imagination in order to develop aesthetic and literary sensibility. Make and defend judgments about the quality of artistic expressions.

Information Literacy and Research- Locate, evaluate, and make efficient and ethical use of information resources.

Scientific and quantitative reasoning- Understand the workings of the natural world. Develop problem-solving strategies using scientific and quantitative reasoning.

Technological Fluency- Make efficient use of technology for personal and professional needs. Use graphics, electronic media, computers, and quantified data.

Core Curriculum Coursework

Pace University offers an innovative, cutting-edge Core Curriculum designed to promote active learning, student success, and interaction with faculty. In your Core courses students will develop abilities that are essential to success in college study and in careers. The Pace Core allows for flexibility and choice.

Students will be enriched intellectually and personally in Core courses and thereby prepared to become a lifelong learner as you respond to the inevitable changes and challenges of professional and personal life.

Features of the Pace University Core include:

- Community building
- Social responsibility and civic engagement
- A focus on student learning outcomes
- Choice and flexibility
- Ability to complete a minor in the Core

The Core Curriculum is composed of three distinct and integrated areas, each of which allows for flexibility and choice, so students can fulfill the core according to their individual abilities and preferences:

Section I, **Foundational Requirements**, ensures that Pace graduates achieve competency in a variety of communication and quantitative skills. Students entering Pace with a strong background in English, language, or computing may be eligible to place out of some foundational requirements by taking proficiency or placement exams. For details, see "Placement" in the Academic Policies and Regulations section of this undergraduate catalog.

Students who need additional work and support in these vital skill areas will find the help they need through this series of coursework.

Section II, **Areas of Knowledge**, offers broad exposure to a variety of approaches and perspectives in the humanities, social sciences, and sciences and to different modes of analysis and understanding. These courses are intended to develop a sense of social, civic, and global awareness and responsibility.

In the required **Civic Engagement and Public Values** course, students will apply the theories they learn in the classroom to a real-life need within the community. Students will reflect upon the experience and consider their role as educated citizens and as problem-solvers. Community-based learning is consistent with Pace University's longstanding tradition of applied, experiential, and interactive learning and to our commitment to fostering an engaged campus.

Section III, **Inquiry and Exploration**, is an area where students have free choice to complete a minor or concentration, take courses of special interest, or auxiliary courses for their majors.

Other core requirements that fit into one of the three sections include:

- A **Learning Community**, in which students and their professors together experience a purposeful, coherent, and integrated learning environment in linked or interdisciplinary courses.
- Two **Writing-Enhanced Courses**, in which students will strengthen their writing and communication skills while learning course content.

Students who matriculated before September 2003 will complete the core curriculum that was effective during that time. For further information about the University Core Curriculum, visit the core Web site, available from the Pace home page.

Completion of Foundational Requirements

New students are required to complete ENG 120 by the time they attain 30 credits and, in addition, must complete the remainder of the Foundational Requirements of the University Core within 66 credits.

Second Language Proficiency Policy

All undergraduate students with two or more years of high school study in Chinese, French, Italian, Russian or Spanish, who plan to continue their study of the same language in either the fall, spring or summer semester must take a placement exam to determine the appropriate level of college study. Test scores remain valid for one year. Students who postpone language study beyond that year must retake the placement exam. All students with less than two years of high school study in a language will automatically be placed in the 101-level course in their chosen language.

All students must begin their language study at the evaluated placement level and will not receive Core credit if they start at a lower level.

- Students placed at 101 must take 101 and 102 in the same language.
- Students placed at 102 must take 102 and 280 in the same language.
- Students placed at the 200 level or above must take one 3-credit course at the level of their placement.

Exemptions

- Students will be exempt from second language study if they satisfy one of the following requirements:
- Students who have completed secondary schooling in a language other than English
- Students who have taken the foreign language SAT II exam prior to enrollment and have a score of 550 or above
- Students who have taken the Language and/or the Literature Advanced Placement Exam in a foreign language and scored 4 or 5 will receive 3 or 6 credits that satisfy the Core
- Students who take the NYU 12 point Proficiency Exam and score 12 points receive 3 credits of language Core credit
- Please note that American Sign Language (ASL) may be used to fulfill the Core language requirement.
- Students who transfer 25 college credits or more in the Lubin School of Business, the Lienhard School of Nursing, and the Seidenberg School of Computer Science and Information Systems may fulfill language Core requirement by taking one culture course with a prefix of ARA, CHI, FRE, JPN, GRK, ITA, JPN, LAT, RUS, or SPA.

Transfer Students

Transfer students must complete the 60 credits of University Core Curriculum in the Arts and Sciences. These credits must include the Foundational requirements and the Civic Engagement course, with flexibility for the remaining credits. Transfer students in the professional schools, with the exception of the School of Education, may take a culture course to fulfill the second language requirement.

For purposes of determining the appropriate University Core Curriculum requirements for students who come to Pace with transfer credits, a transfer student is defined as one who successfully completes (grade of "C" or better) a minimum of 25 college-level credits prior to the student's attendance at Pace University. Thus students with fewer than 25 transfer credits (freshmen) will be required to take the entire new core.

In-depth Sequences

In completing their core requirements, qualified students may pursue an "in-depth sequence," i.e., an opportunity to explore a subject area in the arts and sciences in some depth.

An in-depth sequence consists of at least nine (9) credits in a subject area within the core, beyond core requirements in that area, and is in a field of study outside the student's major. Students build an in-depth sequence of courses, each replacing one course from each of the Areas of Knowledge (excluding Area One: Civic Engagement and Public Values), up to a maximum of three courses. Students may apply the in-depth sequence toward a minor or second major in the Arts and Sciences. However, courses in the sequence may not substitute for requirements in the student's school or first major program.

A student wishing to pursue an in-depth sequence should consult an advisor in the Office of the Dean of the Dyson College of Arts and Sciences and in advance of study file an approved program for courses with the Office of Student Assistance.

Academic Centers & Institutes

Center for Applied Ethics: A forum where advances in professional work and science confront the values mirrored in the humanities and described in social science.

The Center for Community Action & Research (CCAR): A program of the Dyson College of Arts and Sciences that supports the development of community-based learning courses for the Core Curriculum and research on the pedagogy of community-based learning. The Center also sponsors educational forums and civic engagement opportunities on issues of social responsibility, democracy, and global citizenship.

Center for East Asian Studies: Sponsors curricula and faculty development in Far Eastern and other cross-cultural studies.

Center for Religious Studies: Offers scholarly lectures and discussions on world religious thought and practice.

Center for Undergraduate Research Experiences: Provides leadership, coordination and support to student-faculty research collaborations, grant-funded research projects and programs, and opportunities for service-based internships.

The Dyson Children's Institute: Sponsors projects that focus on improving the lives of children, particularly in Westchester County.

Environmental Center: The Environmental Center is 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 its layout provides students with opportunities for hands-on field studies.

Institute of Latin American Service and Studies: Develops innovative Latin American curricula and organizes service learning trips.

Michaelian Institute for Public Policy and Management: Provides research and training in the public and nonprofit sectors.

Municipal Law Resource Center: Provides legal research and reference for municipalities (ending by March 2011).

The Pace Institute for Environmental and Regional Studies: The Pace Institute for Environmental and Regional Studies (IERS) 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.

Thomas J. McShane Center: Offers a broad range of psychological services to community residents and referred Pace students.

[Vera Lex](#): Philosophy of Law Journal

Faculty

William J. Adams, Professor

Reza Afshari, PhD, Professor

Mary Alberi, PhD, Associate Professor

Carol Alpern, PhD, Associate Professor

Linda Anstendig, EdD, Professor

Susan Aston, Lecturer

Demosthenes Athanasopoulos, PhD, Program Director and The Harold Blancke Professor, Chemistry;

Alexander Azarchs, PhD, Chair and Professor

Charlotte Becket, PhD, Associate Professor

Michelle Pulaski Behling, PhD, Assistant Professor

Aldo Belardo, Lecturer

Daniel Bender, PhD, Associate Professor

Janetta Rebold Benton, PhD, Director of Honors College; Distinguished Professor
Susan Berardini, PhD, Associate Professor
Abbey L. Berg, PhD, Associate Professor
Barbara Blumberg, PhD, Professor
Rita Bradshaw-Beyers, Assistant Professor
Sarah Blackwood, Assistant Professor
Matthew Bolton, Assistant Professor
Harold Brown, PhD, Chair and Professor
Anne J. Bynoe, PhD, Chair and Associate Professor
Jorge Luis Cachiero, PhD, Chair
Karen R. Caldwell, PhD, Assistant Professor
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Nicholas Catalano, PhD, Professor
Sheila Chiffriller, PhD, Assistant Professor
June Chisholm, PhD, Professor
Robert Chapman, PhD, Associate Professor
Ion Chivu, Lecturer
Jane Collins, PhD, Associate Professor
Gregory Colman, PhD, Associate Professor
Diane Cypkin, PhD, Professor
Zhaohua Dai, PhD, Assistant Professor
Andriy Danylenko, PhD, Assistant Professor
Frances Delahanty, PhD, Associate Professor
Jane Dickson, Lecturer
Martha W. Driver, PhD, Distinguished Professor
Edgar Ducasse, PhD, Professor
Shamita Dutta Gupta, PhD, Associate Professor
Ida Dupont, PhD, Assistant Professor
Lee Evans, EdD, Professor
Lisa Farber, PhD, Assistant Professor
Lisa Fastenberg, PhD, Assistant Professor
Madeline Fernandez, PhD, Assistant Professor
Margaret Fitzgerald, Associate Professor
Amy Foerster, PhD, Chair and Associate Professor
Joseph Franco, PhD, NYSLMHC, NCC, Professor
Ronald Frank, PhD, Associate Professor
Barbara Friedman, Professor
Antonia Garcia-Rodriguez, PhD, Professor
Patricia Giurgescu, PhD, Associate Professor
Patricia C. Gloster-Coates, PhD, Chair and Associate Professor
Steven Goldleaf, PhD, Professor
Linda Gottesfeld, Professor
Daniel Greenberg, PhD, Assistant Professor
Paul Griffin, PhD, Assistant Professor
Melissa M. Grigione, PhD, Program Director and Assistant Professor
Beth Hart, PhD, Director of the Center for Psychological Services; Professor
Suri Hedge, Lecturer
Tom Henthorne, PhD, Associate Professor
Susan Herman, Associate Professor
Linda Herritt, MFA Chair and Professor
Nira Herrmann, PhD, Dean and Professor

William Todd Heyden, PhD, Associate Professor
Terrence Hines, PhD, Professor
Charlene Hoegler, PhD, Lecturer
Farrokh Hormozi, PhD, Chair and Professor
John Horne, PhD, Assistant Professor
Stephanie Hsu, Assistant Professor
Sue Huang, PhD, Professor
Lawrence Hundersmarck, PhD, Professor
Mark Hussey, PhD, Professor
Karla Jay, PhD, Distinguished Professor
Donna Johnson, PhD, Lecturer
Ruth Johnston, PhD, Program Director and Professor
Gregory Julian, PhD, Professor
Ghassan Karam, Lecturer
Canan Karaalioglu, Assistant Professor
Sergey Kazakov, DSc, PhD, Associate Professor
Michael Kazlow, PhD, Associate Professor
Robert Keegan, PhD, Professor
Marcy Kelly, PhD, Associate Professor
Elizabeth Kemp, Director of Acting Department; Lecturer
Bette Kirschstein, PhD, Chair and Associate Professor
Robert Klaeger, Chair and Associate Professor
Andrew Kliman, PhD, Professor
Megan Kozak, PhD, Assistant Professor
Hillary Knepper, Assistant Professor
Peter Knopf, PhD, Professor
Satish Kolluri, PhD, Assistant Professor
Grant Kretchik, Lecturer
Nancy Krucher, PhD, Associate Professor
Gregory Lampard, Assistant Professor
Iride Lamartina-Lens, PhD, Chair and Professor
Joseph Tse-Hei Lee, PhD, Associate Professor
Helane Levine-Keating, Professor
Gian Marco Lo Forte, Lecturer
Maria Luskay, EdD, Associate Professor
Christopher Malone, PhD, Chair and Associate Professor
Anthony Mancini, Assistant Professor
Ellen Mandel, PhD, Professor
Andreas Manolikakis, Director of the Actors Studio MFA Program
Martin Marafioti, PhD, Assistant Professor
Rebecca Martin, PhD, Professor
Augustine Mascuilli, PhD, Chair and Assistant Professor
Charles Masiello, PhD, Chair and Professor
Jillian Mcdonald, Assistant Professor
Alma McManus, PhD, Assistant Professor
Seong-Jae Min, Assistant Professor
Mary Margaret Minnis, PhD, Lecturer
Robert Meffe, Assistant Professor
Eddis Miller, Assistant Professor
Jim Moninger, Associate Professor
Gina Monteleone, RPA-C, MS candidate, Clinical Coordinator, Assistant Clinical Professor
Joseph Morreale, PhD, Professor
Barry Morris, PhD, Chair and Associate Professor

Walter Morris, PhD, Professor
Barbara Mowder, PhD, Director of Graduate Psychology Programs; Professor
John Mulgrew, Professor
Mary Ann Murphy, PhD, Director, Center for Community Outreach of Dyson College; Director, Project Pericles; Associate Professor
Meghana Nayak, PhD, Assistant Professor
Weihua Niu, PhD, Assistant Professor
Charles North, Poet-In-Residence
William Offutt, PhD, Associate Professor
Allen Oren, Associate Professor
Ellease Ebele N. Oseye, Professor
William Page, PhD, Professor
George Pappas, Esq., Assistant Professor
Will Pappenheimer, Assistant Professor
Robert P. Parks, PhD, Lecturer
Wade Pickren, PhD, Chair
Deborah Poe, PhD, Assistant Professor
Johna Pointek, Lecturer
Mitchell Preiss, PhD, Professor
Sandra Pulver, PhD, Professor
Linda Quest, PhD, Professor
Yvonne Rafferty, PhD, Professor
David N. Rahni, PhD, Professor
Sherman Raskin, Director of MS Publishing; Professor
Walter Raubichuck, PhD, Chair and Professor
Sid Ray, PhD, Professor
Nancy Reagin, PhD, Chair and Professor
Eugene Richie, PhD, Professor
JaimeLee Rizzo, PhD, Professor
Rostyslaw Robak, PhD, Chair and Professor
Amy Rogers, MFA, Program Director and Assistant Professor
Joan Roland, PhD, Professor
Martha Rubi, Lecturer
Joseph Ryan, PhD, Chair and Professor
Illan Safit, PhD, Assistant Professor
Roger Salerno, PhD, Chair and Professor
Roger Sayre, Professor
Richard Schlesinger, PhD, Associate Dean; Chair and Professor
Joshua Schwartz, PhD, Associate Professor
Mohsen Shiri-Garakani, PhD, Director, Physics/Engineering Program; Assistant Professor
Anna Shostya, Lecturer
Manuela Soares, Lecturer
K. Mark Sossin, PhD, Professor
John Stokes, PhD, Professor
Daniel Strahs, PhD, Assistant Professor
Wagner Suarez, Lecturer
Geraldine Taiani, PhD, Chair and Professor
Durahn Taylor, PhD, Assistant Professor
Mary Timney, PhD, Professor
Benjamin B. Tucker, Associate Professor
Rita Upmacis, Assistant Professor

Richard Velayo, PhD, Professor
Andrés Villagra, PhD, Associate Professor and Associate Dean
Carmen Vlad, PhD, Professor
Dorothee von Huene Greenberg, PhD, Professor
Ying Wang, Lecturer
Alfred Ward, PhD, Associate Professor
Ama Wattley, PhD, Assistant Professor
Marilyn Weigold, PhD, Professor
Mark Weinstock, PhD, Lecturer
Andrew Weir, Assistant Professor
Ellen L. Weiser, PhD, Chair and Professor
Howard Weishaus, PhD, Lecturer
Emily Welty, PhD, Lecturer
Marie Werner, EdD, LMSW, Associate Professor
Adelia Williams, PhD, Professor and Associate Dean
Ruis Woertendyke, PhD, Associate Professor
Nigel Yarlett, PhD, Director of Haskins Labs; Chair and Professor
Joshua Yarmish, PhD, Professor
Anastasia Yasik, PhD, Associate Professor
Shannon Young, PhD, Assistant Professor
Michele Zaccario, PhD, Assistant Professor
Emilie Zaslów, PhD, Assistant Professor
Paul Ziek, MA, Assistant Professor
Catherine Zimmer, PhD, Assistant Professor
David Zuzga, Assistant Professor

Baccalaureate (BA and BS) Degree Programs

Acting
 American Studies
 Applied Psychology and Human Relations
 Art
 Art History
 Biochemistry
 Biology, BA
 Biology, BS
Biology Pre-professional
 Occupational Therapy
 Optometry
 Physical Therapy
 Podiatry
 Biological Psychology
 Business Economics
 Chemistry
Chemistry Pre-Professional: Chemical Engineering
 Clinical Laboratory Science
 Communication Arts and Journalism
 Communication Sciences and Disorders
 Communication Studies

Communications
Criminal Justice
Economics
English
English and Communications
English Language and Literature
Environmental Science
Environmental Studies
Film and Screen Studies
Fine Arts
Forensic Science
History
Language, Culture, and World Trade
Latin American Studies
Liberal Studies
Mathematics, BA
Mathematics, BS
Modern Languages and Cultures
Musical Theater
Personality and Social Psychology
Philosophy and Religious Studies
Physics
Political Science
Professional Communication Studies
Professional Studies
Psychology
Sociology-Anthropology
Spanish
Theater Arts
Women's and Gender Studies

Exploratory Program Option for Undecided First-Year Students

Pace University offers an exploratory program option for new students who are undecided about which major to declare. Deciding on a major in an enriching experience, and during this exploration, students will be fulfilling requirements for graduations.

Associate Degree Programs

Dyson College has two associate degree programs of 60 credits that provide students with a college degree option. Both the Associate in Arts and the Associate in Science programs appeal to students who do not choose to commit to the greater time requirements of a bachelor's degree program and are interested in pursuing a course of study designed according to personal interests and/or career goals.

Note: Because an associate degree does provide a platform from which to launch further study, students interested in transferring academic credits to a bachelor's degree program should choose courses in consultation with a faculty advisor or Dyson Dean's Office advisor.

Minors

Many degree programs allow students to select a minor as part of their academic preparation. Students are encouraged to enhance their education by selecting one of the minors listed below to complement their major field of study.

African and African American Studies
Applied Psychology and Human Relations
Art
Art History
Biology
Chemistry
Classical and Medieval Studies
Communication Studies
Communications
Creative Writing
Criminal Justice
East Asian Studies
Economics
English
Environmental Studies
Film Studies
French Studies
History
Italian Studies
Journalism
Latin American Studies
Literature
Mathematics
Peace and Justice Studies
Philosophy
Photography
Physics
Politics
Psychology
Religious Studies
Russian
Sociology/Anthropology
Spanish
Statistics
Theater Arts
Women's and Gender Studies

Certificate Programs

Dyson College has a number of certificate programs that offer students the opportunity for concentrated specialized study. The courses in certificate programs are not meant to provide the broad background associated with degree programs but instead are chosen to help students reach a specific goal in a relatively short time.

Accelerated Dual-Degree Combined Pace Undergraduate/Pace Graduate Programs

The following accelerated dual-degree Pace University programs offer Dyson College undergraduates with superior academic abilities an opportunity to earn a BA or BS degree and a graduate degree in a shortened period of time than pursuing them separately.

Note: There are separate admissions requirements for the graduate portion of the program, and admission to the undergraduate part of the program does not guarantee admission to the graduate part. Both degrees are awarded at completion of the graduate program requirements.

Bachelor of Arts in Applied Psychology and Human Relations/Master of Science in Counseling (PLV)

Bachelor of Arts in Applied Psychology and Human Relations/Master of Science in Mental Health Counseling (PLV)

Bachelor of Arts in English/Master of Science in Publishing

Bachelor of Arts in English and Communications/Master of Science in Publishing

Bachelor of Arts in Modern Languages and Cultures: Spanish and Hispanic Studies/Master of Science in Publishing (NYC)

Bachelor of Arts in Political Science/Master of Public Administration

Bachelor of Arts in Psychology/Master of Science in Counseling (PLV)

Bachelor of Arts in Psychology/Master of Arts in Psychology (NYC)

Bachelor of Arts (various majors)/Juris Doctor

Bachelor of Arts (various majors)/Master of Science in Teaching Adolescents

Bachelor of Science in Biology/Master of Science in Environmental Science

Bachelor of Science in Criminal Justice/Juris Doctor

Bachelor of Arts in Political Science /Master of Public Administration

Political science majors may take advantage of an opportunity to earn both a BA in political science as well as an MS in environmental science by pursuing a five-year program offered by the Political Science Program and the Graduate Program in Environmental Science of Dyson College of Arts and Sciences. Students may apply to the graduate program in their junior year and after completion of at least 64 undergraduate credits. Students must have a cumulative QPA of 3.0. Additionally, they must provide a statement of career goals and two letters of recommendation from faculty. The graduate portion of this program is available only on the Pleasantville campus.

Bachelor of Arts in English/Master of Science in Publishing

Undergraduate English majors who wish to make practical use of the major may pursue a dual degree program with the master of science in publishing. Students must apply in their junior year and must have an overall QPA of 3.0 with an average of 3.2 in the major. In their senior year, students accepted into the program will take 12 credits in publishing courses, which will partially satisfy the requirements for both the BA degree and the MS in Publishing degree. Students therefore, can complete both degree programs in five years. For more information, contact the chair of the English department and the director of the MS in Publishing program. The graduate portion of this program is available only on the New York City campus or online.

Bachelor of Arts in Modern Languages and Cultures: Spanish and Hispanic Studies/Master of Science in Publishing (NYC)

Undergraduate Modern Languages and Cultures: Spanish majors who wish to make practical use of the major may pursue a dual degree program with the master of science in publishing. Students must apply in their junior year and must have an overall QPA of 3.0 with an average of 3.2 in the major. In their senior year, students accepted into the program will take 12 credits in publishing courses, which will partially satisfy the requirements for both the BA degree and the MS in Publishing degree. Students therefore, can complete both degree programs in five years. For more information, contact the chair of the undergraduate department and the director of the MS in Publishing program. The graduate portion of this program is available only on the New York City campus or online.

Bachelor of Arts in Psychology/Master of Arts in Psychology (NYC)

Psychology majors can take advantage of a valuable opportunity to earn both a BA and an MA in psychology by pursuing a 153-credit combined-degree program offered by the Psychology Department (PLV). Students may apply in their junior year upon completion of at least 64 undergraduate credits. Students must have a QPA of at least 3.0, have taken the GRE General Test, and provide a statement of purpose, as well as two letters of recommendation from Psychology Department professors. For further information, contact the Psychology Department (NYC).

Bachelor of Arts in Psychology/Master of Science in Counseling (PLV)

Psychology majors can take advantage of a valuable opportunity to earn both a BA in psychology as well as an MS in counseling by pursuing the 152-credit combined-degree program offered by the Psychology Department (PLV). Students can apply in their junior year upon completion of 78 undergraduate credits. Students must have: a QPA of at least 3.0, a QPA of at least 3.3 in the psychology major, one semester of psychology practicum, and two letters of recommendation from

Psychology Department professors. For further information please contact the MS program coordinator or department chairperson (PLV).

Bachelor of Arts in Applied Psychology and Human Relations/Master of Science in Counseling (PLV)

Applied Psychology & Human Relations majors can make use of a valuable opportunity to earn both a BA in applied psychology and a MS in Counseling (PLV) in a combined-degree program of 152 credits. Students can apply for admission into the graduate portion of this program in their junior year upon completion of 78 undergraduate credits. Students must have a QPA of at least 3.0, a QPA of at least 3.3 in the applied psychology major, one semester of psychology practicum, and two letters of recommendation from Psychology Department professors. For further information please contact the Psychology Department's MS program coordinator or department chairperson (PLV).

Bachelor of Arts in Applied Psychology and Human Relations/Master of Science in Mental Health Counseling (PLV)

Applied Psychology & Human Relations majors can make use of a valuable opportunity to earn both a BA in applied psychology and a MS in a combined-degree program (PLV) of 176 credits that leads to New York State licensure in mental health counseling. Students can apply in their junior year upon completion of 78 undergraduate credits. Students must have a QPA of at least 3.0, a QPA of at least 3.3 in the applied psychology major, one semester of psychology practicum, and two letters of recommendation from Psychology Department professors. For further information please contact the Psychology Department's MS program coordinator or department chairperson (PLV).

Bachelor of Science in Biology/Master of Science in Environmental Science

Biology majors may take advantage of an opportunity to earn both a BS in biology as well as an MS in environmental science by pursuing a five-year program offered by the Department of Biology and Health Sciences and the Graduate Program in Environmental Science of Dyson College of Arts and Sciences. Students may apply to the graduate program in their junior year and after completion of at least 64 undergraduate credits and all major biology courses. Students must have a cumulative QPA of 3.0 and a QPA of 3.0 in biology courses. They must provide a statement of career goals and two letters of recommendation from faculty in the Department of Biology and Health Sciences. The graduate portion of this program is only available on the Pleasantville campus.

Bachelor of Arts (select majors)/Juris Doctor and Bachelor of Science in Criminal Justice/Juris Doctor

Students who are admitted as Pace undergraduates and declare majors in certain arts and science subjects apply separately to the School of Law during their junior year and must meet the established criteria for admission, including an appropriate Score on the LSAT. Students may be required to complete an admissions interview at the School of Law. The undergraduate majors that are applicable in this combined program are the BS major in Criminal Justice and the BA majors in Biology, English, Environmental Studies, English, English and Communication, History, and Philosophy and Religious Studies. Interested students should meet with the Dyson College Director of Advising for details.

Bachelor of Arts (select majors)/Master of Science in Teaching Adolescents

Undergraduates who declare majors in certain arts and science subjects and are interested in developing a career teaching adolescents are encouraged to meet with their department chairs for details about an accelerated program. Students who are accepted into the program have the opportunity to earn dual degrees: a Dyson College BA and a School of Education Master of Science in Teaching Adolescents. The applicable undergraduate majors for this program are Biology, English, History/Social Science, Mathematics (NYC and PLV), and on the NYC campus also Spanish.

Graduate Programs

The graduate programs at Pace University's Dyson College of Arts and Sciences are responsive to the changing dynamics of today's society. These programs prepare highly motivated students for the challenging tasks of working in an evolving society through a blend of disciplined course work, hands-on experience, and exposure to the latest developments in their field. The result: professionals with the confidence and competence to excel in their careers. Students are offered a choice of advanced degrees and certificates in several disciplines. For course descriptions, see Dyson College of Arts and Science Graduate Viewbook. The graduate programs offered are:

Master of Arts in Psychology

Master of Fine Arts- Actors Studio Drama School

Doctor of Psychology (Psy.D) in School-Clinical Child Psychology

Master of Science in Counseling (Substance Abuse, Loss and Grief, General Counseling)

Master of Science in Mental Health Counseling

Master of Arts in Psychology

Master of Science in Education in School Psychology

Master of Science in Education in Bilingual School Psychology

Master of Science in Environmental Science

Master of Science in Forensic Science

Master of Science in Publishing

Master of Public Administration (with tracks in Environmental Management, Government, Health Care Administration, and Not-for-Profit Management)

Joint Degree Science Programs With Other Institutions

Cooperative education agreements between Pace and other institutions of higher learning exist in the professional science areas indicated below. Candidates for admission to these joint degree programs must satisfy separate admission requirements of both schools. Note that admission to the undergraduate Pace University part of a joint program does not guarantee admission to the program of the other institution.

Chemical Engineering Joint Program with Manhattan College: Pace BS Chemistry (PLV) and Manhattan College BE Chemical Engineering

Pace University and Manhattan College offer a five-year program, which leads to a bachelor of science in chemistry from Pace and a bachelor of chemical engineering from Manhattan. Each program requires three years of study at Pace, two years at Manhattan, and summer courses. Application for transfer is made by the student during the third year at Pace. For more information about this joint program, contact the academic advisor in the Department of Chemistry and Physical Sciences (PLV).

Chemical Engineering Joint Program with Rensselaer Polytechnic Institute (RPI): Pace BS Chemistry (PLV) and Rensselaer Polytechnic Institute BE Chemical Engineering

Pace University and Rensselaer Polytechnic Institute (RPI) offer a five-year program, which leads to a bachelor of science in chemistry from Pace and a bachelor of chemical engineering from RPI. Each program requires three years of study at Pace, two years at Manhattan, and summer courses. Application for transfer is made by the student during the third year at Pace. For more information about this joint program, contact the academic advisor in the Department of Chemistry and Physical Sciences (PLV).

Occupational Therapy Joint Program with Columbia University

Pace Biology Pre-Professional (NYC, PLV) and Columbia Univ. College of Physicians and Surgeons MS Occupational Therapy

This program consists of three years of study at Pace and two additional years of study in occupational therapy at Columbia University's College of Physicians and Surgeons. Students who complete the program receive a Bachelor of Science degree in Biology Pre-Professional from Pace and a Master of Science degree in occupational therapy from Columbia. To be eligible for the program, students must choose one of the following undergraduate majors: biology, applied psychology and human relations, or psychology. For more information consult the academic pre-professional adviser in the departments of Biology and Health Sciences or Psychology.

Optometry Joint Program with State University of New York's College of Optometry in Manhattan

Pace BS Biology Pre-Professional (NYC, PLV) and SUNY College of Optometry DO Optometry

This program consists of three years of study in biology at Pace and four additional years of study at the State University of New York's State College of Optometry in Manhattan. Students who complete the program receive a Bachelor of Science degree in Biology Pre-Professional from Pace and a Doctor of Optometry degree from SUNY. For more information, consult the pre-professional adviser in the Departments of Biology and Health Sciences.

Physical Therapy Joint Program with New York Medical College

Pace BS Biology Pre-Professional (NYC,PLV) and New York Medical College DPT Physical Therapy

This program consists of four years of study at Pace and three additional years at New York Medical College in Valhalla (Westchester County, NY). Upon successful completion of the program, students will be awarded the Bachelor of Science degree in Biology Pre-Professional from Pace University and the Doctorate in physical therapy from New York Medical College. For more information, consult the pre-professional adviser in the Department of Biology and Health Sciences.

Podiatry Joint Program with New York College of Podiatric Medicine

Pace BS Biology Pre-Professional (NYC, PLV) and Doctor of Podiatric Medicine

This program consists of three years of study at Pace and four additional years of study at the New York College of Podiatric Medicine. Students who complete the program receive a Bachelor of Science degree in Biology Pre-Professional from Pace and a Doctor of podiatric medicine degree from the New York College of Podiatric Medicine. To be eligible for the program, students must major in biology. For more information please consult the pre-professional adviser in the department of Biology and Health Sciences.

Preparation for Post-Baccalaureate Studies, the Professions, and Allied Health Fields

The methods of acquiring knowledge that students develop in the baccalaureate program are as important as the specific knowledge and skills that may lead to a particular credential. Prospective students in the Dyson College of Arts and Sciences may wish to consider the following possibilities:

Dentistry, Medicine, Osteopathy, and Veterinary Science.

Students who intend to pursue post-baccalaureate study in dentistry, medicine, osteopathy, or veterinary science often choose either biology (BS degree), biochemistry or chemistry as their undergraduate major. These majors provide the basic courses needed in preparation for entrance tests for post-baccalaureate study. A pre-professional advisory committee counsels students who wish to pursue one of these professional fields.

Graduate Study in Arts and Sciences. Completion of a program in a given discipline with a strong quality point average will generally satisfy the requirements for graduate study in that subject. Departments will give specific guidance in such matters.

Ability to communicate in written and spoken English is particularly important. A reading knowledge of one or more foreign languages is often required for advanced degrees. Statistics and computer/ information science are also increasingly important to the scholar in many areas. Advanced degrees include the master of arts (MA), the master of science (MS), the master of fine arts (MFA), and the doctorate (PhD).

Graduate Study in Business. While precise degree requirements depend on the program chosen, most students with three to eight credits in economics, statistics, marketing, accounting, business law, mathematics, and computer and information sciences will be able to complete an MBA with approximately one full year's work. Some of these subjects may be taken as part of the distribution of major requirements for the BA or BS, while those given in the Lubin School of Business may be taken as electives. Students interested in foreign languages should be particularly aware of expanding opportunities in international business.

Graduate Study in Law. Law schools generally do not prescribe any particular undergraduate major. However, undergraduates should acquire proficiency in written and spoken English, develop the ability to master large quantities of material, rapidly sharpen powers of logical analysis, and increase their capacity for independent work.

UNDERGRADUATE DEGREE PROGRAMS

Acting Major

Bachelor of Fine Arts (NYC)

	Credits
UNIVERSITY CORE CREDITS	60
MAJOR COURSES CREDITS	66
Required Theater Courses: (42 credits)	
THR 108 Voice and Movement	(3)
THR 109 Voice and Movement II	(3)
THR 151 Acting I	(3)
THR 251 Acting II	(3)
THR 255 Speech for the Stage I	(3)
THR 256 Speech for the Stage II	(3)
THR 301 Scene Study I	(3)
THR 356 Scene Study II	(3)
THR 361 Scene Study III	(3)
THR 362 Scene Study IV	(3)
THR 357 Acting for Film and Television I	(3)
THR 358 Acting for Film and Television II	(3)
THR 460 The Business of Acting	(3)
THR 499 Senior Showcase	(3)
Required Technical Electives (6 credits)	
THR 122 Production Crew-Costume	(3)
THR 132 Stagecraft	(3)
THR 176 Lighting Workshop	(3)
THR 196E Props	(3)
THR 211 Stage Management	(3)
THR 222 Production Crew-Scenery	(3)
THR 331 Sound and Acoustics	(3)
Required Theater History Courses (6 credits)	
THR 131 Development of Physical Theater	(3)
THR 134 Theater History I	(3)
THR 135 Theater History II	(3)
THR 136 World Theater	(3)
MUS 145 Introduction to the Opera	(3)
THR Travel course	(3)
Required Theater Electives (12 credits)	
THR 140 Makeup for the Theater I	(3)
THR 208 Playwriting and Screenwriting	(3)
THR 232 Script Analysis	(3)
THR 240 Makeup for the Theater II	(3)
THR 254 Acting for the Musical Stage I	(3)
THR 257 Stage Combat	(3)
THR 258 Improvisation	(3)
THR 354 Acting for the Musical Stage II	(3)
THR 355 Dialects for the Stage	(3)
THR 359 Directing I	(3)
THR 360 Directing II	(3)
THR 390 Directing III	(3)
OPEN ELECTIVES	2
TOTAL CREDITS	128

American Studies Major

Bachelor of Arts (NYC, PLV)

The curriculum of this interdisciplinary program is unique. In addition to 12 credits of specified coursework, it offers students the choice of a wide range of elective courses (24 credits) in one of five tracks of study.

	Credits
UNIVERSITY CORE	60
MAJOR COURSES	36
Required Courses: (12 credits)	
AMS 201, 202 Introduction to American Studies, team-taught by two faculty members	(6)
AMS 499 Seminar in the Main Currents of American Culture (Capstone Course)	(3)
AMS 395 Internship in American Studies	(3)
Major Track Electives: (24 credits)	
Students choose ONE of the following five tracks. For selection of courses that meet degree requirements, see program worksheet and also ask program director for list of newly added courses.	
Track 1: New York: Urban and Regional Studies	
One of the unique qualities of Pace University is its connection to New York. Many academic disciplines offer courses specifically geared toward the city's cultural, historical, environmental, and political life.	
Track 2: The Law and American Studies	
The University's many law-related courses allow students to build a very successful track in law..	
Track 3: Civic Engagement and Public Values	
Pace has positioned itself as one of the foremost civically engaged universities in the country. This track draws upon an extensive offering of courses.	
Track 4: American Arts	
An ever-growing Theater Department in NYC and the flourishing of the campus Schimmel Theater as the largest performing arts venue in lower Manhattan have positioned Pace as an academic leader in performing arts in the city.	
Track 5: Individualized Studies	
This track is an opportunity to develop a unique program of study. Students will consult with an American Studies faculty member for guidance in selecting courses which will meet the track's degree requirements.	
OPEN ELECTIVES	32
TOTAL CREDITS	128

Applied Psychology and Human Relations Major

Bachelor of Arts (NYC, PLV)

This program prepares students for graduate school in most applied psychology specialties (including counseling and clinical psychology) and for entry-level employment in many human services fields.

	Credits
UNIVERSITY CORE	60
Must include PSY 112 Intro to Psychology	
MAJOR COURSES	PLV: 42 NYC: 40-44
Required Courses:	
(PLV: 24 cred.; NYC: 28 cred.)	
PSY 304 Social Psychology (NYC, PLV)	(4)

PSY 306	Psychological Testing(NYC, PLV)	(4)
PSY 313	Research Methodology (NYC, PLV)	(4)
PSY 332	Group Relations and Interviewing Techniques (NYC)	(4)
PSY 337	Psychological Counselling (NYC)	(4)
PSY 332	Group Relations and Interviewing Techniques (PLV)	(4)
OR		
PSY 337	Psychological Counseling (PLV)	(4)
PSY 391-392	Practicum in Psychology I and II (NYC, PLV)	(8)

Required Major Electives:
 PLV major: Any six 200/300-level courses (18 credits)
 NYC major: Any four or five courses on Dept. group lists but at least three courses from Group I (12-16 credits)

OPEN ELECTIVES	24-28
TOTAL UNDERGRADUATE CREDITS	128

Art Major

Bachelor of Science (PLV)

	Credits
UNIVERSITY CORE	60
Includes ART 102 Art History	(3 credits in AOK II or IV)
MAJOR Courses	42
Required Courses: (27 credits)	
ART 130 Sculpture I	(3)
ART 140 Drawing I	(3)
ART 145 Painting I	(3)
ART 186 Digital Design I	(3)
ART 205 Art History: Contemporary Art	(3)
ART 214 Art History: Modern Art	(3)
ART 241 Drawing II	(3)
ART ____ Project Studio "A"	(3)
ART ____ Capstone: Project Studio"B"	(3)

Major Electives: (15 credits)

Students choose studio and/or art history courses.

ART ____	(3)
ART ____	(3)
ART ____	(3)
ART ____	(3)
ART ____	(3)

OPEN ELECTIVES	26
TOTAL CREDITS	128

Art History Major

Bachelor of Arts (NYC)

This program provides students with a sound education in art history and prepares them for studies on the graduate level and careers in galleries, museums and art historical institutions. Students can have cross-disciplinary minors and participate in internships in their junior and senior years.

	Credits
UNIVERSITY CORE	60
One Fine Art course and two language courses either in French, Italian or Spanish to be included. For specific Core requirements in History please consult the Art Department.	

MAJOR COURSES 36

Required Courses: (12 credits)

ART 102	Art History: Ancient through Gothic Art	(3)
ART 103	Art History: Renaissance through Modern Art	(3)
ART 480	Art History Seminar I	(3)
ART 481	Art History Seminar II: Methodology and Historiography	(3)

Major Elective Course: (24 credits)

EIGHT of the following courses:

ART 201	Art History: Ancient Greek Art	(3)
ART 203	Art History: Ancient Roman Art	(3)
ART 204	Art History: Medieval Art	(3)
ART 206	Art History: Renaissance Art in Italy	(3)
ART 208	Art History: Renaissance Art in Northern Europe	(3)
ART 209	Seventeenth Century Dutch and Flemish Art History	(3)
ART 211	Art History: Baroque Art in Flanders and Holland	(3)
ART 213	Art History: 18th and 19th Century Art: Rococo, Neoclassicism, Romanticism, and Impressionism	(3)
ART 214	Art History: Modern Art	(3)
ART 216	Art History: American Art	(3)
ART 218	Art History: African Art	(3)
ART 220	Art History: Aspects of Asian Art	(3)
ART 245	Art History: History of Photography	(3)

OPEN ELECTIVES	32
TOTAL CREDITS	128

Biochemistry Major

Bachelor of Science (NYC, PLV)

Prepares students for medical school, graduate school, or employment in the industry. This program is approved by the American Chemical Society (ACS).

	Credits
UNIVERSITY CORE	60
See "Auxiliary courses" listed below for required courses in the major that satisfy University Core requirements in Math, Biology and Physics(36 credits).	

MAJOR COURSES 55-57

Required Courses: (49 credits)

CHE 111, 112	General Chemistry I, II	(8)
CHE 221	Analytical Methods and Techniques	(4)
CHE 223, 224	Organic Chemistry I, II	(10)
CHE 301	Physical Chemistry I, II	(4)
CHE 302	Physical Chemistry II	(4)
(Note: Both CHE 301 and MAT 236 are prerequisites)		
CHE 326	Biochemistry	(4)
CHE 328	Advanced Biochemistry	(3)
CHE 329	Advanced Biochemistry Lab	(2)
CHE 331	Instrumental Analysis	(4)
CHE 480	Research in Chemistry	(3)
CHE 392, 492	Chemistry Seminar I, II	(2)

Major Electives: (7 credits)

CHE _____	Advanced CHE course (CHE 330 is required for ACS certification)	(4)
BIO _____	Advanced BIO course	(3)

AUXILIARY COURSES

The following courses satisfy 36 credits of University Core requirements and/or Open Elective Requirements as follows:

Foundation Math and Science core (8 credits); Area of Knowledge 5: Analysis of Human, Social and Natural Phenomena (4 credits); and Inquiry and Experience (24 credits).		
BIO 101, 102	General Biology I, II	(8)
BIO 264	Microbiology	(4)
BIO 231	Genetics	(4)
OR		
BIO 335	Molecular and Cellular Biology	(4)
MAT 131, 132	Calculus I, II	(8)
MAT 236	Multivariable Calculus	(4)
PHY 111, 112	General Physics I, II	(8)

OPEN ELECTIVES	13
TOTAL CREDITS	128

Biology Major**Bachelor of Arts (NYC, PLV)**

This B.A program prepares students for a career that may involve significant background in the biological sciences (e.g., scientific journalism and certain legal areas environmental and patent law) but does not require the extensive scientific coursework of the BS degree. Students must pass a comprehensive examination given as part of BIO 490 that assesses the ability to integrate and synthesize basic concepts in biology.

UNIVERSITY CORE	60
Must include CHE 111(4 credits) and MAT 134 (3 credits).	

MAJOR COURSES	35
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Biology Core Courses: (26 credits)

BIO 101, 102	General Biology I, II	(8)
BIO 231	Genetics	(4)
BIO 335	Molecular and Cellular Biology	(4)
BIO 490	Introduction to Research in the Biological Sciences	(3)
BIO 480	Research	(3)
BIO 327	Cellular Biochemistry	(4)

Major Electives: (9 credits)

BIO courses numbered 200 or higher selected in consultation with the faculty adviser.

BIO_____	(3-4)
BIO_____	(3-4)
BIO_____	(3-4)

AUXILIARY COURSES : (14 credits)

CHE 112	General Chemistry II	(4)
CHE 223, 224	Organic Chemistry I, II	(10)

OPEN ELECTIVES	19
Includes auxiliary courses not taken for core credit.	
TOTAL CREDITS	128

Biology Major**Bachelor of Science (NYC, PLV)**

Prepares students for further education either in professional schools such as medical, dental, osteopathy, or veterinary medicine, or in scientific graduate school doctoral degree programs. The curriculum consists of Biology Core courses, Biol-

ogy concentration courses in one of four tracks, and auxiliary science courses.

Students must pass a comprehensive examination given as part of BIO 490 that assesses the ability to integrate and synthesize basic concepts in Biology.

UNIVERSITY CORE	60
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Note: auxiliary math and science courses (37 credits) listed below- fulfill various foundation, area of knowledge, and inquiry and exploration requirements required for the major.

MAJOR COURSES	41-46
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Biology Core Courses: (26 credits)

BIO 101, 102	General Biology I, II	(8)
BIO 231	Genetics	(4)
BIO 327	Cellular Biochemistry	(4)
BIO 335	Molecular and Cellular Biology	(4)
BIO 490	Introduction to Research in the Biological Sciences	(3)
BIO 480	Research	(3)

MAJOR TRACK REQUIREMENTS: (15–20 credits)**General Biology Track**

Provides broad study covering various areas of the biological sciences.

BIO 210	Ecology	(4)
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OR

BIO 215	Urban Ecology	(3)
BIO 264	Microbiology	(4)
BIO 334	Physiology	(4)

Plus any two BIO courses numbered 200 or higher selected in consultation with the faculty adviser

Environmental Biology Track

Emphasizes study of the interrelationship between living and nonliving components of the environment and the adverse effects of human activity.

BIO 205	Environmental Science	(3)
BIO 210	Ecology	(4)

OR

BIO 215	Urban Ecology	(3)
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Plus any three BIO courses numbered 200 or higher selected in consultation with the faculty adviser.

BIO_____	(3-4)
BIO_____	(3-4)
BIO_____	(3-4)

Molecular and Cellular Biology Track

Emphasizes study of cellular structure and function and the technologies involved in the investigation of molecular processes within cells.

BIO 264	Microbiology	(4)
BIO 372	Introduction to Molecular Biotechnology	(4)
BIO 375	Advanced Cell Biology	(3)

Plus any two BIO courses numbered 200 or higher selected in consultation with the faculty adviser.

BIO_____	(3-4)
BIO_____	(3-4)

Toxicology Track

Emphasizes study of the manner by which chemicals released due to human activity or from natural sources impact upon biological systems.

BIO 334	Physiology	(4)
BIO 345	Toxicology	(3)
BIO 346	Pharmacology	(3)

Plus any two BIO courses numbered 200 or higher selected in consultation with the faculty adviser

BIO _____ (3-4)
 BIO _____ (3-4)

AUXILIARY MATH & SCIENCE COURSES

Required auxiliary math and science courses not taken in the University Core will be taken as Open Elective courses:

CHE 111-112 General Chemistry I, II (8)
 CHE 223-224 Organic Chemistry I, II (10)
 PHY 111-112 General Physics I, II (8)
 MAT 131-132 Calculus I, II (8)
 MAT 134 Statistics for Life Sciences (3)

OPEN ELECTIVES 22-27

These include auxiliary courses, UNV 101, (required of incoming freshmen students) and remaining open electives.

TOTAL CREDITS 128

Biology Pre-Professional Major

Pace University offers four pre-professional programs that result in an undergraduate degree in Biology from Pace University and a professional degree from another educational institution. Students generally follow the standard BS in Biology General Biology track but with appropriate modifications, particularly in required electives.

Candidates for admission to combined undergraduate/professional degree programs must satisfy separate admission requirements for both the undergraduate and professional parts of the program. Admission to the undergraduate part of the program does not guarantee admission to the graduate part of the program.

Students interested in any of these Programs should consult with the appropriate Departmental adviser at their campus early during their first year in residence.

Occupational Therapy

This Program consists of three years of undergraduate study at Pace (108 credits) and two additional years of study at the Columbia University College of Physicians and Surgeons. Students who complete the program receive a Bachelor of Science degree in Biology from Pace and a Master of Science degree in Occupational Therapy from Columbia.

Optometry

This Program consists of three years of undergraduate study at Pace (108 credits) and four additional years of study at the State University of New York College of Optometry. Students who complete the program receive a Bachelor of Science in Biology from Pace and a Doctor of Optometry (DO) degree from SUNY.

Physical Therapy

This Program consists of three years of undergraduate study at Pace (106 credits) and three additional years of study at New York Medical College. Students who complete the program receive a Bachelor of Science in Biology from Pace and a Doctor of Physical Therapy (DPT) degree from New York Medical College.

Podiatry

This Program consists of three years of undergraduate study at Pace (108 credits) and four additional years of study at the New York College of Podiatric Medicine.

Biological Psychology Major**Bachelor of Arts (PLV)**

Prepares students for graduate school in both research and applied psychology and biology areas and for entry-level employment in such fields.

Note for students interested in taking the MCAT and/or applying to medical school:

Please contact departmental advisor at (914) 773-3791 for necessary special advisement. Such students typically need the following courses: PHY 111 and 112 (General Physics I and II) and MAT 131 (Calculus I). Moreover, some medical schools also require applicants to have taken MAT 132 (Calculus II).

Credits**UNIVERSITY CORE 60**

Includes following major-required Auxiliary courses (18 credits):

PSY 112 Intro to Psychology (AOK5)
 CHE 111 General Chemistry I
 CHE 112 General Chemistry II (in I & E)
 CHE 223 Organic Chemistry I (in I & E)
 CHE 224 Organic Chemistry II (in I & E)
 MAT 134 Statistics

MAJOR COURSES 48**Required Courses: (42 credits)**

BIO 101 General Biology I (4)
 BIO 102 General Biology II (4)
 BIO 231 Genetics (4)
 BIO 251 Anatomy (4)
 BIO 334 Physiology (4)
 PSY 320 Abnormal Psychology (3)
 PSY 205 Statistics in Psychology (4)
 PSY 277 Evolution in Psychology (3)
 PSY 311 Biological Psychology (3)
 OR PSY 325 Neurological Psychology (4)
 PSY 380 Experimental Psychology I (4)
 PSY 381 Experimental Psychology II (4)

Major Electives: (6 Credits)

TWO Psychology courses:

PSY _____ (3)
 PSY _____ (3)

AUXILIARY COURSES:

Taken for university core credit (see list) and/or Open Elective credit.

OPEN ELECTIVES 20

Includes major-specific required courses not taken for University Core credit and any Physics and MAT courses typically recommended for MCAT preparation and medical school applications.

TOTAL CREDITS 128

Business Economics Major**Bachelor of Science (NYC and PLV)****Credits****UNIVERSITY CORE 60**

Must include ECO 105, ECO 106, MAT 104, and MAT 117

MAJOR REQUIRED COURSES 59

(Includes Economics and Business Courses)

Required Economic Courses: (33 credits)

Economic Core Courses: (18 credits)

ECO 230	Intermediate Macroeconomics	(3)
ECO 234	Intermediate Microeconomics	(3)
ECO 238	Money and Banking	(3)
ECO 240	Quantitative Analysis and Forecasting	(3)
ECO 360	International Trade	(3)

OR

ECO 396H	Global Finance & Economic Activity	(3)
ECO 400	Seminar in Economic Theory	(3)

Economic Elective Courses: (15 credits)

Approved ECO courses, chosen with a faculty adviser.

Required Business Courses: (26 credits)

ACC 203	Financial Accounting	(4)
ACC 204	Managerial Accounting	(4)
LAW 101	Business Law	(3)
MAR 250	Principles of Marketing	(3)
MGT 250	Management and Org. Concepts	(3)
FIN 260	Financial Management	(3)
TWO	Business electives (NYC)	(6)

OR

TWO	Finance electives (PLV)	(6)
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OPEN ELECTIVES **9**

TOTAL CREDITS **128**

Chemistry Major

Bachelor of Science (NYC, PLV)

Prepares students for graduate school, medical school, or employment in the chemical or pharmaceutical industry. This program is approved by the American Chemical Society. For students interested in forensic science, see program listing under Forensic Science.

Credits

UNIVERSITY CORE **60**

See "Auxiliary Courses" listed below for required Math, Biology, and Physics courses in the major that satisfy University Core requirements and/or some Open Elective requirements (28 credits).

MAJOR COURSES **50-54**

Required Courses All concentrations: (40 credits)

CHE 111, 112	General Chemistry I, II	(8)
CHE 221	Analytical Methods and Techniques	(4)
CHE 223, 224	Organic Chemistry I, II	(10)
CHE 301, 302	Physical Chemistry I, II	(8)
CHE 326	Biochemistry	(4)
CHE 331	Instrumental Analysis	(4)
CHE 392, 492	Chemistry Seminar I, II	(2)

Required Concentration: (10-14 credits)

ONE of three concentrations chosen in consultation with department advisor:

A. Preparation for medical or graduate school.

CHE 480	Research in Chemistry	(3)
MAT 238 or MAT 253	Linear Algebra or Differential Equations	(4)
CHE 330, or CHE 338	Advanced Inorganic or Spectroscopy	(4)
CHE 305, 322, 328, or 333	One advanced chemistry course	(3)

OR**B. Preparation for employment and leading to American Chemical Society certification.**

CHE 330	Advanced Inorganic Chemistry	(4)
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CHE 480	Research in Chemistry	(3)
MAT 238	Linear Algebra	(4)
OR		(4)
MAT 253	Differential Equations or Differential Equations	(4)
CHE__	One advanced chemistry course: Choose from CHE 305, 322, 328 or 333	(3)

OR**C. Environmental Chemistry**

SCI 345	Environmental Applications in Geology	(4)
ENS 610	Environmental Science I	(3)
CHE 480	Research in Environmental Chemistry	(3)

AUXILIARY COURSES

These 7 auxiliary courses satisfy 28 credits of University Core as follows:

Foundation math and science courses (8 credits)

Area of Knowledge math and science courses (8 credits)

Inquiry and Experience math and science courses (12 credits)

BIO 101, 102 General Biology I, II (8)

MAT 131, 132 Calculus I, II (8)

MAT 236 Multivariable Calculus (4)

PHY 111, 112 General Physics I, II (8)

OPEN ELECTIVES **14-18**

May include some auxiliary courses not taken in the University Core

TOTAL CREDITS **128**

Chemistry Pre-Professional Major

Pace University offers Chemistry majors the option of earning two degrees, a B.S. in Chemistry at Pace University and a B.E. at either Manhattan College or Rensselaer Polytechnic Institute, School of Engineering. Both of these joint programs involve five years of education. Each program requires three years of study at Pace and two years of study at the other institution, including summer coursework. Application for transfer is made by the student during the third year at Pace. Students interested in any of these programs should meet with a Chemistry Department advisor for full details.

Students generally follow the standard BS in Chemistry program for required major core courses and major auxiliary courses but with appropriate modifications in required major electives and required engineering courses transferred from RPI or Manhattan College.

Clinical Laboratory Science Major

Bachelor of Science (NYC, PLV)

Clinical Laboratory Science is an allied health profession that is central to the operation of the modern medical establishment. Medical technologists are part of the medical team of specialists that work together to determine the presence, extent, or absence of disease.

The clinical laboratory science major requires three years of academic study at Pace, followed by one year of clinical hospital training in a program approved by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). To be admitted to the program, students must meet the admissions requirements of both institutions, including the Allied Health

Aptitude Examination during their first year at Pace and maintain a cumulative QPA of 3.0. For further information contact the Department of Biology and Health Sciences.

Credits	60
UNIVERSITY CORE	
Includes required major specific courses in Mathematics and Chemistry: MAT131 (4 credits) and CHE 111 (4 credits) and an In-Depth Sequence of CHE 112, CHE 223, and CHE 224 (14 credits)	
MAJOR COURSES	
Biology Core Courses (26 credits)	
BIO 101-102	General Biology I and II (8)
BIO 231	Genetics (4)
BIO 327	Cellular Biochemistry (4)
BIO 335	Molecular & Cellular Biology (4)
BIO 490	Introduction to Research in the Biological Sciences (3)
BIO 480	Research in Biology (3)
Biology Electives (16 credits)	
BIO 251	Principles of Human Anatomy (4)
BIO 264	Microbiology (4)
BIO 334	Physiology (4)
BIO 359	Immunology (4)
Required Hospital Residency (24 credits)	
BIO 495C	RESIDENCY (24)
REQUIRED MAJOR AUXILIARY COURSES (19)	
PHY 111- PHY 112	General Physics I and II (8)
CHE 221	Analytical Chemistry (4)
MAT 132	Calculus II (4)
MAT 134	Statistics for Life Sciences (3)
OPEN ELECTIVES 0-1	
UNV 101 is required of all new freshmen	
TOTAL CREDITS	146

Communication Arts and Journalism Major

Bachelor of Arts (PLV)

Prepares students for careers in print and broadcast journalism, mass communications and public relations.

Credits	60
UNIVERSITY CORE	
Includes 15 credits of required auxiliary courses	
MAJOR COURSES	
Required Courses (21 credits)	
JRN 101	Introduction to Journalism (3)
JRN 102	History of Journalism (3)
JRN 104	News Reporting (3)
JRN 203	Feature Writing (3)
MCA 311	Ethics, Morality and the Media (formerly COM 311) (3)
MCA 226	Writing for the Electronic Media (3)
MCA 393	Internship (3)
OR	
JRN 490	Internship (3)
Major Electives (15 Credits)	
Any five courses from these two areas:	

<i>Print Area:</i>	
JRN 201	Advanced Reporting (3)
JRN 202	News Editing (3)
JRN 203	Feature Writing (3)
JRN 296	Topics in Journalism (3)
<i>Broadcast Area:</i>	
JRN 295	Radio News Production (3)
MCA 252	Broadcast Lab I (3)
MCA 353	Broadcast Lab II (3)
MCA 396	Topics in Communications (3)
REQUIRED MAJOR AUXILIARY COURSES 15	
Also required is a concentration of at least 15 credits in another liberal arts discipline taken for University Core and/or Open Elective credits).	
OPEN ELECTIVES	32
TOTAL CREDITS	128

Communication Sciences and Disorders Major

Bachelor of Arts (NYC)

The Communication Sciences and Disorders (CSD) major introduces students to the fields of speech-language pathology and audiology and prepares them for graduate study (non-teaching option). This 128-credit major also offers students a teaching option of an additional 18 credits of coursework needed to qualify for the Initial Certificate in Teaching Students with Speech and Learning Disabilities. An additional teaching option requires the completion of six more credits above the required 128 credits in order to qualify for the Bilingual Extension of the Initial Certificate.

Credits	60
UNIVERSITY CORE	
Must include: CSD 371 (AOK I) CSD 223 (AOK V), PSY 110 (AOK V), PSY 275 and PSY 315 (Inquiry and Exploration). Recommended: MATH 134, BIO 220, and one physical science.	

MAJOR COURSES: three options

Non- Teaching Option: 44 cred.
initial Teaching Certificate Option: 64 cred.
Combined Initial Teaching Cert./Bilingual Extension Option: 70 cred.

Required CSD Courses: ALL OPTIONS		44
CSD 140	Introduction to Communication Disorders (3)	
CSD 241	Diagnostic and Therapeutic Procedures (3)	
CSD 251	Early Language Development (3)	
CSD 253	Anatomy and Physiology of Speech and Hearing Mech. (3)	
CSD 256	Phonetics (3)	
CSD 270	Introduction to Audiology (3)	
CSD 321	Professional Speech Workshop (3)	
CSD 342	Advanced Communication Disorders (3)	
CSD 355	Bilingual/ Multicultural Language Development and Disorders (3)	
CSD 356	Hearing Science (3)	
CSD 357	Speech Science (3)	
CSD 460,	Clinical Practicum in Speech-Language Pathology I & II (Requires a minimum 2.7 CQPA or 3.0 in the major) (8)	
CSD 461		
CSD 480	Applied Research in Communication Sciences and Disorders (3)	
CSD 460,	Clinical Practicum in Speech-Language (8)	

CSD 461	Pathology I & II (Requires a minimum 2.7 CQPA or 3.0 in the major)	
CSD 480	Applied Research in Communication Sciences and Disorders	(3)

and

Additional CSD & COM Courses for Non-Teaching Option: **6**

TWO of the following three courses:

COM 214	Interpersonal Communication	(3)
CSD 352	School Age Child	(3)
COM 372	Counseling in CSD	(3)

TOTAL CREDITS: Non-Teaching Option **128**
OR

INITIAL TEACHING CERTIFICATE OPTION: (64-cred.)

Required CSD Courses: ALL OPTIONS **44**

and

Additional Required CSD & COM Courses for Initial Teaching Option: **9**

CSD 352	Language Dev./Dis. School Age Child	(3)
CSD 353	Speech-Lang. Path in Schools	(3)
COM 214	Interpersonal Communication	(3)

OR
COM 372 Counseling in CSD (3)

and

Required TCH Courses: **11**

TCH 211	Professional Seminars	(1)
A/B		
TCH 201	Understanding Schools	(4)
TCH 497	Final Apprenticeship	(6)

TOTAL CREDITS: Teaching Option (Initial Certificate) **128**
OR

COMBINED INITIAL TEACHING CERTIFICATE and BILINGUAL EXTENSION OPTION: (70 cred.)

Required CSD Courses: ALL OPTIONS **44**

and

Additional Required CSD & COM Courses for Combined Initial & Bilingual Extension Option: **9**

CSD 352	Language Dev./Dis. School Age Child	(3)
CSD 353	Speech-Lang. Path in Schools	(3)
COM 213	Interpersonal Communication	(3)

and

Required TCH Courses **17**

TCH 211 A/B	Professional Seminars	(1)
TCH 201	Understanding Schools	(4)
TCH 497	Final Apprenticeship	(6)
TCH 351	Foundations of Bilingual Education	(3)
TCH 453	Meth./ Mat. Teaching Reading in Bilingual Class	(3)

Note: For the Bilingual Extension of the Initial Certificate, students must pass the State competency test in a language of choice.

TOTAL CREDITS: Combined Teaching Option (Initial Cert. & Bilingual Extension) **134**

Communication Studies Major

Bachelor of Arts (NYC)

Communication Studies majors choose one of two areas of concentration: public/professional studies or media studies. The

Public and Professional Studies program is geared for those interested in careers in organizational communication, law, politics, government, labor unions, human relations, corporate-government relations, and fund raising, who will find this an ideal major. The Media Studies program emphasizes the fields of communication as they apply to mass media. The program qualifies graduates for entry-level positions in broadcasting, advertising, sales, marketing, politics, and public relations.

UNIVERSITY CORE **60**

Includes required auxiliary courses in contemporary global issues (3 credits) and either a Fine Arts, Performing Arts, or Religious Studies course (3 credits).

REQUIRED MAJOR COURSES **42**

MAJOR CORE COURSES (9 credits)

COM 111	Introduction to Communication	(3)
COM 113	Media, Culture and Society	(3)
COM 114	Introduction to Mass Media	(3)

MAJOR ELECTIVE COURSES: (33 credits)

Group ONE: (6 credits)

Choose two of the following courses:

COM 209	Speech Writing	(3)
COM 226	Writing for the Electronic Media	(3)
COM 228	Writing for Convergent Technologies	(3)
COM 252	Broadcast Lab	(3)
_____	Approved Service Learning Course	(3)

Groups TWO and THREE: (27 credits)

Students must complete minimum of 12 credits in each group:

Group TWO: (12-15 credits)

COM 119	Organizational Communication	(3)
COM 203	Persuasion	(3)
COM 205	Small Group Communication	(3)
COM 213	Intercultural Communication	(3)
COM 214	Interpersonal Communication	(3)
COM 209	Speech Writing	(3)
COM 239	Milestones Communication Research	(3)
COM 260	Pragmatic Communication	(3)
COM 361	Interpersonal Communication Among Cultures	(4)
_____	Approved Topics Course	(3)

Group THREE: (12-15 credits)

COM 245	Rhetoric and Popular Culture	(3)
COM 255	Political Communication	(3)
COM 235	Advertising and Consumer Culture	(3)
COM 311	Media Ethics	(3)
COM 312	Introduction to Culture Studies	(3)
COM 335	Media and Gender	(3)
COM 336	Propaganda Studies	(3)
COM 338	Media Criticism	(3)
COM 481	Language and Power	(3)
_____	Approved Topics Course	(3)

OPEN ELECTIVES **26**

TOTAL CREDITS **128**

Communications Major

Bachelor of Arts (PLV)

Prepares students for a variety of careers such as law, mass communications, video production, advertising, and public relations, and offers students a great deal of flexibility to design a course of study according to their interests.

	Credits	
UNIVERSITY CORE	60	
MAJOR COURSES	42	
Required Courses: (12 credits)		
MCA 226 Writing for the Electronic Media	(3)	
MCA 227 Writing for the Print Media	(3)	
MCA 393 Internship	(3)	
MCA 499 Senior Year Experience	(3)	
TWO Writing Courses:(6-7 credits)		
MCA 337 Writing Public Relations Copy	(3)	
MCA 339 Creative Writing for the Broadcast Media	(3)	
MCA 340 Writing for Advertising	(3)	
MCA 360 Screenwriting	(4)	
ENG 221 Report Writing	(3)	
ENG 223 Creative Writing: Poetry	(3)	
ENG 322 Advanced Writing	(3)	
ENG 324 Writing of Fiction	(3)	
JRN 203 Feature Writing	(3)	
Required Major Electives:- (24 credits)		
Students choose from upper level MCA, JRN, and SPE courses		
OPEN ELECTIVES	26	
Students may take an additional 3 credits of internship for open elective credit		
TOTAL CREDITS	128	

Criminal Justice Major

Bachelor of Science (NYC, PLV)

Prepares students for employment in all areas related to the field of criminal justice and other government agencies, as well as for graduate school in related disciplines.

	Credits
UNIVERSITY CORE	60
Includes CHE 108 and SOC 102 for Area of Knowledge (AOK) Area 5 – six credits and three auxiliary courses (nine credits) in a single discipline if arts or science courses.	
MAJOR COURSES	36
Required Courses (27 credits)	
CRJ 121 Government Administration	(3)
CRJ 150 Introduction to Criminal Justice	(3)
CRJ 242 Crime and Public Policy	(3)
CRJ 250 Community Relations in the Criminal Justice System	(3)
CRJ 261 Introduction to Criminal Investigation	(3)
CRJ 305 Criminal Law	(3)
CRJ 346 Terrorism and Society	(3)
CRJ 402 Constitutional issues in the Criminal Justice System	(3)
CRJ 412 Integrity Issues in the Criminal Justice System	(3)
Major Electives: THREE courses : (9 credits)	
CRJ 240 Comparative Criminal Justice Systems	(3)
CRJ 243 Alcohol, Drugs, and Crime	(3)
CRJ 245 Organized Crime	(3)
CRJ 247 Introduction to Private Security	(3)
CRJ 249 Law and Society	(3)
CRJ 251 Penology	(3)
CRJ 252 Probation and Parole	(3)
CRJ 255 Structure and Function of Police Organiz'n	(3)

CRJ 296 Topics in Criminal Justice	(3)
CRJ 298 Contemporary Perspective on Violence	(3)
CRJ 311 Crime and Public Policy	(3)
CRJ 315 Research Perspectives	(3)
CRJ 321 Creative Crime Control	(3)
CRJ 331 Strategies in Correction Administration	(3)
CRJ 350 Courts Administration	(3)
CRJ 351 Evidence and Procedure	(3)
CRJ 375 Criminal Justice System Response to Domestic Violence and Child Abuse	(3)
CRJ 391 Internship I (recommended) _____	(4)
CRJ 392 Internship II (recommended) _____	(4)
CRJ 395 Independent Study	(3)

AUXILIARY (Specialization) Requirements (9)

Three courses in a single discipline (approved by department chair) in order to enhance Criminal Justice career options. If the discipline is arts or science one, these courses may be taken as an AOK in-depth sequence or as Inquiry & Exploration courses. Otherwise, they are to be taken as Open Elective courses.

OPEN ELECTIVES	32
TOTAL CREDITS	128

Economics Major

Bachelor of Arts (NYC, PLV)

Prepares students for employment in a variety of business fields, particularly finance, banking, planning, management, government, and teaching, or for further education in graduate Economics, Business, or other professional schools.

	Credits
UNIVERSITY CORE	60
Must include MAT 104 and 117	
MAJOR COURSES	36
Required Core Courses: (21 credits)	
ECO 105 Principles of Macroeconomics	(3)
ECO 106 Principles of Microeconomics	(3)
ECO 230 Intermediate Macroeconomics	(3)
ECO 234 Intermediate Microeconomics	(3)
ECO 238 Money and Banking	(3)
ECO 240 Quantitative Analysis and Forecasting	(3)
ECO 360 International Economics	(3)
Or	
ECO 305 Global Finance / Economic Activity	
ECO 400 Seminar in Economic Theory	(3)

Required Electives: (15 credits)	
Approved ECO courses, chosen with a faculty adviser.	
OPEN ELECTIVES	32
TOTAL CREDITS	128

English Major

Bachelor of Arts (PLV)

This major prepares students for most fields which require good communication and analytical skills are needed, as well as for graduate study in fields such as publishing, communications, and Teaching and professional schools such as law and business. For information about a dual major in education with this arts and sciences major, see the School of Education section of this catalog.

UNIVERSITY CORE	60
MAJOR COURSES	36

Required LIT/ENG Courses: (24 credits)

LIT 132	Introduction to Literary Studies	(3)
LIT 211	Literature I	(3)
OR		
LIT 212	Literature II	(3)
LIT 212	Literature II	(3)
OR		
LIT 211	Literature I	(3)
LIT 362	Shakespeare	(3)
ENG 3__	Advanced or Creative Writing course	(3)
LIT 499	Senior Year Experience	(3)

Two Required Diversity/Cultural Pluralism Courses:

LIT 303, 304, 326, 343, 345 or 384	(3)
LIT 303, 304, 326, 343, 345 or 384	(3)

Required Track: Literature or Writing: (12 credits)

Literature Track:

LIT 382	Literary Criticism	(3)
LIT 300-level or ENG 393 or ENG 394		(3)

TWO LIT 300-level courses:

(Focusing on a genre, period, or multicultural or world literature.)

LIT 3__	Elective	(3)
LIT 3__	Elective	(3)

OR

Writing Track:

ENG 393	Internship	(3)
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THREE 300-level writing courses:

ENG 3__	Writing Elective	(3)
ENG 3__	Writing Elective	(3)
ENG 3__	Writing Elective	(3)

OPEN ELECTIVES 32

TOTAL CREDITS 128

English and Communications Major

Bachelor of Arts (PLV)

Prepares students for a variety of careers such as law, mass communications, video production, and teaching, and offers students a great deal of flexibility to design a course of study according to their interests.

Credits

UNIVERSITY CORE 60

MAJOR COURSES 36

Required Courses: (21 Credits)

LIT 132	Introduction to Literary Studies	(3)
LIT 369	One Author Course	(3)
or		
LIT 362		
LIT ____	One Genre Course	(3)
LIT 482, 499,	One Seminar	(3)
or		
COM 499		
ENG 303	One Language Course	(3)
or		
ENG 304		
ENG 3__	One Advanced or Creative Writing	(3)

COM	One Communications Course	
or		
MCA		(3)

Major Electives: (15 credits)

FIVE upper-level courses in one or more of the following areas: ENG/LIT/COM/MCA/JRN/FSS

OPEN ELECTIVES 32

TOTAL CREDITS 128

English Language and Literature Major

Bachelor of Arts (NYC)

Offers three programs in writing, literature, and related disciplines in preparation for a wide variety of careers as well as for graduate study.

Credits

UNIVERSITY CORE 60

MAJOR COURSES 36

Students choose ONE of three concentrations:

Concentration In Literature (36 cre.)

LIT 319	Introduction to Literary studies	(3)
ELEVEN	300-level LIT courses as follows : (33)	

Note: At least two each of these 11 courses must be in British and American Literature. Also, at least two of these 11 courses must be in pre-1800 LIT and two must be in post-1800 LIT.

TWO British LIT courses(pre-1800 and/or post-1800)

TWO American LIT courses (pre-1800 and/or post-1800)

SEVEN 300-level LIT courses (student's choice)

OR

Concentration In Writing and Literature (36 cre.)

SIX 300-level ENG courses 18

Note: With department chair's permission students with a 3.0 QPA and 90 undergraduate credits may substitute 6 credits of coursework from the Graduate Publishing Program.

LIT 319	Introduction to Literary studies	(3)
LIT ____		(3)
LIT ____		(3)
LIT ____		(3)
LIT* ____		(3)
LIT** ____		(3)

* ONE LIT 211/212 not taken for AOK core credit may be substituted.

** ONE FSS course may be substituted.

OR

Concentration In Literature And Culture (36 cre.)

LIT 303	Intro. to Cultural Studies	(3)
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FOUR 300-level LIT courses: (12 cred.)

LIT 319	Introduction to Literary Studies)	(3)
LIT ____		(3)
LIT ____		(3)
LIT ____		(3)

TWO 300-level ENG courses (6 cred.)

ENG ____		(3)
ENG ____		(3)

TWO FSS film courses from the following list: (6 cred.)

FSS 202	History of Film	
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FSS 203	The Art of Film	
FSS 348	Literature and Film	
FSS 386	Seminar on Film	
ONE Women's and Gender Studies course from the following list: (3 cred.)		
WS 220	The Medieval Woman	
WS 266	Gender, Race, and Class	
WS 267	Meanings and Models of Motherhood	
WS 268	Men and Masculinities	
WS 269	Dealing with Difference: Lesbians in Literature and Film	
WS 271	Women in Jeopardy	
WS 380	Seminar in Feminist Theory	
TWO additional courses from the following list: (6 cred.)		
300-level Writing courses, 300-level Literature courses, FSS 200/300-level courses selected from above FSS list, WS 200/300-level courses from above WS list.		
OPEN ELECTIVES		32
TOTAL CREDITS		128

Environmental Science Major

Bachelor of Science (NYC, PLV)

Offers students with an interdisciplinary environmental science degree within the context of a liberal arts education. It is designed for students interested in a scientific perspective on environmental issues, providing them with both basic and applied knowledge needed to understand the environment and associated problems. This degree will allow students to continue with advanced studies in a graduate degree program or to enter the job market for environmental science positions.

Credits

60

UNIVERSITY CORE

Includes required Auxiliary courses (listed after major requirements) taken for Foundation, Area of Knowledge (AOK), and Inquiry and Experience (I&E), and/or Open Elective credit. Note: CHE 112, CHE 223, AND CHE 224 constitute an In-Depth Sequence applicable towards AOK and I&E requirements.

MAJOR REQUIREMENTS

53-54

MAJOR COURSES: (35-36 credits)

ENS 486	Research in Environmental Science	(3)
OR		
ENS 494	Internship	(3)
ENS 496	Current Topics in Environmental Science	(2)
ENV 111	Environmental Studies: Economic, Ethical and Political Perspectives	(3)
ENV 211	Environmental Assessment	(3)
ENV 215	Environmental Law	(3)
BIO 101	General Biology I	(4)
BIO 102	General Biology II	(4)
BIO 205	Concepts of Environmental Science	(3)
BIO 210	Ecology(PLV Course)	(4)
OR		
BIO 215	Urban Ecology(NYC Course)	(3)
BIO 231	Genetics	(4)
BIO 345	Toxicology	(3)

MAJOR ELECTIVES: (18 credits)

Students choose from the following list:

ANT 108	Global Culture and Local Identities	(3)
BIO 221	Botany	(4)
BIO 237	Biological Oceanography	(3)
BIO 264	Microbiology	(4)

BIO 322	Animal Behavior	(4)
CHE 221	Analytical Chemistry	(4)
ENV 205	Globalization, Trade and the Environment	(3)
ENV 210	Geographical Information Systems in Environmental Science	(3)
ENV 231	Sustainability	(3)
PHI 223	Environmental Ethics: Philosophical & Religious Perspectives	(3)
SCI 226	Geographical Information Systems in Application	(3)

AUXILIARY COURSE REQUIREMENTS

Taken as University Core and/or Open Electives (29 credits)

CHE 111-112	General Chemistry I, II	(8)
CHE 223-224	Organic Chemistry I, II	(10)
MAT 131	Calculus I	(4)
MAT 134	Statistics for Life Sciences	(3)
SCI 345	Environmental Application in Geology	(4)

OPEN ELECTIVES

14-15

TOTAL CREDITS

128

Environmental Studies Major

Bachelor of Arts (NYC, PLV)

Credits

60

UNIVERSITY CORE

Includes ENV 222 Principles of Environmental Science (3 credits). Recommended courses are PHI 110 and PHI 115. Note: Students choosing a concentration in environmental biology are also required to take three science courses (BIO 101 and 102, General Biology I & II (8 credits) and BIO 205 Concept of Environmental Science (3 credits) for University Core credit and/or Open Elective credit.

UNDERGRADUATE MAJOR COURSES

48

Required Major Courses: (36 credits)

ENV 111	Environmental Studies: Economic, Ethical & Political Perspectives	(3)
ENV 112	Environmental Studies: Basic Issues	(3)
ENV 211	Environmental Assessment	(3)
ENV 221	Environmental Science: The Web of Life	(3)
ENV 222	Environmental Chemistry: Principles, Problems, and Solutions	(3)
ENV 380	Junior Year Research Seminar	(3)
ENV 498	Mentoring Seminar	(3)
ENV 499	The Senior Year Research Project	(3)
ENV 310	Environmental Economics	(3)
PHI 223	Environmental Ethics	(3)
POL 301	Community Politics and Environment	(3)
SCI 145	Environmental Geology	(3)

Required Major Elective Courses: (12 credits)

TWELVE credits of elective courses. Students choose from the following list but should check with program director for possible updates. However, students with a concentration in environmental biology take 7-8 credits of major electives from the Science Elective Group below.

ENV 105	Social Responsibility and the Natural World
ENV 110	Nature and Culture: A Study of Connections
ENV 130	The Naturalists
ENV 140	Act Locally: Environmental Issues and You
ENV 205	Globalization, Trade, and the Environment
ENV 215	Foundations of Environmental Law: Introduction for Non-Lawyers
ENV 220	Charles Darwin on Ecology
ENV 225	Environmental Anthropology

ENV 230	Natural Beauty: Intro to Environmental Aesthetics
ENV 311	Introduction to Environmental Law: History & Development of Environmental Regulations
ENV 296F	An Environmental Study of the Greater New York City Region
ENV 296G	Human Ecology
ENV 296N	Darwin's Dangerous Idea: Nature of Science & Theory of Evolution
BIO 210	Ecology
BIO 281	Botany
PHI 290	Philosophical Perspectives on Technology
RES 296	World Religions and the Natural World
SCI 130	Elements of Environmental Science
SCI 226	Geographic Information Systems: Environmental Applications
INT 195	The Hudson River and the American Tide
INT 298G	Sacred Knowledge: Finding Common Ground between Native American Tradition & Western Science
INT 396	Ethical and Economic Challenges of Ecotourism

SCIENCE Elective Group for Environmental Biology Concentration:

TWO elective courses from the following group:

BIO 215	Urban Ecology	(3)
BIO 231	Genetics	(4)
BIO 244	Botany	(4)
SCI 345	Environmental Applications in Geology	(4)

OPEN ELECTIVES

20

May include BIO 101, 102 and 205 if not taken for University Core credit.

TOTAL CREDITS

128

Film and Screen Studies Major

Bachelor of Arts (NYC, PLV)

In this program film is seen as both an object of study and a methodological tool used in a variety of disciplines. Up to 24 credits in this major can be taken from courses offered in other departments; at least 12 credits must be FSS-headed courses. Up to 21 credits can be "double-counted" towards both the FSS major and a second Dyson major, as long as both are BA degree programs. The student must have at least 15 credits in the FSS major that are not counted towards either core or the second major.

	Credits	
UNIVERSITY CORE	60	
FILM AND SCREEN STUDIES MAJOR	36	
Required Major Courses: (12 credits)		
FSS 202	History of Film (NYC & PLV)	(3)
FSS 203	The Art of Film (NYC & PLV)	(3)
FSS 383	Theories of Film (NYC & PLV)	(3)
FSS 386	Seminar on Film (NYC & PLV)	(3)

This course may be taken for credit more than once, because each semester the course topic changes (to include genres, movements, major figures or periods).

Required Major Electives: (24 credits)

Unless otherwise noted, electives are three (3) credits each. Students choose electives in FSS and other academic programs but no more than 6 credits in ART or MCA (unless double majoring or minoring in that area). Close advisement in this program is necessary if double

majoring and because each term new film courses are created. For courses not on this list, students must obtain approval from FSS Director.

Approved FSS INT Electives:

FSS 296A	Hitchcock, His Sources and Writers
FSS 296C	History of the Documentary
FSS 296D	Film Production I
INT 298A	The Biology of the Science Fiction Film
FSS 393	Internship(NYC & PLV)
FSS 395	Independent Study(NYC & PLV) 16 mm film production

Sample list of Approved FSS Film Electives from the following Other Disciplines:

Anthropology, Art, Communications, English, French, History, Italian, Japanese, Latin American Studies, Literature, Media and Communication Arts, Philosophy, Sociology, Spanish, Theater, Women Studies, Interdisciplinary.

Unless otherwise noted, the following are 3-credit courses:

ANT 101	Introduction to Anthropology (film theme) (NYC & PLV)
ANT 296Q	Middle East in Film (NYC)
ART 153	Introduction to Creative Photograph (NYC)
ART 174	Topics in Art: Picturing Art in Film and Video (NYC)
ART 176	Visual Literacy (NYC)
ART 186	Basic Digital Design (NYC & PLV)
ART 228	Creative Photograph in Color (NYC)
ART 245	History of Photograph (NYC)
ART 253	Creative Photography in Black and White (NYC)
ART 285	Flash Animation (NYC & PLV)
ART 287	Digital Imaging (NYC & PLV)
ART 289	Video I (PLV)
ART 380	Computer Illustration (NYC & PLV)
ART 356	Experimental Photography (NYC)
ART 380	Computer Illustration (NYC & PLV)
ART 385	Video Animation (NYC & PLV)
COM 114	Introduction to Mass Media (NYC)
COM 239	Milestones in Mass Media Research (NYC)
COM 245	Milestones in Mass Media Research (NYC)
COM 296	Topics in Communication (film themes) (NYC)
COM 297B	Media and Gender (NYC)
ENG 201	Writing in the Disciplines: Writing About Film (NYC & PLV)
ENG 396B	Screenwriting (NYC)
FRE 154	Topics from French Literature and Culture in Translation (NYC & PLV)
FRE 154	French and Francophone Film (NYC & PLV)
FRE 154F	The French Speaking World in Film (PLV)
FRE 154W	The Second Sex: Images of Women in French Literature & Film (NYC & PLV)
FRE 380	Seminar: French Literature and Film (PLV)
HIS 296B	Topic: Modern East Asia in Film (NYC)
HIS 296F	Samurai Images Past and Present (NYC)
ITA 154 I	Italian Cinema (PLV)
JPN 154	Modern Japanese Literature and Film in Translation (NYC)
JPN 154 C	Japanese Culture Through Film (NYC)
LAS 101	The Other "America": Introduction to Latin American Studies (NYC)
LAS 210	Luz, Camera, Accion: Film & Social Change in Latin American History & Literature (NYC)
LIT 211D	The Individual and Society: Literature Through Film (film themes) (NYC)
LIT 280	Shakespeare Goes to the Movies (PLV)
LIT 348	Literature and Film (NYC & PLV)
LIT 360	Shakespeare on Film (NYC & PLV)
LIT 396H	Topics in Literature: Literature of the

MCA 220	Supernatural (PLV)	(4)
MCA 252	The Making of a Motion Picture (PLV)	
MCA 330	Broadcast Lab I (PLV)	
MCA 331	Film Noir (PLV)	
MCA 353	Women in American Film (PLV)	
MCA 354	Broadcast Lab II (PLV)	
MCA 356	Producing Corporate Video (PLV)	
MCA 357	Digital Editing Workshop (PLV)	
MCA 360	Careers in Television (PLV)	(4)
MCA 370	Screenwriting (PLV)	
MCA 371	Literature and Film (PLV)	
MCA 372	American Film (1930 - Present) (PLV)	
MCA 396B	British Film (PLV)	
MCA 396L	Great Italian Directors (PLV)	
MCA 396P	Children's Film (PLV)	
MCA 396S	The Film World of Steven Spielberg	
MCA 396T	The Acting Experience for Video	
MCA 396Y	The Animated Film	
MCA 397F	The Movie Remake (PLV)	
MCA 499	From Script to Screen (PLV)	
MCA 499C	Directing for Video	
MCA 499F	Seminar: The Documentary Film	
PHI 296E	The Science Fiction Film (PLV)	
SOC 118	Philosophical Themes in Modern Film (NYC)	
SPA 154G	Sociology Through Film (NYC)	
SPA 154V	Latin American Literature and Film (PLV)	
SPA 380C	Latin American Cinema (NYC)	
SPA 480C	Seminar: Culture of Spain through Film (PLV)	
SPA 480F	Seminar: Love and Repression in Modern Latin American and Caribbean Lit & Film (NYC)	
THR 208	Latin American Lit. and Film of 21st Century – Andean World (NYC)	
THR 357	Playwriting and Screenwriting (NYC)	
THR 358	Acting for TV and Film I (NYC)	
WS 268	Acting for TV and Film II (NYC)	
WS 269	Men and Masculinities (section on film) (NYC)	
WS 296A	Dealing with Difference: The Lesbian in Literature and Film (NYC)	
WS 296H	Queer Cinema/Theory (NYC)	
WS 296K	Girls on Film: Cultural Studies in New Wave Feminism (NYC)	
WS 296Q	Women and Film, Past and Present (NYC)	
INT 196	Women in Arthurian Legends (NYC)	
INT 196J	Imagining the Second World War: Understanding War Through Lit. and Film (NYC)	
INT 296Q	The Sacred and the Secular in East Asia (NYC)	
INT 297A	The City in Film, Literature, and Social Theory (NYC)	
INT 297X	Hong Kong and Bollywood: Globalization of Asian Cinema (NYC)	
INT 298A	Media and Politics of War (NYC)	
	The Biology of Science Fiction Film (NYC)	
Learning Communities:		
ART 186B & ART 145B	Basic Digital Design & Painting I (NYC)	
ENG 120K & CISC 101K	Film and Computing: Real and Virtual Identities (NYC)	
OPEN ELECTIVES		32
TOTAL CREDITS		128

Fine Arts Major

Bachelor of Fine Arts (NYC)

This program provides students with an intensive curriculum in studio art that prepares them for a rewarding career in art or design, or advanced study in the field. Students receive a broad introduction to the studio arts through a sequence of introductory courses in different media, followed by focused study in a selected studio area, including Painting/Drawing/Printmaking, Photography/Digital Arts/Design, and Sculpture

Credits

UNIVERSITY CORE CURRICULUM **60**

ART 102 – Art History Ancient Through Gothic (required of BFA Fine Art majors) satisfies 3 credits in Area of Knowledge II or IV or Open Electives.

MAJOR REQUIREMENTS **60**

Required Major Courses: (30 credits)

ART 103	Art History: Renaissance through Modern Art	(3)
ART 130	Sculpture I	(3)
ART 140	Drawing I	(3)
ART 145	Painting I	(3)
ART 153	Introduction to Photography	(3)
ART 164	Principles of Design	(3)
ART 167	Printmaking I	(3)
ART 169	Three-Dimensional Design	(3)
ART 186	Digital Design I	(3)
ART 241	Drawing II	(3)

One Contemporary or Modern Art History Course or Film Course: (3 credits)

ART 205	Art History: Contemporary Art	(3)
ART 214	Art History: Modern Art	(3)
ART 245	Art History: History of Photography	(3)
FSS 202	History of Film	(3)
OR		
FSS 203	Art of Film	(3)

One Non-Western Art History Course: (3 credits)

ART 217	Art History: Latin American Art	(3)
ART 218	Art History: African Art	(3)
ART 220	Art History: Aspects of Asian Art	(3)

Required Major Electives: (24 credits)

Eight advisor-approved intermediate and advanced courses in of the following media concentrations: Painting/Drawing, Photography, Digital Design, Sculpture/3D Design, Video & Time-Based Media, or Interior Design

OPEN ELECTIVES **8**

Includes ART 102 if not taken for University COre credit

TOTAL CREDITS **128**

Forensic Science Major

Bachelor of Science (NYC)

Prepares students for employment in forensic laboratories and criminal investigation units as well as in biological and chemical research and in the pharmaceutical industry. It also prepares students for graduate study in forensic science, biology, chemistry, and biochemistry and for applying to medical and dental schools.

Note: Forensic Science undergraduates interested in the M.S. program in forensic science must apply for acceptance during the first term of their senior year.

	Credits
UNIVERSITY CORE	60
Includes MAT 131 Calculus I, BIO 101 General Biology I, PHY 112 General Physics II, and CRJ 161 Criminal Investigations, and three required Major Auxiliary courses.	
Foundation Requirements:	
MAT 131	Calculus I (4)
BIO 101	General Biology I (8)
Area of Knowledge Requirements:	
PHY 112	General Physics II (4)
MAT 234	Statistics (4)
BIO 102	General Biology II (4)
PHY 111	General Physics I (4)
Mat 132	Calculus II (4)
Inquiry and Exploration Requirements:	
CRJ 161	Criminal Investigation (3)
FORENSIC MAJOR REQUIREMENTS	60
BIO 231	Genetics (4)
BIO 345	Introduction to Toxicology (3)
CHE 111, 112	General Chemistry I, II (8)
CHE 221	Analytical Methods and Techniques (4)
CHE 223, 224	Organic Chemistry I, II (10)
CHE 301A	Physical Chemistry I (3)
CHE 302A	Physical Chemistry II (3)
CHE 326	Biochemistry (4)
CHE 328	Advanced Biochemistry (3)
CHE 331	Instrumental Analysis (4)
FOR 251	Basic Criminalistics (3)
FOR 252	Crime Scene Processing (3)
FOR 337	Forensic Biology (4)
FOR 351	Forensic Microscopy (3)
FOR 492	Forensic Seminar (1)
OPEN ELECTIVES	4
Includes MAT 234 Statistics (required Auxiliary courses)	
TOTAL CREDITS	129

History Major

Bachelor of Arts (NYC, PLV)

Provides students with an excellent preparation for law school, graduate work, teaching, and a variety of private and public service positions.

	Credits
UNIVERSITY CORE	60
May include two history courses (one each from two Area of Knowledge groups: Western Heritage American or European (choose from HIS 111-114, 103,104 or NYC 115) and World Traditions and Cultures Non-Western (choose from HIS 119, 131, 132, 134).	
MAJOR REQUIREMENTS	42
Required Major Courses: (6 credits)	
HIS 380	Seminar : Historians & Writing of History (3)
HIS 499	Senior Seminar on Historical Research and Writing (3)
Required Major Electives: (30 credits)	

TWO courses each from three historical fields: American, European, and non-Western(counting two courses if taken to satisfy University Core requirements:(18 credits).
Non-Western History: HIS 107, 108, 119, 131, 132, 133, 134, 196, 202, 216, 217, 218, 220, 223, 231, 239, 241, 242, 243, 270, 274, 275, 296 or equivalent LC or topics course.
Western Heritage American History: Choose from 111, 112, 113 series, or 215, 256, 259, 260, 264, 265, 267, 269, 271, 273, 280, 297L, 302, 310, 321, 325, 366, 367, or equivalent learning community or topics course
Western Heritage European History: Choose from 103, 104, 114 series, 202, 203, 205, 206, 207, 210, 213, 225, 226, 281, 330 equivalent learning community or topics course.
ONE History course from any field based on race, gender, or class: choose from 133, 216, 223, 231, 268, 271, 273, 280, 281, 302 (3 credits).
ONE 300-level History course but excluding 380 (3 credits)
FOUR History courses at 200 or 300-level: (12 credits)

OPEN ELECTIVES	28-32
TOTAL CREDITS	128

Language, Culture and World Trade Major

Bachelor of Arts (NYC)

This interdisciplinary program blends theory and practice and features three major components: a major in a foreign language and culture (French, Italian, Russian, or Spanish); a professional concentration in one of four areas of international enterprise; and a required capstone course and an internship. It prepares students for graduate school in foreign languages or employment in international corporations including travel and tourism, media and entertainment, diplomacy, banking and transportation.

	Credits
UNIVERSITY CORE	60
Must include ECO 105 and ECO 106. For major-appropriate specific core requirements in history, social sciences and religious studies, students meet with Department of Modern Languages and Cultures advisor for approval.	
MAJOR REQUIREMENTS	42-43
Required Courses: (6 credits)	
DYS 499B Senior Year Experience in Languages	(3)
FOR 390 Internship	(3)

Required Electives in Foreign Languages: (24 credits)

EIGHT upper-level courses, at least six of them 300-level, in either French, Italian, Russian or Spanish.

ONE Required Professional Track: (12-13 credits)

Note: Students select courses with advisor's approval

1. World Trade Track
2. International Banking and Economic Policy Track
3. Diplomacy Track
4. International Travel Industry Track

OPEN ELECTIVES	25-26
Includes following required Auxiliary Courses:	
ACC 203 or MAT 117	(4)

ECO 360	International Economics	(3)
MAR 250	Principles of Marketing	(3)
MGT 250	Managerial & Organizational Concepts	(3)
LAW 101	Business Law	(3)
TOTAL CREDITS		128

Latin American Studies Major

Bachelor of Arts (NYC)

Latin American Studies (LAS) is an interdisciplinary program of course offerings from eight liberal arts and social science departments. Its purpose is the development of versatile bilingual professionals and area specialists who are equipped to meet the challenges of globalization, including a complex economy for which specialization in a single, technical field is insufficient. To complete this 36-credit major, students select courses from various subject areas: Language Proficiency, History, Literature, Culture, Economy, and Society.

Note: Students wishing to double major may share a maximum of credits in a second Dyson BA major as follows: Modern Languages & Cultures (21); Language, Culture & World Trade (21); History (15); Economics (6).

	Credits
UNIVERSITY CORE	60
LATIN AMERICAN STUDIES MAJOR	36
REQUIRED MAJOR COURSES: (6 credits)	
LAS 101	(6)
The Other 'America': Introduction to Latin American Studies	
MAJOR ELECTIVES: (30 credits)	
LANGUAGE PROFICIENCY (6 credits)	
Prerequisite: SPA 101 and 102 or equivalent.	
Two 3-credit courses:	
SPA 263	(3)
Spanish for Native Speakers	
SPA 280	(3)
Intensive Review of Spanish	
SPA 283	(3)
Intermediate Spanish Conversation	
SPA 284	(3)
Intermediate Spanish Composition	
HISTORY (6 credits)	
Two 3-credit courses or one 6-credit course:	
HIS 133	(3)
Latin America: The Colonial Era	
HIS 134	(3)
Modern Latin America	
HIS 231	(3)
Latin America: A Century of Social Change and Revolution	
HIS 234	(3)
South American Colossus: The History of Modern Brazil	
HIS 243	(3)
Service and Study in Latin America	
LAS 201	(6)
Latin America, The Caribbean and The World	
LAS 210	(6)
"Luz, Camara, Accion!": Film as Mirror of Social Change in Latin American History and Culture	
LAS 230	(6)
"So Far From God; So Close To Uncle Sam": Modern Mexico in History and Literature	
LAS 250	(3)
History and Environmental Policy: The Case of the South American Rain Forest	
LITERATURE (6 credits)	
Two 3-credit courses or one 6-credit course:	
LAS 150	(6)
Modern Latin American Divas: Female Social, Political and Cultural Leadership in The Republican Era	

LAS 220	(6)
Caribbean Transnational Cultures: The History, Literature & Film of the Spanish Caribbean	
LIT 211J	(3)
American Voices: Introduction to Latino/-A Literature in The United States	
PORT 154A	(3)
More Than Carnival: Contemporary Brazilian Lit. and Culture	
SPA 154R	(3)
Borders of Latino/A Identity: Introduction to Latino/A Literature and Culture of the USA	
SPA 154S	(3)
Perspectives on America: The Experience of Latina Writers	
SPA 319	(3)
Masterpieces of Spanish-American Literature I	
SPA 320	(3)
Masterpieces of Spanish-American Literature II	
SPA 321	(3)
The Literature and Culture of Puerto Rico	
SPA 323	(3)
Modern Latin American Prose	
SPA 344	(3)
The Short Story and Essay in Spanish America	
SPA 346	(3)
Hispanic Literature and Culture in the United States	
SPA 480C	(3)
Love and Repression in Modern Latin American and Caribbean Literature and Film	
SPA 480D	(3)
Magical Realism in Latin American and Caribbean Lit. and Film	
SPA 480F	(3)
Latin American Lit. and Film of the 20th-Century: The Andean World	

CULTURE (3 credits)

One 3-credit course:

ANT 296H	(3)
Traditional and Modern Cultures of Latin America	
ANT 296K	(3)
Latino Families in Cross-Cultural Perspective	
ART 214	(3)
Latin American Art	
SPA 154N	(3)
Hispanic Cultural Experience in New York City	
SPA 154Q	(3)
Negotiating Borders: Latino Film of the United States	
SPA 154V	(3)
Latin American Cinema	
SPA 311	(3)
Introduction to Latin American Culture	
SPA 345	(3)
Latin American Theater	
SPA 347	(3)
The Culture of Mexico	

SOCIETY, the ECONOMY, & CIVIC ENGAGEMENT (6 credits)

Two 3-credit courses or one 6-credit course:

ANT 296K	(3)
Latino Families in Cross-Cultural Perspective	
CS 104	(3)
Crossing the Digital Divide	
ECO 359	(3)
Political Economy of Developing Nations	
HIS 243	(3)
Service and Study in Latin America	
LAS 201	(6)
Latin America, the Caribbean and the World	
LAS 250	(6)
History and Environmental Policy: The Case of the South American Rain Forest	
LAS 296A	(3)
Latin Immigration to the USA: Perspectives on the United States' Largest Ethnic Minority	
PSY 296G	(3)
Psychology of Ethnic Minorities in the USA: The Latino Experience	

ONE ADDITIONAL ELECTIVE (3 credits)

Any 3-credit course not already taken from above groups.

OPEN ELECTIVES	32 credits
TOTAL CREDITS	128 credits

Liberal Studies Major

Bachelor of Arts (NYC, PLV)

Liberal Studies is an interdisciplinary program of 120 credits in two-three arts and/or sciences academic disciplines as determined by student interest and advisement. It is appealing to upper-level transfer students and particularly to adult students interested in the possibility of applying Experiential Learning credits towards their degree*. Sample concentrations are Communications and Literature; Criminal Justice and Sociology; and General Liberal Studies. The latter concentration is particularly flexible because it can be built around a theme of the student's choosing, such as American studies; government; and philosophy and religious studies.

When choosing a concentration, the student works closely with advisers from the Dyson College of Arts and Sciences in order to construct a meaningful and coherent educational experience. Note that many courses applicable to the Liberal Studies major are offered online, though students are free to choose online or on-site ones.

*Note: Up to 36 Experiential Learning credits may be applied toward the degree. Students interested in applying such credits take INT 196B Portfolio Assessment (2 credits) as part of their Open Elective credits.

	Credits
UNIVERSITY CORE	60
Foundation Courses: (9-12 Credits)	
ONE Writing Course (3-4)	
ONE Math Course (3-4)	
ONE Capstone/senior-year experience course in the major (3-4)	
Arts and Science Courses (48-51)	
INTERDISCIPLINARY MAJOR*	32-33
TWO to THREE liberal arts and/or sciences disciplines:	
Main Discipline (20 credits)	
Second Discipline (6-12)	
Third Discipline (0-6)	
<i>*At least half of these major interdisciplinary credits must be taken at Pace University, and courses must be at 200-level or higher (although up to three courses with faculty approval may be at a lower level).</i>	
OPEN ELECTIVES	27-28
Includes INT 196B Portfolio Assessment (2 cred.) needed to determine acceptability of any Experiential Learning credits.	
TOTAL CREDITS	120

Mathematics Major

Bachelor of Arts (PLV, NYC)

A generalized program that enables students to develop a variety of skills. It allows students to double major or select up to two minors.

	Credits
UNIVERSITY CORE	60
MAT 131 Calculus I (4 credits) may be used to satisfy Math core requirement; otherwise it must be taken for major credit.	

MAJOR COURSES 37

Required Courses:

MAT 131	Calculus I	(4)
MAT 132	Calculus II	(4)
MAT 137	Introduction to Discrete Mathematics	(4)
MAT 234	Introduction to Probability and Statistical Analysis	(4)
OR		
MAT ____	An approved course in probability or statistics	(4)
MAT 236	Multivariable Calculus	(4)
MAT 238	Linear Algebra	(4)
MAT 253	Differential Equations	(4)
MAT 301	Algebraic Structures	(3)
MAT 305	Complex Variables	(3)
OR		
MAT 311	Real Analysis	(3)
MAT 400 (PLV only)	Mathematics:Connections, Communications, Research (capstone req.)	(3)
MAT 490 (NYC only)	Mathematics Seminar Capstone Experience I	(1)
and		
MAT 491 (NYC only)	Mathematics Seminar Capstone Experience II	(2)

OPEN ELECTIVES 31

TOTAL CREDITS 128

Mathematics Major

Bachelor of Science (PLV, NYC)

The BS program in Mathematics is a specialized program that helps prepare students for employment in quantitative or technical fields (such as actuarial science, computer science, finance, operations research, statistics, and science) or for graduate study.

	Credits
UNIVERSITY CORE	60
MAT 131 Calculus I (4 credits) may be used to satisfy Math core requirement; otherwise it must be taken for major credit. Also see Auxiliary Courses below for credits that may satisfy University Core.	

MAJOR COURSES 43-45

Required Courses: (37 Credits)

MAT 131	Calculus I	(4)
MAT 132	Calculus II	(4)
MAT 137	Introduction to Discrete Mathematics	(4)
MAT 234	Introduction to Probability and Statistical Analysis	(4)
OR		
MAT ____	An approved course in probability or statistics	(4)
MAT 236	Multivariable Calculus	(4)
MAT 238	Linear Algebra	(4)
MAT 253	Differential Equations	(4)
MAT 301	Algebraic Structures	(3)
MAT 305	Complex Variables	(3)
OR		
MAT 311	Real Analysis	(3)
MAT 400 (PLV only)	Mathematics Connections Communications Research	(3)

MAT 490	Mathematics Seminar: Capstone Experience I (NYC only)	(1)
MAT 491	Mathematics Seminar: Capstone Experience II (NYC only)	(2)

Required Major Electives: (6-8)

TWO approved mathematics courses 200-level or higher.

MAT ____	(3-4)
MAT ____	(3-4)

REQUIRED AUXILIARY COURSES

Mathematics majors with dept. approval may choose a minor from a variety of subject areas (including accounting, actuarial science, biology, chemistry, computer science, economics, management science, physics, and statistics). A hybrid minor is also possible. Note: Auxiliary minors in a Dyson College liberal arts and science discipline satisfy applicable University Core requirements and/or Open Elective credits, but minors in other disciplines (e.g., computer or management science satisfy only Open Elective credits.

OPEN ELECTIVES	23-25
TOTAL CREDITS	128

Modern Languages and Cultures Major

Bachelor of Arts (NYC)

This program is designed for students who wish to acquire linguistic, cultural, and literary skills in one or two foreign languages. Instead of a second language, they may choose from among four interdisciplinary area studies tracks. This program prepares students for graduate school in foreign languages or for employment in the fields of travel and tourism, media and entertainment, diplomacy, teaching, and public service.

Credits

UNIVERSITY CORE	60
MAJOR COURSES	39

EIGHT 300-level courses either in French, Italian, Russian, or Spanish: (24 credits).

FOUR courses in one of the following tracks: (12 credits)

- A. Second Language Track (Arabic, Chinese, French, Italian, Japanese, Portuguese, Russian, or Spanish) on any level.
- B. Italian Studies Track.
- C. Francophone Studies Track.
- D. Hispanic Studies Track.
- E. Slavic Studies Track

AND
DYS 499B Senior Year Experience in Languages(3 credits)

OPEN ELECTIVES	29
TOTAL CREDITS	128

Musical Theater Major

Bachelor of Fine Arts (NYC)

Credits

UNIVERSITY CORE CURRICULUM	60
Includes "Required Auxiliary Courses in Dance " (16 credits) taken and In-depth Sequence (unless taken for Open Elective Credit)	

MAJOR REQUIREMENTS	45
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Required Theater Courses: (15 credits)

THR 108	Voice and Movement I	(3)
THR 151	Acting I	(3)
THR 251	Acting II	(3)
THR 460	the Business of Acting	(3)
THR 499	Senior Showcase	(3)

Required Technical Electives: (6 credits)

THR 122	Production Crew - Costume	(3)
THR 132	Stagecraft	(3)
THR 176	Lighting Workshop	(3)
THR 196E	Props	(3)
THR 211	Stage Management	(3)
THR 222	Production Crew - Scenery	(3)
THR 331	Sound and Acoustics	(3)

Required Music Courses: (6 credits)

MUS 150	Fundamentals of Music	(3)
MUS 154	Sight Singing	(3)
MUS 250	Musical Theater History and Repertory I	(3)
MUS 260	Musical Theater Technique I	(3)
MUS 261	Musical Technique II	(3)
MUS 320	Musical Theater History and Repertory II	(3)
MUS 361	Musical Theater Scene Study	(3)
MUS 460	Music Theater Audition Technique	(3)

Required Private Voice Courses: (8 credits)

MUS 131	Private Voice I	(1)
MUS 132	Private Voice II	(1)
MUS 231	Private Voice III	(1)
MUS 232	Private Voice IV	(1)
MUS 331	Private Voice V	(1)
MUS 332	Private Voice VI	(1)
MUS 431	Private Voice VII	(1)
MUS 432	Private Voice VIII	(1)

Required Auxiliary Courses in Dance:

Taken in University Core as In-Depth Sequence and/or Open Electives: (16 credits)

DAN 109	Theater Dance I	(2)
OR		
DAN 114	Theater Dance II	(2)
DAN 110	Ballet	(2)
DAN 116	Tap Dance I	(2)
OR		
DAN 206	Tap Dance II	(2)
DAN 202	Jazz Dance I	(2)
DAN 208	Dance Styles	(2)
DAN 205	Jazz Dance II	(2)
OR		
DAN 211	Jazz Dance III	(2)
DAN 210	Ballet II	(2)
OR		
DAN 310	Ballet III	(2)
DAN	Elective	(2)

OPEN ELECTIVES	15
TOTAL CREDITS	128

Personality and Social Psychology Major

Bachelor of Arts (PLV)

	Credits
UNIVERSITY CORE CURRICULUM	60
Must include PSY 112 Intro to Psychology (4 credits)	
MAJOR REQUIREMENTS	42
Required Major Courses: (24 credits)	
PSY 243 Applied Social Psychology	(3)
PSY 205 Statistics in Psychology	(3)
PSY 304 Social Psychology	(3)
PSY 307 Personality Psychology	(3)
PSY 380 Experimental Psychology I	(3)
PSY 391 Experimental Psychology II	(3)
SOC 323 Social Theories	(3)
Required Major Electives: (18 credits)	
SIX of the following courses :	
PSY 201 Psychology of Business and Industry	(3)
PSY 215 Psychology of Cultural Diversity	(3)
PSY 240 Positive Psychology	(3)
PSY 257 Sports Psychology	(3)
PSY 277 Evolutionary Psychology	(3)
PSY 278 Environmental Psychology	(3)
PSY 291R Health Psychology	(3)
PSY 396N Forensic Psychology	(3)
PSY 499 Capstone Course in Psychology	(3)
SOC 215 Sociology of the Family	(3)
OPEN ELECTIVES	26
TOTAL CREDITS	128

Philosophy and Religious Studies Major

Bachelor of Arts (NYC)

Prepares students for graduate school in philosophy or religious studies, for law school, or for employment or study in any field requiring strong analytical and interpretive skills.

	Credits
UNIVERSITY CORE	60
MAJOR COURSES	39
Atleast 12 credits each in PHI & RS.	
Required Courses: (24 credits)	
PHI 113 Ancient Philosophy	(3)
PHI 116 Modern Philosophy	(3)
PHI 253 Logic	(3)
RES 202 Great Ideas in Eastern Religious Thought	(3)
RES 231 Hebrew Scriptures	(3)
OR	
RES 232 Christian Scripture	(3)
PHI 355 Ethical Theories	(3)

PHI 357 Philosophy of Religion	(3)
PHI 499 Senior Year Experience	(3)
OR	
RES 499 Senior Year Experience	(3)

Required Major Electives: (15 credits)

FIVE advisor-approved courses, three of them in Philosophy and two of them in Religious Studies, chosen from the following group:

PHI 217, 218, 223, 224, 225, 256, 260, 289, 296, 305, 395.
RES 201, 231, 232, 240, 296, 395.

OPEN ELECTIVES	29
TOTAL CREDITS	128

Physics Major

Bachelor of Science (PLV)

Prepares students for graduate school in philosophy or religious studies, for law school, or for employment or study in any field requiring strong analytical and interpretive skills.

	Credits
UNIVERSITY CORE CURRICULUM	60
Includes as many as 28 credits of Required Auxiliary Courses (see list below)	
MAJOR REQUIREMENTS	40
Required Major Courses: (36 credits)	
PHY 111 General Physics I	(4)
PHY 112 General Physics II	(4)
PHY 213 Modern Physics	(3)
PHY 231 Electromagnetism I	(3)
PHY 232 Electromagnetism II	(4)
PHY 235 Mechanics	(4)
PHY 296 Topics in Physics	(3)
PHY 311 Optics	(4)
PHY 335 Quantum Mechanics	(4)
PHY 352 Thermodynamics	(3)

ONE Approved Physics Elective (3 credits)

PHY ____ General Physics I	(4)
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REQUIRED AUXILIARY COURSES

Taken for University Credit and/or Open Elective Credit

CHE 111 General Chemistry I	(4)
CHE 112 General Chemistry II	(4)
MAT 131 Calculus I	(4)
MAT 132 Calculus II	(4)
MAT 236 Multi-Variable Calculus	(4)
MAT 238 Linear Algebra	(4)
MAT 253 Differential Equations	(4)

OPEN ELECTIVES	28
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Includes any Auxiliary courses not taken for University Core credit.

TOTAL CREDITS	128
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Political Science Major

Bachelor of Arts (NYC, PLV)

Prepares students for careers and graduate study in political science, international relations, law, public policy advocacy, and public administration, as well as for other opportunities in private, public, and nonprofit sectors in which skills involving civic competency, leadership, decision making, and negotiation are utilized.

Credits
UNIVERSITY CORE **60**

Must include one course in contemporary global issues and one course in Fine or Performing Arts, Religious Studies, or Modern Languages and Cultures (6 credits).

MAJOR COURSES **33**

Required Major Courses: (24 credits)

TWO 100-level and THREE 200-level courses, with at least one course from each of four subfields listed below (15 credits):

Comparative Politics

POL 102	Public Myth and Ideologies	(3)
POL 210	Comparative Political Systems	(3)
POL 214	Revolution or Reform	(3)

Political Theory

POL 101	Public Myth and Ideologies	(3)
POL 218	Political Science and Economic Thought	(3)
POL 241	Classical Political Thought	(3)
POL 242	Medieval Political Thought	(3)
POL 243	Modern Political Thought	(3)
POL 244	American Political Thought	(3)

American Politics and Public Policy

POL 111	American Government & Political Institutions	(3)
POL 118	State and Local Government	(3)
POL 220	Political Parties and Interest Groups	(3)
POL 222	Contemporary Issues in Public Policy	(3)
POL 244	American Political Thought	(3)

International Relations

POL 297A	International Law and Human Rights	(3)
POL 114	Introduction to International Relations	(3)
POL 213	21st Century Politics: Future Trends & Risks	(3)
POL 219	International Politics and Economic Organizations	(3)
POL 233	Advanced International Relations Seminar	(3)

AND

THREE Workshop or Topics Courses: (9 credits)

Choose from POL 296/297 Topics courses or POL 301/302/ 303 Workshop courses. See adviser for guidance.

Note: No more than twelve credits of Model UN (POL 303A and 303C) may be counted toward the major. Restricted to sophomores and above.

Required Major Electives: (9 credits)

THREE additional POL courses chosen in consultation with major adviser. No more than six credits in internships and independent study may count toward the major.

OPEN ELECTIVES **35**
TOTAL CREDITS **128**

Professional Communication Studies

Bachelor of Science (NYC, PLV)

The BS in Professional communication studies is an accelerated online completion degree program designed to prepare students for successful professional careers in the field of communication. This interdisciplinary major includes courses in business, communication, and computer science. It is an innovative degree program for adult students who have experience in the workplace and have an associate AS or AA degree or the equivalent (60-64 credits).

The program is supported by Dyson College and Pace University's Office of Adult and Continuing Education, which has traditionally been responsible for assisting the undergraduate student, evaluating prior college-level credit and evaluating life experience for academic credit. For more information on this program, please visit our Web Site at <http://online.pace.edu>, call (212) 346-1700 or email 'adultdegrees @pace.edu'.

Credits
TRANSFER CREDITS **64**

PROFESSIONAL COMMUNICATION STUDIES CONCENTRATION **36**

MCA 221	Professional Communication	(4)
AIT 107	Computer Applications for Telecommunications	(4)
COM 300	Organizational Communications	(4)
COM 210	Introduction to Mass Media	(4)
COM 260	Pragmatic Communications	(4)
TS 313	Multimedia Applications for the Microcomputer	(4)
MAR 342A	Public Relations	(4)
COM 361	Interpersonal Communication Among Cultures	(4)
MGT 323	Organizational Behavior	(4)

LIBERAL ARTS ELECTIVES **20**

TOTAL CREDITS **120**

Professional Studies Major

Bachelor of Science (NYC, PLV)

Designed to meet the needs of adult students, this degree program provides flexibility in scheduling, including a number of online courses using Web-based instruction. Additionally, it offers students the opportunity to transfer in a large number of credits earned at other institutions and also to receive up to 36 Experiential credits for knowledge accumulated as a result of life experience that can be demonstrated, documented, evaluated, and deemed to be in accordance with the curriculum and standards of the University.

For further information on this program, please consult the academic advisor in the Office of the Dean, Dyson College of Arts and Sciences.

Credits
UNIVERSITY CORE CURRICULUM **60**

INTERDISCIPLINARY MAJOR **36**

Students choose two disciplines:

ONE liberal arts or science discipline: (24 credits)

ONE other discipline: either from a professional school or another liberal arts or science discipline (12 credits)

OPEN ELECTIVE COURSES 32
TOTAL CREDITS 128

Psychology Major

Bachelor of Arts (NYC, PLV)

This major prepares students for graduate school in both research and applied psychology and for entry-level employment in many fields of human services fields.

	Credits
UNIVERSITY CORE	60
Must include PSY 112 Intro to Psychology	
MAJOR COURSES	43-48
Required Courses: (28-32 credits)	
<i>NYC major takes PSY 315 and 375 (32 credits)</i>	
<i>PLV major takes PSY 315 or 323 (28 credits)</i>	
PSY 205	(4)
Statistics in Psychology, Education and Allied Fields (NY, PLV)	
PSY 304	(4)
Social Psychology (NY, PLV)	
PSY 308	(4)
History of Psychology (NY, PLV)	
PSY 311	(4)
Bio/Physiological Psychology (NY,PLV)	
PSY 315 (NYC)	(4)
Cognitive Psychology (NY only req.)	
PSY 375 (NYC)	(4)
Lifespan Development of Psychology(NY only req.)	
PSY 315 (PLV)	(4)
Cognitive Psychology (PLV only req.)	
PSY 323	(4)
Psychology of Learning (PLV)	
PSY 380-381	(8)
Experimental Psychology I and II	

Required Major Electives: (12-16 credits)

NY major: Takes approved Group I/II courses on department list (12-16 credits), at least three of which must be from Group I)

PLV major: Takes any five 200/300-level PSY courses (15 credits)

OPEN ELECTIVES 20-25
TOTAL CREDITS 128

Sociology/Anthropology Major

Bachelor of Arts (NYC)

Prepares students for exciting careers in law, teaching, business, social work, public management, urban planning, and human relations. While students are given an enhanced view of global and social issues including cultural diversity, race relations, gender issues, criminology, family and social problems, many go on for advanced graduate work in the field or related areas.

	Credits
UNIVERSITY CORE	60
MAJOR COURSES	36
Required Major Courses: (12 credits)	
ANT 101	(3)
Introduction to Anthropology	
SOC 102	(3)
Introduction to Sociology	
SOC 323	(3)
Social Theories	
SOC 380	(3)
Social Research Methods	

Required Major Electives: (24 credits)

TWO of the following courses: (6 cred.)

ANT 108	Global Culture and Local Identities	(3)
ANT 115	The Family	(3)
ANT 120	People and Cultures of the Middle East	(3)
ANT 210	Urban Ethnography	(3)
ANT 296, 297	Topics in Anthropology	(3)

SIX courses with the prefix of ANT and SOC (18 credits)

OPEN ELECTIVES 32
TOTAL CREDITS 128

Spanish Major

Bachelor of Arts (NYC)

This program is designed for students who wish to acquire linguistic, cultural, and literary skills in Spanish. The program includes advanced courses in literature and culture from Spain, Mexico, the Caribbean, and Latin America. It prepares students for graduate school in foreign language or for employment in fields that require bilingual skills such as travel and tourism, media and entertainment, teaching, government agencies, and courts. Students are strongly encouraged to either double major or minor in a related field.

	Credits
UNIVERSITY CORE	60
Includes TWELVE SPA credits taken for Foundation, Area, of Knowledge, and Inquiry & Exploration credit: SPA 102 (might require SPA 101 as prerequisite), 280 or 263, 283 and 284.	

MAJOR COURSES 39

Required Courses: (27 credits)

DYS 499B Senior Year Experience in Languages
EIGHT 300-level courses in Spanish

Major Electives (12 credits)

May include a maximum of 12 credits of elementary and intermediate level SPA courses

OPEN ELECTIVES 29
TOTAL CREDITS 128

Theater Arts Major

Bachelor of Arts (NYC)

	Credits
UNIVERSITY CORE	60
OPEN ELECTIVES	32
ONE of FOUR Major Tracks:	36
Acting	
Directing	
Design/Technical Theater	
Commercial Dance	
<u>ACTING TRACK (36 credits)</u>	
Required Theater Courses: (9 credits)	

THR 108	Voice and Movement I	(3)
THR 151	Acting I	(3)
THR 499	Senior Showcase	(3)

Theater History Electives: (6 credits)

THR 131	Development of the Physical Theater	(3)
THR 134	Theater History I	(3)
THR 135	Theater History II	(3)
THR 136	World Theater	(3)
MUS 145	Introduction to the Opera	(3)
THR____	Travel Course	(3)

Acting Track Electives (15 credits)

THR 109	Voice and Movement II	(3)
THR 251	Acting II	(3)
THR 301	Scene Study I	(3)
THR 356	Scene Study II	(3)
THR 254	Acting for the Musical Stage I	(3)
THR 354	Acting for the Musical Stage II	(3)
THR 361	Scene Study III	(3)
THR 362	Scene Study IV	(3)
THR 357	Acting for Film and Television I	(3)
THR 358	Acting for Film and Television II	(3)

Technical Electives: (6 credits)

THR 122	Production Crew - Costume	(3)
THR 132	Stagecraft	(3)
THR 176	Lighting Workshop	(3)
THR 196E	Props	(3)
THR 211	Stage Management	(3)
THR 222	Production Crew - Scenery	(3)
THR 331	Sound and Acoustics	(3)

OR

DIRECTING TRACK (36 credits)

Required Theater Courses (9 credits)

THR 108	Voice and Movement I	(3)
THR 151	Acting I	(3)
THR 499	Senior Showcase	(3)

Required Technical Electives: (6 credits)

THR 122	Production Crew - Costume	(3)
THR 132	Stagecraft	(3)
THR 176	Lighting Workshop	(3)
THR 196E	Props	(3)
THR 211	Stage Management	(3)
THR 222	Production Crew - Scenery	(3)
THR 331	Sound and Acoustics	(3)

Theater History Electives: (6 credits)

THR 131	Development of the Physical Theater	(3)
THR 134	Theater History I	(3)
THR 135	Theater History II	(3)
THR 136	World Theater	(3)
MUS 145	Introduction to the Opera	(3)
THR____	Travel Course	(3)

Directing Track (15 credits)

THR 251	Acting I	(3)
THR 301	Scene Study I	(3)
THR 211	Stage Management	(3)
THR 208	Playwriting	(3)
THR 232	Script Analysis	(3)
THR 359	Directing I	(3)
THR 207	Directing II	(3)
THR 390	Internship	(3)

OR

DESIGN / TECHNICAL THEATER TRACK (36 credits)

Required Theater Courses: (15 credits)

THR 108	Voice and Movement I	(3)
THR 122	Production Crew I - Costume	(3)
THR 151	Acting I	(3)
THR 222	Production Crew II - Scenery	(3)
THR 499	Senior Showcase	(3)

Theater History Electives: (6 credits)

THR 131	Development of the Physical Theater	(3)
THR 134	Theater History I	(3)
THR 135	Theater History II	(3)
THR 136	World Theater	(3)
MUS 145	Introduction to the Opera	(3)
THR____	Travel Course	(3)

Design/Technical Track Electives: (15 credits)

THR 132	Stagecraft	(3)
THR 142	Costume and Décor I	(3)
THR 143	Costume and Décor II	(3)
THR 168	Drafting I	(3)
THR 169	Drafting II	(3)
THR 170	Advanced Stagecraft	(3)
THR 176	Lighting Workshop	(3)
THR 179	Slides and Projections	(3)
THR 211	Stage Management	(3)
THR 244	Advanced Technical Problems I	(3)
THR 245	Advanced Technical Problems II	(3)
THR 246	Props and Prop Construction	(3)
THR 272	Scene Painting I	(3)
THR 273	Scene Painting II	(3)
THR 276	Lighting Design	(3)
THR 280	Costume Materials and Construction	(3)
THR 331	Sound and Acoustics	(3)
THR 339	Theater Design	(3)
THR 390	Internship	(3)

OR

COMMERCIAL DANCE TRACK (36 credits)

Required Theater Courses: (15 credits)

THR 108	Voice and Movement I	(3)
THR 122	Production Crew I - Costume	(3)
THR 151	Acting I	(3)
THR 222	Production Crew II - Scenery	(3)
THR 499	Senior Showcase	(3)

Required Theater History Courses: (6 credits)

THR 180	American Musical Theater History	(3)
DAN 196F	Dance History I	(3)

Required Commercial Dance Track Courses: (15 credits)

DAN 210	Ballet II	(2)
DAN 310	Ballet III	(2)
DAN 196	Contemporary	(3)
DAN 311	Jazz III	(2)
DAN 207	Hip Hop	(2)
DAN 206	Tap II	(2)
DAN 209	Dance II	(2)

OPEN ELECTIVES (32 CREDITS)

THR 196G	Performing Arts Seminar	(1)
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Also may include suggested Theater Arts courses:

DAN 306	Body Awareness	(3)
DAN 312	Choreography	(3)
THR 254	Acting for the Musical Stage I	(3)
THR 460	Business of Acting (Dance)	(3)

TOTAL CREDITS ALL TRACKS **128**

Women's and Gender Studies Major

Bachelor of Arts (NYC)

The WGS major is an interdisciplinary one, completed in 36 credits. Requirements include the completion of at least 21 credits of WGS Department courses (remaining credits with "WS" in their title and also INT 297Q and INT 297J) and up to 15 credits of approved coursework from other academic disciplines and departments.

This major supports double-majoring in two Dyson B.A. programs. Up to 18 credits in the WGS major (including approved courses from other academic disciplines) may be "double-counted" towards both the WGS major and the second Dyson major. See WGS Director for details.

	Credits
UNIVERSITY CORE	60
MAJOR REQUIREMENTS	36

Required Major Courses: (15-21 credits)

WS 215	Intro to Women's Studies	(3)
OR		
WS 215C	Intro to Women's Studies	(3)
WS 266	Gender, Race, and Class	(3)

ONE of the following courses:

WS 380	Seminar in Feminist Theory	(3)
OR		
WS 396B	Miniskirts and Headscarves	(3)

ONE of the following courses:

WS 196Q	Introduction to Queer Studies	(3)
WS 269	Dealing with Difference: Lesbians in Lit. & Film	(3)
WS 270	Historical and Modern Sexual Revolutions	(3)
WS 296A	Queer Cinema	(3)
WS 296U	Transgender Studies	(3)
WS 296S	Dress, Desire and Gesture	(3)
WS 296W	The Gay Male Experience	(3)
INT 297Q	Queer Cultures	(6)
BIO 115	Human Sexuality	(3)
ANT 296W	Sexuality and Culture	(3)
PSY 234	Human Sexual Behaviors	(3)
INT 297J	Performing Identities	(6)

ONE of the following courses:

WS 215C	Intro. To Women's Studies	(3)
INT 297Q	Queer Cultures	(6)
WS 280	Internship in Women's and Gender Studies	(3)
OR		
_____	Internship in another Dyson Program if approved by WGS Director	(3-6)

Required Major Electives: (18-21 Credits)

Note: Students might need one or more "WS" titled course (or INT 297Q OR 297J) to satisfy major requirements of 21 "WS" credits.

Unless otherwise noted, these are 3-credit courses.

WS 196Q	Intro to Queer Studies
WS 220	The Medieval Woman

WS 267	Meanings and Models of Motherhood	(6)
WS 268	Men and Masculinities	
WS 269	Dealing with Difference: Lesbians in Lit and Film	
WS 270	Historical and Modern Sexual Revolutions	
WS 271	Women in Jeopardy	
WS 280	Internship in Women's and Gender Studies	
WS 296A	Queer Cinema	
WS 296	Girls on Film	
WS 296F	Living Under Fire: Women and Warfare	
WS 296S	Dress, Desire and Gesture	
WS 296T	Topic: Melodrama in America	
WS 296U	Topic: Transgender Studies	
WS 296V	International Activist Policies	
WS 296W	The Gay Male Experience	
WS 234	The Girl Child : A Global Perspective	
(was 296K)		
WS 289	Science Fiction and Gender	
(was 296N)		
WS 396B	Topic: Miniskirts and Headscarves	
INT 297J	Performing Identities	(6)
INT 297Q	Queer Cultures	(6)

Elective Courses From Disciplines in Other Departments:

ANT 115	Kinship & the Family	
ANT 296D	Anthropological Perspectives on Women and Warfare	
ANT 296J	Black Women in Cross-Cultural Perspectives	
ANT 296K	Latino Families in Cross-Cultural Perspectives	
ANT 296L	Women and Gender Through a Global Perspective	
ANT 296S	Anthropology of Violence	
ANT 296T	Sexuality and Nation	
ANT 296W	Topic: Sexuality and Culture	
BIO 115	Human Sexuality	
CRJ 249	Law and Society	
CRJ 296D	Topic: Law and Society	
CRJ 375	Justice Responses to Domestic Violence and Child Abuse	
COM 296X	Women, Communications, and the UN	
ENV 296K	Women and Nature	
FRE 154W	The Second Sex: Images of Women	
HIS 113	(only American Women) The American Experience: Changing Roles of Women	
HIS 114	(only Women's World) The European Experience: Women's World	
HIS 280	History of American Women	
HIS 281	European Women and Social Change	
HS 163	Effective Family Dynamics	
HS 261	Ethnic Family Lifestyles	
HS 314	Families in Crisis	
INT 197C	American Women in Literature and Life	
INT 296S	Beyond the Veil	(6)
JPN154	Love and Marriage in Japanese Literature & Film	
INT 197	Women in American Literature and Life	(6)
INT 197A -	Crossroads and Crossfire: The Struggle For	(6)
200:	Women's Rights in a Globalized World	
INT 197Y	Comparative Racial and Gender Politics of South Africa and the US	
INT 296	Politics and Cultures in South East Asia	(6)
INT 296W	Children in Urban Society	
INT 298N	Caught in the Crossfire: The Impact of War on Women and Children	
LAS 150	Modern Latin American Divas: Female Political, Social and Cultural Leadership in Republican Era	
LIT 211	(Women in Literature theme) Women in Literature I	
LIT 211W	Women in Literature I: Women Through the Eyes of Men	
LIT 212	(Women in Literature theme) Women in Literature II	

LIT 212Y	American Women Writers
LIT 212W	Women in Literature II: Fictions of Authority
LIT 303	Introduction to Cultural Studies
LIT 308	Women and African Literature
LIT 326	Black Literature
LIT 329	Poststructuralist Theory
LIT 345	Ethnic Literature
LIT 351A	Early Modern Literature: Early Modern Women's Writing
LIT 363	Shakespeare: Before 1600
LIT 369A	Great Authors: Emily Dickinson
LIT 379	Feminist Issues in Literature
LIT 384	Images of Women in Literature
LIT 482:	Seminar: Jane Austen and Her World
LIT 486	Seminar on Film
MGT 396A	Gender Diversity Issues in Organization
MUS 206	Women in Music
NUR 161	Women at Risk: Health Care for Marginalized Women
NUR 228	Nursing and the Political Process
NUR 241	Diff. of Self: An Historical Analysis of Women's Health
PHI 296	Philosophical Issues in Feminism
PHI 296P	Women and Nature
POL 296Q	Gender and Politics
PSY 227	Psychology of Women
PSY 234	Human Sexual Behaviors
PSY 296Z	Topic: Children and Youth – A Global Perspective
PSY 320	Abnormal Psychology I
PSY 321	Abnormal Psychology II
RES 296D	Women in World Religions
SOC 116	Sociology of Deviance
SOC 215	Sociology of the Family
SOC 222	Gender and Social Change
SOC 296L	Borderlands
SPA 380	Seminar in Hispanic Women Writers
SPA 480A	Seminar: Women Writers of Spain and America

The following linked Learning Communities (6 credits each) also are available electives:

- ENGA 120/HISA 113R
- WSA 266/ECOA 106
- INT 297 (Pol. & Cult. of ME & SA)
- POL 210/WS 266 (South Africa LC)

Note: For recent additions to the list of approved courses that explore issues concerning women and count towards the WGS major or minor, please see the WGS office on your campus (212) 346-1723 or (914) 773-3957.

OPEN ELECTIVES	32
TOTAL CREDITS	128

Accelerated Dual-Degree Pace University Programs: Combined Undergraduate/Graduate Degree Programs

These accelerated baccalaureate and master-level or higher-level programs are intended for Dyson bachelor of arts or bachelor of science students with superior academic ability who wish to earn a bachelor's degree and a master's degree in less time than is normally required.

Because these accelerated programs require that graduate credits (12 - 24 depending on program) are taken in undergraduate senior year, undergraduate candidates must demonstrate that they can meet the requirements and rigors of both undergraduate and graduate study in a compressed time period. They also must satisfy separate admission requirements for both parts of the program, and admission to the undergraduate part of the program does not guarantee admission to the graduate part of the program.

Note : Both Baccalaureate and Master degrees are awarded at completion of Master program requirements.

Applied Psychology and Human Relations/Counseling

Bachelor of Arts/Master of Science in Counseling (PLV)

	Credits
UNIVERSITY CORE	60
Must include PSY 110 and PSY 111	
UNDERGRADUATE MAJOR COURSES	42
Required Undergraduate Major Courses: (24 credits)	
PSY 306 Psychological Testing	(4)
PSY 313 Research Methodology	(4)
PSY 306 Psychological Testing	(4)
PSY 337 Introduction to Psychological Counseling	
OR	(4)
PSY 332 Group Relations and Interviewing Techniques	
PSY 391-392 Practicum in Psychology I, II	(8)
Required Major Electives:(18 credits)	
Any SIX 200/300-level PSY courses.	
Required Graduate Courses taken in Undergraduate senior year	12
PSY 672 Psychopathology and Personality Disorders (fall, fourth year)	(3)
PSY 630 Counseling Theories and Techniques I (fall, fourth year)	(3)
PSY652 Developmental Psychology and Family Systems (spring, fourth year)	(3)
PSY 631 Counseling Theories and Techniques II (spring , fourth year)	(3)
OPEN ELECTIVES	14
TOTAL UNDERGRADUATE CREDITS Includes 12 graduate credits taken in Undergraduate senior year	128
ADDITIONAL TOTAL GRADUATE CREDITS	24
<i>(For additional graduate courses in MS Counseling, please consult the Graduate Viewbook of the Dyson College of Arts and Sciences.)</i>	
TOTAL CREDITS COMBINED BA/MS	152

Applied Psychology and Human Relations/Mental Health Counseling

Bachelor of Arts/Master of Science in Mental Health Counseling (PLV)

Both the BS and MS degrees are awarded at the completion of the MS. In this accelerated combined program four graduate courses are taken in undergraduate senior year.

	Credits
UNIVERSITY CORE	60
Must include PSY 112 Into to Psychology	
UNDERGRADUATE MAJOR COURSES	42
Required Courses: (24 credits)	
PSY 304 Social Psychology	(4)
PSY 306 Psychological Testing	(4)
PSY 313 Research Methodology	(4)
PSY 232 Group Relations & Interviewing Techniques	(4)
OR	
PSY 337 Introduction to Psychological Counseling	(4)
PSY 391 Practicum in Psychology I, II and 392	(8)
Required Major Electives: (18 credits)	
Any six 200/300-level PSY courses.	
Required Graduate courses taken in undergraduate senior year	12
PSY 672 Psychopathology and Personality Disorders (fall, fourth year)	(3)
PSY 630 Counseling Theories and Techniques I (fall, fourth year)	(3)
PSY652 Developmental Psychology and Family Systems (spring, fourth year)	(3)
PSY 631 Counseling Theories and Techniques II (spring , fourth year)	(3)
OPEN ELECTIVES	14
TOTAL UNDERGRADUATE CREDITS	128
Includes 12 graduate credits taken in Undergraduate senior year	
ADDITIONAL GRADUATE CREDITS	48
For additional graduate courses in MS Mental Health Counseling, please consult the Graduate Viewbook of the Dyson College of Arts and Sciences	
TOTAL CREDITS COMBINED BA/ MS	176

Bachelor of Arts (Select Majors)/Juris Doctor, BA/JD

The field of law spans many disciplines and welcomes new perspectives. In this dual degree program, Pace offers students the chance to focus undergraduate study on an area of interest and then apply it to law through our Bachelor of Arts and Juris Doctor program. This is an accelerated six-year program.

Students may pair their BA degree from one of several outstanding undergraduate programs (listed below) with a law

degree. During sophomore year they must apply separately to the School of Law and meet the established criteria for admission, including an appropriate score on the LSAT. Admission into the undergraduate portion of the program does not guarantee admission to the law school

Available accelerated combined BA/JD Programs are:

Biology/Juris Doctor
 English/Juris Doctor
 Environmental Studies/Juris Doctor
 History/Juris Doctor
 Philosophy and Religious Studies/Juris Doctor
 Political Science/Juris Doctor

For BA curricula of above programs, please see undergraduate section of this catalog. For Juris Doctor curriculum, please see Law School Catalog.

Note that if your major is Biology, BA , you will have the opportunity to apply your scientific expertise to the University's Environmental Law program, which is internationally recognized. Environmental Litigation Clinic allows students to participate in litigation relating to the environment, such as the Hudson River System whose waters are protected by Riverkeeper Inc., a public interest group.

Bachelor of Arts (select majors)/Master of Science in Teaching Adolescents

Undergraduates who declare majors in certain arts and sciences subjects and are interested in developing a career teaching adolescents are encouraged to meet with their department chairs for details about an accelerated program. Students who are accepted into the program have the opportunity to earn dual degrees: a Dyson College BA and a School of Education Master of Science in Teaching Adolescents. The applicable undergraduate majors for this program are Biology, English, History/Social Science, Mathematics (NYC and PLV), and on the NYC campus also Spanish.

Biology/Environmental Science BS/MS (PLV)

This accelerated combined degree program consists of a total of 150 - 152 credits. However, students must have the necessary prerequisites for graduate courses. Full-time students may complete this program in five years, thus saving one year of full-time study by taking 12 graduate credits in senior year.

	Credits
UNIVERSITY CORE	60
Includes several Auxiliary Science courses listed below.	
UNDERGRADUATE BIOLOGY MAJOR COURSES	34 - 36
Required Major Courses: (31-32 credits)	
BIO 101 General Biology I	(4)
BIO 102 General Biology II	(4)
BIO 205 Environmental Science	(3)
BIO 210 Ecology	(4)
or	
BIO 215 Urban Ecology	(3)
BIO 231 Genetics	(4)

BIO 335	Molecular and Cellular Biology	(4)
BIO 327	Cellular Biochemistry	(4)
BIO 490	Intro to Research in Biology	(2)
BIO 480	Research	(3)

Required BIO Elective Course: (3-4 credits)

One BIO course at 200-level or higher (3/4)

OPEN ELECTIVES 32-34

Includes 12 graduate credits of MS Environmental Science courses taken in undergraduate senior year.

Also includes Auxiliary Science courses not taken for University Core credit.

Required Auxiliary Science Courses

Taken for University Core credit and Open Elective credit:

CHE I	General Chemistry I	(4)
CHE II	General Chemistry II	(4)
CHE 223	Organic Chemistry I	(5)
CHE 224	Organic Chemistry II	(5)
PHY 111	General Physics I	(4)
PHY 112	General Physics II	(4)
MAT 131	Calculus I	(4)
MAT 132	Calculus II	(4)
MAT 134	Statistics	(3)

AND

GRADUATE ENVIRONMENTAL SCIENCE MAJOR 33-35

Includes following core courses, one track, and thesis requirement.

Required Core Courses: (18 Credits)

ENS 610	Environmental Science I	(3)
ENS 611	Environmental Science II	(3)
ENS 622	Environmental Sampling & Analysis	(4)
ENS 624	Environmental Science Policy	(3)
ENS 772	Thesis Preparation	(1)
ENS 790	Environmental Science Seminar	(1)
ENS 792	Research I	(3)

ONE REQUIRED TRACK: (15-17 credits)

BASIC SCIENCE Track:

One Area 2 course

Four Area 3 courses.

OR

PUBLIC ADMINISTRATION Track:

Three Area 1 courses

One Area 2 course

One Area 3 course

AREA 1 Courses

PAA 601	Public Administration and Its Environment	(3)
PAA 602	Organizational Theory and Management	(3)
PAA 604	Budgeting and Financial Analysis	(3)

AREA 2 Courses

ENS 501	Environmental Assessment and Environmental Impact Statements	(3)
ENS 625	Environmental Science Communication	(3)
ENS 650	Environmental Law	(3)
IS 688	Visualizing IT: Introduction to Geographic	(3)

ENS 760	Information Systems Waste Management, Site Remediation, and Land Reuse	(4)
ENS 780	Remote Sensing and Geographical Information Systems	(4)

AREA 3 Courses

ENS 505	Conservation Biology	(3)
ENS 506	Wildlife Biology	(3)
ENS 511	Plant Ecology and Conservation	(3)
ENS 531	Biological Oceanography	(3)
ENS 629	Topics in Marine Pollution	(3)
ENS 630	Environmental Microbiology	(4)
ENS 651	Research Methods for Ecological Field Studies	(3)
ENS 731	Field Botany & Vegetation Analysis	(4)
ENS 740	Environmental Toxicology	(4)
ENS 793	Research II	(3)
ENS 798	Special Topics in Environmental Sciences	(1-3)

Note: Students must file a formal application with the Office of Graduate Admissions during their junior year of undergraduate study after receiving approval from their faculty undergraduate adviser. The criteria for admission to the Graduate portion of the Program are as follows:

- Completion of at least 64 undergraduate credits and junior class standing with a cumulative GPA of at least 3.00.
- Completion of all required undergraduate Biology courses with a GPA of at least 3.00.
- GRE will not be required.
- Transfer students may be admitted into the Program if they have satisfied all course and admission requirements as noted above.

TOTAL CREDITS FOR BS and MS PROGRAMS 150-152

Criminal Justice/Juris Doctor, BS/JD

The field of law spans many disciplines and welcomes new perspectives. In this dual degree program, an accelerated six-year program, Pace University offers the chance to immerse oneself in Criminal Justice and apply this area of expertise to law. For BS curriculum of Criminal Justice, please see undergraduate section of this catalog. For Juris Doctor curriculum, please see Law School Catalog.

During sophomore year students must apply separately to the School of Law and meet the established criteria for admission, including an appropriate score on the LSAT.

English/Publishing, BA/MS

Bachelor of Art in English/Master of Science in Publishing (PLV, NYC)

This is an accelerated 5-year program.

	Credits
UNIVERSITY CORE	60
OPEN ELECTIVES	14-20
MAJOR UNDERGRADUATE ENGLISH COURSES (depending on chosen track)	36-42

Includes 12 Publishing graduate credits taken in Undergraduate senior year.

Note: For English Major Requirements, see undergraduate section of this catalog.

Undergraduate Senior Year: (12 credits)

Fall Semester: Two 3-credit courses from the following:

- PUB 606 Book Production and Design
- PUB 608 Financial Aspects of Publishing
- PUB 612 Information Systems in Publishing
- PUB 624 Editorial Principles and Practices

Spring Semester: Two 3-credit courses from the following:

- PUB 610 General Interest Books
- PUB 624 Editorial Principles and Practices
- PUB 628 Marketing Principles and Practices

TOTAL UNDERGRADUATE CREDITS 128

(Includes 12 graduate credits taken in undergraduate senior year)

And

MS GRADUATE PUBLISHING COURSES 36

(Includes 12 graduate credits taken in undergraduate senior year)

Graduate Year: (24 credits)

Fall Semester:

- PUB 699 Internship I (3)

TWO 3-credit courses. Choose from PUB 606, 607, 608, 610, 612, 624, 628 (6)

ONE 3-credit elective course (3)

Spring Semester:

- PUB 699B Internship 2 (3)

THREE elective courses. See Department advisor for approvals. (9)

TOTAL CREDITS BA/MS PROGRAMS 152

Modern Languages and Cultures: Spanish/Publishing

Bachelor of Art/Master of Science in Publishing (NYC)

This is an accelerated 5-year program.

Credits

UNIVERSITY CORE 60

MAJOR COURSES 39

EIGHT 300-level courses in Spanish: (24 credits).

FOUR courses in Hispanic Studies Track: (12 credits)

DYS 499B Senior Year Experience in Languages(3 credits)

OPEN ELECTIVES 17

TOTAL UNDERGRADUATE CREDITS 128

Includes 12 graduate Publishing credits taken in undergraduate senior year

And

MS GRADUATE PUBLISHING COURSES 36

(Includes 12 graduate credits taken in undergraduate senior year)

Graduate Year: (24 credits)

Fall Semester:

- PUB 699 Internship I (3)

TWO 3-credit courses. Choose from PUB 606, 607, 608, 610, 612, 624, 628 (6)

ONE 3-credit elective course (3)

Spring Semester:

- PUB 699B Internship 2 (3)

THREE elective courses. See Department advisor for approvals. (9)

TOTAL CREDITS BA/MS PROGRAMS 152

Political Science/Public Administration

Bachelor of Arts/Master of Public Administration (PLV)

This combined dual-degree program prepares students for leadership and management positions in government, health care, and nonprofit organizations through a comprehensive curriculum that integrates relevant theory with practice. It consists of 155-161 credits required to complete the necessary undergraduate core, major and open elective credits in addition to 39-45 graduate credits and elective credits. Full-time students may complete the program in five years, thus saving one year of full-time study by taking 12 graduate credits in senior year.

Credits

UNIVERSITY CORE 60

The following courses are major-specific requirements: SOC 102 (AOK 2), ECO 105, ECO 106 (I&E) and either MAT 134 or MAT 234 (AOK 5 or I&E).

POLITICAL SCIENCE MAJOR 33-36

Required Major Courses: (9-12 cre.)

- POL 240 Applied Research Methods (0-3)
(unless MAT 134 or 234 is taken in Core Curriculum)

THREE of the following six courses:

- POL 111 American Government (3)
- POL 118 State & Local Government (3)
- POL 222 Issues in Public Policy (3)
- POL 244 American Political Thought (3)
- POI 302C Workshop Constitutional Law (3)
- POL 315 Public Bureaucracy (3)

Required Elective Courses: (24 cre.)

FOUR 100-level and four 200-level Political Science courses:

- POL 1__ _____ (3)
- POL 1__ _____ (3)
- POL 1__ _____ (3)
- POL 1__ _____ (3)
- POL 2__ _____ (3)
- POL 2__ _____ (3)
- POL 2__ _____ (3)
- POL 2__ _____ (3)

REQUIRED MPA GRADUATE LEVEL COURSES 12

TAKEN IN UNDERGRADUATE SENIOR YEAR, AS APPROVED BY GRADUATE ADVISER

OPEN ELECTIVES 31-33

Includes any major-specific requirements not taken for University core credit.

TOTAL UNDERGRADUATE CREDITS 128

AND

MPA PUBLIC ADMINISTRATION MAJOR 39-45

Includes 12 graduate credits taken undergraduate senior year

Pre-Requisite Core Courses (3-6 credits)

- PAA 501 Accounting for Government, Health and Not-for-Profits (3)
May be waived if ACC 204 is taken as an undergraduate open elective.
- PAA 502 Statistics and Quantitative Methods in Decision Making (3)

Required Core Courses (all 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 Sectors (only for students in Government & Nonprofit Management tracks) (3)

or

- PAA 666 Health Care Economics (only for students in Health Care Administration Track) (3)
- PAA 604 Budgeting and Financial Analysis (3)
- PAA 606 Research Methods (3)
- PAA 699 Capstone Project Seminar (3)

ONE Required Track (21-24 credits)

- Government Track
- Nonprofit Management Track
- Healthcare Administration Track

Government Track: (21 credits)

- PAA 630 Intergovernmental Relations (3)
- PAA 631 Law in the Administrative Process (3)
- PAA 632 Policy Studies (3)
- AA 644 Seminar in Government Management Topics (3)
- PAA ___ Elective (3)
- PAA ___ Elective (3)
- PAA ___ Elective (3)
- OR

Nonprofit Management Track: (21 credits)

- PAA 670 Management (3)
- PAA 671 Law for Nonprofit Managers (3)
- PAA 672 Management Issues in Nonprofit Organizations (3)
- PAA 681 Seminar for Nonprofit Management Topics (3)
- PAA ___ Elective (3)
- PAA ___ Elective (3)
- PAA ___ Elective (3)
- OR

Health Administration Track: (21-24 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 651 Community Health Assessment (3)
- or
- PAA 665 Seminar in Health Services Management (6)

- PAA 614 Strategic Planning & Marketing in Health Care (3)
- or
- PAA 662 Health Planning (3)
- PAA ___ Elective (3)
- PAA ___ Elective (3)

TOTAL MPA GRADUATE CREDITS 39-45

Includes 12 graduate credits taken in undergraduate senior year.

TOTAL CREDITS BA/MPA PROGRAMS 155-161

Psychology/Counseling

Bachelor of Arts/Master of Science in Counseling (PLV)

Both BA and MS Degrees are awarded at the completion of the MS program.

Credits 60

UNIVERSITY CORE

Must include PSY 112 Intro to Psychology

MAJOR COURSES

The incorporated graduate courses can be taken only in the fall and spring semesters of the senior year. (Graduate courses are in bold lettering.)

Required Courses: (28 credits)

- PSY 205 Statistics in Psychology and Allied Fields (4)
- PSY 304 Social Psychology (4)
- PSY 308 History of Psychology (4)
- PSY 311 Biological Psychology (4)
- PSY 315 Cognitive Psychology (4)
- OR
- PSY 323 Psychology of Learning (4)
- PSY 380 Experimental Psychology I (4)
- PSY 381 Experimental Psychology II (4)

Major Electives: (15 credits)

Any five 200/300-level Psychology courses

OPEN ELECTIVES 25

Includes four graduate courses taken only in fall and spring terms of undergraduate senior year (PSY 630, 631, 652, 672).

TOTAL UNDERGRADUATE CREDITS 128

Includes 12 graduate credits taken in undergraduate senior year

TOTAL ADDITIONAL GRADUATE CREDITS 24

For Graduate Counseling courses, please see Graduate Viewbook of the Dyson College of Arts and Sciences.

TOTAL CREDITS BA/ MS PROGRAMS 152

Psychology/Psychology

Bachelor of Arts in Psychology/Master of Arts in Psychology (NYC)

Note: Both BA and MA degrees are awarded at completion of MA program.

Students interested in applying for this program are required to consult directors of the undergraduate and graduate programs for details and approvals.

	Credits
UNIVERSITY CORE	60
Must include PSY 112 Intro to Psychology	
UNDERGRADUATE MAJOR COURSES	35*
Required Courses: (32 credits)	
PSY 205 Statistics in Psychology, Education, & Allied Fields	(4)
PSY 304 Social Psychology	(4)
PSY 308 History and Systems of Psychology	(3)
PSY 311 Biological Psychology	(3)
PSY 315 Cognitive Psychology	(3)
PSY 375 Life-Span Development Psychology	(4)
PSY 380-381 Experimental Psychology I & II	(8)
Major BA Electives: (3 credits)	
ONE course must be taken from the following list:	
PSY 302 Child Psychology	(3)
PSY 303 Adolescent Psychology	(3)
PSY 306 Psychological Testing	(3)
PSY 307 Psychology of Personality	(3)
PSY 320 Abnormal Psychology	(3)
PSY 321 Abnormal Psychology II	(3)
*NOTE: <i>Students accepted to this Combined BA/MA Program take 12 approved MA graduate credits in senior year (two fall and two spring) from the Required Courses List below.</i>	
OPEN ELECTIVES	33
Includes 12 graduate Psychology credits taken in undergraduate senior year.	
AND	
MA GRADUATE MAJOR	36
Includes 12 graduate credits taken undergraduate senior year. For a list of 600-level graduate Counseling courses, NY campus, please consult the Graduate Viewbook of the Dyson College of Arts and Sciences.	
BREAKDOWN OF CREDITS:	
TOTAL UNDERGRADUATE CREDITS	128
Includes 12 graduate credits taken undergraduate senior year for Open Elective Credit	
TOTAL ADDITIONAL GRADUATE CREDITS	24
Counting 12 credits taken in undergraduate senior year	
TOTAL CREDITS BA/MA PROGRAMS	152

Psychology/Mental Health Counseling

Bachelor of Arts/Master of Science In Mental Health Counseling (PLV)

Both the BA and MS degrees are awarded at the completion of the MS program.

	Credits
UNIVERSITY CORE	60
Must Include PSY 112 Intro to Psychology	
UNDERGRADUATE MAJOR COURSES	33-34
Required Courses: (24 credits)	
PSY 205 Statistics in Psychology	(4)
PSY 308 History and Systems of Psychology	(4)
PSY 311 Biological Psychology	(4)
PSY 323 Psychology of Learning	(4)
PSY 380-381 Experimental Psychology I & II	(8)
Undergraduate Major Electives: (9-10 credits)	
THREE courses from the following list:	
PSY 302 Child Psychology	(3)
PSY 304 Social Psychology	(3)
PSY 306 Psychological Testing	(3)
PSY 307 Psychology of Personality	(3)
PSY 320 Abnormal Psychology	(3)
PSY 391 Psychology Practicum	(4)
PSY 499 Senior Year Experience	(3)
OPEN ELECTIVES	34-35
Includes the following four PSY 600-level graduate courses that can be taken only in undergraduate senior year (12 credits):	
PSY 672 Psychopathology and Personality Disorders (Fall, 4th year)	(3)
PSY 630 Counseling Theories and Techniques I (Fall, 4th year)	(3)
PSY 652 Developmental Psychology and Family Systems (Spring, 4th year)	(3)
PSY 631 Counseling Theories and techniques II (Spring, 4th year)	(3)
GRADUATE MAJOR CURRICULUM	60
Includes 12 graduate Mental Health Counseling credits taken in undergraduate senior year. For a list of other 600-level Metal Health Counseling courses, PLV campus, please consult the Graduate Viewbook of the Dyson College of Arts and Sciences.	
BREAKDOWN OF CREDITS:	
UNDERGRADUATE CREDITS	128
Includes four graduate courses taken in undergraduate senior year.	
ADDITIONAL GRADUATE CREDITS	48
TOTAL CREDITS BA/MS PROGRAMS	176

CERTIFICATE PROGRAMS IN ARTS AND SCIENCES

The Dyson College of Arts and Sciences offers a number of Certificate Programs for students whose educational objectives can best be met by short-term concentrated study in the Arts and Sciences.

Applied Physics (PLV)

This program is designed to give the student practical experience in fundamental laboratory and research procedures.

	Credits
Required Courses:	16
PHY 109 Digital Electronics Systems	(4)
PHY 111 General Physics I	(4)
PHY 112 General Physics II	(4)
PHY 231 Electromagnetism I	(4)
PHY____ Electives	(7-8)
Total Credits	23-24

French (NY)

	Credits
Required Courses:	18-24
FRE 101-102 Elementary French I, II (unless waived)	(6)
SIX credits of French at the 200 (intermediate) level	(6)
FOUR courses chosen from the following (12):	
FRE 301 French Conversation, Diction and Phonetics	(3)
FRE 302 Advanced French Composition	(3)
FRE 305 Advanced French for Industry and the Professions I	(3)
FRE 306 Advanced French for Industry and the Professions II	(3)
FRE 316 Masterpieces of French Literature I	(3)
OR	
FRE 317 Masterpieces of French Literature II	(3)
Total Credits	18-24

Italian (NY)

	Credits
Required Courses:	18-24
ITA 101-102 Elementary Italian I, II (unless waived)	(6)
SIX credits of Italian at the 200 (intermediate) level	(6)
FOUR of the following courses (12):	
ITA 310 Italian Culture and Civilization I	(3)
ITA 311 Italian Culture and Civilization II	(3)
ITA 301 Italian Conversation	(3)
ITA 302 Italian Composition	(3)
ITA 305 Italian for Industry and the Professions I	(3)
ITA 306 Italian for Industry and the Professions II	(3)
ITA 316 Masterpieces of Italian Literature I	(3)
OR	
ITA 317 Masterpieces of Italian Literature II	(3)
Total Credits	18-24

Latin American Studies Certificate Program (NYC, PLV)

This certificate in Latin American Studies is a multidisciplinary program that includes courses in History, Economics, Modern Languages and Cultures, Anthropology, English, Psychology, Environmental Studies and Fine Arts, together with "LAS" interdisciplinary offerings. In 2002, the program's strong interdisciplinary learning, language proficiency and civic engagement aspects won a prestigious federal grant. LAS certificate holders possess superior preparation for those planning to specialize in the Latin American region or US Latino clientele. Examples are business and academic careers such as international management, finance, marketing and world trade; diplomacy and law; community nursing, speech therapy and clinical psychology. The certificate will also enhance liberal arts majors, such as history, political science, sociology, anthropology, languages, economics, and environmental science. It is a terminal credential which may be taken by both degree and non-degree students. Depending on course scheduling, it may be completed in one or two semesters.

Three Foundation Courses (9 credits)

Must include at least one course each from Groups A and B:

Group A

SPA 263	Spanish for Native Speakers	(3)
SPA 280	Intensive Review of Spanish	(3)
SPA 283	Intermediate Spanish Conversation	(3)
SPA 284	Intermediate Spanish Composition	(3)

Group B

HIS 133	Latin America: The Colonial Era	(3)
HIS 134	Modern Latin America	(3)
HIS 231	Latin America: A Century of Social Change and Revolution	(3)
ANT 296H	The Traditional and Modern Cultures of Latin America and the Caribbean	(3)
LAS 101	The Other "America": Introduction to Latin American Studies	(6)
LAS 296A	Latin Immigration to the USA: Perspectives on the US's Largest Ethnic Minority	(3)

Three Advanced Courses: (9 credits)

Must include at least one course each from Groups C and D:

Students are strongly encouraged to take LAS 201 Urban Internship as a capstone experience.

Group C

SPA 311	Introduction to Latin American Culture	(3)
SPA 319	Masterpieces of Spanish-American Literature I	(3)

OR

SPA 320	Masterpieces of Spanish-American Literature II	(3)
SPA 321	The Literature and Culture of Puerto Rico and the Caribbean	(3)
SPA 323	Modern Latin American Prose	(3)
SPA 344	The Short Story and Essay in Spanish America	(3)
SPA 345	Latin American Theater	(3)
SPA 347	The Culture of Mexico	(3)
SPA 154V	Latin American Cinema	(3)
SPA 154Q	Negotiating Borders: Latino Film of the United States	(3)

SPA 346	Hispanic Literature and Culture in the United States	(3)
LAS 150	Modern Latin American Divas: Female Social, Political and Cultural Leadership In the Republican Era	(6)
LAS 210	"Luz, Camara, Accion!": Film as Mirror of Social Change in Latin American History and Culture	(6)
LAS 220	Caribbean Transnational Cultures: The History, Literature and Film of the Spanish Caribbean	(6)
LIT 211J	American Voices: Introduction to Latino/-a Literature in the United States	(3)
Group D		
HIS 234	Brazilian Civilization	(3)
HIS 243	Service and Study in Latin America	(3)
LAS 250	History and Environmental Policy: The Case of the South American Rain Forest	(6)
ART 296Q	Latin American Art	(3)
LAS 201	Latin America, the Caribbean and the World	(6)
LAS 230	"So Far from God; So Close to Uncle Sam": Mexico in History and Literature	(6)
ECO 359	Political Economy of Developing Nations	(3)
ANT 296K	Latino Families in Cross-Cultural Perspective	(3)
PSY 296A	Psychology of Ethnic Minorities: The Latino Experience	(3)
Total Credits		18

Naturalist (PLV)

	Credits
Required Courses	22
BIO 123	Biology and CS (4)
ENV 221	Environmental Science: The Web of Life (3)
ENV 222	Environmental Science: Principles, Problems and Solutions (3)
ENV 130	The Naturalists (3)
SCI 101	Planet Earth (3)
SCI 145	Environmental Geology (3)
EDU 644	Secondary Methods: Making Science Meaningful (3)
Total Credits	22

Photography (NYC)

	Credits
Required Courses	(6)
ART 153	Introduction to Photography (3)
ART 228	Photography II: Color (3)
Additional Courses	(9)
ART 245	Art History: History of Photography (3)
ART 252	Photography II (3)
ART 253	Photography II: Black and White (3)
ART 350	Special Topics in Advanced Photography (3)
ART 356	Photography III: Experimental Photography (3)
Total Credits	15

Political Science (NYC)

	Credits
Required Courses	15
ONE course selected from:	
POL 101	Politics (3)
POL 102	Public Myth (3)
POL 213	21st Century Politics (3)
POL 214	Revolution or Reform (3)
ONE course selected from: POL 301, 302, 303 Political Workshops (3)	
THREE additional approved politics courses (9)	
No more than six (6) credits of Model UN may count toward the certificate.	
Total Credits	15

Spanish (NY)

	Credits
Required Courses:	18
SPA 102-103	Elementary Spanish I, II (6)
(Unless waived)	
SIX credits of Spanish at the 200 (intermediate) level (6):	
FOUR courses chosen from the following (12):	
SPA 310	Introduction to Spanish Civilization (3)
SPA 311	Introduction to Latin American Civilization (3)
SPA 347	The Culture of Mexico (3)
SPA 301	Spanish Conversation, Diction and Phonetics (3)
SPA 302	Advanced Spanish Composition (3)
SPA 304	Spanish Translation, Interpretation and Conversation (3)
SPA 305	Advanced Spanish for Industry & Professions I (3)
SPA 306	Advanced Spanish for Industry & Professions II (3)
SPA 316	Masterpieces of Spanish Literature I (3)
SPA 317	Masterpieces of Spanish Literature II (3)
SPA 319	Masterpieces of Latin American Literature I (3)
SPA 320	Masterpieces of Latin American Literature II (3)
Total Credits	18

LUBIN SCHOOL OF BUSINESS

Lubin School of Business
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Lubin Administration

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
James Russell, BME, MBA, MPhil, 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
Germaine Hodges, BA, MA, EdM, Assistant Dean, Office of Graduate Academic Advisement and Student Development
John Dory, BS, MS, DBA, Director, DPS Program
James Parker, BME, MBA, 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

One of the leading business schools in the country, the Lubin School of Business offers an extensive array of programs at the bachelor's, master's, and doctoral degree levels. Undergraduate students may select day or evening programs leading to the bachelor of business administration degree (BBA). Additionally, qualified 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, and with the continuous input the School receives from the business community, the Lubin School of Business ensures that students at all stages of their careers receive a personalized educational experience that prepares them for success in business. Real-world, practice-based, and globally oriented undergraduate programs are the result of the Lubin School's commitment to its mission and to its continuous improvement.

Accreditation and Affiliation

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). Please refer to www.pace.edu/page.cfm?doc_id=184 for a complete listing of Pace University's accreditation, memberships, and affiliations.

Statement of Mission and Values

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

Academic Policies

Admission Requirements

Admission to the Lubin School of Business is the same as admission to Pace University. Students may be admitted to the Lubin School as freshmen, transfer students, or adult students qualifying for matriculation. Please refer to the Admission and Adult and Continuing Education sections of the catalog for more information. Continuing students enrolled in other college or schools within Pace University may also be admitted to the Lubin School by submitting for approval an "Application for Change or Declaration of Program" to the appropriate Lubin academic department. Students planning to declare or change their major to a business program are advised to discuss their plans with an academic adviser in the Lubin Office of Undergraduate Academic Advisement on their home campus. Admission to the Combined BBA/MBA or BBA/MS Programs is more selective than the general Lubin School admission requirement. Please refer to the Lubin School Degree Programs section under Accounting for more information.

Academic Standards

Every undergraduate student enrolled in the Lubin School of Business is required to maintain a cumulative grade point average (CGPA) of "C" (2.00) as well as a minimum GPA of "C" in their major in order to be in good academic standing. Major courses (required and major electives) for each BBA program are listed in the Lubin School Degree Programs section. Students who fail to maintain these standards are placed on academic probation.

Academic Probation

Lubin students who fail to show satisfactory academic progress and have a cumulative GPA below a (2.00) "C" are automatically placed on academic probation. Lubin students are expected to achieve the following minimum standards of academic progress:

Lubin Standards of Academic Progress

Credits Attempted*	CGPA
16	1.30
32	1.60
48	1.80
64 and above	2.00

*Includes credits attempted at Pace and transfer credits applied to degree.

The seriousness of the academic deficiencies and the number of credits completed toward the BBA degree will determine the academic probation category (first, second, or final) that will be assigned and the number of semesters that a student will be allowed to continue on probation. Normally, freshmen and sophomores with less than 64 credits completed will be allowed a maximum of three semesters to raise their CGPA to a 2.00, and juniors and seniors with 65 credits or more will be allowed a maximum of two semesters. This assumes that a student's academic performance improves each semester while on academic probation with a minimum grade of "C" in each course. Part-time students may be allowed additional semesters on probation depending upon the number of credits completed each semester and their overall academic progress. Students placed on academic probation are required to reduce their semester course load to a maximum of four courses and 13 credits for full-time students working 20 hours or less per week, and a maximum of two courses and eight credits for part-time students working 30 hours or more per week. Students placed on academic probation are also required to limit their participation in extracurricular activities.

Academic Probation in the Major

Students who have below a 2.00 GPA in their major courses are placed on academic probation in their major and given at most two semesters to raise their major GPA to a 2.00. Students can be placed on academic probation in their major, even though their cumulative GPA is a 2.00 or better. Students who fail to achieve a 2.00 in their major after two semesters will be required to change their major and will be given assistance with this process by academic advisers in the Lubin Office of Undergraduate Academic Advisement and the Advising Center for Exploring Majors in the Center for Academic Excellence.

Academic Review Process

The academic records of all undergraduate business majors are reviewed at the conclusion of the fall and spring semesters by the Lubin Office of Undergraduate Academic Advisement on each campus to determine the students whose cumulative GPA has fallen below a 2.00. The academic records of students who fail to meet the minimum conditions of their academic probation are also reviewed by the campus subcommittee of the Lubin Undergraduate Academic Standards Committee, which is a standing committee of the Lubin Faculty Council. At these academic review meetings, the committee considers each case individually and decides on an appropriate course of action, which could include extending academic probation, mandatory leave of absence, or academic dismissal.

Academic Dismissal

Failure to make satisfactory academic progress toward the BBA degree will eventually result in academic dismissal from the Lubin School of Business and Pace University. Students are allowed at least one semester on academic probation to improve their academic performance and to raise their CGPA to a 2.00. Students who fail to sufficiently improve their academic performance while on academic probation will be academically dismissed from the Lubin School and Pace University. Students may appeal their academic dismissal in writing to the Lubin Undergraduate Appeals Committee in care of the Lubin Office of Undergraduate Academic Advisement on their home campus.

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, students may apply for reinstatement to the Lubin School Associate Dean and Director of Undergraduate Programs. Requests for reinstatement are to be made in writing and should include reasons for requesting reinstatement, action taken to address past problems, and a plan to correct past academic deficiencies and ensure satisfactory academic progress in the future. Students may be reinstated only once to Pace University after academic dismissal.

Residency and Transfer Credit Policies

Residency Requirement

To ensure that a degree from the Lubin School of Business truly reflects the school's curriculum standards and philosophy, Lubin students must fulfill a residency requirement. All business students must complete at least one-half, or 50 percent, of the business credits required for the BBA, including the Business Core, major, and auxiliary requirements, in residence at Pace University. In addition, business students must also comply with the University residency requirement that at least one-half of the major requirements and a minimum of 32 credits be completed in residence at Pace University. The capstone course, MGT 490 Business Strategy, as well as selected senior 400-level courses in each program, must also be completed at Pace University. The residency requirement may limit, in some cases, the number of business credits that can be accepted in transfer toward the major and the BBA degree. A student may also transfer credits that, while accepted by the University, cannot be applied to a specific business major. This generally occurs when a student is changing a field of study or enrolling in a business major with few or no free electives.

Transfer Credit Policy

The Lubin School welcomes and helps transfer students by awarding transfer credit under a variety of circumstances. Students wishing to transfer into the Lubin School of Business must have achieved a minimum overall average of 2.50 in their previous college work, and transfer credit is awarded only for courses completed at other schools with a grade of "C" or better. Transfer credit is generally awarded for courses completed at other institutions that are evaluated by the appropriate Lubin academic department to be equivalent to the following Lubin lower-division business courses: BUS 150, LAW 101, ACC 203-204, LAW 214, MAR 250, MGT 250 and FIN 260. Transfer credit may also be awarded on a limited basis for Pace upper division 300-level business courses provided that the transfer course is equivalent to the Pace business course as determined by the appropriate Lubin academic department and it is taught at an appropriate academic level.

Honor Societies

Beta Gamma Sigma

Beta Gamma Sigma is the premier national honor society in business. Membership in Beta Gamma Sigma is the highest national scholastic recognition that a student in business can receive in an undergraduate or graduate program at a school accredited by the AACSB International – The Association to

Advance Collegiate Schools of Business. The first national honor society in business, Beta Gamma Sigma was the result of a merger of three separate societies established to honor academic achievement in business at the University of Wisconsin, University of Illinois, and the University of California. To be eligible for membership in Beta Gamma Sigma, students must rank in the upper 10 percent of their junior class, the upper 10 percent of their senior class, or the upper 20 percent of students graduating from a master's degree program. In addition, Lubin undergraduates must have a minimum cumulative GPA of 3.50. Membership is by invitation only and students are inducted into Beta Gamma Sigma at the annual Lubin Awards Ceremonies in May.

Beta Alpha Psi

Beta Alpha Psi is an honorary organization for Financial Information students and professionals. The primary objective of Beta Alpha Psi is to encourage and give recognition to scholastic and professional excellence in the business information field. This includes promoting the study and practice of accounting, finance and information systems; providing opportunities for self-development, service and association among members, and practicing professionals; and encouraging a sense of ethical, social and public responsibility. The Pace Iota Lambda Chapter of Beta Alpha Psi was installed on the New York City campus in April 1998. It brings excellent students and business professionals together and fosters professional and social development by sponsoring activities that enhance the educational experience and broaden the perspective of each member. The Pace chapter has earned "Superior Chapter" status nationally each year since its inception. Membership is open to students majoring in accounting, finance and information systems. To be eligible, undergraduate students must have a B average overall and a B average in all advanced courses in their major. Graduate students must have an overall B average in their graduate courses.

Omicron Delta Epsilon

Omicron Delta Epsilon is the International Honor Society in Economics. Membership is open to juniors and seniors who have completed a minimum of 12 credit hours in economics and who have achieved a 3.50 GPA overall and a 3.50 GPA in economics and to Lubin graduate students who have a minimum GPA of 3.50. The society publishes a scholarly journal, The American Economist, which has the second largest circulation among journals in the field.

Alpha Iota Delta

The Pi Upsilon Chapter of Alpha Iota Delta, the national honor society in the decision sciences, recognizes juniors and seniors in all majors who have excelled in quantitative courses. To qualify for membership, undergraduate students must complete MGT 355 with a grade of B+ or higher and three other decision science courses and have a minimum cumulative GPA of 3.50. A statement of support from a full-time faculty member is also required.

Sigma Iota Epsilon

Sigma Iota Epsilon (SIE) is the premier honorary and professional fraternity organization in management. SIE recognizes superior scholarship and offers members opportunities to engage in professional programs and other activities aimed at bridging the gap between management theory and management practices. SIE student members are recognized as top achievers both academically and professionally. The Pace Zeta Pi Chapter of Sigma Iota Epsilon is open to undergraduate students majoring in management, international management, and quantitative business analysis. To be eligible for membership, undergraduate students must have a minimum CGPA of 3.00 and a grade of "B" or better in at least one management course and at least 30 credits completed in residence at Pace University toward their BBA degree. Graduate students who have achieved a 3.25 CGPA, a grade of "B" or better in at least one management course, and have completed at least 9 credits at Pace toward their degree are also eligible.

Professional Student Organizations

Through the Office of Student Development and Campus Activities on each campus, the University offers a wide range of social activities and organizations. Professional student organizations such as the Robert S. Pace Accounting Society, the Pace University Marketing Association (PUMA), the Finance Society, the National Association of Black Accountants (NABA), the Association for Latino Professionals in Finance and Accounting (ALPFA) and the Lubin Business Association provide excellent opportunities for Lubin students to network with business and accounting professionals and to develop leadership and social skills. Interested students should consult the Student Handbook or the Office of Student Development and Campus Activities website for a complete list of student organizations available on each campus.

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.

Worldwide Study Abroad Opportunities

Lubin students may study abroad for up to one year at one of many overseas institutions affiliated with Pace University. For a current list of options along with information and assistance with the application process, interested students should contact the Study Abroad Office located on each campus. The Lubin School also has exchange partnerships with the following schools: European Business School (EBS) in London, England; Center D'Etudes Franco-Americain de Management (CEFAM) in Lyon, France, and Hong Kong Baptist University in Hong Kong.

Undergraduate Program Objectives

Objectives of the BBA Program

Within the context of the Lubin School's mission, the goal of the bachelor of business administration (BBA) program is to prepare students for successful business careers in a global economy. This is achieved by providing students with the knowledge, skills and experiences needed to meet the challenges and opportunities of a global business market characterized by complexity, uncertainty, and diversity.

Specifically, the BBA Program strives to:

- provide a strong foundation in the arts and sciences through which students gain an appreciation and understanding of the humanities, behavioral sciences, social sciences, fine arts and natural sciences;
- provide the fundamental concepts and theory of business practice and specialized study in a business discipline;
- develop effective oral and written communication skills;
- develop the ability to think critically, analyze problems quantitatively, and use computer technology to solve business problems;
- develop an awareness and understanding of the global context in which business operates;
- develop an understanding of the ethical and social issues that are a concern to the business community;
- prepare students to become responsible and contributing members of the community.

In addition to using their undergraduate experience to build successful careers in business, Lubin graduates are well prepared for careers in government, education, healthcare, and other fields. In addition, they often use their well-recognized undergraduate degree as a stepping stone to continuing their education through graduate study, particularly in business and law.

Assessment of Learning Outcomes

As part of its commitment to quality, the Lubin School of Business has an ongoing assessment program to track students' accomplishment of program-related learning goals. These educational goals go beyond the subject matter of individual courses and develop students' skills and abilities to succeed in the business world. The learning goals fall into two broad categories: general education and management-specific education.

General education includes goals related to critical thinking, problem-solving and decision making; effective written and oral communication; quantitative reasoning; global perspectives; social responsibility and civic engagement and interpersonal skills. Management specific goals relate to business skills students learn in their coursework within their specific disciplines.

The BBA Curriculum

The Lubin BBA program is organized to provide each student with fundamental study in the arts and sciences (University Core Curriculum), core study in business, a major program of study, and the opportunity to develop individual interests and talents through the selection of elective courses or a professional

concentration. The BBA Program requires 128 credits, except for the BBA in Public Accounting, which requires 150 credits. Students in the 5-year Combined BBA/MBA or MS programs will complete a total of 151-154 credits of undergraduate and graduate courses. A minimum of 64 credits must be completed in the arts and sciences, which includes the 60 credit University Core and one four credit course in statistics (MAT 117) required as part of the Business Core.

International Focus

A strong international business focus is integrated into the BBA curriculum in which students are required to complete at least one international business course in their major. Please refer to the outline of course requirements for each major program for more information.

Technology-Enhanced Learning

Students are required to use Blackboard Internet technology for most business courses. Blackboard provides a virtual classroom environment in which students and faculty can access course materials over the Internet at anytime from anywhere. This enhances the traditional classroom learning experience and facilitates online learning.

Majors

Depending upon individual academic and career interests, a student may select either a business major that is highly structured and incorporates an intensive specialization, as in the case of public accounting, or one that has more flexible requirements and offers the opportunity to take more elective courses. Students often use their free elective credits to pursue a second major or a minor concentration or to explore the wide range of courses offered through the other college or schools of the University.

Minors

Business students may select a minor in a business or a non-business field if they wish. Minors are offered in accounting, finance, law, management, marketing, computer science, computer information technology and many liberal arts areas including: art, foreign languages, history, mathematics, and political science. An interdisciplinary pre-law minor is also available for students considering law school. Interested students should refer to the Lubin School Minors section and to the Dyson College of Arts and Sciences and the Seidenberg School of Computer Science and Information Systems sections of the catalog for specific requirements. A business minor and a minor in arts and entertainment management are also offered for non-business majors.

University Core Curriculum Requirements

For Lubin School Business Majors

The University Core Curriculum is required for all Pace undergraduate students. It is designed to promote active learning, student success, and faculty-student interaction. The University Core Curriculum requires 60 credits in the Arts and Sciences, which are grouped in three distinct and integrated areas. Each Core area allows students flexibility and choice in selecting courses to fulfill the Core requirements. Lubin students are required to take specific courses in mathematics and economics as part of the University Core in order to satisfy the requirements for the BBA and these are specified below. In those areas, where no specific courses are listed, any course designated in the catalog or class schedule as satisfying the appropriate core

area may be selected. In addition, some Lubin majors require specific courses that fulfill University Core requirements. Lubin students are required to take the following specific courses in mathematics and economics to satisfy University Core requirements:

- MAT 104 Finite Mathematics fulfills the Core Foundation Requirement in Mathematics.
- ECO 105 Principles of Economics: Macroeconomics fulfills one of the AOK V requirements.
- ECO 106 Principles of Economics: Microeconomics fulfills 3 credits in Inquiry and Exploration .
- MAT 111 Elementary Calculus I is required for all business majors except for Marketing and General Business and fulfill 3 credits in Inquiry and Exploration.

For more information, students should consult the requirements for their major as well as the section on the University Core in the catalog and the Core Web site, accessible from www.pace.edu in the A-Z index under "C."

For Lubin Transfer Students and Students Enrolled in Adult Degree Programs

Transfer students and Lubin students enrolled in the BBA General Business major must complete 60 credits in the arts and sciences as part of the University Core. They must fulfill the Foundation Requirements and the Area of Knowledge I: Civic Engagement and Public Values, with flexibility for the remaining credits. Transfer students and students in adult degree programs in the professional schools, with the exception of the School of Education, may take a culture course to fulfill the second language requirement.

For purposes of determining the appropriate University Core Curriculum requirements for students who come to Pace with transfer credits, a transfer student is defined as one who successfully completes (grade of "C" or better) a minimum of 25 college-level credits prior to his or her attendance at Pace University. Thus, students with fewer than 25 transfer credits will be required to take the entire University Core except if they are enrolled in an adult degree bachelor's program.

Business Core Curriculum Requirements

Students seeking a Bachelor of Business Administration (BBA) degree must complete in the Business Core Curriculum:

Subject		Credits
BUS 150	Contemporary Business Practice	3
MAT 117	Elementary Statistics	4
LAW 101	Business Law I	3
ACC 203	Financial Accounting	4
ACC 204	Managerial Accounting	4
MAR 250	Principles of Marketing	3
MGT 250	Managerial and Organizational Concepts	3
FIN 260	Financial Management	3
MGT 355	Management Science and Production Management Concepts	3
MGT 490	Business Strategy	3
Total Credits		33

NOTE: BUS 150 is intended to expose business majors to contemporary business issues early in their college careers. BUS 150 is required as part of the Business Core for all students (with the exception of Public Accounting majors). Transfer students and continuing students changing their major to business will be exempt from BUS 150, if they have completed 45 credits or more toward the B.B.A. degree at the time of admission to the Lubin School. Students who are exempt from BUS 150 will take an additional three credits of Free Electives.

Planning Your Lubin Education

Sequencing of Courses in the BBA Program

Study in the first two years, or 64 credits, of the Lubin BBA program has been designed to give students an essential grounding in broad-based liberal arts and sciences courses as required in the University Core Curriculum. Business students must complete most of their liberal arts courses and all of their Core requirements in ENG 110 (unless exempt), ENG 120, economics, mathematics, public speaking, computing, and statistics during their first 64 credits. The junior and senior years are devoted mainly to Business Core and major requirements. The business course numbering system described below will help students select their courses in the proper sequence.

Business Course Numbering System

In order to improve the sequencing of the business courses and to provide students with better guidance as to when they should take their business requirements, the Lubin School has a four-tier course numbering system. The course numbers correspond to class standing, which is determined by the number of credits completed at each level as indicated below. Students are to follow this sequence in registering for business courses.

Four-tier Business Course Numbering System

Course Number	Class Standing
100-199	Freshman (0-31 credits)
200-299	Sophomore (32-63 credits)
300-399	Junior (64-95 credits)
400-499	Senior (96 credits and above)

Prerequisite Policy

Prerequisites are one or more requirements, including class standing that must be satisfied before a course may be taken. The prerequisites for each course, where applicable, are listed in the online class schedule for each semester. Completing all prerequisites before taking a course is important for academic success. The prerequisite course teaches specific materials that are essential for success in higher level courses. Students without the proper prerequisites generally will not be prepared for the course and consequently may encounter academic difficulty. Student registrations are checked randomly prior to the beginning of each semester, and those students who do not have the proper prerequisites are withdrawn from classes.

Resources for Students

Pace University has a growing national reputation for offering students opportunity, teaching, and learning based on research, civic involvement, an international perspective, and measurable outcomes. The university is proud of its personal approach to education. Lubin students are highly motivated individuals seeking to improve their lives, and the School's programs offer

flexibility, accessibility, and convenience. A variety of academic resources are available on all campuses to help students realize their academic goals.

Undergraduate Advisement Services

The Lubin Office of Undergraduate Academic Advisement is a resource for Lubin students throughout their academic careers. New full-time business majors (freshmen and transfer students) are assigned faculty advisers in their intended major by the Lubin Office of Undergraduate Academic Advisement located on each campus. Part-time evening students are generally not assigned faculty advisers and are advised instead by professional academic staff advisers in the Lubin Office of Undergraduate Academic Advisement, which has evening hours. Lubin students who are initially undecided about their major are advised by Lubin academic staff advisers or by faculty advisers who are generalists. The services of the advisement office are especially useful for students seeking general information regarding degree requirements and specific advice on such academic matters as selecting or changing major, transferring credits, withdrawing from a course and any academic concerns or problems. The offices are also centers for information on Lubin activities and for referral to other University offices and departments. They are located on the New York City campus (Section G, fourth floor, West Wing, One Pace Plaza Building) and on the Pleasantville campus (Goldstein Academic Center, first floor). For additional information, please visit the following page: http://www.pace.edu/page.cfm?doc_id=7555

UNV 101: First Year Seminar

All new full-time freshmen are required to take UNV 101 First Year Seminar: Introduction to University Life. This one credit seminar is taken in the first semester and introduces new first year students to Pace University services and resources and helps them to make a successful transition from high school to college. Freshmen receive individual guidance and assistance from their UNV 101 professor and peer leader and learn important skills such as time management, decision making, and effective study techniques that help to promote academic success. Lubin freshmen work with experienced Lubin faculty and staff who serve as both their UNV 101 Professor and academic adviser for the entire first year. They also work with an upper class business major who is their UNV 101 peer leader and provides assistance and support from a student perspective and helps students to become involved with various student activities and organizations. Emphasis is also placed on helping freshmen, especially those who have not yet declared a major, to explore various major programs and related careers. UNV 101 is a pass/fail course and may be used to satisfy one credit of free elective.

The Lubin Homepage

Visit the Lubin Homepage (www.pace.edu/lubin) for upcoming special events, student activities, organizational meetings, career workshops, academic information sessions, and other events of interest.

The Lubin Listserv

All Lubin students are connected automatically to the Lubin Listserv when they enroll in the Lubin School. Be sure to stay connected throughout your Lubin career. The Lubin Listserv gives Lubin students access to information, news, and other opportunities. The Lubin listserv is one way that Lubin students can:

- Learn about what is happening at Lubin and Pace that is of particular interest to Lubin students;
- Receive weekly updates of events and activities being sponsored by the Lubin professional student organizations;
- Find out about scholarships, grants, and other opportunities;
- Keep up-to-date on the latest information regarding business career seminars, career fairs, internship opportunities and other special events;
- Find out about special programs such as the Executive and Entrepreneur in Residence Programs and the Global Village Celebration;
- Get invited to networking events where they will have opportunities meet executives working in their chosen field.

Special Programs and Events

Business Honors Program

The Business Honors Program (BHP) at Pace University uniquely prepares our most outstanding undergraduate students for leadership roles in global business. Through a special partnership with Pace University's Pforzheimer Honors College, business majors on both our New York City and Westchester campuses who are admitted into the Pforzheimer Honors College are automatically enrolled for the BHP. Students will take an innovative cross-functional curriculum to build critical competencies and apply knowledge across business disciplines (accounting, finance, law, management, and marketing) and other academic areas. In addition, they will be able to hone their leadership skills through specially-designed international field studies, service learning engagements, and advanced seminars. Students' core education will be enhanced with speakers and briefings, professional networking events, hands-on skill-building workshops, and opportunities for executive mentoring. BHP students will complete a capstone year-long honors thesis experience working one-on-one with a faculty mentor in their major area customized towards their interests and career objectives

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 Internship Program

Lubin students have an opportunity to earn academic credit for approved Internships. Students with strong academic records who have a minimum CGPA of 3.00 may apply to undertake a carefully planned work experience, under the supervision of a faculty adviser that will demonstrate the practical application of their classroom learning. Internship credit courses are offered in accounting, finance, law, management, international management, marketing and taxation for students who have achieved junior standing and have completed at least the first course in the discipline. Students are generally awarded 3 credits for an internship in their major, which may be used to satisfy a major concentration or major elective requirement. It may also be taken as a free elective.

Students in their sophomore year who have completed BUS 150 and have a minimum CGPA of 2.50 are eligible to take BUS 294 Business Internship for one credit. Students are responsible for finding their own internships either through the Career Services Cooperative Education Internship Program or other contacts. Students are required to obtain approval to undertake a credit internship from the Lubin academic department offering the course and the Associate Dean's Office. Students may apply a maximum of 6 credits earned through internships to their degree.

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. 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 \$400,000 in scholarships to eligible students who have demonstrated need and academic credit in their Lubin program.

Center for Global Governance, Reporting and Regulation

The Center for Global Governance, Reporting and Regulation sponsors research and discussion on the development and implementation of global financial reporting standards, regulatory compliance and governance. It also develops 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.

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, Reuters BaseLine Financial System, 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.

DEGREE PROGRAMS

Accounting

Combined BBA/MBA and BBA/MS Degree Programs- CPA Qualifying

Combined Degree Programs

The Accounting department offers two accelerated Combined Bachelor's /Master's degree programs for highly qualified students who wish to prepare for the public accounting profession and earn both the BBA and either the MBA or MS degree in less time than is normally required. The first is the BBA/MBA Program in Public Accounting in which students earn both the BBA and MBA in Public Accounting. The second program is the BBA in Public Accounting /MS in Financial Management for students who want to combine study in accounting with an MS in Financial Management. Both programs are registered with the New York State Education Department as meeting the 150-credit hour education requirements for CPA licensure. These programs also meet the educational requirements for admission to the CPA examination in most other states. Full-time students will be able to complete either Combined Program in five years, or four years with additional summer study.

Admission Requirements

Admission to either Combined Program originates at the undergraduate level. Candidates may be admitted conditionally to the program directly from high school. In order to qualify for direct admission, candidates are required to have a minimum high school average of 90% and a combined SAT score of 1125 or an equivalent score on the ACT. Students wishing to transfer into the program from another college or university must have achieved at least a 3.20 CGPA at their previous school, in addition to the other admission requirements. All transfer students will be required to fulfill a residency requirement of at least 32 credits at the undergraduate level. Continuing students applying to change their major to the Combined Program are required to have at least a 3.20 CGPA for 30 credits completed at Pace University. Admission to the Master's program requires a minimum CGPA of 3.20 for all undergraduate work completed at Pace and a minimum score of 520 on the Graduate Management Admission Test (GMAT).

Conferring of Degrees

Students will be awarded both the BBA and MBA or MS upon completion of the Combined Program. A student who does not finish the MBA or MS requirements may apply any graduate credits earned toward completion of a BBA program.

Combined BBA/MBA Program in Public Accounting

Undergraduate Requirements

UNIVERSITY CORE

(See University Core Curriculum Requirements for Lubin Students. MAT 104, MAT 111, ECO 105 and ECO 106 are required as part of the University Core.)

Credits
60

BUSINESS CORE 18

(See Business Core Requirements. MAR 250, FIN 260, MGT 355 and MGT 490 are satisfied in the MBA portion of the Program.)

MAJOR REQUIREMENTS (23 credits) 15

(ACC 203 and 204 are applied toward the Business Core.)

ACC 203	Financial Accounting (4)
ACC 204	Managerial Accounting (4)
ACC 301	Intermediate Accounting I (4)
ACC 302	Intermediate Accounting II (4)
ACC 319	Cost Accounting (4)
ACC 375	Accounting Information Systems (3)

AUXILIARY COURSES 10

LAW 360	Advanced Business Law (4)
TAX 310	Federal Income Taxation I (3)
TAX 311	Federal Income Taxation II (3)

FREE ELECTIVE 1

Includes UNV 101 (1 credit) for all first-year students

TOTAL UNDERGRADUATE CREDITS 104

Graduate Requirements

Business Writing Proficiency Requirement: Satisfactory performance as demonstrated with a score of 4.5 or higher on the Analytical Writing Assessment (AWA) portion of the GMAT. A student whose grade on the AWA demonstrates weakness in writing is required to complete and pass a seven-week, pass/fail course in Business Communications (BUS 043).

FOUNDATION COURSES 12

MBA 642	Marketing Management (3)
MBA 646	Data Analysis for Decision Making (3)
MBA 647	Decision Modeling for Management (3)
MBA 648	Managerial Finance (3)

PROFESSIONAL CORE COURSES 9

MBA 670	Organizational Behavior and Leadership Skills (3)
MBA 672	Managerial Economics for Decision Making (3)
MBA 674	Globalization, New Economy and Ethics (3)

REQUIRED SPECIALIZATION COURSES 11

ACC 620	Accounting Entities (3)
ACC 632	Auditing (3)
ACC 635	Advanced Auditing Practice (2)
ACC 649	Contemporary Accounting Issues (3)

SPECIALIZATION ELECTIVES 6

Choose two of the following courses

ACC 638	Forensic Accounting and Fraud Examination (3)
ACC 675	International Accounting (3)
ACC 681	Financial Reporting & Capital Markets (3)
ACC 692Q	Research Project (3)
TAX 612	Corporate Taxation for Accountants (3)

BREADTH ELECTIVES 6

Select two graduate 600 level courses from a discipline outside of Accounting offered by the Lubin School. MBA 676 and MBA 678 may be taken to satisfy this requirement. MBA 640 and MBA

644 may not be taken since they duplicate ACC 203 - 204 and ECO 105 - 106.

CAPSTONE COURSE	3
MBA 688 Business Strategy & Stakeholder Responsibility (3)	
TOTAL GRADUATE CREDITS	47
TOTAL BBA/MBA CREDITS	151

Combined BBA in Public Accounting/MS in Financial Management Program

Undergraduate Requirements

	Credits
UNIVERSITY CORE	60
(See University Core Curriculum Requirements for Lubin Students. MAT 104, MAT 111, ECO 105 and ECO 106 are required as part of the University Core.)	
BUSINESS CORE	24
(See Business Core Requirements.) (MGT 355 and MGT 490 are satisfied in the MS portion of the program.) .)	
MAJOR REQUIREMENTS (23 credits)	15
(ACC 203 and 204 are applied toward the Business Core.)	
ACC 203 Financial Accounting (4)	
ACC 204 Managerial Accounting (4)	
ACC 301 Intermediate Accounting I (4)	
ACC 302 Intermediate Accounting II (4)	
ACC 319 Cost Accounting (4)	
ACC 375 Accounting Information Systems 93)	
AUXILIARY COURSES	13
FIN 320 Corporate Finance (3)	
LAW 360 Advanced Business Law (4)	
TAX 310 Federal Income Taxation I (3)	
TAX 311 Federal Income Taxation II (3)	
FREE ELECTIVE	1
Includes UNV 101 (1 credit) for all first-year students	
TOTAL UNDERGRADUATE CREDITS	113

Graduate Requirements

Business Writing Proficiency Requirement: Satisfactory performance as demonstrated with a score of 4.5 or higher on the Analytical Writing Assessment (AWA) portion of the GMAT. A student whose grade on the AWA demonstrates weakness in writing is required to complete and pass a seven-week, pass/fail course in Business Communications (BUS 043).

MS PREREQUISITE COURSE	3
MBA 646 Data Analysis for Decision Making (3)	
GRADUATE PUBLIC ACCOUNTING COURSES	11
ACC 620 Accounting Entities (3)	
ACC 632 Auditing (3)	
ACC 635 Advanced Auditing Practice (2)	
ACC 649 Contemporary Accounting Issues(3)	
MS CORE COURSES	18
ACC 645 Theory and Analysis of Financial Statements (3)	
FIN 644 Money and Capital Markets (3)	
FIN 647 Advanced Topics in Financial Management (3)	

FIN 667	Valuation of the Firm (3)
FIN 649	International Corporate Finance (3)
FIN 689	Financial Analysis and Policy (3)

SPECIALIZATION ELECTIVES	6
Choose two of the following courses	
FIN 634	Entrepreneurial Finance (3)
FIN 648	Mergers and Acquisitions (3)
FIN 661	Corporate Financial Risk Management (3)
FIN 677	Seminar in Finance (3)
FIN 680	Contemporary Topics in Finance and Economics (3)
FIN 692	Research Project (3)
ECO 630	Game Theory for Business Decisions (3)
MBA 673	Applying Financial Modeling to Managerial Decision Making (3)

CAPSTONE COURSE	3
MBA 688 Business Strategy & Stakeholder Responsibility(3)	
TOTAL GRADUATE CREDITS	41
TOTAL BBA/MS CREDITS	154

Public Accounting Major

Bachelor of Business Administration

The major in Public Accounting is intended to prepare students for careers as public accountants in business, government and the nonprofit sector. It satisfies the 150 credit hour requirement to take the CPA exam in New York State, as well as other states. Students are encouraged to use their business and free elective credits to specialize or minor in another business area or declare a second major.

Admission Requirements

Students may be admitted to the BBA in Public Accounting major either as freshmen or transfer students provided all the normal requirements for admission to Pace University and the Lubin School of Business are met. In order to continue in or join the public accounting major in the junior and senior years, students will be required to have a minimum CGPA of 2.5. Students who do not meet this academic standard will be required to change their major to General Accounting or another major better suited to their academic talents and interests.

	Credits
UNIVERSITY CORE	60
(See University Core Curriculum Requirements for Lubin Students. MAT 104, MAT 111, ECO 105 and ECO 106 are required as part of the University Core.)	
BUSINESS CORE	30
(See Business Core Requirements.)	
MAJOR REQUIREMENTS (39 credits)	31
(ACC 203 and 204 (8) are applied toward the Business Core.)	
ACC 203	Financial Accounting (4)
ACC 204	Managerial Accounting (4)
ACC 301	Intermediate Accounting I (4)
ACC 302	Intermediate Accounting II (4)
ACC 319	Cost Accounting (4)
ACC 333	Advanced Accounting (4)
ACC 375	Accounting Information Systems (3)
ACC 461	Auditing I (3)

ACC 462	Auditing II (3)	
ACC 470	Accounting Research Project or ACC 495 BHP Senior thesis in Accounting (3) Accounting Elective (3)	
AUXILIARY COURSES (10 credits)		10
LAW 360	Advanced Business Law (4)	
TAX 310	Federal Income Taxation I (3)	
TAX 311	Federal Income Taxation II (3)	
BUSINESS ELECTIVES (12 credits)		12
Students may take courses from any business discipline (except Accounting), Economics, Computer Information Technology (CIT) and Computer Science to satisfy this requirement.		
FREE ELECTIVES		7
Includes UNV 101 (1 credit) for first-year students		
TOTAL CREDITS		150

General Accounting Major

Bachelor of Business Administration

The General Accounting major is designed to provide students with a broad-based course of study in accounting and an opportunity to develop, through the use of electives, a specialization in such areas as information systems, finance, or managerial accounting. This program is not intended to prepare students for the CPA examination.

		Credits
UNIVERSITY CORE		60
(See University Core Curriculum Requirements for Lubin Students MAT 104, MAT 111, ECO 105 and ECO 106 are required as part of the University Core.)		
BUSINESS CORE		33
(See Business Core Requirements.)		
MAJOR REQUIREMENTS (30 credits)		22
(ACC 203 and 204 (8) are applied toward the Business Core.)		
ACC 203	Financial Accounting (4)	
ACC 204	Managerial Accounting (4)	
ACC 301	Intermediate Accounting I (4)	
ACC 302	Intermediate Accounting II (4)	
ACC 319	Cost Accounting (4)	
ACC 333	Advanced Accounting (4)	
ACC 375	Accounting Information Systems (3) Accounting Elective (3)	
AUXILIARY COURSES (6-7 credits)		6-7
LAW 312	Business Law II (3) or	
LAW 360	Advanced Business Law (4)	
TAX 310	Federal Income Taxation I (3)	
FREE ELECTIVES (7-6 credits)		7-6
Includes UNV 101 for first-year students		
TOTAL CREDITS		128

Finance Major

Bachelor of Business Administration

The objective of the BBA Finance major is to provide students with the conceptual background and analytical tools necessary for sound financial decision-making in a global economy. Finance graduates are prepared for financial positions in corporations, financial institutions, government, and nonprofit organizations.

		Credits
UNIVERSITY CORE		60

(See University Core Curriculum Requirements for Lubin Students. MAT 104, MAT 111, ECO 105 and ECO 106 are required as part of the University Core.)

BUSINESS CORE		33
(See Business Core Requirements.)		
MAJOR REQUIREMENTS (27 credits)		24
(FIN 260 (3) is applied toward Business Core)		
FIN 260	Financial Management (3)	
FIN 320	Corporate Finance (3)	
FIN 340	Valuation of the Firm (3)	
FIN 351	Principles of Investment (3)	
FIN 352	Risk Management (3) OR	
FIN 356	Options, Futures and Swaps (3)	
FIN 358	International Finance (3) Finance Electives (9)	

FREE ELECTIVES (13 credits)		11
Includes UNV 101 (1 credit) for first-year students		

TOTAL CREDITS		128
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General Business Major

Bachelor of Business Administration

The General Business major is intended for adult students who are already established in their careers and are returning to school to complete a BBA degree. It provides students with flexibility within the University Core and in the design of a business concentration, which can be tailored to meet individual academic and career interests. With the guidance of a Lubin academic adviser, students develop a 12-credit career concentration in one of the approved business areas or in an interdisciplinary area, which may include related course work from outside the business school. All students are also required to complete one course in an international business subject, which can be in the same discipline as the concentration or another business area. The following University Core and Business Core courses may not be applied toward the concentration: ACC 203-204, CIS 101, ECO 105-106, FIN 260, LAW 101, MAR 250, MGT 250, MGT 355, MGT 490. Students are required to meet with an academic adviser in the Lubin Office of Undergraduate Academic Advisement either prior to enrolling in the General Business major or during their first semester of study.

Earning Credit for Prior Learning

Students who have accumulated considerable knowledge as a result of their work experience or other opportunities for learning outside of a formal academic setting may be eligible to receive college credits for their experiential learning. Students interested in exploring this option should meet with a Lubin academic adviser to determine if they are eligible to participate in the Experiential Learning Assessment (ELA) process. Students who are recommended to participate in ELA process will be given approval to register for the two-credit Prior Learning Assessment Seminar (INT 196B). This course will guide the student in the writing of a portfolio that will be submitted for evaluation to the appropriate Pace academic department to determine whether college-level learning is demonstrated and academic credit can be awarded. Students may apply a maximum of 36 credits earned through the ELA process toward the General Business major. Credit may also be earned through CLEP (College Level Examination Program) and other recognized college-level examinations. For further information about the ELA process, CLEP, and other prior learning assessment options, please contact Adult and Continuing Education in the Office of Undergraduate Admission.

Career Concentrations	Required Courses	
Accounting	ACC 301, 302	
Finance	FIN 351	
Information Systems	CIT 211, CIT 312	
Law	LAW 312 or LAW 360	
Management	MGT 322	
Marketing	MAR 322*	
Interdisciplinary*		
<i>*Requirements will vary depending upon areas selected for interdisciplinary concentration.</i>		
		Credits
UNIVERSITY CORE		60
(See University Core Curriculum Requirements for Lubin Students. MAT 104, ECO 105 and 106 are required as part of the University Core. MAT 111 is required for student selecting a concentration in Finance.)		
BUSINESS CORE		30-33**
(See Business Core Requirements.)		
MAJOR REQUIREMENTS (15 credits)		15
One International Course in a Business Discipline (3)		
Career Concentration (12)		
Free Electives: (20–23 credits)		20-23**
TOTAL CREDITS		128

****BUS 150 Contemporary Business Practice is waived for students who receive 45 credits or more toward the BBA degree for courses completed at other colleges or universities, through successful performance on recognized college-level examinations such as CLEP, and the experiential learning assessment process. General Business majors who are not required to take BUS 150 will take an additional three credits of Free Electives.**

Information Systems Major

Bachelor of Business Administration

The major in Information Systems is predicated on the belief that information is an essential decision-making resource for all organizations. The Information Systems major is designed to develop the student's ability to understand and develop computer-based information systems that provide accurate, timely, consistent and integrated data for effective management. It is also intended to prepare students for careers in telecommunications, database administration, internet technologies, and systems analysis and design.

	Credits
UNIVERSITY CORE	60
(Includes CIS 101: See University Core Curriculum Requirements for Lubin students. MAT 104, MAT 111, ECO 105 and ECO 106 are required as part of the University Core.)	
BUSINESS CORE	33
(See Business Core Requirements.)	
MAJOR REQUIREMENTS (27 credits)	24
(CIS 101 is applied toward University Core)	
CIS 101	Introduction to Computing (3)
CIT 211	Introduction to Computing Systems (4)
CIT 312	Introduction to Programming I (4)
CIT 342	Systems Analysis and Design (4)
CIT 221	Global Networking Technology (4)
CIT 241	Database Management (4)
CIT 300/400	CIT Elective Course (4)
FREE ELECTIVES (11 credits)	11
Includes UNV 101 (1 credit) for first-year students.	
TOTAL CREDITS	128

Management Major - Business Management Concentration

Bachelor of Business Administration

The Management major is intended for students who want a flexible curriculum and opportunity to specialize in one of four concentrations: Business Management, Entrepreneurship, Hospitality and Tourism Management, and Human Resources Management. Through formal and systematic study of management, students will learn methods of directing and motivating group efforts toward achieving an organization's primary objective, the optimal allocation of resources. It will provide students with the managerial context within which to develop a concentration and to prepare for careers in a variety of corporate and other organizational settings.

Students are required to choose ONE of the FOUR concentrations listed above. Only one concentration may be officially declared, although students may take additional management courses free electives.

Business Management Concentration

The Business Management concentration gives students the flexibility to select from a wide array of management and related business courses to build a concentration which is tailored to their individual academic and career interests. Students are required to take at least two general management courses as part of Group I and two courses may be selected from Group II, which allows for specialization in a specific management or related business area. One course in International Management is also required.

	Credits
UNIVERSITY CORE	60
(See University Core Curriculum Requirements for Lubin Students. MAT 104, MAT 111, ECO 105 and ECO 106 are required as part of the University Core.)	
BUSINESS CORE	33
(See Business Core Requirements.)	
MAJOR REQUIREMENTS (27 credits)	18
(MGT 250, 355, and 490 (9) are applied to the Business Core.)	
MGT 250	Managerial and Organizational Concepts (3)
MGT 355	Management Science and Production Management Concepts (3)
MGT 490	Business Strategy (3)
MGT 322	Organizational Behavior (3)
BUSINESS MANAGEMENT CONCENTRATION: (15 credits)	
Required International Concentration Course (3 Credits)	
Select ONE International Management Course from the following:	
MGT 340	International Management
MGT 341	Comparative Management Systems
MGT 342	The Human Dimension in International Mgt.
MGT 347	International Management Field Study
Elective Concentration Courses (12 Credits)	
Select at least TWO courses (6 credits) from Group I.	
The remaining TWO courses (6 credits) may be taken from Group I or Group II.	
Group I: General Management Courses	
MGT 316	Venture Initiation and Entrepreneurship

MGT 330	Business and Society
MGT 349	International Management Seminar
MGT 357	Project Management for Business
MGT 362	Human Resources Management
MGT 364	Organizational Theory and Development
MGT 365	Managerial Negotiations
MGT 366	Leadership Principles and Practices
MGT 340	if not used to satisfy International Management Course Requirement

Group II: Specialized Business Courses

MGT 307	Hotel Management
MGT 308	Travel and Tourism Management
MGT 309	Restaurant and Foodservices Management
MGT 312	Event Management
MGT 315	Small Business Management
MGT 354	Quality Assurance and TQM
MGT 394A	Management Internship
FIN 352	Risk Management
LAW 310	Employment Law
MAR 331	Managerial Marketing
One International Management Environments course: MGT 343* (Asia), MGT 344 (Latin America) or MGT 345 (Europe) MGT 341, 342, or 347 if not used to satisfy International Management Course Requirement	

FREE ELECTIVES (17 credits)	17
Includes UNV 101 (1 credit) for first-year students	
TOTAL CREDITS	128

Management Major - Entrepreneurship Concentration

Bachelor of Business Administration

The Management major is intended for students who want a flexible curriculum and opportunity to specialize in one of the four concentrations: Business Management, Entrepreneurship, Hospitality and Tourism Management, and Human Resources Management. Through formal and systematic study of management, students will learn methods of directing and motivating group efforts toward achieving an organization's primary objective, the optimal allocation of resources. It will provide students with the managerial context within which to develop a concentration and to prepare for careers in a variety of corporate and other organizational settings.

Students are required to choose One of the FOUR Concentrations listed above. Only one Concentration may be officially declared, although students may take additional management courses as free electives.

Entrepreneurship Concentration

The Entrepreneurship concentration prepares students for careers in entrepreneurship and small business. It focuses on providing students with the skills that they will need to initiate and manage business ventures, including developing new products, drafting a business plan, and forming and running a family business. Other topics covered are financial management, marketing, and human resource management in a small business setting. Students will also learn to analyze consumer and business trends and to use this information in planning and developing a new business venture.

Credits

UNIVERSITY CORE	60
(See University Core Curriculum Requirements for Lubin Students. MAT 104, MAT 111, ECO 105 and ECO 106 are required as part of the University Core.)	

BUSINESS CORE	33
(See Business Core Requirements.)	

MAJOR REQUIREMENTS (27 credits)	18
(MGT 250, 355 and 490 (9) are applied to the Business Core.)	

MGT 250	Managerial and Organizational Concepts(3)
MGT 355	Management Science and Production Management Concepts(3)
MGT 490	Business Strategy(3)
MGT 322	Organizational Behavior(3)

ENTREPRENEURSHIP CONCENTRATION:(15 credits)**Required Concentration Courses (12 Credits)**

MGT 316	Venture Initiation and Entrepreneurship
MGT 319	International Entrepreneurship
MGT 416	Business Plan Development
MAR 431	New Product Development

Elective Concentration Course (3 Credits)

Select any ONE course from the following:

MGT 309	Restaurant and Foodservices Management
MGT 315	Small Business Management
MGT 317	Human Capital in Entrepreneurship
MGT 370	Managing Creativity
MGT 394A	Management Internship
MAR 322	Marketing Research
MAR 332	Selling and Sales Management
MAR 343	Direct Marketing
LAW 310	Employment Law

FREE ELECTIVES (17 credits)	17
Includes UNV 101 (1credit) for first-year students	
TOTAL CREDITS	128

Management Major - Hospitality and Tourism Management Concentration

Bachelor of Business Administration

The Management major is intended for students who want a flexible curriculum and opportunity to specialize in one of the four concentrations: Business Management, Entrepreneurship, Hospitality and Tourism Management, and Human Resources Management. Through formal and systematic study of management, students will learn methods of directing and motivating group efforts toward achieving an organization's primary objective, the optimal allocation of resources. It will provide students with the managerial context within which to develop a concentration and to prepare for careers in a variety of corporate and other organizational settings.

Students are required to choose ONE of the FOUR Concentrations listed above. Only one Concentration may be officially declared, although students may take additional management courses as free electives.

Hospitality and Tourism Management Concentration

The Hospitality and Tourism Management concentration prepares students for management careers in the hospitality and tourism industry. Students acquire skills in the areas of hotel,

restaurant, and tourism management; business management; accounting; cost control and analysis; law; human resources; strategy; and e-commerce. They also learn how to analyze and respond as managers to changing laws; union activities; cultural, social, and environmental issues; and domestic and international trends in the hospitality and tourism industry as a whole. Since Hospitality and Tourism Management is a specialized area of study, the requirements for this concentration are more extensive than those for the other management areas. Students are required to complete the 23 credits in the HTM Concentration listed below. Therefore, the elective requirement is reduced from 17 to 9 credits.

	Credits
UNIVERSITY CORE	60
(See University Core Curriculum Requirements for Lubin Students. MAT 104, MAT 111, ECO 105 and ECO 106 are required as part of the University Core.)	
BUSINESS CORE	33
(See Business Core Requirements.)	
MAJOR REQUIREMENTS (35 credits)	26
(MGT 250, 355 and 490 (9) are applied to the Business Core.)	
MGT 250	Managerial and Organizational Concepts(3)
MGT 355	Management Science and Production Management Concepts(3)
MGT 490	Business Strategy(3)
MGT 322	Organizational Behavior(3)
HOSPITALITY AND TOURISM MANAGEMENT CONCENTRATION (23 credits)	
Required Concentration Courses (20 Credits)	
LAW 316	Legal Environment of Hospitality and Tourism
MGT 307	Hotel Management
MGT 308	Travel and Tourism Management
MGT 309	Restaurant and Food Services Management
MGT 310	Standards of Safety in Hospitality and Tourism
MGT 311	Hospitality and Tourism Technology and Design
MGT 393	Hospitality and Tourism Management Internship
Hospitality and Tourism Management Elective (3 credits)	
Select ONE course from the following:	
MGT 306	Service Management
MGT 312	Event Management
MGT 313	Cruise Industry Management
MGT 342	The Human Dimension in International Management
MGT 347	International Field Study- Brazil
MGT 362	Human Resources Management
MGT 349	International Management Seminar
MGT 495	BHP Senior Thesis in Management
MAR 343	Direct Marketing
FREE ELECTIVES (9 credits)	9
Includes UNV 101 (1 credit) for first-year students	
TOTAL CREDITS	128

Management Major - Human Resources Management Concentration

Bachelor of Business Administration

The Management major is intended for students who want a flexible curriculum and opportunity to specialize in one of the four concentrations: Business Management, Entrepreneurship,

Hospitality and Tourism Management, and Human Resources Management. Through formal and systematic study of management, students will learn methods of directing and motivating group efforts toward achieving an organization's primary objective, the optimal allocation of resources. It will provide students with the managerial context within which to develop a concentration and to prepare for careers in a variety of corporate and other organizational settings. Students are required to choose One of the FOUR Concentrations listed above. Only one concentration may be officially declared, although students may take additional management courses as free electives.

Human Resources Management Concentration

The Human Resources concentration prepares students for professional positions in human resources management in such areas as recruitment, selection, training and development, job evaluation, performance assessment, and compensation administration.

	Credits
University Core	60
(See University Core Curriculum Requirements for Lubin Students. MAT 104, MAT 111, ECO 105 and ECO 106 are required as part of the University Core.)	
BUSINESS CORE	33
(See Business Core Requirements)	
MAJOR REQUIREMENTS (27 credits)	18
(MGT 250, 355, and 490 (9) are applied to the Business Core.)	
MGT 250	Managerial and Organizational Concepts(3)
MGT 355	Management Science and Production Management Concepts(3)
MGT 490	Business Strategy(3)
MGT 322	Organizational Behavior(3)
HUMAN RESOURCES MANAGEMENT CONCENTRATION (15 credits)	
Required Concentration Courses (6 credits)	
MGT 362	Human Resources Management
Select ONE of the following International Management Courses:	
MGT 340	International Management
MGT 341	Comparative Management Systems
MGT 342	The Human Dimension in International Management
MGT 347	International Management Field Study
Elective Concentration Courses (9 Credits)	
Select any THREE courses from the following:	
MGT 330	Business and Society
MGT 349	International Management Seminar
MGT 363	Training and Development
MGT 364	Organizational Theory and Development
MGT 365	Managerial Negotiations
MGT 366	Leadership Principles and Practice
MGT 394A	Management Internship
MGT 462	Advanced Human Resources Management Applications
FREE ELECTIVES(17 credits)	17
Includes UNV 101 (1 credit) for first-year students	
TOTAL CREDITS	128

International Management Major

Bachelor of Business Administration

The international management major prepares students for the global world of business through specialized study in a region of the world. Students are required to concentrate in one of the following regions: Asia, Europe, or Latin America. The choice of region will determine the appropriate international management environments course, as well as the courses to be taken to fulfill the foreign language and culture requirement. International Management majors are also encouraged to participate in a study abroad program or field study course related to their regional focus in order to experience firsthand the culture, language, and business practices of their region of interest.

	Credits
UNIVERSITY CORE	60
(See University Core Curriculum Requirements for Lubin students. MAT 104, MAT 111, ECO 105 and ECO 106 are applied to the University Core.)	
BUSINESS CORE	33
(See Business Core Requirements.)	
MAJOR REQUIREMENTS (24 credits)	15
(MGT 250, 355 and 490 (9) are applied to the Business Core.)	
MGT 250	Managerial and Organizational Concepts(3)
MGT 355	Management Science and Production Management Concepts(3)
MGT 490	Business Strategy(3)
MGT 322	Organizational Behavior(3)
MGT 340	International Management(3)
MGT 341	Comparative Management Systems(3)
MGT 343, 344, or 345	International Management Environments Course (3) (Related to Regional Concentration)
International Management Elective	
Select ONE of the following courses:	
MGT 342	The Human Dimension in International Mgt.(3)
MGT 349	International Management Seminar(3)
LAW 325	International Business Law(3)
MGT 347	International Management Field Study(3) (Must be related to regional concentration)
AUXILIARY COURSES (12-18 credits)	(1-7)
Language Requirement (6-12 credits)	
History or Culture Courses (6 credits)	
(Eight credits of language satisfy Second Language Proficiency and Inquiry and Exploration and 3 credits of History or Culture satisfy either Area of Knowledge II or III depending upon Regional Concentration selected.)	
CAREER CONCENTRATION (6credits)	6
Select two courses (6 credits) from one of the career concentrations listed or design a customized concentration with assistance of the International Management or Undergraduate Management Program Chair.	
FREE ELECTIVES (7-13 credits)	13-7
Includes UNV 101(1 credit) for first-year students.	
TOTAL CREDITS	128

REGIONAL CONCENTRATION: Students are required to choose one of the following regional concentrations. Each concentration requires a total of 21 credits, including 18 credits

in language, culture, and history and a 3-credit international management environments course. These credits are applied toward the University Core, major, and auxiliary requirements as indicated in the outline of the degree requirements above. Students are required to demonstrate proficiency at the intermediate level in one language from those approved for their regional concentration. Where appropriate, a second language of the region may be added on an exception basis with the approval of the International Management Program Chair or the Undergraduate Management Program Chair, in consultation with the Department of Modern Languages and Cultures. Students are encouraged to use courses required for their regional concentration to complete a minor in a language or one of the following interdisciplinary areas offered by Dyson College: East Asia Studies, Latin American Studies, French Studies, and Italian Studies.

LANGUAGE EXEMPTION FOR INTERNATIONAL STUDENTS: International students who completed their secondary education in a country where English was not the language of instruction and are fluent in their native language may choose to fulfill their language requirement by studying a second language associated with their regional concentration. They may also qualify for an exemption of the language requirement if their native language is related to their regional area. Students who qualify for the exemption will be required to take the required six credits in history or culture courses and will satisfy the 128 credit graduation requirement by taking additional credits in Inquiry and Exploration and Free Electives.

Region I: Asia

(Offered on New York City Campus only.)
 MGT 343 International Management (3 credits)
 Environments: Asia
 MGT 343 will be offered every three semesters- Spring 2012, Fall 2013 and Spring 2015.)

Language and Culture Requirement (12-18 credits)
 Chinese or Japanese Language (6-12 credits)

(Students are required to demonstrate proficiency at the intermediate level in either Chinese or Japanese. Students who begin their language study at the 101 level will be required to complete four courses (12 credits). Those who begin at the 271 level or above will be required to complete two courses (6 credits) and will take an additional 6 credits in Free Electives)

TWO Courses in Asian History or Culture (6 credits) to be selected from courses listed below:

(All courses satisfy AOK III: World Traditions and Cultures. Only one course in the same discipline may be applied to AOK III.)

ART 220	Aspects of Asian Art
CHI 154	Topics in Chinese Literature and Culture
HIS 131	The Asian World: Historical Introduction
HIS 241	Modern China
HIS 242	Modern Japan
HIS 296B	Modern East Asia in Film
HIS 296Y	Non-Violent Activism in Modern Asia
INT 296	Hong Kong and Bollywood: Globalization of Asian Cinemas
JPN 154	Topics in Japanese Literature in Translation

One Chinese or Japanese Language Course at the intermediate level or above.
 Other courses may be taken with the approval of the International Management or Undergraduate Management Program Chair.

Region II: Europe

MGT 345 International Management (3 credits)
Environments: Europe

(MGT 345 is offered in NYC every Spring and in PLV every three semesters- Spring 2012, Fall 2013, and Spring 2015)

Language and Culture Requirement (12-18 credits)
French, Spanish, Italian, or Russian Language (6-12 credits)

(Students are required to demonstrate proficiency at the intermediate level in one of the languages associated with the region. Students who begin their language study at the 101 level will be required to complete four courses – 12 credits. Those who begin their language at the 280 level or above will be required to take a minimum of two courses – 6 credits – and will take an additional 6 credits in Free Electives.)

TWO courses in European History or Culture (6 credits) to be selected from courses listed below:

(All courses satisfy AOK II: Western Heritage. Only one course in the same discipline may be applied to AOK II.)

ART 206 Italian Renaissance Art
FRE 150 Travel Course to France
FRE 154F French Speaking World Seen Through its Film
FRE 154W The Second Sex: Images of Women in French Literature and Film
HIS 104 History of Western Civilization 1815 to Present
HIS 114 European Experience (All Themes)
HIS 207 Europe Since World War I
HIS 210 Germany and Central Europe Since 1948
HIS 213 Modern Russia
HIS 281 European Women and Social Change
HIS 296E Tolstoy, Turks, & Taliban: Russia's Orient
HIS 297K Consuming Desires: Mass Production, Advertising, and the Development of Consumer Cultures in Modern Europe
INT 196 From Versailles to Euro Disney: History and Civilization of Modern France
INT 196V Revolutions in Modern French Thought: Philosophical and Literary Perspectives
INT 296R Literature and Culture of Ireland
INT 297H A United States of Europe ?
INT 297S Splendors of Spain: Art and Culture
ITA 150 Travel Course to Italy
ITA 154 Topics from Italian Literature in Translation
One regional language course at the intermediate level or above.
Other courses may be taken with the approval of the International Management or Undergraduate Management Program Chair.

Region III: Latin America

MGT 344 International Management (3 credits)
Environments: Latin America

(MGT 344 is offered in NYC every Spring and in PLV every three semesters - Spring 2013, Fall 2014, and Spring 2016)

Language and Culture Requirement (12-18 credits)
Spanish language (6-12 credits)

(Students are required to demonstrate proficiency at the intermediate level in Spanish. Students who begin their study of language at the 101 level will be required to complete four courses–12 credits. Those who begin their language at the 280 level or above will be required to take a minimum of two courses-6 credits. They will take an additional 6 credits in Free Electives.)

TWO courses in Latin American History or Culture (6 credits) to be selected from courses listed below:

(All courses satisfy AOK III: World Traditions and Cultures. Only one course in the same discipline may be applied to AOK III.)

HIS 133 Latin America: The Colonial Era
HIS 134 Modern Latin America
HIS 231 Latin America: A Century of Social Change and Revolution
HIS 234 Brazilian Civilization
HIS 243 Service and Study in Latin America
INT 296L Mexico, NAFTA, and the Spanish Caribbean as Seen Through History and Literature
INT 296D Exploring Costa Rica: Environment, Culture, and Creative Expression
INT 296R Internship in Latin America and Caribbean Studies
LAS 150 Modern Latin American Divas
LAS 250 Environmental Policy and History: The Case of the South American Rain Forest

One Spanish language course at the intermediate level or above.

Other courses may be taken with the approval of the International Management or Undergraduate Management Program Chair.

CAREER CONCENTRATION

Students are required to take to take two courses (6 credits) of upper level courses in one of the Career Concentrations listed below.

1. Economics

ECO 230 Intermediate Macroeconomics
ECO 238 Money and Banking
ECO 356 Labor Economics
ECO 359 Political Economy of Developing Nations
ECO 360 International Economic Problems
ECO 362 Economic Growth and Development
ECO 364 Comparative Economics Systems

2. Entrepreneurship

MGT 315 Small Business Management
MGT 316 Venture Initiation and Entrepreneurship
MGT 319 International Entrepreneurship
MGT 394A Management Internship
MGT 416 Business Plan Development
MAR 431 New Product Development

3. Finance

FIN 350 Global Money and Capital Markets
FIN 356 Options, Futures, and Swaps
FIN 358 International Finance
FIN 360 International Finance Field Study
FIN 394 Finance Internship

4. Hospitality and Tourism Management

MGT 307 Hotel Management
MGT 308 Travel and Tourism Management
MGT 309 Restaurant and Foodservices Management

5. Human Resources Management

LAW 310 Employment Law
MGT 342 The Human Dimension in International Management
MGT 362 Human Resources Management
MGT 363 Training and Development
MGT 394A Management Internship
MGT 462 Adv Human Resources Mgt. Applications

6. Marketing

MAR 351 International Marketing
MAR 352 International Advertising and Promotion
MAR 356 International Marketing Field Study
MAR 357 International Marketing Field Study: New York Metro Area
MAR 452 Export and Import Policies and Practices
MAR 394 Marketing Internship

7. Customized Career Concentration

Students may also work with their adviser to select related upper level courses from other disciplines to develop a career

concentration that meets their individual career interests. The concentration must be approved in advance by the student's Lubin adviser and the Chair or Undergraduate Program Chair of the Management and Management Science Department.

Quantitative Business Analysis Major

Bachelor of Business Administration

The Quantitative Business Analysis major (QBA) provides mathematically talented students with cutting-edge, hands-on training in analytical tools and business decision modeling that are in high demand by employers today. The interdisciplinary QBA major consists of courses in data analysis, information technology, quantitative modeling, and mathematics, providing a foundation for analytical careers such as financial engineering, risk management, actuarial science, market research, and management consulting. Students are required to take additional mathematics courses in calculus and statistics which constitute an In-depth sequence in Mathematics which is applied to the University Core. An important part of the QBA major is the career concentration in a business function, such as finance or marketing. This offers students sufficient flexibility to build a minor or a second major.

	Credits
UNIVERSITY CORE	60
(Includes MAT 131, MAT 132, MAT 218, or MAT 222, ECO 105 and ECO 106 which are applied to University Core. See University Core Curriculum Requirements for Lubin Students.)	
BUSINESS CORE	33
(See Business Core Requirements.)	
MAJOR REQUIREMENTS (27 credits)	18
(MGT 250, 355 and 490 (9) are applied to the Business Core.)	
MGT 250	Managerial and Organizational Concepts (3)
MGT 355	Mgt. Sci. and Prod. Mgt. Concepts(3)
MGT 490	Business Strategy(3) International Course in Business Discipline(3)
MGT 225	Bus. Applications of Data Analysis(3)
MGT 353	Adv. Data Analysis for Bus. Decisions(3)
MGT 356	Simulation Techniques(3)
MGT 357	Global Operations Management(3)
MGT 456	Advanced Operations Research Models(3)
AUXILIARY CIT COURSE (4 credits)	4
Select ONE course from the following:	
CIT 241	Database Management
CIT 312	Intro to Programming I
CIT 316	Visual basic Programming
MATHEMATICS IN-DEPTH SEQUENCE (11 credits)	
MAT 131	Calculus I (4)
MAT 132	Calculus II (4)
MAT 218*	Intermediate Statistics or (4)
MAT 222*	Applied Multivariable Statistical Methods (3)
*The above Mathematics courses are applied to University Core	
CAREER CONCENTRATION (6 credits)	6
FREE ELECTIVES (7 credits)	7
Includes UNV 101 for first-year students	
TOTAL CREDITS	128

CAREER CONCENTRATION

Students are required to take two upper-level courses (6 credits) in one of the career concentrations listed below.

1. Accounting

ACC 301	Intermediate Accounting I
ACC 302	Intermediate Accounting II
ACC 305	Internal Auditing I
ACC 306	Internal Auditing II
ACC 319	Cost Accounting
ACC 366	Forensic Accounting
ACC 375	Accounting Information Systems

2. Economics

ECO 240	Quantitative Analysis and Forecasting
ECO 296K	Mathematical Economics II
ECO 357	Managerial Economics
ECO 380	Mathematical Economics
ECO 381	Applied Game Theory
ECO 385	Econometrics: Models and Organizations

3. Entrepreneurship

MGT 315	Small Business Development
MGT 316	Venture Initiation and Entrepreneurship
MGT 319	International Entrepreneurship
MGT 322	Organizational Behavior
MGT 416	Business Plan Development

4. Finance

FIN 320	Advanced Financial Analysis
FIN 325	Data Analysis in Finance
FIN 340	Valuation of the Firm
FIN 351	Principles of Investment
FIN 352	Risk Management
FIN 355	Portfolio Theory and Management
FIN 356	Options, Futures and Swaps
FIN 358	International Finance
FIN 359	Principles of Fixed Instruments and Markets

5. Hospitality and Tourism Management

MGT 307	Hotel Management
MGT 308	Travel and Tourism Management
MGT 309	Restaurant and Food services Management

6. Human Resources Management

MGT 322	Organizational Behavior
MGT 362	Human Resources Management
MGT 363	Training and Development
MGT 365	Managerial Decisions
MGT 462	Advanced Human Resources Management Applications

7. Information Technology

CIT 241	Database Management
CIT 312	Introduction to Programming I
CIT 314	Introduction to Programming II
CIT 316	Visual Basic Programming
CIT 346	Database Programming
CIT 348	Data Mining

8. Marketing

MAR 321	Fundamentals of Advertising and Promotion
MAR 322	Marketing Research
MAR 331	Managerial Marketing

- MAR 344 Customer Relationship Management
- MAR 443 Database Marketing

9. Mathematics

- Mat 137 Intro to Discrete Mathematics
- MAT 218 Intermediate Statistics
- MAT 222 Applied Multivariable Statistical Methods
- MAT 236 Multivariable Calculus
- MAT 238 Linear Algebra
- MAT 257 Mathematics of Finance

10. Customized Career Concentration

Students may also work with their adviser to select related upper level courses from other disciplines to develop a career concentration that meets their individual career interests. The concentration must be approved in advance by the student's faculty adviser and the Chair or Undergraduate Program Chair of the Management and Management Science Department.

Marketing Major - Advertising and Integrated Marketing Communications (IMC) Concentration

Bachelor of Business Administration

The purpose of the Marketing major is to provide students with an understanding of the marketing process and to develop skills in product planning, distribution, pricing, promotion, and related marketing activities. Building on a broad-based marketing core curriculum, students have the opportunity to concentrate in one of two areas: Advertising and Integrative Marketing Communications (IMC) or Global Marketing Management. All marketing majors or students considering a major in marketing should consult with their Lubin adviser or Marketing Department Chair or Undergraduate Program Chair for advisement before beginning their junior year.

Students are required to choose ONE of the TWO Concentrations listed above. Only one may be officially declared, although students may take additional marketing courses as free electives.

Advertising and Integrated Marketing Communications (IMC) Concentration

The Advertising and IMC Concentration prepares students for careers in advertising and integrated marketing communications, account management, marketing analysis and research, product or brand management, product planning, customer analysis, and promotion management.

	Credits
UNIVERSITY CORE	60
(See University Core Curriculum Requirements for Lubin Students. MAT 104, ECO 105 and ECO 106 are required as part of the University Core.)	
BUSINESS CORE	33
(See Business Core Requirements.)	
MAJOR REQUIREMENTS (27 credits)	24
(MAR 250 (3) is applied toward the Business Core)	
Marketing Core:(9 credits)	
MAR 250 Principles of Marketing (3)	
MAR 322 Marketing Research (3)	
MAR 499 Advanced Marketing Management (3)	

ADVERTISING AND INTEGRATED MARKETING

COMMUNICATIONS (IMC) (18 credits)

Required Concentration Courses (9 Credits)

- MAR 321 Fundamentals of Advertising and Promotion
 - MAR 345 Media Planning and Buying
- Choose ONE of the following two courses:
- MAR 323 Consumer Behavior
 - MAR 331 Managerial Marketing

Required International Marketing Course (3 Credits)

- Select ONE course from the following:
- MAR 351 International Marketing
 - MAR 352 International Advertising and Promotion
 - MAR 356/357 International Marketing Field Study

Senior Advertising Requirement (6 Credits)

- Choose ONE of the following two options:
- Advertising Team Workshop I & II
 - MAR 346 Advertising Team Workshop I (Fall) (3)
 - MAR 348 Advertising Team Workshop II (Spring) (3)
- OR
- MAR 445 and MAR Elective
 - MAR 445 Advertising and Communications Strategy (Fall and Spring) (3)

Select any other Marketing Course

FREE ELECTIVES (11 credits) **11**
Includes UNV 101 (1 credit) for first-year students

TOTAL CREDITS **128**

Marketing Major - Global Marketing Management Concentration

Bachelor of Business Administration

The purpose of the Marketing major is to provide students with an understanding of the marketing process and to develop skills in product planning, distribution, pricing, promotion, and related marketing activities. Building on a broad-based marketing core curriculum, students have the opportunity to concentrate in one of the two areas: Advertising and Integrative Marketing Communications or Global Marketing Management. All marketing majors or students considering a major in marketing should consult with their Lubin adviser or Marketing Department Chair or Undergraduate Program Chair for advisement before beginning their junior year.

Students are required to choose One of the TWO Concentrations listed above. Only one Concentration may be officially declared, although students may take additional marketing courses as free electives.

GLOBAL MARKETING MANAGEMENT CONCENTRATION

The Global Marketing Management Concentration prepares students for careers in marketing analysis and research, product or brand management, product planning, customer analysis, logistics, wholesaling and retailing, customer relations, personal selling, promotion management, and services marketing.

	Credits
UNIVERSITY CORE	60
(See University Core Curriculum Requirements for Lubin Students. MAT 104, ECO 105 and ECO 106 are required as part of the University Core.)	
BUSINESS CORE	33
(See Business Core Requirements.)	
MAJOR REQUIREMENTS (27 credits)	24
(MAR 250 (3) is applied toward the Business Core)	
Marketing Core: (9 credits)	
MAR 250 Principles of Marketing (3)	
MAR 322 Marketing Research (3)	

MAR 499 Advanced Marketing Management (3)

**GLOBAL MARKETING MANAGEMENT CONCENTRATION
(18 credits required)****Required Concentration Courses (9 Credits)**

MAR 331 Managerial Marketing
 MAR 332 Selling and Sales Management
 Choose ONE of the following two courses:
 MAR 321 Fundamentals of Adv. & Promotions
 MAR 323 Consumer Behavior

Required International Marketing Course (3 Credits)

Select ONE course from the following:
 MAR 351 International Marketing
 MAR 352 International Advertising and Promotion
 MAR 356/357 International Marketing Field Study
 MAR 459 International Marketing Seminar

Elective Concentration Courses (6 Credits)

Select any TWO other Marketing courses. The following three options of paired courses are recommended.

MAR 343 Direct Marketing
 MAR 443 Database Marketing
 OR
 MAR 344 Customer Relationship Management
 MAR 349 Strategic Internet Marketing
 OR

Any TWO additional International Marketing courses from the list above.

FREE ELECTIVES (11 credits) 11

Includes UNV 101(1credit) for first-year students

TOTAL CREDITS 128

Minors

Students with sufficient elective credits in their major program may wish to minor in an academic area of special interest. The Lubin School of Business offers the following minors. Some minors, as noted, are restricted to Lubin majors or to students majoring in specified non-business areas.

Business Minor For Non-Business Students

This minor may be taken in conjunction with any non-business major. The list of subjects may be extended or substitutions may be made depending on the student's interests. Upper-sophomore standing (completion of 48 college credits) is a prerequisite for MAR 250 and MGT 250. Students successfully completing this minor with a minimum grade of "B" in each course will satisfy the foundation courses in accounting and economics required for the MBA at Pace University and many other institutions.

Required Courses (30 credits)

ACC 203 Financial Accounting
 ACC 204 Managerial Accounting
 CIS 101 Introduction to Computing
 ECO 105 Principles of Economics: Macroeconomics
 ECO 106 Principles of Economics: Microeconomics
 MAT 104 Finite Mathematics
 MAT 117 Elementary Statistics
 MAR 250 Principles of Marketing

MGT 250 Managerial and Organizational Concepts

Accounting Minor

The Accounting minor is designed to enable non-accounting Lubin majors to achieve a level of competency in accounting that will enhance their major program and broaden their career preparation.

Required Courses (14-16 credits)

ACC 301 Intermediate Accounting I
 ACC 302 Intermediate Accounting II
 Select any TWO courses from the following:
 ACC 319 Cost Accounting
 ACC 333 Advanced Accounting
 ACC 340 Internal and External Auditing
 ACC 354 International Accounting
 ACC 375 Accounting Information Systems
 ACC 461 Auditing I

Prerequisites: ACC 203-204, ECO 105-106, Statistics (MAT 117, MAT 134 or MAT 234), and Calculus (MAT 111 or MAT 131)

Internal Auditing Minor

Since Sarbanes-Oxley, the demand for internal auditors has expanded. As a result, internal auditors are in high demand and the field of internal auditing is one of the top five growing professions.

Students in this minor will learn the fundamental role of internal auditing in a free-market environment and the importance of that role to corporate governance. They will develop audit judgment and an ethical framework to guide actions; understand the client's business environment and how to apply the risk assessment model to each audit; and master advanced audit techniques that simulate the real world. Specific attention is also given to concepts surrounding the auditing of information systems, privacy and security issues, and fraud auditing.

The Internal Auditing minor is open to accounting majors, and is an attractive option for other Lubin business majors and students majoring in non-business areas such as information systems and economics.

Required Courses (17 credits)

ACC 203 Principles of Accounting I
 ACC 204 Principles of Accounting II
 ACC 305 Internal Auditing I
 ACC 306 Internal Auditing II
 ACC 366 Forensic Accounting
 ACC 375 Accounting Information Systems (non-accounting majors)
 OR
 CIT 342 System Analysis and Design (accounting majors)

NOTE: Accounting majors must take CIT 342 Systems Analysis and Design (4 credits); non-accounting majors must take ACC 375 Accounting Information Systems (3 credits).

Finance Minor

The Finance minor is intended to provide non-finance majors with a specialization in finance which will complement their major coursework. It is open only to non-finance Lubin majors and students enrolled in the following non-business majors: information systems, computer science, economics, and mathematics.

Required Courses (15 credits)

FIN 260 Financial Management
 FIN 320 Corporate Finance
 FIN 351 Principles of Investment

- *FIN 358 International Finance
 Select ONE course from the following:
 Any 300 level Finance course not listed above
 ECO 238 Money and Banking
 ECO 240 Quantitative Analysis and Forecasting
 ECO 325 Money and Capital Markets
 ECO 327 Economics of Financial Institutions
 CIT 312 Introduction to Programming I
 CIT 221 Global Networking Technology
 MGT 356 Simulation Techniques
 MAT 255 Numerical Methods

**Note: Economics majors may substitute ECO 360, ECO 362, or ECO 364 for FIN 358.*

Prerequisites: ACC 203 -204, ECO 105-106, Statistics (MAT 117, MAT 134, MAT 234), and Calculus (MAT 111 or MAT 131)

Pre-Law Minor

This interdisciplinary Pre-Law minor is open to all undergraduate students considering a legal career. It includes study in law as well as many liberal arts areas in order to develop critical thinking and communication skills, and an awareness of ethical considerations, which are important for success in the study of law and in the legal profession. Admission to law school generally requires a high grade point average, as well as satisfactory performance on the Law School Admission Test (LSAT). While law schools usually do not prescribe any one particular undergraduate course of study for admission, students should obtain information on the specific admission requirements for the schools that they plan to attend. Legal Studies faculty members are available to advise students considering a legal career.

Required Courses (15 credits)

Select ONE course from the following:
 LAW 101 Business Law I
 LAW 214 Introduction to Law and the American Legal System

Select ONE course from four of the areas listed below:

Business Law

- LAW 310 Employment Law
 LAW 312 Business Law II*
 LAW 316 Legal Environment of Hospitality and Tourism
 LAW 320 Cyber Law- Legal Issues in Information Technology
 LAW 322 Marketing Law
 LAW 325 International Business Law II
 LAW 360 Advanced Business Law*

Constitutional Law or History

- LAW 303 Constitutional Law
 HIS 260 Constitutional History of the United States

Communications

- COM 119 Organizational Communication
 ENG 306 Writing for Professions
 ENG 322 Advanced Writing
 SPE 203 Persuasive Speaking
 SPE 207 Argumentation and Debate
 SPE 208 Business and Professional Speech

Logic

- PHI 152 Informal Logic
 PHI 153 Formal Logic

Ethics

- PHI 115 Normative Ethics
 PHI 253 Ethics in the Workplace
 PHI 260 Business Ethics

History/Politics

- HIS 113F The American Experience: The American Constitution and the Presidency

- POL 111 American Government and Political Institutions
 HIS 215 American Social and Cultural History

** Requires LAW 101 as prerequisite*

Law Minor

The Law minor emphasizes the study of legal cases and systems and is intended for both business and non-business students who wish additional concentrated study in law. Students may begin their studies with Law 101, Business Law I, or with Law 214, Introduction to Law and the American Legal System. The courses offered in this minor help to develop rigorous critical thinking and advanced communication skills. Admission to law school generally requires a high grade point average, as well as satisfactory performance on the Law School Admission Test (LSAT). While law schools usually do not prescribe any one particular undergraduate course of study for admission, students should obtain information on the specific admission requirements for the schools that they plan to attend. Legal Studies faculty members are available to advise students considering a legal career.

Required Courses (15 credits)

Select ONE course from the following:
 LAW 101 Business Law I
 LAW 214 Introduction to Law and the American Legal System
 Select FOUR courses from the following:
 LAW 303 Constitutional Law
 LAW 310 Employment Law
 LAW 312 Business Law II*
 LAW 316 Legal Environment of Hospitality and Tourism
 LAW 320 Cyberlaw: Legal Issues in Information Technology
 LAW 322 Marketing Law
 LAW 325 International Business Law
 LAW 360 Advanced Business Law*
 LAW 394 Law Internship
 LAW 395 Independent Study in Law
 LAW 396 Special Topics in Law
 CRJ 305 Criminal Law
 TAX 310 Federal Income Taxation I

**Requires LAW 101 as a prerequisite.*

Management Minor

The Management minor is designed to give non-management majors exposure to management topics useful for career preparation in a variety of organizational settings. By selecting suitable electives in consultation with an adviser, students can explore topics such as human resources management, hospitality and tourism management, entrepreneurship, or international management.

Required Courses (15 credits)

MGT 250 Managerial and Organizational Concepts
 MGT 322 Organizational Behavior
 And select any THREE 300-level Management elective courses.

Note: Business majors may not apply MGT 355 and MGT 490, which are required as part of the Business Core, to the Management Minor

Arts and Entertainment Management Minor (For Non-Business Students)

New York City is one of the world's great epicenters for arts and entertainment, and Pace offers several majors in this field. The

Arts and Entertainment Minor is intended for Dyson Theater majors as well as majors in other non-business fields. Students will acquire a practical business skill set and the requisite knowledge that will increase their marketability and enhance their ability to launch a successful career in the Entertainment Industry.

Required Courses (15 Credits)

BUS 150	Contemporary Business Practice
MAR 250	Principles of Marketing
MGT 250	Managerial and Organizational Concepts
MGT 235	Arts and Entertainment Management

Select ONE 300 level Management course

Quantitative Business Analysis (QBA) Minor

The Quantitative Business Analysis minor is designed to enable non-QBA majors to achieve competency in quantitative modeling and data analysis that will enhance their career preparation. This minor will provide students with the tools and skills needed to use quantitative data effectively in making business decisions in any field.

Required Courses (15 Credits)

MGT 355	Management Science and Production Management Concepts
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Select any THREE courses (9 credits) from the following:

MGT 225	Business Applications of Data Analysis
MGT 353	Advanced Data Analysis for Business Decisions
MGT 356	Simulation Techniques(3)
MGT 357	Project Management for Business
MGT 456	Advanced Operations Research Models

Select ONE course from the following:

One of the above MGT courses not already selected

ACC 319	Cost Accounting
ACC 375	Accounting Information Systems
CIT 241	Database Management
CIT 312	Introduction to Programming I
ECO 240	Quantitative Analysis and Forecasting
FIN 320	Corporate Finance
MAR 322	Marketing Research
MAT 137	Introduction to Discrete Mathematics

Marketing Minor

The Marketing minor allows non-marketing majors to explore topics in various marketing fields. Through the selection of appropriate electives, students can explore a variety of topics, including international marketing, advertising, Internet marketing, or marketing management.

Required courses (15 credits)

MAR 250	Principles of Marketing
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Select any FOUR marketing courses

Special Events Marketing Minor

The minor in Special Events Marketing provides students with specialized knowledge and a broad background in marketing that will prepare them for careers in special events marketing and planning. The minor is open to non-marketing majors in Lubin as well as to Dyson majors and other non-business students.

Required Courses (15 Credits)

MAR 250	Principles of Marketing
MAR 321	Fundamentals of Advertising and Promotion
MAR 342	Public Relations
MAR 363	Special Events Marketing for Arts, Entertainment and Sports

Choose One Marketing Elective Course. The courses listed below are recommended. Other marketing courses may be taken to satisfy this requirement.

MAR 322	Marketing Research
MAR 343	Direct Marketing
MAR 349	Strategic Internet Marketing
MAR 394	Marketing Internship

Certificate Programs in Business

The Lubin School of Business offers a number of certificate programs for students whose educational objectives can best be met by short-term concentrated study in business.

ADMISSION REQUIREMENTS: The certificate programs are open to non-degree adult students only. Admission to the certificate programs in business, with the exception of the certificate program in general business, requires junior standing (the completion of 64 college credits) or the equivalent. Completion of ENG 110-120 or the equivalent is a prerequisite for all certificate programs in business. Some certificate programs require students to also meet specific course prerequisite requirements. In special cases, prerequisites may be waived for students who have equivalent knowledge or preparation.

TRANSFER CREDITS: Students may transfer only one course (excluding ENG 110-120) completed with a grade of "C" or better to a certificate program. The acceptance of transfer credit for a specific certificate program is determined by the appropriate Lubin department.

REQUIREMENTS: Students are required to complete all course requirements for the certificate chosen and achieve a minimum cumulative GPA of 2.00 in order to receive a certificate. Application for the certificate should be made to the Office of Student Assistance (OSA) prior to completion of the program. In general, courses, completed for a business certificate program may be applied to a BBA degree program in a related area.

ACADEMIC ADVISEMENT: Students who have questions about the certificate programs or need assistance in determining whether they qualify for admission should contact the Lubin Office of Undergraduate Academic Advisement located on the New York City and Pleasantville campuses.

Certificate Programs are currently available in the following business areas:

Basic Accounting

Required Courses (20 credits)

ACC 203	Financial Accounting
ACC 204	Managerial Accounting
ACC 301	Intermediate Accounting I
ACC 302	Intermediate Accounting II
ACC 319	Cost Accounting

General Business

Required Courses (19 credits)

CIS 101	
ECO 105	Principles of Economics: Macroeconomics
LAW 101	business Law I
ACC 203	financial Accounting
MAR 250	Principles of Marketing
MGT 250	Managerial and Organizational Concepts

Prerequisite: MAT 103 or the equivalent. Upper sophomore standing (completion of 45 college credits) or a minimum of three years of relevant work experience is a prerequisite for MAR 250 and MGT 250.

Human Resource Management

Required Courses (15 credits)

MGT 250 Managerial and Organizational Concepts
Select any FOUR courses from the following:
LAW 310 Employment Law
MGT 322 Organizational Behavior
MGT 362 Human Resources Management
MGT 363 Training and Development
MGT 364 Organizational theory and Development
MGT 366 Leadership Principles and Practice

Faculty

Accounting - Full Time Faculty

Arnold L. Berman, Professor, LL.M., New York University School of Law; CPA
Roberta J. Cable, Professor, PhD, Columbia University; CMA
Kam C. Chan, Professor, 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 Peat Marwick Professor, 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, PhD, Louisiana State University
Picheng Lee, Professor, PhD, Rutgers University
Chunyan Li, Assistant Professor of Accounting, PhD, Rutgers University
Bernard H. Newman, Professor, PhD, New York University; CPA
Susanne O'Callaghan, Professor, Anthony Pustorino Scholar, PhD, University of Cincinnati; CPA, CIA
John Paul, Esq., Clinical Assistant Professor, DPS, Pace University; CPA
Allan M. Rabinowitz, Professor, MBA, New York University; CPA
Raymond Reisig, Assistant Professor, MBA, Pace University; CPA, CFE
Kaustav Sen, Associate Professor, PhD, Rutgers University
Lee G. Tagliaferri, Assistant Professor, MBA, University of Chicago; CMA
Charles Y. Tang, Associate Professor, Interim Graduate Program Chair, 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 & 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
Ronald Filante, Associate Professor, PhD, Purdue University
Natalia Gershun, Associate Professor, PhD, Columbia University
Elena Goldman, Associate Professor, PhD, Rutgers University
Aron Gottesman, Associate Professor, PhD, York University
Iuliana Ismailescu, Assistant Professor, PhD, University of Massachusetts
Padma Kadiyala, Professor, Undergraduate Finance Program Chair, PhD, Ohio State University
Surendra K. Kaushik, Professor, PhD, Boston University
Maurice Larrain, Associate Professor, PhD, Columbia University
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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 & Taxation - Full Time Faculty

Walter G. Antognini, Associate Professor; Graduate Program Chair, JD, LL.M., New York University; CPA
Todd W. Barnet, Associate Professor; JD, Brooklyn Law School
Vincent R. Barrella, Associate Professor; JD, Fordham University, LL.M., New York University; CPA
Peter M. Edelstein, Professor; JD, Boston University; LL.M., 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
 Saul S. LeVine, Professor, JD, Syracuse University
 Jessica A. Magaldi, Associate Professor, JD, New York School of Law
 Robert S. Wiener, Associate Professor; JD, New York University
 Martin H. Zern, Professor; JD, Brooklyn Law School; LLM, New York University; CPA

Management & Management Science Full-Time Faculty

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 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, 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, Assistant Professor, PhD, Columbia University
 John C. Carter, Professor, PhD, Columbia 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 Hoefler, Professor, PhD, City University of New York Graduate Center
 Alvin Hwang, Professor, International Business and International Management Program Chair, PhD University of California, Los Angeles
 Eric H. Kessler, Professor, Director, Business Honors Program, 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
 Ira J. Morrow, Associate Professor, PhD, New York University
 Joseph M. Pastore, Jr., Professor Emeritus, PhD, St. Louis University
 Noushi Rahman, Professor, PhD, Baruch College, City University of New York

Katherine M. Richardson, Assistant Professor, PhD, Baruch College, City University of New York
 James W. Russell, Associate Professor, Undergraduate Program Chair, Director, AACSB Accreditation and National Rankings, PhD, New York 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
 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, Graduate 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 of Marketing, 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, PhD, University of Connecticut, Storrs
 Dennis M. Sandler, Associate Professor, PhD, New York University
 Martin T. Topol, Professor, Department Chair, PhD, City University of New York
 Robert G. Vambery, Professor, PhD, Columbia University
 Kathryn F. Winsted, Associate Professor, Associate Director, Business Honors Program, PhD, University of Colorado, Boulder

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SEIDENBERG SCHOOL OF COMPUTER SCIENCE AND INFORMATION SYSTEMS

Administration

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Louise P. Kleinbaum, BA, MA, Assistant Dean and Director of Communications
Andreea Cotoranu, BS, MS, Director of Assessment

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

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 CSIS 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.

The Seidenberg School offers undergraduate programs in computer science (BS and BA), information systems (BS), information technology (BS), professional computer studies (BS), professional technology studies (BS), and applied information technology (AS). Graduates of all programs are prepared for a variety of professional positions, including those in programming, software development, systems analysis and design, and a number of specialized positions that would depend upon the student's concentration and elective choices. In addition to

these majors, the Seidenberg School offers minors and certificates in computer science, information technology, Web media, information assurance for the criminal justice system, and computer forensics

The BS program in computer science is a professional program that is accredited by the Computing Accreditation Commission (CAC) of ABET. The curriculum is based upon algorithms and data structures, the principles of programming languages, computer architecture, data communications, and theoretical foundations. It includes advanced work in various areas including software engineering, security, operating systems, compilers, artificial intelligence, and graphics. Program requirements include the liberal arts core and other academic requirements that specifically apply to the Bachelor of Science degree.

The BS program provides excellent preparation for graduate study in computer science or for professional placement. The BA program in computer science shares the computer science core with the BS program and is structured in a way that allows more program diversity for the student who wishes to pursue a minor in information technology, Web media, information assurance for the criminal justice system, business or one of the arts and sciences.

The BS program in information systems is also accredited by the Computing Accreditation Commission (CAC) of ABET, Inc. The program is designed to provide the student with current technical skills and knowledge of those information systems concepts that remain constant in the face of technological change, as well as detailed awareness of a cohesive body of knowledge to prepare students to function effectively as an IS professional in the IS environment. The continual appearance of new and increasingly powerful software tools for applications development, as well as the availability of low-cost hardware (personal computers), has created new organizational approaches to building computer information systems.

The Seidenberg School of Computer Science and Information Systems has responded to the growing market for competent information technology (IT) professionals by developing the BS in Information Technology. First offered in fall 2010, this rapidly growing program is characterized by flexibility, hands-on practical projects, and a real-world internship option. The program allows students to combine an area of personal interest with a solid foundation in IT in preparation for careers that are satisfying, financially rewarding and in demand.

The BS in professional computer studies has been developed for those computer professionals with considerable on-the-job experience who would benefit from having a baccalaureate degree in computing and would most likely be interested in pursuing a master's degree in a computer-related field once the undergraduate requirements are completed. This degree program supplements the regular baccalaureate offerings in computer science, information systems, and information technology.

The BS in professional technology studies is an online accelerated degree program designed to prepare students for successful professional careers in a global economy in the midst of rapid technological change. There are two concentrations from which to choose: Telecommunications and Computer Forensics. The Telecommunications concentration is primarily for individuals already working within the telecommunications industry. Computer Forensics is for those interested in preparing to enter this in-demand field. The BS in professional technology studies is an innovative, online accelerated degree program for adults who have experience in the workplace and an AS or AA degree or the equivalent (64 credits).

All of the CSIS programs are supported by a broad range of state-of-the-art computer facilities. They are complemented by fully equipped PC and Mac laboratories. Academic Computing laboratories are located at several sites throughout the University. Peer consultants offer individual assistance to students using lab equipment and software.

DEGREE PROGRAMS

Applied Information Technology: Personal Computer Applications

Associate in Science

	Credits
LIBERAL ARTS CORE	31
MAJOR CONCENTRATION	31- 32
TS 100 Keyboarding	(1)
TS 210A Word-Processing Applications for the Microcomputer	(2)
TS 211A Spreadsheet Applications for the Microcomputer	(2)
TS 212A Database Applications for the Microcomputer	(2)
TS 212B Advanced Database Applications	(2)
TS 313 Multimedia Applications for the Microcomputer	(4)
TS 271 Internship	(3-4)
TS 341 Networking Technologies	(4)
TS 351 Microcomputer Hardware: Troubleshooting and Maintenance	(4)
Major Electives: Choose from TS, IS, CIS, AIT, or CS courses	(8)
ELECTIVES	1-2
TOTAL CREDITS	64

Bachelor of Business Administration in Information Systems

(See Lubin School Of Business Section)

Bachelor of Science in Computer Science and Master of Science Software Development and Engineering

Contact the Seidenberg School or Graduate Admissions for more information on this program.

Combined Degree Programs

Combined degree programs enable the strong undergraduate student to complete both a bachelor's and a master's degree in less time than it would take to complete each one individually. Students pursuing combined degrees build on the solid foundation obtained in the first two years of study and advance to graduate-level coursework in their junior and senior years. Up to 12 credits may be earned in this manner.

BA in Computer Science / MS in Computer Science

Undergraduate Requirements

	Credits
UNIVERSITY CORE	44
(See University Core Curriculum Section)	
MAJOR COURSES	34
34 credits (3 credits satisfy the Core requirement in Computing)	
CS 121 Computer Programming I	(4)
CS 122 Computer Programming II	(4)
CS 232 Computer Organization	(4)
CS 241 Data Structures and Algorithms I	(4)
CS 242 Data Structures and Algorithms II	(4)
CS 271 Fundamentals of the Unix Operating System	(2)
CS 488 Computer Networks and the Internet	(4)
CS Advanced Electives	(8)
MATHEMATICS AND SCIENCE COURSES	20
CS 113 Mathematical Structures for Computer Science	(4)
MAT 131 Calculus I	(4)
MAT 132 Calculus II	(4)
MAT 234 Introduction to Probability and Statistical Analysis	(4)
Lab Science (CHE/ PHY/ BIO)	(4)
MINOR/ CONCENTRATION COURSES	15-19
OPEN ELECTIVES	11-15

Graduate Requirements

CORE COURSES	12
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
(artificial intelligence, mobile computing, Internet computing, Web security, network security)	
COMPUTER SCIENCE ELECTIVES	3-12
CAPSTONE PROJECT	6
CS 691/ CS 692 Computer Science Project I & II	(6)
-or-	
CS 693/ CS 694 Thesis I & II	(6)

BA in Computer Science / MS in Telecommunications Systems and Networks

Undergraduate Requirements

	Credits
UNIVERSITY CORE	40-44

(see University Core Curriculum section)

MAJOR COURSES	34
34 credits (3 credits satisfy the Core requirement in Computing)	
CS 121 Computer Programming I	(4)
CS 122 Computer Programming II	(4)
CS 232 Computer Organization	(4)
CS 241 Data Structures and Algorithms I	(4)
CS 242 Data Structures and Algorithms II	(4)
CS 271 Fundamentals of the Unix Operating System	(2)
CS 488 Computer Networks and the Internet	(4)
Advanced Electives in CS	(8 Credits)

MATHEMATICS AND SCIENCE COURSES	20
20 credits (Three credits satisfy the Core requirement in Mathematics and three credits satisfy the Core requirement in Laboratory Science)	
CS 113 Mathematical Structures for Computer Science	(4)
MAT 131 Calculus I	(4)
MAT 132 Calculus II	(4)
MAT 234 Introduction to Probability and Statistical Analysis	(4)
Lab Science (CHE/ PHY/ BIO)	(4)

MINOR/ CONCENTRATION COURSES	15-19
OPEN ELECTIVES	11-15

Graduate Requirements

CORE COURSES	24
CS 607 Simulation and Computer Network Analysis	(3)
CS 633 Data Communications and Networks	(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 Regulatory Environment	(3)
IS 654 Cases in Telecommunications Systems	(3)

RECOMMENDED ELECTIVES	12
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BA in Computer Science/MS in Information Systems

Undergraduate Requirements

UNIVERSITY CORE	40-44
(see University Core Curriculum section)	
MAJOR COURSES	34
34 credits (Three credits satisfy the Core requirement in Computing)	
CS 121 Computer Programming I	(4)
CS 122 Computer Programming II	(4)
CS 232 Computer Organization	(4)
CS 241 Data Structures and Algorithms I	(4)
CS 242 Data Structures and Algorithms II	(4)
CS 271 Fundamentals of the Unix Operating System	(2)
CS 488 Computer Networks and the Internet	(4)
CS courses numbered 301 or greater	(8)
MATHEMATICS AND SCIENCE COURSES	20
20 credits (Three credits satisfy the Core requirement in	

Mathematics and three credits satisfy the Core requirement in Laboratory Science)	
CS 113 Mathematical Structures for Computer Science	(4)
MAT 131 Calculus I	(4)
MAT 132 Calculus II	(4)
MAT 234 Introduction to Probability and Statistical Analysis	(4)
Lab Science (CHE/ PHY/ BIO)	(4)
MINOR/ CONCENTRATION COURSES	15-19
OPEN ELECTIVES	11-15

Graduate Requirements

FOUNDATION	6
IS 613 Database Management Systems	(3)
IS 632 Business Telecommunications	(3)
CORE REQUIREMENTS	12
IS 623 IS Design and Development	(3)
IS 637 IS Project and Change Management	(3)
Two from the following:	
IT 603 Overview of Information Security	(3)
IS 620 IS and Organizational Strategy	(3)
IS 639 IS Planning and Policy	(3)
KNOWLEDGE AREA:	9
MS/IS Knowledge area (database, telecom, management)	
ELECTIVES	6
CAPSTONE	3
IS 692 Research Project Seminar	(3)

BS in Computer Science / MS in Software Development and Engineering

Undergraduate Requirements

	Credits
UNIVERSITY CORE	37
(See University Core Curriculum Section)	
MAJOR COURSES	46
KNOWLEDGE AREA	9
CS 121 Computer Programming I	(4)
CS 122 Computer Programming II	(4)
CS 232 Computer Organization	(4)
CS 241 Data Structures and Algorithms I	(4)
CS 242 Data Structures and Algorithms II	(4)
CS 271 Fundamentals of the Unix Operating System	(2)
CS 361 Programming Languages and Implementation	(4)
CS 371 Operating Systems and Architecture	(4)
CS 389 Software Engineering	(4)
CS 488 Computer Networks and the Internet	(4)
CS xxx Advanced Electives	(8)
CS 113 Mathematical Structures for Computer Science	(4)
MATHEMATICS COURSES	16
MAT 131 Calculus I	(4)
MAT 132 Calculus II	(4)
MAT 234 Introduction to Probability and Statistical Analysis	(4)

SCIENCE AND TECHNOLOGY COURSES	15
CHE 111/ PHY 111/ BIO 101	(4)
CHE 112/ PHY 112/ BIO 102	(4)
Lab Science (CHE/ PHY/ BIO)	(4)
CS 312 Research Methods in Computers and Society	(3)

FREE ELECTIVES	14
UNV 101	(1)
Other	(13)

Graduate Requirements

CORE COURSES	18
SE 616 Introduction to Software Engineering	(4)
SE 673 Software Design Methodologies	(4)
SE 675 Requirements Engineering	(3)
SE 677 Software Reliability and Quality Assurance	(3)
SE 679 Contemporary Software Engineering Theory and Practice	(4)

SOFTWARE ENGINEERING/ OTHER ELECTIVES	12
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CAPSTONE	6
SE xxx Advanced Elective	(3)
SE 785 Software Development Studio I	(3)
-or-	
SE 701 Software Development Thesis I	(3)
SE 702 Software Development Thesis II	(3)
-or-	
SE xxx Advanced Elective	(3)
IEEE Certification *	(3)

**IEEE Certificate is equivalent to 3 credits of graduate-level coursework.*

Computer Science Major B.A.

Bachelor of Arts

	Credits
UNIVERSITY CORE	44
(see University Core Curriculum section)	
MAJOR COURSES	34
34 credits (3 credits satisfy the Core requirement in Computing)	
CS 121 Computer Programming I	(4)
CS 122 Computer Programming II	(4)
CS 232 Computer Organization	(4)
CS 241 Data Structures and Algorithms I	(4)
CS 242 Data Structures and Algorithms II	(4)
CS 271 Fundamentals of the Unix Operating System	(2)
CS 488 Computer Networks and the Internet	(4)
CS courses numbered 301 or greater	(8)
MATHEMATICS AND SCIENCE COURSES	20
(3 credits satisfy the Core requirement in Mathematics and 3 credits satisfy the Core requirement in Laboratory Science)	
CS 113 Mathematical Structures for Computer Science	(4)
MAT 131 Calculus I	(4)
MAT 132 Calculus II	(4)
MAT 234 Introduction to Probability and Statistical Analysis	(4)
Lab Science CHE/PHY/BIO	(4)
MINOR/CONCENTRATION*	15 - 19

FREE ELECTIVES	11 - 15
Total credits	128

***MINOR/CONCENTRATION COURSES:** Students in the BA/CS program will enhance their major with a minor/concentration offered by Pace University. For the purpose of illustration, we detail minors in Information Technology, Computer Information Technology, Information Assurance for the Criminal Justice System, and Web Media. Other minors may be elected from one of the many disciplines of the arts and sciences. The minor (for example, mathematics) can be satisfied in part by the required supporting courses; there should be at least one additional course. With permission of the chair, students may substitute a departmentally approved concentration instead of the minor. Once the minor/concentration requirement is fulfilled, the completion of 128 credits can be satisfied through elective courses.

Sample Minors for the BA in Computer Science**

IT Minor for CS Students	
CIT 342 Systems Analysis and Design	(4)
CIT 344 Project Management	(4)
CIT 346 Database Programming	(4)
CIT 312 Introduction to Programming I	(4)
CIT 314 Introduction to Programming II	(4)

Total credits	20
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Computer Information Technology Minor

Students will select 4 of CIT 211, CIT 221, CIT 231, CIT 241, CIT 251

CIT 211 Introduction to Computer System Hardware	(4)
CIT 221 Global Networking Technology	(4)
CIT 231 Web Authoring and Digital Media	(4)
CIT 251 Computer Security Overview	(4)
CIT 241 Database Management	(4)

Total credits	16
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Information Assurance for the Criminal Justice System Minor

CRJ 150 Introduction to Criminal Justice	(3)
CRJ 247 Introduction to Private Security	(3)
CRJ 346 Terrorism and Society	(3)
CIT 251 Computer Security Overview	(4)
CIT 352 Network and Internet Security	(3)
CIT 354 Computer Forensics	(3)

Total credits	19
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Web Media Minor

CIT 221 Global Networking Technology	(4)
CIT 231 Web Authoring and Digital Media	(4)
CIT 251 Computer Security Overview	(4)
CIT 336 Web Scripting	(4)

Total credits	16
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****Due to similar required coursework in the major component of the BA/CS, these minors may vary for CS majors from those described elsewhere in this catalog for other students.**

Computer Science Major B.S.

Bachelor of Science

	Credits
UNIVERSITY CORE	37
(see University Core Curriculum section)	
MAJOR COURSES	46
(3 credits satisfy the Core requirement in Computing)	
CS 121 Computer Programming I	(4)
CS 122 Computer Programming II	(4)
CS 232 Computer Organization	(4)
CS 241 Data Structures and Algorithms I	(4)
CS 242 Data Structures and Algorithms II	(4)
CS 271 Fundamentals of the Unix Operating System	(2)
CS 361 Programming Languages and Implementation	(4)
CS 371 Operating Systems and Architecture I	(4)
CS 389 Software Engineering	(4)
CS 488 Computer Networks and the Internet	(4)
CS Advanced Electives*	(8)
MATHEMATICS COURSES	16
(3 credits satisfy the Mathematics Core requirement, 3 credits satisfy the Science Core requirement, 12 credits satisfy Areas of Knowledge through the in-depth sequence, 6 credits satisfy the Science Core requirement.)	
CS 113 Mathematical Structures for Computer Science	(4)
MAT 131 Calculus I	(4)
MAT 132 Calculus II	(4)
MAT 234 Introduction to Probability and Statistical Analysis	(4)
SCIENCE AND TECHNOLOGY COURSES	15
CS 312 Research Methods in Computers and Society	(3)
CHE 111/PHY 111/BIO 101	(4)
CHE 112/PHY 112/BIO 102	(4)
Lab Science (CHE/PHY/BIO) PHY 109 Recommended	(4)
FREE ELECTIVES	14
UNV101	(1)
Total credits	128
* See Computer Science worksheet for requirements and recommendations regarding advanced electives in computer science. Courses beginning with SCL do not satisfy the science requirements	

Information Systems Major

Bachelor of Science

	Credits
UNIVERSITY CORE	46
(see University Core Curriculum section)	
MAJOR COURSES 32 credits	32
CIT 211 Introduction to Computer Systems	(4)
CIT 312 Introduction to Programming I	(4)
CIT 342 Systems Analysis and Design	(4)
CIT 314 Introduction to Programming II	(4)
CIT 221 Global Networking Technology	(4)
CIT 322 Distributed Computing	(4)
CIT 481 Capstone Project	(4)
CIT 241 Database Management	(4)
INFORMATION SYSTEMS ELECTIVES	11-12
The student will select three (3) of the following courses by	

advisement:

CIT 231	Web Authoring and Digital Media	4
CIT 251	Computer Overview	4
CIT 316	VB Programming	4
CIT 332	Multimedia and User Interface Design	4
CIT 334	Technical Writing	4
CIT 336	Web Scripting	4
CIT 338	Ubiquitous Computing	4
CIT 340	Data Analysis and Visualization	4
CIT 344	IT Project Management	4
CIT 346	Database Programming	4
CIT 348	Data Mining	4
CIT 352	Network and Internet Security	4
CIT 354	Computer Forensics	4
CIT 356	Operating System Concepts	4
CIT 471	IT Internship	4

AUXILIARY COURSES

11

11 credits (3 credits satisfy the Mathematics core requirement and 8 credits are applied to a Mathematics course in the Inquiry and Exploration Experience)

MAT 104	Finite Mathematics	(3)
MAT 111	Elementary Calculus I	(3)
MAT 117	Elementary Statistics I	(4)

MINOR/CONCENTRATION IN AN INFORMATION SYSTEMS ENVIRONMENT*

17

ELECTIVES

7-11

Total credits

128

*MINOR/CONCENTRATION:

Students are expected to pursue a minor or concentration in business. Exceptions for other concentrations that are a cohesive body of knowledge to prepare students to function effectively as IS professionals in the IS environment may be made by the chair.

Business Minor

The business minor consists of 17 credits in the fundamental areas of business. Students will complete ECO 105 as part of their Social Science Core requirement and ECO 106 as an Enhancement Experience course.

The remainder of the minor requirements are:

MGT 250	Managerial and Organizational Concepts	(3)
MAR 250	Principles of Marketing	(3)
ACC 203	Financial Accounting	(4)
ACC 204	Managerial Accounting	(4)
ECO 105		(3)

Total credits

17

The Information Technology Major

Bachelor of Science

	Credits	
UNIVERSITY CORE	60	
(see University Core Curriculum section)		
Required Core Courses for IT Majors		
MAT 104	Finite Mathematics	(3)
MAT 117	Elementary Statistics	(4)
CIS 101	Introduction to Computing	(3)
IT FOUNDATION	23	
CIT 110	Introduction to Information Technology (Writing Enhanced)	(3)
CIT 211	Introduction to Computer Systems	(4)
CIT 221	Global Networking Technology	(4)

CIT 231	Web Authoring and Digital Media	(4)
CIT 241	Database Management	(4)
CIT 251	Computer Security Overview	(4)

IT FOCUS **10-12**
 Choose one focus with a minimum of 3 courses.

Security Focus

CIT 312	Introduction to Programming I	(4)
CIT 352	Network and Internet Security	(4)
CIT 354	Computer Forensics	(4)
CIT 356	Operating Systems Concepts	(4)

Web and Digital Media Focus

CIT 322	Distributed Computing	(4)
CIT 332	Multimedia and User Interface Design	(4)
CIT 334	Technical Writing	(4)
CIT 336	Web Scripting	(4)
CIT 338	Ubiquitous Computing	(4)
CIT 344	Project Management	(4)

Networking Focus

CIT 312	Introduction to Programming I	(4)
CIT 322	Distributed Computing	(4)
CIT 352	Network and Internet Security	(4)

Information Management Focus

CIT 340	Data Analysis and Visualization	(4)
CIT 342	systems Analysis and Design	(4)
CIT 344	Project Management	(4)
CIT 346	Database Programming	(4)
CIT 348	Data Mining	(4)

Problem Solving and Systems Focus

CIT 312	Introduction to Programming I	(4)
CIT 314	Introduction to Programming II	(4)
CIT 316	Visual Basic Programming	(4)

Computer Forensics Focus

CIT 361	Forensic Investigation, Acquisition and Analysis of Digital Evidence	(4)
CIT 363	Computer Forensics, Cyberlaw and Evidence Admissibility	(4)
CIT 365	mobile Device Forensics	(4)

Interdisciplinary Focus **9**

Design a 3-course sequence from any discipline, with the approval of the department chair, totaling a minimum of 9 credits. For example, two possibilities are:

Criminal Justice

CRJ 150	Introduction to Criminal Justice	(3)
CRJ 247	Introduction to Private Security	(3)
CRJ 346	Terrorism and Society	(3)

Management Science

MGT 355	Management Science and Production Management Concepts	(3)
MGT 356	Simulation Techniques	(3)
MGT 456	Advanced Operations Research Models	(3)

CAPSTONE PROJECT **4**

CIT 471	Information Technology Internship	(4)
-or-		
CIT 481	Capstone in Information Technology	(4)

FREE ELECTIVES	23-25
Total Credits	128

Professional Computer Studies

Bachelor of Science

The BS in professional computer studies is offered by the Seidenberg School of Computer Science and Information Systems with supporting services provided by Pace University's Division of Adult Enrollment Services. This division has traditionally been responsible for lending support to the adult undergraduate student and for evaluating life experience for academic credit.

Students enrolling in the program will be permitted to convert their practical experience into Life Experience Learning (LEL) credits. LEL credits can be applied to both the computer studies concentration and elective components of the curriculum. The application of LEL credits will be determined by the faculty of the Seidenberg School of Computer Science and Information Systems with the assistance of the Division of Adult Enrollment Services.

	Credits
UNIVERSITY CORE (see University Core Curriculum)	57
COMPUTER STUDIES CONCENTRATION (3 credits satisfy the core requirement in Computing)	24
ELECTIVES	47
Total credits	128

Professional Technology Studies

Bachelor of Science

The BS in professional technology studies is an accelerated degree program designed to prepare students for successful professional careers in a global economy in the midst of rapid technological change. It incorporates a concentrations in either Web and Digital Media or Computer Forensics with courses in the liberal arts and sciences. The program is for adults who have experience in the workplace and an AS or AA degree or the equivalent (64 credits).

The BS in professional technology studies is offered through the Seidenberg School of Computer Science and Information Systems and supported by Pace University's Division of Adult Enrollment Services. This division has traditionally been responsible for lending support to the adult undergraduate student, evaluating prior college-level credit, and evaluating life experience for academic credit.

	Credits	
Web and Digital Media Concentration		
Transfer Credits	56-64	
REQUIRED MAJOR COURSES: 9 courses		
IT Foundation (5 courses)	35	
CIT 211	Introduction to Computer Systems	(4)
CIT 221	Global Networking Technology	(4)
CIT 231	Web Authoring and Digital Media	(4)
CIT 241	Database Management	(4)
CIT 251	Computer Security Overview	(4)

Career Focus: Web and Digital Media(4 courses)

CIT 332	Multimedia and User Interface Design	(4)
CIT 334	Technical Writing	(4)
CIT 336	Web Scripting	(4)
MAR 349	Strategic Internet Marketing	(3)

LIBERAL ARTS AND SCIENCE ELECTIVES 21-29

Total Credits 120

Computer Forensics Concentration*

Transfer Credits 56-64

COMPUTER FORENSIC COURSES 56

AIT 103	Introduction to Online Learning	(1)
AIT 107	Computer Applications	(4)
MAT 125	Technical Math	(4)
CIT 211	Introduction to Computer Systems	(4)
CIT 221	Global Networking Technology	(4)
CIT 231	Web Authoring and Digital Media	(4)
CIT 241	Database Management	(4)
CIT 361	Forensic Investigation, Acquisition and Analysis of Digital Evidence	(4)
CIT 251	Computer Security Overview	(4)
CIT 363	Computer Forensics, Cyberlaw and Evidence Admissibility	(4)
CIT 365	Mobile Device Forensics	(4)
CRJ 346	Terrorism and Society	(3)
CRJ 242	Crime and Public Policy	(3)
	Arts and Science Elective	(8)
	Elective Credit	(1)

Total Credits 120

*Program takes 2 1/2 years to complete and is comprised of seven 12 week terms.

SCHOOL OF EDUCATION

General Information

Administration

Andrea (Penny) M. Spencer, Ph.D., Dean
 Annjanet Woodburn, Ed.D., Associate Dean and Certification Officer
 Sonaly Rivera-Perez, MEd, Director of Student Support Services, NYC
 John Di Natale, Ed.D., Director of Student Support Services
 Brian Evans, Ed.D., NYC Campus Faculty Chair and Professor of Education
 Christine Clayton, Ph.D., Westchester Campus Faculty Chair and Professor of Education
 Frank DeLuca, MS, Director of School Partnerships, Westchester
 Christopher Bozzone, MST, Director of School Partnerships, NYC
 Anna Fishman, BA, Administrative Director
 Clarissa Cylich, MBA, Director of Budget & Contracts
 Jermain Smith, Director of Tech Support
 Justin Jones, BBA, Communications Coordinator
 Mildred Savidge, Ph.D., Coordinator of Assessment & Planning
 Frances Wills, Ph.D., Coordinator of Professional Development

Accreditation and Affiliations

The following School of Education programs are nationally recognized by the national professional associations listed:
 Program Professional Association
 Teaching Adolescents Biology National Science Teachers Association
 Teaching Adolescents Chemistry National Science Teachers Association
 Teaching Adolescents Earth Science National Science Teachers Association
 Teaching Adolescents English National Council of Teachers of English
 Teaching Adolescents Mathematics National Council of Teachers of Mathematics
 Teaching Adolescents Physics National Science Teachers Association
 Teaching Adolescents Social Studies National Council for Social Studies
 Teaching Children (Childhood Education) Association for Childhood Education International
 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

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

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 and Centers for Professional Development

The Pace School of Education uses a unique design for providing school-based experiences for candidates through school partnerships called Centers for Professional Development. Candidates begin to spend time in the public schools of New York City or Westchester County with their first education course, TCH 201. At the point of admission to the School, candidates become part of a cohort group (typically 8-12 students per cohort) assigned to a Center for Professional Development (CPD) where they will have all of their school-based "field experiences," including student teaching, with the same two teachers. Each Center is in a public school serving a diverse population, responsive to our conceptual framework and in keeping with our vision of what it means to become a teacher prepared at Pace University. In the Childhood program, candidates are assigned to two mentor teachers, one who teaches students in grades 1-3 and one who teaches students in grades 4-6. In the Adolescent program, candidates are assigned to one mentor teacher who teaches students in grades 7-9 and one who teaches students in grades 10-12. Candidates return to the same school and the same two teachers for at least four semesters, until they graduate, gradually increasing both the time they spend in the CPD and the responsibilities they undertake.

A Pace clinical faculty member is assigned to each CPD cohort and remains on-site in the school with the candidates until they complete the program, acting as a liaison between the candidates and their mentor teachers, between the cohort and their Pace education course professors, and between the CPD and the School of Education. Course work 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. Teaching faculty assign experiences for candidates to complete in the CPD and design rubrics and checklists that the clinical faculty use to assess the candidates' knowledge, skills, and dispositions. Teaching faculty visit the CPD sites and meet with the mentor teachers at least once during each semester.

In addition to structured field experiences linked to courses and student teaching, there are many other opportunities for students to spend extensive time in school settings doing meaningful work. Many of these opportunities also provide candidates with financial support for their study.

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 – A personalized mentoring program that supports the retention and professional development of future teachers studying at Pace University. The tutoring services TOC provides specialize in academic and grant writing, scholarship application, instructional technology, professional development, service learning and addresses a variety of professional/career concerns.
- Teacher Leader Quality Partnership – Offers professional development for teachers in New York City Public School.

TLQP provides workshops on how to teach literacy, math, and social studies better.

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. Elementary and middle school students both U.S. and foreign-born receive instruction in small groups or in private sessions to improve reading skills. The program emphasizes a skills-based approach with an emphasis on literature, and reinforces literacy skills for parents and children at home.

Sister St. John Delany, Ph.D., 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 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.

Mary Riggs Cohen, Ph. D., Tara Center Director

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 occupies Education House on the White Plains North Broadway 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, the Dean's staff.

The New York City faculty and staff are located on the 11th floor of 163 William Street.

Academic Policy

Entry into the School of Education

Upon acceptance to Pace University, students who indicate their interest in teacher preparation become designated as Pre-teach students. In their first semester, students take a special section of UNV 101: Introduction to the Pace Community, taught by a staff member from the School of Education. In the Pre-teach phase of the programs, students also complete three Professional Seminars and one or two courses.

Before students advance into the Teach phase of the program and take any additional courses from the School of Education, they must apply and be formally admitted to the School. Students apply to the School of Education during the semester in which they have completed their 45th credits, including TCH 201

and TCH 211A. School of Education faculty and staff assist students with all aspects of the application. Once accepted, students become designated as Teaching Candidates.

All applicants must receive a positive recommendation from the TCH 201 professor to be eligible for formal admission to the School of Education. This recommendation is an internal process; students are not required to seek a formal recommendation from their TCH 201 professor.

Consistent with its mission and motto of *Opportunitas*, Pace University provides prospective teachers with multiple paths, assessments and support for meeting the high standards of entry into the School of Education. Students are required to meet the Program Admission Requirements outlined below. However, students who may not meet one or more of the admission requirements are provided with a variety of alternative ways to demonstrate that they meet or exceed the program entrance criteria. Students who do not meet the requirements for full admission but who do meet conditional entry requirements will complete a Competency Contract outlining an Action Plan for demonstrating competence in any knowledge-base or skill identified as below criteria. For example, if an applicant receives a grade below B- in ENG 110, the applicant will be provided with a variety of options to meet this standard. These options would include demonstrating the knowledge or skill through a) portfolio, b) examination, c) some other means detailed in the Action Plan, or d) earn a grade of B- or better in ENG 120.

Additional individual assistance in meeting entrance standards is available through Pre-teach courses and seminars and through the University Center for Academic Excellence and the School of Education Office of Student Support Services. Applicants may be admitted conditionally to the School of Education for one semester. Applicants who do not meet all standards for full admission by the end of that semester will have their academic record reviewed by the Student Affairs Committee with the potential outcome that they will not be allowed to continue in the School of Education.

Admission Criteria Summary

Most education majors file a formal application to the School of Education in the first semester of their sophomore year, upon completion of approximately 45 credits, including TCH 201. Students who have completed less than 45 credits should contact the Director of Student Support Services before filing the application. The specific deadline for filing the application will vary from year to year, but typically the application period closes at the end of December of the sophomore year.

Internal and external transfer students who transfer into the School of Education as juniors must file a formal application for transfer students at the end of their first semester, typically no later than December 1. Students who transfer into the School of Education as sophomores will file the application during the regularly scheduled application period in the spring semester.

Any student who fails to file a completed application by the stated deadline will not be allowed to continue in the School of Education, unless the Student Affairs Committee determines that there were extenuating circumstances preventing the student from meeting the deadline. It is the student's responsibility for completing the application by the stated deadline.

What's Included in the Application

A completed application includes the following items:

- The FORMAL APPLICATION with all indicated areas completed and the application signed;
- A typed, double-spaced "STATEMENT OF INTENT" of no more than 200 words, that is both spell-checked and edited,

in which the student makes clear why he or she wants to become a teacher;

- 3 LETTERS OF RECOMMENDATION from Dyson or CSIS professors. Transfer students may ask professors from their transfer institution to complete the recommendation form;
- PACE TRANSCRIPTS printed out from the student's Pace portal. Transfer students must also include transcripts from their transfer institution. Student copies are acceptable;
- PROOF OF REGISTRATION FOR THE LAST (or Praxis) exam. (Only those students who scored less than 520 on the SAT Verbal I and/or SAT Math are required to take the LAST [or Praxis] at this time.);
- ON-DEMAND WRITING SAMPLE. Students should be prepared to sit down and write a 250-word essay when they come to Buchsbaum House to submit the completed application. The essay topic will be drawn from issues addressed in TCH 201 and will demonstrate effective writing skills on demand. Applicants with weak writing skills will be referred to the Pace Writing Center.

Where to Submit the Application

Completed applications may be submitted to the Office of Student Support Services in Buchsbaum House in Pleasantville anytime during the application period but no later than the posted application deadline. Junior transfer students will submit their completed application at the end of the first semester, on or around December 1. All supporting documents must be submitted at this time and the student must be able to sit for the on-demand writing sample. Incomplete applications will not be accepted.

Questions

Any questions regarding the application process should be directed to the Office of Student Support Services at Buchsbaum House on the Pleasantville campus in advance of the application deadline

Transfer Students

To be eligible for admission to Pace University as an education major, the transfer student must have a minimum cumulative GPA of 2.85 from the transfer institution(s). Education majors at Pace move through the program as a "cohort," with specific education courses offered only in specific semesters. Once the Transfer Credit Evaluation form has been completed and the transfer student's total transfer credits have been tallied, the transfer student will be placed in a freshman, sophomore or junior level cohort, defined as below:

- Freshman: 0-32 credits
- Sophomore: 33-64 credits
- Junior: 65-96 credits

A transfer student must be within six credits of the next cohort level may petition to be placed in the higher cohort with a written plan demonstrating how the credit deficiencies will be met by the end of the Junior year. This plan will be reviewed by the Director of Student Support Services and a determination made.

Transfer students with less than a 2.85 cumulative GPA from the transfer institution(s) are encouraged to pursue Core requirements as an "Undecided" major at Pace. If the transfer student is successful at raising their grade point in the first or subsequent semesters at Pace, the student may apply for permission to declare Education as his/her major.

The School of Education recommends that students transferring to Pace with significantly more than 65 credits complete an undergraduate major in Liberal Arts & Sciences (for those who ultimately want to get certified in Childhood Education) or the

subject area (e.g., Math, English, etc.) for those who want certification in Adolescent Education. Once the undergraduate degree is earned, the student may then apply for admission to the Masters of Science for Teachers (MST) program. This route delays certification until the graduate level and eliminates the expense of additional undergraduate semesters while meeting a state requirement for earning a Master's degree.

Formal Admissions Process

All education students, whether they come to Pace as first-year students or later as transfer students from another institution, must go through a formal admissions process to the School of Education. For most students, this is the second semester of the sophomore year. However, transfer students who are admitted to Pace as education majors in their junior year are granted automatic "conditional admit" status for the first junior semester. And at the end of that first semester, the junior-level transfer student will file a formal application to the School of Education

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 students.

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. A grade of P in the CPD means 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 (passing = a score of 220) on the following tests:

- Liberal Arts and Sciences Test (LAST)
- Elementary or Secondary Assessment of Teaching Skills - Written (ATSW)
- Content Specialty Test (CST) in the certificate field(s)

Student Teaching Capstone Requirement

All candidates must successfully complete a capstone project as part of the teacher preparation program. The portfolio requirements will be introduced to the candidates early in the program, and the project itself will be due prior to program completion. Rubrics defining successful completion of the capstone are available in the SOE capstone guidelines document.

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's QPA falls below 3.0 in the major (Dyson or SOE major(s)).
- 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 appropriate 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). Candidates who are not allowed to continue in a School of Education program must transfer to another Pace school or college. If the academic record of the candidate prohibits another Pace school or college from accepting the student, then the student may be dismissed from the University.

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 his or her campus at:

New York City
163 William St, 11th floor
(212) 346-1338

Pleasantville
Buchsbaum House
914) 773-3571

During the fall semester of freshman year, all first year students who enter Pace indicating an interest in teaching are assigned to a designated education section of UNV 101, taught by School of Education staff.

Students will continue to receive group advisement, information about careers in teaching, and assistance with the New York State teacher examination and certification process. Upon formal admission to the School of Education in the sophomore year, candidates are assigned a faculty adviser who continues to provide academic and professional advisement and mentoring throughout the program. Candidates should meet with their faculty adviser at least once each semester to review their academic progress, plan course schedules, and discuss professional plans.

Student Organizations

Future Educators Association (PLV Undergraduate)

FEA is an organization whose purpose is to unite all students who are interested in education as a profession. Our objective is to assure that those students interested in education can belong to an organization that is tailored to the profession by providing beneficial workshops like Project Learning Tree, and guest speakers discussing up to date educational information, skills, and strategies that are necessary to become a successful educator.

FEA is also associated and involved with NEA, National Educators Association, which is a nationwide organization that supports education and its many facets.

For more information about FEA e-mail us at education@pace.edu.

Pi Lambda Theta (PLV) -

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.

What are the General Qualifications?

Members of PLT must have a minimum GPA of 3.7 and are either seniors or graduate students obtaining a degree in education.

What are the dues?

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.

Program Majors

There are three general options for majors for individuals who seek to work in schools: Childhood Education, Adolescent Education, and Communication Sciences and Disorders.

Childhood Education (Westchester campus only): Candidates preparing to teach children in elementary schools (grades 1-6) major in Childhood Education. Childhood Education majors also complete a 30-credit concentration in Pace's Dyson College of Arts and Sciences in art, biology, earth science, English, history, Italian, mathematics or Spanish.

Adolescent Education (Westchester campus only): Candidates preparing to teach students in secondary school settings

(high school, junior high schools, or middle schools - grades 7-12) complete an arts and sciences major in the specialty field they wish to teach (from the Pace's Dyson College of Arts and Sciences) in biology, chemistry, earth science, English, history, Italian, mathematics, or Spanish. These candidates also complete an Adolescent Education major with the School of Education.

Teaching Students with Speech and Language Disabilities (NYC Campus): Candidates preparing to work with students who have speech and language disabilities major in Communication Sciences and Disorders in Pace's Dyson College of Arts and Sciences and complete a concentration in Teaching Students with Speech and Language Disabilities. The courses in that concentration are drawn from a combination of courses from Communication Sciences and Disorders and courses from the School of Education. Students may also complete additional coursework and experiences to qualify for a Bilingual Extension of this certificate. These program concentrations are available on our New York City campus only.

Honors College options are available for all programs. Contact an adviser in the School of Education for information on Honors College requirements for teacher preparation programs.

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. One advantage of Pace's Combined Degree Program is that it meets the academic requirements for both the Initial and the 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.

New York State regulations in effect at the printing of this catalog require that all newly certified teachers complete a master's degree within five years of obtaining the Initial Certificate. Pace University offers two routes to the master's degree. Students may opt to complete the Combined Degree, completing the undergraduate and graduate programs simultaneously in five years, or they may qualify for Initial certification requirements in four years through the undergraduate program, begin teaching, and complete the master's degree part-time while teaching.

New York State Certification Examinations

New York State requires that candidates for all teaching certificates successfully complete New York State Teacher Certification Examinations (NYSTCE). For Initial Certification students must pass the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills-Written (ATS-W) test, 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. Students seeking certification in other states are required to pass examinations specified by that state. Staff in SOE offices

maintain information on certification in other states. Information is also available on each state's education department Web site.

We strongly recommend that candidates complete the NYS teacher examinations according to the following schedule for purposes of advisement, so that any problems can be ameliorated prior to student teaching:

- Liberal Arts and Science Test (LAST)-Completed by second semester of sophomore year
- Assessment of Teaching Skills-Written (ATS-W)-Completed by or before the semester of student teaching
- Content Specialty Test (CST)-Completed by the second semester of junior year

Certificate Extensions

A certificate extension allows the holder of a certificate to teach an additional student population, grade, or subject. Each 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

Bilingual Education Extension: Individuals who hold Childhood (grades 1-6) certificates take TCH 351 and TCH 453 for the extension. Individuals who hold an Adolescent or Middle Level Certificate (grades 7-12) take TCH 351 and TCH 454. Applicants for a NYS bilingual education extension to their certificate must also complete field-based experiences in bilingual classrooms and the appropriate NYS examinations in both English and the target language. Individuals seeking bilingual extension for the educational technology specialist certificate must also study methods of providing educational technology services to bilingual English language learners, using the target language and English.

Middle Level Education Extensions: Extensions to authorize the teaching of a subject in grades 7 through 9 for holders of certificates in Childhood Education (grades 1 through 6) requires a minimum of 30 semester hours in the subject to be taught (e.g., mathematics, English) and the courses TCH 455 and TCH 456. Extensions to authorize the teaching of a subject in grades 5 and 6 for individuals who already hold certificates in teaching biology, chemistry, earth science, English, mathematics, physics, or social studies (grades 7 through 12) requires the courses TCH 455 and TCH 456. All middle level extensions require field-based work in middle-level classrooms and the appropriate certification examination(s).

Adolescent Education Major

Bachelor of Arts (PLV)

Students preparing to teach children in middle or high school complete a **specialized concentration and major at Pace University**. Adolescent students concentrate in the subject area they want to teach plus a major in Adolescent Education. Each of our Adolescent Programs is nationally recognized, and all of our adolescent programs lead to a Bachelor's Degree (B.A.) and the Initial Teaching Certificate in Adolescent Education (Grades 7-12). In addition, candidates may opt to pursue a Bachelor's Degree (B.A.) and Masters of Science Education (MSEd) in our **5th year Combined Degree program** simultaneously.

- Biology
- Chemistry
- Earth Science
- English
- History (a history program major yields Social Studies certification)
- Mathematics

Testing-Out of Classes and Waivers

Students may test out of selected courses including ENG 110, TS105/CIS 101, or a language requirement. Candidates should discuss these options with their advisers. UNV 101 requirements are waived for all transfer students.

Please Note: For teaching candidates, University Core second language requirements must be met by TWO courses in the same language. This requirement may also be met by courses in American Sign Language.

Education Major: Mathematics

UNIVERSITY CORE : **60 credits**

FOUNDATION REQUIREMENTS (31 credits)

ENG 110	Composition	(3)
ENG 120	Critical Writing	(4)
ENG 201	Writing in the Disciplines	(3)
COM 200	Public Speaking	(3)

Second Language Proficiency (6 credits)

CHI, FRE, ITA, JPN, RUS, or SPA

MAT 131 Calculus I

TS 105 or (4)

CIS 121

BIO 123 (3)

UNV 101 Introduction to the University Community (1)

AREAS OF KNOWLEDGE (AOK) - (32 credits)

Area 1: Civic Engagement

TCH 201 Education 1: Understanding Schools (4)

Area 2: Western Heritage ** (3)

Area 3: World Traditions and Cultures ** (3)

Area 4: Humanistic and Creative Expressions (select one course) (3)

Area 5: Analysis of Human, Social, and Natural Phenomena

PSY 303 Adolescent Development (3)

PHI 253 (3)

MAT 260 (3)

1. May test out

2. While meeting the AOK Area 2, 3, and 4 requirements, at least one course must be from HIS (or INT from a historical perspective), at least one from ART, and at least one course from a philosophical or social science perspective (drawn from PHI, RES, INT, POL, ANT, SOC, ENV, SCI, or ECO).

3. Also meet mathematics major requirements

In-Depth Sequence in Mathematics

MAT 238 Linear Algebra (4)

MAT 301 Algebraic structures(offered spring of even-numbered years) (3)

MAT 303 Modern Geometry(offered spring of odd-numbered years) (3)

INQUIRY AND EXPLORATION AND (26 credits)

REMAINING Mathematics MAJOR REQUIREMENTS

MAT 132 Calculus II (4)

MAT 137 Introduction to Discrete Mathematics (4)

MAT 234 Introduction to Probability and Statistics (4)

MAT 236 Multivariate Calculus (4)

AND ONE OF THE FOLLOWING :

MAT 233 Math. Structures and Models (4)

MAT 256 Math. Structures for Comp. Science (4)

AND ONE OF THE FOLLOWING:

MAT 305 Complex Analysis (3)

or

MAT 311 Real Analysis (3)

ADOLESCENT EDUCATION MAJOR (34 credits)
REQUIREMENTS

Pre-Admission

TCH 211A Professional Seminar 2 and 3 and B (1)

TCH 215 Curriculum and Teaching in Secondary Schools (4)

Post-Admission

TCH 301 Education 2: Understanding Learning and Teaching (4)

TCH 323 Methods and Models of Teaching Adolescents (4)

TCH 412 Literacy Instruction in the Secondary Schools (3)

TCH 429 Teaching Science to Adolescents (4)

TCH 452 Language Acquisition and English Language Learning (3)

TCH 475 Special Education in Secondary Settings Student Teaching (3)

TCH 495 Final Apprenticeship I: Adolescents Education (8)

ELECTIVES

ADOLESCENT EDUCATION MAJOR (34 credits)
REQUIREMENTS

Pre-Admission

TCH 211A Professional Seminar 2 (1)

or

TCH 211B Professional Seminar 2 and 3

TCH 215 Curriculum and Teaching in Secondary Schools (4)

Post-Admission

TCH 301 Education 2: Understanding Learning and Teaching (4)

TCH 323 Methods and Models of Teaching Adolescents (4)

TCH 412 Literacy Instruction in the Secondary Schools (3)

TCH 427 Teaching Language other than English to Adolescents (4)

TCH 452 Language Acquisition and English Language Learning (3)

TCH 475 Special Education in Secondary Settings Student Teaching (3)

TCH 495 Final Apprenticeship I: Adolescent Education (8)

ELECTIVES 11-12 credits

Majors in Biology and Adolescent Education

Bachelor of Arts, Pleasantville campus only

UNIVERSITY CORE **60 credits**

FOUNDATION REQUIREMENTS (31-32) credits

ENG 110 Composition (3)

ENG 120 Critical Writing (4)

ENG 201	Writing in the Disciplines	(3)
COM 200	Public Speaking	(3)
Second Language Proficiency		(6 credits.)
CHI, FRE, ITA, JPN, RUS or SPA		
MAT 134	Introduction to Problems and Statistics for Life and Social Sciences	(3)
TS 105, CS 109, CS 121 OR CIS 101		(4-3)
CHE 111	General Chemistry I	(4)
UNV 101	Introduction to the University Community	(1)

AREAS OF KNOWLEDGE (AOK) - (29 credits)

Area 1: Civic Engagement		
TCH 201	Education 1: Understanding Schools	(4)
Area 2: Western Heritage** (3)		
Area 3: World Traditions and Cultures** (3)		
Area 4: Humanistic and Creative Expressions** (3)		
Area 5: Analysis of Human, Social and Natural Phenomena		
PSY 303	Adolescent Development	(3)
SCI 120	History and Philosophy of Science	(3)

***Note: While meeting the AOK Area 2, 3, and 4 requirements, at least ONE course must be from HIS (or INT from a historical perspective), at least one from ART, and at least ONE course from a philosophical or social science perspective (drawn from PHI, RES, INT, POL, ANT, SOC, ENV, SCI, or ECO).*

In-Depth Sequence in Biology

BIO 335	Molecular and Cellular Biology	(4)
BIO 334	Physiology	(4)
BIO 490	Seminar in Biology (2)	

INQUIRY AND EXPLORATION AND REMAINING BIOLOGY MAJOR REQUIREMENTS (42 credits)

CHE 112	General Chemistry II	(5)
CHE 223	Organic Chemistry I	(5)
CHE 224	Organic Chemistry II	(5)
BIO 101	General Biology I	(4)
BIO 102	General Biology II	(4)
BIO 210	Ecology	(4)
BIO 231	Genetics	(4)
BIO 236	Comparative Vertebrate Anatomy	(4)
BIO 264	Microbiology	(4)
BIO 117	Human Biology and Disease	(3)

ADOLESCENT EDUCATION MAJOR REQUIREMENTS (34 credits)

Pre-Admission		
TCH 211A	Professional Seminar 2 and 3 and TCH 211B	(1)
TCH 215	Curriculum and Teaching in Secondary Schools	(4)
Post-Admission		
TCH 301	Education 2: Understanding Learning and Teaching	(4)
TCH 323	Methods and Models of Teaching Adolescents	(4)
TCH 412	Literacy Instruction in the Secondary Schools	(3)
TCH 429	Teaching Science to Adolescents	(4)
TCH 452	Language Acquisition and English Language Learning	(3)
TCH 475	Special Education in Secondary Settings Student Teaching	(3)
TCH 495	Final Apprenticeship I: Adolescents Education	(8)

OPEN ELECTIVES 0

Total credits 128- 137

REQUIRED LEARNING COMMUNITY EXPERIENCE:

Learning Community (LC) Requirement
ONE Learning Community Course
Writing-Enhanced Courses Requirement

TWO Writing - Enhanced Courses indicated by (W)

Note: Students completing at least ONE additional credit from PHY or SCI will also qualify for certificates in General Sciences.

Majors in Chemistry and Adolescent Education**Bachelor of Arts Pleasantville campus only**

UNIVERSITY CORE : 60

FOUNDATION REQUIREMENTS (31-32 credits)

ENG 110	Composition	(3)
ENG 120	Critical Writing	(4)
ENG 201	Writing in the Disciplines	(3)
COM 200	Public Speaking	(3)
Second Language Proficiency		(6 credits.)
CHI, FRE, ITA, JPN, RUS or SPA		
MAT 131	Calculus I	(4)
TS 106 or CS 121		(3-4)
BIO 101	General Biology I	(4)
UNV 101	Introduction to the University Community	(1)

AREAS OF KNOWLEDGE (AOK) - (31 credits)

Area 1: Civic Engagement and Public Values		
TCH 201	Education 1: Understanding Schools	(4)
Area 2: Western Heritage** (3)		
Area 3: World Traditions and Cultures** (3)		
Area 4: Humanistic and Creative Expressions** (3)		
Area 5: Analysis of Human, Social, and Natural Phenomena		

PSY 303	Adolescent Development	(3)
SCI 120	History and Philosophy of Science	(3)

***Note: While meeting the AOK Area 2, 3, and 4 requirements, at least one course must be from HIS (or INT from a historical perspective), at least one from ART, and at least one course from a philosophical or social science perspective (drawn from PHI, RES, INT, POL, ANT, SOC, ENV, SCI, or ECO).*

In-Depth Sequence in Chemistry		
CHE 301	Physical Chemistry I	(4)
CHE 302	Physical Chemistry II	(4)
CHE 326	Biochemistry	(4)

INQUIRY AND EXPLORATION AND REMAINING CHEMISTRY MAJOR REQUIREMENTS (42 credits)

MAT 132	Calculus II	(4)
BIO 102	General Biology II	(4)
PHY 111	General Physics I	(4)
PHY 112	General Physics II	(4)
CHE 111	General Chemistry I	(4)
CHE 112	General Chemistry II	(5)
CHE 223	Organic Chemistry I	(5)
CHE 224	Organic Chemistry II	(5)
CHE 221	Analytical Methods and Techniques	(4)
CHE 331	Instrument Analysis	(4)

ADOLESCENT EDUCATION MAJOR REQUIREMENTS (34 credits)

Pre-Admission		
TCH 211A	Professional Seminar 2 and 3 and B	(1)
TCH 215	Curriculum and Teaching in Secondary Schools	(4)
Post-Admission		
TCH 301	Education 2: Understanding Learning and Teaching	(4)
TCH 323	Methods and Models of Teaching	(4)

TCH 412	Adolescents Literacy Instruction in the Secondary Schools	(3)
TCH 429	Teaching Science to Adolescents	(4)
TCH 452	Language Acquisition and English Language Learning	(3)
TCH 475	Special Education in Secondary Settings Student Teaching	(3)
TCH 495	Final Apprenticeship I: Adolescent Education	(8)

OPEN ELECTIVES 0 credits

Total credits 128- 140

REQUIRED LEARNING COMMUNITY EXPERIENCE:

Learning Community (LC) Requirement

ONE Learning Community Course

Writing-Enhanced Courses Requirement

TWO Writing - Enhanced Courses indicated by (W)

Note: It is not possible to complete this program in four years w/o summers.

Note: As a result of study and sufficient credits in three sciences, students will also qualify for certification in General Science.

Majors In: Earth Science and Adolescent Education

Bachelor of Arts, Pleasantville campus only

UNIVERSITY CORE 60 credits
(16-30 credits)

FOUNDATION REQUIREMENTS

ENG 110	Composition	(3)
ENG 120	Critical Writing	(4)
ENG 201	Writing in the Disciplines	(3)
COM 200	Public Speaking	(3)

Second Language Proficiency (6 credits)

CHI, FRE, ITA, JPN, RUS, or SPA		
MAT 131	Calculus I	(4)
TS 105, CS 109, CS 121 OR CIS 101		(4-3)
BIO 123		(3)
UNV 101	Introduction to the University Community	(1)

AREAS OF KNOWLEDGE (AOK) - (29 credits)

Area 1: Civic Engagement and Public Values		
TCH 201	Education 1: Understanding Schools	(4)
Area 2: Western Heritage**		(3)
Area 3: World Traditions and Cultures**		(3)
Area 4: Humanistic and Creative Expressions**		(3)
Area 5: Analysis of Human, Social, and Natural Phenomena		
PSY 303	Adolescent Development	(3)
SCI 120	History and Philosophy of Science	(3)

***Note: While meeting the AOK Area 2, 3, and 4 requirements, at least ONE course must be from HIS (or INT from a historical perspective), at least one from ART, and at least ONE course from a philosophical or social science perspective (drawn from PHI, RES, INT, POL, ANT, SOC, ENV, SCI, or ECO).*

In-Depth Sequence in Earth Science

SCI 243	Historical Geology	(3)
SCI 340	Climatology	(3)
SCI 345	Environmental Applications in Geology	(4)

(35 credits)

INQUIRY AND EXPLORATION AND REMAINING EARTH SCIENCE MAJOR REQUIREMENTS

MAT 132	Calculus II	(4)
CHE 111	General Chemistry I	(4)
CHE 112	General Chemistry II	(5)
ENV 211	Environmental Assessment	(3)

ENV 296	Introduction to Geological Information Systems (GIS)	(4)
SCI 150	Astronomy	(3)
SCI 160	Meteorology	(3)
SCI 240	Physical Geology	(4)
SCI 101	Planet Earth	(3)
SCI 170 or 171	Oceanography or Coastal Ocean	(3)

ADOLESCENT EDUCATION MAJOR (35 credits)

REQUIREMENTS

Pre-Admission

TCH 211A	Professional Seminar 2 and 3 and B	(1)
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TCH 215	Curriculum and Teaching in Secondary Schools	(4)
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Post-Admission

TCH 301	Education 2: Understanding Learning and Teaching	(4)
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TCH 323	Methods and Models of Teaching Adolescents	(4)
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TCH 412	Literacy Instruction in the Secondary Schools	(3)
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TCH 429	Teaching Science to Adolescents	(4)
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TCH 452	Language Acquisition and English Language Learning	(3)
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TCH 475	Special Education in Secondary Settings Student Teaching	(3)
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TCH 495	Final Apprenticeship I: Adolescent Education	(8)
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OPEN ELECTIVES 0

Total credits 128-130

REQUIRED LEARNING COMMUNITY EXPERIENCE:

Learning Community (LC) Requirement

ONE Learning Community Course

Writing-Enhanced Courses Requirement

TWO Writing - Enhanced Courses indicated by (W)

Note: Students completing at least nine additional credits from BIO or CHE will also qualify for certification in General Science

Majors In: English and Adolescent Education

Bachelor of Arts, Pleasantville campus only

UNIVERSITY CORE : 60 credits

FOUNDATION REQUIREMENTS (29-30 credits)

ENG 110	Composition	(3)
ENG 120	Critical Writing	(4)
ENG 201	Writing in the Disciplines	(3)
COM 200	Public Speaking	(3)

Second Language Proficiency (6 credits)

CHI, FRE, ITA, JPN, RUS or SPA		
MAT (as determined by proficiency test)		(4)
TS 105	Computing	(3-4)

or CIS 101

BIO 123		(3)
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UNV 101	Introduction to the University Community	(1)
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AREAS OF KNOWLEDGE (AOK) - (25 credits minimum)

Area 1: Civic Engagement and Public Values

TCH 201	Education 1: Understanding Schools	(4)
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Area 2: Western Heritage**		(3)
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Area 3: World Traditions and Cultures**		(3)
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Area 4: Humanistic and Creative Expressions**		(3)
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Area 5: Analysis of Human, Social and Natural Phenomena		
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PSY 303	Adolescent Development	(3)
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***Note: While meeting the AOK Area 2,3, and 4 requirements, at least one course must be from HIS (or INT from a historical perspective), at least one from ART, and at least one course from a philosophical or social science perspective (drawn from PHI, RES, INT, POL, ANT, SOC, ENV, SCI, or ECO).*

In-Depth Sequence in Multicultural or World Literature* (9)

INQUIRY AND EXPLORATION AND REMAINING ENGLISH MAJOR REQUIREMENTS (27 credits)

LIT 132 Practical Criticism (3)
 LIT 211 B, Masters of Literature I and II (6) B, C, E
 C, E and
 212
 Advanced or Creative Writing(ENG 322 OR 306, 307, 308 , 309)

LIT 362 Shakespeare (3)
 LIT 499 Senior Year Experience (3)
 TWO Additional literature courses that address diversity and/or cultural pluralism* (6)
 ONE Additional literature course that, in combination with the two courses above and the in-depth sequence represent a coherent body of course work and include a theory or critical approaches course.*

ONE additional literature elective (3)

*Courses must be at the 300 or 400-level.

ADOLESCENT EDUCATION MAJOR REQUIREMENTS (34 credits)

Pre-Admission
 TCH 211A Professional Seminar 2 and 3 and B (1)
 TCH 215 Curriculum and Teaching in Secondary Schools (4)
 Post-Admission
 TCH 301 Education 2: Understanding Learning and Teaching (4)
 TCH 323 Methods and Models of Teaching Adolescents (4)
 TCH 412 Literacy Instruction in the Secondary Schools (3)
 TCH 426 Teaching English to Adolescents (4)
 TCH 452 Language Acquisition and English Language Learning (3)
 TCH 475 Special Education in Secondary Settings Student Teaching (3)
 TCH 495 Final Apprenticeship I: Adolescent Education (8)

OPEN ELECTIVES (10-11 credits)

Total credits 128

REQUIRED LEARNING COMMUNITY EXPERIENCE:

Learning Community (LC) Requirement
 ONE Learning Community Course
 Writing-Enhanced Courses Requirement
 TWO Writing - Enhanced Courses indicated by (W)

Majors In: History and Adolescent Education

(For certification in Social Studies)

Bachelor of Arts, Pleasantville campus only

UNIVERSITY CORE : 60

FOUNDATION REQUIREMENTS (29-30 credits)

ENG 110 Composition (4)

ENG 120 Critical Writing (3)
 ENG 201 Writing in the Disciplines (3)
 COM 200 Public Speaking (3)
 Second Language Proficiency (6 credits)
 CHI, FRE, ITA, JPN, RUS or SPA
 MAT 109A (as determined by proficiency test) (4-3)
 TS 105 Computing (3-4)
 or CIS 101
 BIO 123 (3)
 UNV 101 Introduction to the University Community (1)

AREAS OF KNOWLEDGE (AOK) - (25 credits)

Area 1: Civic Engagement
 TCH 201 Education 1: Understanding Schools (4)
 Area 2: Western Heritage (Select ONE course from the list below.) (3)
 SOC 102, or equivalent approved course(must meet NCSS regulations) (3)
 Area 3: World Traditions and Cultures (Select ONE course from the list below.) (3)
 ANT 101, 108, 296-F or equivalent approved course(must meet NCSS regulations)
 Area 4: Humanistic and Creative Expressions (Select one course) (3)
 Area 5: Analysis of Human, Social, and Natural Phenomena
 PSY 303 Adolescent Development (3)
 In-Depth Sequence in History
 HIS 367 History and Geography of NYS (3)
 HIS 380 Seminar on Historiography (3)
 HIS 499 Senior Seminar on Historical Research (3)

INQUIRY AND EXPLORATION AND REMAINING HISTORY MAJOR REQUIREMENTS (39 credits)

ECO 105 Macroeconomics (3)
 ECO 106 Microeconomics (3)
 POL 111, POL 114 or POL 118 (3)
 POL 210, POL 213, POL 222, or POL 233
 ENV 110, ENV 111, ENV 112 or other approved ENV course
 HIS 107 World History to 1650 (3)
 HIS 108 World History after 1650 (3)
 HIS 111 American Civilization to 1877 (3)
 HIS 112 American Civilization since 1877 (3)
 U.S. History: HIS 260, 264, 265, 268, 269, 271, 273, 280, 297, 302, 310, 321-or-325
 African History/Asian History: HIS 217, 220, 241, 242, 270, 274, 296, or 340

Latin American / Middle Eastern History: HIS 209, 231, 232, 234, or 243

European History: HIS 103, HIS 104, HIS 207, HIS 210, HIS 213, HIS 225, HIS 226, HIS 281

ADOLESCENT EDUCATION MAJOR REQUIREMENTS (34 Credits)

Pre-Admission
 TCH 211A Professional Seminar 2 and 3 and B (1)
 TCH 215 Curriculum and Teaching in Secondary Schools (4)
 Post-Admission
 TCH 301 Education 2: Understanding Learning and Teaching (4)
 TCH 323 Methods and Models of Teaching Adolescents (4)
 TCH 412 Literacy Instruction in the Secondary Schools (3)
 TCH 426 Teaching Social Studies to Adolescents (4)
 TCH 452 Language Acquisition and English Language Learning (3)

TCH 475	Special Education in Secondary Settings Student Teaching	(3)
TCH 495	Final Apprenticeship I: Adolescent Education	(8)
OPEN ELECTIVES		(0-15 credits.)

Total credits **128**

REQUIRED LEARNING COMMUNITY EXPERIENCE:

Learning Community (LC) Requirement
ONE Learning Community Course
Writing-Enhanced Courses Requirement

ADOLESCENT EDUCATION MAJOR REQUIREMENTS (34 credits)

Pre-Admission		
TCH 211A	Professional Seminar 2 and 3 and B	(1)
TCH 215	Curriculum and Teaching in Secondary Schools	(4)
Post-Admission		
TCH 301	Education 2: Understanding Learning and Teaching	(4)
TCH 323	Methods and Models of Teaching Adolescents	(4)
TCH 412	Literacy Instruction in the Secondary Schools	(3)
TCH 427	Teaching Language other than English to Adolescents	(4)
TCH 452	Language Acquisition and English Language Learning	(3)
TCH 475	Special Education in Secondary Settings Student Teaching	(3)
TCH 495	Final Apprenticeship I: Adolescent Education	(8)
OPEN ELECTIVES		(11-12)

Childhood Education Major

Bachelor of Arts (PLV)

The Childhood Education major prepares candidates for certification to teach in grades 1-6. Combined-degree programs prepare candidates for certification to teach additional grades, levels, or subjects depending on the selection of program. Candidates with interests in additional certificates or extensions should contact an adviser in the School of Education for program specifics. Honors program option worksheets are available in School of Education offices.

Major in childhood education with required concentration in ONE of the following:

- Art
- Biology
- History
- Earth science
- English
- Mathematics

Testing-Out of Classes and Waivers

Students may test out of selected courses including ENG 110, TS 105/CIS 101 or a language requirement. Students should discuss these options with their advisers. UNV 101 requirements are waived for all transfer students.

Note: For teaching candidates, University Core second language requirements must be met by two courses in the same

language. This requirement may also be met by courses in American Sign Language.

Art

UNIVERSITY CORE : 60 credits

FOUNDATION REQUIREMENTS (30 credits)

ENG 110	Composition	(3)
ENG 120	Critical Writing	(4)
ENG 201	Writing in the Disciplines	(3)
COM 200	Public Speaking	(3)

Second Language Proficiency (6 credits)

CHI, FRE, ITA, JPN, RUS or SPA		
MAT 109A	or higher	(3)
TS 105	or Computing	(3-4)
CIS 101		
BIO 123		(4)
UNV 101	Introduction to the University Community (waived for transfer students)	(1)

AREAS OF KNOWLEDGE (AOK) - (25 credits)

Area 1: Civic Engagement
TCH 201 Education 1: Understanding Schools (4)

Area 2 : Western Heritage
HIS 113 American Diversity Section only (3)

Area 3 :World Traditions
(See list of courses for AOK3.) (3)

Area 4 : Humanistic and Creative Expressions
(Suggested : ART course from AOK #4 but not required) (3)
(see list of courses for AOK 4.)

Area 5 : Analysis of human, Social, and Natural Phenomena
PSY 302 Child Development (3)

In-depth Sequence (9)

THREE courses from the 30 credits required in the chosen arts and sciences concentration apply toward the In-depth sequence and AOK.

INQUIRY AND EXPLORATION (24credits)-If a second math course is needed)

Any Physical Science	(SCI 101 Recommended)	(3)
	HIS 367 History and Geography of New York State	(3)

ONE of the following:

HIS 111	American Civilization to 1877	(3)
or HIS 112	American Civilization since 1877	(3)

Any Literature course (3)

CSD 352(Taken after TCH 301)	Language Development in the School-Aged Child	
MAT 109B	(exempt if Foundations Math was pre-calculus or higher)	(3)

THREE courses from the 30 credits required in the chosen arts and sciences concentration apply toward the In-depth sequence and AOK

CONCENTRATION (12-15 credits)

Remaining courses to complete the 30 credit arts and sciences concentration

CHILDHOOD MAJOR REQUIREMENTS (42 credits)

Pre-Admission
TCH 211A Professional Seminar 2 and 3 and B (1)

Post-Admission
TCH 301 Understanding Learning and Teaching (4)
TCH 302 Enabling All Children to be Successful (4)
TCH 310 Emergent and Early Literacy (4)
TCH 350 Math Methods : An Integrated Approach (4)
TCH 410 Teaching Fluent Readers (4)
TCH 420 Science Methods : An Integrated Approach (4)
TCH 440 Social Studies Methods : An integrated Approach (4)
TCH 490 Language Arts and Children's Literature (4)

Student Teaching
TCH 498 Final Apprenticeship Seminar (8)
Electives (0-20 credits)
TOTAL CREDITS 128-136

REQUIRED LEARNING COMMUNITY EXPERIENCE:

Learning Community (LC) Requirement
ONE Learning Community Course
Writing-Enhanced Courses Requirement
TWO Writing - Enhanced Courses indicated by (W)

Education Major : Biology

UNIVERSITY CORE 60 credits

FOUNDATION REQUIREMENTS 27 credits if nothing is tested

ENG 110 Composition (3)
ENG 120 Critical Writing (4)
ENG 201 Writing in the Disciplines (3)
COM 200 Public Speaking (3)

Second Language Proficiency (6 credits.)

CHI, FRE, ITA, JPN, RUS or SPA
MAT 109 A or higher (3)
TS 105, or CIS 101 Computing (4-3)
BIO 123 (4)
UNV 101 Introduction to the University Community (1) (waived for transfer students)

AREAS OF KNOWLEDGE (AOK) - (25-28 credits)

Area 1: Civic Engagement
TCH 201 Education 1: Understanding Schools (4)
Area 2: Western Heritage
HIS 113B American Diversity section only (3)
Area 3: World Traditions
(See list of courses for AOK 3) (3)
Area 4: Humanistic and Creative Expressions
(See list of courses for AOK 4) (3)
Area 5: Analysis of Human, Social and Natural Phenomena
PSY 302 Child Development (3)
In-Depth Sequence(9)

THREE courses from the 30 credits required in the chosen arts and sciences concentration apply toward In-depth sequence and AOK.

INQUIRY AND EXPLORATION (24 credits if a second math course is needed)

Any non lab(or lab) Science (Recommended SCI 101) (3)

HIS 367 History and Geography of New York State (3)

ONE of the following :

HIS 111 American Civilization to 1877 (3)

or

HIS112 American Civilization since 1877 (3)

Any Literature course (3)

CSD 352 Development and Disorders in the School-Aged Child (3)

(Taken after TCH 301)

Language MAT 109B (exempt if Foundations Math was pre-calculus or higher) (3)

TWO courses from the 30 credits required in the chosen arts and sciences concentration apply toward inquiry and Exploration.(6)

CONCENTRATION (30 credits)

Remaining courses to complete the 30 credit arts and sciences concentration.

CHILDHOOD MAJOR REQUIREMENTS (41 credits)

Pre-Admission
TCH 211A Professional Seminar 2 and 3 and B (1)
(4)

Post-Admission
TCH 301 Understanding Learning and Teaching (4)
TCH 302 Introduction to Special Education (4)
TCH 310 Emergent and Early Literacy (4)
TCH 350 Math Methods: An Integrated Approach (4)
TCH 410 Teaching Fluent Readers (4)
TCH 420 Science Methods : An Integrated Approach (4)
TCH 440 Social Studies Methods: An Integrated Approach (4)
TCH 490 Language Arts and Children's Literature (4)

Student Teaching
TCH 498 Final Apprenticeship Seminar (8)
Electives 0-20 credits

TOTAL CREDITS 128- 136

REQUIRED LEARNING COMMUNITY EXPERIENCE:

Learning Community (LC) Requirement
ONE Learning Community Course
Writing-Enhanced Courses Requirement
TWO Writing - Enhanced Courses indicated by (W)

Education Major : Earth Science

UNIVERSITY CORE 60 credits
FOUNDATION REQUIREMENTS (29-30 credits)

ENG 110	Composition	(3)
ENG 120	Critical Writing	(4)
ENG 201	Writing in the Disciplines	(3)
COM 200	Public Speaking	(3)
Second Language Proficiency		(6 credits)
CHI, FRE, ITA, JPN, RUS, or SPA		
MAT 109	A or higher	(3)
TS 105 or	Computing	(4-3)
CIS 101		
BIO 123	Human Biology and Contemporary Society	(3)
UNV 101	Introduction to the University Community (waived for transfer students)	(1)

AREAS OF KNOWLEDGE (AOK) - (25 credits)

Area 1: Civic Engagement and Public Values

TCH 201	Education 1: Understanding Schools	(4)
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Area 2: Western Heritage (3)

HIS 113B American Diversity section only

Area 3: World Traditions (3)

(See list for AOK3.)

Area 4: Humanistic and Creative Expressions (3)

(See list of courses for AOK 4.)

Area 5: Analysis of Human, Social, and Natural Phenomena

PSY 302 Child Development (3)

In-depth Sequence (9)

THREE courses from the 30 credits required in the chosen arts and sciences concentration apply toward the In-depth sequence and AOK.

INQUIRY AND EXPLORATION (24 credits - If a second Math Course is needed)

CHE 101 or 103 (3)

HIS 367 History and Geography of New York State (3)

ONE of the following

HIS 111 American civilization to 1877 or (3)

HIS 112 American civilization since 1877 (3)

Any Literature course (3)

CSD 352 Language Development and Disorders in the School-Aged Child (3)

MAT 109B (exempt if Foundations Math was pre-calculus or higher) (3)

SCI 101 (3)

TWO courses from the 30 credits required in the chosen arts and sciences concentration apply toward Inquiry and Exploration (6).

CONCENTRATION (12 credits)

Remaining courses to complete the 30 credit arts and sciences concentration.

CHILDHOOD MAJOR REQUIREMENTS (41 credits)

Pre-Admission

TCH 211A Professional Seminar 2 and 3 and B (1)

Post-Admission

TCH 301 Understanding Learning and Teaching (4)

TCH 302 Introduction to Special Education (4)

TCH 310 Emergent and Early Literacy (4)

TCH 350 Math Methods : An Integrated Approach (4)

TCH 410 Teaching Fluent Readers (4)

TCH 420 Science Methods : An Integrated Approach (4)

TCH 440 Social Studies : An Integrated Approach (4)

TCH 490 Language Arts and Children's Literature (4)

Student Teaching		
TCH 498	Final Apprenticeship Seminar	(8)
Electives		0- 20
TOTAL CREDITS		128-136

REQUIRED LEARNING COMMUNITY EXPERIENCE:

Learning Community (LC) Requirement

ONE Learning Community Course

Writing-Enhanced Courses Requirement

TWO Writing - Enhanced Courses indicated by (W)

Education Major : English**UNIVERSITY CORE :** 60 credits**FOUNDATION REQUIREMENTS** (30 credits) If nothing is tested out

ENG 110 Composition (3)

ENG 120 Critical Writing (4)

ENG 201 Writing in the Disciplines (3)

COM 200 Public Speaking (3)

Second Language Proficiency (6 credits)

CHI, FRE, ITA, JPN, RUS or SPA

MAT 109 A or higher (3)

TS 105 or Computing (4-3)

CIS 101

BIO 123 (4)

UNV 101 Introduction to the University Community (waived for transfer students) (1)

AREAS OF KNOWLEDGE (AOK) - (25 credits)

Area 1: Civic Engagement

TCH 201 Education 1: Understanding Schools (4)

Area 2 : Western Heritage

HIS 113B American Diversity Section only (3)

Area 3 :World Traditions

(See list of courses for AOK3.) (3)

Area 4 : Humanistic and Creative Expressions

(See list of courses for AOK4.) (3)

Area 5 : Analysis of Human, Social, and Natural Phenomena

PSY 302 Child Development (3)

In-depth Sequence (9)

THREE courses from the 30 credits required in the chosen arts and sciences concentration apply toward the In-depth sequence and AOK. (In depth Science (200 or 300-level LIT or ENG course)

INQUIRY AND EXPLORATION (18-21credits)

Any Physical (SCI 101 Recommended) (3)

Science

ONE of the following:

HIS 111 American Civilization to 1877

(3)

or HIS 112

CSD 352 Language Development in the School-Aged Child (3)

(Taken after TCH 301)

Any Literature course (3)

MAT 109B (exempt if Foundations Math was pre-calculus or higher) (3)

Any Lit or Eng (necessary if Eng 110 is not (0-3)

course required)

CONCENTRATION (0-15 credits)

Remaining courses to complete the 30 credit arts and sciences concentration

CHILDHOOD MAJOR REQUIREMENTS (42 credits)

- Pre-Admission
- TCH 211A Professional Seminar 2 and 3 and B (1)
- Post-Admission
- TCH 301 Understanding Learning and Teaching (4)
- TCH 302 Introduction to Special Education (4)
- TCH 310 Emergent and Early Literacy (4)
- TCH 350 Math Methods : An Integrated Approach (4)
- TCH 410 Teaching Fluent Readers (4)
- TCH 420 Science Methods : An Integrated Approach (4)
- TCH 440 Social Studies Methods : An integrated Approach (4)
- TCH 490 Language Arts and Children's Literature Student Teaching (4)
- TCH 498 Final Apprenticeship Seminar (8)
- Electives (0-20 credits)

TOTAL CREDITS 128-136

REQUIRED LEARNING COMMUNITY EXPERIENCE:

- Learning Community (LC) Requirement
- ONE Learning Community Course
- Writing-Enhanced Courses Requirement
- TWO Writing - Enhanced Courses indicated by (W)

Education Major : History

UNIVERSITY CORE : 60 credits

FOUNDATION REQUIREMENTS (29-30 credits)

- ENG 110 Composition (3)
- ENG 120 Critical Writing (4)
- ENG 201 Writing in the Disciplines (3)
- COM 200 Public Speaking (3)
- Second Language Proficiency (6 credits)**
- CHI, FRE, ITA, JPN, RUS or SPA
- MAT 109A or higher (3)
- TS 105 or Computing (4-3)
- CIS 101
- BIO 123 (4)
- UNV 101 Introduction to the University Community (1)
- (waived for transfer students)

AREAS OF KNOWLEDGE (AOK) - (25 credits)

- Area 1: Civic Engagement
- TCH 201 Education 1: Understanding Schools (4)
- Area 2: Western Heritage
- HIS113B American Diversity section only (3)
- Area 3: World Traditions
- (See list of courses for AOK3.) (3)
- Area 4: Humanistic and Creative Expressions
- (Select list of courses for AOK 4.) (3)
- Area 5: Analysis of Human, Social, and Natural Phenomena
- PSY 302 Child Development (3)
- In-Depth Sequence (9)
- THREE courses from the 30 credits required in the chosen arts

and sciences concentration apply toward the In-depth sequence and AOK.(200 or 300 level HIS course)

INQUIRY AND EXPLORATION (24 credits- if a second Math course is needed)

- Any (SCI 101 Recommended) (3)
- Physical Science
- HIS 367 History and Geography of New York State (3)
- ONE of the following:
- HIS 111 American Civilization to 1877 or (3)
- HIS 112 (3)
- Any Literature course (3)
- CSD 352 Language Development and Disorders (3)
- (Taken after in the School-Aged Child TCH 301)
- MAT 109B (exempt if Foundations Mat was pre-calculus or higher) (3)
- TWO courses from the 30 credits required in the chosen arts and sciences concentration apply toward Inquiry and Exploration(6).

CONCENTRATION(9 credits)

Remaining courses to complete the 30 credit arts and sciences concentration.

CHILDHOOD MAJOR REQUIREMENTS (41 credits)

- Pre-Admission
- TCH 211A Professional Seminar 2 and 3 and B (1)
- Post-Admission
- TCH 301 Understanding Learning and Teaching (4)
- TCH 302 Introduction to Special Education (4)
- TCH 310 Emergent and Early Literacy (4)
- TCH 350 Math Methods : An Integrated Approach (4)
- TCH 410 Teaching Fluent Readers (4)
- TCH 420 Science Methods : An Integrated Approach (4)
- TCH 440 Social Studies Methods : An Integrated Approach (4)
- TCH 490 Language Arts and Children's Literature Student Teaching (4)
- TCH 498 Final Apprenticeship Seminar (8)
- ELECTIVES (0-20 credits.)
- Total credits:** 128 -136

REQUIRED LEARNING COMMUNITY EXPERIENCE:

- Learning Community (LC) Requirement
- ONE Learning Community Course
- Writing-Enhanced Courses Requirement
- TWO Writing-Enhanced Courses indicated by (W)

Education Major : Mathematics

UNIVERSITY CORE : 60 credits

FOUNDATION REQUIREMENTS (29-30 credits)

- ENG 110 Composition (3)
- ENG 120 Critical Writing (4)

ENG 201	Writing in the Disciplines	(3)
COM 200	Public Speaking	(3)
Second Language Proficiency (6 credits)		
CHI, FRE, ITA, JPN, RUS, or SPA		
MAT 109A		(3)
or higher		
TS 105 or	Computing	
CIS 101		(4-3)
BIO 123		(4)
UNV 101	Introduction to the University Community	(1)
(waived for transfer students)		

AREAS OF KNOWLEDGE (AOK) - (25-28 credits)

Area 1: Civic Engagement		
TCH 201	Education 1: Understanding Schools	(4)
Area 2: Western Heritage		
HIS 113B	American Diversity section only	(3)
Area 3: World Traditions		
(See list of courses for AOK3.)		
Area 4: Humanistic and Creative Expressions (See list of courses for AOK 4.)		
Area 5: Analysis of Human, Social, and Natural Phenomena		
PSY 302	Child Development	(3)
In-Depth Sequence (9-12)		
THREE courses from the 30 credits required in the chosen arts and sciences concentration apply toward the In-depth sequence and AOK.(MAT)		

INQUIRY AND EXPLORATION (24-25 credits)

Any Physical Science	(SCI 101 Recommended)	(3)
HIS 367	History and Geography of New York State	(3)
ONE of the following		
HIS 111	American Civilization to 1877 or	(3)
HIS 112		(3)
Any Literature course		
CSD 352	Language Development and Disorders	(3)
(Taken after in the School-Aged Child		
TCH 301)		
MAT 109B	(or any other math course other than MAT 103)	(3)
TWO courses from the 30 credits required in the chosen arts and sciences concentration apply toward Inquiry and Exploration.(6-8)		

CONCENTRATION(2-15 credits)

Remaining courses to complete the 30 credit arts and sciences concentration.

CHILDHOOD MAJOR REQUIREMENTS (41 credits)

Pre-Admission		
TCH 211A	Professional Seminar 2 and 3 and B	(1)
Post-Admission		
TCH 301	Understanding Learning and Teaching	(4)
TCH 302	Introduction to Special Education	(4)
TCH 310	Emergent and Early Literacy	(4)
TCH 350	Math Methods : An Integrated Approach	(4)
TCH 410	Teaching Fluent Readers	(4)
TCH 420	Science Methods : An Integrated Approach	(4)
TCH 440	Social Studies Methods : An Integrated Approach	(4)
TCH 490	Language Arts and Children's Literature	(4)
Student Teaching		

TCH 498	Final Apprenticeship Seminar	(8)
ELECTIVES		(0-20 credits.)

TOTAL CREDITS		128
	-136	

REQUIRED LEARNING COMMUNITY EXPERIENCE:

Learning Community (LC) Requirement
 ONE Learning Community Course
 Writing-Enhanced Courses Requirement
 TWO Writing-Enhanced Courses indicated by (W)

Adolescent Programs

Semester	Literacy	Special Education	Educational Technology
Spring	TCH 495: Student Teaching in Adolescence	TCH 495: Student Teaching in Adolescence	TCH 498: Student Teaching in Adolescence
Undergrad Financial package remains unchanged	ED 650 ED 650 ED 757	ED 650 ED 672A	Dyson major course TS 652(online)
	8 UG + 6 Grad	8 UG + 6 Grad	Guaranteed + 3 Grad
Sum I	ED 652	ED 523 (elective) ED 675	ED 615 TS 550(online)
Sum II			ED 672A
Summer aid is generally unavailable	ED754	ED 524 (elective) 6 Grad	9 Grad
Fall	2 days/week in Literacy CPD	2 days/week in Special Ed CPD	2 days/week in Ed Tech CPD
Graduate eligibility applies for any financial aid	Dyson major course	Dyson major course	TS 653 ED 616(online)
	ED 755B	ED 671	TS 642
	ED 758	ED 677	TS 654
	ED 672A ED 677	ED 684	
	4 UG + 12 Grad	12 Grad	12 Grad
Spring	ED 692L: Student Teaching in Literacy(3 credits)	ED 692S: Student Teaching in Special Ed(3 credits)	ED 692T: Student Teaching in Ed Tech (3 credits)
Graduate eligibility applies for any financial aid	ED 684 ED 690	ED 685 ED 690	TS 643 ED 690
	9 Grad	9 Grad	9 Grad

The guaranteed and per credit tuition rates are determined by the students date of admission to Pace, or date of readmission if the student too a semester or year off. Graduate tuition is per credit and will increase 5-10% each fall.

*****Course sequence is subject to change. SOE will register students for grad level classes*****

Childhood Programs

Semester	Literacy	Special Educa- tion	Educational Technology
Spring	TCH 498: Student Teaching in Childhood	TCH 498: Student Teaching in Childhood	TCH 498: Student Teaching in Childhood
Undergrad Financial package remains unchanged	ED 650 ED 655A	ED 650 ED 672	TCH 490 TS 652(online)
	8 UG + 6 Grad	Guaranteed + 6 Grad	Guaranteed + 3 Grad
Sum I	ED 652	ED675 ED 615(Elective)	ED 615
Sum II	ED754	ED754	TS 550(online)
Summer aid is generally unavailable			ED 672
	6 Grad	6 Grad	9 Grad
Fall	2 days/week in Literacy CPD	2 days/week in Special Ed CPD	2 days/week in Ed Tech CPD
Graduate eligibility applies for any financial aid	U.G. Elective ED 755B ED 758 ED 672 ED 677	ED 671 ED 673 ED 674 ED 677	TS 653(online) ED 616(online) TS 642 TS 654
	4 UG + 12 Grad	12 Grad	12 Grad
Spring	ED 691L: Student Teaching in Literacy(3 credits)	ED 691S: Student Teaching in Special Ed(3 credits)	ED 692T: Student Teaching in Ed Tech (3 credits)
Graduate eligibility applies for any financial aid	ED 682 ED 690	ED 682 ED 690	TS 643 ED 690
	9 Grad	9 Grad	9 Grad

The guaranteed and per credit tuition rates are determined by the students date of admission to Pace, or date of readmission if the student too a semester or year off. Graduate tuition is per credit and will increase 5-10% each fall.

*****Course sequence is subject to change. SOE will register students for grad level classes*****

Required Learning Community Experience

Learning Community (LC) Requirement

ONE Learning Community Course
Writing-Enhanced Courses Requirement
TWO Writing-Enhanced Courses indicated by (W).
Program includes the four below.

CSD 223	Psycholinguistics
COM 480	Applied Research
CSD 140	Introduction to Communication Disorders

Total credits

132

Testing-Out of Classes and Waivers

Students may test out of selected courses including ENG 110, TS 105/CIS 101 or a language requirement. Language majors wishing to test out of a language requirement may wish to take a CLEP exam for credits toward the language certification minimum of 30 credits. Students should discuss these options with their advisers. UNV 101 requirements are waived for all transfer students.

Combined Degree Programs

(Bachelor of Arts and Masters of Science in Education are earned concurrently.)

Childhood Education and Educational Technology Childhood Education and Literacy
Childhood Education and Special Education
Adolescent Education* and Educational Technology Adolescent Education* and Literacy
Adolescent Education* and Special Education

Two-Degree Programs

(Bachelor of Arts is earned first, followed by Masters of Science in Education.)

Childhood Education and Educational Technology Childhood Education and Literacy
Childhood Education and Special Education
Adolescent Education* and Educational Technology Adolescent Education* and Literacy
Adolescent Education* and Special Education

**Must choose a major in biology, chemistry, earth science, English, history (for social studies), Italian, mathematics, or Spanish. Programs available on Pleasantville campus only.*

ADULT AND CONTINUING ED

Mission

Pace University's Adult and Continuing Education provides flexible programs to allow the adult student to pursue their educational goals. Opportunities are provided in both credit (non degree & visiting students; degree programs; credit-bearing certificates; testing and prior learning options) and noncredit (personal and professional development; continuing professional development; senior programs) programs. For more information, please visit: www.pace.edu/adult.

The Undergraduate Admission Office and Adult and Continuing Education (ACE) work together to serve adult and other non-traditional students, including non-degree students. Degree-seeking students should start by making an appointment with the Adult Admission Counselor in Undergraduate Admission. Non-degree-seeking students may go directly to Adult and Continuing Education. Advisers will assist students with the following:

For more information, visit www.pace.edu/adult

Noncredit Programs

Pace University's Continuing and Professional Education offers a wide variety of noncredit courses, seminars, certificates, and training opportunities. For a list of courses, please visit: [/page.cfm?doc_id=26437](http://page.cfm?doc_id=26437)

Adult Degree Programs

Individualized adult degrees combine your work-life experience with credit courses and complete your degree. Online Accelerated Bachelor's Degrees can be completed in 24 months (for students with 64 transfer credits <http://online.pace.edu>. You can also contact the office at 212-346-1700 or via email at adultdegrees@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. Credits earned during this period will be applied to degree requirements upon the student's acceptance into a degree program. In general, the recommended requirements are:

Requirements For Matriculation

Completion of twelve (12) University Core credits at Pace University, including ENG 110 and 120* and a minimum 2.0 grade point average. In addition, students matriculating into the Lubin School of Business must complete MAT 103 or higher* within the 12 University Core credits. Students 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 grades must be cleared before matriculation).

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

Prior Learning Assessment

Adult 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/PONSI-recommended credit.

Experiential Learning Assessment (ELA)—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 Adult and Continuing Education Adviser to explore the options available. When an adviser 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 transfer credit. Students must be enrolled in a degree program; up to 36 portfolio credits* may be applied to the following degrees: Bachelor of Science in Professional Studies, Bachelor of Arts in Liberal Studies, Bachelor of Science in Professional Computer Studies, and Bachelor of Business Administration in Business Studies. Students may also apply up to 15 portfolio credits* to the other bachelor degrees with permission of the advisers of the school in which the degree 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.

For Non-Degree Seeking Students, Including Visiting Students and Post-Baccalaureate Students:

- Adult Degree Programs
- Prior Learning Assessment Services
- Nondegree and Visiting Students
- Noncredit/Continuing and Professional Ed
- 1. Admission and registration processes.
- 2. Academic advisement including:
 - a. tentative evaluation of transfer credits for educational planning
 - b. review of degree programs best suited to meet the needs of students
 - c. referral to appropriate resources for counseling and career services

- d. advisement for nondegree, noncredit, and continuing education programs.
- 3. Assessment of prior learning for college credit.
- 4. Preliminary advisement for special degree programs designed for adult students who have accumulated a large number of transfer credits or are planning to use prior learning assessment to complete their degree.
- 5. Orientation to the academic world for returning adults and other nontraditional students.
 - * Bachelor of Art in Liberal Studies
 - * Bachelor of Science in Professional Studies
 - * Bachelor of Science in Professional Computer Studies
 - * Bachelor of Business Administration in Business Studies
 - * Summer Sessions: Enroll in our six-week summer sessions and get a head start on your next semester.

FACULTY LIST

Lubin School of Business

Accounting

Arnold L. Berman, CPA, LLM, Professor
 Roberta J. Cable, CMA, PhD, Professor,
 Kam C. Chan, Professor, PhD
 Kwang-Hyun Chung, PhD, Professor
 Joseph C. DiBenedetto, CPA, CMA, JD, Professor
 Bairj Donabedian, PhD, Associate Professor
 Samir M. El-Gazzar, PhD, KPMG Peat Marwick Professor
 Barbara R. Farrell, CPA, EdD, Associate Professor
 Philip M. Finn, CPA, PhD, Associate Professor
 Patricia Healy, CPA, CMA, MBA, Associate Professor
 Rudolph A. Jacob, PhD, Professor, Department Chair
 John Y. Lee, PhD, Schaeberle Professor
 Picheng Lee, PhD, Associate Professor
 Chunyan Li, PhD, Assistant Professor
 Bernard H. Newman, CPA, PhD, Professor
 Susanne O'Callaghan, CPA, PhD, Anthony Pustorino Scholar,
 Associate Professor
 Merav Ozair, PhD, Visiting Assistant Professor
 John Paul, DPS, Clinical Assistant Professor
 Allan M. Rabinowitz, CPA, MBA, Professor
 Raymond Reisig, CPA, CFE, MBA, Assistant Professor
 Lewis Schier, PhD, Professor, Graduate Program Chair
 Kaustav Sen, PhD, Associate Professor
 Lee G. Tagliaferri, CMA, MBA, Assistant Professor
 Charles Y. Tang, PhD, Associate Professor
 Michael Ulinski, CPA, PhD, Assistant Professor
 Robert P. Zwicker, CPA, EdD, Assistant Professor

Finance and Economics

Lewis J. Alfest, CFA, PhD, Associate Professor
 Arthur L. Centonze, PhD, Associate Professor
 Ronald Filante, PhD, Associate Professor
 Natalia Gershun, PhD, Assistant Professor
 Elena Goldman, PhD, Associate Professor
 Aron Gottesman, PhD, Associate Professor
 Iuliana Ismailescu, PhD, Assistant Professor
 Padma Kadiyala, PhD, Associate Professor, Undergraduate
 Program Chair
 Surendra K. Kaushik, PhD, Professor
 Maurice Larrain, PhD, Associate Professor
 Raymond H. Lopez, PhD, Professor
 Edmund Mantell, PhD, Professor
 Matthew R. Morey, PhD, Professor
 Jouahn Nam, PhD, Associate Professor
 Richard E. Otto, PhD, Assistant Professor
 Joseph T. Salerno, PhD, Professor, Graduate Program Chair
 Michael Szenberg, PhD, Distinguished Professor, Department
 Chair

P. V. Viswanath, PhD, Professor, New York Stock Exchange
 Scholar

Thomas J. Webster, PhD, Professor
 Berry K. Wilson, PhD, Associate Professor
 Kevin J. Wynne, PhD, Associate Professor

Information Systems

Dennis Anderson, PhD, Professor
 Don M. Booker, DBA, Associate Professor
 Linda-Jo Calloway, PhD, Professor
 Li-Chiou Chen, PhD, Assistant Professor
 Catherine Dwyer, MS/CS, Lecturer
 Daniel Farkas, PhD, Associate Professor and Chair, Depart-
 ment of Information Systems, Westchester
 Ronald Frank, DPS, Associate Professor
 James Gabberty, Associate Professor, DPS, Pace University
 Fred Grossman, PhD, Professor
 Constance Knapp, PhD, Professor, Interim Dean
 James Lawler, DPS, Associate Professor
 Zheng Li, PhD, Assistant Professor
 Chienting Lin, PhD, Assistant Professor
 John Molluzzo, PhD, Professor and Chair, Department of In-
 formation Systems, New York
 Bel Raggad, PhD, Professor
 Namchul Shin, PhD, Professor
 Jennifer Thomas, PhD, Professor
 Hsui-Lin Winkler, PhD, Associate Professor

Legal Studies & Taxation

Walter G. Antognini, CPA, JD, LLM, Associate Professor, Pro-
 gram Chair Taxation
 Todd W. Barnet, JD, Associate Professor
 Vincent R. Barrella, CPA, JD, LLM, Associate Professor
 Peter M. Edelstein, JD, LLM, Professor
 Rosario J. Girasa, MLA, JD, PhD, Professor
 Richard J. Kraus, JD, PhD, Professor
 Saul S. LeVine, JD, Professor
 Arthur M. Magaldi, JD, Professor, Department Chair
 Robert S. Wiener, JD, Associate Professor
 Martin Zern, CPA, JD, LLM, Professor

Management and Management Science

Uzoamaka P. Anakwe, PhD, Associate Professor
 Bruce Bachenheimer, MBA, Clinical Professor
 Dan M. Baugher, PhD, Professor, Department Chair
 Narendra C. Bhandari, PhD, Professor
 Vasanthakumar N. Bhat, PhD, Associate Professor
 Lawrence G. Bridwell, PhD, Professor
 Branko Bucar, PhD, Assistant Professor
 John C. Byrne, PhD, Associate Professor
 E. Susanna Cahn, PhD, Associate Professor

Melissa S. Cardon, PhD, Assistant Professor
 John C. Carter, PhD, Professor
 John P. Dory, DBA, Associate Professor, Director, Doctoral Program
 Alan B. Eisner, PhD, Professor, Graduate Program Chair
 Zaki M. F. El-Adawy, PhD, Professor
 Barry A. Gold, PhD, Associate Professor
 Claudia G. Green, PhD, Associate Professor, Coordinator, Hotel Management Program, Executive Director, Center for Global Business Programs
 Peter Hoefer, PhD, Professor
 Alvin Hwang, PhD, Professor, International Business and International Management Program Chair
 Robert A. Isaak, PhD, Professor, Henry George Scholar of International Management
 Eric H. Kessler, PhD, Professor
 Chu-Hua Kuei, PhD, Professor
 Peter A. Lyew, DBA, Assistant Professor
 Christian N. Madu, PhD, Professor, Research Scholar
 Wiley M. Mangum, PhD, Associate Professor
 Ira J. Morrow, PhD, Associate Professor
 Joseph M. Pastore Jr., PhD, Professor Emeritus
 Noushi Rahman, PhD, Associate Professor
 James W. Russell, PhD, Associate Professor, Undergraduate Program Chair
 Fred N. Silverman, PhD, Professor
 Ibraiz Tarique, PhD, Assistant Professor
 Ellen S. Weisbord, PhD, Associate Professor
 Janice K. Winch, PhD, Associate Professor
 Jack Yurkiewicz, PhD, Professor, Director, Advanced Graduate Certificate Program

Marketing

Karen A. Berger, PhD, Professor, Associate Dean and Director of Undergraduate Programs
 Larry Chiagouris, PhD, Associate Professor
 David Gertner, PhD, Associate Professor
 Pradeep Gopalakrishna, PhD, Professor
 James S. Gould, PhD, Professor
 Paul Kurnit, MA, Clinical Professor
 Vishal Lala, PhD, Assistant Professor
 Mary M. Long, PhD, Graduate Program Chair
 Carl Malinowski, PhD, Associate Professor
 Harvey Markowitz, MS, Clinical Assistant Professor
 Randi L. Priluck, PhD, Associate Professor
 Ipshita Ray, PhD, Assistant Professor
 Dennis M. Sandler, PhD, Associate Professor
 Marc N. Scheinman, PhD, Professor
 Martin T. Topol, PhD, Professor, Department Chair
 Robert G. Vambery, PhD, Professor
 Kathryn F. Winsted, PhD, Associate Professor

Dyson College of Arts and Sciences

William J. Adams, MA, Professor
 Reza Afshari, PhD, Professor

Mary Alberi, PhD, Associate Professor
 Carol Alpern, PhD, Associate Professor
 Linda Anstendig, EdD, Associate Dean, Professor
 Susan Aston, Lecturer
 Demosthenes Athanasopoulos, PhD, The Harold Blancke Chair of Chemistry; Professor
 Alexander Azarchs, PhD, Chair and Professor
 Cyrus Bacchi, PhD, Professor
 Michelle Pulaski Behling, PhD, Assistant Professor
 Aldo Belardo, Lecturer
 Daniel Bender, PhD, Associate Professor
 Janetta Rebold Benton, PhD, Director of Honors College; Distinguished Professor
 Susan Berardini, PhD, Associate Professor
 Abbey L. Berg, PhD, Associate Professor
 Barbara Blumberg, PhD, Professor
 Geoffrey L. Brackett, DPhil (Oxon.), Provost and Associate Professor
 Rita Bradshaw-Beyers, Assistant Professor
 Harold Brown, PhD, Chair and Professor
 Anne J. Bynoe, PhD, Chair and Associate Professor
 Karen R. Caldwell, PhD, Assistant Professor
 Susan O. Cappelmann, MT (ASCP), RPA-C, Associate Director, Assistant Clinical Professor
 David A. Caputo, PhD, President Emeritus and Professor
 David Castronovo, PhD, Professor
 Nicholas Catalano, PhD, Professor
 James Cervino, PhD, Assistant Professor
 Jeff Chianfagna, RPA-C, Assistant Clinical Professor
 Sheila Chiffreller, PhD, Assistant Professor
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 Diane Cypkin, PhD, Professor
 Zhaohua Dai, PhD, Assistant Professor
 Andriy Danylenko, PhD, Lecturer
 JoAnn Deasy, MPH, RPA-C, Assistant Clinical Professor
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 Madeline Fernandez, PhD, Assistant Professor
 Barbara Friedman, Professor
 Margaret Fitzgerald, Associate Professor
 Amy Foerster, PhD, Associate Professor
 Harold Ford, PhD, Lecturer

Joseph Franco, PhD, NYSLMHC, NCC, Senior Associate Dean, Professor	Frank Maddalena, Director, Center for Health Care Policy, Education & Research; Lecturer
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 Manuela Soares, Lecturer
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 John Stokes, PhD, Professor
 Daniel Strahs, PhD, Assistant Professor
 Wagner Suarez, Lecturer
 Geraldine Taiani, PhD, Chair and Professor
 Durahn Taylor, PhD, Assistant Professor
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 Mary Timney, PhD, Professor
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 Richard Velayo, PhD, Professor
 Andrés Villagra, PhD, Associate Professor
 Carmen Vlad, PhD, Professor
 Dorothee von Huene Greenberg, PhD, Professor
 Alfred Ward, PhD, Associate Professor
 Ama Wattley, PhD, Assistant Professor
 Marilyn Weigold, PhD, Professor
 Mark Weinstock, Lecturer
 Ellen L. Weiser, PhD, Chair and Professor
 Marie Werner, Ed.D., LMSW, Associate Professor
 Adelia Williams, PhD, Professor
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 Nigel Yarlett, PhD, Director of Haskins Labs; Chair and Professor
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 Michele Zaccario, PhD, Assistant Professor
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 Catherine Zimmer, PhD, Assistant Professor

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 Orlena Cara Zena Gotel, PhD, Assistant Professor of Computer Science
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 Frances Gustavson, PhD, Adjunct Professor of Information Systems
 Darren Hayes, MS, Lecturer in Technology Systems
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 Richard Kline, PhD, Associate Professor of Computer Science
 Constance A. Knapp, MBA, PhD, Professor of Information Systems
 Babette Kronstadt, EdS, Adjunct Associate Professor of Technology Systems
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 Zheng Li, PhD, Assistant Professor of Information Systems
 Chienting Lin, PhD, Assistant Professor of Information Systems
 Vladimir Makarov, MS, MD, Adjunct Instructor in Computer Science
 Joseph Malerba, PhD, Associate Professor of Computer Science
 Francis T. Marchese, PhD, Professor of Computer Science
 Susan M. Merritt, Dean, PhD, Professor of Computer Science
 John C. Molluzzo, PhD, Professor of Information Systems and Chair
 Narayan Murthy, PhD, Professor of Computer Science and Chair
 Richard M. Nemes, PhD, Associate Professor of Computer Science
 Bel G. Raggad, PhD, Professor of Information Systems

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Vincent Saccente, MBA, Adjunct Associate Professor of Information

Christelle Scharff, PhD, Associate Professor of Computer Science

Namchul Shin, MBA, PhD, Professor of Information Systems

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Charles C. Tappert, PhD, Professor of Computer Science

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Sylvester Tuohy, PhD, Professor of Computer Science

Stuart Varden, EdD, Adjunct Professor of Information Systems

Hsui-Lin Winkler, PhD, Associate Professor of Information Systems

Carol Wolf, PhD, Adjunct Professor of Computer Science

School of Education

Ainsley Adams, MS, MPS, Lecturer in Education,

Kathryn Ahern, PhD, Assistant Professor of Education

Anthony Alfonso, MS, Lecturer in Education

David Avdul, EdD, Professor of Education

Christine Clayton, EdD, Assistant Professor of Education

Joanne Falinski, PhD, Assistant Professor of Education

Sandra Flank, PhD, Professor of Education

Kathryn De Lawter, EdD, Assistant Professor of Education

Sr. St. John Delany, PhD, Associate Professor of Education

Samantha Feinman, MS, Lecturer in Education

Marina Gair, PhD, Assistant Professor of Education

Kara Imm, MS, Lecturer in Education

Beth Kava, MAT, Lecturer in Education

Arthur Maloney, EdD, Chairperson and Assistant Professor of Education

Mary Rose McCarthy, PhD, Assistant Professor of Education

Sharon Medow, MS, Lecturer in Education

Joan Myers, PhD, Assistant Professor of Education

James Reed, MA, Lecturer in Education

Carol Rhoder, PhD, Associate Professor of Education

Hugh Scott, PhD, Professor in Education

Rita Silverman, PhD, Professor of Education

Leslie Soodak, PhD, Professor in Education

Linda Vereline, MEd; ABD, Assistant Professor of Education

Xiao-lei Wang, PhD, Chairperson and Professor of Education

Michael Weinraub, MA, Lecturer in Education

Roberta Wiener, EdD, Assistant Professor of Education

Dianne Zager, PhD, Professor of Education

College of Health Professions/Lienhard School of Nursing

Nursing Faculty

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

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

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

David Ekstrom, Associate Professor; BA, Oberlin College; BS, Columbia University; MA, New York University; PhD, New York 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 Instructor; 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.

Susan Gordon, Professor; BS, Columbia University; Graduate Public Health Services in Norway Program, University of Oslo; MEd, Columbia University; EdD, Columbia University; CAGS, Pace University

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

Philip A. Greiner, Associate Dean for Faculty Development in Scholarship & Teaching; BS, Albright College and The Reading Hospital School of Nursing; DNSc, MSN in Community Health Nursing, and BSN, University of Pennsylvania School of Nursing; Post-doctoral studies at the University of Kentucky; John A. Hartford Foundation/NYU Hartford Institute Gerontological Research Scholar program at New York University; International Center for Health Leadership Development Fellows program, the University of Illinois at Chicago.

Karen (Toby) Hagenbeck, 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 Instructor; 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 Instructor; 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

Margaret McCarthy, Clinical Instructor; BSN, Binghamton University; MA, Adelphi University; MS, Pace University

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

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

Denise Pollard Manigault, Assistant Professor, AS, Nassau Community College, Uniondale, NY; BS (Nursing) Adelphi University; MPH (Community Health Education), Hunter College; MS (Pediatric Nurse Practitioner), Columbia University; DNSc (Health Policy/Nursing Research), Columbia University

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

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

Mirian Zavala, Clinical Assistant Professor; BSN, MSN, and DNS, Lehman College

Adjunct Nursing Faculty

Sharon Aboulafia Oken, Adjunct Associate Professor; BSN, Buffalo University; MSN, Hunter CUNY

Karen Ballard, Adjunct Associate Professor; BSN, Niagara University; MA, New York University

Kathleen Barrett, Adjunct Assistant Professor; BSN, Mercy College; MS, Pace University

Joanne Bartosch, Adjunct Assistant Professor; BSN, MA, Pace University

Cheryl Burke, Adjunct Assistant Professor; BSN, MS, Pace University; MBA, Long Island University

Maureen Cooney, Adjunct Assistant Professor; AAS, Dutchess Community College; BS, MS, Pace University

Judith P. DeBlasio, Adjunct Associate Professor; BSN, Mercy College, MSN, Pace University

Jennifer Delgado, Clinical Practice Educator; BSN, Pace University; MS, Pace University

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For general course descriptions, please reference:

https://banners.pace.edu/prod/bwckctlg.p_disp_dyn_ctlg

**For semester-specific course offering information, please
reference the online Schedule Explorer tool:**

<https://appsrv.pace.edu/ScheduleExplorerLive/>



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