PACE
UNIVERSITY

2023-2024 Graduate Academic Catalog

#PACEGOGETTERS

Table of Contents

GRADUATE CATALOG

Academic

Navigate through the menu tabs directly above to see the current academic calendars for the upcoming school years. Please note all dates are subject to change.

2023-2024 Calendar

(Dates subject to change)

Important Dates

- Asynchronous Day and Evening Classes: All Day and Evening classes including in-person classes will meet asynchronously.
- Asynchronous Evening Classes: All Evening classes including in-person classes will meet asynchronously.

August 2023 through December 2023

Date	Activity
August, 2023	
8/1 Tuesday	Fall 2023 Semester Tuition and Fees Payment Due
8/1 Tuesday	Deadline to Submit Proof of MMR and Meningitis Immunization Compliance for Fall 2023 Semester Entrance
8/2 Wednesday	Last Day to Withdraw Without Permission for Summer 2 2023 Semester
8/6 Sunday	Last Day of Late Registration for Late Summer 2 2023 Semester
8/7 Monday	Withdrawal Period Begins - All Withdrawn Classes Receive "W" grade for Late Summer 2 2023 Semester
8/9 Wednesday	Last Day to Withdraw With Instructor and Academic Advisor Approval for Summer 2 2023 Semester
8/13 Sunday	Last Day to Withdraw Without Permission for Late Summer 2 2023 Semester
8/20 Sunday	Last Day to Withdraw With Instructor and Academic Advisor Approval for Late Summer 2 2023 Semester
8/23 Wednesday	Summer 1 2023 Semester - "I" Grades become "F" grades
8/23 Wednesday	Summer 2 2023 Semester Ends
8/23 Wednesday	August 2023 Degree Conferral
September, 2023	
9/4 Monday	Labor Day - University Closed
9/5 Tuesday	August 2023 Graduating Class Officially Closed
9/6 Wednesday	Fall 2023 Semester Begins - Late Registration Begins
9/12 Tuesday	Last day to Add Course Without Faculty Approval for Fall 2023 Semester Classes
9/15 Friday	Rosh Hashanah (Evening) - Asynchronous Evening Classes
9/16 Saturday	First Day of Rosh Hashanah - Asynchronous Day & Evening Classes

9/19 Tuesday	Last Day to Add Course with Faculty Approval for Fall 2023 Semester
9/19 Tuesday	Deadline for Undergraduate to File Pass/Fail or the Audit Option for the Fall 2023 Semester
9/19 Tuesday	Last Day to file a Change of Major for Fall 2023 Semester
9/20 Wednesday	Withdrawal Period Begins - All Classes Receive a "W" Grade for Fall 2023 Semester
9/22 Friday	International Student Deadline to Submit Mandatory Health Insurance Waiver Form for Fall 2023 Semester
9/22 Friday	Domestic Student Deadline to Submit Mandatory Health Insurance Waiver Form for Fall 2023 Semester
9/24 Sunday	Yom Kippur (Evening) - Asynchronous Evening Classes
9/25 Monday	Yom Kippur - Asynchronous Day & Evening Classes
October, 2023	
10/3 Tuesday	Deadline for Graduate/Doctoral Students to Submit Maintaining Matriculation Online Form - Fall 2023 Semester Classes
10/4 Wednesday	Summer 2 2023 Semester "I Grades become "F Grades
10/9 Monday	Columbus Day - All Classes Meet as Scheduled
10/13 Friday	Late Summer 2 2023 Semester - "I" Grades become "F" grades
10/13 Friday	Graduation Class Filing Deadline (AGD Forms) for December 2023
10/23 Monday	January 2024 Intersession Registration Begins
10/31 Tuesday	Last Day to Withdraw Without Permission for Fall 2023 Semester Classes
November, 2023	
11/6 Monday	Graduate Registration Begins for Spring 2024 Semester
11/7 Tuesday	Election Day - Asynchronous Day & Evening Classes
11/10 Friday	Veteran's Day (Observed) - Asynchronous Day & Evening Classes
11/12 Sunday	Diwali (Observed) - Asynchronous Day & Evening Classes
11/13 Monday	Undergraduate Registration Begins for Spring 2024 Semester
11/14 Tuesday	Last Day to Withdraw With Instructor and Academic Advisor Approval for Fall 2023 Semester Classes
11/20 Monday - 11/21 Tuesday	No Graduate or Undergraduate Day or Evening Classes scheduled; Study Day for Undergraduate students
11/22 Wednesday -11/26 Sunday	Thanksgiving Break - No Day or Evening Classes Scheduled (University Closed)
December, 2023	
12/1 Friday	Deadline to submit Proof of MMR and Meningitis Immunization Compliance for Spring 2024 Semester Entrance
12/11 Monday	January 2024 Intersession Tuition and Fees Payment Due
12/19 Tuesday	Fall 2023 Semester Ends
12/19 Tuesday	December 2023 Degree Conferral
12/19 Tuesday	Deadline to submit Leave of Absence Application for the Fall 2023 Semester
12/22/23 Friday - 1/1/24 Monday	Holiday & New Year Break - University Closed

January 2024 through August 2024

Date	Activity
January, 2024	
1/2 Tuesday	January 2024 Intersession Traditional In-Class and Hybrid Begins
1/2 Tuesday	January 2024 Intersession Fully Online Classes Begins
1/2 Tuesday	December 2023 Graduating Class Officially Closed
1/5 Friday	Spring 2024 Semester Tuition and Fees Payment Due
1/15 Monday	Martin Luther King Jr. Day - University Closed
1/21 Sunday	January 2024 Intersession Traditional In-Class and Hybrid Ends
1/22 Monday	Spring 2024 Semester Begins - Late Registration Begins

1/28 Sunday	Last Day to Add Course Without Faculty Approval for Spring 2024 Semester Classes
1/30 Tuesday	Fall 2023 Semester - "I" Grades become "F" Grades
1/31 Wednesday	January 2024 Intersession Fully Online Classes Ends
Februrary, 2024	
2/4 Sunday	Last Day to Add Course With Faculty Approval for Spring 2024 Semester Classes
2/4 Sunday	Deadline for Undergraduate to File Pass/Fail or the Audit Option for the Spring 2024 Semester
2/4 Sunday	Last Day to file a Change of Major for Spring 2024 Semester
2/5 Monday	Graduate and Undergraduate Registration Begins for Early Summer 1 2024, Summer 1 2024, Summer 2 2024, and Late Summer 2 2024 Semesters
2/5 Monday	Withdrawal Period Begins - All Withdrawn Classes Receive a "W" Grade for Spring 2024 Semester Classes
2/9 Friday	International Student Deadline to Submit Mandatory Health Insurance Waiver Form for Spring 2024 Semester
2/9 Friday	Domestic Student Deadline to Submit Mandatory Health Insurance Waiver Form for Spring 2024 Semester
2/10 Saturday	Lunar New Year - Asynchronous Day & Evening Classes
2/18 Sunday	Deadline for Graduate/Doctoral Students to Submit Maintaining Matriculation Form for Spring 2024 Semester
2/19 Monday	President's Day - University Closed
March, 2024	
New Row	
3/3 Sunday	January 2024 Intersession Traditional In-Class and Hybrid - "I" Grades become "F" grades
3/11 Monday	Graduation Class Filing Deadline Date (AGD Forms) May 2024
3/13 Wednesday	January 2024 Intersession Fully Online Classes - "I" grades become "F" grades
3/17 Sunday	Last Day to Withdraw Without Permission for Spring 2024 Semester Classes
3/24 Sunday - 3/31 Sunday	Spring 2024 Semester Break - No Day or Evening Classes Scheduled
3/29 Friday - 3/31 Sunday	Good Friday/Easter - No Day or Evening Classes Scheduled
3/31 Sunday	Last Day to Withdraw with Instructor and Academic Advisor Approval for Spring 2024 Semester Classes
April, 2024	
4/8 Monday	Graduate Registration Begins for Fall 2024 Semester
4/10 Wedneday	EID UL-FITR - Asynchronous Day & Evening Classes
4/15 Monday	Undergraduate Registration Begins for Fall 2024 Semester
4/22 Monday	Passover (Evening) - Asynchronous Day & Evening Classes
4/23 Tuesday	First Day of Passover - Study Day / No Undergraduate Classes
4/23 Tuesday - 4/26 Friday	Study Days - No Undergraduate Classes Scheduled
4/29 Monday - 4/30 Tuesday	Last Days of Passover - Asynchronous Day & Evening Classes
May, 2024	
5/1 Wednesday	Early Summer 1 and Summer 1 2024 Semesters Tuition and Fees Payment Due
5/10 Friday	Spring 2024 Semester Ends
5/10 Friday	Deadline to submit Leave of Absence Application for the Spring 2024 Semester
5/10 Friday	May 2024 Degree Conferral
5/19 Sunday	Last Day of Late Registration for Early Summer 1 2024 Semester
5/20 Monday	Early Summer 1 2024 Semester Begins
5/22 Wednesday	Withdrawl Period Begins - All Withdrawn Classes Receive a "W" Grade for Early Summer 1 2024 Semester

5/24 Friday	May 2024 Graduating Class Officially Closed
5/26 Sunday	Last Day to Withdraw Without Permission for Early Summer 1 2024 Semester
5/27 Monday	Last Day to Withdraw With Academic Advisor Approval for Early Summer 1 2024 Semester
5/27 Monday	Memorial Day - University Closed
5/29 Wednesday	Summer 1 2024 Semester Begins
June, 2024	
6/3 Monday	Early Summer 1 2024 Semester Ends
6/4 Tuesday	Last Day of Late Registration for Summer 1 2024 Semester
6/4 Tuesday	Deadline for Undergraduate to File Pass/Fail or the Audit Option for the Summer 1 2024 Semester
6/5 Wednesday	Withdrawal Period Begins - All Withdrawn Classes Receive a "W" Grade for Summer 1 2024 Semester
6/14 Friday	International Student Deadline to Submit Mandatory Health Insurance Waiver Form for Summer 1 2024 Semester
6/14 Friday	Domestic Student Deadline to Submit Mandatory Health Insurance Waiver Form for Summer 1 2024 Semester
6/17 Monday	Eid al-Adha - Asynchronous Day & Evening Classes
6/18 Tuesday	Last Day to Withdraw Without Permission for Summer 1 2024 Semester
6/19 Wednesday	Juneteenth - University Closed
6/21 Friday	Spring 2024 Semester - "I" Grades become "F" grades
6/25 Tuesday	Last Day to Withdraw With Instructor and Academic Advisor Approval for Summer 1 2024 Semester
July, 2024	
7/1 Monday	Summer 2 and Late Summer 2 2024 Semesters Tuition and Fees Payment Due
7/4 Thursday	Independence Day - University Closed
7/11 Thursday	Summer 1 2024 Semester Ends
7/15 Monday	Early Summer 1 Semester - "I" Grades become "F" Grades
7/15 Monday	Summer 2 2024 Semester Begins
7/19 Friday	Graduation Class Filing Deadline Date (AGD Forms) - August 2024
7/21 Sunday	Last Day of Late Registration for Summer 2 2024 Semester
7/21 Sunday	Deadline for Undergraduate to File Pass/Fail or the Audit Option for a Summer 2 2024 Semester
7/22 Monday	Withdrawal Period Begins - All Withdrawn Classes Receive a "W" grade for Summer 2 2024 Semester
7/29 Monday	Late Summer 2 2024 Semester Begins
August, 2024	
8/1 Thursday	Fall 2024 Semester Tuition and Fees Payment Due
8/1 Thursday	Deadline to Submit Proof of MMR and Meningitis Immunization Compliance for Fall 2024 Semester Entrance
8/4 Sunday	Last Day to Withdraw Without Permission for Summer 2 2024 Semester
8/4 Sunday	Last Day of Late Registration for Late Summer 2 2024 Semester
8/5 Monday	Withdrawal Period Begins - All Withdrawn Classes Receive "W" grade for Late Summer 2 2024 Semester
8/11 Sunday	Last Day to Withdraw With Instructor and Academic Advisor Approval for Summer 2 2024 Semester
8/11 Sunday	Last Day to Withdraw Without Permission for Late Summer 2 2024 Semester
8/18 Sunday	Last Day to Withdraw With Instructor and Academic Advisor Approval for Late Summer 2 2024 Semester
8/22 Thursday	Summer 1 2024 Semester - "I" Grades become "F" grades
8/24 Saturday	Summer 2 2024 Semester Ends

8/24 Saturday	August 2024 Degree Conferral
8/30 Friday	Late Summer 2 2024 Semester Ends
September, 2023	Late Summer 2 2023 Semester Ends

Academic Calendar Monthly Grid View

- Fall 2023 Graphical Calendar Display (https://catalog.pace.edu/academic-calendar/2023-2024-grid/)

Academic Scheduling Dates

- Asynchronous Day and Evening Classes: All Day and Evening classes including in-person classes will meet asynchronously.
- Asynchronous Evening Classes: All Evening classes including in-person classes will meet asynchronously.
- Please Note: All Pace Performing Arts School classes remain in-person. Please see your Program Head if you have questions or need accommodations.

Fall 2023 Semester Dates

Event	Day of Week	Date	Comment
Labor Day	Monday	9/4	University Closed
Fall 2023 Semester Begins	Wednesday	9/6	
Rosh Hashanah (First Night)	Friday	9/15	Asynchronous Evening Classes
First Day of Rosh Hashanah	Saturday	9/16	Asynchronous Day & Evening Classes
Yom Kippur (Evening)	Sunday	9/24	
Yom Kippur	Monday	9/25	Asynchronous Day & Evening Classes
Succoth	Friday Evening - Sunday	9/29 - 10/1	
Succoth	Friday Evening - Sunday	10/6 - 10/8	
Election Day	Tuesday	11/7	Asynchronous Day & Evening Classes
Veterans Day (Observed)	Friday	11/10	Asynchronous Day & Evening Classes
Diwali (Observed)	Sunday	11/12	
Undergraduate Study Days	Monday - Tuesday	11/20-11/21	No Graduate or Undergraduate Day or Evening Classes scheduled; Study Day for Undergraduate students
Thanksgiving Break	Wednesday - Sunday	11/22 - 11/26	University Closed
Fall 2023 Semester Ends	Tuesday	12/19	

Final exams are scheduled for the last class date.

Winter Break: 12/20/23 - 1/1/24
January 2024 Intersession Dates

Event	Day of Week	Date	Comment
Traditional In-Class & Hybrid (Cobination of Online & In-Class)		1/2-1/21	
Fully Online	Monday	1/2-1/31	
Martin Luther King, Jr. Day	Monday	1/15	University Closed

Spring 2024 Semester Dates

Event	Day of Week	Date	Comment
Spring 2024 Semester Begins	Monday	1/22	
Lunar New Year	Saturday	2/10	Asynchronous Day & Evening Classes
Presidents Day	Monday	2/19	University Closed
Semester Break	Sunday - Sunday	3/24 - 3/31	No Day or Evening Classes Scheduled
Good Friday/Easter	Friday - Sunday	3/29-3/31	
Eid al-Fitr	Wednesday	4/10	Asynchronous Day & Evening Classes
Passover (First Night)	Monday	4/22	Asynchronous Day & Evening Classes
First Day of Passover	Tuesday	4/23	Study Day No Undergraduate Classes
Last Days/Nights of Passover	Monday-Tuesday	4/29-4/30	Asynchronous Day & Evening Classes
Undergraduate Study Days	Tuesday-Friday	4/23 - 4/26	No Undergraduate Classes Scheduled
Spring 2024 Semester Ends	Friday	5/10	

Final exams are scheduled for the last class date.

Summer 2024 Semester Dates
(Included Early Summer and Late Summer Intersessions)

Event	Day of Week	Date	Comment
Early Summer 1 Semester Begins	Monday	5/20	
Memorial Day	Monday	5/27	University Closed
Summer 2 Semester Begins	Wednesday	5/29	
Eid al-Adha	Monday	6/17	Asychronous Day & Evening Classes
Juneteenth	Wednesday	6/19	University Closed
Early Summer 1 Semester Ends	Monday	6/3	
Independence Day	Thursday	7/4	University Closed
Summer 1 Semester Ends	Thursday	7/11	
Summer 2 Semester Begins	Monday	7/15	
Late Summer 2 Semester Begins	Monday	7/29	
Summer 2 Semester Ends	Saturday	8/24	
Late Summer 2 Semester Ends	Wednesday	8/30	

Meeting Patterns
Fall 2023

Day(s) of Week	First Day	Last Day
Monday	9/11/23	12/18/23
Tuesday	9/12/23	12/19/23
Wednesday	9/6/23	12/13/23
Thursday	9/7/23	12/14/23
Friday	9/8/23	12/15/23
Saturday	9/9/23	12/16/23
Monday / Wednesday	9/6/23	12/18/23
Tuesday / Thursday	9/7/23	12/19/23
Wednesday / Friday	9/6/23	12/15/23
Monday / Tuesday / Thursday	9/7/23	12/19/23
Monday / Wednesday / Friday	9/6/23	12/18/23
Tuesday / Thursday / Friday	9/7/23	12/19/23

Spring 2024

Day(s) of Week	First Day	Last Day
Monday	1/22	5/6
Tuesday	1/23	5/7
Wednesday	1/24	5/8
Thursday	1/25	5/9
Friday	1/26	5/10
Saturday	1/27	5/14
Monday / Wednesday	1/22	5/9/24
Tuesday / Thursday	1/23	5/9/24
Wednesday / Friday	1/24	5/10
Monday / Tuesday / Thursday	1/22	5/9
Monday / Wednesday / Friday	1/22	5/10
Tuesday / Thursday / Friday	1/23	5/10

No Classes Scheduled Dates
Note: Evening begins at 4:00 PM

Fall 2023

Event/Holiday	Date(s)
No Graduate or Undergraduate Day or Evening Classes scheduled; Study Day for Undergraduate students	Monday - Tuesday, November 20-21
Thanksgiving Break	Wednesday - Sunday, November 22-26

Spring 2024

Event/Holiday	Date(s)
Presidents Day	Monday, February 19
Spring Break	Sunday - Sunday, March 24-31
First Day of Passover	Tuesday, April 23
Undergraduate Study Days	Tuesday - Friday, April 23-26

Summer 2024

Event/Holiday	Date(s)
Memorial Day	Monday, May 27
Juneteenth	Wednesday, June 19
Independence Day	Thursday, July 4

2024-2025 Calendar
ACADEMIC SCHEDULING CALENDAR
FALL 2024 SEMESTER DATES

Event	Day of Week	Date	Comment
Labor Day	Monday	9/2/24	University Closed
Fall 2024 Semester Begins	Wednesday	9/4/24	
Rosh Hashanah (First Night)	Wednesday	10/2/24	Asynchronous Day/Evening Classes
First Day of Rosh Hashanah	Thursday	10/3/24	Asynchronous Day/Evening Classes
Yom Kipur (Evening)	Friday	10/11/24	Asynchronous Day/Evening Classes
Yom Kipur	Saturday	10/12/24	Asynchronous Day/Evening Classes
Diwali (Observed)	Thursday	11/1/24	Asynchronous Day/Evening Classes
Election Day	Tuesday	11/5/24	Asynchronous Day/Evening Classes
Veterans Day	Monday	11/11/24	Asynchronous Day/Evening Classes
Undergraduate Study Days	Monday - Wednesday	11/25/24 - 11/27/24	No Undergraduate Classes
Thanksgiving Break	Thursday - Sunday	11/28/24 - 11/30/24	University Closed
Fall 2024 Semester Ends	Tuesday	12/17/24	

Final exams are scheduled for the last class date.

WINTER BREAK: 12/18/24 - 1/1/25
JANUARY 2025 INTERSESSION DATES

Event	Day of Week	Date	Comment
Traditionnal In-Class & Hybrid (Combination of Online & In-Class)	Monday	1/2/25 - 1 /18/25	
Fully Online	Monday	1/2/25 - 1/31/25	
Martin Luther King, Jr. Day	Monday	1/20/25	University Closed

SPRING 2025 SEMESTER DATES

Event	Day of Week	Date	Comment
Spring 2025 Semster Begins	Monday	1/21/25	
Lunar New Year	Wednesday	1/29/25	No Day or Evening Classes Scheduled
Presidents Day	Monday	2/17/25	University Closed
Semester Break	Sunday - Sunday	3/17/25 - 2/24/25	No Day or Evening Classes Scheduled
Eid al-Fitr	Monday	3/31/25	Asynchronous Day/Evening Classes
Passover (First Night)	Friday	4/12/25	No Day or Evening Classes Scheduled
Undergraduate Study Days	Tuesday - Friday	4/15/25 - 4/19/25	No Undergraduate Classes Scheduled

Good Friday / Easter Weekend	Friday - Sunday	4/19/25 - 4/21/25	Study Day / No Undergraduate Classes Scheduled; Asynchronous Instruction if Necessary
Spring 2025 Semester Ends	Monday	5/12/25	

Final exams are scheduled for the last class date.

SUMMER 2025 SEMESTER DATES
(Included Early Summer and Late Summer Intersessions)

Event	Day of Week	Date	Comment
Summer Semester 2025 Begins	Monday	5/19/25	
Early Summer 1 2025 Semester Begins	Monday	5/19/22	
Memorial Day	Monday	5/26/25	Univeristy Closed
Summer 1 2025 Semester Begins	Wednesday	5/29/25	
Early Summer 1 2025 Semester Ends	Monday	6/2/25	
Eid al-Adha (Observed)	Friday	6/6/25	Asynchronous Day/Evening Classes
Juneteenth	Thursday	6/19/25	University Closed
Independence Day	Monday	7/4/24	University Closed
Summer 1 2025 Semester Ends	Friday	7/11/25	
Summer 2 2025 Semester Begins	Monday	7/15/25	
Late Summer 2 2025 Semester Begins	Monday	7/28/25	
Summer 2 2025 Semester Ends	Monday	8/23/25	
Late Summer 2 2025 Semester Ends	Friday	8/29/25	
Summer Semester 2025 Ends	Friday	8/29/25	

MEETING PATTERNS
FALL 2024

Day(s) of Week	First Day	Last Day
Monday	9/9/24	12/16/24
Tuesday	9/10/24	12/17/24
Wednesday	9/4/24	12/11/24
Thursday	9/9/24	12/12/24
Friday	9/6/24	12/13/24
Saturday	9/7/24	12/14/24
Monday / Wednesday	9/4/24	12/11/24
Tuesday / Thursday	9/10/24	12/17/24
Wednesday / Friday	9/4/24	12/13/24
Monday / Tuesday / Thursday	9/5/24	12/17/24
Monday / Wednesday / Friday	9/6/24	12/16/24
Tuesday / Thursday / Friday	9/5/24	12/17/24

SPRING 2025

Day(s) of Week	First Day	Last Day
Monday	1/27/25	5/12/25
Tuesday	1/21/25	5/6/25
Wednesday	1/22/25	5/7/25
Thursday	1/23/25	5/8/25
Friday	1/24/25	5/9/25
Saturday	1/25/25	5/10/25
Monday / Wednesday	1/22/25	5/12/25
Tuesday / Thursday	1/21/25	5/8/25
Wednesday / Friday	1/22/25	5/9/25
Monday / Tuesday / Thursday	1/21/25	5/12/25

Monday / Wednesday / Friday	1/22/25	5/12/25
Tuesday / Thursday / Friday	1/21/25	5/9/25

NO CLASSES SCHEDULED DATES

Note: Evening begins at 4:00 PM

FALL 2025

Event/Holiday	Date(s)
Undergraduate Study Days	Monday - Wednesday, November 25-27
Thanksgiving Break	Thursday - Sunday, November 28 - December 1

SPRING 2025

Event/Holiday	Date(s)
Martin Luther King, Jr. Day	Monday, January 20
Presidents Day	Monday, February 17
Semester Break	Sunday - Sunday, March 17-24
Undergraduate Study Days	Tuesday - Friday, April 15-19

SUMMER 2025

Event/Holiday	Date(s)
Memorial Day	Monday, May 26
Juneteenth	Thursday, June 19
Independence Day	Friday, July 4

Academic Policies and General Regulations

Academic Integrity Code

Students are required to be honest and ethical in satisfying their academic assignments and requirements. Academic integrity requires that, except as may be authorized by the instructor, a student must demonstrate independent intellectual and academic achievements. Therefore, when a student uses or relies upon an idea or material obtained from another source, proper credit or attribution must be given. A failure to give credit or attribution to ideas or material obtained from an outside source is plagiarism. Plagiarism is strictly forbidden. Every student is responsible for giving the proper credit or attribution for any quotation, idea, data, or other material obtained from another source that is presented (whether orally or in writing) in the student's papers, reports, submissions, examinations, presentations and the like.

Individual schools and programs may have adopted additional standards of academic integrity. Therefore, students are responsible for familiarizing themselves with the academic integrity policies of the University as well as of the individual schools and programs in which they are enrolled. A student who fails to comply with the standards of academic integrity is subject to disciplinary actions such as, but not limited to, a reduction in the grade for the assignment or the course, a failing grade in the assignment or the course, suspension and/or dismissal from the University. A PDF of the Pace University Academic Integrity Code (https://www.pace.edu/sites/default/files/files/student-handbook/pace-university-academic-integrity-code.pdf) can be found online through the Student Handbook (https://www.pace.edu/student-handbook/)under the *Policies and Procedures* section.

Affirmative Action Policy

Affirmative Action Policy Statement

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

Change of Pace University Graduate Program

The University recognizes that some graduate students may wish to change schools or programs at some point in their studies. Those wishing to do so must meet the admissions requirements of the school and program that they wish to enter and comply with the appropriate change procedure as follows:

To change a concentration/track within a school, students are required complete an online Change of Major application which can be found on this webpage (https://www.pace.edu/registrar/forms/). If changing a school or program students must apply through the Office of Graduate Admissions. If the change of school or program is **approved**, only courses with a "B" or better will be accepted in the student's new program and only the credits will be counted.

Courses

English is the medium of instruction for Pace University programs and courses

Auditors (Alumni)

Alumni of Pace University programs are eligible to audit certain undergraduate and graduate classes, subject to the approval of the instructor and to space limitations. Alumni may take one course per term on an audit basis. Tuition and the general institution fee are waived. The graduate is responsible for any course fees; such as, lab fees, clinical fees or special course fees. Students must have the necessary background of prerequisites for admission to courses. Interested alumni should file an Alumni Auditor Application at www.pace.edu/paperless (https://www.pace.edu/registrar/forms/#A) on the first day of the desired semester. The University reserves the right to restrict particular courses at any and all campuses.

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

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

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 form(s) on the Office of the Registrar page (https://www.pace.edu/registrar/forms/#r) within the first two weeks of a regular semester and within the first week of a summer session.

Canceled Courses

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

Class Admission

Admittance to courses listed in the semester class schedule shall be subject to the current admission policy of Pace University. Receipt of the semester class 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, after this date, registration is not guaranteed, and will require appropriate signatures and will require the completion of the Registration Action form which can be found on Registrar Form webpage (https://www.pace.edu/registrar/forms/).

Updated: February 17, 2023

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. Classroom attendance is also important for students receiving financial aid or scholarship awards from Pace as non-attendance could result in loss of this financial support and being administratively dropped from the course.

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 department 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. The required form is downloadable from the Final Examination website.

Course Numbers

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

Number	Course Type
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 register after their registration appointment time by completing the Registration Action form which can be found on Registrar Form webpage (https://www.pace.edu/registrar/forms/) to receive the appropriate departmental signatures from their advisor on their home campus. Approval is not guaranteed.

Course Sequencing

Students should normally complete preliminary skills and basic courses before proceeding to advanced courses. Students must complete all prerequisites before enrolling in a course. Students who have not met the prerequisites may be required to withdraw from classes at the start of the semester. Adherence to prerequisites is an important part of good education. The prerequisite course course teaches materials that the faculty assume are known by all students entering an advance course. This knowledge will not be taught during the advanced course. Students without proper prerequisites will not be prepared for certain aspects of the course and may impede the learning process of students who are properly prepared.

Course Waivers

A student unable to take courses required by his or her major because he or she is ineligible to participate 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 Assistant/Associate Dean of the school in which the student is matriculated and by the chairperson 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 (the form can be obtained from the Office of Student Success) and have it approved by their instructor. If the instructor is not available, students should contact the Department Chair. After obtaining the necessary approval, students must then pay the required fee of $35.00 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

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. Independent Study Application 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 chairperson and Assistant/Associate Dean of the school in which the independent study is undertaken.

After the application has been approved, the student submits the application to their advisor 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 semester class 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 are required to complete the Registration Action form which can be found on Registrar Form webpage (https://www.pace.edu/registrar/forms/). The form will be forwarded to their advisor on their home campus for approval. Graduate students may register for undergraduate courses without approval. An undergraduate student must request written permission from Assistant/Associate 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 by completing the Registration Action form which can be found on the Registrar webpage (https://www.pace.edu/registrar/forms/). The form will be forwarded to the Chairperson of the department offering the course. If approved, the Office of the Registrar will be notified and the student will be registered. Once registered the student will be notified of the registration.

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.

Program Load

Students are advised to assume credit and course loads that consider the time and energy demands required for their studies in addition to those imposed by employment and other responsibilities. For example, students engaged in full-time employment are advised to limit their program of study to two courses during the Fall and Spring semesters and one course in each summer session. Generally, it is recommended that full-time students take no more than 15 credit hours during each of Fall and Spring semesters.

All international students studying at Pace University on student visas are required to enroll in a full-time program each Fall and Spring semester in order to comply with the regulations of the U. S. Immigration Service.

For information on the length of time required to complete a particular graduate program, consult Pace University website (https://www.pace.edu/) for the degree requirements.

See Tuition Assistance Programs (https://www.pace.edu/student-accounts/new-york-state-aid-and-outside-scholarships/) for program load requirements for this form of financial aid.

Religious Beliefs and Attendance

Pace University offers reasonable accommodation of students' religious beliefs. 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 genuine and sincere religious beliefs, to register for or attend classes or to participate in any examination, course 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 course or work requirements. It shall be the responsibility of the student who must be absent to provide reasonable advance notice to the faculty member teaching the course or the appropriate administrative official. 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 with appropriate advance notice because of his or her religious beliefs, a reasonable equivalent opportunity to register for classes or make up any examination, course or work requirements which he or she 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, course or work requirements are held on Friday after 4:00 p.m. or on Saturday, similar or makeup classes, examinations, course or work requirements or opportunity to register shall be made available on other days, where it is reasonable and practicable to do so. No special fees shall be charged to the student for these classes, examinations, course 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. However, a reasonable make-up opportunity need not necessarily be the one preferred by or most convenient for the student. 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.

Revised October 23, 2015

Textbook Information

To view textbook information, logon to Blackboard through the MyPace Portal at https://portal.pace.edu.

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.

Pace University utilizes Zoom for online courses. Zoom is a full-featured secure video communication service for online/blended classrooms. It's easy to use and only requires a connection to the internet, a web-browser, or your cell phone. Users can join Zoom meetings via desktops, mobile devices, telephones, and video-conferencing room systems.

Disruption of Normal Academic Progress

Leave of Absence

Visit the Registrar's webpage to find and submit a Leave of Absence form (https://www.pace.edu/registrar/forms/#l).

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

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

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

Students who are contemplating a leave of absence are encouraged to speak with their academic advisor prior to submitting a Leave of Absence Application (https://www.pace.edu/registrar/forms/). 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 the online Leave of Absence Application (https://www.pace.edu/registrar/forms/).
- Once completed the Leave of Absence Application will be forwarded 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.
- Once approved the completed Leave of Absence Application with the signature of approval to will be forwarded to the Office of the Registrar.
- 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 (https://www.pace.edu/registrar/forms/). Information about resuming studies may be found in the Resumption of Study Policy.

Length of a Leave of Absence

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

reasons will not be approved for more than two consecutive semesters (excluding summer semesters).

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

Degree Requirements and Graduation Date

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

The time within which a student is required to complete the degree requirements ordinarily will not change because of a leave of absence, although the graduation date may change. For example, a student who is required to complete the degree requirements within eight semesters is scheduled to graduate in May 2016 takes a leave of absence in the Spring 2015 semester. Because of the one-semester absence, the student's graduation date may be postponed one semester until December 2016 at which time he or she will have been enrolled for eight semesters. However, a student's graduation date may be postponed in excess of the number of semesters he or she was on a leave of absence if the student is enrolled in a program with required course sequences and the prerequisite courses are not offered every semester.

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

Transfer Credits Earned During Leave of Absence

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

Financial Aid

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

Ordinarily, Pace-funded merit awards will be restored upon a student's resumption of studies after a leave of absence in accordance with this Leave of Absence Policy provided

1. all other requirements for such merit aid are satisfied, and
2. the student resumes his or her studies by the date identified and approved in the Leave of Absence Application.

If a student does not resume his or her studies on or before the date identified and approved in the Leave of Absence Application or obtain an extension of the leave of absence if the student is eligible for one, Pace-funded merit awards may be excluded from future financial aid awards. (Related information about the reinstatement of Pace-funded merit awards may be found in Reinstatement of Pace-funded Merit Award Following a Medical Leave of Absence Policy.)

International Students

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

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

[1]   Information about a leave of absence due to military service may be found in the Military Leave of Absence Policy.
[2]   Students considering a leave of absence due to their own serious medical condition should consult the Medical Leave of Absence Policy.

Military Leave of Absence

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

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

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

the time the student spent actually performing military service. Veterans who received a dishonorable or bad conduct discharge are not eligible for readmission under this Policy.

Ordinarily, unless notice is precluded by military necessity, a student (or an appropriate officer of the Armed Forces or official of the Department of Defense) must give written notice to the University Registrar 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 notice to the University Registrar 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 re-enroll, 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 Veteran Services at VeteranAffairs@Pace.edu or 877-672-1830 (option 8).

Medical Leave of Absence

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

Procedure

Students contemplating a medical leave of absence due to their own serious medical condition should contact the the University to discuss the procedure and obtain the necessary forms. Students are encouraged to speak with their academic advisor prior to submitting a Medical Leave of Absence Application (https://www.pace.edu/sites/default/files/2021-03/medical-leave-absence-application.pdf). Academic advisors can provide information about the effect of a medical leave of absence on such issues as course sequencing and graduation date.

In order to apply for a medical leave of absence, a student must complete a Medical Leave of Absence Application (https://www.pace.edu/sites/default/files/2021-03/medical-leave-absence-application.pdf), a Consent for Communication Regarding Request for a Medical Leave of Absence and/or Resumption of Studies after a Medical Leave of Absence, and an Authorization for Information Release. The completed Application, Consent and Authorization must be submitted to the Office of Student Accounts (https://www.pace.edu/student-accounts/contact-us/). Upon receipt of these documents, the Office of Student Accounts will send a copy of the Authorization and a Treating Healthcare Provider's form to the student's treating healthcare provider in order to obtain information about the condition necessitating a medical leave of absence.

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

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

Upon returning from a medical leave of absence, the student must complete a Resumption of Study Application (https://www.pace.edu/registrar/forms/) after a Medical Leave of Absence Application. Information about resuming studies may be found in the letter granting approval of the medical leave of absence and the Resumption of Study Policy, and from the Office of Student Accounts.

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.

Length of a Leave of Absence

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

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

Degree Requirements and Graduation Date

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

The time within which a student is required to complete the degree requirements ordinarily will not change because of a medical leave of absence, although the graduation date may change. For example, a student who is required to complete the degree requirements within eight semesters is scheduled to graduate in May 2022 takes a medical leave of absence in the Spring 2021 semester. Because of the one-semester absence, the student's graduation date may be postponed one semester until December 2016 at which time he or she will have been enrolled for eight semesters. However, a student's graduation date may be postponed in excess of the number of semesters he or she was on a medical leave of absence if the student is enrolled in a program with required course sequences and the prerequisite courses are not offered every semester.

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

Transfer Credits Earned During Medical Leave of Absence

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

Financial Aid

Students on a leave of absence pursuant to this Medical Leave of Absence Policy are considered to be withdrawn from the University for purposes of financial aid. Consequently, loan repayment obligations may be triggered. Students should speak to a representative of the Financial Aid Office for more detailed information about the status of their financial aid during a leave of absence prior to submitting a Medical Leave of Absence Application (https://www.pace.edu/sites/default/files/2021-03/medical-leave-absence-application.pdf).

Ordinarily, Pace-funded merit awards will be restored upon a student's resumption of studies after a leave of absence in accordance with this Medical Leave of Absence Policy provided

1. all other requirements for such merit aid are satisfied, and
2. the student resumes his or her studies by the date identified and approved in the Medical Leave of Absence Application.

If a student does not resume his or her studies on or before the date identified and approved in the Medical Leave of Absence Application or obtain an extension of the leave of absence if the student is eligible for one, Pace-funded merit awards may be excluded from future financial aid awards. (Related information about the reinstatement of Pace-funded merit awards may be found in Reinstatement of Pace-funded Merit Award Following a Medical Leave of Absence Policy.)

International Students

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

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

Probation and Academic Dismissal

University students are expected to maintain good academic standing. The University considers a cumulative quality point average of "B" (CQPA) of 3.0 (Graduate 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. 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. Please consult individual programs sections of this catalog for additional information.

Students who are academically dismissed from the University are allowed one appeal. Student appeals are made directly to the respective college/school. Please contact school or program administrator for the appropriate reinstatement procedure.

Resumption of Study

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

Procedure

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

- Apply to resume their studies on their home campus.
- Complete the online Resumption of Studies Application (https://www.pace.edu/registrar/forms/).
- Once completed the Resumption of Studies Application will be forwarded 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 the Registrar at the University. (As stated in the Leave of Absence Policy and Medical Leave of Absence Policy, transfer credits for courses taken elsewhere during the leave of absence must be approved in advance by Pace University; otherwise, they may not be accepted by the University.)
- Once approved the completed Resumption of Studies Application with the signature of approval will be forwarded to the Office of the Registrar.
- Clear all "holds" on the student's account, including, without limitation, payment of all past due balances.
- Provide whatever additional documentation or approvals the University may request.
- Students are required to confer with an academic advisor before registering for any courses.

Exceptions to Procedure

In addition to any exceptions in the letter granting a medical leave of absence applicable to students applying to resume their studies after the medical leave, the procedure described directly above is subject to the following exceptions:

- One semester prior to the semester in which they wish to resume their studies, students in the School of Education, the College of Health Professions and the Physician Assistant Program must submit their completed Resumption of Studies Application to the Dean of the School of Education and Dean of the College of Health Professions, respectively, prior to submitting it to the Office of the Registrar.
- 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 2016 takes a leave of absence in the Spring 2015 semester. Because of the one-semester absence, the student's graduation date may be postponed one semester until December 2016 at which time he or she will have been enrolled for eight semesters. However, a student's graduation date may be postponed in excess of the number of semesters he or she was on a leave of absence if the student is enrolled in a program with required course sequences and the prerequisite courses are not offered every semester.

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

Financial Aid

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

Ordinarily, Pace-funded merit awards will be restored upon a student's resumption of studies after a leave of absence in accordance with the Leave of Absence Policy or Medical Leave of Absence Policy provided

1. all other requirements for such merit aid are satisfied, and
2. the student resumes his or her studies by the date identified and approved in the Leave of Absence Application or Medical Leave of Absence Application.

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

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

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

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

Emergency Closings and Other Changes in Class Schedules, Course Modalities, Instructors, Class Locations, and Other Aspects of University Programs, Services and Activities

Occasionally, the University is confronted by the need to close or otherwise modify its programs, support services and student activities because of inclement weather or other reasons beyond the University's control. 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/White Plains - (914) 773-3398

Closings are also posted on the University's website at www.pace.edu (https://www.pace.edu) and are sent via text message and email for those who sign up for Emergency Notifications at Pace Emergency Alerts (https://www.pace.edu/security-emergency-management/emergency-alerts/).

Although classes are planned to commence and conclude on the dates indicated in the academic calendar, via the modalities (in person, remote, hybrid) and with the instructors listed in Class Schedules and elsewhere on the University's Website, publications and announcements, unforeseen circumstances may necessitate adjustment to class schedules and extension of time for completion of class assignments, and\or modification of teaching modalities, course instructors, location of classes, and modalities for delivering academic support services and student activities. Examples of such circumstances may include the risk of exposure to communicable diseases within or in the area surrounding the University, government emergency directives and\or actions, strikes, termination of contracts or cessation of services by vendors, faculty illness, malfunction of University equipment (including computers), unavailability of particular University facilities occasioned by loss of access to or 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 or academic support services or student activities, to be completed on the date originally scheduled or via the original modality, or with the original faculty or staff member or in the original location. Nor shall the University be liable for any consequential damages as a result of such a changes.

Graduate Grades and Academic Standing

Grading System

A letter grade is awarded as a measure of student performance only by the faculty member assigned to a particular course and section. The spectrum of letter grades ranges from "A" through "C" and "F"; in addition, certain plus and minus refinements to the letter grades are available to allow faculty greater flexibility in the measurement of student performance. Specific grading policies are established by the instructor in a given course. Each letter grade translates into quality points as cited below. The quality point average (QPA) is obtained by dividing the total number of quality points by the number of credits attempted at Pace, including a grade of "F", but not grades of "W", "K", "P", "SAT", "UNS", or "AUD". A QPA of 3.00 is necessary for graduation.

Grade	Description	Quantitative
A, A-	Excellent	90-100%
B+, B, B-	Good	80-89%
C+, C	Satisfactory	70-79%
F	Failing	0-69%
K	Grade Pending[1]	None
P	Pass (Pass/Fail Course)	None
W	Authorized Withdrawal	None
I	Work Incomplete becomes F-if not made up within 6 weeks	None
I-F	Unauthorized withdrawal-not eligible to make up work	0-69%
SAT	Satisfactory	None
UNS	Unsatisfactory	None
AUD	Auditor-No credit granted for course	None

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

Quality Point System

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

Grade	Quality Points
A	4
A-	3.7
B+	3.3
B	3
B-	2.7
C+	2.3
C	2
F	0
I-F	0

Non-Quantitative Grades

Grade	Description	Quantitative
K	Grade Pending	None
P	Pass (Pass/Fail Course)	None
W	Authorized Withdrawal	None
I	Work Incomplete becomes F if not made up within six weeks	None
SAT	Satisfactory	None
UNS	Unsatisfactory	None
AUD	Auditor - No credit granted for course	None

I Incomplete

Used at the discretion of the instructor due to absence from final examination or when required course assignments are not completed. "I" becomes a failure and a grade of "F" is assigned to the course unless removed within six weeks after the conclusion of the semester; students with an "F" grade will not be allowed to progress further in the program. If, however, in the judgment of the instructor of the course, deficiencies are so extensive that they cannot be made up within the allotted time period of six weeks, a grade of "F" will be assigned immediately at the end of the semester.

P Pass

Assigned in certain designated courses, students receive credits, when applicable, but no quality points are assigned.

K in Progress, grade pending

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.

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 chairperson.

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 chairperson 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 chairperson is the instructor, the appeal is to the dean of the school.

The chairperson's decision to have a grade reviewed or not is final. If the chairperson decides that the method by which the student's grade was determined was not proper, the chairperson 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 chairperson 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 chairperson.

Repeat Grades

Grades earned in courses that are repeated are averaged in the same manner as that described under the heading "Graduate Grading System" and all grades remain on the transcript. A student may request, however, on a one-time basis, that the repeat passing grade for a course in which the grade of "F" (or "I-F") was originally received be the only grade for the course averaged in the calculation of the QPA. However, both grades (the original "F" or "I-F" and the repeat grade) will be shown on the transcript. Transcripts will be footnoted to indicate that the QPA has been recomputed. Students wishing to apply for re-computation of their GPA must complete the paperless form (https://appsrv.pace.edu/osa/programs/forms/recomputeGrade.cfm). (Specific departments may not allow repeat grades.) Re-computation is not allowed once the degree has been awarded.

Graduation Policies, Honors, and Awards

University Policy of Awarding Degrees

Double Major/Dual Degree Policy

The New York State Department of Education states the conferral of two associate, baccalaureate, graduate, and professional degrees should be reserved to recognize that a student has competencies in **two essentially different areas**.

A student with a strong academic record, generally a 3.00 or higher cumulative GPA, may elect to take a second major with the approval of the department chair of the second major and the dean or associate or vice dean of the college/school of the first major.

- **Awarding of Degrees with the Same Classification is not Permitted**

The New York State Department of Education does not permit Pace University to confer two Associate in Arts, Associate in Science, Bachelors of Arts, Bachelor of Fine Arts, Bachelors of Science, Bachelor of Business Administration within the same school, or any combination of these degrees.

The New York State Department of Education does not permit Pace University to confer two different Masters degrees, i.e. Masters of Business Administration or Master of Science degrees, Master of Arts degrees, etc. within the same school, or any combination of these degrees.

- **Double Major**

    If the student selects two majors with the same degree (AA, AAS, BA, BS, or BBA), regardless of college/school, then the requirements for both majors need to be fulfilled. In addition, students may potentially fulfill the requirements for both majors without exceeding 128 credits, depending upon the two baccalaureate majors selected.

- **Dual Degree**

    If the student selects two majors that are different degrees (i.e., dual degrees, e.g., BBA marketing and BA speech communication, JD), then in addition to fulfilling all course requirements for both, 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.

Requirements for Graduation - Certain time limits are set for completion of all degree requirements:

Event	Deadline
Doctoral Programs (6 years for advanced level Psy.D. students)	10 years
Master's Program (7 years for part-time students in M.S.Ed.)	5 years
Advanced Professional Certificate Program	3 years

Under extenuating circumstances, a request for extension of time may be submitted for consideration by the department chair or Dean of the School, dependent on departmental policies.

To qualify for a degree or certificate, each student is required to meet the course requirements of their program of study and satisfy a minimum number of approved courses in residence at the University. In addition, the student must obtain a cumulative quality point average of at least 3.00 to graduate.

See individual schools in this catalog for specific requirements appropriate to each degree program.

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.

Immunization Compliance

Measles, Mumps, and Rubella

Students* born on or after January 31, 1957, and enrolled for six credits or more in one semester, are required by New York State Public Health Law § 2165 (https://www.health.ny.gov/prevention/immunization/handbook/section_1_requirements.htm) to provide Pace University with proof of immunity to measles, mumps, and rubella within thirty days of the first scheduled day of classes in the first semester in which they are enrolled:

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

Measles. Proof of immunity to measles may be established by one of the following forms of immunity:

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

Mumps. Proof of immunity to mumps may be established by one of the following forms of proof of immunity;

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

Rubella. Proof of immunity to rubella may be established by one of the following forms of proof of immunity:

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

Beginning on the thirty-first day after classes begin, students who failed to provide one form of proof of immunity as described above for each disease will not be permitted to continue their attendance at the University**. Attendance means the physical presence of the student at the University. Thus, students who fail to provide one form of proof of immunity for each disease by the thirty-day deadline will not be permitted, for example, to be on

campus, or attend classes or any other curricular or extracurricular events, or be present in University housing. The time period may be extended to forty-five days if a student is from out of state or from another country and can show a good faith effort to comply with the requirements above of New York State Public Health Law § 2165 (https://www.health.ny.gov/prevention/immunization/handbook/section_1_requirements.htm), 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 (https://www.health.ny.gov/prevention/immunization/handbook/section_1_requirements.htm) 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 restricted from in-person presence/attendance due to non-compliance are responsible for all charges incurred during the semester up to 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 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.

*   As defined by PHL Section 2165 (1)(b) (https://www.health.ny.gov/prevention/immunization/handbook/section_1_requirements.htm) and 10 NYCRR Subpart 66-2.1(b) (https://www.health.ny.gov/prevention/immunization/handbook/section_9_appendices/appendix_a/nycrr/title_10/section_66-2_1.htm), "student" means any person born on or after January 1, 1957, who is registered to attend or attends classes at an institution, whether full-time or part-time, in a degree granting institution. "Part-time student" means a student enrolled for at least six, but less than 12 semester hours, or the equivalent per semester or at least four but less than eight semester hours per quarter. "Full-time student" means a student enrolled for 12 or more semester hours or the equivalent per semester, or 8 or more semester hours per quarter. It does not exclude students who are not in a degree/certificate program.

**   Students are no longer administratively withdrawn. They lose access to campus. Student's who are not compliant will have their campus access restricted/revoked.

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.

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.

Please visit the Student Accessibility Services webpage (https://www.pace.edu/counseling/student-accessibility-services/) for more information.

- Disabilities and Accommodations (p. 34)
- Request for an Accommodation (p. 35)
- Confidentiality (p. 35)
- Complaints of Disability Discrimination (p. 35)

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 deficit 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 Student Accessibility Services for his or her campus. The Student Accessibility Services is housed in the Counseling Center on both the New York City and Pleasantville campuses. The Student Accessibility Services for the New York City campus may be contacted at 212-346-1526 or 156 William Street, 8th Floor. The Office of Disability Services for the Westchester campuses may be contacted at 914-773-3710 or the Administration Center, 861 Bedford Road, Pleasantville. 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 Student Accessibility Services staff. Moreover, no one, including faculty, is authorized to contact the Student Accessibility 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 Student Accessibility 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 Student Accessibility 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 impairments and limitations. If the information provided is unclear or incomplete, the student may be required to provide additional information or participate in further evaluations. The Student Accessibility 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 Student Accessibility Services. The Student Accessibility Services will, as may be appropriate, endeavor to remedy the situation. If a student disagrees with the accommodation recommended by the Office of Disability Services, he or she should promptly appeal the recommendation to the Assistant Dean for Community Standards and Compliance at 914-773-3168.

Faculty members who have concerns about a reasonable accommodation recommended by the Student Accessibility Services for his or her class, should contact the Student Accessibility Services on the appropriate campus.

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 students with disabilities or the procedures for requesting an accommodation should be directed to the Student Accessibility Services for the New York City campus at 212-346-1199 or for the Westchester campuses at 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.

Multiple Degrees (Internal Transfer)

Students may apply appropriate credits from one Pace graduate degree to another with the written **approval** of the new program's Dean; such credits must have been completed with a minimum grade of "B". New York State Department of Education does not permit Pace University to confer two different Masters degrees within the same school, i.e. Masters of Business Administration or Master of Science degrees, Master of Arts degrees, etc. or any combination of these degrees. No Pace graduate degrees can be earned with fewer than 24 credits distinct to that degree earned in residence at Pace University.

Records

Transcripts of Records Policy

In accordance with the Federal Family Educational Rights & Privacy Act (FERPA) of 1974 and subsequent amendments, official academic transcripts cannot be released without the written consent of a student or alumnus. Pace University has contracted with the **National Student Clearinghouse** to handle all official transcript requests for current students, former students and alumni. Students may submit their request online via the Clearinghouse website at www.getmytranscript.com (http://www.getmytranscript.com) or through the MyPace Portal (https://portal5login.pace.edu/cas-web/login/?service=https%3A%2F%2Fportal5.pace.edu%2Fc%2Fportal%2Flogin). There is no fee assessed for unofficial academic transcripts which can be obtained via MyPace Portal. Official Academic Transcripts are assessed a fee of $7.25 per copy.

Official academic transcripts are sent directly via mail as hard copy or electronic delivery to the entity identified on their request. Please note, official academic transcripts sent via hard copy mail to students are marked Official *Transcript Given to Student in a Sealed Envelope*. The University accepts no responsibility for the accuracy of an unofficial academic transcript after it has been printed.

Family Educational Rights and Privacy Act (FERPA)

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

Once a student reaches 18 years of age or attends a postsecondary institution, the rights created by FERPA transfer from the student's parents to the student. These rights include:

- The right to have access to and review his or her education records maintained by the postsecondary institution.
- The right to seek amendment of his or her education records that contain inaccurate and misleading information.
- The right to limit the disclosure of personally identifiable information in his or her education record.
- The right to file a complaint about alleged FERPA violations with the Family Policy Compliance Office of the Department of Education.

FERPA protects personally identifiable information in a student's education records. Education records are defined under FERPA as those records, files, data, video and audio tapes, handwritten notes and other material that contain information that is directly related to a student and maintained by Pace University or a party acting for the University. There are exceptions, however, to the definition of education records. For example, the term education record does not include:

- Records kept in the sole possession of the maker, used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the records.
- Records of the Safety and Security Department of the University.
- Records relating to a student's employment with the University.
- Records maintained by a physician, psychiatrist, psychologist, and other health care professionals in connection with treatment of a student.
- Records created or received by the University after a student is no longer in attendance and that are not directly related to the student's attendance at the University.
- Grades on peer-graded papers before they are collected and recorded by the instructor.

Personally identifiable information includes, but is not limited to:

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

Access to and Review of Education Records

Under FERPA, a student has the right to have access to and review his or her education records with the exception of the following records:

1. information contained in an education record concerning students other than the student whose education record is being accessed;
2. financial records, including any information those records contain, of the student's parents; and
3. 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 the Registrar.)

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 the Registrar, a department chair, a program director, a faculty member. No later than 45 days after receiving the student's request, the custodian will make arrangements for the student to review his or her education records. A representative of the University may be present during the inspection, and the student may be required to present valid photo identification before accessing the records.

Amendment of Education Records

Under FERPA, a student who believes information in his or her education records is inaccurate, misleading, or in violation of the student's privacy rights recognized by FERPA, has the right to request that the records be amended. The right to seek amendment of an education record does not include changes to a grade unless the grade assigned was inaccurately recorded, an opinion, or a substantive decision made by the University about the student.

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

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

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

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

Disclosure of Education Records to Third Parties

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

FERPA provides a number of exceptions, however, that allow the University to disclose information from a student's education record without the student's consent. Circumstances under which the University may disclose personally identifiable information from a student's education records without obtaining the student's consent, include, but are not limited to, the following:

- To University officials with a legitimate educational interest in the personally identifiable information to be disclosed. A University official includes, without limitation, faculty; officers; administrators; administrative assistants and clerical staff; safety and security staff; trustees; attorneys; auditors; health care providers; members (including student members) of University-sponsored committees and disciplinary boards; student employees assisting other University officials in performing their duties and responsibilities for the University; and a contractor, volunteer or other party to whom the University has outsourced University services or functions. A University official has a legitimate educational interest in the personally identifiable information to be disclosed if the official needs to review the education record in order to fulfill his or her professional duties and responsibilities for the University.
- To officials of another school in which the student seeks or intends to enroll.
- To the parents of a tax-dependent student as defined in section 152 of the Internal Revenue Code of 1986.
- In connection with the student's request for or receipt of financial aid if the information is necessary to determine the eligibility, amount or conditions of the aid, or to enforce the terms and conditions of the aid.

- In connection with a health or safety emergency if knowledge of the personally identifiable information is necessary to protect the health or safety of the student or other individuals.
- To the parents of a student under the age of 21 at the time of disclosure, and the disclosure concerns the student's violation of a federal, state or local law or University policy regarding the use or possession of alcohol or a controlled substance, provided the University has determined the student has committed a disciplinary violation with respect to the use or possession, and the disclosure does not conflict with any state law that prohibits such disclosure.
- Directory information (see discussion below of directory information).
- To comply with a judicial order or lawfully issued subpoena.
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense concerning the final results of a disciplinary hearing with respect to the alleged crime.
- The final results of a disciplinary proceeding related to a crime of violence or non-forcible sex offense may be released to any third party if the student who is the alleged perpetrator is found to have violated the University's policies. Disclosure under this exception is limited to the name of the student perpetrator, the violation committed, and any sanction imposed. The disclosure shall not include the name of any other student, including the victim or a witness, without the prior written consent of the other student.
- To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the U.S. Secretary of Education, and state and local educational authorities for audit or evaluation of federal or state supported education programs, or for the enforcement of or compliance with federal legal requirements that relate to those programs.
- To organizations conducting studies for or on behalf of the University for the purposes of administering predictive tests or student aid programs, or improving instruction.
- To accrediting organizations to carry out their accrediting functions.

Directory Information

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

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

Students may "opt out" of directory information and request that directory information, as defined above, be withheld, in whole or in part, and released only with the student's prior written authorization. Students who wish to opt-out of some or all of the directory information must complete and sign a Request to Opt-out of Directory Information form and submit it to the Office of the Registrar 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 the Registrar 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 the Registrar.

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

The following forms can be found at www.pace.edu/registrar/forms (https://www.pace.edu/registrar/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

Registration Policies

- Advisement (p. 39)
- Closed Classes (p. 39)
- Full-Time Status (p. 40)
- Holds (p. 40)
- Late Registration Fee (p. 40)
- Leave of Absence (p. 40)
- Maintenance of Matriculation (p. 40)
- Medical Leave of Absence (p. 41)
- Open Classes (p. 41)
- Registration Appointment Time (p. 41)
- Resumption of Study (p. 41)
- Student Enrollment Status (per semester) (p. 42)
- Time Conflict (p. 42)
- Withdrawal Policy (p. 42)

Advisement

Academic advisement concerning programs of study, courses, and relationship of graduate work to career goals is available to all matriculated students. It is strongly recommended that students meet with their advisor prior to registration. Doctoral students should consult with the director of the doctoral program for academic advisement.

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 following by using the online **Registration Action Form - Add a Closed Class** found on this page (https://www.pace.edu/registrar/forms/):

- 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[1] of the school/college in which the course is offered.

Permission from the Instructor and the assistant/associate dean is not guaranteed, and the University may reserve the right to decline any attempts at registration after the late registration period has ended for any given semester.

[1]   For non-degree seeking student, your advisor may be found in the Office of Graduate Admission.

Full-Time Status

Students are considered full-time if they satisfy one of the following:

- They are enrolled for a minimum of 9 credit hours per semester.
- They are registered in a full-time academic internship as verified by the department.
- They are working full time on a dissertation and are maintaining matriculation.

In special cases, preparation for examinations, non-credit or remedial courses, practice teaching, clinical practice, research or other academic activities may be substituted for part of the credit requirement if approved by the school as part of an appropriate plan of study for the student. Students following such a plan, must apply to the chair of their department for full-time certification.

It should be noted that in some instances financial aid and/or housing eligibility may require enrollment in a minimum of 12 credits or the equivalent per semester. Students interested in maintaining such eligibility should consult the Financial Aid Office (https://www.pace.edu/financial-aid/) and/or the Division of Student Affairs (https://www.pace.edu/student-affairs/about-us/).

Holds

Students who have registration holds cannot register for courses; they can only drop/withdrawal courses by completing a Registration Action Form which can found on the Registrar Forms webpage (https://www.pace.edu/registrar/forms/). 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 (https://portal5login.pace.edu/cas-web/login/?service=https%3A%2F%2Fportal5.pace.edu%2Fc%2Fportal%2Flogin) account for a current listing of holds.

Late Registration Fee

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

Leave of Absence

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

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

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

Students must complete the Leave of Absence application here (https://www.pace.edu/registrar/forms/).

For further information about the Leave of Absence policy visit this page (http://catalog.pace.edu/undergraduate/academic/academic-policies-general-regulations/disruption-normal-academic-progress/leave-absence/).

Maintenance of Matriculation

Graduate Students:

Graduate students who have received permission from their department for an extension on program completion have the option to Maintain Matriculation for a **maximum of 2 semesters**, which will allow them to receive continued access to University benefits listed below as detailed in the University Catalogue, and students who neglect to Maintain Matriculation by the due date as stated on the Maintaining Matriculation form (https://appsrv.pace.edu/osa/programs/forms/matriculation.cfm) will be subject to the **late registration fee of $200 (subject to change).**

Doctoral Students:

Doctoral students are required to submit Maintaining Matriculation form for each major semester (Fall and Spring) that they are pursuing a degree but are not enrolled in any credit-bearing courses. This is a degree requirement, as detailed in the University Catalogue, and students who neglect to Maintain Matriculation by the due date as stated on the Maintaining Matriculation form (https://appsrv.pace.edu/osa/programs/forms/matriculation.cfm) will be subject to the **late registration fee of $200 (subject to change).**

Students are encouraged to meet with their advisors to determine the appropriate action to take, and to find out which section is applicable to their program.

Students who Maintain Matriculation will have access to the following University benefits:

- Access to their Pace E-mail Account
- Access to the Library
- Access to all University Facilities
- Access to Classes and/or Zoom
- The option to defer Student Loans

To apply students can find the online Maintaining Matriculation application here (https://appsrv.pace.edu/osa/programs/forms/matriculation.cfm).

Medical Leave of Absence

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

Students need to complete the Medical Leave of Absence Application (https://www.pace.edu/sites/default/files/2021-03/medical-leave-absence-application.pdf) and contact the Office of Student Accounts (https://www.pace.edu/student-accounts/contact-us/) for processing the application.

For further information on Medical Leave of Absence policy visit this page (http://catalog.pace.edu/undergraduate/academic/academic-policies-general-regulations/disruption-normal-academic-progress/medical-leave-absence/).

Open Classes

Up through the first seven calendar days of a typical Fall, Spring, or Summer term, students may register in via their MyPace Portal or completing a Registration Action Form which can found on the Registrar Forms webpage (https://www.pace.edu/registrar/forms/). During the eighth through fourteenth day of a typical Fall or Spring term, the student needs permission of the instructor, chairperson, and academic advisor. 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 Univeristy may reserve the right to decline any attempts at registration after the late registration period has ended for any given term.

Registration Appointment Time

The first day in which a student may register for a given semester, via their MyPace Portal account or completing a Registration Action Form which can found on the Registrar Forms webpage (https://www.pace.edu/registrar/forms/). The registration appointment time is determined by a student's classification.

Resumption of Study

Students who discontinue study/or have not been in attendance for one or more semesters (not including the summer session) and have not maintained matriculation must file an online Application for Resumption of Study through the Office of the Registrar webpage (https://www.pace.edu/registrar/forms/).   The form needs to complete at least three months before the opening of the semester to receive Academic approval in time for registration. International Students resuming their studies will need to review Pace's procedures on how to resume studies (https://www.pace.edu/iss/maintaining-lawful-f1-j1-status/leave-of-absence-resumption-of-studies/). The student will be notified in writing when/if the request for resumption of studies has been approved.

In general, the requirements for graduation are listed in the active catalog when the student originally enrolled. If a student interrupts studies for a period of three years or more, the student must comply with the requirements of the catalog in effect when the semester study is resumed. In addition, only courses completed within the previous five years may be applied to the resuming student's degree program. To meet graduation requirements

beyond three-year limit students must obtain an Official authorization from their Academic Advisor or Dean of School enrolled outlining date of completion, courses, and program degree requirements.

To apply: The online Resumption of Studies application is available here (https://www.pace.edu/registrar/forms/). Students who do not have an active Pace Portal Account may locate the form at the bottom of the page (https://www.pace.edu/registrar/forms/).

For additional information on Resumption of Studies policies visit this page (https://catalog.pace.edu/undergraduate/academic/academic-policies-general-regulations/disruption-normal-academic-progress/resumption-studies/).

Student Enrollment Status (per semester)

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

Time Conflict

A student may request permission to register for a course that overlaps in time with another course. The signatures of both the instructor of the new desired course and the Assistant/Associate Dean of the school/college of the student's major are required. The student may by completing a Registration Action Form which can found on the Registrar Forms webpage (https://www.pace.edu/registrar/forms/).

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:	Withdrawal Without Permission End of:	Withdrawal With Permission During the:
Regular 14/15/16 semester	8th week of class	9th and 10th week of class
Two-track (7 Weeks)	2nd week of class	3rd week of class
One-week term	4th day of class	5th day of class
Two-week term	1st week of class	8th - 9th day of class
Three-week term	12th day of class	13th - 16th day of class
Four-week term	2nd week of class	15th – 19th day of class
Five-week term	19th day of class	20th – 26th day of class
Six-week term	3rd week of class	4th week of class
Six-weekend modules	2nd week of class	15th – 19th day of class
Intensive weekend	1st day of class	2nd day of class
Seven-week class	26th day of class	27th – 33rd day of class
Eight-week class	4th week of class	5th week of class
Nine-week term	33rd day of class	34th – 40th day of class
Ten-week term	5th week of class	6th week of class
Eleven-week term	40th day of class	41st – 47th day of class
Twelve-week term	6th week of class	7th week of class
Thirteen-week term	47th day of class	48th – 54th day of class

A "Withdraw With Permission", requires the permission of the instructor of the course and the Assistant/Associate Dean of the school in which the student is matriculated. Students who do not withdraw online or file for withdrawal with the University 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 Pace Portal (https://portal5login.pace.edu/cas-web/login/?service=https%3A%2F%2Fportal5.pace.edu%2Fc%2Fportal%2Flogin) or by filing with the Office of the Registrar. 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.

Transfer Credits and Residency

Each candidate must satisfy the residency requirement of Pace University in order to qualify for an advanced degree. For each graduate degree at Pace, students are require to complete a minimum of thirty (30) graduate credits in residency at the University.

Graduate courses from other graduate institutions may apply toward any master's degree or doctorial degree, subject to the aforementioned residency requirement and approval of the department. A maximum of two graduate courses (minimum total of six credits) from another institution may be applied towards the master's degree with the exception of the M.S. in Education offered by the Department of Psychology where different criteria apply. The New York State Department of Education requires that Pace University consider grades earned for Study Abroad as if they were grades earned in residence. This pertains only to courses taken at those institutions with which the University has consortia and contractual agreements.

General University

Profile

About Pace University

Ranked the #1 private, four-year college in the nation for upward economic mobility by Harvard University's Opportunity Insights, Pace University provides a transformative education for its diverse students - academically, professionally, and socioeconomically.

Pace prepares students to become leaders in their fields by providing an education that combines exceptional academics with real-world experiences including internships, research, clinicals, civic engagement, and study abroad.

Founded as a one-room accounting school in 1906, Pace has grown to three campuses in New York City and Westchester County, New York, and enrolls more than 13,000 students in bachelor's, master's, and doctoral programs in more than 150 majors and programs. Its six schools and colleges —the College of Health Professions, Dyson College of Arts and Sciences, Elisabeth Haub School of Law, Lubin School of Business, School of Education, and Seidenberg School of Computer Science and Information Systems—offer a variety of courses in business, health care, computer science, humanities, education, science, law, the arts, and more.

At the core of a Pace education is a strong foundation in the liberal arts and sciences with an emphasis on the combination of theory and practice. More than 50 cutting-edge centers, institutes, labs, and clinics, including the NYC Design Factory, Entrepreneurship Lab, Environmental Policy Clinic, Cybersecurity Education and Research Lab, Immigration Justice Clinic, and Health Care Simulation Labs serve as a training ground for future leaders. One of the fastest-growing and most competitive programs at the University is the performing arts, with the Pace School of Performing Arts for undergraduates ranked among the top programs in the country and The Actors Studio Drama School for graduates recognized by many as the home of the Emmy Award-winning television show Inside the Actors Studio. The University's environmental law program has long been recognized as a leading program and was ranked #1 by U.S. News & World Report in 2019.

Pace combines the benefits and resources of a large university with the personalized attention and focus associated with a small college, with an average class size of only 20 students and a 14:1 student to faculty ratio. 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. Research is a cornerstone of the Pace educational experience and in FY2018, Pace received more than $8.9 million in research grant funding. Our faculty's commitment to intellectual discourse and research is surpassed only by their desire to help students realize their dreams.

The University's signature program, the Pace Path is an individualized plan for each student that leverages Pace's emphasis on experiential learning to support strong academics while incorporating customized goal-setting and dedicated mentoring and advising. Pace University has one of the largest internship programs of any college in the New York metropolitan area. Last year, Pace students engaged in more than 7,000 internships, co-ops, field experiences, and clinicals with more than 1,000 different employers. Over the years, more than 3,000 alumni have reached top executive positions at their companies. PayScale.com ranks Pace among the top 10% of private US colleges that provide the best return on tuition investment.

With three campuses located in and around New York City, Pace offers students a diverse selection of living and learning experiences. The New York City Campus in Lower Manhattan, recently renovated with ultramodern facilities, collaborative learning spaces, and residence halls, is within walking distance to Wall Street, South Street Seaport, and the Brooklyn Bridge, and a subway ride from all that the city has to offer. The Pleasantville Campus in Westchester County, only an hour by train from New York City, offers students the traditional suburban collegiate setting with state-of-the-art renovations on a 200-acre bucolic campus and 14 NCAA Division II teams. The White Plains Campus, home to the Elisabeth Haub School of Law, is situated in the heart of White Plains' buzzing suburban sprawl. These three strategic locations are regularly cited as a top reason why students choose to attend Pace University.

Pace is a university whose resources have played an essential role in the realization of individual dreams of achievement, and whose mission is voiced in the motto: *Opportunitas*.

Mission

Our mission is *Opportunitas*. Pace University provides to its undergraduates a powerful combination of knowledge in the professions, real-world experience, and a rigorous liberal arts curriculum, giving them the skills and habits of mind to realize their full potential. We impart to our graduate students a deep knowledge of their discipline and connection to its community. This unique approach has been firmly rooted since our founding and is essential to preparing our graduates to be innovative thinkers who will make positive contributions to the world of the future.

Vision

We educate those who aspire to excellence and leadership in their professions, their lives, and their communities. Through teaching, scholarship, and creative pursuits, our faculty foster a vibrant environment of knowledge creation and application. Faculty engage students in shared discovery and are committed to guiding students in their education, providing them with a strong foundation for leading meaningful and productive lives.

We embrace a culture of quality improvement and shared values to ensure an informed, responsive, caring, and effective community empowered to build and sustain a great University. Together, faculty, administrators, and staff pursue innovation in academic programs and administrative services. We operate with integrity, following through on our commitments to students and each other, holding ourselves accountable for our decisions and actions. We embody an ethos of respect for, and celebration of, our diversity, creating an inclusive and welcoming environment where every person is encouraged to freely and respectfully contribute to the life of the University.

Accreditation and Membership

Pace University is chartered by the Regents of the State of New York and is accredited by:

The Middle States Commission on Higher Education
3624 Market Street
Philadelphia, PA 19104
(267-284-5000)

The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. All Pace University degree programs are registered with the New York State Education Department.

The Bachelor's Degree Program in Chemistry is certified by the American Chemical Society. The Doctor of Psychology in School – Clinical Child Psychology Degree (Psy.D.) is accredited by the American Psychological Association. The Clinical Mental Health Counseling, MS (PLV) and the Counselor Education and Supervision, PhD (PLV) are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CA-CREP). The Bachelor of Science in computer science is accredited by the Computing Accreditation Commission (CAC) of ABET, Inc. The baccalaureate degree in nursing, master's degree in nursing, and Doctor of Nursing Practice are accredited by the Commission on Collegiate Nursing Education (CCNE). The Physician Assistant Program is accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). The Graduate Program in Communication Sciences and Disorders is has been granted candidacy status by the Council on Academic Accreditation (CAA) of American Speech-Language-Hearing Association (ASHA). The Master of Science in Nutrition and Dietetics has been granted candidacy status by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). The Lubin School of Business is accredited for both business and accounting by the Association to Advance Collegiate Schools of Business (AACSB International). The School of Education is accredited by the Council for the Accreditation of Educator Preparation (CAEP). The School of Law is accredited by the American Bar Association through its Council of the Section of Legal Education and Admissions to the Bar Association.

Pace University is an institutional member of the following organizations:

- The American Council on Education (ACE)
- Association of American Colleges and Universities (AAC&U)
- Association of Governing Boards (AGB)
- Campus Compact New York
- Coalition of Urban and Metropolitan Universities (CUMU)
- College Board
- Commission on Independent Colleges and Universities in New York (CICU)
- Council for Higher Education Accreditation (CHEA)
- Council of Independent Colleges (CIC)
- Council for Opportunity in Education (COE)
- Council on Undergraduate Research (CUR)
- National Association of Independent Colleges and Universities (NAICU)
- National Center for Faculty Development and Diversity (NCFDD)
- Project Pericles
- Reacting Consortium
- The Science Coalition
- University Professional and Continuing Education Association (UPCEA)

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 College and University Evaluation
EBA Room 969
89 Washington Avenue
Albany, New York 12234
Phone: (518) 474-1551
Fax: (518) 486-2779
Visit the Office of College and University Evaluation website for more information at http://www.highered.nysed.gov/ocue/spr/
COMPLAINTFORMINFO.html.

Middle States Commission on Higher Education
Address all complaints to:
Complaints
Middle States Commission on Higher Education
3624 Market Street, Second Floor West
Philadelphia, PA 19104-2680
Phone: (267) 284-5000
Visit the Middle States website for more information at https://www.msche.org/.

Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics
Address complaints to:
120 South Riverside Plaza, Suite 2190
Chicago, IL 60606-6995
Phone: (312) 899-0040 ext. 5400
Email: acend@eatright.org
Visit the ACEND website for more information at https://www.eatright.org/.

Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)
Address complaints to:
Executive Director, ARC-PA
12000 Findley Road, Suite 150
Johns Creek, GA, 30097
Concerns may be attached to an email.
Phone: (770) 476-1224
Visit the ARC-PA website for more information at http://www.arc-pa.org/frequently-asked-questions (http://www.arc-pa.org/frequently-asked-questions/).

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 at https://www.americanbar.org/groups/legal_education/accreditation/complaint_procedures/

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 at http://www.acs.org/content/acs/en/about/governance/committees/training.html.

American Psychological Association (APA)

Address complaints to:

Office of Program Consultation and Accreditation

American Psychological Association

750 First Street N.E.

Washington, DC 20002-4242

https://accreditation.apa.org/

Phone: (202) 336-5979

Fax: (202) 336-5978

Visit the APA website for more information at https://accreditation.apa.org/about (https://accreditation.apa.org/about/)

Association to Advance Collegiate Schools of Business (AACSB International)

AACSB International

777 South Harbour Island Boulevard, Suite 750

Tampa, Florida 33602 USA

Phone: (813) 769-6500

Fax: (813) 769-6559

Visit the AACSB website for more information at https://www.aacsb.edu/.

Commission on Collegiate Nursing Education (CCNE)

Address complaints to:

CCNE Complaints Administrator

655 K Street, NW, Suite 750

Washington, DC 20001

Phone: (202) 887-6791

Visit the CCNE website for more information at http://www.aacnnursing.org/CCNE (http://www.aacnnursing.org/CCNE/).

Computing Accreditation Commission of ABET

Address complaints to:

415 North Charles Street

Baltimore, MD 21201

Phone: (410) 347-7700

Visit the ABET website for more information at http://www.abet.org/accreditation/get-accredited/complaints/.

Council for the Accreditation of Educator Preparation (CAEP)

Address complaints to:

President or Chair of the CAEP Board

CAEP

2010 Massachusetts Avenue, NW, Suite 500

Washington, DC 20036

Phone: (202) 223-0077

Fax: (202) 296-6620

Visit the CAEP website for more information at https://www.chea.org/national-council-accreditation-teacher-education (https://www.chea.org/national-council-accreditation-teacher-education/).

Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA)

Address complaints to:

2200 Research Boulevard #310

Rockville, Maryland 20850

Phone: (301) 296-5700

Toll Free: (800) 498-2071

Email: accreditation@asha.org
Visit the ASHA website for more information at https://caa.asha.org/.

State Authorization Reciprocity Agreements (SARA)
Address complaints to:
Supervisor, Higher Education Programs
New York State Education Department
89 Washington Avenue
Albany, NY 12234
Phone: (518) 474-1551
Email: IHEauthorize@nysed.gov

Marketing Arrangements and Partnerships

Pace partners with several third-party organizations which provide marketing, recruitment and some educational services:

AllCampus. Pace Online partners with AllCampus to provide marketing, student recruitment, and lead generation for several s online master degrees and, degree completion programs. AllCampus refers prospective students to Pace. All admissions, and academic program decisions are made by Pace.

Kaplan International Pathways provides marketing and student recruitment services to prospective students outside the United States. Kaplan refers prospective students to Pace. Kaplan may assist students in ensuring their application is complete, and may advise students on non-academic matters (i.e., travel, finding living arrangements, adapting to life as a student in the U.S.). Pace makes all admissions decisions, and determines the criteria under which students are admitted. Pace provides all academic programming. Kaplan and Pace together set the curriculum for the Pathways Program.

International Agents. Pace University uses a network of independent recruiters to augment its pipeline of prospective international students. The University selects, evaluates and trains independent recruiters in a variety of countries so they can present Pace as one of the options available to their clients who want to travel abroad to earn a degree. Recruiters help Pace build brand awareness and provide access to markets that are often remote and unfamiliar. Recruiters help prospective students by providing information about the application process to colleges and universities outside their home countries. They may also provide services such as pre-departure briefings, English language classes, standardized test prep, flight and accommodation bookings, and career guidance and job placement services upon the student's return home. Independent recruiters wishing to represent Pace must apply and sign an agreement (see attached application and agreement). Recruiters do not admit or deny students who have applied to Pace and they do not prepare any Visa related materials. Pace University began the practice of working with independent recruiters in the Spring of 2011 and has since added 60+ other agencies marketing in over 50+ countries.

Updated: September 1, 2022

Degree Offerings

- Associate in Arts (AA)
- Associate in Science (AS)
- Bachelor of Arts (BA)
- Bachelor of Business Administration (BBA)
- Bachelor of Fine Arts (BFA)
- Bachelor of Science (BS)
- Bachelor of Science in Nursing (BSN)
- Master of Arts (MA)
- Master of Arts in Nursing Education (MA)
- Master of Business Administration (MBA)
- Master of Fine Arts (MFA)
- Master of Laws in Comparative Law (LLM)
- Master of Laws in Environmental Law (LLM)
- Master of Public Administration (MPA)
- Master of Science (MS)
- Master of Science in Education (MSEd)
- Master of Science in Nursing/Family Nurse Practitioner (FNP)
- Master of Science in Physician Assistant Studies (MSPAS)
- Master of Science for Teachers (MST)
- Juris Doctor (JD)

- Doctor of Juridical Science (SJD)
- Doctor of Professional Studies (DPS)
- Doctor of Nursing Practice (DNP)
- Doctor of Psychology (PsyD)
- Doctor of Nursing Practice (DNP)

HEGIS Code Majors

Program	Hegis Code	Campus Code
Actors Studio Drama School - Acting, Directing, and Playwriting, MFA (p. 162)	1007.00	NYC
Adult-Gerontology Acute Care Nurse Practitioner Program, AGACNP (p. 88)	1203.01	NYC
Communication Sciences and Disorders, MS (p. 89)	1203.01	NYC
Doctor of Nursing Practice Program, DNP (p. 86)	1203.01	Online
Family Nurse Practitioner Program, FNP (p. 91)	1203.01	NYC, Westchester
Nutrition and Dietetics, MS (p. 93)	1203.01	Westchester
Occupational Therapy, MSOT (p. 94)	1203.01	Westchester, Online
Psychiatric Mental Health Nurse Practitioner Program, PMHNP (p. 95)	1203.01	Online

University Administration

Founders

Homer S. Pace, CPA
Charles A. Pace, LLD

Board of Trustees

Pace University Board of Trustees:
http://www.pace.edu/president/board-of-trustees   (http://www.pace.edu/president/board-of-trustees/)

Trustees Emeriti

Pace University Trustees Emeriti:
http://www.pace.edu/president/board-of-trustees/trustee-emeriti   (http://www.pace.edu/president/board-of-trustees/trustee-emeriti/)

Officers of Administration

Marvin Krislov
President

President Krislov's Leadership Team:
https://www.pace.edu/president/university-leadership   (https://www.pace.edu/president/university-leadership/)

Graduate Admissions

3-Year Degree / Bridge Program

Applicants who have earned an accredited three year bachelor's degree from the following countries will be considered:

Australia, Canada, Bangladesh, New Zealand, Pakistan, Bhutan, Nepal, South Africa, Sri Lanka, India, and European countries that are a part of the Bologna Process (http://www.ehea.info/).

Please note: Applicants from countries not listed will need to submit an accredited four year bachelor's degree for admission.

Please see the links below for information for the Seidenberg School of Computer Science and Information Systems and the Lubin School of Business:

Seidenberg School of Computer Science and Information Systems

Pace University's Seidenberg School of Computer Science and Information Systems will consider applicants who have earned a three year bachelor's from the selected countries (listed above) eligible for graduate admission to all degrees. **The GRE is required for admission.**

Successful candidates can begin their advanced degree studies upon enrollment and are not required to enroll in a bridge program consisting of additional undergraduate course work. Applicants should use the regular online application for Graduate Applicants - Masters Program.

Lubin School of Business

Pace University's Lubin School of Business will consider applicants who have earned a three year bachelor's from the select countries (listed above) eligible for graduate admission to all degrees with the exception of the MBA/MS degrees in Accounting.

Students with three year degrees wishing to apply to an Accounting program will need to complete our Lubin Bridge Program.

Lubin Bridge Program

Any international student whose undergraduate degree is not equivalent to a four year U.S. baccalaureate and who has not completed a master's degree may seek admission by means of the Bridge Program for International Students. The purpose of the program is to provide supplementary coursework to those students with strong academic records who are judged capable of successfully completing a graduate certificate or the MBA/MS so that they meet the four year equivalency requirement for graduate study. Applicants should use the regular online for Graduate Applicants - Masters Programs. **The GMAT or GRE is required for Admission.**

Once the applicant's eligibility for the Bridge Program for International Students has been determined, a course of study of up to 30 credits designed to remedy the applicant's academic deficiencies and to prepare the applicant for the graduate program will be outlined. Up to 15 credits of post-baccalaureate course work taken by the applicant either abroad or in the U.S. may be applied toward the 30 credit bridge requirement as determined by the Office of Graduate Admission in conjunction with the Lubin School of Business.

Additional Bridge Program Information

If a student is admitted to the program, a Bridge Program Agreement and Bridge Program Course Outline describing the required pre-masters course work will be sent with the letter of acceptance. The admitted student is required to sign and return the Bridge Program Agreement as a condition of acceptance and is bound by the requirements stipulated.

Upon completion of the Bridge Program, students with a grade point average of 3.0 will be permitted to continue on in the graduate program; those with less than a 3.0 will be dismissed without appeal.

Please contact the Office of Graduate Admission for more information regarding the Bridge Programs:

Office of Graduate Admission
One Pace Plaza
New York, NY 10038
(212) 346-1531
intlgradadmission@pace.edu

Office of Graduate Admission

Vineyard House
861 Bedford Road
Pleasantville, NY 10570
(914) 422-4283
intlgradadmission@pace.edu

Application Deadlines

Please see the application deadlines by term clicking on the appropriate links below:

Spring Term (January Start) Deadline

Dyson College of Arts & Sciences

- All graduate programs[1]: Domestic Students- December 1st; International Students- October 1st

[1]   Please note: The following programs do not enroll in the spring semester: MA in Management for Public Safety and Homeland Professionals, MSEd., PsyD., PhD in Mental Health Counseling, and the Actors Studio Drama School.

College of Health Professions

- Accelerated Bachelor of Science in Nursing - Westchester Campus only: Deadline for completed applications: September 15th.
- Adult Acute Care NP CGS: August 1
- Physician Assistant Studies Completion Program, MS- Please see the Physician Assistant website (https://www.pace.edu/college-health-professions/physician-assistant-masters-degree-completion-program/) for details.
- The following programs do not enroll in the spring semester: DNP, PhD in Nursing, MS programs in Nursing, and the Physician Assistant Studies, MS.

Lubin School of Business

- MBA and MS Programs: Domestic Students- December 1st; International Students- October 1st
- The Executive MBA and Masters in Finance for Professionals (MFP) does not enroll in the spring semester.

School of Education

- All graduate programs: Domestic Students- December 1st; International Students- October 1st
- MSEd - Literacy Specialist does not enroll for the spring semester

Seidenberg School of Computer Science & Information System

- All MS programs: Domestic Students - December 1st; International Students - October 1st
- Computer Science, PhD: applications will be accepted until the cohort is full.

Fall Term (September Start) Deadline

Dyson College of Arts & Sciences

- MSEd or PsyD: All Students: January 1st
- Mental Health Counseling, PhD: February 15th
- Clinical Psychology (Health Emphasis), PhD: Preference given to applications received on or before January 1st; Applicants will be accepted until class is filled.
- School Psychology, PhD: Preference given to applications received on or before January 1st; Applicants will be accepted until class is filled.
- Management for Public Safety and Homeland Security Professionals, MA: Domestic Students only - August 1st
- The Actors Studio Drama School: Priority deadline: March 1st (or until the class is filled). Please see the Actors Studio Drama School website (https://www.pace.edu/dyson/departments/actors-studio-drama-school/apply-audition/) for application and audition information.
- All other Dyson programs not listed above: Domestic Students - August 1st; International Students - June 1st

College of Health Professions

- Physician Assistant, MS (Westchester Campus): March 31. Please see the Physician Assistant website (https://www.pace.edu/college-health-professions/pa-pleasantville-admissions/) for application details.
- Accelerated Bachelor of Science, Nursing Program (NYC Campus): February 1st
- Family Nurse Practitioner, MS & CGS: March 1st
- MS in AGACNP and DNP: Applications completed by March 1st will receive priority consideration. Applications received after March 1st will be reviewed on a space-available basis through April 15th, or until classes are filled. Admission is highly competitive.
- Nutrition and Dietetics, MS: March 1st (or until the class is filled)
- Occupational Therapy, MS: March 1st. Please see the department website (https://www.pace.edu/college-health-professions/ot-admissions/) for application details.
- Psychiatric Mental Health Nurse Practitioner, MS: March 1st (or until the class has been filled)
- Communication Sciences and Disorders, MS: April 1st. Please see the department website (https://www.pace.edu/college-health-professions/csd-

graduate-admission-requirements/) for application details.

- Nursing, PhD: April 1st (or until the class is filled)

Please note: The following programs do not enroll in the fall semester: Adult Acute Care NP CGS and Physician Assistant Master's Degree Completion Program, MS.

Note: The Accelerated Bachelor of Science in Nursing enrolls on the New York City campus only for the Fall semester. Class size is limited to 64 students. The DNP programs for FNPs and Acute Care Adult NP's are limited to 24 students each.

Lubin School of Business

- All graduate programs: Domestic Students- August 1st; International Students- June 1st

Note: Executive MBA, Masters in Finance for Professionals (MFP) and Executive Doctor of Professional Studies programs - Please see the Lubin School Executive Education website (https://www.pace.edu/lubin/lubin-academic-programs/executive-education/) for additional application information.

School of Education

- All graduate programs: Domestic Students- August 1st; International Students - June 1st

Seidenberg School of Computer Science & Information System

- All MS programs: Domestic Students - August 1st; International Students - June 1st
- Computer Science, PhD: Applications will be accepted until the cohort is full.

Summer Session I & II Deadlines

Dyson College of Arts & Sciences

- All graduate programs[1]: Domestic Students- May 1st; International Students- March 1st

[1]   The following programs do not enroll in the summer semesters: MA in Management for Public Safety and Homeland Professionals, MSEd., PsyD., PhD in Mental Health Counseling, and the Actors Studio Drama School.

College of Health Professions

- Physician Assistant Studies, MS -- Domestic, *NYC Students only* -- August 1st of the previous year. Program starts with Summer II session. Please see the Physician Assistant website for application details.
- Domestic students only.
- All other programs do not enroll students in the summer semester.

Lubin School of Business

- All MBA and MS programs: Domestic Students- May 1st; International Students- March 1st.
- Please note: The following programs do not enroll in the summer semesters: Executive MBA and the Masters of Finance for Professionals (MFP).

School of Education

- All graduate programs: Domestic Students- May 1st; International Students- March 1st.
- Please note: The following program does not enroll in the summer semesters: MSEd - Literacy Specialist.

Seidenberg School of Computer Science & Information System

- All MS Programs[1]: Domestic Students- May 1st; International Students- March 1st

[1]   The following programs do not enroll in the summer semesters: DPS and the PhD in Computer Science.

Application Process

Applicants to Pace University graduate degree and certificate programs must hold a bachelor's degree from an accredited college or university if post-secondary education was completed in the United States. Applicants who are currently in their senior year at an undergraduate institution may apply for admission, but acceptance will be contingent upon receipt of a final transcript indicating all senior year grades and receipt of the bachelor's degree. Applicants who have attended institutions outside of the U.S. must hold a degree equivalent to a U.S. bachelor's degree.

International applicants who hold a 3-year Bachelor's degree that is not equivalent to a U.S. 4-year Bachelor's degree, please review information and requirements. (https://www.pace.edu/admission-and-aid/graduate-admission/how-apply/masters-programs/3-year-degreebridge-program/)

If you are interested in taking graduate-level courses at Pace but are not ready to enroll in a full degree program, please visit our Non-Degree Applicants web page (https://www.pace.edu/admission-and-aid/graduate-admission/how-apply/masters-programs/non-degree-applicants/). If you are currently enrolled in a graduate program at another institution and are interested in taking courses at Pace, please visit our Visiting Applicants web page.

To review graduate application requirements and information, please see the links below:

Checklist for Application

Below is a checklist of the documents required for a completed application:

1. **Application**
   a. Our graduate applications vary by program and student type. To access the correct application, visit our Apply Today (https://www.pace.edu/admission-aid/graduate-admission/graduates/apply-to-pace-university/) page and make your selection based on your student type.
2. **Application Fee ($70, non-refundable)**
   a. If you complete the online application you will pay the fee online with a credit card.
3. **Two Letters of Recommendation**
   a. Letters should be from academic or professional references that can knowledgeably comment on your ability to successfully complete graduate study.
   b. Please note that **three letters of recommendation** are required for the PsyD in School-Clinical Child Psychology, the MSEd in School Psychology, and the MSEd in Bilingual School Psychology.
   c. Applicants to the MS in Human Resource Management program who are requesting a waiver of the GMAT/GRE based on work experience are required to submit one letter of recommendation from their employer verifying the dates of employment and the work performed.
   d. Applicants to the PhD in Mental Health Counseling program must submit three letters of recommendation, two of which must be academic in nature, indicating your potential for achievement in doctoral study and potential to complete doctoral work and/or counseling skills. The letters of recommendation should address your intellectual ability, written and communication skills, maturity, initiative/independence, and creativity/originality.
4. **Resume**
   a. A resume or typewritten outline describing at least the past five years of your employment history and any significant community, professional, or college extracurricular activities.
   b. Include recognitions and achievements (e.g. licenses, publications, and awards).
5. **Personal Statement**
   a. Send a typewritten essay explaining to the Graduate Admission Committee why you would like to pursue the program of graduate study you have chosen. Additional information regarding your academic performance, as well as professional experience, may also be included in the supplement.
6. **All Official Transcripts**
   • Transcripts from every accredited college or university attended (not just the degree granting institution) must be sent either to Pace University, directly from the academic institution, or forwarded by the applicant in sealed envelopes from the academic institution.
   • Transcripts are considered official only if they are sent directly to Pace University from the educational institution of origin, or forwarded by
     • any NACES (https://www.naces.org/)-accredited credential evaluator (preferred),
     • the student's Ministry of Education,
     • a U.S. consular officer, or
     • an EducationUSA (https://educationusa.state.gov/)adviser
     • the The Institute of Foreign Credential Services (http://www.ifcsevals.com/)
7. **Photocopies, facsimiles, and notarized copies of academic records are not considered official and will not be accepted.** Academic records issued in a language other than English are required to be translated and attested to by the institution of origin or a Pace-approved translation agency accredited through NACES.
8. **International Students**
   a. International applicants will need to submit TOEFL, IELTS or Pearson PTE academic scores. For more information visit our TOEFL/IELTS/Pearson PTE Requirements page. (https://www.pace.edu/admission-and-aid/graduate-admission/how-apply/masters-programs/toefl-ielts-pearson-pte/)
   b. Proof of Citizenship from a country where English is the official language, i.e. Antigua, Australia, Bahamas, Barbuda, Belize, Bermuda, Botswana, British Virgin Isles, Cameroon, Cayman Islands, Canada, Christmas Island, Cocos, Cooks Islands, Dominica, England, Fiji, Ghana, Grenada, Grenadines, Guam, Guyana, Ireland, Isle of Man, Jamaica, Keeling Island, Kiribati, Lesotho, Liberia, Marshall Islands, Mauritius, Micronesia, Montserrat, N. Marianas, Nevis, New Zealand, Nigeria, Norfolk Island, Papua New Guinea, Scotland, Sierra Leone, South Africa, St. Christopher, St. Helena, St. Kitts, St. Lucia, St. Vincent, Swaziland, Tanzania, Trinidad and Tobago, Uganda, United Kingdom, Virgin Islands, Zambia

Additional Requirements

In addition, **GRE/GMAT/MAT** exam scores and/or pre-requisites and other application requirements may apply.

Lubin School of Business Requirements

For Lubin School of Business applicants:

• If you have a cumulative GPA of 3.0 or above for all of your undergraduate work, and you hold a bachelors degree from an accredited institution, you will be considered for admission to any MBA or MS program without submitting a GMAT or GRE score.

- If you are applying for the MS Financial Management, MS Financial Risk Management and MS Investment Management and have passed Level 1 of the CFA exam or Level 1 of FRM exam, you may request a waiver of the GMAT or GRE.
- If you are applying for the MS in Human Resources Management and have a minimum of three years of human resources experience in a managerial position, you may request a waiver of the GMAT or GRE. Résumé will be required supported by letters of recommendation.
- If you are applying for the MS in Taxation and are currently a CPA, CMA, or have been admitted to the bar, you may request a waiver of the GMAT or GRE.
- If you are an MBA applicant who already holds a business-related master's or doctoral degree, you may request a waiver of the GMAT or GRE.
- Applicants to the MS in Accounting program must have a prior undergraduate or graduate degree in business.

Dyson College of Arts and Sciences Requirements

For Dyson College of Arts and Sciences applicants:

- A GRE score for the MA in Psychology is optional.
- A general GRE score, no more than five years old, is required for the MSEd in School Psychology, PsyD in School/ Clinical Child Psychology, PhD program in Clinical Psychology (Health Care Emphasis), PhD in School Psychology and the PhD in Mental Health Counseling. While not mandated for initial admission, the Psychology subject exam may later be required of candidates in the MSEd. PhD and PsyD programs.
- MA in Media and Communication Arts applicants must submit a portfolio containing samples of their prior work (for example: press releases, advertisements, presentations, writing samples, etc.).
- Three letters of recommendation are required for the MSEd in School Psychology, PsyD in School/Clinical Child Psychology, PhD in Clinical Psychology (Health Care Emphasis) and PhD in School Psychology programs.

School of Education Requirements

For School of Education applicants:

- All individuals applying to the MST and MSEd in Educational Leadership - School District Business Leader applicants must submit a GRE score for admission based on a new law approved by the New York State Legislature.
- The School of Education applies a holistic approach to application review in which a degree candidate's quantitative and qualitative factors are evaluated for admission eligibility. Standardized test scores will not have more significance than any other application requirements.

Actors Studio Drama School Requirements

For Actors Studio Drama School Education applicants:

Pace University's Actors Studio Drama School offers a Master of Fine Arts in Acting, Directing and Playwriting. In addition to completing a standard graduate application, applicants to this program will be required to submit additional materials, such as headshots, portfolios, and/or writing samples dependent upon the applicants chosen track. Once all the materials are reviewed, candidates will be invited to audition.

For detailed information on the application and audition process for this unique program, please visit the Actors Studio MFA website (https://www.pace.edu/dyson/departments/actors-studio-drama-school/apply-and-audition/)

Testing Codes

For the GRE/GMAT/TOEFL the Testing Code for Pace's New York City Campus is 2635; for Westchester campus the code is 2685.

Mailing Address

Regardless of the campus you are applying to, materials should be sent to the Office of Graduate Admission at the following location:

Pace University
Graduate Admission Office
Graduate Application Processing Center
One Pace Plaza
New York, NY 10038

Apply Now

The fastest way to apply is through our web application. To apply online, visit our Apply Today page Apply Now (https://www.pace.edu/apply-now/) to access the appropriate application for your program and student type.

Graduate Assistantship applications may be submitted online or you may apply via paper application. Paper applications are below and the graduate assistantship application is found within.

Non-degree or Visiting Applicants

If you are applying as a non-degree or visiting applicant, use these links to access our short application forms.

Non-Degree Applicant

Visiting Grad Student

Pace admits students of any race, color, and national or ethnic origin.

REQUIREMENTS FOR ACTORS STUDIO DRAMA SCHOOL

Pace University's Actors Studio Drama School offers a Master of Fine Arts in Acting, Directing and Playwriting. In addition to completing a standard graduate application, applicants to this program will be required to submit additional materials, such as headshots, portfolios, and/or writing samples dependent upon the applicants chosen track. Once all the materials are reviewed, candidates will be invited to audition or interview. For detailed information on the application process for this unique program, please visit the Actors Studio MFA website (https://dyson.pace.edu/departments/actors-studio-drama-school/apply-audition/).

Non-Degree Applicants

If you are interested in taking graduate-level courses at Pace, but are not ready to enroll in a full degree program, you may be eligible to take up to 6 graduate credits as a non-degree seeking student.

Courses are offered to individuals who qualify by virtue of previous education or professional experience. You can browse course offerings, by semester, through the online course schedule. To apply, please complete the Graduate Non-Degree Application.

Schedule an appointment with the Office of Graduate Admission (see locations below). Bring your transcript indicating conferral of your bachelor's degree along with the completed application.

If you have any questions or concerns, please contact the Office of Graduate Admission for the campus to which you are applying.

Office of Graduate Admission
One Pace Plaza
New York, NY 10038
(212) 346-1531
graduateadmission@pace.edu

Office of Graduate Admission
Vineyard House
861 Bedford Road
Pleasantville, NY 10570
(914) 422-4283
graduateadmission@pace.edu

Visiting Degree Applicants

A student currently in good standing in a comparable graduate program at another institution may apply to take traditional in-class or online courses within a Pace University graduate program. Applicants accepted as Visiting Students may take a maximum of two courses in a Pace graduate program.

Step 1. Access the Pace class schedule to see what courses are available.

- Under *Choose Term* select the term in which you wish to enroll
- Under *Level* select Graduate
- Under *Choose Subject* select the class(es) that interest you
- Use the *Choose Campus* menu to find online courses, or if you specifically want to attend our NYC or Westchester campus
- Click on the Search button and the results will appear
- For any particular course listed, you can access details - including prerequisites - using the "More Info" link on the right

Step 2: Download the PDF of the Visiting Student Application.

- Complete the application and note in which course(s) you wish to enroll
- Mail the application to either of the Offices of Graduate Admission listed below

Registration for courses is on a space-available basis and the courses must be completed in the semester or summer session for which the visiting student applied.

If you have any questions or concerns, please contact the Office of Graduate Admission for the campus to which you are applying.

Office of Graduate Admission
One Pace Plaza
New York, NY 10038
(212) 346-1531
graduateadmission@pace.edu

Office of Graduate Admission
Vineyard House
861 Bedford Road
Pleasantville, NY 10570
(914) 422-4283
graduateadmission@pace.edu

English Proficiency Examination Requirements

Students who earned a bachelor's degree in a country where English is not the official language and for whom English is not their first language must submit official scores from one of the following tests that are no more than two years old: TOEFL, International English Language Testing System (IELTS), Pearson PTE, Kaplan PTE, or Duolongo English Test.

Requirements

The following scores are sufficient to demonstrate the requisite proficiency in English for admission directly into Pace's academic programs:

If you are applying to programs within the **School of Education** or the **Dyson College of Arts and Sciences (except for the MA in Media and Communication Arts)**:

- TOEFL scores of 88 (Internet-based version).
- TOEFL scores of 9.5 (TOEFL® Essentials™)
- IELTS score of 7.0
- Pearson PTE score of 60
- Duolingo score of 115

If you are applying to programs within the **College of Health Professions or the MA in Media and Communication Arts**:

- TOEFL scores of 100 (Internet-based version)
- TOEFL scores of 10.5 (TOEFL® Essentials™)
- IELTS score of 7.5
- Pearson PTE score of 68
- Duolingo score of 130

If you are applying to programs within the **Lubin School of Business**:

- TOEFL scores of 90 (Internet-based version)
- TOEFL scores of 9.5 (TOEFL® Essentials™)
- IELTS score of 7.0
- Pearson PTE score of 61
- Duolingo score of 125

If you are applying to programs within the **Seidenberg School of Computer Science & Information Systems**:

- TOEFL scores of 78 (Internet-based version)
- TOEFL scores of 8.5 (TOEFL® Essentials™)
- IELTS score of 6.5
- Pearson PTE score of 52
- Duolingo score of 115

Pace University accepts TOEFL® Essentials™, MyBest™ scores for the TOEFL iBT® test, in addition to TOEFL iBT scores from a single test date.

The TOEFL codes for Pace University are as follows:

Westchester Campus: **2644**
New York City Campus: **2635**

If your TOEFL or IELTS scores are below the minimums stated above or Admission determines that you need additional English language preparation to be a fully matriculated student, you could be a candidate for the Pace University Global Pathways program. Once you submit your application, the Admission Committee will advise you about being admitted into this program.

Additional Information

All accepted students are required to take University Placement Exams prior to registration. Students may be restricted to intensive English course work for at least one semester, which may extend the length of time and cost of completing a degree.

The Admission Committee may require additional testing if there are concerns about your ability to read, write, and speak English sufficiently to meet the demands of your intended curriculum, based on the materials you submitted as part of your application or on written or verbal communications with you after you submitted your application.

Tuition and Fees

Tentative Tuition and Fees 2023-2024

(subject to change)

Graduate Tuition Rates for Fall 2023/Spring 2024

Graduate Tuition Per Credit by School/College:

School/College	Tuition Per Credit
College of Health Professions	
MS Degree Programs (except as noted)	$1,460.00 per credit
Occupational Therapy, MS	$96,900.00 total program
Physician Assistant Program (NYC)	$115,618.00 total program (NY) (students entering in 2023-2024)
Physician Assistant Program (PLV)	$113,506.00 total program (PLV) (students entering in 2023-2024)
Physician Assistant Online Completion Program	$9,900.00 total program
Doctor of Nursing Practice (DNP)	$1,460.00 per credit
PhD in Nursing	$1,475.00 per credit
Nursing Education Certification	$1,456.00 per credit
Nutrition and Dietetics	$1,420.00 per credit
Healthcare Informatics (MS)	$1,150.00 per credit
Dyson College of Arts and Sciences	
Dyson Arts and Sciences Graduate Rate (except as noted)	$1,460.00 Per Credit
Actors Studio MFA	$46,555.00 per year
Applied Quantitative Economics Analysis and Policy, MS	$1,39000 per credit
Biochemistry & Molecular Biology, MS	$1,430.00 per credit
Clinical Child Psychology, PsyD	$1,430.00 per credit
Clinical Psychology (Health Care Emphasis), PhD	$1,430.00 per credit
Communications and Digital Media, MA	$1,060.00 per credit
Environmental Science and Policy, MS	$1,100.00 per credit

Forensic Science, MS	$1,390.00 per credit
Homeland Security Professionals, MA (online)	$820.00 per credit
Media and Communication Arts	$2,606.00 per credit
Mental Health Counseling, MS	$1,390.00 per credit
Mental Health Counseling, PhD	$1,430.00 per credit
Public Administration, MPA	$1,150.00 per credit
Public Administration, MPA (Online)	$955.00 per credit
Publishing, MS	$1,370.00 per credit
Psychology, MA	$1,390.00 per credit
School Psychology, MSEd	$1,430.00 per credit
School Psychology, PhD	$1,430.00 per credit
Lubin School of Business	
Lubin Business, MBA, MS, and DPS degree programs	$1,460.00 per credits
School of Education	
All Graduate Programs (except as noted)	$1,055.00 per credit
Graduate Certificate in Literacy Specialist	$1,040.00 per credit
Higher Education Administration and Student Affairs, MA (online)	$1,010.00 per credit
Literacy Specialist, MSEd (online)	$1,040.00 per credit
Seidenberg School of Computer Science and Information Systems	
MS Degree Programs	$1,490.00 per credit
MS Online Degree Programs	$1,150.00 per credit
PhD in Computer Science	$1,490.00 per credit
Pace Global Pathways Program	
Pace Global Pathways Program	$11,500.00 One Term
Pace Global Pathways Program	$23,000.00 Two Terms
Pace Global Pathways Program	$34,500.00 Three Terms

Tentative Undergraduate Tuition Rates For Fall 2023/Spring 2024

Type	Tuition
Full-time Flat-Rate Tuition Rate for Year (Undergraduate degrees other than Sands School of Performing Arts)	$49,550.00*
Part-time Per Credit Hour Rate (less than 12 credits)	$1,420.00
Sands School of Performing Arts	$54,550.00*
Part-time Sands School of Performing Arts Rate (less than 12 credits)	$1,575.00 per credit
Summer Per Credit Rate	$1,075.00 per credit rate
College of Health Professions Nursing 1-Year Accelerated Bachelor's of Science (ABS) in Nursing program	$21,930.00 per semester - Admitted prior to Summer II 2023
	$22,588.00 per semester - Admitted Summer II 2023 or Fall 2023
Dyson Online AA in General Arts & Sciences	$600.00
Pace Online (Undergraduate Only)	$600.00

*   Credits above 18 are assessed at the Part-time Per Credit Rate

Undergraduate and Graduate Fees for Fall 2023/Spring 2024

Fee	Per Semester
General Institution Fees Per Semester (Undergraduate and Graduate)	
Standard Fees for Full-time Undergraduate	$1,474.00 (includes the General Institution Fee, Student Activities Fee, Technology Fee, and Healthcare Services Fee)
Twelve or More Credits	$456.00
Eight to Eleven Credits	$323.00
Five to SevenCredits	$241.00
Up to Four Credits	$169.00

Other Standard Fees

University Health Care Fee	$75.00
Technology Fee (Full-time students)	$105.00
Technology Fee (Part-time students)	$60.00
Student Activities, Full-Time Undergraduate students New York Campus	$101.00
Student Activities, Full-Time Undergraduate students Westchester Campus	$101.00
Freshman Studies	$400.00 (charged once in 1st semester)
Transfer Fees	$50.00 (charged once in 1st semester)

Miscellaneous Fees

Special Course Fees	Varies by course
Alumni Audit	$0.00
Mandatory Accident and Sickness Insurance: Visit Student Health Insurance for costs by semester	Visit https://www.pace.edu/health-insurance (https://www.pace.edu/health-insurance/)
OASIS Program (Fall and Spring Semesters)	$7,000 **per semester**
OASIS Program (Summer)	$800.00
High School Bridge Program	$150.00
Auditing, Per Credit	Part time prevailing per credit rate
Deferred/Conflict Exam	$35.00 for **1 exam**, $50.00 for **2+ exams**
Registration/Payment Late Fee – Fall and Spring	$200.00
Registration/Payment Late Fee – Summer	$50.00
Late Payment Fee for 2nd Installment, Fall & Spring	$25.00 per installment
Transcript Request	$7.00
Return Check Charge	$20.00
Life Experience Learning Portfolio, (Undergraduate only)	$0.00
Proficiency Exam	$160.00
ProctorU Fee (only if required by course and typically only for Midterm and/or Final Exam)	$20.00 per exam
ISS OPT Processing & Record Management Fee	$125.00
ISS OPT STEM Extension Processing & Record Management Fee	$175.00
Study Abroad – Exchange or Direct Billing	$100.00
Study Abroad - Summer Programs	$100.00
Study Abroad - Non-Affiliated	$100.00
International Student Fee	$55.00/semester
Psychology Program, Graduate	$50.00
Dyson Graduate Student Association Fee	$50.00
School of Education New Student Administrative Fee	$125.00
College of Health Professions Graduate Student Fee	$75.00
Lubin Graduate Student Development	$175.00

Admission Fees

Admissions Application Undergraduate	$50.00
Admissions Application Graduate	$70.00
Performing Arts Application Fee	$50.00 pending confirmation from Admissions
Physician Assistant Supplemental Admissions Application	$70.00
Tuition Deposit, non-refundable (New Undergraduates only)	$100.00
Undergraduate Tuition Deposit - Accelerated Bachelor of Science in Nursing (ABS)	$300.00
Dorm Deposit, first-time resident, non-refundable	$400.00
Dorm Deposit, returning student, refundable (sliding scale)	$400.00
Dorm Security Deposit (paid once)	$100.00
Graduate Deposit - Seidenberg DPS Ed Tech	$200.00
Graduate Deposit Seidenberg DPS computing	$200.00
Graduate Deposit Dyson e.MA in Public Safety and Homeland	$200.00

Graduate Deposit Dyson MFA	$200.00
Graduate Deposit Dyson Forensics	$200.00
Graduate Deposit Dyson PsyD	$200.00
Graduate Deposit Dyson Env Sci, Counseling	$200.00
Graduate Deposit Dyson MPA	$200.00
Graduate Deposit Dyson MA Psych	$200.00
Graduate Deposit Dyson MA Media Comm Arts	$200.00
Graduate Deposit CHP -CDP	$200.00
Graduate Deposit CHP -DNP	$200.00
Graduate Deposit CHP -MS Physicians Assistant	$1,500.00
Graduate Deposit CHP -MS OT	$1,000.00
Graduate Deposit CHP -MS CSD	$500.00
Graduate Deposit CHP MA Nursing Education	$200.00
Graduate Deposit CHP MS	$200.00
Graduate Deposit Lubin e.MBA	$1,000.00
Graduate Deposit Lubin MFP	$1,000.00
Graduate Deposit Lubin MS, MBA	$200.00
Graduate Deposit School of Education - MSED	$200.00
Graduate Deposit School of Education - MS	$200.00
Graduate Deposit Seidenberg - MS	$200.00
Maintenance of Matriculation, Graduate Per semester (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)	$250.00
DPS in Computing	$1,000.00
PhD in Psychology	$250.00
PhD in Nursing	$2,500.00
Late Registration Fee for Maintenance of Matriculation	$200.00

*Graduate students carrying 9 or more credits, excludes special programs and Law School

Undergraduate and Graduate Room and Meal Plan Charges for Fall 2023/Spring 2024

Fee	Per Semester
General Institution Fees Per Semester (same for Undergraduate or Graduate)	
Food (Meal Plan) (Full-time Undergraduate Commuters - required) ***	$600.00
Food (Meal Plan) (Full-time Undergraduate Residents - required) ***	$2,250.00
Housing (Room in Residence Hall) - NY Freshman	$9,125.00
Housing (Room in Residence Hall) - NY Transfers	$9,975.00
Housing (Room in Residence Hall) - NY Upperclassmen and Graduate students	$9,975.00
Housing (Room in Residence Hall) - PLV Freshman	$6,935.00
Housing (Room in Residence Hall) - PLV Transfers	$6,600.00
Housing (Room in Residence Hall) - PLV Upperclassmen and Graduate students	$7,365.00

***   The listed meal plans are required of first year full-time undergraduates. All other students may select from a variety of meal plans based on individual needs. Full-time 1st year undergraduates may also upgrade from the required plans.

Non-Billable Estimated Expenses for Fall 2023/Spring 2024

Fee	Per Semester
Books and Supplies (Full-time students)	$400.00
Books and Supplies (Part-time students)	$200.00
Transportation - Commuter	$675.00
Transportation - Residents	$300.00
Living Allowance - Commuters living with parents	$2,000.00 per semester (Full-time undergraduates)
Living Allowance - Commuters living with parents	$2300.00 per semester (all others)
Personal Expenses	$726.00
Independent Living Allowance	$12,638.00 per semester (Full-time undergraduates)
Independent Living Allowance	$12,938.00 per semester (all others)

Sample Undergraduate Cost Of Attendance For Fall 2023/Spring 2024

Billable Expenses (paid to the university)	Per Year
For Freshman Commuter (Non-Performing Arts)	
Tuition	$49,550.00
Fees	$1,874.00
Food	$600.00
Total Direct Expenses	$52,024.00

Non-Billable Expenses (Estimated personal expenses)	Per Year
For Freshman Commuter (Non-Performing Arts)	
Books, materials, supplies, and equipment	$800.00
Transportation	$1,350.0
Personal Expenses	$1,510.00
Living Expenses (non-campus housing and food)	$4,000.00
Total Indirect Expenses (used for budget purposes only)	$7,660.00
Total Cost of Attendance	$59,684.00*

*   *New York City Freshman Commuters - Performing Arts Total Cost of Attendance is $64,684.00*

Billable Expenses (paid to the university)	Per Year
For Freshman New York Resident (Non-Performing Arts)	
Tuition	$49,550.00
Fees	$1,874.00
Housing	$18,250.00
Food	$4,600.00
Total Direct Expenses	$74,274.00

Non-Billable Expenses (Estimated personal expenses)	Per Year
For Freshman New York Resident (Non-Performing Arts)	
Books, materials, supplies, and equipment	$800.00
Transportation	$600.00
Personal Expenses	$1,510.00
Total Indirect Expenses (used for budgeting purposes only)	$2,910.00
Total Cost of Attendance	$77,184.00*

*   *New York City Freshman Resident - Performing Arts Total Cost of Attendance is $82,184.00*

Billable Expenses (paid to the university)	Per Year
Freshman Pleasantville Resident (Non-Performing Arts)	
Tuition	$49,550.00
Fees	$1,874.00

Housing	$13,870.00
Food	$4,600.00
Total Direct Expenses	$69,894.00

Non-Billable Expenses (Estimated personal expenses)	**Per Year**
Freshman Pleasantville Resident (Non-Performing Arts)	
Books, materials, supplies, and equipment	$800.00
Transportation	$600.00
Personal Expenses	$1,510.00
Total Indirect Expenses (used for budgeting purposes only)	$2,910.00
Total Cost of Attendance	$72,804

Billable Expenses (paid to the university)	**Per Year**
Freshman Independent Living Off-Campus and Not with Parents (Non-Performing Arts)	
Tuition	$49,550.00
Fees	$1,874.00
Food	$600.00
Total Direct Expenses	$52,024.00

Non-Billable Expenses (Estimated personal expenses)	**Per Year**
Freshman Independent Living Off-Campus and Not with Parents (Non-Performing Arts)	
Books, materials, supplies, and equipment	$800.00
Transportation	$1,350.00
Personal Expenses	$1,510.00
Living Expenses (off-campus housing and food)	$25,276.00
Total Indirect Expenses (used for budget purposes)	$28,936.00
Total Cost of Attendance	$80,960.00*

*   *New York City Freshman Independent Living Off-Campus - Performing Arts Total Cost of Attendance is $85,960.00*

Non-Billable Expenses (Estimated personal expenses)	**Per Year**
Graduate Students Independent Living enrolled in 12 credits or more	
Books, materials, supplies, and equipment	$800.00
Transportation	$1,350.00
Personal Expenses	$1,668.00
Living Expenses (off-campus housing and food)	$25,276.00
Total Indirect Expenses (used for budgeting purposes only)	$29,094.00

Tuition and Fees subject to change

Note: Pace University reserves the right to change tuition, fees, and room and board rates. When determining financial aid packages, we take into consideration the total cost of attendance, which includes fees not paid to Pace such as books, spending money, and transportation costs.

How to Make a Payment

Pace University no longer accepts debit/credit cards in-person, by mail, fax, or over the phone for payment of Tuition, Housing, Meal Plan and fees. However, debit/credit cards can be used to pay online through TouchNet/PayPath via www.Pace.edu/Pay (http://www.Pace.edu/Pay/)**.**

TouchNet is an independent third party contractor who accepts payments to the student account and charges a non-refundable convenience fee based on the amount charged. Credit/Debit card payments will incur a fee of 2.85% which is assessed by TouchNet and not Pace. The convenience fee is paid in full to and retained by TouchNet. The University does not receive any of this fee. The charge for the convenience fee will appear separately from the payment on your card statement. There will be no charge for online payments using your checking or savings account.

To make a debit/credit card payment, visit www.Pace.edu/Pay (http://www.Pace.edu/Pay/) or login to My Pace Portal using your Pace credentials, click on the Student Tab, and click on Registration, Grades and Tuition Schedule. Then, click on Pay Your Bill / Payment Plans and follow the steps to make payment.

1. **Online**
   In MyPace Portal, students can make payment under "Registration and Grades", "Pay Bill / Payment Plans". You will have the option of paying by webcheck or credit card. Pace accepts Visa, MasterCard, American Express, and Discover/Novus through PayPath, a service provided through TouchNet™. Parents and other authorized users can make payment by web check or credit card via the Payment Portal. If you wish to pay in monthly installments, you must enroll through the Payment Portal.
   For a tutorial on how to pay your bill online, please click here or visit http://www.pace.edu/pay (http://www.pace.edu/pay/).

2. **By Mail**
   Payment may be made via check or money order. Please include your Student ID number and make your check or money order payable to Pace University and send to:
   Payment Processing Center
   861 Bedford Road
   Pleasantville, New York 10570

3. **International Payments**
   Pace University has partnered with Flywire for international payments. This services provides students and their families a cost effective and convenient method of making payments to Pace in foreign currencies.
   Flywire allows you to:
   a. Pay from any country and any bank
   b. Save money on bank fees and ensure your payment is received in full
   c. Obtain excellent foreign exchange rates with a best rate guarantee
   d. Receive piece of mind with 24x7 multilingual customer support
   e. Track your payment from start to finish

To make your payment, please visit: www.pace.flywire.com (https://payment.flywire.com/pay/payment/). For questions about making a payment with Flywire, you can email support@flywire.com (https://help.flywire.com/hc/en-us/).

Payment Options

Please Note: All students are bound by the payment due date, whether or not a University bill is received. Semester charges and payment information are available through your MyPace Portal account.

Full Payment for Fall 2023 Semester

Payment is due on the officially designated payment date shown below or at the time of registration:

- **Graduate:** August 1 or day of registration if after August 1
- **Undergraduate:** August 1 or day of registration if after August 1

Full Payment for Spring 2024 Semester

Payment is due on the officially designated payment date shown below or at the time of registration:

- **Graduate:** January 4, 2024 or day of registration if after January 4, 2024
- **Undergraduate:** January 4, 2024 or day of registration if after January 4, 2024

Monthly Payment Plan

Pace University offers Payment Plans for each semester (Fall, Spring, and Summer.) Students may enroll in the payment plan through Pace Portal (https://portal.pace.edu) or follow the path from the Billing and Payment webpage (https://www.pace.edu/pay/).

Financial Aid/Loan Recipients

Validated Financial Aid Awards or approved Loans may appear on your invoice. If there is a discrepancy or aid is missing, call or visit the Financial Aid Office as soon as possible: (877) 672-1830, option 1.

Special Course Fees

Special course fees are listed in the Course Schedule (https://www.pace.edu/registrar/academic-scheduling/class-schedule/) with the specific course, if applicable.

General Institution Fee (GIF)

Pace University assesses a General Institutional Fee (GIF) to cover costs associated with ancillary services provided to students which are not covered by tuition:

- advisement
- registration
- tutoring at the Learning Commons
- library services
- co-op and career services
- inter-campus transportation
- safety and security
- parking
- athletic activities

Many institutions charge similar fees or assess separate fees for the aforementioned services. Pace University has consolidated the cost of these services into one concise fee.

University Health Care Fee

The Health Care fee supports the existence of the University Health Care Unit that are located on the New York City and Pleasantville Campuses. These on-campus facilities are staffed by nurse practitioners - registered nurses who have received training in diagnosing and treating illness, and prescribing medications and other treatments. The UHCU is available to all Pace students, regardless of their ability to pay or health insurance coverage or whether or not the student chooses to make use of these facilities. This fee also supports some of the services offered by our Counseling and Personal Development Centers on both campuses.

Technology Fee

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

Graduate Courses Taken by Undergraduates

Students who are enrolled in a combined degree program are treated as undergraduate students through the end of the semester (Fall, Spring, or Summer) in which they earn 120-128 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. Please be reminded that non-combined-degree undergraduate students may only have a maximum of six (6) graduate credits applied to their undergraduate degree.

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 Student Accounts office via email, help desk, mail, or telephone 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 University 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. Credit card payments can only be made online at www.pace.edu/pay (http://www.pace.edu/pay/) and are subject to a 2.85% service free through TouchNet. If late fees apply, they will be charged to the student's account. The University 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 diplomas to 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.

Student Refunds

Students may be eligible to receive a refund, in accordance with Title IV regulations, when payments posted to their student account exceeds the cost of tuition, fees, dorm, meal charges and any other allowable ancillary charges, as authorized by the student and/or parent. Payments may include disbursed financial aid (including scholarships and loans), check payments, and other payments resulting in a credit balance.

The refunding process starts immediately following the official opening date of a semester and refunds are generated once per week. Student refunds will be processed more than once per week to BankMobile when the volume warrants. Please consult your campus Student Accounts office for specific disbursement dates. Refund checks prepared by the University will continue to be issued once per week.

Students may review the status of their account by viewing the Account Summary section of their portal.

Refund Selection

Students will receive instructions from BankMobile on how to select a refund preference. For more information about BankMobile, visit their website for refund choices (https://bankmobiledisbursements.com/refundchoices/).

Student refunds will be generated:

1. 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 BankMobile for distribution to the student, in accordance with the student's selected preference. If the aid is disbursed before the semester starts, the credit will be sent to BankMobile no later than 14 days after the official opening date 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.
2. If an account is paid, in part or in full, by a **Parent PLUS loan**, and a credit balance exists, a Pace University 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 no later than 14 days after the official start date of 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 completing the authorization on the PLUS application, thereby releasing any excess PLUS funds to the student. Requests will be valid for the specified academic year only.
3. When a credit balance is created as a result of an overpayment or class withdrawal and a check or cash payment only is used, a refund will be sent to BankMobile for distribution to the student, in accordance with the student's selected preference.
4. **Credit Card Refunds:** The University refunds in kind, i.e., to the credit card used to pay for the semester's charges. 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. **Note: The convenience fee of 2.85% charged by TouchNet is a non-refundable fee.**
5. 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 within the on-line Class Schedule, under "Tuition and Fees.") **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. Return to Title IV Funds calculations (R2T4) are completed by the Financial Aid Office, in accordance with Federal regulations. Institutional and New York State funds will also be recalculated according to the policies in place for those funds if a recipient withdraws and receives a full or partial tuition cancellation. Any unearned aid will be returned to the source (e.g. U.S. Department of Education, New York State, etc.) After review, if a student is deemed ineligible for any or all financial aid, any balance due resulting from recalculation of aid becomes the responsibility of the student.

This policy is subject to change without prior notification. Please consult your campus Student Accounts office if additional assistance is necessary.

To view our institution's contract with BankMobile, a Division of Customer Bank, go to: https://www.vibeaccount.com/swc/doc/landing/l80l1umha1zeom0r4taq *(https://www.vibeaccount.com/swc/doc/landing/l80l1umha1zeom0r4taq/).*

Tuition Cancellation Policy
Undergraduate and Graduate Students

Tuition and special course fees are cancelled only in the following situations:

1. When a student is separated from the University for 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 to the University; or
3. Officially withdraws using the Portal at portal.pace.edu (https://portal5login.pace.edu/cas-web/login/?service=https%3A%2F%2Fportal5.pace.edu%2Fc%2Fportal%2Flogin).

Please 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 for which the student has registered. Failure to officially withdraw will result in tuition liability. Students may withdraw online through the Portal at portal.pace.edu (https://portal5login.pace.edu/cas-web/login/?service=https%3A%2F%2Fportal5.pace.edu%2Fc%2Fportal%2Flogin) or by filing with the Office of the Registrar. 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 Student Accounts (notification to the instructor is not sufficient) or withdrawal via the Portal at portal.pace.edu (https://portal5login.pace.edu/cas-web/login/?service=https%3A%2F%2Fportal5.pace.edu%2Fc%2Fportal%2Flogin). In the case of withdrawal by mail, the official postmarked date of the correspondence will be the effective date of withdrawal.

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

Tuition Cancellation Schedule
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, general institution, student activity, and university health care fees are non-refundable.**

Week	% Cancellation
Fourteen-, Fifteen-, or Sixteen Week Term (most Fall and Spring courses)	
Prior to and during 1st and 2nd week of term	100%
During 3rd week of term	70%
During 4th week of term	25%
During 5th week of term	20%
After 5th week of term	0%
Six-Week Term (most Summer Session I and II courses)	
Prior to and during 1st week of six-week term	100%
During 2nd week of term	25%
After 2nd week of term	0%
One-Week Term	
Prior to 1st day of one-week term	100%
1st day of the term	25%
2nd day of the term and thereafter	0%
Two-Week Term	
Prior to 1st day of two-week term	100%
1st day of the term	50%
2nd day of the term and thereafter	0%
Three-Week Term	
Prior to 1st day of three-week term	100%
1st day of the term	50%
2nd day of the term and thereafter	0%
Four-Week Term	
Prior to 1st day of four-week term	100%
During 1st week of the term	50%
After 1st week of the term	0%

Five-Week Term	
Prior to 1st day of five-week term	100%
During 1st week of term	50%
After 1st week of term	0%
Seven-Week Term	
Prior to and during 1st week of term	100%
During 2nd week of term	50%
After 2nd week of term	0%
Eight-Week Term	
Prior to and during 1st week of term	100%
During 2nd week of term	50%
After 2nd week of term	0%
Nine-Week Term	
Prior to and during 1st week of term	100%
During 2nd week of term	50%
After 2nd week of term	0%
Ten- or Eleven-Week Term	
Prior to and during 1st week of term	100%
During 2nd week of term	50%
During 3rd week of term	20%
After 3rd week of term	0%
Twelve- or Thirteen-Week Term	
Prior to and during 1st week of term	100%
During 2nd week of term	70%
During 3rd week of term	20%
After 3rd 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

To comply with the new Department of Defense policy, Pace University will return any unearned TA funds on a prorate basis through at least the 60% portion of the period for which the funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based upon when a student stops attending. These funds are returned to the military Service branch.

Cancellation because of Military Service: Any student required to discontinue attending classes because of induction into or activation in the U.S. military service (i.e. National Guard or Reserve activation or periods of Active Duty for Training) may be eligible for a complete refund of all tuition and fees, 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 to future enrollment. Once Student receives notice of call-up, they need to immediately inform their Professors, Advisors and Pace University's Veteran Services Office.

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 the Pace Portal (https://portal5login.pace.edu/cas-web/login/? service=https%3A%2F%2Fportal5.pace.edu%2Fc%2Fportal%2Flogin) or file for withdrawal with the Office of the Registrar (https://www.pace.edu/ registrar/faq/#registration). Students should consult with their advisor.

Federal Financial Aid Recipients Who Withdraw From All Classes

Federal Title IV financial aid includes: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (SEOG), 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. 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.

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.

Recipients of Pace University Scholarships and Grants Who Withdraw From Any Classes

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.

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 coordinator regarding TAP and other New York State grant program refund requirements.

In all cases, students who are considering withdrawing from classes may call or visit the Financial Aid Office for further details or to discuss their particular situation.

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, club, and recreational sports while serving as a focal point for all students, faculty, staff, and alumni. As with other non-academic activities, athletic activities add another dimension to university life.

Intercollegiate and intramural sports give students of Pace University a chance to compete at many levels of ability and interest. There are currently 14 varsity teams, a spirit squad made up of cheerleading, dance, and pep band, club men's soccer, club co-ed golf, and a wide variety of intramural sports.

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

Also, in collaboration with the university, the athletics department recently completed construction of four new facilities. Pace Stadium, a new multipurpose field with lights, Field Turf and 1,100 seats for football, women's soccer, men's lacrosse, and women's lacrosse opened in the fall of 2015. Peter X. Finnerty Field, home of our baseball and field hockey teams, now has Field Turf and lights and a new softball field was also built on the Pleasantville campus. In the spring of 2016, the 14,010 square foot, multi-million dollar Joseph R. Ianniello Field House officially opened, providing Pace student-athletes with a state of the art facility that includes a new strength and conditioning center, locker rooms and a sports medicine component.

Pace University maintains a successful intercollegiate program for students who qualify under the rules of the university, NCAA, and Northeast-10 Conference. Men's intercollegiate varsity sports include basketball, baseball, cross country, lacrosse, football, and swimming and diving. Women participate in basketball, cross country, field hockey, lacrosse, soccer, softball, swimming and diving, and volleyball. The co-ed spirit-squad also provides opportunities with the pep band, and cheer and dance teams. Pace University competes at the NCAA Division II level, with membership in the Northeast-10 Conference (NE10).

In the fall, the Setters begin the school year with six teams competing. The Pace football program has put together great success in recent years, tallying a 13-7 record in their last two seasons. In 2019, the Setters had 12 all-conference selections. The women's volleyball squad has won the NE10 Championship twice since joining the conference and has competed in the NCAA Division II Championship eight times overall. The women's soccer program was started in 1997 and recently put together its most successful season in 2019. The Setters earned their first-ever national ranking that year, while also setting a new school record for regular-season wins (11). They have had more than 30 All-Conference players, as well as 19 All-Region selections along with an All-American selection in 2014. Men's and women's cross country compete against some of the most talented Division I and II programs in the East Region at various meets. Field Hockey is the newest program at Pace. In only their fourth year in 2018, the Setters won the Northeast-10 Conference Regular Season championship with a 13-0 record before advancing all the way to the NCAA Division II National Semifinals. Pace finished the year as the top-ranked team in the East Region.

During the winter season, the men's and women's basketball teams play their home games at the Goldstein Health, Fitness, and Recreation Center on the Pleasantville campus. The women's team advanced to the NCAA Division II Elite Eight in 2001 and the Sweet 16 in 2011. The men's squad, which was ranked nationally in 2019 for the first time in more than 20 years, won their first NCAA tournament game in 2002 and was an NCAA Tournament participant in 2007. The swimming and diving teams compete in the competitive NE10, and have had eight divers and a pair of women's swimmers earn berths in the NCAA Division II national qualifiers in recent years.

The baseball team has won at least 29 games in five of the last nine seasons and earned a bid to the NCAA Division II Tournament in 2013. In addition, the baseball program has had a number of its players selected in the Major League Baseball Draft and go on to play professionally. The men's lacrosse program completed one of their most successful seasons in 2019, registering the second-most wins in program history (13). Pace also qualified for the NCAA tournament for the first time in 2017, finishing the season ranked No. 5 in the country. In only its fifth full season, the women's lacrosse team qualified for its fourth consecutive NE10 Tournament in 2021 and finished with a No. 19 national ranking. In addition, both lacrosse teams play in one of the top Division II conferences in the country, which has featured multiple National Champions in the last decade. Finally, the softball team has become one of the top programs in the NE10, qualifying for the NCAA Tournament in two of the last five seasons, and winning the NE10 Championship in 2016.

The Athletic Department embraces its role in the area of recreation and wellness and its impact on student life. The Pleasantville campus has more than 52,000 student visits and the New York City campus has 42,000 visits for fitness and wellness per year, with approximately 1,980 participants in intramurals in Pleasantville and more than 350 in New York City. Health and Wellness credit and noncredit courses are offered on both campuses. The addition of turf athletic facilities with lighting provides growth in participation of students in intramurals on the Pleasantville campus. Co-ed leagues are currently offered for: Outdoor soccer, outdoor flag football, indoor soccer, softball, ultimate frisbee, handball, futsal, dodgeball, whiffle ball, volleyball, basketball and badminton.

For all information regarding Pace University Athletics (http://paceuathletics.com) and follow @PaceUAthletics on Twitter (https://twitter.com/PaceUAthletics/).

Campus Services

Campus Dining Services

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

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

Monthly fun promotions spice up the menu. More details are available on the Pace Dining Services Web site for each campus at: https://www.pace.edu/auxiliary-services/campus-dining (https://www.pace.edu/auxiliary-services/campus-dining/). All residential graduate 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 web page on http://www.pace.edu/auxiliary-services/campus-dining-meal-plans (https://www.pace.edu/auxiliary-services/campus-dining/meal-plan-options/) for various buy-in levels and requirements.

All part-time students are invited to choose a dining plan of interest. Take a look at our Campus Dining website and choose the plan that best suits your needs. To sign up visit the meal plan office on either the Pleasantville or New York City campus or visit http://www.pace.edu/auxiliary-services/campus-dining-meal-plans (https://www.pace.edu/auxiliary-services/campus-dining/meal-plan-options/). For more information call:

- New York City, One Pace Plaza, 1st floor, (212) 346-1015
- Pleasantville, Kessel Campus Center, (914) 773-3763

Cultural Programming

The Schimmel Center for the Arts is the principal theater of Pace University and is located at the University's New York City campus in lower Manhattan. It provides a performance and assembly facility to the university and the general public and features the Pace Performing Arts Department's theater, musical theater and dance productions. The Center also hosts academic lectures, conferences and classes, as well as public cultural events. Visit our website at: https://schimmel.pace.edu.

Identification Cards

University policy requires that a valid Pace University Identification Card be worn on all campuses. ID cards must be presented for access to the Pleasantville, White Plains and New York City Campuses at all times. This ID card serves all of your on-campus needs. It will access your meal plan, flex dollars, printing, resident hall, many campus activities, and more.

The One Card (https://www.pace.edu/auxiliary-services/one-card/) (ID Offices) are located at:

New York City
One Pace Plaza, B-Level
(212) 346-1015

White Plains
Aloysia Hall
(914) 422-4138

Pleasantville
Paton House - ground level, next to the Health Center
(914) 773-3830

For more information, please visit the Auxiliary Services webpage https://www.pace.edu/auxiliary-services (https://www.pace.edu/auxiliary-services/).

A student will keep the same ID card for his or her entire Pace career. A $25.00 fee is charged for replacement cards. The Office of Student Accounts will accept payment for this fee by check or money order (payable to Pace University.)

Library

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

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

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

Security

Pace University Safety and& Security works diligently to provide a safe and secure environment for our students so that their pursuit of higher education can be their top priority. The University provides a 24 hours a day, 365 day per year security presence on each campus. All security personnel are professionally trained and strive to create and maintain a safe campus environment for students, faculty, staff and visitors. Safety protocols include, but are not limited to; security patrols, card access readers, closed circuit cameras, emergency call boxes, security escorts and the PaceSafe app. All members of the Safety and& Security team are committed to our students' success and take great pride in their accomplishments while at pace and upon graduation.

For more information on the Safety & Security office and the services offered visit our website (https://www.pace.edu/security-emergency-management/).

SAFETY & SECURITY LOCATIONS AND CONTACT INFORMATION

NEW YORK CITY CAMPUS
One Pace Plaza
B-Level
New York, NY 10038
Phone: (212) 346-1800 (Open 24 hours a day)
Email: security@pace.edu

WESTCHESTER CAMPUSES
Alumni Hall
861 Bedford Road
Pleasantville, NY 10570
Phone: (914) 773-3400 (Open 24 hours a day)
Email: security@pace.edu

Administrative Office
Gannett House, Pleasantville (Lot R behind the Townhouses)
Phone: (914) 773-3700 Mon - Fri 9-5
Email: security@pace.edu

Elizabeth Haub School of Law
Preston Hall, 1st floor
78 North Broadway
White Plains, NY 10603
Phone: (914) 422-4300 (Open 24 hours a day)
Email: security@pace.edu

Additional Security Information

Parking at the Westchester Campuses

Parking is only available on the Pleasantville and Elisabeth Haub Law campuses. All students, faculty, staff, contract employees and visitors must display a valid parking permit or temporary hang tag and are obligated to adhere to the University's parking regulations at all times while on campus.

Parking is limited and obtaining a parking permit does not guarantee the availability or location of a parking space. The responsibility for finding a legal parking space rests with the motor vehicle operator. Lack of space is not a valid reason for violating Pace University's parking regulations.

To request a parking permit or review campus parking regulations visit the Pace University Parking Portal (https://pace.t2hosted.com/cmn/auth_ext.aspx).

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

Questions about parking and traffic at Pace University may be directed to traffic@pace.edu.

Security Services

The Office of Safety and Security provides a 24 hours a day, 365 day per year security presence on each campus. Additional Security services include:

Automotive Assistance – Pace Security will assist any person on the Pleasantville or Haub Law campuses who needs a battery boost or who is locked out of their vehicle. Be prepared to provide personal identification, show evidence of ownership of the vehicle, and read and sign a waiver form.

Crime Reporting and Prevention - Consistent with legal requirements, members of the Pace Community will be advised on a timely basis regarding the occurrence of crimes on campus. Special security notices are prepared in the event that a crime is committed on campus, and distributed to the community. These notices provide the facts related to the incident, and alert members of our community to prevent future incidents from occurring. Incidents can be reported by contacting campus security or utilizing the PaceSafe app.

ID Cards and Access - In order to maintain a safe campus environment please report a stolen or lost Pace ID immediately to a Pace Security office or Pace ID office. If you need a new card, visit a Pace ID office.

Lost and Found Property - The Office of Safety and Security maintains lost and founds across all three campuses. To claim lost property, be prepared to present your Pace ID or any government-issued photo ID.

Security Escorts - The Office of Safety and Security provides a walking escort service between any two points on campus 24/7. To request an escort, please contact the security office on the appropriate campus. Please allow up to 15 minutes for the escort guard to arrive and request that they show a Pace University ID.

Elizabeth Haub School of Law
Safety and Security - (914) 773-3400
ID Office - (914) 422-4215

New York City
Safety and Security - (212) 346-1800
ID Office - (912) 346-1812

Pleasantville
Safety and Security - (914) 773-3400
ID Office - (914) 773-3830

University Health Care

University Health Care offers a full range of primary health care services to Pace University students, faculty, staff, alumni, and their families. UHC is staffed by certified Advance Practice Registered Nurses (APRNs), who provide evidence-based, patient centered health care to our campus community in a professional and compassionate manner, and other allied health professionals (certified Medical Assistants). UHC provides a needed service to the Pace community while also providing nursing and physician assistant students excellent real world experiences.

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

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

- Health education
- Diagnosis and treatment of illnesses such as sore throat, cough or other infections
- Health assessment with complete physical examinations
- Women's health care, contraception, GYN
- PrEP, PEP, STI/HIV testing and treatment
- Immunizations/vaccinations (Influenza and other)
- Phlebotomy/blood work
- Prescribe/Medication refill except for controlled substances

- Over the counter medication dispensary with in-person visit
- COVID-19 testing for symptomatic cases only
- Referral to specialists
- First aid for minor injuries

Visit our webpage at: www.pace.edu/uhc (http://www.pace.edu/uhc/)

Locations:

Pleasantville Campus:
Paton House, Ground Floor
861 Bedford Road
Pleasantville, New York 10570
(914) 773-3760

Hours of Operation:
Mon - Friday (9-5PM)

New York Campus:
1PP, 6th Floor East
New York 10038
(212) 346-1600

Hours of Operation:
Mon - Friday (8-6PM)

Urgent Walk-ins are welcome depending on staffing. Appointments are preferred.

Students may schedule appointments by calling the office or on-line scheduling via the secure patient portal.

Student Affairs

Dean for Students Office

The Dean for Students has a key role in shaping the personality and environment of the University by engaging the entire Pace community in collaborative opportunities, community building, and strategic planning. In addition, the office plays an important role in communicating the interests and concerns of the students to the academic and administrative leadership. The Office of the Dean for Students is responsible for many areas of student life including residential life and housing, student engagement, counseling services, wellbeing programs, student conduct, and more. The Office also oversees administration of the University's Guiding Principles of Conduct (https://www.pace.edu/student-handbook/university-policies-disciplinary-and-grievance-procedures/guiding-principles-of/) which outline the community standards, policies, and community values that have been established for the well-being of our campus community. Students may arrange to meet with the Dean for Students on their home campus by calling to make an appointment in advance. Students who have questions pertaining to any academic issues should first contact their academic advisor, followed by the academic Dean of their program of study.

NYC Dean for Students Office
41 Park Row, 8th Floor
(212) 346-1306
nycstudentaffairs@pace.edu

PLV Dean for Students Office
Kessel Student Center
(914) 773-3351
plvstudentaffairs@pace.edu

Center For Student Engagement

While much of the college experience takes place inside the classroom, the Center for Student Engagement promote the integral part that occurs outside the classroom through co-curricular activities. Students are encouraged to define their campus experience by creating new organizations, participating in programs, creating new events, and reflecting on their experience. On the Pleasantville and the NYC campus, our team strives to support students by providing opportunities for the enhancement of academic, cultural, social, and recreational aspects of student life. Every student has the opportunity to become involved on campus. From student organizations to events, social justice programs to leadership opportunities and programs, we are always searching for new ways to support our students as they define their campus and community. The Annual Leadership Conference and other workshops and programs provide opportunities for students to hone their skills and learn with peers. We also plan Orientation and Welcome Event programs for new students.

As advocates of student empowerment, we 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. The Centers also collaborate with other offices and departments in hosting many University traditions and events including Student Orientation, Convocation, Homecoming and Family Weekend, Senior Celebrations and much more.

All clubs and organizations, including Fraternity/Sorority Life, are advised by the Center. Home to more than 100 student organizations between the two campuses, the Center 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 Center for Student Engagement, students can connect with student government representatives, and leaders of the student newspaper, yearbook, and other club officers. Students may turn to the Center for event planning consultation, leadership workshops, involvement opportunities, campus posting services, and student event promotions.

Contact Information for both campuses:

NYC: http://www.pace.edu/student-engagement/nyc (http://www.pace.edu/student-engagement/nyc/) or email at nycstudentengagement@pace.edu

PLV: http://www.pace.edu/student-engagement/westchester (http://www.pace.edu/student-engagement/westchester/) or email at plvstudentengagement@pace.edu

Counseling Services

The Counseling Center at Pace University's New York City and Westchester campuses is here to help you address any personal, academic, or work problems you may have. We are here to help you manage the stressors and challenges that can arise during this time and support you as you achieve your goals and enhance your personal growth. Our services are confidential and available to members of the Pace Community. In order to achieve these goals, the Counseling Center provides the following services:

- Individual Consultation and Evaluation
- Individual and Group counseling
- Crisis Intervention and After-Hours Emergencies
- Alcohol and Other Drug Assessments
- Consultation Outreach and Community Wellness Programming
- Consultation and Referral Services

We invite you to explore their website at www.pace.edu/counseling (http://www.pace.edu/counseling/) and take advantage of the many services and resources of your Counseling Center.

Residential Life and University Housing Operations

The University Housing Operations staff, and the Offices for Residential Life, are committed to providing services, facilities, programs, and support that complement your academic development and promote your personal and social development. All Housing and Residential Life staff members are trained in areas of student development and crisis management, as well as the daily management of residential facilities. 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 residential facilities give Pace students that satisfaction. All rooms are furnished with a standard twin bed, desk, chair, dresser, wardrobe or closet, and window blinds. Some suites have living room furniture and townhouses will have dining room furniture as well as a variety of appliances. Residence halls are equipped high-speed wired and limited wireless Internet access, at no additional cost.

General Facts:

- At Pace University, approximately 2,400 students live on campus in New York City, with another 1,400 residing on campus in Pleasantville.
- All buildings on the city campus house some first year students (15 Beekman is nearly all first year students). In Pleasantville most first year students will be placed in Alumni Hall. Pace may in some instances place students in temporary occupancy rooms (double rooms as triples, or triple rooms as quads) to start off the year.
- Graduate students are housed whenever possible with other graduate students, in the smallest occupancy rooms available at the time that assignments are made
- Students who apply for the Fall semester by the priority deadline (May 1st) are asked to complete an online request process to indicate their preferred building and to request each other as roommates (building requests cannot be guaranteed, but reciprocal roommate requests among students who are guaranteed housing will be honored).
- To apply for housing, student need to complete and submit a Housing Application along with a $400 housing deposit and a $100 security deposit to Student Accounts.
- We offer housing for graduate students on both campuses. Our graduate population will be placed with our returning and transfer students.

THE UNIVERSITY HOUSING OPERATIONS STAFF

University Housing Operations (housing@pace.edu) manages student on-boarding to housing, including applications, room assignments, and housing related fees. Students applying for housing, whether as new students or as returning students, will work with the Operations staff to complete their applications, receive their assignments, and coordinate their arrival. Operations staff will communicate with new students who are applying for housing, from the time they submit their housing deposit, to the time of their arrival on campus.

The Operations staff also serves as the liaison to the facilities staff, working with them to ensure the quality of our residential facilities. Students may submit work orders (see your Resident Assistant for help with this process) for most facilities related issues in their room, but they may also contact the Operations staff for assistance with unique or more serious situations.

THE OFFICE FOR 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 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 and social programs through our residential curriculum
- Develop skills through participation in experiences that will enhance your Pace experience and prepare you to contribute as members of outside communities

The Office for Residential Life and Housing 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. Please visit your RA or your Residence Director should you need any assistance during your stay in Housing.

The Jeanette and Morris Kessel Student Center

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

The Kessel Student Center creates an environment that fosters and expands the feeling of community on the Pace University Pleasantville campus. The Kessel Student Center is a core component of student life and activity on campus as a popular spot for a variety of entertainment, dining, and student conference rooms. The Gottesman Room on the ground floor level, the Butcher Suite and Multipurpose Room on the upper level, are multi-use 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.

The multi-level structure, offers dining, lounges, event spaces, bookstore, and several offices whose mission includes supporting and educating students.

What's in The Kessel Student Center?

- Vice President for Student Affairs & Dean for Students
- Chartwells Dining Services (https://www.pace.edu/auxiliary-services/campus-dining/)
- Fern Dining Room – Main Dining Area
- Campus Bookstore
- ATM – Located in "The Well"
- Center for Student Engagement (https://www.pace.edu/student-engagement/)
- Student Government Association (PLV SGA) (https://www.pace.edu/student-engagement/westchester/student-involvement/sga/)
- Setters Leadership Initiatives
- Boudreau Lounge
- "The Well" Common Area
- Meeting Rooms
- Conference Rooms A&B / C&D
- Butcher Suite

- Gottesman Room
- Pforzheimer Honors College (https://www.pace.edu/honors-college/)
- Study Abroad Office (https://www.pace.edu/study-abroad/)
- Office of Multicultural Affairs (https://www.pace.edu/multicultural-affairs/)

Want to reserve a Space in The Kessel Student Center?

Please go to our Request tab on our Online Events Calendar!

Graduate Financial Aid

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

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

Graduate Assistantships

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

To be considered, students should file the Graduate Assistantship application, which is available in the application for admission. Assistantships are awarded by the academic department through which the student is admitted. Due to the limited number of positions available, assistantships are very competitive. Students must meet QPA as well as enrollment requirements to be eligible. Once selected, students complete the paperless process by accepting their Graduate Assistantship position and completing new hire paperwork with Human Resources (if required). Students cannot have a graduate scholarship and graduate assistantship.

Federal Work-Study

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

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 (https://www.pace.edu/human-resources/employment-pace/student-employment-applying-on-campus-jobs/) site on the web for links to the application system and instructions.

A student's work hours are based on financial need, class schedule and the needs of the hiring department. Students are paid at least the current federal minimum wage.

Student Loans
Federal Direct Unsubsidized Loans

Graduate students may borrow Federal Direct Unsubsidized loans while they complete their program of study. Interest accumulates upon disbursement. Students should pay this interest while they are in school. Students may receive unsubsidized loans regardless of financial need.

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

Students must be enrolled in a minimum of 6 credits to be eligible for federal loans. For more information about interest rates and Direct loans, visit https://studentaid.gov.

Graduate/Professional Direct PLUS Loan

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

The first payment on a Direct PLUS Loan is due 6 months after the student graduates or no longer enrolls. Many different payment plans are available with repayment terms starting at 10 years and ranging to 30 years. Students must have a FAFSA (Free Application for Federal Student Aid) on file in order to apply and they must complete the Graduate PLUS Loan Application. The application is available online on the forms section of the Financial Aid page. More information about this loan can be found on the Direct PLUS Loans for Graduate Students website (https://www.studentaid.gov).

Alternative Loans

For students who do not qualify for financial aid or who need additional help financing their education, there are alternative bank loan options. An alternative loan is a private loan in the student's name, which, depending on the applicant's credit worthiness, may require a co-signer. Students may borrow up to their Cost of Attendance (COA) minus any other accepted aid. We strongly advise students to apply for these loans at least 30 days prior to the billing due date. For additional information on Alternative loans you may utilize Pace University's ELM Select page (https://www.elmselect.com/v4/school/853/program-select/) to review a historical list of lender options available at http://elmselect.com (http://elmselect.com/)

Pace University does not endorse any particular lender. Be sure to read all financial terms before signing for a private loan.

Student Solutions Center

The Solution Centers, located on the New York City, Pleasantville, and White Plains (Law) campuses at the locations below, provide students with a single, centralized place to go for all questions about Financial Aid, and Student Billing. Appointments are required and can be scheduled using our QLess (https://www.pace.edu/qless/#queues) system.

Financial Aid Solution Center Hours of Operation

Monday-Friday: 9:00 AM - 5:00 PM

Pace University Financial Aid Office

New York City Campus
161 William Street - 8th Floor
New York, NY 10038
Phone: (877) 672-1830
Fax: (212) 346-1750

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

White Plains (Law) Campus
78 North Broadway
Aloysia Hall, First Floor
White Plains, NY 10603
(877) 672-1830
(914) 989-8776

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

Scholarships
President's and Dean's Scholarship Awards

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

Award amount: Awards range from $3,200 - $7,380 per academic year depending on college, program, and academic standing.

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

Information Technology Services (ITS)

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

IT services such as the Pace University MyPace Mobile App (https://www.pace.edu/its/its-service-areas/mobile-services/mypace-mobile-app/), MyPace Portal (https://portal.pace.edu/) (the self-service portal for students), Learning Management System (https://www.pace.edu/its/

teaching-and-learning/classes/), web conferencing (Zoom) (https://pace.zoom.us), ePortfolios (https://eportfolio.pace.edu/) , and student email (https://email.pace.edu/) are available. Each residence hall room is equipped with wired and wireless connections to allow students high-speed access to the Internet.

To fully participate in any course, Pace University students must be familiar with and use information technology resources, including but not limited to the Learning Management System, online web conferencing (Zoom), and Pace University email. While Pace does not currently require students to own personal computers, tablet devices, or smartphones, it is strongly encouraged that students have sufficient access to a web-enabled device that allows for the viewing, creation, and editing of course content for the duration of the course semester. Students who take classes offered entirely in an online format or a hybrid format will be required to have access to an appropriate device to participate in class sessions. In addition, many programs/courses require additional peripherals such as a webcam/microphone. Information about purchasing recommendations (https://www.pace.edu/ its/it-services-and-support/computing-software-and-hardware/supported-hardware/) and discounts (https://www.pace.edu/its/its-service-areas/ computing-software-and-hardware/discounts/) are available on the ITS website. ITS provides limited support of student-owned computers for supported hardware and software on both the Westchester and New York City campuses. Access to some Pace University online systems utilize MultiFactor authentication, which requires use of a smartphone application.

Computer Resource Centers/ Tech Zones, located on the New York City and Pleasantville campuses, are general-use computing facilities equipped with PCs, Macs, self-service printing, and peripherals such as scanners. Common software applications that students need to succeed at Pace are provided for use in these facilities.

All users of university technology resources are expected to abide by the Appropriate Use Policy for Information Technology (https://www.pace.edu/its/about-its/policies/it-appropriate-use-policy/) and other key university technology policies (https://www.pace.edu/its/about-its/it-policies/).

HELP & SUPPORT

Log on to the ITS Help Desk webpage (https://www.pace.edu/its/account-access-and-help/its-help-desk/) for details and hours of operation.

ITS HELP DESK CONTACT INFORMATION

Phone: 914-773-3333
Email: pacehelpdesk@pace.edu
Web: http://help.pace.edu (http://help.pace.edu/)

Office of Development and Alumni Relations

The Office of Development and Alumni Relations provides information, volunteer opportunities, programs, and support for more than 161,000 alumni worldwide through the Pace University Alumni Association (https://www.alumni.pace.edu/alumni-association/). Upon completion of the degree, all Pace graduates are automatic members of the Alumni Association. The Association provides a space to continue to build community and give back to the University as an alumnus. The Office of Development and Alumni Relations also oversees fundraising efforts to support key initiatives, like scholarships and capital improvements, at the University, as well as developing events and programs that help our alumni reconnect with each other and their alma mater. Many alumni participate in student programs as guest speakers or mentors and are actively involved in career networking. Alumni can join committees and create programming for fellow alumni. Our graduates often assist Pace students in obtaining internships at their companies and help recruit the next generation of students by acting as key ambassadors for the University within their network.

Supporting Pace is a time-honored tradition, and every year the Pace Community—including alumni, parents, friends, faculty/staff, and students—contributes gifts of all sizes. The Pace Annual Fund enhances the student experience, providing valuable opportunities for students and financial assistance to ensure that a Pace education is available to all qualified students. For more information, visit www.pace.edu/givetopace (http://www.pace.edu/givetopace/).

Our office begins this engagement by encouraging current students to volunteer as ambassadors and make their Class Gift to leave their class legacy upon graduation. Current students who are interested in joining the Student Alumni Association program or assisting with the Class Gift campaign, donor thank-a-thons, or bringing alumni to campus should contact our office at pacealum@pace.edu.

The Pace Network, a free, secure alumni service available via the alumni home page, helps keep these connections strong after graduation and enables alumni to share information with each other. It offers a searchable online alumni directory, alumni events calendar, online Class Notes, and more. For more information about our programs and services, please email pacealum@pace.edu or call 1-877-825-8664

Veterans Information

The Veteran Services team remains committed to providing Veterans, Service Members, and their eligible dependents, a seamless transition in all facets of their assimilation to Pace University, specifically in ensuring their GI Bill®/VA educational benefits are processed, through the U.S. Department of Veteran Affairs, in a prompt and proper manner.

Veteran Services processes multiple GI Bill® educational benefits including but not limited to CH 33 Post 9/11, CH 31 Vocational Rehabilitation, CH 35 Dependents, CH 30 Montgomery, and CH's 1606 and 1607 Selected Reserves. In addition Pace accepts and processes Tuition Assistance Vouchers for Active/Reserve Duty Servicemembers. For those individuals who have CH 33 benefits at their disposal it is strongly advised that one applies

4-6- weeks in advance of the start of their first semester by visiting the GI BILL's® (http://www.benefits.va.gov/gibill/) website and accessing the AVA (Ask VA). Please record the *"confirmation number"* that will be issued at the conclusion of the application for future reference. Student Veteran beneficiaries interested in applying to Pace University, who would like to know how their specific benefit will be utilized beforehand, are encouraged to email veteranaffairs@pace.edu.

Pace is a proud participating institution of the Yellow Ribbon Program. Under this program's agreement CH 33 Post 9/11 recipients who meet the 100% level of coverage as determined by the Department of Veteran Affairs, having aggregated at least thirty-six months of active duty service post-the-year 2001 and veterans who are not on active duty/title 10 status, will automatically qualify and receive funds that may cover one's tuition/fees charges in full. For those student veterans who are not 100% covered or no longer have the GI BILL® at their disposal, should they qualify, Pace offers a Veterans 50% Tuition Scholarship. Please visit our website for information on Pace's 50% Veterans Tuition Scholarship and Yellow Ribbon Program (https://www.pace.edu/veterans/current-students/understanding-awards-and-benefits/).

It is the sole responsibility of the student veteran GI BILL® / VA educational benefit recipient to notify Veteran Services EACH semester they wish to utilize their GI BILL / VA educational benefits. As soon as the Student Veteran beneficiary is officially registered for courses and has finalized their upcoming semester's course schedule, they must submit their request using the online form (https://appsrv.pace.edu/osa/) to use their benefits by logging in and completing the electronic *"Veterans Request for Enrollment Certification"* form. First term students must also upload and submit a copy of the first page of their designated GI BILL ® Certificate of Eligibility and when applicable a copy of their member-4 DD-214 in the form's designated section. All students regardless of veteran benefit status are encouraged to complete a FASFA (https://fafsa.ed.gov/ (https://studentaid.gov/h/apply-for-aid/fafsa/)).

Please Note: making any change(s) to one's enrollment status in the form of adding/dropping course(s) after the start of a term/semester, especially after each term's add/drop deadline may result in the student veteran GI BILL® / VA educational benefit recipient incurring financial liability. Should a student make a change after they have already requested the use of their benefits, they must re-complete the paperless *"Veterans Request for Enrollment Certification"* form (https://appsrv.pace.edu/osa/) as a *"Re-cert/Amended Certification"* request type.

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

Career Services

Career Services' mission is to help every student find a great job and build the foundation of a successful career - no matter who they are, who they know, or what their major is. Visit the Career Services webpage for more detailed information.

OVERVIEW

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

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

Career Panels/Seminars - Successful alumni and industry professionals come to campus and connect with us virtually 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.

Counselor Facilitated Workshops - In just a few sessions, you can learn how to ace your interview, write a resume that stands out, job search and branding strategies and more.

Technology to help you get ahead -*Resume Worded* is a 24x7 online career platform that gives you instant tailored feedback on your resume and LinkedIn profile. Powered by AI, the platform gives you actionable steps to optimize your resume & LinkedIn so you get more opportunities and interviews. *Big Interview* our innovative interview prep tool that takes you step-by-step through the formula for building job-winning answers to the most common and challenging interview questions.

Job & Internship Fairs - Don't miss our amazing Job & Internship Fairs! Many held throughout the year, specialized to meet your needs.

Recruiting Events - Take advantage of the many opportunities to network with employers looking to hire Pace students for internships and full-time jobs. Connect with employers at career fairs, employer spotlights, industry panels and employer site road trips.

Practice Interviews - Need help interviewing? We'll practice with you! Make an appointment with a Career Counselor. It's a great way to practice before the real thing. Also check with the Career Services Office for more information about our workshops and virtual practice platform Big Interview.

Job and Internship Postings - Handshake is your destination for jobs, internships, career fair information, and much more! To get started, log into Handshake at pace.joinhandshake.com (https://careerservices.pace.edu/find-jobinternship/join-handshake/) with your MyPace credentials and set up a profile.

Online Career Exploration - We recommend starting your career exploration, planning, and preparation early - the sooner you begin, the more opportunity you will have to explore and test-drive career options, build skills, and gain relevant experience for your career goals. To make it easier for you, we have created a 3-step process:

Step 1. Find your Community

Step 2. Plan and Prepare

Step 3. Connect and Apply

Student On-Campus Employment - Need to apply for an on-campus job? Visit Pace's Human Resources career's website at: https://careers.pace.edu (https://careers.pace.edu/).

INTERNSHIP PROGRAM

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

Benefits of an Internship Experience:

- Integrate classroom learning with on-the-job experience
- Potentially earn a salary to help defray education expenses
- Acquire pre-professional work experience and skills
- Develop confidence and professionalism
- Test interests and goals
- Improve opportunities for post-graduate employment
- Build a competitive resume

Schools

College of Health Professions

Established in 2010, the College of Health Professions (CHP) at Pace University offers a broad range of programs at the bachelor, master's, and doctoral levels. It is the College's goal to create innovative and complex programs that reflect the changing landscape of the health care system. These programs are designed to prepare graduates for impactful careers in health care practice, health-related research, or as educators, and equip graduates to work in health policy and global health fields. Students in clinical programs receive hands-on training in the College's interprofessional Center of Excellence in Healthcare Simulation and have the opportunity to apply their developing skills in real-world settings at many of the regions' leading clinical facilities.

The College is currently comprised of several growing and important areas of study, which include Nursing, Physician Assistant, Communication Sciences and Disorders, Health Science, Occupational Therapy, Health Informatics, Public Health, and Nutrition and Dietetics.

Connect with us on Facebook (https://www.facebook.com/CHPatPace/), Twitter (https://twitter.com/CHPatPace/), Instagram (https://www.instagram.com/chpatpace/) and LinkedIn (https://www.linkedin.com/school/paceuniversity-collegeofhealthprofessions/?viewAsMember=true) at @chpatpace.

Academic Advisement

- Academic Advisement Nursing (http://catalog.pace.edu/graduate/schools/college-health-professions/academic-advisement-nursing/)
- Academic Advisement PA (http://catalog.pace.edu/graduate/schools/college-health-professions/academic-advisement-pa/)

Academic Policies

- Academic Policies Nursing (http://catalog.pace.edu/graduate/schools/college-health-professions/academic-policies-nursing/)
- Academic Policies MSOT (http://catalog.pace.edu/graduate/schools/college-health-professions/academic-policies-msot/)
- Academic Policies PA (http://catalog.pace.edu/graduate/schools/college-health-professions/academic-policies-pa/)

Accreditation

ACCREDITED PROGRAM INFORMATION

Nursing

The baccalaureate degree in Nursing, master's degree in Nursing, Certificate of Advanced Graduate Studies, and Doctor of Nursing Practice at Pace University are accredited by:

The Commission on Collegiate Nursing Education
665 K Street, NW, Suite 750
Washington, DC 20001
202-887-6791

Pace University-Lenox Hill Hospital Physician Assistant NYC

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

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The date for the next validation review of the program by the ARC-PA will be **September 2023**. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.'

Pace University Physician Assistant - Pleasantville

The **Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)** has granted **Accreditation-Probation status** to the Pace University Physician Assistant Program – Pleasantville. At its March 2022 meeting, the ARC-PA extended **Accreditation-Probation status** for the Pace University Physician Assistant Program-Pleasantville sponsored by Pace University until its next review in **March 2024**.

Probation accreditation is a temporary accreditation status initially of not less than two years. However, that period may be extended by the ARC-PA for up to an additional two years if the ARC-PA finds that the program is making substantial progress toward meeting all applicable standards but requires additional time to come into full compliance. Probation accreditation status is granted, at the sole discretion of the ARC-PA, when a program holding an accreditation status of Accreditation - Provisional or Accreditation - Continued does not, in the judgment of the ARC-PA, meet the Standards or when the capability of the program to provide an acceptable educational experience for its students is threatened.

Once placed on probation, a program that fails to comply with accreditation requirements in a timely manner, as specified by the ARC-PA, may be

scheduled for a focused site visit and is subject to having its accreditation withdrawn.

Specific questions regarding the Program and its plans should be directed to the program director and/or the appropriate institutional official(s).

The program's accreditation history can be viewed on the ARC-PA website (http://www.arc-pa.org/accreditation-history-pace-university-pleasantville/).

Communication Sciences and Disorders, MS

The Masters of Science in Speech-Language Pathology program (residential) at Pace University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, (800) 498-2071 or (301) 296-5700.

Nutrition and Dietetics, MS

This two year, full-time coordinated Masters of Science in Nutrition and Dietetics program has been registered by the New York State Education Department (NYSED) and has been granted full accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND®) (https://www.eatrightpro.org/acend/). The program received 7-year initial accreditation in January 2022. The next onsite visit from ACEND® will be scheduled within academic year 2027-2028.

Graduates of the program will receive the verification statement required to sit for the Registered Dietician Nutritionist (RDN) credentialing exam.

ACEND® is the accrediting agency for education programs preparing students for careers as registered dietitian nutritionists or nutrition and dietetics technicians, registered. ACEND® can be contacted at:

120 South Riverside Plaza
Suite 2190
Chicago, IL 60606-6995
Phone: (800) 877-1600 ext. 5400

Occupational Therapy, MS

The MSOT Program has been registered by the New York State Education Department (NYSED) and has been granted **full accreditation** by the **Accreditation Council for Occupational Therapy Education (ACOTE)**. The MSOT program received 7-year initial accreditation in August 2021. The next onsite visit from ACOTE will be scheduled within academic year 2027/2028.

The entry-level occupational therapy master's degree program is accredited by:

The Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA)
6116 Executive Boulevard, Suite 200
North Bethesda, MD 20852-4929
Phone number: (301) 652-AOTA
Accreditation Council for Occupational Therapy Education (ACOTE) website

Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Administration, College of Health Professions, Graduate

Marcus C. Tye, PhD
Dean

Esma Paljevic, EdD, CPNP, FNYAM
Associate Dean, Interim, Lienhard School of Nursing

Belinda J. Anderson, PhD
Associate Dean, Allied Health Programs

Geraldine C. Colombraro, PhD, RN
Associate Dean, Administration

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

Patricia Ketterer, BS
Assistant Dean, Finance/Human Resources

Jodi Staller, MPA
Director, Communications and Marketing

Patty Myers, MS
Director, Center for Excellence in Healthcare Simulation

Department of Graduate Nursing

Winifred Connerton, PhD, CNM, RN, Associate Professor
Department Chair, Graduate Nursing

Doctor of Nursing Practice Programs
Jason Slyer, DNP, RN, FNP-BC, CNL, FNAP, FNYAM, Clinical Associate Professor
Program Director

Adult Gerontology Acute Care Nurse Practitioner
Ingrid Bell, DNP, RN, AGACNP-BC, FNP-C, Clinical Associate Professor
Program Director

Family Nurse Practitioner Program
Jason Slyer, DNP, RN, FNP-BC, CNL, FNAP, FNYAM, Clinical Associate Professor
Program Director

Psychiatric Mental Health Nurse Practitioner Program
MaryAnn Martin, DNP, RN, FNP-BC, PMHNP-BC, Clinical Associate Professor
Program Director

Nurse Education Certificate of Advanced Graduate Studies
Joanne Knoesel, PhD, RN-BC, CNE, FNAP, Assistant Professor
Program Director

Doctor of Philosophy in Nursing

Sharon Wexler, PhD, RN, Professor
Department Chair

Communication Sciences and Disorders, MS

Scott Youmans, PhD, CCC-SLP, Associate Professor
Program Director

Health Informatics, MS

Nan Solomons, PhD, Clinical Associate Professor
Director

Nutrition and Dietetics, MS

Jessica Tosto, MS, Assistant Professor
Department Chair

Occupational Therapy, MS

John Damiao, PhD, MS, OTR/L, Associate Professor
Department Chair

Physician Assistant - Lenox Hill Hospital

Jean Covino, DHSc, MPA, PA-C, Clinical Professor
Department Chair

Physician Assistant - Pleasantville

Christine Amendola, MS, PA-C, Associate Clinical Professor
Department Chair

Public Health, MPH

Joshua B. Mendelsohn, PhD, MSc, Associate Professor
Program Director

Admission Requirements

- Admission Requirements (MSOT) (http://catalog.pace.edu/graduate/schools/college-health-professions/admission-requirements-msot/)
- Admission Requirements (Nursing Programs) (http://catalog.pace.edu/graduate/schools/college-health-professions/admission-requirements-nursing-programs/)
- Admission Requirements for Physician Assistant - Pleasantville Program and Pace University-Lenox Hill Hospital Physician Assistant Program (NYC) (http://catalog.pace.edu/graduate/schools/college-health-professions/admission-requirements-pa/)

Brief History

College of Health Professions

Established in 2010, the College of Health Professions (CHP) at Pace University offers programs at the bachelor's, master's, and doctoral level that are designed to prepare students for impactful careers in health care practice and health-related research. It is the college's goal to create innovative and complex programs that reflect the changing landscape of the health care system.

At CHP, students receive hands-on clinical training and have the opportunity to gain experience by applying their developing skills in real world settings at many of the regions' clinical facilities.

The college is currently made up of several growing and important areas of study, which include nursing, physician assistant, communication sciences and disorders, health informatics, occupational therapy, public health, and nutrition and dietetics.

Communication Sciences and Disorders, MS

Enter the dynamic field of communication sciences and disorders in one the world's greatest multi-cultural hubs. Our graduate-level, professional degree will offer you offer an exciting host of opportunities to further your knowledge and enable you to emerge fully prepared to truly make a difference as a speech-language pathologist.

The master of science program in Speech-Language Pathology (residential) at Pace University s accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, (800) 498-2071 or (301) 296-5700.

Facilities include an on-site Speech and Hearing Center, audiology test suite, and technology-rich speech lab with state-of-the-art equipment. Graduates from the master's program will be eligible for American Speech-Language-Hearing Association (ASHA) certification. Graduates of the program are prepared to sit for the PRAXIS examination in speech-language pathology.

Lienhard School of Nursing

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.

Nutrition and Dietetics, MS

The Nutrition and Dietetics program is designed to prepare students for a career in nutrition and dietetics as registered dietitians (RD). Our program blends didactic learning with supervised practice to help students meet the knowledge and skill requirements of RDs as defined by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). The program was built with major nutritional challenges of today's world in mind—rising rates of overweight and obesity and their related comorbidities, a growing focus on sustainability and local food, an environment replete with unhealthful foods, a culture of convenience that has dented the family meal tradition, and socio-economic inequality that has left many Americans hungry.

Occupational Therapy, MS

The hybrid MSOT program at Pace University College of Health Professions, Pleasantville Campus was established in 2019. It is a weekday graduate program designed to be delivered in a blended format combining online and face-to-face classroom instruction. The program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. Phone number: (301) 652-AOTA. ACOTE Website . The MSOT program accepted the first cohort of students in September 2019.

Pace University-Lenox Hill Hospital Physician Assistant Program NYC

The PA program's inception in 1995 was a unique arrangement between Lenox Hill Hospital, an employer of 70 PAs, and Pace University's Department of Biological Sciences, which had a strong allied health component. Lenox Hill Hospital now employs approximately 165 PAs – more than double the number from 1995. In 2010, the PA Program relocated from Pace University's Department of Biological Sciences into the College of Health

Professions. Learn more about the history of the PA program (http://www.pace.edu/college-health-professions/history-pa-program/), including key dates in the program's history.

Physician Assistant Program - Pleasantville

The Pace University Physician Assistant Program - Pleasantville is a rigorous course of study leading to a Master of Science. Students integrate courses in basic science, pharmacology, clinical medicine, and behavioral health, as well as unique courses providing a comprehensive approach to patient care and practice in underserved settings. The program welcomed its inaugural class in Fall 2017.

College of Health Professions Centers

The College of Health Professions has many centers that support the academic mission of the College.

- Center for Excellence in Advancing Leadership, Partnerships, and Scholarship (ALPS) (http://catalog.pace.edu/graduate/schools/college-health-professions/advancing-leadership-partnerships-scholarship-alps/)
- Center of Excellence in Healthcare Simulation (http://catalog.pace.edu/graduate/schools/college-health-professions/center-excellence-healthcare-simulation/)

- Speech, Language, and Hearing Center (https://www.pace.edu/college-health-professions/departments/communication-sciences-and-disorders/speech-language-hearing-center/)

Complaint Policies

- Complaint Policy Nursing (http://catalog.pace.edu/graduate/schools/college-health-professions/complaint-policy-nursing/)
- Student Grievance Policy (http://catalog.pace.edu/graduate/schools/college-health-professions/pace-grievance-policy/)

Curriculum Information

Doctoral Degree Programs

Doctor of Nursing Practice Program, DNP

Campus: Online

Program Information (online*)

It's a fact: a Doctor of Nursing Practice (DNP) from Pace University's College of Health Professions provides the innovative learning opportunities you need to become a clinical leader in advanced nursing and primary health care. Our post-master's program has been specially designed to allow you to accelerate your career trajectory while evolving your current practice. As you advance, you will forge lasting relationships with fellow students – all while building new knowledge under the supportive guidance of mentors and faculty alike.

The accelerated, online program is designed for masters prepared AGACNP, FNP, or PMHNP providers looking to advance their knowledge and skills to the highest level of clinical nursing practice. The program's flexibility ensures you will be able to earn your degree around your current professional and personal commitments.

Additional opportunities for students in the program include:

- Completing an evidence-based clinical practice improvement DNP project under the mentorship of a DNP program faculty member
- Attending the AANP Health Policy Conference
- Lobbying on Capitol Hill

DNP Bridge Program

Pace's DNP program has an option for **adult-primary care**, **pediatric**, **geriatric**, and **women's health master's prepared nurse practitioners**, who wish to obtain FNP, AGACNP, or PMHNP certification along with the DNP degree. If you are interested in this option, you will need to meet with the program director who will conduct a gap analysis to determine what additional clinical courses will be required.

Clinical Partnerships

Our graduate programs partner with New York's premier hospitals and healthcare organizations to share their expertise while creating unparalleled clinical experiences for our students. Students are immersed in evidence-based practice throughout their program. As a result, our graduates are prepared to be leaders in both academic and healthcare settings.

*Asynchronous and synchronous didactic content. Students are required to come to campus once per semester. Date to be determined.

Credit Didactic/Clinical

Code	Title	Credits
NURS 807	Foundations of Primary Health Care Practice	3
NURS 820	Evidence-Based Practice: Methods and Techniques I	3
NURS 830	Health Care Policy: Strategic Action	3
NURS 840	Teaching and Learning in Advanced Practice Nursing	3
NURS 850	Ethical Choices and Legal Context for the Advanced Practice Nurse	3
NURS 860	Evidence-Based Practice: Methods and Techniques II	3
NURS 870	Health Care Economics and Finance for Advanced Practice Nursing	3
NURS 880	Technology and Information Systems for Advanced Practice Nursing	3
NURS 900A	Mentorship IA: Doctoral Project (110 clinical hours)	2
NURS 900B	Mentorship IB: Doctoral Project (110 clinical hours)	2
NURS 910A	Mentorship IIA: Doctoral Project (110 clinical hours)	2
NURS 910B	Mentorship IIB: Doctorial Project (120 Clinical hours)	3
Total Credits		**33**

Total number of credits for the DNP degree is 33 (minimum 1,000 advanced practice clinical hours with 450 completed during the DNP program).

Visit the Apply Now (https://www.pace.edu/apply-now/#chapter=graduate-applicants-doctoral-programs) page to see the full list of admission requirements for Pace University's College of Health Professions Doctor of Nursing Practice (DNP) program.

Doctor of Philosophy in Nursing Program, PhD

Campus: Westchester

The PhD in Nursing program is designed to be a research-intensive experience. Program graduates develop new nursing science, serve as leaders of the profession, and educate the next generation of nurses.

Pace's innovative PhD in Nursing program is the only one in the mid-Hudson region.

Course	Title	Credits
Year 1		
Fall		
NURS 803	Advanced Nursing in Primary Health Care	3
NURS 912	Quantitative Research Methods I	3
NURS 913	Philosophy of Science	3
	Credits	**9**
Spring		
NURS 916	Qualitative Research Methods I	3
NURS 922	Quantitative Research Methods II	3
NURS 923	Development of Nursing Knowledge	3
	Credits	**9**
Year 2		
Fall		
NURS 830	Health Care Policy: Strategic Action	3
NURS 926 or NURS 932	Qualitative Research Methods II or Quantitative Research Methods III	3
NURS 927	Strategies for Advanced Scientific Writing	3
	Credits	**9**
Spring		
NURS 920	Measurement in Nursing Research	3
NURS 925	Research Practicum	3
NURS 928	Dissertation Development I	3
	Credits	**9**
Year 3		
Fall		
NURS 754	Teaching and Learning in Academic Settings	3
NURS 924	Interprofessional Approaches to Research	3
NURS 938	Dissertation Development II	3
	Credits	**9**
Spring		
NURS 948	Dissertation Seminar Continuation (if needed)	3
	Credits	**3**
	Total Credits	**48**

For more information, contact nursing@pace.edu or call 914-773-3552.

Masters Degree Programs

Adult-Gerontology Acute Care Nurse Practitioner Program, AGACNP

Campus: NYC

Graduate Program Information

Pace's **Adult-Gerontology Acute Care Nurse Practitioner** (AGACNP) program is a 42-credit master of science program for registered nurses with a bachelor of science degree in Nursing and one year of acute care/inpatient nursing experience. This program will prepare you to move into a well-paid career delivering health care in the context of adults/older adults in an acute care setting within a primary health care framework.

- **Flexible programming to meet your needs** — A unique blend of online and on-campus classes, and individually precepted clinical practicum hours.
- Our AGACNP program will prepare you to deliver **evidence-based, culturally competent, primary health care** to individuals within the context of the acute care setting.
- The program meets the American Nurses Credentialing Center and the American Association of Critical-Care Nurses requirements for **Adult Gerontology Acute Care Nurse Practitioner Certification**
- Pace offers a certificate of advanced graduate study (https://catalog.pace.edu/graduate/schools/college-health-professions/curriculum-information/certificate-graduate-studies-programs/adult-acute-care-nurse-practitioner-aacnp/) for master's prepared nurses who wish to pursue adult gerontology acute care nurse practitioner studies, as well as nurse practitioners who wish to expand their practice through adult gerontology acute care nurse practitioner education and certification (credits determined by a gap analysis).

Code	Title	Credits
Nursing Common Core		
NURS 640A	Advanced Physical Assessment - Part 1	3
NURS 681	Pathophysiology For Advanced Practice Nursing	3
NURS 682	Clinical Pharmacology for Prescribing Advanced Practice Nursing	3
NURS 801	Underpinnings of Advanced Nursing	3
NURS 802	Leadership for Advanced Nursing	3
NURS 803	Advanced Nursing in Primary Health Care	3
NURS 804	Scholarly Inquiry for Advanced Nursing	3
Adult-Gerontology Acute Care Nurse Practitioner Specialization		
NURS 640C	Advanced Physical Assessment - Part 2 Adult-Gerontology Acute Care Nurse Practitioner	3
NURS 662	Intro to Acute Care Advanced Nursing Practice	4
NURS 662A	Adult Gero-Acute Care Nurse Practitioner Practicum I (180 clinical hours)	2
NURS 664	Advanced Theory and Practice for Acute-Gero Care Advanced Practice Nurses Level I	4
NURS 664A	Adult-Gero Acute Care Nurse Practitioner Practicum II (185 clinical hours)	2
NURS 668	Advanced Theory and Practice for Adult-Gero Acute Care Advanced Nursing Practice II	4
NURS 668A	Adult-Gero Acute Care Nurse Practitioner Practicum III (185 clinical hours)	2
Total Credits		**42**

Total credits for master's degree conferral (550 supervised clinical hours) 42 credits

Communication Sciences and Disorders, MS

Campus: NYC

The Pace University Master of Science in Communication Sciences and Disorders (CSD) is a full-time, 5-semester program (2 years plus one summer). Sixty-credits of academic and clinical coursework and 400 hours of clinical practicum are required to graduate from the program. Twenty-five of these clinical practicum hours are observational and 50 hours can be obtained at the undergraduate level. Students have access to Pace and CSD facilities, which include an on-site Speech, Language, and Hearing Center (https://www.pace.edu/college-health-professions/departments/communication-sciences-and-disorders/speech-language-hearing-center/) with an, audiology test suite and speech lab with state-of-the-art equipment. The clinical practicum experience includes three semesters in-house and two semesters at an external placement.

The Communication Sciences and Disorders, MS program at Pace will prepare graduates to sit for the Speech-Language Pathology PRAXIS examination.

Criteria for Program Progression

The CSD is designed to prepare the graduate candidate for a successful and fulfilling experience and career in speech-language pathology. To ensure competency at the completion of the program, the following criteria must be satisfied:

- Completion of 60 credits of academic and clinical coursework.
- Completion of 400 hours of clinical practicum; 25 of these hours are observational and 50 hours can be obtained at the undergraduate level, if applicable. Clinical practicum hours are obtained in-house at the Pace University Speech, Language, and Hearing Center (https://www.pace.edu/college-health-professions/departments/communication-sciences-and-disorders/speech-language-hearing-center/) and/or through teletherapy during the first three semesters and at external placements/sites during the final two semesters.
- All graduate candidates are required to meet with their academic advisor every semester to ensure requirements in the graduate program are progressing appropriately. Documentation of advisement is maintained.
- Second-degree graduate candidates who are taking CSD undergraduate coursework on a non-matriculated basis to satisfy graduate program admissions may avail themselves of CSD faculty advisement on an individual basis.
- Students must earn at least a 3.0 grade point average (GPA). Students are advised, monitored, and supported every semester by the CSD faculty to progress to this goal.
- Should a student earn less than a 3.0 in any CSD course, the student will be placed on academic probation. In addition, a remediation plan will be instituted for a student who earns a B- (2.7) or less in the course; the student must demonstrate that the standards are met. Again, students are advised, monitored, and supported every semester by the CSD faculty to complete the remediation and be removed from academic probation.
- Students who receive more than one grade below a B in the same or different semesters will be dismissed from the program.
- Students must meet performance indicators for clinical practicum on-campus at the Pace University Speech, Language, and Hearing Center (https://www.pace.edu/college-health-professions/departments/communication-sciences-and-disorders/speech-language-hearing-center/) and external placements.
- All students must comply with the procedures and policies of the Pace University Speech, Language, and Hearing Center (https://www.pace.edu/college-health-professions/departments/communication-sciences-and-disorders/speech-language-hearing-center/) described in the CSD Academic and Clinical Graduate Student Handbook.
    - All students must adhere to the procedures and requirements of the Health Insurance Portability and Accountability Act (HIPAA) of 1996 described in the *Handbook*.
- Students must complete mandatory workshops as designated by the program, the frequency, topics and schedule to be determined.
- Students must complete all necessary trainings as mandated by the program, University, state and/or accrediting agencies.
- Students will complete a first-year comprehensive assessment and must pass a second-year comprehensive examination.
- Finally, students must meet the Essential Functions (found in the CSD Academic and Clinical Graduate Student Handbook) in five areas to satisfy graduate and professional requirements as measured by state and national credentialing agencies. These five areas are: communication, motor, intellectual-cognitive, sensory observational, and behavioral-social. Many of these skills can be learned and developed during the course of the program through coursework and clinical experience. Failure to meet or maintain the Essential Functions, which also includes conduct expected by the ASHA Code of Ethics (http://www.asha.org/Code-of-Ethics/), may result in action against the student, including, but not limited to dismissal from the program.

To graduate, students must successfully satisfy all academic (60 credits) and clinical (400 total hours), and mandatory workshops as determined by the CSD program to graduate. Additionally, students must pass a comprehensive examination in the spring semester of their second year. To ensure all academic requirements and credits are met, as well as Essential Functions, CSD academic advisors will review students' transcripts at the end of each semester and at the beginning of their last semester. The director of the Speech, Language, and Hearing Center (https://www.pace.edu/college-health-professions/departments/communication-sciences-and-disorders/speech-language-hearing-center/), clinical externship manager, and supervisors will monitor and ensure that students receive the required total hours to meet compliance.

Graduates from the MS program will be eligible for American Speech-Language-Hearing Association (ASHA) certification as well as other relevant local and state credentials upon graduation. Passing the Praxis examination is a required component for obtaining certification to practice speech-language pathology by ASHA and most states.

The typical program of study is delineated in the table below:

Course	Title	Credits
First Year		
Fall		
CSD 642	Advanced Phonologic/Articulation Disorders	3
CSD 658	Advanced Diagnostics in Speech-Language Pathology	3
CSD 659	Advanced Child Language Disorders	3
CSD 661	Clinical Practicum I: Diagnostic In-House	3
CSD 670	Neuroscience for Communication Sciences and Disorders	3
	Credits	**15**
Spring		
CSD 652	Communication Disorders: Autism	3
CSD 655	Adult Language Disorders	3
CSD 661A	Clinical Practicum I: Pediatric In-House	3
CSD 671	Audiologic Rehabilitation	3
CSD 680	Applied Research for Communication Science and Disorders	3
	Credits	**15**
Summer		
CSD 653	Fluency Disorders	3
CSD 661B	Clinical Practicum I: Clinic Placement	3
CSD 663	Introduction to Augmentative Alternative Communication	3
	Credits	**9**
Second Year		
Fall		
CSD 656	Motor Speech Disorders	3
CSD 660	Dysphagia	3
CSD 662	Clinical Practicum II (External Placement)	3
CSD 672	Counseling for Communication Science and Disorders	3
	Credits	**12**
Spring		
CSD 654	Disorders of Voice and Resonance	3
CSD 657	Professional Issues and Ethics in Speech-Language Pathology	3
CSD 662A	Clinical Practicum II (External Placement)	3
	Credits	**9**
	Total Credits	**60**

Note: Upon successful completion of the courses outlined and passing of the comprehensive exam, students will have completed the requirements for their degree.

Family Nurse Practitioner Program, FNP

Campus: NYC, Westchester

Advance your practice with our renowned MS-FNP program

Pace's Family Nurse Practitioner program offers a 42-credit master of science degree. Make a positive impact on families and communities as an advanced practice nurse. Go beyond the traditional nurses' role, and graduate as a highly-skilled practitioner able to treat patients in hospitals, clinical settings, and private practices.

This allows you to complete the MS-FNP and begin practice as a Family Nurse Practitioner.

- A unique blend of online and on-campus classes, and individually precepted clinical practicum hours in diverse healthcare settings.
- A leader in the field - Pace's FNP was one of the first programs of its kind to focus on family and primary healthcare and prepare you for the FNP role.
- Our FNP program will prepare you to deliver evidence-based, culturally competent primary healthcare to individuals within the context of family and community.
- This program meets requirements for the Family Nurse Practitioner Certification for both the American Nurses Credentialing Center (ANCC) and the American Association of Nurse Practitioners (AANP) certifying organizations.
- Pace offers a certificate of advanced graduate study (https://catalog.pace.edu/graduate/schools/college-health-professions/curriculum-information/certificate-graduate-studies-programs/family-nurse-practitioner-fnp/?

_gl=1*quf9bp*_ga*MTk5Njk2NzQzOC4xNjg1NzExMzM4*_ga_YDJJKW26BD*MTY4ODU3MTc2Ny42NS4xLjE2ODg1NzE5NzQuMC4wLjA.) for master's-prepared nurses who wish to pursue family nurse practitioner studies, as well as nurse practitioners who wish to expand their practice through family nurse practitioner education and certification (credits determined by a gap analysis).

The MS-FNP is offered on both the New York City and Pleasantville campuses.

Code	Title	Credits
Nursing Common Core		
NURS 640A	Advanced Physical Assessment - Part 1	3
NURS 681	Pathophysiology For Advanced Practice Nursing	3
NURS 682	Clinical Pharmacology for Prescribing Advanced Practice Nursing	3
NURS 801	Underpinnings of Advanced Nursing	3
NURS 802	Leadership for Advanced Nursing	3
NURS 803	Advanced Nursing in Primary Health Care	3
NURS 804	Scholarly Inquiry for Advanced Nursing	3
Family Nurse Practitioner Specialization		
NURS 640B	Advanced Physical Assessment - Part 2 Family Nurse Practitioner	3
NURS 650	Advanced Theory and Practice I for Family Nurse Practitioners	6
NURS 660	Advanced Theory and Practice II for Family Nurse Practitioners	6
NURS 671	Family Nurse Practitioner Practicum I	1.2
NURS 672	Family Nurse Practitioner Practicum II	1.2
NURS 673	Family Nurse Practitioner Practicum III	1.2
NURS 674	Family Nurse Practitioner Practicum IV	1.2
NURS 675	Family Nurse Practitioner Practicum V	1.2
Total Credits		**42**

Conferral of master's degree after 42 Credits and a minimum of 550 supervised clinical practicum hours across the family population foci

Credits for the Certificate of Advanced Graduate Studies (CAGS) for master's-prepared nurses are determined by a gap analysis. NURS 803 Advanced Nursing in Primary Health Care and NURS 804 Scholarly Inquiry for Advanced Nursing or equivalent master's-level courses are prerequisites for the CAGS. NURS 640A Advanced Physical Assessment - Part 1, NURS 640B Advanced Physical Assessment - Part 2 Family Nurse Practitioner, NURS 681 Pathophysiology For Advanced Practice Nursing, and NURS 682 Clinical Pharmacology for Prescribing Advanced Practice Nursing are required for all non-nurse practitioners enrolled in the CAGS.

Health Informatics, MS

Campus: Online

Be a part of the future of health care

The master's degree in Health Informatics (MSHI) is an exceptional interdisciplinary program situated at the intersection of healthcare, data, and technology designed for those currently working in healthcare, who have analytical roles outside of healthcare, and who may be looking to change careers.

The fully online program is asynchronous and is ideal for those working full time, having many responsibilities, or who have non-traditional schedules. The 30-credit program (10 three-credit courses) is aligned with the seven foundational domains of applied health informatics and can be completed in as little as five semesters. Each semester, students take one analytics class, taught through the Seidenberg School of Computer Science and Information Systems, and one course on health informatics administration, taught through the College of Health Professions. In their 5th semester, students are enrolled in a capstone course and will complete 120 hours of practical experience at a site of their choosing.

You'll be prepared to work at top institutions in the field, including Memorial Sloan Kettering, New York-Presbyterian, Columbia Medical Center, and New York University, as well as major pharmaceutical companies, including Pfizer, Regeneron, and Bayer, or health technology companies such as Twill, Quartet Health, and Noom.

Code	Title	Credits
Required Courses		**30**
HINF 610	Healthcare Environments and Delivery Systems	3
HINF 615	Ethics, Privacy, and Security	3
HINF 630	Clinical Systems A	3
HINF 635	Clinical Systems B	3
IS 638	Introduction to User Experience Design	3
IS 665	Introduction to Data Mining and Visualization	3
IS 669	Big Data and Information Systems	3
IS 692	Research Project Seminar	3
IT 605	Database Management Systems	3
Evidence-Based Practice & Research for Health Informatics [1]		3
Program Credit Total		**30**

[1]   Course subject pending approval.

Master of Public Health, MPH

The Master of Public Health (MPH) at Pace University develops the next generation of innovative global public health leaders who are committed to the pursuit of health equity. MPH students complete a unique and specialized concentration, Global Health Equity, providing them with the skillsets they will need to partner effectively with communities in the design, implementation, and assessment of evidence-based interventions that aim to improve population health.

The MPH is 42-credit program that may be completed in 18 months on a full or part-time basis. The program is delivered in a blended format, meaning that students will take both online and on-campus courses. The multidisciplinary and interprofessional competency-based curriculum draws on faculty expertise from across the College of Health Professions and the Dyson College of Arts and Sciences. The curriculum includes the foundational public health disciplines, concentration courses focused on global health equity, an applied practice experience, and a culminating capstone course that will integrate learning across the curriculum.

Graduates are prepared to enter fulfilling careers in state and county health departments, federal health agencies, institutions of higher education, community-based organizations, charitable foundations, and the private sector as health equity advisors, program managers, health policy analysts, health educators, research coordinators, academic or foundation researchers, and health agency staff members.

Code	Title	Credits
Foundation		
PH 500	Introduction to Health Equity and Social Justice	1
PH 501	Principles of Epidemiology	3
PH 502	Social and Behavioral Determinants of Health	3
PH 505	Vector-borne and Zoonotic Human Disease	3
PH 510	Health Policy and Systems Reform	3
PH 512	Statistical Inference in Public Health	3
PH 515	Environmental Health and Justice	3
PH 520	Interprofessional Leadership for Health Promotion	2
Concentration		
PH 601	Foundations of Social Epidemiology	
PH 602	Research Methods in Public Health	2
PH 605	Pathways and Interventions for Health Inequities	3
PH 610	Policy Analysis for Global Health Equity	3
PH 790	Applied Practice Experience	2
PH 791	Integrated Learning Experience	2
Elective (select 2)		
PH XXX	Emerging Technologies in Health Care	3
PAA 615	Program Planning and Evaluation	3
PAA 651	Community Health Assessment	3
ECO 686	Health Economics	3
PH 712	Advanced Statistical Methods Seminar	3
PH 720	Modern Pandemics: HIV, COVID-19, and beyond	3

Nutrition and Dietetics, MS

Campus: Westchester

This is a two-year, full-time coordinated Master of Science in Nutrition and Dietetics program, located on the Pleasantville campus, offering students the unique opportunity to simultaneously complete both a master's degree and the 1000 hours of supervised practice (internship) required to sit for the Registered Dietitian-Nutritionist (RDN) exam.

Course	Title	Credits
Year 1		
Fall		
ND 500	Advanced Nutrition I: Macronutrients	3
ND 540	Nutrition Across the Lifespan	3
ND 600	Community and Public Health Nutrition	3
ND 640	Research in Nutrition and Dietetics	3
	Credits	**12**
Spring		
ND 511	Functional Foods and Integrative Nutrition	3
ND 530	Advanced Nutrition II - Micronutrients	3
ND 560	Nutrition Assessment	3
ND 570	Medical Nutrition Therapy I	3
	Credits	**12**
Summer		
ND 550	Management of Food Service Systems	3
ND 580	Supervised Practice I- Food Service Rotation	3
ND 630	Medical Nutrition Therapy II	3
	Credits	**9**
Year 2		
Fall		
ND 610	Nutrition Education and Counseling	3
ND 620	Supervised Practice II-Clinical Rotation	3
ND 670	Nutrition & Dietetics Capstone Project	1.5
	Credits	**7.5**
Spring		
ND 650	Supervised Practice III- Community Rotation	3
ND 660	Food and Nutrition of World Cultures	3
ND 671	Nutrition and Dietetics Capstone Project II [Capstone completed]	1.5
	Credits	**7.5**
Summer		
ND 520	Professional Issues in Nutrition and Dietetics	3
ND 680	Supervised Practice IV - Elective Rotation	3
	Credits	**6**
	Total Credits	**54**

Occupational Therapy, MSOT

Campus: Westchester, Online

The Master of Science in Occupational Therapy (MSOT) at Pace University College of Health Professions is a hybrid, weekday program designed to prepare competent and ethical occupational therapy practitioners who maximize clients' quality of life and occupation engagement through technology, evidence-based, client-centered, and inter-professional practice.

The curriculum is delivered using a blended method combining both online and face-to-face instructions. Students can complete the program within 28 months with a total of 70 credits of didactic coursework and fieldwork components. Students are engaged in two levels of clinical fieldwork, Level I and Level II. There are three Level I Fieldworks that are associated with three practice courses in pediatrics, mental health, and physical dysfunction. Level II fieldwork consists of 24 weeks of full-time experiences in two different practice settings.

Course	Title	Credits
First Year		
Fall		
OTH 500	Occupational Therapy Theory and Occupation Analysis	5
OTH 505	Occupation Engagement Across the Life Span	3
OTH 510	Applied Neuroscience for Occupational Therapy	3
OTH 515	Functional Anatomy and Kinesiology for Occupational Therapy	5
	Credits	**16**
Spring		
OTH 525	Professionalism I: Communication Skills and Interprofessional Practice	1
OTH 530	Occupational Therapy Practice in Mental Health	4
OTH 535	Clinical Reasoning I: Community-based/Mental Health Level I Fieldwork	1
OTH 550	Occupational Therapy in Productive Aging	3
OTH 555	Orthopedics and Neuro-Rehabilitation	0-3
OTH 560	Research Methods in Occupational Therapy	3
	Credits	**12-15**
Summer		
OTH 540	Occupational Therapy Practice in Physical Dysfunction	4
OTH 545	Clinical Reasoning II: Adulthood/Geriatrics Level I Fieldwork	1
OTH 565	Evidence-Based Research in Occupational Therapy	2
	Credits	**7**
Second Year		
Fall		
OTH 570	Occupational Therapy Practice in Pediatrics	4
OTH 575	Clinical Reasoning III: Pediatrics/Adolescence Level I Fieldwork	1
OTH 605	Evidence-Based Practice and Occupational Therapy Research Project-A	3
OTH 610	Environmental Adaptations, Home Modifications and Ergonomics	3
OTH 615	Professionalism II: Professional Identity and Ethics	3
	Credits	**14**
Spring		
OTH 620	Assistive/Telehealth Technology and Virtual Environments	3
OTH 625	Current Trends and Emerging Areas in Occupational Therapy	1
OTH 630	Evidence-Based Practice and Occupational Therapy Research Project-B	2
	Credits	**6**
Summer		
OTH 635	Quality of Life, Health Promotion and Wellness	2
OTH 640	Clinical Reasoning IV: Fieldwork Level II	1
OTH 650	Fieldwork II A	3
	Credits	**6**
Third Year		
Fall		
OTH 645	Occupational Therapy Leadership, Entrepreneurship, and Advocacy	3
OTH 655	Fieldwork II B	3
	Credits	**6**
	Total Credits	**67-70**

Psychiatric Mental Health Nurse Practitioner Program, PMHNP

Campus: Online

The Psychiatric Mental Health Nurse Practitioner (PMHNP), 42 credit, online master's program in the Lienhard School of Nursing uses a primary health care and lifespan focus to prepare students for advanced practice in psychiatric mental health nursing. Students are prepared to practice in various settings including communities, private practice, institutional settings, substance abuse settings, and shelters. The program provides health promotion, disease prevention, assessment, and treatment of psychiatric diseases and disorders across the lifespan, with particular attention to health disparities and the care of vulnerable populations. Strategies used will include, but are not limited to, treatment, medication management, case management, individual, family, and group therapy.

The program is offered as a master of science for those looking to enhance their career or as a Certificate of Advanced Graduate Study (https://catalog.pace.edu/graduate/schools/college-health-professions/curriculum-information/certificate-graduate-studies-programs/psychiatric-mental-health-nurse-practitioner-pmhnp-certificate/?_gl=1*nqj95p*_ga*MTk5Njk2NzQzOC4xNjg1NzExMzM4*_ga_YDJJKW26BD*MTY4ODU3MTc2Ny42NS4xLjE2ODg1NzI4MzMuMC4wLjA.) (CAGS) for those already master-prepared as advanced practice nurses. CAGS credits determined by gap analysis

*Asynchronous and synchronous didactic content. Students are required to come to campus up to two times per semester. Dates to be determined.

Master of Science Requirements

Code	Title	Credits
NURS 629	Psychopharmacology in Advanced Practice Psychiatric Nursing	3
NURS 630	Diagnoses & Therapeutic Management in Advanced Practice Psychiatric/Mental Health Nursing I	4
NURS 630A	Psychiatric Mental Health Nurse Practitioner Practicum I	2
NURS 631	Diagnoses & Therapeutic Management in Advanced Practice Psychiatric/Mental Health Nursing II	4
NURS 631A	Psychiatric Mental Health Nurse Practitioner Practicum II	2
NURS 640A	Advanced Physical Assessment - Part 1	3
NURS 681	Pathophysiology For Advanced Practice Nursing	3
NURS 682	Clinical Pharmacology for Prescribing Advanced Practice Nursing	3
NURS 695	Diagnoses & Therapeutic Management in Advanced Practice Psychiatric/Mental Health Nursing III	4
NURS 695A	Psychiatric Mental Health Nurse Practitioner Practicum III	2
NURS 801	Underpinnings of Advanced Nursing	3
NURS 802	Leadership for Advanced Nursing	3
NURS 803	Advanced Nursing in Primary Health Care	3
NURS 804	Scholarly Inquiry for Advanced Nursing	3
Total Credits		**42**

Total Didactic Credits/Hours: 42/550

Certificate of Advanced Graduate Studies

Code	Title	Credits
NURS 629	Psychopharmacology in Advanced Practice Psychiatric Nursing	3
NURS 630	Diagnoses & Therapeutic Management in Advanced Practice Psychiatric/Mental Health Nursing I	4
NURS 630A	Psychiatric Mental Health Nurse Practitioner Practicum I	2
NURS 631	Diagnoses & Therapeutic Management in Advanced Practice Psychiatric/Mental Health Nursing II	4
NURS 631A	Psychiatric Mental Health Nurse Practitioner Practicum II	2
NURS 640A	Advanced Physical Assessment - Part 1	3
NURS 681	Pathophysiology For Advanced Practice Nursing	3
NURS 682	Clinical Pharmacology for Prescribing Advanced Practice Nursing	3
NURS 695	Diagnoses & Therapeutic Management in Advanced Practice Psychiatric/Mental Health Nursing III	4
NURS 695A	Psychiatric Mental Health Nurse Practitioner Practicum III	2
Total Credits		**30**

Total Didactic Credits/Hours: 32/550

NOTE: NURS 640A Advanced Physical Assessment - Part 1, NURS 681 Pathophysiology For Advanced Practice Nursing, and NURS 682 Clinical Pharmacology for Prescribing Advanced Practice Nursing courses credited for master's-prepared nurse practitioners with certification in another specialty

Physician Assistant Programs

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

The Pace University Physician Assistant Program- Pleasantville offers students from diverse backgrounds a rigorous course of study designed to prepare them for future roles as compassionate, ethical primary care providers in a wide variety of clinical settings. Building upon the core competencies of the physician assistant profession, this curriculum exposes students to an interdisciplinary didactic and clinical curriculum.

Students learn the process of critical thinking, a skill fundamental to the assessment, diagnosis, and treatment of illnesses.

This primary care program spans 27 months and includes 66 credits of didactic education and 36 credits of clinical education. The total program includes eight required clinical clerkships plus one elective. The program is 102 credits leading to a degree in Masters of Science in Physician Assistant Studies. The average cohort size is 40 students.

The Pace University-Lenox Hill Hospital Physician Assistant (PA) Program is an intensive 26-month program that prepares you to become a practicing physician assistant - examining patients, ordering diagnostic tests, prescribing medications, and developing treatment strategies.

- Excel in a highly competitive and rapidly growing field. Graduates of our program have a 5-year aggregate pass rate on the National Certification Exam (PANCE) for first-time takers that is consistently higher than the national average.
- Integrated curriculum and innovative advanced degrees. The PA program offers an integrated curriculum that takes a holistic approach to healthcare. Preclinical training exposes students to multiple disciplines simultaneously, so the learning experience is analogous to the manner in which they will practice.

The Master's in Physician Assistant Completion Program consists of 30 credits including four courses (12 credits) of study in a distance-learning format. These courses will cover content areas not previously covered in bachelor degree programs which may now be incorporated in current MSPAS curriculum.

Pace University -Lenox Hill Hospital PA Program

Campus: NYC

New York City Campus

The Pace University-Lenox Hill Hospital Physician Assistant (PA) Program is an intensive 26-month program that prepares you to become a practicing physician assistant - examining patients, ordering diagnostic tests, prescribing medications, and developing treatment strategies.

- Excel in a highly competitive and rapidly growing field. Graduates of our program have a 5-year aggregate pass rate on the National Certification Exam (PANCE) for first-time takers that is consistently higher than the national average.
- Integrated curriculum and innovative advanced degrees. The PA program offers an integrated curriculum that takes a holistic approach to healthcare. Preclinical training exposes students to multiple disciplines simultaneously, so the learning experience is analogous to the manner in which they will practice.

Admissions

Students may apply only through Central Application Services for Physician Assistants (CASPA) at https://paeaonline.org/caspa (https://paeaonline.org/caspa/).

Prerequisites

Students are eligible to apply to the MS degree program if they have a bachelor's degree from an accredited institution and have met specific requirements set forth by the PA program.

Course	Title	Credits
Didactic Summer II		
PAS 505	Human Physiology	3
PAS 506	Health History & Physical Diagnosis I	2
PAS 510	Psychosocial Medicine	2
PAS 511	Professionalism and Biomedical Ethics	2
	Credits	**9**
Didactic Fall		
PAS 512	Gross Anatomy	2
PAS 534	Pathophysiology I	2
PAS 547	Medical Pharmacology I	3

PAS 601	Clinical Medicine I	5
PAS 604	Laboratory Medicine and Diagnostic Methods I	4
PAS 606	Health History and Physical Diagnosis II	4
	Credits	**20**

Didactic Spring

PAS 513	Gross Anatomy II	2
PAS 514	Epidemiology & Evidence-Based Medicine	3
PAS 535	Pathophysiology II	2
PAS 602	Clinical Medicine II	7
PAS 605	Laboratory Medicine & Diagnostic Methods II	3
PAS 607	Health History & Physical Diagnosis III	4
PAS 609	Surgical and Technical Skills I	2
PAS 648	Medical Pharmacology II	3
	Credits	**26**

Didactic Summer I and II

PAS 515	Health Promotion and Disease Prevention	2
PAS 603	Clinical Medicine III	10
PAS 610	Surgical and Technical Skills II	2
	Credits	**14**

Clinical Year

PAS 620	Research Methods/Master Project	3
PAS 701	Clerkship in Internal Medicine	3
PAS 702	Clerkship in Pediatrics	3
PAS 703	Clerkship in Women's Health	3
PAS 704	Clerkship in Behavioral Medicine	3
PAS 705	Clerkship in Family Medicine	3
PAS 706	Clerkship In Emergency Medicine	3
PAS 707	Clerkship in Surgery	3
PAS 708	Clerkship in Selected Elective	3
PAS 709	Clerkship Selected by Program	3
PAS 799C	Clinical Year Capstone	3
	Credits	**33**
	Total Credits	**102**

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

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The date for the next validation review of the program by the ARC-PA will be **September 2023**. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

The Pace University-Lenox Hill Hospital Physician Assistant Program is a member of the Physician Assistant Education Association (PAEA). The program is registered by the New York State Department of Education and awards an MS in Physician Assistant Studies.

Physician Assistant Master's Degree Completion Program (Online)

Campus: Online

The Master's in Physician Assistant Completion Program (MSPA) consists of 30 credits: four courses (12 credits) of study in a distance-learning format and 18 advanced placement credits**.** These courses will cover content areas not previously covered in bachelor of science degree programs which may now be incorporated in current MSPAS curriculum.

The program and distribution of credits and courses by term is depicted in the diagram below:

Advanced Standing (18 credits)
3600 hours post baccalaureate clinical experience with attestation of clinical competency (200 hours = 1 credit)

Code	Title	Credits
Advanced Standing		
3600 hours post baccalaureate clinical experience with attestation of clinical competency [1]		18
Spring Semester		
PAS 514	Epidemiology & Evidence-Based Medicine	3
Summer I Semester		
PAS 621	Leadership and Theory in Healthcare	3
Summer II Semester		
PAS 515	Health Promotion and Disease Prevention	3
Fall Semester		
PAS 620	Research Methods/Master Project	3
Total Credits		**30**

[1]   200 hours = 1 credit

Physician Assistant Program - Pleasantville Information

Campus: Westchester

The physician assistant program in Westchester offers students from diverse backgrounds a rigorous course of study designed to prepare them for roles as compassionate, ethical, primary care providers. Our graduates are critical thinkers committed to professionalism, teamwork, and community engagement.

Complete the intensive program in 27 months with 66 credits of didactic education and 36 credits of clinical education. Pace has clinical placement relationships with 200 healthcare systems in the tri-state area.

This primary care program spans 27 months and includes 66 credits of didactic education and 36 credits of clinical education. The total program is 102 credits.

Course	Title	Credits
Year 1		
Fall		
PASP 601	Introduction to Interprofessional Education for Physician Assistants	1
PASP 603	Clinical Anatomy and Physiology with lab for Physician Assistants	4
PASP 611	Clinical Medicine 1 for Physician Assistants	3
PASP 614	Clinical Correlation 1 for Physician Assistants	1
PASP 617	Medical Pharmacology 1 for Physician Assistants	2
PASP 620	Pathophysiology 1 for Physician Assistants	1
PASP 661	Laboratory Medicine, Microbiology, Genetics and Immunology for Physician Assistants	3
	Credits	**15**
Spring		
PASP 609	Physical Assessment 1 for Physician Assistants	3
PASP 626	Clinical Medicine 2 for Physician Assustants	3
PASP 629	Clinical Correlation 2 for Physician Assistants	1
PASP 631	Medical Pharmacology 2 for Physician Assistants	2
PASP 634	Pathophysiology 2 for Physician Assistants	1
PASP 640	Healthcare Policy, Law, Ethics and Professionalism for Physician Assistants	3

PASP 679	Behavioral Medicine, Human Sexuality and Counseling for Physician Assistants	3
	Credits	**16**
Summer		
PASP 623	Physical Assessment 2 for Physician Assistants	3
PASP 643	Clinical Medicine 3 for Physician Assistants	3
PASP 646	Clinical Correlation 3 for Physician Assistants	1
PASP 649	Medical Pharmacology 3 for Physician Assistants	2
PASP 652	Pathophysiology 3 for Physician Assistants	1
PASP 655	Medicine in Medically Underserved Areas and the Healthcare Needs of Special Populations for PAS	2
PASP 658	Radiology and Diagnostic Modalities for Physician Assistants	3
	Credits	**15**
Year 2		
Fall		
PASP 637	Surgery for Physician Assistants	3
PASP 664	Clinical Medicine 4 for Physician Assistants	3
PASP 667	Clinical Correlation 4 for Physician Assistants	1
PASP 670	Medical Pharmacology 4 for Physician Assistants	2
PASP 673	Pathophysiology 4 for Physician Assistants	1
PASP 676	Technical Skills and Diagnostic Procedures for Physician Assistants	2
PASP 682	Epidemiology, Medical Research and Biostatistics & Evidence-based Medicine for Physician Assistants	3
PASP 691	Orientation to Clinical Year for Physician Assistants	1
	Credits	**16**
Clinical Phase		
PASP 705	Clinical Education Seminar for Physician Assistants [Didactic credits]	3
PASP 710	Clinical Clerkship: PC/Family Med	4
PASP 715	Clinical Clerkship - Pediatrics for Physician Assisants	4
PASP 720	Clinical Clerkship - Women's Health	4
PASP 725	Clinical Clerkship: General Surgery for Physician Assistants	4
PASP 730	Clinical Clerkship-Internal Medicine for Physician Assistant	4
PASP 735	Clinical Clerkship - Behavioral Health for Physician Assistants	4
PASP 740	Clinical Clerkship - Emergency Medicine for Physician Assistants	4
PASP 745	Clinical Clerkship: Geriatrics for Physician Assistants	4
PASP 750	Clinical Clerkship - Elective for Physician Assistants	4
PASP 755	Orientation to Clinical Practice Seminar: CAPSTONE for Physician Assistants [Didactic credits]	1
	Credits	**40**
	Total Credits	**102**

Certificate of Graduate Studies Programs

Adult-Gerontology Acute Care Nurse Practitioner, AGACNP Certificate

Campus: NYC

The Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) Certificate of Advanced Graduate Studies program is for the master's-prepared nurse practitioner with certification in another specialty, or a master's-prepared nurse who wishes to become an adult-gerontology acute care nurse practitioner. One year of acute care/inpatient experience is required. Credits are determined by gap analysis.

New York City Campus Only

Certificate Requirements

Credits determined by gap analysis. NURS 803 Advanced Nursing in Primary Health Care & NURS 804 Scholarly Inquiry for Advanced Nursing or equivalent masters level courses are prerequisites for the CAGS.

Code	Title	Credits
NURS 681	Pathophysiology For Advanced Practice Nursing [1]	3
NURS 682	Clinical Pharmacology for Prescribing Advanced Practice Nursing [1]	3
NURS 640A	Advanced Physical Assessment - Part 1	3
NURS 640C	Advanced Physical Assessment - Part 2 Adult-Gerontology Acute Care Nurse Practitioner	3
NURS 662	Intro to Acute Care Advanced Nursing Practice	4
NURS 662A	Adult Gero-Acute Care Nurse Practitioner Practicum I (180 Clinical hours)	2
NURS 664	Advanced Theory and Practice for Acute-Gero Care Advanced Practice Nurses Level I	4
NURS 664A	Adult-Gero Acute Care Nurse Practitioner Practicum II (185 clinical hours)	2
NURS 668	Advanced Theory and Practice for Adult-Gero Acute Care Advanced Nursing Practice II	4
NURS 668A	Adult-Gero Acute Care Nurse Practitioner Practicum III (185 clinical hours)	2
Total Credits		**30**

[1]   Required for all non-nurse practitioners enrolled in the CAGS.

Family Nurse Practitioner, FNP Certificate

The Family Nurse Practitioner (FNP) Certificate of Advanced Graduate Studies program is for the master's-prepared nurse practitioner with certification in another specialty, or a master's-prepared nurse who wishes to become a family nurse practitioner. Credits are determined by a gap analysis.

Certificate Requirements

Credits for the Certificate of Advanced Graduate Studies (CAGS) for master's prepared nurses are determined by gap analysis. NURS 803 Advanced Nursing in Primary Health Care and NURS 804 Scholarly Inquiry for Advanced Nursing or equivalent master's level courses are prerequisites for the CAGS. NURS 640 Advanced Physical Assessment, NURS 681 Pathophysiology For Advanced Practice Nursing, & NURS 682 Clinical Pharmacology for Prescribing Advanced Practice Nursing are required for all non-nurse practitioners enrolled in the CAGS.

Code	Title	Credits
NURS 671	Family Nurse Practitioner Practicum I (110 Clinical Hours)	1.2
NURS 672	Family Nurse Practitioner Practicum II (110 Clinical Hours)	1.2
NURS 673	Family Nurse Practitioner Practicum III (110 Clinical Hours)	1.2
NURS 674	Family Nurse Practitioner Practicum IV (110 Clinical Hours)	1.2
NURS 675	Family Nurse Practitioner Practicum V (110 Clinical Hours)	1.2
Total Credits		**6**

Gainful Employment Disclosure for students in an approved non-degree certificate program.

Nursing Education Certificate Of Advanced Graduate Studies (CAGS)

Campus: Online

The online Nursing Education Certificate prepares nurse practitioners to work in education roles in colleges and universities and is designed to develop nurses as teachers, leaders, and role models. The certificate requires the completion of nine credits of coursework, including 110 practicum hours specific to the nurse educator role.

These courses align with the NLN Core Competencies for Academic Nurse Educators, providing foundational knowledge needed for those pursuing faculty positions.

Nursing Education Courses

Code	Title	Credits
NURS 754	Teaching and Learning in Academic Settings	3
NURS 755	Curriculum Theory, Design, and Evaluation	3
NURS 756	Academic Nursing Education Practicum	3
Total Credits		**9**

Psychiatric Mental Health Nurse Practitioner, PMHNP Certificate

The Psychiatric Mental Health Nurse Practitioner (PMHNP) Certificate of Advanced Graduate Studies program is for the master's-prepared nurse practitioner with certification in another specialty, or a master's-prepared nurse who wishes to become a psychiatric mental health nurse practitioner.

Credits are determined by gap analysis.

Certificate requirements

Courses determined by gap-analysis.

Code	Title	Credits
NURS 629	Psychopharmacology in Advanced Practice Psychiatric Nursing	3
NURS 630	Diagnoses & Therapeutic Management in Advanced Practice Psychiatric/Mental Health Nursing I	4
NURS 630A	Psychiatric Mental Health Nurse Practitioner Practicum I	2
NURS 631	Diagnoses & Therapeutic Management in Advanced Practice Psychiatric/Mental Health Nursing II	4
NURS 631A	Psychiatric Mental Health Nurse Practitioner Practicum II	2
NURS 640A	Advanced Physical Assessment - Part 1	3
NURS 681	Pathophysiology For Advanced Practice Nursing	3
NURS 682	Clinical Pharmacology for Prescribing Advanced Practice Nursing	3
NURS 695	Diagnoses & Therapeutic Management in Advanced Practice Psychiatric/Mental Health Nursing III	4
NURS 695A	Psychiatric Mental Health Nurse Practitioner Practicum III	2
Total Credits		**30**

Total Didactic Credits/Hours: 30/550

Note: NURS 640A Advanced Physical Assessment - Part 1, NURS 681 Pathophysiology For Advanced Practice Nursing, and NURS 682 Clinical Pharmacology for Prescribing Advanced Practice Nursing courses credited for master's-prepared nurse practitioners with certification in another speciality.

Expected Learning Outcomes

- Expected Student Learning Outcomes of the Nursing Master's Program and the DNP Program (http://catalog.pace.edu/graduate/schools/college-health-professions/expected-student-learning-outcomes-nursing-masters-program-dnp-program/)
- Expected Learning Outcomes of the Occupational Therapy Program (http://catalog.pace.edu/graduate/schools/college-health-professions/expected-learning-outcomes-occupational-therapy-program/)
- Expected Student Learning Outcome of the Pace University Lenox Hill Hospital Physician Assistant Program (http://catalog.pace.edu/graduate/schools/college-health-professions/expected-student-learning-pace-university-lenox-hill-hospital-physician-assistant-program/)
- Expected Student Learning Outcomes of the PhD in Nursing Program (http://catalog.pace.edu/graduate/schools/college-health-professions/expected-student-learning-outcomes-phd-nursing-program/)
- Expected Learning Outcomes of the Physician Assistant Program-Pleasantville (http://catalog.pace.edu/graduate/schools/college-health-professions/expected-learning-outcomes-physician-assistant-program-pleasantville/)

Goals

- Goals of the Lenox Hill Hospital Physician Assistant Program (http://catalog.pace.edu/graduate/schools/college-health-professions/goals-lenox-hill-hospital-physician-assistant-program/)
- Goals of the Lienhard School of Nursing (http://catalog.pace.edu/graduate/schools/college-health-professions/goals-lienhard-school-nursing/)
- Goals of the Physician Assistant Program Pleasantville (http://catalog.pace.edu/graduate/schools/college-health-professions/goals-of-the-physician-assistant-program-pleasantville/)

Health Requirements Nursing

Clinical Courses: Clinical Placement Clearance Requirements

Prior to the commencement of a clinical placement, students must complete the health clearance process. In order to ensure that all health standards have been met prior to the commencement of a clinical placement, the health clearance process begins as early as six months prior to the commencement of the placement.

Only if the completed health clearance process demonstrates to the satisfaction of the Lienhard School of Nursing and any applicable clinical agency that all requisite health standards have been met, will the student be permitted to commence the clinical placement.

Clearance requirements for clinical courses include, but are not limited to, the following:

- Health clearance
- Proof of a current registered professional nurse license issued by the New York State Education Department and a current unrestricted registration. The registration must remain current and unrestricted until the student's degree is conferred.
- Cardiopulmonary resuscitation certification (CPR), including use of the automated external defibrillator (AED).
- Mandatory training.
- Clinical agency requirements may include such things as drug screening, criminal background check, respirator mask fit test, student interview, and facility orientation. Failure to satisfy the clinical agency's requirements may result in removal of the student from the clinical agency, reassignment to another clinical agency, and subsequent delay in program progression and completion.

Health Clearance

Prior to the commencement of a clinical placement, students must complete the health clearance process. In order to ensure that all health standards have been met prior to the commencement of a clinical placement, the health clearance process begins as early as six months prior to the commencement of the placement. Only if the completed health clearance process demonstrates to the satisfaction of the Lienhard School of Nursing and any applicable clinical agency that all requisite health standards have been met, will the student be permitted to commence the clinical placement.

The health clearance process consists of completing

1. the Annual Health Assessment Form (to be completed annually);
2. the forms pertaining to titer tests and immunizations (required only once);
3. any supplemental forms required by the agency(s) at which the clinical component of a course will be conducted; and
4. provide evidence of an annual influenza immunization.

For the fall semester, the health clearance process must be completed by May 1; and by August 1 for the spring semester, unless otherwise instructed.

The required health forms are posted in the LSN Classes Community, and it is the student's responsibility to obtain these forms, complete them, and submit them as directed. Students are required to upload and manage the required documents to an account they will subscribe to with American

Databank. Separate instructions on how to open and upload the documents are posted in the LSN Classes Community. The registration of students who do not complete the health clearance process as required will be voided, and tuition cancellations, if any, will be made in accordance with the University's *Tuition Cancellation Policy*.

Health clearance must be maintained throughout the semester in which the student is enrolled in a clinical course. Students must notify the clinical faculty member and the course coordinator of any health condition that occurs during the semester that, if it had been detected during the health clearance process, would have resulted in the student being denied health clearance. In such cases, the student will not be permitted to commence a clinical placement until he or she has been cleared to do so.

In addition to the health clearance required to commence a clinical placement, all students must, as required by New York State law, be immunized against measles, mumps, and rubella. The registration of students who do not provide proof of the required immunization to the University will be voided. Clinical agencies may require additional immunizations before students are cleared to commence a clinical placement. Students are urged to keep copies of all health forms for their personal records.

Criminal Background Check and Drug Screenings

There are various laws, standards, and employer policies that require all employees, volunteers, and students working in or assigned to a clinical site to undergo a criminal background check and/or drug screening. Therefore, in order to comply with these requirements, clinical agencies may require students, at their own cost, to complete a criminal background check and/or drug screen prior to commencing a clinical placement. Based on the clinical agency requirement, the student either will be directed to the agency to complete the agency's required background check and/or drug screening, or the student will complete the background check and/or drug screening through Castle Branch.

For further details about criminal background checks and drug screenings requirements, students should contact the program director.

Soon after admission but before the start of the first semester, master's and Doctor of Nursing Practice (DNP) students in the Lienhard School of Nursing must provide evidence they are currently licensed by the New York State Education Department as a registered professional nurse and have a current unrestricted registration. Doctor of Philosophy (PhD) in Nursing students must provide evidence that they are licensed by the New York State Education Department as a registered professional nurse by the completion of their first year of study. Every student's registration must remain current and unrestricted until the student's degree is conferred. Information about New York State licensing requirements for a registered professional nurse (http://www.op.nysed.gov/prof/nurse/nursing.htm) may be found on the NYSED Office of the Professions website.

In addition, prior to attending a clinical course, graduate students must provide evidence they are currently licensed as a registered professional nurse and have a current unrestricted registration from any state in which a clinical site at which they have been placed is located.

Doctor of Nursing Practice students (DNP) must provide evidence they certified as a nurse practitioner by the New York State Education Department and have a current unrestricted registration by the completion of their first year of study. Every DNP student's nurse practitioner certification must remain current and unrestricted until the student's degree is conferred. Information about New York State certification for nurse practitioners (http://www.op.nysed.gov/prof/nurse/nursing.htm) may be found on the NYSED Office of the Professions website.

Mandatory Training

In order to participate in clinical placements Lienhard School of Nursing graduate students must have completed the following training.

- Occupational safety and health measures to reduce the transmission of bloodborne pathogens.
- The protection and disclosure of protected health information as defined by the federal Health Insurance Portability and Accountability Act (HIPAA).
- Practices and controls to prevent the transmission of the human immunodeficiency virus (HIV) and the Hepatitis B virus.
- Identification and reporting of child abuse and maltreatment.

Further, a clinical agency may require students to participate in additional training before permitting them to commence a clinical placement. Questions about mandatory training should be addressed to the Lienhard School of Nursing Office of Academic Affairs.

Please refer to the Lienhard School of Nursing Department of Graduate Studies Student Handbook for additional information including liability insurance, dress code, required equipment, attendance at clinical sessions, etc.

Nursing Honor Society

Omega Delta is Pace University's chapter of Sigma Theta Tau International Honor Society of Nursing. The purposes of Sigma Theta Tau are to recognize the development of leadership qualities; foster high professional standards; encourage creative work, and strengthen commitment on the part of individuals to the ideas and purposes of the profession of nursing.

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 GPA 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 on Sigma Theta Tau International, please visit www.nursingsociety.org (http://www.nursingsociety.org).

For additional information, email Dr. Stephanie Allen (sallen@pace.edu), chapter president.

Overview of Program Offerings

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

College of Health Professions Graduate Nursing Programs

Master of Science degree, Specialization

- Adult-Gerontology Acute Care Nurse Practitioner, MS (AGACNP)
- Family Nurse Practitioner, MS (FNP)
- Psychiatric Mental Health Nurse Practitioner, MS (PMHNP)

Certificate of Graduate Studies

- Adult-Gerontology Acute Care Nurse Practitioner Program, (AGACNP)
- Family Nurse Practitioner Program (FNP)
- Psychiatric Mental Health Nurse Practitioner Program (PMHNP)

Doctoral (Post-Master's)

- Doctor of Philosophy in Nursing Program (PhD)
- Doctor of Nursing Practice Program (DNP)
- DNP Bridge Program

The programs are described in greater detail in this catalog.

MASTER OF SCIENCE IN COMMUNICATION SCIENCES AND DISORDERS

The Pace University Master of Science in Communication Sciences and Disorders (CSD) program is full-time and 5-semesters (2-years plus one summer). Sixty-credits of academic and clinical coursework and 400 hours of clinical practicum are required to graduate from the program. Students have access to Pace and CSD facilities, which include an on-site Speech, Language, and Hearing Center, audiology test suite, and speech lab with state-of-the-art equipment. The clinical practicum experience includes three semesters in-house and two semesters at an external placement.

The mission of the CSD program is to prepare highly competent speech-language pathologists that support mastery of necessary skills for students to lead rewarding, intellectually, and civically engaged lives. Graduates from this program will be eligible for American Speech-Language-Hearing Association (ASHA) certification as well as other relevant local and state credentials upon graduation.

Master of Science in Nutrition and Dietetics

This is a two-year, full-time coordinated Master of Science in Nutrition and Dietetics program, located on the Pleasantville campus, that offers students the unique opportunity to simultaneously complete both a master's degree and the 1200 hours of didactic and supervised practice (internship) requirements needed to sit for the Registered Dietitian-Nutritionist (RDN) exam.

The RD (also known as RDN) is the most widely recognized national and international credential for practice in the field of nutrition and dietetics. The RD qualifies students for employment in a variety of food and nutrition-related positions. Beginning in 2024, the Commission on Dietetic Registration (CDR), the credentialing organization for RDs, will require a master's degree for entry level practice in dietetics, also known as Registered Dietitian-Nutritionist (RDN). Graduates of Pace's Nutrition and Dietetics, MS program may immediately sit for the CDR examination.

Master of Science in Occupational Therapy

The Master of Science in Occupational Therapy (MSOT) is a graduate degree program designed to prepare competent and ethical occupational therapy practitioners who maximize clients' quality of life and occupation engagement through technology, evidence-based, client-centered, and interprofessional practice.

The MSOT program is a hybrid weekday program. Its curriculum is delivered using a blended method combining both online and face-to-face instructions. Students can complete the program within 28 months with a total of 70 credits of didactic coursework and fieldwork components. Students are engaged in two levels of clinical fieldwork, Level I and Level II. There are three Level I Fieldworks that are associated with three practice

courses: Pediatrics, Mental Health, and Physical Dysfunction. Level II fieldwork consists of 24 weeks of full-time experiences in two different practice settings.

Pace University-Lenox Hill Hospital Physician Assistant - New York

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

Physician Assistant Master's Degree Completion (Online)

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

Physician Assistant Program - Pleasantville

This program offers students from diverse backgrounds a rigorous course of study designed to prepare them for future roles as compassionate, ethical, primary care providers in a wide variety of clinical settings. Building upon the core competencies of the physician assistant profession, this curriculum exposes students to an interdisciplinary didactic and clinical curriculum. Students learn the process of critical thinking, a skill fundamental to the assessment, diagnosis, and treatment of illnesses. This primary care program spans 27 months and includes 66 credits of didactic education and 36 credits of clinical education. The total program includes eight required clinical clerkships plus one elective. The program is 102 credits leading to a degree in Masters of Science in Physician Assistant Studies.

Student Handbooks

Information concerning academic standards and the probation and dismissal policies (including the procedure for appealing a dismissal) may be found in the individual handbooks for each CHP program. To ensure that you have the most up-to-date information, please contact your academic advisor, the chair of the department, or program director.

Clinical Laboratory

College of Health Professions students must adhere to the attendance policy for clinical laboratory experiences. It is the student's responsibility to notify the clinical faculty member if they are absent. Absences are subject to the program's Clinical Attendance Policy (see program handbooks). Transportation to all off-campus learning experiences is the responsibility of the student.

University Health Care

University Health Care (UHC) offers a full range of primary health care services to Pace University students, faculty, staff, alumni, and their families. UHC is staffed by certified advance practice registered nurses (APRN), who provide evidence-based, patient centered health care to our campus community in a professional and compassionate manner, and other allied health professionals, including certified Medical assistants (CMA). UHC provides a needed service to the Pace community while also providing nursing and physician assistant students excellent real-world experiences.

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

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

- Health education
- Diagnosis and treatment of illnesses such as sore throat, cough, or other infections
- Health assessment with complete physical examinations
- Women's health care, contraception, GYN
- PrEP, PEP, STI/HIV testing and treatment
- Immunizations/vaccinations (Influenza and other)
- Phlebotomy/blood work
- Prescribe/refill medication (except for controlled substances)
- Over-the-counter medication dispensary with an in-person visit
- COVID-19 testing for symptomatic cases only
- Referral to specialists
- First aid for minor injuries

Visit the University Health Care (https://www.pace.edu/college-health-professions/life-chp/university-health-care/) webpage for additional information.

Locations

Pleasantville Campus
Paton House, Ground Floor
861 Bedford Road
Pleasantville, NY 10570
(914) 773-3760

Hours of Operation
Monday-Friday (9:00 a.m.-5:00 p.m.)

New York Campus
One Pace Plaza, 6th Floor East
New York, NY 10038
(212) 346-1600

Hours of Operation
Monday-Friday (8:00 a.m.-6:00 p.m.)

Appointments are preferred. Urgent walk-ins are welcome depending on staffing.

Students may schedule appointments by calling the office or scheduling online via the secure patient portal (https://www.pace.edu/patientportal/).

Vision, Mission, and Philosophies

College of Health Professions

Vision

 The College is recognized for its innovative leadership in education, practice, scholarship, and service to improve health and the health professions.

Mission

The College's mission is to educate and challenge diverse students for the health professions to be leaders, innovators and lifelong learners who will positively impact local, national, and global health.

Core Values

The core values of the College of Health Professions are:

- Commitment to quality care
- Cultural competence
- Innovation
- Integrity
- Interprofessional Collaboration
- Scholarship

Communication Sciences and Disorders, MS

Misson

The mission of the graduate grogram in Communication Sciences and Disorders (CSD) is to prepare highly competent speech-language pathologists that support mastery of necessary skills for students to lead rewarding, intellectually, and civically engaged lives. This mission requires that students develop abilities in written and oral communication, critical and analytic thinking, synthesize information from various sources, evidence-based decision making, leadership, and the importance of context for understanding issues, essential in an increasingly diverse and global world. By nature, the CSD profession requires the student to embody these skills as well as perspective taking, the ability to collaborate with health professionals in various disciplines, and the ability to connect theory to practical experience. Graduates from this program will be eligible for American Speech-Language-Hearing Association (ASHA) certification as well as other relevant local and state credentials upon graduation.

Lienhard School of Nursing

Vision

The Lienhard School of Nursing will lead nursing education through the advancement of evidence-based practice and scholarship in primary health care.

Mission

The Lienhard School of Nursing is an inclusive learning environment that prepares diverse nurse leaders in evidence-based, equitable, person-centered, primary health care by integrating an innovative pedagogy with interprofessional partnerships, scholarship, and practice to improve health and wellness for all persons and populations.

Core Values

- Equitable, person-centered care
- Evidence-based practice
- Primary health care

Philosophy

Informed by our rich legacy, the Lienhard School of Nursing ensures health equity by preparing diverse nurses to provide safe, high-quality, person-centered nursing care that is grounded in an evidence-based framework of primary health care.

Nutrition and Dietetics, MS

Mission

The mission of the coordinated Master of Science in Nutrition and Dietetics is to educate and challenge diverse students to become entry-level dietitian-nutritionists to serve as responsible practitioners, leaders, innovator and lifelong learners and to make positive impacts on the nutrition outcomes of the public.

Occupational Therapy, MS

Mission

To prepare competent and ethical occupational therapy practitioners who maximize clients' quality of life and occupation engagement through technology, evidence-based, client-centered, and interprofessional practice.

Vision

To empower its graduates to become lifelong learners and influential leaders in the profession locally, nationally, and globally.

Pace University-Lenox Hill Hospital Department of Physician Assistant Studies

Vision

The Pace University-Lenox Hill Hospital Physician Assistant program will prepare lifelong learners to succeed within the rapidly changing health care landscape who are committed to becoming leaders in the PA profession and community.

Mission

The mission of the Pace University-Lenox Hill Hospital Physician Assistant program is to graduate physician assistants with the requisite knowledge and skills necessary to function in diverse settings. The program develops leaders committed to professionalism and community engagement.

Physician Assistant-Pleasantville

Philosophy

To educate a diverse student body, including veterans, in an academically rigorous program, with an emphasis on cultural sensitivity and special populations.

Mission

The mission of the Physician Assistant - Pleasantville program is to educate veterans and culturally diverse graduate students, providing an academically rigorous learning environment that promotes the intellectual, personal, and professional growth of the students. The faculty and staff will imbue these qualities and facilitate the development of a learning community that supports the training of quality physician assistants with attributes including lifelong learning, service orientation, and an emphasis on primary care. The faculty, staff and students will demonstrate the knowledge, attitudes, and understanding to function in diverse communities, populations and settings, and to treat all patients with dignity, respect, and compassion.

Vision

To foster a quality academic environment where students and faculty are stimulated to excel by an educational process that provides our post-graduate learners with the necessary academic, clinical, professional, interpersonal, and technical skills to function competently, confidently, compassionately, and efficiently as culturally sensitive primary care medical providers.

Dyson College of Arts and Sciences

Online at www.pace.edu/dyson (http://www.pace.edu/dyson/)

Locations

New York, New York

Lower Manhattan
One Pace Plaza
New York, NY 10038-1598
(212) 346-1518

Westchester County, New York

Pleasantville
861 Bedford Road
Pleasantville, NY 10570
(914) 773-3781

Office of Graduate Admission

NYC: (212) 346-1531 / email - gradnyc@pace.edu
PLV: (914) 422-4283 / email - gradwp@pace.edu

Message from the Dean

If you are considering a graduate degree program, you have already made the most important decision – to invest in yourself. A graduate degree from Pace University's Dyson College of Arts and Sciences will give you the competitive advantage you need to advance your career.

Our professors are widely known in their fields as scholars and practitioners and take an active role in keeping our curriculum current with the needs of today's industry. They bring direct experience into the classroom and use innovation in teaching. You will join a community of scholars and a vast network of contacts in your chosen field including our alumni, who stay well connected.

Our facilitates are top-notch, from the state-of-the-art Communications Center, where we have produced award-winning documentaries, and the newly renovated science laboratories where students conduct environmental and biological research, to the Thomas J. McShane Center for Psychological Services, where our PsyD students observe patient care.

Always responsive to the needs of the marketplace, we are proud to have just launched the new Master of Science in Applied Quantitative Economic Analysis and Policy, and our newest doctoral program, the PhD in School Psychology, will launch in fall 2021.

At Dyson, you will find a dynamic graduate school experience that is personally enriching and scholarly as well as grounded in practice. We want to help you achieve your success as defined by you.

Tresmaine R. Grimes, PhD

Dean, Dyson College of Arts and Sciences and School of Education

Administration: Dyson College of Arts and Sciences

Tresmaine R. Grimes, PhD, Dean, Dyson College of Arts and Sciences and School of Education

Richard B. Schlesinger, BA, MA, PhD, Senior Associate Dean for Academic Affairs and Research

Bette Kirschstein, PhD, Associate Dean for Academic Affairs

Charlotte Becket, PhD, Associate Dean for Academic Affairs

Graduate Faculty: Dyson College of Arts and Sciences

Visit Dyson's webpage to view a list of faculty (https://www.pace.edu/dyson/sections/meet-faculty/).

Academic Centers and Institutes: Dyson Graduate Programs

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 (CURES): Provides leadership, coordination and support to student-faculty research collaborations, grant-funded research projects and programs, and opportunities for service-based internships.

The Confucius Institute: This institute at Pace University (Pace CI) functions as a center for language instruction, cultural immersion, teacher training, scholarship, and testing. It works closely with Dyson College's Graduate Publishing program as well as undergraduate programs in English, Modern Languages and Cultures, and East Asia Studies.

The Dyson Children's Institute: Sponsors projects that focus on improving the lives of children, particularly in Westchester County.

The Dyson College Institute for Sustainability and the Environment (DCISE): Established to address major issues in sustainability, resilience, the growing urbanization of the 21st century and the impact of these changes on the global environment, through multidisciplinary programs encompassing research, policy-making, education and building greater community awareness and consensus on how to manage these issues. This institute serves as a home to the Academy for Applied Environmental Studies, the Environmental Consortium of Colleges & Universities, and the Nature Center (formerly known as the Environmental Center).

- *Academy for Applied Environmental Studies*: Its mission of this Academy is to advance the understanding of the mutually enhancing relationship between nature and society through interdisciplinary pedagogy, scholarship, policy development, and service
- *Environmental Consortium of Colleges & Universities*: Pace University is the founding and host institution for the Consortium, a model for ecosystem-based collaboration. The mission of the Consortium is to harness higher education's intellectual and physical resources to advance regional, ecosystem-based environmental research, teaching, and learning with a special emphasis on the greater Hudson-Mohawk River Watershed.
- *Nature Center*: An educational center dedicated to guiding people of all ages to a lifestyle which is in close harmony with our natural environment and serves as a resource to Pace and the outside community. This center emphasizes Pace's commitment to a philosophy of environmental education and provides students with opportunities for hands-on field studies.
- *The Pace Institute for Environmental and Regional Studies (PIERS)*: Provides leadership in the study of the complex interrelationships between human culture and nature, with special emphasis on the Hudson River bioregion and its diverse ecological, social, and cultural values.

The Haskins Laboratories: A scientific research center dedicated to exchanging ideas, fostering collaborations and forging partnerships across the sciences. It produces ground-breaking research that enhances our understanding of parasitic disease and reveals new ways to improve human health across the world.

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.

The Straus Thinking and Learning Center: Serves as an integral component of the Dyson College of Arts and Sciences' mission to provide all Pace students with a general education that fosters a community of learners among faculty and students. The Center assists faculty in developing innovative educational experiences that incorporate interactive learning methodologies; focus on student learning outcomes; foster critical thinking skills; and link content, pedagogy, competencies, collaborative learning, and reflection.

The Thomas J. McShane Center for Psychological Services: Offers a broad range of psychological services to community residents and referred Pace students.

Web 2.0 Interdisciplinary Informatics Institute (WEB III): A virtual research institute to examine evolving rules and norms guiding Web 2.0 technologies in professional and civic contexts.

Mission Statement: Dyson College of Arts and Sciences

Through innovative teaching, a collaborative student-faculty learning environment, and an inclusive community of student and faculty scholars, Dyson College of Arts and Sciences fully engages students in learning in the liberal arts. Dyson College provides students majoring in the arts and sciences the depth and breadth they need to continue their studies at the graduate and professional levels or find employment in their field. Dyson offers all students a supportive environment in which to develop the liberal arts skills needed to succeed professionally and lead rewarding, intellectually and civically engaged lives.

These vital skills needed for success include written and oral communications; critical thinking; leadership; creative analytic thinking that perceives connections among broadly based ideas; and a deeper understanding of global issues and diverse national and international cultures.

Dyson College's learning philosophy results in graduates who can think analytically and creatively, understand ideas and issues contextually, communicate effectively, act responsibly in their community, and lead confidently in today's global workplace.

Degree Objectives: Dyson College of Arts and Sciences
Objectives of Graduate Degree Programs of Dyson College of Arts and Sciences

The graduate degree programs at Pace University's Dyson College of Arts and Sciences are focused on developing professionals who have the knowledge, competence, and flexibility to succeed in today's demanding work environment.

To prepare for the challenging task of pursuing and advancing in careers in an evolving society, graduate students in master and doctoral level programs are offered a blend of disciplined course work, hands-on experience, and exposure to the latest developments in their field. To ensure that career goals are achieved, students are offered a wide array of career development and placement services.

Moreover, to accommodate students who are employed full time, graduate classes usually are scheduled in the evening and meet once weekly during the fall and spring semesters and twice weekly in the summer.

Academic Standards and Policies: Dyson Graduate Programs

In accordance with the guidelines established by the Dyson Graduate Council's Academic Standards Committee, all Dyson graduate students are required to maintain a QPA of 3.0 or higher (cumulative and depending on department and degree requirements in specific required courses) in order to be considered in good academic standing. Students whose QPA (as cited above) falls below 3.0 will be placed on Academic Probation.

A student on Academic Probation will receive a letter from the department chair or program director; however, probation is not contingent upon this letter. It is the student's responsibility if in academic jeopardy to reach out to the department chair or program director for guidance and additional details. Any student whose QPA falls below 3.0 (cumulative and depending on department and degree requirements) is not fulfilling program requirements.

Students with a QPA below 3.0 who have a timely "hold" placed on their registration must make an appointment with their department chair or will be unable to register.

Academic Probation Policy

Once placed on Academic Probation, students are required to meet specific conditions in order to continue their enrollment and raise their QPA to meet department standards and requirements. These conditions will be outlined in a letter from the department chair or program director.   A student on Academic Probation who does not meet these conditions is subject to immediate dismissal from the program.

Dismissal Policy

Dismissal notifications are sent directly to students.

Appeals Policy

If a student appeals his or her dismissal, the student's academic history will be reviewed by the appropriate Dyson Graduate Appeals Committee. This committee either will allow the student to be re-instated to the program with conditions or may uphold the dismissal as final.

Note that these academic policies and procedures are subject to change. A student in academic jeopardy should immediately contact his/her department chair or program director for guidance.

Dyson Graduate Programs

Masters of Arts

Communications and Digital Media, MA

Campus: Online

The Dyson College of Arts and Sciences Media, Communications and Digital Arts department in Pleasantville offers a 36-credit hour online Master of Arts (M.A.) in Communications and Digital Media. (https://online.pace.edu/graduate-programs/ma-communications-digital-media/) The program includes 16 hours of required courses and 20 hours of elective courses. A comprehensive exam is required upon completion of the program.

Students in the MA in MCDM are required to complete either a <u>thesis</u> **or** <u>internship</u> for the program. The student has a choice to do either and must see program Director to gain approval for either. Both of these requirements cannot be initiated until the student has completed 20 credits or more in the program.

Prerequisites

Admission requirements include Bachelor's degree; strong writing, verbal, and interpersonal skills; articulation of reasons supporting the decision to attend a graduate media communication arts program; academic/professional references, and knowledge of basic computer skills.

* This program was originally titled Media and Communication Arts. It was updated to Communications and Digital Media in the 2020-2021 academic catalog on January 6, 2021.

Requirements include approved Thesis or Internship and satisfactory Comprehensive Examination.

Code	Title	Credits
Required Courses		
MCA 601	Industry Theory and Practice	4
MCA 603	Effective Speaking for Industry Professionals	4
MCA 610	Communications Research	4
MCA 693	Internship	4
Digital Filmmaking and Media	**Production Track (Students May Choose 5 Courses)**	
MCA 639	Creative Writing for Media Professionals	
MCA 630	Digital Communications Leadership	
MCA 645	Media Innovation	
MCA 652	Digital Video Field Production	
MCA 654	Industrial Media Production	
MCA 655	Producing the Documentary	
MCA 660	Producing: Script to Schedule	
MCA 665	Current Issues in Making New Media	
MCA 671	Editing Aesthetics	
MCA 696C	Topic: Advanced Production	
MCA 680	Media Law	
MCA 681	Multi-Platform Communications	
MCA 696	Topics Course TBD	
Social Media and Public Relations (Students May Choose 5 Courses)		
MCA 620	Media Relations	
MCA 625	Corporate Communication and Reputation	
MCA 630	Digital Communications Leadership	
MCA 635	Organizational Communication and Social Responsibility	
MCA 640	International Communication	
MCA 645	Media Innovation	
MCA 665	Current Issues in Making New Media	
MCA 650	Ethics, Morality and the Media Industry	
MCA 670	Effective Web Architecture and Communication Design	
MCA 681	Multi-Platform Communications	
MCA 680	Media Law	
MCA 696	Topics Course TBD	

Comprehensive Exam

To earn the master's degree, students must pass a 4-hour, written comprehensive exam, taken at the end of their final semester. This exam simulates a real world experience and has them apply what they learned to the job.

Total Credits   **30**

Online MA in Homeland Security

Campus: Online

With the unfortunate rise of terrorist attacks around the globe coupled with unforeseen natural and manmade disasters, skilled homeland security professionals are in high demand (https://online.pace.edu/articles/homeland-security/what-can-you-do-masters-in-homeland-security/). Offered by the Pace University Dyson College of Arts and Sciences, the online MA in Homeland Security prepares students to effectively respond to and recover from natural and man-made disasters and mitigate the impact of terrorist attacks. By combining essential leadership and management skills with in-depth knowledge of homeland security strategies, the program equips students with the tools required to help keep the nation safe.

Ideally located just blocks from the World Trade Center, Pace University's Manhattan campus is a hub for the study of homeland security. Our online students benefit from the same rigorous curriculum and access to resources as our on-campus students, and have the opportunity to study subjects including:

- Public sector management
- Public sector strategic planning and budgeting
- U.S. Constitution and ethical issues
- Policy analysis and program evaluation
- International human rights
- Intelligence gathering strategies
- Technology and critical infrastructure protection
- Public health issues for homeland security leaders
- Psychology and terrorism

Code	Title	Credits
Required Core Courses		**12**
CRJ 600	Online Student Seminar for HS	0
CRJ 601	Introduction to Homeland Security	3
CRJ 602	Public Sector Management	3
CRJ 604	U.S. Constitution and Ethical Issues	3
CRJ 628	Research Colloquium and Capstone Seminar [1]	3
Elective Courses (18 Credits - Choose Six Courses)		**18**
CRJ 603	Public Sector Strategic Planning and Budgeting	3
CRJ 605	Public Sector Policy Analysis and Program Evaluation	3
CRJ 622	International Human Rights	3
CRJ 624	Technology and Critical Infrastructure Protection	3
CRJ 625	Multi-Disciplinary Approaches to Homeland Security	3
CRJ 626	Special Topics in Homeland Security	3
CRJ 627	Psychology and Terrorism/Fear	3
CRJ 629	Comparative Governments	3
CRJ 630	Intelligence Gathering Strategies for Homeland Security	3
CRJ 631	Public Health for HS Leaders	3
IT 603	Overview of Information Security	3
IT 664	Computer and Internet Forensics	3
IT 666	Information Security Management	3

[1]   In order to complete the degree, students will present a paper dealing with a current issue in homeland security, utilizing research and critical thinking to propose a solution.

Pace - GLI Master of Arts in American History

Pace University has partnered with the Gilder Lehrman Institute of American History (GLI) to offer a Master of Arts in American History to K-12 educators (including district supervisors, librarians, museum professionals, and National Park Service employees) who are affiliated with the Gilder Lehrman Institute. The program is designed to enhance expertise in American history, as well as in social studies, civics, and government.

Tuition

Pace is offering this program only to members of the GLI Affiliate School Network and other programs approved by GLI and Pace. Students must present a letter of affiliation to enroll in the program and receive the discounted tuition.

Transfer Students

As of fall 2018, Pace is providing continuing students from the Adam State University (ASU) program the opportunity to complete their degree through Pace and for new eligible students to enroll.

A student admitted into the Program who has outstanding credits for courses taken in a GLI MA history program other than at ASU may also be permitted, at Pace's discretion, to transfer all such credits into the Program.

Both ASU and non-ASU transfer credits will be subject to the following conditions:

- If the student has 12 or more credits from ASU or another institution that offered courses as part of a GLI-affiliated MA in American History and that are deemed acceptable to Pace, all acceptable credits will be accepted; or
- The student completed graduate courses in history from ASU or another MA history program whose transfer credits have been accepted by Pace, that are not part of a GLI-affiliated MA in American History, then up to 6 credits may be transferred to Pace.

All transfers of credit exceeding 6 credits from ASU or non-ASU courses offered as part of a GLI-affiliated MA in American History must be completed no later than the end of the initial three-year term of this Agreement, Academic Year 2021 which is June 30, 2021.

The Master of Arts in American History is a 30-credit, fully online degree offered by Pace University through the Department of History in the Dyson College of Arts and Sciences. Pace University manages the admissions process and makes all decisions regarding admissions, transfer credit evaluation and articulation, and registration and orientation of students. Pace oversees, approves, and provides the curriculum, guides the assessment processes, provides student support through the Pace libraries, Learning Commons, Academic Advising Office, Tutoring Centers, Health Centers, Office of Student Accessibility, and other offices, as needed. Pace confers the master's degree.

The curriculum, originally developed by GLI in consultation with academic experts, has been reviewed and approved by Pace University history faculty. Pace faculty teach all credit-bearing courses using Pace's online course platform. GLI provides access to a unique collection of primary sources and educational materials, access to subject-matter experts as master teachers, and extensive research on topics and events related to American history. The curriculum consists of eight elective graduate courses and a required two course capstone sequence, each worth three credits.

Psychology, MA

Campus: NYC

This 36-credit hour Master of Arts program provides graduate students with a general academic foundation in the field of psychology and fills a gap in the training and changing professional preparation in human service organizations. It also may be suited to those who may seek to further their study at the doctoral level. The program offers a wide variety of required and elective courses that provide students with the skills and resources needed to examine and understand the broader context of a person's life – family, school, work groups, and other significant systems.

Students who want to gain knowledge, skills, and research experience in specific areas of psychology may choose one of three research tracks within the MA program. The research tracks are:

- **Behavioral and Social Sciences Research:** Students develop knowledge, skills, and experience in behavioral and social sciences research.
- **Global Psychology Research:** Students focus on application of research skills to international/global settings including non- governmental organizations, the United Nations, and other settings that focus on international and cross-cultural research.
- **Industrial and Organizational Psychology Research:** Students gain a comprehensive and macroscopic view of industrial and organizational psychology, and acquire knowledge and develop skills associated with the effective management of individuals and groups.

Note. **1. We are currently not accepting students to research tracks.** 2) All program academic standing requirements are defined in the NYC Psychology Department Graduate Program Catalog.

Code	Title	Credits
Required Core Courses (24 credits) [1]		
PSY 604	Developmental Psychology	3
PSY 612	Neuropsychology	3
PSY 615	Research Design and Statistics I	3
PSY 616	Research Design and Statistics II Prerequisite: PSY 615	3
PSY 623	Social Psychology	3
PSY 624	Cognitive Psychology	3
PSY 625	Personality Theories	3
PSY 667	Multicultural and Gender Issues in Psychology	3
Elective Courses (12 credits) [2]		
PSY 608	Community Psychology	
PSY 610	Psychopathology	
PSY 617	Human Learning	

PSY 618	Community Mental Health: Philosophy and Concepts	
PSY 619	Comm Resource:Interagency Coor	
PSY 621	Psychological Measurements	
PSY 626	Forensic Psychology	
PSY 627	Mentored Lab Class Semester 1	
PSY 628	Mentored Lab Class Semester 2	
PSY 634	Instructional Psychology: Multimedia Applications	
PSY 646	Critical Thinking I : Foundation	
PSY 656	Developmental Disabilities	
PSY 680	Program Evaluation	
PSY 681	Organizational Psychology	
PSY 682	Personnel Psychology	
PSY 683	Organizational Development	
PSY 684	Occupational Health Psychology	
PSY 690	Counseling 2.0:Counseling in the Digital Age	
PSY 691	Practicum in Psychology	
PSY 695	Independent Study in Graduate Psychology	
PSY 696	Special Topics	
PSY 699	M.A. Thesis ^{Prerequisite: PSY 615; PSY 616 may be taken concurrently}	

Elective Courses for Tracks [3]

Behavioral and Social Sciences Research (12 credits)

One (1) MA Elective Course		3
PSY 627	Mentored Lab Class Semester 1	3
PSY 628	Mentored Lab Class Semester 2	3
PSY 699	M.A. Thesis (Capstone) Prerequisite: PSY 615; PSY 616 may be taken concurrently	3

Global Psychology Research (12 credits)

One (1) MA Elective Course		3
PSY 603	Introduction to International Psychology	3
Choose one (1) of the following:		
PSY 602	Ethics in Psychology	3
PSY 643	Psychology at the United Nations	3
PSY 696	Special Topics	3
PSY 695	Independent Study in Graduate Psychology	1-3
Capstone: Choose one (1) of the following:		
PSY 691	Practicum in Psychology	3
PSY 699	M.A. Thesis Prerequisite: PSY 615; PSY 616 may be taken concurrently	3

Industrial Organizational Psychology Research (12 credits)

One (1) MA Elective Course		3
PSY 681	Organizational Psychology	3
PSY 682	Personnel Psychology	3
Capstone: Choose one (1) of the following:		
PSY 691	Practicum in Psychology	3
PSY 699	M.A. Thesis Prerequisite: PSY 615; PSY 616 may be taken concurrently	3

[1]   In addition to the following courses students are required to enroll in PSY 698 Professional Seminar (MA in Psychology Program) (0 credits). PSY 615-616 is a year-long sequence. Both courses have a zero-credit lab component.

[2]   Other psychology courses as approved by the Director of the MA in Psychology program or the Chair of the Psychology Department

[3]   Students who enroll in one of three research tracks will take the same required core courses listed above (24 credits). In addition, they will complete the following specific set of courses in their chosen track. **(Note. We are currently not accepting students to tracks).**

Master of Public Administration Program

Dual Degree Accelerated Program in MPA/Juris Doctor

Campus: NYC

New York City and White Plains Campuses

Pace University's Department of Public Administration and School of Law together make available to qualified students a dual-degree accelerated program intended to enhance career possibilities in law, government, public interest organizations, health care, and related fields. The reciprocal acceptance of course credits by each school enables students to complete the requirements for both degrees in four years rather than the usual five years were each degree pursued separately. Students must make separate application to both programs and gain independent admission to both before pursuing the joint program. Interested MPA students must submit their applications prior to the completion of 12 MPA credits. The exact course of study will be determined after joint consultation with an accepted student's MPA and law school advisors.

For more information interested MPA students should see the Public Administration Department chair or Program Manager.

Master of Public Administration (MPA)

Campus: NYC, Online

This 42-credit MPA program in Public Administration is designed to prepare students to obtain public and nonprofit positions. Full-time students can complete course work in two years and part-time students typically in four years. The program consists of required core courses, track/specialization courses, and elective courses. Students can also complete the MPA program online. (https://online.pace.edu/graduate-programs/master-public-administration-mpa/)

Through its multi-pronged curriculum, MPA graduates qualify for positions that require strong analytical and administrative skills, management expertise, and in-depth knowledge in specific policy areas. Additionally, Pace University's close interaction with local government agencies, healthcare entities, and national and international nonprofit organizations provides a unique work-study program for students in their specialized fields. Students choose one of three tracks:

- Government (p. 117)
- Nonprofit Management (p. 117)
- Health Care Administration (p. 117)

Program Requirements for All Three Tracks

Code	Title	Credits
Core Courses		
PAA 601	Public Administration and its Environment	3
PAA 602	Organization Theory and Management	3
PAA 603	Economics of Government, Health Care and Nonprofit Entities	3
PAA 604	Budgeting and Financial Analysis	3
PAA 606	Research Design for Administrators	3
PAA 607	Applied Data Analysis	3
PAA 699	Capstone Project Seminar	3
Track Requirements		
Select one of the following:		12
Government Track (p. 117)		
Not-for-Profit Management Track (p. 117)		
Health Care Administration Track (p. 117)		
Elective Requirements		
Select three of the following: [1]		9
PAA 501	Accounting for Government, Health Care and Nonprofit Entities	
PAA 605	Ethics and Leadership	
PAA 610	Personnel Administration / Human Resources	
PAA 611	Management and Organizational Development	
PAA 612	Collective Bargaining and Labor Relations	
PAA 614	Strategic Planning and Marketing	
PAA 616	Project Development and Grant Writing	
PAA 617	Management Issues in Gerontologic Services	

PAA 619	Advanced Financial Management	
PAA 620	Advanced Economic Analysis	
PAA 624	Environmental Science Policy	
PAA 640	Local Government Law	
PAA 641	Municipal Management	
PAA 642	Regional Planning	
PAA 651	Community Health Assessment	
PAA 660	Legal Aspects Of Health Administration	
PAA 663	Hc Quality Assurance/Risk Mgt	
PAA 671	Law and Board Governance for Not-for-Profit Managers	
PAA 682	External Relations for Public Service Organizations: Mission Marketing, Advocacy, and Communications	
PAA 683	Seminar/Lab in Social Entrepreneurship	
PAA 695	Internship: Non Profit, Government, and Healthcare	
IS 613	Database Management Systems	
IS 617	Information Systems Principles	
IS 623	Information Systems Design and Development	
Total Credits		**42**

[1]   Students in all tracks, in consultation with department faculty advisor, choose three of the following courses or courses from another MPA track.

Government Track

Code	Title	Credits
PAA 630	Intergovernmental Relations	3
PAA 632	Policy Studies	3
PAA 641	Municipal Management	3
PAA 644	Seminar in Government Management	3
Total Credits		**12**

NonProfit Management Track

Code	Title	Credits
PAA 615	Program Planning and Evaluation	3
PAA 670	The Not-for-Profit Sector	3
PAA 673	Financial Resource Development for Not-for-Profits	3
PAA 681	Advanced Seminar for Not-for-Profit Management Issues	3
Total Credits		**12**

Health Care Administration Track

Code	Title	Credits
PAA 650	The United States Health Care System	3
PAA 652	Health Policy Studies	3
PAA 661	Hospital and Health Services Administration	3
PAA 665	Seminar in Health Services Management	3
Total Credits		**12**

Total Credit Hours: 42

Masters of Science

Applied Quantitative Economic Analysis and Policy Administration, MS

Campus: NYC

The Department of Economics-NY at Pace University offers the Masters of Science Degree in Applied Quantitative Economic Analysis and Policy (AQEAP). It uses In-person-, On-line-, and Hybrid formats to make all courses readily available to Full-time and Part-time graduate students, both domestic and international. The mission of the Masters of Science Degree program is to provide advanced training in applied economics with a special emphasis on data analytics and economic policy analysis. The program is also STEM designated to enable international students the opportunity to obtain OPT status and work for three years in the U.S. It offers hands-on training in quantitative reasoning tools, problem solving, and policy analysis. We seek students who have undergraduate backgrounds in economics, the social sciences, mathematics, computer science, and health care. The goal of the program relates to the academic priorities and strategic objectives of Dyson College of Arts and Sciences and Pace University as it reflects the school's and the university's learning philosophy of fostering analytical and creative thinking that is combined with real-life experience. These cutting-edge skills are in high demand, potentially lucrative and are rewarding on the personal level. The program's mission echoes Pace University's strategic objective of preparing our graduates to become professionals in the field of economics and make positive contributions to the world of the future as economists, analysts, business leaders, and economic educators.

The program builds on the Economics Department's success in the National Federal Reserve Challenge, a competition that tests undergraduate college students' knowledge of the US economy, central banking and monetary policy. The Pace University team has the distinction of winning the first place award five times in the national competitions in Washington D.C. We are also ranked in both second and third place in the National Fiscal Challenge in Washington, DC. The Economics Department has also distinguished itself by creating a unique emphasis on research for both undergraduate and graduate students. While in the program, our students regularly present their research findings at the Eastern Economics Association, the Worldwide Council of Undergraduate Research, the Dyson Society of Fellows, and the Economics Scholars Program of the Federal Reserve Bank of Dallas. All our students do not just study economics; they also do economics.

The Economics Department has a outstanding, diverse faculty, consisting of highly recognized educators, researchers, and practitioners. The faculty has experience in specializations which include: Public Policy Economics, Health Economics, Managerial Economics, Economics of Innovation, Labor Economics, Environmental Economics, Financial Economics, and Economics of Development.

Code	Title	Credits
Required Courses		
ECO 530	Macroeconomic Analysis	3
ECO 534	Microeconomic Analysis	3
ECO 585	Applied Econometrics	3
ECO 590	Data Analytics (R and Python)	3
ECO 699	Master's Thesis or Three Public Policy Essays	3
Electives		
Choose Five Courses		15
ECO 610	Environmental and Ecological Economics and Policy	
ECO 638	Monetary Policy Analysis	
ECO 657	Applied Managerial Economics	
ECO 680	Applied Game Theory	
ECO 686	Health Economics	
ECO 687	Time Series Analysis	
ECO 688	Advanced Applied Economic Analysis	
ECO 690	Public Economic Policy Analysis	

Biochemistry and Molecular Biology, MS

Campus: NYC

The 34-credit MS program in Biochemistry and Molecular Biology (MSBMB) offers students a professional development graduate degree with enhanced capability and competitiveness in career-related biochemistry, molecular biology, and health-related fields. This is a thesis-based graduate program that contains training in ethical and regulatory issues, a requirement of all new Federal grant applicants. The curriculum emphasizes technological applications and is designed to provide students with a strong grounding in running a research laboratory.

In addition to Pace University's research opportunities, students have the opportunity to do their research in the Department of Neuronal Cell Signaling at Cornell-Weil Medical School or have an international experience at the University of Technology, Sydney, Australia.

The program can be completed in one year.

Prerequisites for this program include a Bachelor's degree in Biochemistry, Biology, Chemistry, or a related field. Applicants who haven't completed such a major may be required to complete some or all of the following courses:

- 2 semesters of General Chemistry,
- 2 semesters of General Biology,
- 2 semesters of Organic Chemistry,
- 2 semesters of General Physics,
- 2 semesters of Calculus,
- 2 semesters of Physical Chemistry,
- either 2 semesters of Biochemistry or 1 semester of Biochemistry and
- 1 semester of Molecular Biology.

Code	Title	Credits
BMB 601	Graduate Colloquium	1
BMB 605	Scientific Communications	2
BMB 609	Special Topics in Biochemistry and Molecular Biology	2
BMB 610	Seminar	1
BMB 620	Quantitative Methods: Data Analysis and Presentation	3
BMB 710	Research I	4
BMB 711	Research II	4
BMB 712	Thesis Preparation	1
BMB 626	Cellular Biochemistry and Advanced Molecular Biology	4
BMB 629	Molecular Biochemistry	4
BMB 630	Bioinformatics, Genomics and Proteomics	4
BMB 640	Physical Biochemistry	4
Total Credits		**34**

Environmental Science and Policy, MS

Campus: Westchester

This 36 (thesis) or 39-credit (non-thesis) program in Environmental Science and Policy is an integrated curriculum of science, policy and law, communication skills, and professional advocacy. Students choose one of three tracks: science, policy, or public administration, depending on career aspirations. The program consists of required core courses, track courses, and elective courses. It is offered on Pace's Pleasantville campus and can be completed in two academic years or four semesters of full-time study. The degree prepares students to pursue further advanced degrees or immediate employment in government, not-for-profit, or corporate sectors in the fields of conservation, sustainability, water quality, air quality, environmental justice, and climate change. Faculty connections and professional partners are made available to students for internship and potential employment opportunities.

Code	Title	Credits
Required Courses		
Required Core Courses for All Tracks		
ESP 610	Principles of Environmental Science	3
ESP 602	Environmental Policy and Politics	3
ESP 608	Analytical Methods in Environmental Science and Policy	3
ESP 609	Art of Advocacy and Negotiation	3
ESP 702	Contemporary Issues in Environmental Policy: A Colloquium	2
Total Credits		*14*
Required Track (6 or 9 credits)		
Choose one (1) of the following tracks and complete corresponding courses		
Science Track		
ENS 622	Quantitative Methods in Environmental Science	4

ENS 623	Research and Statistical Methods	3
Policy Track		
EP 601	Introduction to Environmental Law	3
EP 604	Environmental and Ecological Economics	3
EP 606	Legislative and Regulatory Process	3
Public Administration Track		
PAA 601	Public Administration and its Environment	3
PAA 602	Organization Theory and Management	3
PAA 603	Economics of Government, Health Care and Nonprofit Entities	3
Required Degree Culmination Experience (7 credits)		
Choose one (1) of the following degree cumination experience and complete corresponding courses		
External and Capstone		
ESP 701	Environmental Science and Policy Externship	4
ESP 794	Contemporary Environmental Issues: Capstone	3
Thesis		
ESP 772	Thesis Preparation	1
ESP 792	Research I	3
ESP 793	Research II	3
Required Electives/Specialization Courses (6 or 9 crdits)		
These can be electives with ESP, ENS, EP prefix, or courses approved by program director. Electives to fill up to 36 credits for thesis option and 39 credits for external/capstone option.		
Total Credits:		**36 (Thesis) / 39 (Non-Thesis)**

Forensic Science, MS

Campus: NYC

This 40-credit science-based program in Forensic Science offered on Pace's New York City campus can be completed in two years of full time study. Successful candidates have undergraduate majors in bio-chemistry, biology, chemistry, forensic science or a pre-med platform. This major prepares students for immediate careers in forensic labs and makes available to them connections to various employment opportunities.

Prerequisites

Undergraduate prerequisites can be completed upon acceptance into this graduate program with the approval of Department Chair. For more information contact the Graduate Admission Office.

Code	Title	Credits
Required Courses		
FOR 531	Forensic Microscopy [1]	3
FOR 537	Forensic Biology [1]	4
FOR 610	Professional Issues in Forensic Science	4
FOR 615	Forensic Separations Chemistry	4
FOR 620	Analytical Spectroscopy	4
FOR 625	Crime Scene Investigation and Reconstruction	4
FOR 621	Internship	4
FOR 635	Principles of Forensic Pharmacology	4
FOR 699	Forensic Science Seminar	1
Elective Courses		
Select two of the following:		8
FOR 701	Introduction to Forensic Pathology	
FOR 702	Forensically Oriented Human Anatomy and Physiology	
FOR 705	Forensic Anthropology	

FOR 706	Forensic Toxicology	
FOR 707	Advanced Topics in Forensic DNA Analysis	
FOR 736	Advanced Topics on Criminalistics	
FOR 770	Physical Optics with Forensic Applications	
FOR 798	Research Methodology in Forensic Science	
FOR 799	Thesis	
Total Credits		**40**

[1] Students who as undergraduates successfully completed FOR 531 Forensic Microscopy and FOR 537 Forensic Biology instead are required to take either FOR 707 Advanced Topics in Forensic DNA Analysis and FOR 770 Physical Optics with Forensic Applications or any two graduate department-approved courses.

Mental Health Counseling, MS

Campus: Westchester

This 60-credit program in Mental Health Counseling provides students with a strong foundation in clinical counseling and specialized knowledge in groundbreaking research and prepares graduates to become licensed practitioners in mental health counseling with specialties and emphases on areas ranging from loss and grief counseling, substance abuse, post-traumatic stress and resilience, and positive psychology. The curriculum emphasizes hands-on skills development using role-playing and group exercise, as well as interview techniques, research methods, and internships.

Graduates of this program are eligible for New York State certification in mental health counseling and are prepared for a variety of professional counseling positions as well as advanced training in specific theoretical approaches and training at the doctoral level.

This program also provides the foundational credits for students considering careers in higher education advisement or who might wish to move on to a doctoral program.

Prerequisites

Admission requirements include a Bachelor's degree in psychology or a related field. Applicants who haven't completed such a major may be required to complete General Psychology and Social Psychology prior to beginning graduate study.

Degree requirements include 16 required core courses and 4 elective courses. Close advisement from the Program Manager and Field Placement Coordinator are necessary for this program as courses typically require completion of prerequisite courses in a strict specified order and additionally require passing grades of "B" or better and department approval.

Code	Title	Credits
Core Courses		
MHC 630	Helping Relationships: Counseling Theories and Techniques I	3
MHC 631	Helping Relationships: Counseling Theories and Techniques II	3
MHC 632	Orientation to Addiction: Etiology, Screening, Treatment	3
MHC 652	Human Growth and Development	3
MHC 658	Group Dynamics	3
MHC 672	Psychopathology and Personality Disorders	3
MHC 674	Integrating Seminar: Professional Orientation and Ethics	3
MHC 675	Field Experience: Internship I	3
MHC 676	Field Experience: Internship II	3
MHC 687	Foundations of Mental Health Counseling and Consultation	3
MHC 677	Research and Program Evaluation	3
MHC 678	Career and Lifestyle Development	3
MHC 679	Marriage and Family Systems and Counseling: Recognizing and Reporting Child Abuse and Maltreatment	3
MHC 685	Social and Cultural Foundations of Counseling	3
MHC 686	Appraisal and Assessment of Individuals, Couples, Families, and Groups	3
MHC 694	Practicum in Mental Health Counseling	3
Elective Courses*		**12**
Total Credits		**60**

*An additional 12 credits of electives are required. Please consult with the Program Manager for advisement when selecting electives.

Publishing, MS

Campus: NYC, Online

Pace University offers a 36-credit Master of Science degree in Publishing and four 12-credit professional certificates for students seeking to enhance their credentials in Book Publishing, Magazine Publishing, Business Aspects of Publishing, or Digital Publishing.

Code	Title	Credits
Required Core Courses		
PUB 606	Book Production and Design	3
or PUB 607	Magazine Production and Design	
PUB 608	Financial Aspects of Publishing	3
or PUB 605	Critical Financial Issues in Publishing	
PUB 610	Fundamentals of Trade Book Publishing	3
PUB 612	Information Systems In Publishing	3
or PUB 609	Digital Issues in Publishing	
or PUB 620	Technology in Publishing	
or PUB 621	E-books: Technology, Workflow, and Business Model	
or PUB 636	Web Development for Publishing	
PUB 624	Editorial Principles and Practices	3
or PUB 601	Principles of Publishing: Copyediting and Proofreading	
or PUB 604	Professional Editing: Rewriting and Line Editing	
or PUB 626	Writing and Editing for Magazines and Digital Publications	
PUB 628	Marketing and Publicity Principles and Practices	3
or PUB 616	Book Sales and Distribution Methods	
Elective Courses		
Select four of the following:		12
PUB 601	Principles of Publishing: Copyediting and Proofreading	
PUB 602	Advanced Communication Skills: Research/Report Writing (by referral only)	
PUB 603	Ethics in Publishing	
PUB 604	Professional Editing: Rewriting and Line Editing	
PUB 605	Critical Financial Issues in Publishing	
PUB 609	Digital Issues in Publishing	
PUB 613	The Future of Publishing: Transmedia	
PUB 614	Specialized Publications	
PUB 615	Publishing Comics and Graphic Novels	
PUB 616	Book Sales and Distribution Methods	
PUB 618	Legal Aspects of Publishing	
PUB 620	Technology in Publishing	
PUB 621	E-books: Technology, Workflow, and Business Model	
PUB 622A	Seminar in Books: Entrepreneurship in Publishing	
PUB 622D	Seminar on Books and Magazines: Creating a Magazine	
PUB 622H	Introduction to Supply Chain Management	
PUB 622J	Practical applications of Product Management in Digital Media	
PUB 622M	Topics: Metadata for Books	
PUB 622N	Topics: Digital Audience Development	
PUB 622P	Topics: Writing & Editing Comics & Graphic Novels	
PUB 622Q	Topics: Social Media Marketing	
PUB 626	Writing and Editing for Magazines and Digital Publications	
PUB 629	Magazine Circulation: Print & Digital	
PUB 630	Media Ad Sales	
PUB 631	Publishing Business Communication Skills	

PUB 632	Academic Publishing	
PUB 633	Introduction to Publication Design	
PUB 634	Children's Book Publishing	
PUB 635	Digital Image Creation, Manipulation and Management	
PUB 636	Web Development for Publishing (Web not WEB)	
PUB 637	Children's Book Marketing	
Required Research Seminars or Internship Sequence		
PUB 699A	Internship I (& one approved PUB 600-level Internship seminar course)	3
PUB 699B	Internship II	3
Select two of the following:		6
PUB 690A	Graduate Seminar: Publishing Strategies I	
PUB 690B	Graduate Seminar: Publishing Strategies II	
Total		**36**

Required Thesis:

All students must write a thesis to fulfill the requirements of the degree. Thesis topics may evolve from participation in a graduate seminar or from an internship experience and should be an examination of a publishing topic that has been of particular interest to the student.

Note, too, that any student who has completed all coursework (core and elective) and is solely working on the required thesis must register for Maintenance of Matriculation each semester until graduation.

School Psychology, MS Ed

Campus: NYC

This M.S. Ed. degree program in School Psychology trains students to provide psycho-educational services in the school setting. Students receive course and field work in assessment, consultation, and intervention and are trained to provide assessment and diagnostic services for individual children and adolescents, design and implement school research and evaluation projects, and offer assistance to teachers and other educational professionals.

Course work is offered in psychological foundation areas as well as in the professional practice of psychology. Courses are taken on Pace University's New York City campus in lower Manhattan, and practicum work occurs on campus in the Thomas J. McShane Center for Psychological Services as well as in school districts throughout the New York City metropolitan area. Field work begins with experiential activities and extends to formal training opportunities in the McShane Center and metropolitan area school districts. This program includes a final school psychology internship, typically in a school district in the metropolitan area.

Details about specific deadlines and the distributed internship are in the department's Graduate Catalog (http://dysoncollege.uberflip.com/i/1289111-graduate-psychology-nyc-program-catalogue-2020-21/0/).

Updated: November 23, 2021

Graduate Program Curriculum (69 credits)
M.S. Ed. Program Requirements
This three-year program requires the completion of 69 credit hours of coursework, a practicum and an internship. All M.S. Ed. students are required to complete a minimum of 1,200 clock hours of supervised school psychology internship field work (as approved by the director of field training); at least 600 clock hours must be completed in a school setting. Changes are anticipated in this program, primarily regarding field work requirements, so for updated information applicants should consult the program director. Additional information about the program appears in the New York City Psychology Department's Graduate Catalog.

Course	Title	Credits
Year 1		
Fall		
Note: At the end of the first year, students are required to take a Qualifying Examination which they must pass in order to proceed to the second year of study. Students are permitted to take the Qualifying Examination a maximum of two times.		
PSY 501	Introduction to School-Clinical Child Psychology I: Professional Attitudes and Behavior	0
PSY 509A	Practicum in Psychological Services: Psychotherapy	0
PSY 704	Advanced Developmental Psychology	3
PSY 717	Cognitive and Affective Bases of Behavior	3

Course	Title	Credits
PSY 721	Tests and Measurements	3
PSY 725	Advanced Personality Theories	3
	Credits	**12**
Spring		
PSY 502	Introduction to School-Clinical Child Psychology II: Communication and Interpersonal Skills	0
PSY 509A	Practicum in Psychological Services: Psychotherapy	0
PSY 703	Psychological Assessment I	4
PSY 710	Psychopathology in Childhood and Adolescence	3
PSY 722	Intervention Tech II: Cognitive-Behavioral Perspectives	3
PSY 727	Learning Disabilities-Diagnosis/Remediation: Theories and Practice	3
	Credits	**13**
Summer		
PSY 839	Psychoanalytic Theory	3
PSY 876	Multicultural and Gender Intervention Issues	3
	Credits	**6**
	Total Credits	**31**
Course	**Title**	**Credits**
Year 2		
Fall		
PSY 509A	Practicum in Psychological Services: Psychotherapy	0
PSY 707	Psychological Assessment II	4
PSY 715	Statistics and Research Design I	4
PSY 737	Child and Adolescent Psychotherapy	3
PSY 738	School Field Experience and Seminar	3
	Credits	**14**
Spring		
PSY 509A	Practicum in Psychological Services: Psychotherapy	0
PSY 712	Advanced Biological Bases of Behavior	3
PSY 713	Psychological Assessment III	4
PSY 723	Advanced Social Psychology	3
PSY 739	The Exceptional Child: Field Experience and Seminar	3
	Credits	**13**
Summer		
PSY 720	Integrating Seminar	3
	Credits	**3**
Year 3		
Fall		
PSY 734	Consultation	3
PSY 750	School-Clinical Child Psychology I: Internship, Ethics and Seminar	4
PSY 759	Early Childhood and Infant Assessment	3
	Credits	**10**
Spring		
PSY 751	School-Clinical Child Psychology II: Internship, Ethics, and Seminar	4
	Credits	**4**
	Total Credits	**44**

School Psychology with a Specialization in Bilingual School Psychology, MS Ed

Campus: NYC

This M.S. Ed. program offers qualified bilingual students enrollees in the M.S. Ed. program in School Psychology the opportunity to complete additional course work and practicum experiences required to be eligible for the Bilingual Education Extension (PPS/ADMIN) to the New York State teaching certificate in School Psychology.

Students who elect to complete the Bilingual Specialization receive training that enables them to provide school psychological services to children in both monolingual and bilingual settings. Additional course work focuses more intensively on the theory and practice of bilingual/multicultural education and methods of providing psychological services in the target language. Students receive integrated training from psychology and speech and language faculty in the area of bilingual language development and disorders. Students entering the PsyD program with advanced standing may also obtain the experiences needed to apply for the New York State Bilingual School Psychology certificate. Typically this requires enrolling in PSY 750B Bilingual School-Clinical Child Psychology I Internship and Seminar and PSY 751B Bilingual School Clinical Chlild Psychology II in addition to fulfilling the other Bilingual School Psychology Specialization requirements.

Requirements for the Specialization Program in Bilingual School Psychology

Program Prerequisites

In addition to having met prerequisites for the M.S. Ed. Program in School Psychology, students enrolled in the Bilingual Specialization Program must have courses or show competencies in principles and problems in education and curriculum development or methods of teaching and instruction and meet the following requirements:

Bilingual Specialization Requirements

Students must successfully complete all prerequisites and requirements for the M.S. Ed. program in School Psychology but with the following modifications and additions:

Field Work Requirements

Students must enroll in the following Internship Seminar Sequence that includes a minimum of 1200 clock hours of supervised field work of which a minimum of 600 clock hours must be completed in a school setting which provides opportunity for the delivery of bilingual school psychological services. It is expected that this training experience will devote at least 30% of the time to working with bilingual populations:

Code	Title	Credits
PSY 750A	Bilingual School-Clinical Child Psychology I: Internship and Seminar	4
PSY 750B	Bilingual School-Clinical Child Psychology I Internship and Seminar	1
Additional Coursework		
PSY 703A	Practice: Limiting Bias in the Assessment of the Bilingual Child	1
PSY 709A	Counseling the Culturally Different: Implications for Bilingual Psychological Service Provision	1
PSY 741	Communication, Language, and the Bilingual Child in the Classroom	1
PSY 745	Bilingual Language Development and Disorders	3
PSY 876	Multicultural and Gender Intervention Issues	3

Total Credits: 78

Doctoral Programs

Clinical Psychology (Health Care Emphasis)

Campus: NYC, Westchester

The 101-credit PhD in Clinical Psychology (Health Care Emphasis) program prepares students for scientific, academic, and clinical careers. The program is aligned with the Boulder training model, underscoring the reciprocal relationship between research and practice. Empirical research guides clinical practice, while applied practice experiences influence research questions. This relatively new program admitted its first cohort in the fall of 2019. We are currently preparing self-study documents as we will be seeking accreditation from the Commission on Accreditation

(CoA) of the American Psychological Association (APA) as a clinical program. Our program prepares students to be aware of and sensitive to issues of individual differences, diversity, and disparities in health service delivery, as in assessment and psychotherapy. Understanding the roles of context and culture in research and practice is imperative. While adhering to the scientist-practitioner model, education and training in the PhD Program underscores the importance of developing listening skills from multiple perspectives attending to both content and process, with appreciation for multiple theories and techniques. Thorough training in clinical psychology is augmented by training in health psychology and public health systems involved in preventing disease and promoting health.

The PhD in Clinical Psychology (Health Care Emphasis) program develops competencies that integrate scientific study with pre-professional coursework and field training. An enroute master's degree is awarded upon completion of a thesis at the end of the second year of study, and program graduates will have completed all pre-doctoral academic and internship requirements needed to be admitted to the New York State Licensing Examination for the professional practice of psychology. The program requires 101 credit hours of study, a qualifying examination after the first year, a comprehensive examination, typically during the third or fourth year, and completion of a doctoral dissertation.
The first four years involve on-campus study as well as externships. In the initial semester, a practicum supplements coursework in Clinical Interviewing that helps refine skills. In the following four semesters, practicum experiences include supervised clinical experiences at the Thomas J. McShane Center for Psychological Services at Pace University. Experiences include intake interviewing, psychotherapy, and (upon adequate preparedness/training), diagnostic assessment. Students will devote eight hours per week in further practicum experience during their second year of the program. This may be in the field, in health-service delivery settings approved by the Director of Field Training (and Program Committee), in which direct supervision is offered by a licensed psychologist. The McShane Center for Psychological Services may also serve as a site for this initial practicum experience (with approval of the Directors of the McShane Center and the Program Committee).

DOCTORAL PROGRAM CURRICULUM

Course	Title	Credits
Year 1		
Fall		
PSY 705	Research Seminar	1
	Credits	**1**
Spring		
PSY 706	Research Seminar II	1
	Credits	**1**
Summer		
PSY 509A	Practicum in Psychological Services: Psychotherapy	0
	Credits	**0**
Year 2		
Fall		
PSY 509A	Practicum in Psychological Services: Psychotherapy	0
	Credits	**0**
Spring		
PSY 509A	Practicum in Psychological Services: Psychotherapy	0
	Credits	**0**
Summer		
Doctoral Mentored Lab		0
	Credits	**0**
Year 3		
Fall		
PSY 509A	Practicum in Psychological Services: Psychotherapy	0
	Credits	**0**

Spring		
PSY 509A	Practicum in Psychological Services: Psychotherapy	0
	Credits	**0**
Year 4		
Fall		
PSY 863	Dissertation I	3
	Credits	**3**
Spring		
PSY 864	Dissertation II	3
	Credits	**3**
Year 5		
Fall		
PSY 861	Full-Time Internship I	0
	Credits	**0**
Spring		
PSY 862	Full Time Internship II	0
	Credits	**0**
Summer		
PSY	Full-Time Internship	0
	Credits	**0**
	Total Credits	**8**

Mental Health Counseling, PhD

Campus: Westchester

This program is designed to train mental health counselors in advanced clinical and supervisory skills, prepare counselors to conduct research that will further the profession's knowledge base, and foster the next generation of leaders who will be teachers and advocates for the mental health counseling profession across the country.

Application requirements include:

- An earned Master's degree in mental health counseling with a curriculum equivalent to that in Pace University's 60-credit graduate Master of Science program in Mental Health Counseling.
- Earned Graduate-level GPA of 3.6 or higher.
- Met one of the following permit/licensure requirements:
    - Be eligible for New York State limited permit in mental health counseling in New York State.
    - Has obtained a limited permit in New York State.
    - Be licensed in mental health counseling in New York State.
    - Be licensed in mental health counseling in a state other than New York.
- Submitted letters of recommendation, personal statement, official academic transcripts, and GRE scores taken within the previous five years, with preference given to mean GRE scores at the 600-650 level.

Students who substantially meet the above requirements will be invited to an interview with the departmental admission screening committee.

This three-year program requires the completion of 45 credits of coursework, passage at the conclusion of the first year of a written qualifying examination for advancement to candidacy for the PhD, and the successful completion of a doctoral dissertation as described below.

Doctoral Program Curriculum

Course	Title	Credits
Year 1		
Fall		
MHC 705	Statistics and Research Design	4
MHC 731	Theories and Methods of Counselor Education	4
MHC 723	Applied Social Psychology	4
	Credits	**12**

Spring

MHC 732	Theories and Methods of Counselor Supervision	4
MHC 706	Statistics and Research Design II	4
MHC 830	Research Design: Special Topics Seminar	4
End of Spring term: Comprehensive Written Qualifying Examination for Advancement to Candidacy for the PhD		
If needed, a student may retake the examination in the summer. A second failure will result in dismissal from the program and an appeal will not be considered.		
	Credits	**12**

Year 2

Fall

MHC 733	Leadership and Advocacy in the Counseling Profession	4
MHC 831	Doctoral Dissertation Seminar I	4
Elec 000	Elective	3
Note: Students are required to take a second Doctoral Dissertation Seminar in Year 2 - Spring term.		
	Credits	**11**

Spring

Elec 000	Elective	3
Elec 000	Elective	3
MHC 832	Doctoral Dissertation Seminar II	4
	Credits	**10**

Year 3

Dissertation Phase		
Upon completion of coursework, students then will be eligible to propose and pursue their dissertation projects (4 credits).		4
	Credits	**4**
	Total Credits	**49**

School-Clinical Child Psychology, PsyD

This Combined-Integrated program is accredited by the American Psychological Association. It was last accredited in 2014 for a maximum seven-year period and will be site visited again in Fall 2023.

Office of Program Consultation and Accreditation, American Psychological Association
750 First Street NE
Washington, DC 20002-4242
Tel: 202-336-5979

This doctoral program in School-Clinical Child Psychology carefully integrates field experience with academic preparation within a practitioner-scholar training model. Students are trained in psychological foundations, assessment and evaluation techniques, remediation and intervention procedures, and program evaluation and research. The goal of the program is to prepare professional psychologists as health service providers with expertise in school and clinical psychology. Research methodology and theoretical academic subjects are essential parts of the program, but emphasis is placed on professional preparation. Graduates are uniquely prepared to provide clinical and education expertise and consultation in order to best serve children and families across a variety of systems of service delivery.

Program graduates will have completed all pre-doctoral academic and internship requirements needed for admission to the New York State Licensing Examination for the professional practice of psychology.

Graduates typically have been awarded the Master of Science in Education in School Psychology (or equivalent program in school psychology) and recommended for New York State certification in School Psychology. This program is fully accredited by the American Psychological Association (APA) as a combined-integrated school-clinical program and is approved by the National Association of School Psychologists. All information about this program and related ones may be found in the Graduate Catalog of the University's New York City Psychology Department.

Prior to receiving the doctoral degree in school-clinical child psychology, students must first complete a master's degree in school psychology or have been awarded state or national school psychology certification. Sixty-nine hours of the first three years of study in the doctoral program generally correspond to the M.S. Ed. in School Psychology at Pace University. Applicants with graduate credits from other institutions may enter the program but this prior work will be evaluated for transfer credit on a course-by-course basis only after acceptance into the doctoral program.

Program Prerequisites:

- Background preparation in abnormal psychology, developmental psychology, experimental psychology, general psychology, learning, personality theory, and statistics.
- Courses or demonstrated competencies in principles and problems in education and curriculum development or methods of teaching and instruction.
- Most if not all psychology prerequisite preparation must be completed prior to entering the program. It is possible for students to complete some prerequisites (e.g., education) after admission.

Full-Time or Part-Time Study and Residency Requirement:

Students may undertake the program on a full-time or part-time basis, but the program must be completed within ten years, and a minimum of three years of residency at Pace University is required, including one year of full-time study. Class hours permit field work and generally allow for limited part-time employment in the first four years of study. Whenever possible, paid internships are arranged in order to help alleviate the financial expense involved.

Program Elements:

The program requires 111 credit hours of study, a Qualifying Examination after the first year, a Comprehensive Examination typically during the third year, a School and Clinical Child Psychology distributed internship typically in the third and fourth years, a full-time internship typically in the fifth year, and a doctoral project. Details about specific deadlines and the distributed internship are in the department's Graduate Catalog (http://dysoncollege.uberflip.com/i/1504026-psychology-graduate-programs-catalog-2023-24/0/).

Doctoral Program Information

Prior to receiving the doctoral degree in school-clinical child psychology, students must first complete a master's degree in school psychology or have been awarded state or national psychology certification. Sixty-nine hours of the first three years of study in the doctoral program generally correspond to the M.S. Ed. in School Psychology at Pace University. Applicants with graduate credits from other institutions may enter the program but this prior work will be evaluated for transfer credit on a course-by-course basis only after acceptance into the doctoral program.

Course	Title	Credits
Year 1		
Fall		
At the end of the first year students are required to take a Qualifying Examination which they must pass in order to proceed to the second year of study. Students are permitted to take this examination a maximum of two times. Students who have received transfer credit for first-year courses are required to pass the Qualifying Examination for corresponding courses.		
PSY 501	Introduction to School-Clinical Child Psychology I: Professional Attitudes and Behavior	0
PSY 509A	Practicum in Psychological Services: Psychotherapy	0
PSY 704	Advanced Developmental Psychology	3
PSY 717	Cognitive and Affective Bases of Behavior	3
PSY 721	Tests and Measurements	3
PSY 725	Advanced Personality Theories	3
	Credits	**12**
Spring		
PSY 502	Introduction to School-Clinical Child Psychology II: Communication and Interpersonal Skills	0
PSY 509A	Practicum in Psychological Services: Psychotherapy	0
PSY 703	Psychological Assessment I	4
PSY 703B	Psychological Assessment I: Lab	0
PSY 710	Psychopathology in Childhood and Adolescence	3
PSY 722	Intervention Tech II: Cognitive-Behavioral Perspectives	3
PSY 727	Learning Disabilities-Diagnosis/Remediation: Theories and Practice	3
	Credits	**13**
Summer		
PSY 509A	Practicum in Psychological Services: Psychotherapy	0
PSY 876	Multicultural and Gender Intervention Issues	3
PSY 839	Psychoanalytic Theory	3
	Credits	**6**

Year 2

Fall

During this second year students must review their academic progress with program advisors. At the end of this second year, upon completion of at least 42 graduate hours in the program, they are eligible to apply for the New York State School Psychology Internship Certificate. Candidates who wish to acquire school psychology certification in states other than New York should consult with program advisors. New Jersey, for example, requires a course in developmental disabilities.

PSY 509A	Practicum in Psychological Services: Psychotherapy	0
PSY 707	Psychological Assessment II	4
PSY 707A	Psychological Assessment II	0
PSY 715	Statistics and Research Design I	4
PSY 737	Child and Adolescent Psychotherapy	3
PSY 738	School Field Experience and Seminar	3
	Credits	**14**

Spring

PSY 509A	Practicum in Psychological Services: Psychotherapy	0
PSY 712	Advanced Biological Bases of Behavior	3
PSY 713	Psychological Assessment III	4
PSY 713A	Personal Assessment	0
PSY 723	Advanced Social Psychology	3
PSY 739	The Exceptional Child: Field Experience and Seminar	3
	Credits	**13**

Summer

PSY 509A	Practicum in Psychological Services: Psychotherapy	0
PSY 720	Integrating Seminar	0-3
	Credits	**0-3**

Year 3

Fall

During the last semester of the School Psychology Internship (typically the third year of the doctoral program), students are required to take the comprehensive examination. To proceed to further doctoral study, they must pass the Comprehensive Examination.

Note: Department catalog contains additional details relating to advanced standing		
PSY 509A	Practicum in Psychological Services: Psychotherapy	0
PSY 734	Consultation	3
PSY 759	Early Childhood and Infant Assessment	3
PSY 750	School-Clinical Child Psychology I: Internship, Ethics and Seminar	4
PSY 711	Intervention Techniques I: Psychodynamic Perspectives	3
	Credits	**13**

Spring

PSY 509A	Practicum in Psychological Services: Psychotherapy	0
PSY 751	School-Clinical Child Psychology II: Internship, Ethics, and Seminar	4
PSY 716	Statistics and Research Design II	4
PSY 777	History and Systems in Psychology	3
Elective Courses		
PSY 874	Group Interventions	3
	Credits	**14**

Year 4

Fall

Required Courses		
PSY 726	Evidence-Based Practice	3
PSY 821	School-Clinical Child Psychology Internship I: Practicum and Seminar	3
PSY 834	Doctoral Project Seminar	0-1

Elective Courses. Selected in consultation with program advisor. See listing of electives (e.g., PSY840, PSY841, PSY848, PSY849) below.		0-6
	Credits	**6-13**
Spring		
PSY 810	Advanced Psychopathology	3
PSY 822	School-Clinical Child Psychology Internship II: Practicum and Seminar	3
PSY 835	Doctoral Colloquium	0
*Elective Courses. Selected in consultation with program advisor. See listing of electives (e.g., PSY740, PSY829, PSY842, PSY844) below. *		0-8
	Credits	**6-14**
Year 5		
Fall		
PSY 861	Full-Time Internship I	0
	Credits	**0**
Spring		
PSY 862	Full Time Internship II	0
	Credits	**0**
	Total Credits	**111**

Years 2 to 6

Required Program Electives (6-13 credits)

Students select their electives by advisement. For other upper-level electives that might be available, please see program advisor.

Code	Title	Credits
PSY 656	Developmental Disabilities	3
PSY 680	Program Evaluation	3
PSY 701	Doctoral Mentored Lab Class	0
PSY 743	Advanced Seminar in School-Clinical Child Psychology	3
PSY 828	Advanced Psychodiagnosis	3
PSY 829	Family Interventions [1]	2
PSY 842	Crisis Intervention: Brief and Short Term Psychotherapies	3
PSY 844	Advanced Topic: Parenthood and Parent-Child Relations	2
PSY 857	Infant / Toddler Assessment and Intervention	3
PSY 874	Group Interventions [1]	3
PSY 875	Brief Interventions	2
PSY 849	Psychopharmacology	2
PSY 848	Substance Abuse Counseling: Theory and Practice	2
PSY 840	Neuropsychology I	2
PSY 841	Neuropsychology II	2
PSY 745	Bilingual Language Development and Disorders	3
PSY 741	Communication, Language, and the Bilingual Child in the Classroom	1
PSY 709A	Counseling the Culturally Different: Implications for Bilingual Psychological Service Provision	1
PSY 703A	Practice: Limiting Bias in the Assessment of the Bilingual Child	1

[1]   Elective choices must include either PSY874 or PSY829.

Updated: November 23, 2021

School Psychology, PhD

Campus: NYC

The PhD in School Psychology program (NYC Campus) was approved in 2019 and enrolled the first cohort of students in Fall 2021. The PhD in School Psychology program is designed to provide education and training in school psychology within a scientist-practitioner model. Striving for excellence

as a professional training program, it is fully intended that this new PhD program will attain contingent accreditation status, and ultimately, full American Psychological Association (APA) accreditation status.

PhD School Psychology program students must first complete a master's degree in school psychology, or have been awarded state or national school psychology certification, and sixty-nine hours of the first three years of study in the doctoral program generally correspond to the MSEd in School Psychology at Pace University. Students may enter the program with graduate work from other institutions; the prior graduate work is evaluated for transfer credit on a course-by-course basis after acceptance into the doctoral program.

Students from New York State approved School Psychology programs receive 45 transfer credits toward the PhD and are required to pass the comprehensive examination and complete all fourth and fifth year courses, plus any master's level courses they are lacking, at Pace University. Typically, no transfer credit is granted for third- or fourth-year courses and also PSY713 & PSY715. Usually, courses taken over five years prior to student program admission are not granted transfer credit. Transcript evaluation occurs after program admission and matriculation.

Course	Title	Credits
First Year		
Fall		
PSY 501	Introduction to School-Clinical Child Psychology I: Professional Attitudes and Behavior	0
PSY 704	Advanced Developmental Psychology	3
PSY 705	Research Seminar	1
PSY 717	Cognitive and Affective Bases of Behavior	3
PSY 721	Tests and Measurements	3
PSY 725	Advanced Personality Theories	3
	Credits	**13**
Spring		
PSY 502	Introduction to School-Clinical Child Psychology II: Communication and Interpersonal Skills	0
PSY 509A	Practicum in Psychological Services: Psychotherapy	0
PSY 701	Doctoral Mentored Lab Class	0
PSY 703	Psychological Assessment I	4
PSY 703B	Psychological Assessment I: Lab	0
Students completing bilingual extension also take PSY703A		
PSY 710	Psychopathology in Childhood and Adolescence	3
PSY 715	Statistics and Research Design I	4
PSY 722	Intervention Tech II: Cognitive-Behavioral Perspectives	3
PSY 727	Learning Disabilities-Diagnosis/Remediation: Theories and Practice	3
	Credits	**17**
Summer		
At the end of the first year, students are required to take a Qualifying Examination which they must pass in order to proceed to the second year of study. Students who have received transfer credit for first year courses are required to pass the qualifying examination(s) for corresponding courses. Students are permitted to take this examination a maximum of two times in order to pass six of the ten required areas of preparations. All areas must be passed prior to enrolling in the third year of the program.		
	Credits	**0**
Second Year		
Fall		
During this second year students must review their academic progress with program advisors. At the end of this second year, upon completion of at least 42 graduate hours in the porgram, they are eligible to apply for New York State School Psychology Internship Certificate. Candidates who wish to acquire school psychology certification in states other than New York should consult with program advisors.		
PSY 509A	Practicum in Psychological Services: Psychotherapy	0
PSY 656	Developmental Disabilities	3
PSY 701	Doctoral Mentored Lab Class	0
PSY 707	Psychological Assessment II	4
PSY 707A	Psychological Assessment II	0
PSY 738	School Field Experience and Seminar	3
PSY 876	Multicultural and Gender Intervention Issues	3
	Credits	**13**

Spring

PSY 509A	Practicum in Psychological Services: Psychotherapy	0
PSY 701	Doctoral Mentored Lab Class	0
PSY 712	Advanced Biological Bases of Behavior	3
PSY 713	Psychological Assessment III	4
PSY 713A	Personal Assessment	0
PSY 716	Statistics and Research Design II	4
PSY 723	Advanced Social Psychology	3
PSY 739	The Exceptional Child: Field Experience and Seminar	3
	Credits	**17**

Summer

After the second year of the doctoral program, PhD School Psychology students are required to take the Research & Ethics Comprehensive Examiations. Students must pass these Comprehensive Examinations in order to proceed to further doctoral study. Students are permitted to take the Comprehensive Examination a maximum of two times.

PSY 509A	Practicum in Psychological Services: Psychotherapy	0
	Credits	**0**

Third Year

Fall

PSY 701	Doctoral Mentored Lab Class	0
PSY 734	Consultation	3
PSY 759	Early Childhood and Infant Assessment	3
PSY 750	School-Clinical Child Psychology I: Internship, Ethics and Seminar	4
Students completing bilingual extension also take PSY750A		
PSY 803	Advanced Psychometrics: Test Construction and Measurement Models	3
PSY 509A	Practicum in Psychological Services: Psychotherapy	0
	Credits	**13**

Spring

PSY 701	Doctoral Mentored Lab Class	0
PSY 509A	Practicum in Psychological Services: Psychotherapy	0
PSY 777	History and Systems in Psychology	3
PSY 702	Academic Skills	3
PSY 751	School-Clinical Child Psychology II: Internship, Ethics, and Seminar	4
Students completing bilingual extension also take PSY751A		
PSY### Statistics Elective		3
	Credits	**13**

Summer

During the middle of the third year of study (typically January), students are required to take the Practice Sequence Comprehensive Examination. Students must pass these Practice Sequence Comprehensive Examination in order to proceed to the fourth year of doctoral study.Students are permitted to take this Comprehensive Examination a maximum of two times.

	Credits	**0**

Fourth Year

Fall

PSY 701	Doctoral Mentored Lab Class	0
PSY 737	Child and Adolescent Psychotherapy	3
PSY 805 or PSY 802	Health Services in the Schools or Prvntn Programs in the Schools	3
PSY 821	School-Clinical Child Psychology Internship I: Practicum and Seminar	3
PSY 863	Dissertation I	3
	Credits	**12**

Spring

PSY 701	Doctoral Mentored Lab Class	0
PSY 822	School-Clinical Child Psychology Internship II: Practicum and Seminar	3
PSY 804	Supervision of School Psychological Services	3

		Credits
PSY Elective (see below)		3
PSY864 Dissertation II		3
	Credits	**12**
Fifth Year		
Fall		
PSY 861	Full-Time Internship I	0
	Credits	**0**
Spring		
PSY 862	Full Time Internship II	0
	Credits	**0**
Summer		
PSY 860	Summer Full Time Pre-doctoral Internship	0
(Before or after Fall-Spring Internship)		
	Credits	**0**
	Total Credits	**110**

Graduate Certificate Programs

Homeland Security Certificate

Campus: Westchester

Code	Title	Credits
Required Courses		
CRJ 600	Online Student Seminar for HS	0
CRJ 601	Introduction to Homeland Security	3
Elective Courses (Choose 4 courses from the list below)		**12**
CRJ 603	Strategic Planning and Budgeting	
CRJ 622	International Human Rights	
CRJ 624	Technology and Critical Infrastructure Protection	
CRJ 625	Multi-Disciplinary Approaches to Homeland Security	
CRJ 626	Special Topics in Homeland Security	
CRJ 627	Psychology and Terrorism/Fear	
CRJ 628	Research Colloquium and Capstone Seminar	
CRJ 629	Comparative Governments	
CRJ 630	Intelligence Gathering Strategies for Homeland Security	
CRJ 631	Public Health for HS Leaders	
IT 603	Overview of Information Security	
IT 664	Computer and Internet Forensics	
IT 666	Information Security Management	
Total Credits		**15**

Public Administration Certificates

- Health Care Policy and Management Certificate (p. 135)
- Long Term Care Management and Practice Certificate (p. 135)
- Not-For-Profit Management Certificate (p. 135)

Health Care Policy and Management Certificate

Campus: NYC

Certificate Requirements
New York City and White Plains Campuses

Code	Title	Credits
Course Requirements		
PAA 614	Strategic Planning and Marketing	3
PAA 650	The United States Health Care System	3
PAA 652	Health Policy Studies	3
PAA 661	Hospital and Health Services Administration	3
PAA 666	Health Care Economics	3
Total Credits		**15**

Note: Courses prefixes may be HC instead of PAA.

Long Term Care Management and Practice Certificate

Campus: NYC

Certificate Requirements
New York City and White Plains Campuses

Code	Title	Credits
Course Requirements		
PAA 610	Personnel Administration / Human Resources	3
PAA 617	Management Issues in Gerontologic Services	3
PAA 660	Legal Aspects Of Health Administration	3
PAA 661	Hospital and Health Services Administration	3
PAA 666	Health Care Economics	3
Total Credits		**15**

Not-For-Profit Management Certificate

Campus: NYC

Certificate Requirements
New York City and White Plains Campuses

This certificate program requires 15 credits of coursework: 9 required credits and six credits in one of three Elective Areas (Managerial Skills Enhancement, Leadership Development, or Social Entrepreneurship). Additionally, each certificate student is required to complete a reflective portfolio in consultation with their assigned academic advisor.

Code	Title	Credits
Required Courses		
PAA 670	The Not-for-Profit Sector	3
PAA 671	Law and Board Governance for Not-for-Profit Managers	3
PAA 673	Financial Resource Development for Not-for-Profits	3
Required Elective Courses [1,2]		
Select two of the following from any one area:		6

Electives Area I: Managerial Skills Enhancement

PAA 501	Accounting for Government, Health Care and Nonprofit Entities
PAA 604	Budgeting and Financial Analysis
PAA 606	Research Design for Administrators
PAA 607	Applied Data Analysis
PAA 612	Collective Bargaining and Labor Relations
PAA 615	Program Planning and Evaluation
PAA 619	Advanced Financial Management
PAA 632	Policy Studies
PAA 665	Seminar in Health Services Management
PAA 666	Health Care Economics
PAA 682	External Relations for Public Service Organizations: Mission Marketing, Advocacy, and Communications
FIN 634	Entrepreneurial Finance
IS 620	Information Systems and Organizational Strategy
IS 639	Information Systems Planning and Policy

Electives Area II: Leadership Development

PAA 605	Ethics and Leadership
PAA 614	Strategic Planning and Marketing
PAA 630	Intergovernmental Relations
PAA 632	Policy Studies
PAA 644	Seminar in Government Management
PAA 652	Health Policy Studies
PAA 666	Health Care Economics
PAA 681	Advanced Seminar for Not-for-Profit Management Issues
PAA 682	External Relations for Public Service Organizations: Mission Marketing, Advocacy, and Communications
PAA 683	Seminar/Lab in Social Entrepreneurship
MGT 632	Venture Initiation and Entrepreneurship
MGT 678	Business Plan Development
IS 620	Information Systems and Organizational Strategy
IS 639	Information Systems Planning and Policy

Electives Area III: Social Entrepreneurship

Select one course in sub-area "A" and one course in sub-area "B" (6 credits total) and also must have active involvement in at least one enrichment experience in sub-area A and/or B.	
Sub-Area A: Social Entrepreneurial Organizations	
PAA 683	Seminar/Lab in Social Entrepreneurship
PAA 690	Practicum
PAA 695	Internship: Non Profit, Government, and Healthcare
Sub-Area B: Developing Strategies for Social Enterprise	
MGT 632	Venture Initiation and Entrepreneurship
MGT 678	Business Plan Development
MAR 658	Entrepreneurial Marketing
MAR 660	New Product and Service Planning and Development
FIN 634	Entrepreneurial Finance
IS 620	Information Systems and Organizational Strategy
IS 639	Information Systems Planning and Policy

Total Credits   **15**

[1] *However, for students with extensive background or professional experience in the not-for-profit sector, one required elective course in Area I or Area II may be waived and substituted with an additional elective in the social entrepreneurship list.*

[2] *For Elective Course Areas I and II students also may choose - depending on level of experience - the* PAA 690 Practicum *or* PAA 695 Internship: Non Profit, Government, and Healthcare *in a designated not-for-profit organization.*

Publishing Certificates

Pace University offers four 12-credit professional certificate programs for students seeking to enhance their credentials in Book Publishing, Magazine Publishing, Business Aspects of Publishing, or Digital Publishing. Each certificate can be completed in one year, and all credits will count toward the completion of the MS in Publishing Degree. Certificate courses can be completed in evening classes held at New York City and/or online.

- Book Publishing Certificate (p. 137)
- Business Aspects of Publishing Certificate (p. 137)
- Digital Publishing Certificate (p. 138)
- Magazine Publishing Certificate (p. 138)

Book Publishing Certificate

Campus: NYC, Online

The publishing certificates are designed for students seeking to enhance their publishing credentials in four major areas of the industry.

This Book Publishing certificate can be completed in one year and all credits will count toward the completion of the MS in Publishing degree if you choose to continue. Certificate courses can be completed online or in-person classes or a combination of both.

Certificate Requirements

Code	Title	Credits
Select four courses from the list below.		12
PUB 601	Principles of Publishing: Copyediting and Proofreading	3
PUB 604	Professional Editing: Rewriting and Line Editing	3
PUB 606	Book Production and Design	3
or PUB 607	Magazine Production and Design	
PUB 608	Financial Aspects of Publishing	3
or PUB 605	Critical Financial Issues in Publishing	
PUB 610	Fundamentals of Trade Book Publishing	3
or PUB 634	Children's Book Publishing	
PUB 612	Information Systems In Publishing	3
or PUB 620	Technology in Publishing	
PUB 616	Book Sales and Distribution Methods	3
or PUB 622H	Introduction to Supply Chain Management	
PUB 628	Marketing and Publicity Principles and Practices	3
or PUB 637	Children's Book Marketing	

Business Aspects of Publishing Certificate

Campus: NYC, Online

The publishing certificates are designed for students seeking to enhance their publishing credentials in four major areas of the industry.

This Business Aspects of Publishing certificate can be completed in one year and all credits will count toward the completion of the MS in Publishing degree if you choose to continue. Certificate courses can be completed online or in-person classes or a combination of both.

Certificate Requirements

Code	Title	Credits
Course Requirements		
Select four of the following:		12
PUB 608	Financial Aspects of Publishing	
or PUB 605	Critical Financial Issues in Publishing	
PUB 610	Fundamentals of Trade Book Publishing	
PUB 612	Information Systems In Publishing	
or PUB 620	Technology in Publishing	
PUB 616	Book Sales and Distribution Methods	

Code	Title	
PUB 618	Legal Aspects of Publishing	
PUB 622H	Introduction to Supply Chain Management	
PUB 628	Marketing and Publicity Principles and Practices	
or PUB 637	Children's Book Marketing	
PUB 631	Publishing Business Communication Skills	

Digital Publishing Certificate

Campus: NYC, Online

The publishing certificates are designed for students seeking to enhance their publishing credentials in four major areas of the industry.

This Digital Publishing certificate can be completed in one year and all credits will count toward the completion of the MS in Publishing degree if you choose to continue. Certificate courses can be completed online or in-person classes or a combination of both.

Certificate Requirements

Code	Title	Credits
Course Requirements		
Select four of the following:		12
PUB 612	Information Systems In Publishing	
or PUB 609	Digital Issues in Publishing	
PUB 620	Technology in Publishing	
PUB 621	E-books: Technology, Workflow, and Business Model	
PUB 622N	Topics: Digital Audience Development (delete the word Topics:)	
PUB 622Q	Topics: Social Media Marketing (delete the word Topics:)	
PUB 633	Introduction to Publication Design	
PUB 635	Digital Image Creation, Manipulation and Management	
PUB 636	Web Development for Publishing (Web not WEB)	
Total Credits		**12**

Magazine Publishing Certificate

Campus: NYC, Online

The publishing certificates are designed for students seeking to enhance their publishing credentials in four major areas of the industry.

This Magazine Publishing certificate can be completed in one year and all credits will count toward the completion of the MS in Publishing degree if you choose to continue. Certificate courses can be completed online or in-person classes or a combination of both.

Certificate Requirements

Code	Title	Credits
Course Requirements		
Select four of the following:		12
PUB 607	Magazine Production and Design	
PUB 608	Financial Aspects of Publishing	
or PUB 605	Critical Financial Issues in Publishing	
PUB 622D	Seminar on Books and Magazines: Creating a Magazine	
or PUB 614	Specialized Publications	
PUB 622N	Topics: Digital Audience Development	
PUB 626	Writing and Editing for Magazines and Digital Publications	
PUB 629	Magazine Circulation: Print & Digital	
PUB 630	Media Ad Sales	
PUB 631	Publishing Business Communication Skills	
Total Credits		**12**

Lubin School of Business

One Pace Plaza
New York, NY 10038
(212) 618-6550

861 Bedford Road
Pleasantville, NY 10570
(914) 773-3716

Administration: Lubin School of Business

Office of the Dean

Lawrence G. Singleton, B.S., M.S., Ph.D.
Dean

Barbara Rose Aglietti, B.A., M.B.A.

Associate Dean, Communications and External Relations

Undergraduate Programs

Randi Priluck, B.B.A., M.B.A., Ph.D
Associate Dean, Undergraduate Programs

Eileen Murphy, B.A., M.B.A.
Assistant Dean, Undergraduate Academic Advisement

Graduate Programs

Noushi Rahman, B.S., M.B.A., Ph.D.
Director, Doctoral Program

Ellen Weisbord, B.S., M.S., M.B.A., M.Phil, Ph.D
Academic Director, Executive MBA Program

Kevin Wynne, B.A., M.A., Ph.D
Academic Director, Masters in Finance for Professionals Program

Harriet Fenner, B.A., M.B.A.
Director, Executive MBA and Masters in Finance for Professionals Program

Overview of the Lubin School of Business

A nationally ranked leader in business education, the Lubin School of Business offers an extensive array of programs at the bachelor's, master's, and doctoral degree levels. A hallmark of a Lubin undergraduate education is its focus on experienced-based learning that blends theory with practical applications and provides students with opportunities to gain real world professional business experience through our nationally recognized internship program, which is the largest in the New York Metropolitan area. Courses are offered during the day, evening, and online in order to meet the scheduling needs of our diverse student body. In addition to our BBA programs, qualified undergraduate students may pursue an accelerated combined BBA/MBA or BBA/MS program for CPA Preparation.

With its ideal campus locations in downtown Manhattan, in the heart of the world's financial center, and in suburban Westchester County, near the headquarters of major multinational corporations, the Lubin School of Business ensures that students at all stages of their careers receive a comprehensive and personalized educational experience that prepares them for success in a global business environment. The Lubin School of Business is committed to continuous improvement and innovation, and our graduates are prepared to become leaders in their chosen fields and ready to manage in a constantly changing global marketplace.

Accreditation and Affiliation: Lubin School of Business

The Lubin School's bachelor's, master's, and doctoral degree programs in business and bachelor's and master's degree programs in accounting are accredited by AACSB International - The Association to Advance Collegiate Schools of Business, the premier accrediting organization for business schools in the world. Fewer than two percent of the business schools internationally have both business and accounting accreditation from AACSB International. A complete listing of Pace University's accreditation, memberships, and affiliations (https://www.pace.edu/accreditation-and-membership/) can be found online.

Statement of Mission and Values: Lubin School of Business

Mission

The mission of the Lubin School of Business is to provide its students with exceptional experience-based learning that blends business theory with practical applications to prepare its graduates for successful professional careers in the global business environment. As part of this mission, our faculty conducts and disseminates scholarship that contributes to professional practice, academic theory, and student learning.

The Lubin School is student-centered with strong faculty engagement and outreach to alumni and prospective employers as well as those constituencies who can help empower student success. Lubin prepares its graduates to be ready, able, and confident in their chosen disciplines, multidisciplinary in their approach to problem solving, global in their business perspective, grounded in action, trained in outcomes, effective in their professions, ethically aware, and socially responsible.

Our mission is to achieve a competitive advantage through the diversity of ideas, backgrounds, and cultures represented by students and faculty from over 100 different countries and by focusing our teaching and scholarship on the challenges of managing and leading businesses in a constantly changing global marketplace. Lubin's student-centered educational experience features the integration of theory with practice, teaching excellence, small classes, a personalized learning environment, innovative programming, the use of technology to enhance learning in concert with strong linkages to the New York and global business communities.

Values

With baccalaureate, master's, and doctoral programs on campuses in New York City and Westchester County, the Lubin School provides a distinctive and personalized educational experience that reflects the traditions upon which Pace University was founded in 1906 to prepare students for careers in business. Today, the faculty, staff, students and alumni share and are energized by the following values:

- Enabling students to achieve their full potential
- Teaching excellence in small classes
- Applied scholarship and research
- Practical experience in and out of the classroom
- Innovative, market-centered programs
- Close faculty and student interaction
- Engagement with the New York business community
- Global perspective and integration
- Commitment to research
- Collegiality and respect among students, faculty and staff
- Appreciation of diversity in population and perspective
- Multidisciplinary perspective
- Integrity, ethics and social responsibility
- Student-centered administrative systems
- Use of technology to enhance learning

Graduate Student Advisement and Student Development

The mission of the Office of Graduate Academic Advisement and Student Development is to offer support to the Lubin School of Business' students, faculty and administration through collaboration, innovative programs, and meaningful services. This office is designed to facilitate the development of each student's academic, professional, and social goals and is dedicated to disseminating knowledge and information that cultivates student success.

Lubin's Office of Graduate Academic Advisement & Student Development offers full-time advisement to students from Orientation through Commencement. They offer advice, support, and advocacy for all academic and administrative issues. This office also serves as the center of Graduate Student life in managing and supporting a wide range of student organizations, designed to advance student's academic success, professional networks and social experience.

The office is located on the New York City campus in One Pace Plaza, 4th floor - Section E. For additional information, please call (212) 618-6550, email lubinadviseNY@pace.edu (gradadviseny@pace.edu) or visit the Lubin Graduate Advisement webpage (https://www.pace.edu/lubin/lubin-academic-programs/graduate-programs/graduate-advisement/).

Academic Policies

To view information regarding the Lubin School of Business' academic policies, please visit the Lubin Graduate Advisement webpage (https://www.pace.edu/lubin/lubin-academic-programs/graduate-programs/graduate-advisement/student-resources/). You may also contact advisement by calling (212) 618-6440 or via email at gradadviseny@pace.edu.

International Exchanges and Study Abroad Opportunities

International Field Study Courses

The Lubin School of Business offers faculty-led international field study courses that are credit-bearing and provide students the opportunity to experience another culture and to observe foreign government, education, and commerce firsthand. Students participating in international field studies have traveled to Brazil, Belgium, China, Denmark, England, France, India, Ireland, Italy, Japan, Russia, Mexico, and Sweden.

Special Programs and Events

Executive in Residence and Dean's Roundtable Programs

The Lubin Executive in Residence Program and the Dean's Roundtable provide students with a unique opportunity to meet face-to-face with entrepreneurs and leaders of industry from around the world. Top corporate executives and Pace alumni 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 Centers

Center for Global Business Programs

The mission of the Center for Global Business Programs is to enhance the global capabilities of Lubin students and faculty by providing high-quality academic and professional experiences, facilitating learning, and supporting applied research in the global environment.

Custom Programs

The Center for Global Business Programs provides international and domestic institutions an opportunity to differentiate their offerings through a New York City-based module. Institutions chose from a variety of international programs that fit their needs and provide their students with an "only in New York" experience. Custom programs range from a few weeks to a full academic year and are offered during all semesters, including the summer. The Center delivers a dynamic New York City experience that includes company visits and cultural events.

International Field Study Courses

International field study courses provide students with the opportunity to gain international academic experience. Along with pre-trip classroom sessions, students travel abroad for up to two weeks, participating in corporate visits, meetings with governmental leaders and roundtable workshops with globally recognized academics. Destinations include countries throughout Europe, Asia, South America, and Africa.

International Travel Scholarships

The Center for Global Business Programs offers scholarships to Lubin students who are enrolled in international field study courses or semester study abroad. 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 $945,700 in scholarships to eligible students based upon demonstrated need and academic achievement.

Center for Sustainable Business

The Lubin Center for Sustainable Business (CSB)

Enterprises of all sizes and sectors globally are striving to operate as Sustainable Businesses, creating long-term value by advancing Environmental, Social and Governance (ESG) stewardship, business purpose and profitability hand-in-hand.

As a means of preparing students, alumni, the community, and other key stakeholders for a job market of the future and providing responsible businesses with workers and leaders who understand that advancing ESG principles and profitability goes hand-in-hand, the Pace University Lubin School of Business launched the Lubin CSB. Steven Mezzio, Ph.D. CPA, FSA serves as Executive Director of the Lubin CSB. Contact: smezzio@pace.edu

The Lubin CSB Mission

The Lubin CSB engages its stakeholders with a networked *knowledge-hub* and *learning-platform* that explores, teaches, and champions sustainable businesses that advance a responsible and inclusive business-purpose that strives to simultaneously achieve environmental stewardship, social responsibility, institutional governance and sustainable profits.

<u>The Lubin CSB Strategy</u>

Informed by a learning, research, and service platform-based mission, the Lubin CSB strategy is to equip, enable, and empower students, alumni, faculty, influencers, businesses, and communities to help them understand, influence, transform, and lead this global sustainable-business movement.

Headquartered steps from Wall Street in the Financial District on the New York City campus of Pace University, the Lubin CSB carries out this strategy by co-creating, co-delivering, and facilitating ESG-related academic degree programs, non-degree certificate and badge programs, continuing professional education, executive education, research, public events, job-skills training, and community service.

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, and is jointly funded by Pace University, the U.S. Small Business Administration and the Research Foundation of the State University of New York. The Pace SBDC's mission is to provide in-depth and confidential one-to-one business advisement, training and research to help small business owners and aspiring entrepreneurs grow or launch their business venture, all at no cost to our clients. From helping access financing to targeted marketing strategies to identifying contract opportunities and business certifications, our experienced and New York State-certified business advisors have the expertise to help your business reach its full potential. Visit the Pace SBDC to arrange a free session (https://www.pacesbdc.org/) with a business advisor and for more information.

Pace Entrepreneurship Studio

The Pace Entrepreneurship Studio (PES) supports young and promising entrepreneurs with the assistance of international leaders and professionals. PES supports new startups, from ideation to funding and from conception to operation. PES' mission is to establish and foster student and alumni innovation and expose and develop new entrepreneurial opportunities. Through the Studio students, faculty, and alumni are connected to international leaders and business professionals who can help them take their startups to the next level. PES provides abridged access to venture capital through special and professional sessions with the PES team and leaders from the New York City ecosystem.

For more information, visit the Pace Entrepreneurship Studio's website (https://www.pace.edu/lubin/life-lubin/centers/pace-entrepreneurship-studio/).

Technology Enhanced Instructional Facilities

Computer and Internet Resources

All campus buildings offer high-speed Internet as well as access to other internal University resources. Wired and wireless network access is available in the residence halls, library, student center, classrooms, and other locations throughout the University. Computer labs such as the Tech Zone in New York City and Computer Resource Centers (CRC) in Pleasantville are open access rooms dedicated to student coursework and faculty research. These labs offer a host of services including Web access, specialized software, and printing. The Tech Zone and CRC 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 Office of Learning Commons (https://www.pace.edu/learning-commons/).

Marketing Labs

State-of-the-art Marketing Labs, located in New York City and Pleasantville, are equipped with the latest computer equipment and software, 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.

Graduate Degree Programs

MBA Degrees

Degrees

Accounting, MBA

Campus: NYC

Code	Title	Credits
Core Courses (0-18 credits)		
MBA 804	Financial Accounting for Managers	3
MBA 806	Driving Marketing Performance	3
MBA 812	Managing Operations and Projects	3
MBA 810	Business Analytics and Statistics	3
MBA 816	Disruptive Technologies and Innovation	3
MBA 808	Creating Value Through Finance	3
Professional Core Courses (9 credits)		
MBA 814	Leading and Managing Teams	3
MBA 802	Business Economics for Decision-Making	3
MBA 818	Global Business, Ethics, and Social Responsibility	3
Accounting Core (14 credits)		
ACC 613	Accounting for Planning and Control	4
ACC 615	Financial Reporting I	3
ACC 618	Financial Reporting II	3
TAX 503	Fundamental Concepts of Taxation	2
TAX 504	Sales and Exchanges of Property	2
Required Specialization Courses (17 credits)		
ACC 620	Accounting Entities	3
ACC 632	Auditing	3
ACC 635	Advanced Auditing Practices	2
ACC 649	Contemporary Accounting Issues	3
ACC 662	Modeling of Accounting Information Systems	3
ACC 692Q	Research Project	3
Specialization Electives (3 credits)		
Select one course from the following:		3
ACC 675	International Accounting	

ACC 681	Financial Reporting and Capital Markets	
ACC 682	Analysis of Financial Statements	
ACC 664	Advanced Auditing and Analytics	
ACC 684	Strategic Cost Management and Technologies	
ACC 685	Analytics for Fraud Detection and Risk Assessment	
TAX 612	Taxation of Entities for Accountants	
CPA Review [1]		
ACC 060A	CPA Review - Financial Accounting Reporting	0
ACC 060B	CPA Review - Auditing and Attestation	0
Breadth Electives (7 credits)		
LAW 610	Business Law for CPA Majors	4
IS 522	Advanced Spreadsheet Skills (or Lubin MBA ACC Elective)	3
Capstone Course (3 credits)		
MBA 820	Strategic Decisions	3
Total Credits: 53 - 71		

[1]   ACC 060A and ACC 060B are required to graduate

Arts and Entertainment Management, MBA

Campus: NYC

Our MBA in Arts and Entertainment Management prepare students for managerial leadership positions in a variety of arts and entertainment fields, including media and television and the performing arts of dance, music and theater, and such venues as theater companies, museums, dance companies, contemporary and classical music organizations, art galleries, talent representation and management companies, and television production. Our coverage of the disciplines of accounting, finance, and marketing along with our industry-specific content assures a match of competencies for managing and sustaining businesses in the field of arts and entertainment management.

Across the nation, there are few arts and entertainment programs from business schools, fewer that offer an MBA, and even fewer that offer a program from an AACSB-accredited program, the premier business accrediting body. In New York State, we are one of two such programs. In New York City, we are the only one.

Code	Title	Credits
Core Curriculum (27 credits)		
MBA 802	Business Economics for Decision-Making	3
MBA 804	Financial Accounting for Managers	3
MBA 806	Driving Marketing Performance	3
MBA 808	Creating Value Through Finance	3
MBA 810	Business Analytics and Statistics	3
MBA 812	Managing Operations and Projects	3
MBA 814	Leading and Managing Teams	3
MBA 816	Disruptive Technologies and Innovation	3
MBA 818	Global Business, Ethics, and Social Responsibility	3
Concentration Electives (9 credits)		
Choose three (3) courses from the following:		
MGT 620	Arts and Entertainment Management	3
MGT 621	Programming and Producing Practicum	3
MGT 622	Fundamentals of Fundraising, Revenue Development, and Budgeting in the Arts	3
MGT 623	Project and Event Management in Arts and Entertainment	3
MGT 624	Agent Representation in Arts and Entertainment	3
Capstone (3 credits)		
MBA 820	Strategic Decisions	3
Total Credits		39

Business Administration, MBA/Law, Juris Doctor, JD

Campus: NYC, Westchester

COMBINED DEGREE PROGRAM

The Elisabeth Haub School of Law and the Lubin School of Business offer a combined program of study in law and graduate-level business administration. Students acquire an education in both law and business administration in a closely integrated course of study in the two fields. Upon satisfactory completion of the required course of study, they are awarded both MBA and JD degrees.

The MBA/JD combined program enables a full-time student to complete the requirements for both degrees in four years rather than the five years required if each degree is pursued separately. Full-time students may commence their studies at either the Lubin School of Business or the Elisabeth Haub School of Law.

The JD portion of the program is offered at the Elisabeth Haub School of Law in Westchester and the MBA portion at the New York City Campus for all MBA concentrations except accounting, which may be taken in either New York City or Westchester.

Students admitted to the MBA/JD program are assigned advisers in each school to help them in the selection of courses and definition of their career objectives. The reciprocal recognition of courses by each school is essential to the combined program. Therefore, students in the program must receive prior approval from the appropriate dean for any course proposed to be taken in the other school. Business school students will receive a Program Analysis Sheet (PAS) that outlines their specific degree requirements.

ADMISSION REQUIREMENTS

Applicants must meet the independent admission requirements of each school in order to be admitted to the combined program. Admission to either the School of Law or the Lubin School of Business does not guarantee admission to the other school.

Students who begin in the MBA program must apply to and be accepted by the School of Law by the end of their first year of full-time business study or by the end of their second year of part-time study.

Students who begin in the Law School must apply and be accepted by the Lubin School of Business no later than during the fourth semester of law study (if in the three-year program) or no later than during the fifth semester of law study (if in the four-year program).

Once a student in either the School of Law or the Lubin School of Business has been admitted to the other school, the student should notify the Associate Dean for Academic Affairs in the School of Law and the Director of Academic Advisement or Associate Dean of the Lubin School of Business of his or her intention to participate in the program.

CONFERRING OF DEGREES

The total number of credits required in the Lubin School varies based on the student's previous coursework. Upon satisfactory completion of the required course of study, candidates are awarded both MBA and JD degrees.

Business Analytics, MBA

Campus: NYC

Your Lubin MBA in Business Analytics gives you the technical edge for a satisfying analytical career in:

- Data analytics
- Financial engineering
- Risk management
- Marketing research
- Management consulting

Leverage your logical approach to solve the most difficult business problems. The MBA in Business Analytics offers:

- Training in the cutting-edge tools and analytical techniques that are in demand
- Connections with successful people in every industry
- Internships and other career opportunities

Code	Title	Credits
Core Curriculum (27 credits)		
MBA 802	Business Economics for Decision-Making	3
MBA 804	Financial Accounting for Managers	3
MBA 806	Driving Marketing Performance	3

MBA 808	Creating Value Through Finance	3
MBA 810	Business Analytics and Statistics	3
MBA 812	Managing Operations and Projects	3
MBA 814	Leading and Managing Teams	3
MBA 816	Disruptive Technologies and Innovation	3
MBA 818	Global Business, Ethics, and Social Responsibility	3
Concentration Electives (9 credits)		
Choose three (3) courses from the following:		
DAT 610	Decision Modeling	
DAT 612/MAR 657	Visual Analytics	
DAT 614/MAR 664	Predictive Analytics	
IS 613	Database Management Systems	
Capstone (3 credits)		
MBA 820	Strategic Decisions	3
Total Credits		**39**

Corporate Finance, MBA

Campus: NYC, Online

Advance your career by making a mark in the organization in an exciting, fast-paced way. With an MBA in Corporate Finance, you can contribute significantly to the finance function in industries, such as manufacturing, retail, service and others.

Students can choose to complete either an online MBA program (https://online.pace.edu/graduate-programs/mba/) or opt for an on-campus experience.

Code	Title	Credits
Core Curriculum (27 credits)		
MBA 802	Business Economics for Decision-Making	3
MBA 804	Financial Accounting for Managers	3
MBA 806	Driving Marketing Performance	3
MBA 808	Creating Value Through Finance	3
MBA 810	Business Analytics and Statistics	3
MBA 812	Managing Operations and Projects	3
MBA 814	Leading and Managing Teams	3
MBA 816	Disruptive Technologies and Innovation	3
MBA 818	Global Business, Ethics, and Social Responsibility	3
Concentration Electives (9 credits)		
Choose three (3) courses from the following:		
FIN 671	Behavioral Finance	
FIN 647	Advanced Corporate Finance	
FIN 649	International Corporate Finance	
FIN 634	Entrepreneurial Finance	
FIN 667	Valuation of the Firm	
FIN 663	Financial Strategy and Business Decisions	
Capstone (3 credits)		
MBA 820	Strategic Decisions	3
Total Credits		**39**

General Business, MBA

Campus: NYC, Online

Pace University's 39-credit-hour MBA program can be completed in 1 year full-time or 2 years part-time. Students can choose to complete this program on-campus or online (https://online.pace.edu/graduate-programs/mba/). It offers a variety of courses to ensure professionals thrive in areas such as:

- Business Economics
- Financial Accounting
- Marketing Performance
- Global Business
- Operations Management
- Strategy
- Decision Modeling
- Analytics

Code	Title	Credits
Core Curriculum (27 credits)		
MBA 802	Business Economics for Decision-Making	3
MBA 804	Financial Accounting for Managers	3
MBA 806	Driving Marketing Performance	3
MBA 808	Creating Value Through Finance	3
MBA 810	Business Analytics and Statistics	3
MBA 812	Managing Operations and Projects	3
MBA 814	Leading and Managing Teams	3
MBA 816	Disruptive Technologies and Innovation	3
MBA 818	Global Business, Ethics, and Social Responsibility	3
Concentration Electives (9 credits)		
Choose any three (3) 600-level courses within the following subjects: ACC, DAT, FIN, IS, INB, MGT, MAR, TAX		
Capstone (3 credits)		
MBA 820	Strategic Decisions	3
Total Credits		**39**

Information Systems, MBA

Campus: NYC

With a Lubin MBA in Information Systems, you'll take charge of technology and gain a strategic advantage through:

- A thorough grounding in critical business factors
- Specialized database and IT network knowledge
- Faculty who are experienced and well-connected in the field
- Internships in leading organizations headquartered nearby

Your MBA in Information Systems will allow you to lead your organization through strategic decisions about information systems, telecommunications, database administration, Internet technologies, systems analysis and design, and how they support the needs of the business.

Code	Title	Credits
Core Curriculum (27 credits)		
MBA 802	Business Economics for Decision-Making	3
MBA 804	Financial Accounting for Managers	3
MBA 806	Driving Marketing Performance	3
MBA 808	Creating Value Through Finance	3
MBA 810	Business Analytics and Statistics	3
MBA 812	Managing Operations and Projects	3
MBA 814	Leading and Managing Teams	3
MBA 816	Disruptive Technologies and Innovation	3
MBA 818	Global Business, Ethics, and Social Responsibility	3
Concentration Electives (9 credits)		
Choose three (3) courses from the following:		
IS 613	Database Management Systems	
IS 617	Information Systems Principles	

Code	Title	Credits
IS 623	Information Systems Design and Development	
IS 637	Information Systems Project and Change Management	
Capstone (3 credits)		
MBA 820	Strategic Decisions	3
Total Credits		**39**

Investment Management, MBA

Campus: NYC

Fast track to a highly profitable career with an MBA in Investment Management. At Lubin, you can play a central role in financial institutions, brokerages, insurance companies, and many other finance-driven industries. Give yourself the tools, experiences, and connections to create superior investment gains.

- Learn from faculty who are respected practitioners and well-connected in the field
- Practice the complex skills to make profitable investments in varying environments
- Intern with a top brokerage house or investment firm

Code	Title	Credits
Core Curriculum (27 credits)		
MBA 802	Business Economics for Decision-Making	3
MBA 804	Financial Accounting for Managers	3
MBA 806	Driving Marketing Performance	3
MBA 808	Creating Value Through Finance	3
MBA 810	Business Analytics and Statistics	3
MBA 812	Managing Operations and Projects	3
MBA 814	Leading and Managing Teams	3
MBA 816	Disruptive Technologies and Innovation	3
MBA 818	Global Business, Ethics, and Social Responsibility	3
Concentration Electives (9 credits)		
Choose three (3) courses from the following:		
FIN 653	Portfolio Analysis and Management	
FIN 672	Strategies in Investments, Options and Futures	
FIN 679	Fixed Income Markets and Analytics	
FIN 654	Risk Management and Capital Market	
FIN 671	Behavioral Finance	
FIN 673	Real Estate Finance	
Capstone (3 credits)		
MBA 820	Strategic Decisions	3
Total Credits		**39**

Marketing Analytics, MBA

Campus: NYC

This degree is for those who want to expand their experience with fact-based decision-making and gain the skills necessary to excel in the fast-paced and lucrative field of marketing analytics.

- Analyze simple and complex marketing data for managing customer relationships
- Use data to create customer value and cultivate customer relationships
- Bridge the gap between analytical models and business opportunities with innovative solutions
- Manage data-driven marketing and customer experience tools
- Plan and develop integrated, interactive, and digital strategies

Code	Title	Credits
Core Curriculum (27 credits)		
MBA 802	Business Economics for Decision-Making	3

MBA 804	Financial Accounting for Managers	3
MBA 806	Driving Marketing Performance	3
MBA 808	Creating Value Through Finance	3
MBA 810	Business Analytics and Statistics	3
MBA 812	Managing Operations and Projects	3
MBA 814	Leading and Managing Teams	3
MBA 816	Disruptive Technologies and Innovation	3
MBA 818	Global Business, Ethics, and Social Responsibility	3
Concentration Electives (9)		
Choose three (3) courses from the following:		
MAR 635	Marketing Research	
MAR 645	Advertising and Sales Promotion	
MAR 646	Social Media and Mobile Marketing Strategies	
MAR 657	Visual Analytics	
or DAT 612	Visual Analytics	
MAR 664	Predictive Analytics	
or DAT 614	Predictive Analytics	
Capstone (3 credits)		
MBA 820	Strategic Decisions	3
Total Credits		**39**

Marketing Management, MBA

Campus: NYC, Online

Many CEOs and corporate presidents rose through marketing to top leadership positions. When it comes to working as a highly-placed marketing executive, there is simply no other place that can match the atmosphere and energy of metropolitan New York City. The Lubin MBA in Marketing Management offers:

- Access to global heavyweights such as Ogilvy & Mather, BBDO, Interpublic, GroupM (part of the WPP plc), and more
- An exceptional level of instruction from experienced faculty
- Acclaimed experts bringing real-world experience into your classroom
- Internships and professional connections to move you upward
- Students can pursue the MBA in Marketing Management program online (https://online.pace.edu/graduate-programs/mba/).

Code	Title	Credits
Core Curriculum (27 credits)		
MBA 802	Business Economics for Decision-Making	3
MBA 804	Financial Accounting for Managers	3
MBA 806	Driving Marketing Performance	3
MBA 808	Creating Value Through Finance	3
MBA 810	Business Analytics and Statistics	3
MBA 812	Managing Operations and Projects	3
MBA 814	Leading and Managing Teams	3
MBA 816	Disruptive Technologies and Innovation	3
MBA 818	Global Business, Ethics, and Social Responsibility	3
Concentration Electives (9 Credits)		
Choose three (3) courses from the following:		
MAR 620	Consumer Behavior	
MAR 635	Marketing Research	
MAR 675	Strategic Marketing Planning	
MAR 679	Value Creation	
MAR 660	New Product and Service Planning and Development	
Capstone (3 credits)		

MBA 820	Strategic Decisions	3
Total Credits		**39**

Strategy and International Business, MBA

Campus: NYC

Gain an edge as a **visionary leader** and place yourself in line for unlimited success. The Lubin MBA in Strategy and International Business offers:

- Strategic thinking
- Portfolio theory
- Short- and long-term planning
- Research opportunities
- Strategic approaches to human resources management

In a world in which excellent general managers have become a scarce commodity, Lubin's MBA in Strategy and International Business program will give you the edge you need to quickly **rise to the top of your organization**. Our world-class faculty, rigorous curriculum, ideal location in the heart of Manhattan's financial district, and abundance of opportunities to intern at some of the **world's biggest and most respected corporations**--including the Big Four accounting firms, Morgan Stanley, and JPMorgan Chase, among others--adds up to an unparalleled graduate learning experience.

Code	Title	Credits
Core Curriculum (27 credits)		
MBA 802	Business Economics for Decision-Making	3
MBA 804	Financial Accounting for Managers	3
MBA 806	Driving Marketing Performance	3
MBA 808	Creating Value Through Finance	3
MBA 810	Business Analytics and Statistics	3
MBA 812	Managing Operations and Projects	3
MBA 814	Leading and Managing Teams	3
MBA 816	Disruptive Technologies and Innovation	3
MBA 818	Global Business, Ethics, and Social Responsibility	3
Concentration Electives (9 credits)		
Choose three (3) courses from the following:		
MGT 637	Competitive Business Strategy	
MGT 638	Corporate Diversification Strategy	
MGT 646	Government Institutions and Business Strategy	
INB 665	Comparative Business Systems and Cross-Cultural Management	
INB 670	Seminar: Advanced Topics in International Business	
Capstone (3 credits)		
MBA 820	Strategic Decisions	3
Total Credits		**39**

MS Lubin Degrees

Accounting Data Analytics and Technologies, MS

Campus: NYC, Westchester

Degree Requirements

One Year Program

Code	Title	Credits
Foundation Courses (9-12 credits)		
MBA 810	Business Analytics and Statistics	3
IS 613	Database Management Systems	3
IS 665	Introduction to Data Mining and Visualization	3
IS 641	Information Security and Controls	3
ACC 060A	CPA Review - Financial Accounting Reporting	0
ACC 060B	CPA Review - Auditing and Attestation	0
Specialization Courses (15 credits)		
ACC 649	Contemporary Accounting Issues	3
ACC 664	Advanced Auditing and Analytics	3
ACC 684	Strategic Cost Management and Technologies	3
ACC 685	Analytics for Fraud Detection and Risk Assessment	3
ACC 692Q	Research Project	3
Accounting Electives (3 credits)		
Choose one (1) course from the following: [1]		
ACC 638	Forensic Accounting and Fraud Examination	
ACC 675	International Accounting	
ACC 655	Accounting Internship	
Foundation Enhancements (0-11 credits) [2]		
TAX 503	Fundamental Concepts of Taxation	2
TAX 504	Sales and Exchanges of Property	2
TAX 612	Taxation of Entities for Accountants	3
LAW 610	Business Law for CPA Majors	4
Breadth Elective (3 credits; Optional)		
IS 522	Advanced Spreadsheet Skills	3
Total Credits		**30-44**

[1]   Those who are waived from MBA 810 Business Analytics and Statistics must select two electives.

[2]   Students who have not yet completed U.S. courses in taxation/law must take foundation enhancement courses.

Two Year Program

Code	Title	Credits
Foundation Courses (17-20 credits)		
MBA 810	Business Analytics and Statistics	3
TAX 503	Fundamental Concepts of Taxation	2
TAX 504	Sales and Exchanges of Property	2
LAW 610	Business Law for CPA Majors	4
IS 613	Database Management Systems	3
IS 665	Introduction to Data Mining and Visualization	3
IS 641	Information Security and Controls	3
Required Specialization Courses (37 credits)		
ACC 613	Accounting for Planning and Control	4
ACC 615	Financial Reporting I	3
ACC 618	Financial Reporting II	3
ACC 620	Accounting Entities	3

ACC 632	Auditing	3
ACC 662	Modeling of Accounting Information Systems	3
TAX 612	Taxation of Entities for Accountants	3
ACC 649	Contemporary Accounting Issues	3
ACC 664	Advanced Auditing and Analytics	3
ACC 684	Strategic Cost Management and Technologies	3
ACC 685	Analytics for Fraud Detection and Risk Assessment	3
ACC 692Q	Research Project	3
ACC 060A	CPA Review - Financial Accounting Reporting	0
ACC 060B	CPA Review - Auditing and Attestation	0
Accounting Electives (3 credits)		

Choose one (1) course from the following:

ACC 638	Forensic Accounting and Fraud Examination	
ACC 675	International Accounting	
ACC 655	Accounting Internship	
Breadth Elective (3 credits; Optional)		
IS 522	Advanced Spreadsheet Skills	3
Total Credits		**57-63**

Accounting, MS

Campus: NYC, Westchester, Online

(A) Foundation Core

Foundation courses may be waived based on coursework completed at an accredited institution according to the following criteria:

- Completion of 2 directly related undergraduate courses of at least 3 credits within 6 years of initial enrollment with at least a 'B.'
- Completion of one directly related graduate course of 3 or more credits within 6 years of initial enrollment with at least a 'B.'
- Completion of 15 or more undergraduate credits in a discipline specific to the course to be waived with an average of at least a 'B.'

Code	Title	Credits
MBA 804	Financial Accounting for Managers	3
MBA 802	Business Economics for Decision-Making	3
MBA 810	Business Analytics and Statistics	3
MBA 808	Creating Value Through Finance	3
TAX 503	Fundamental Concepts of Taxation	2
TAX 504	Sales and Exchanges of Property	2
LAW 610	Business Law for CPA Majors	4
General Business Credits Without Waivers		**20**

(B) Accounting Specialization Courses

Waiver and/or substitution may be granted based upon transcript review. Some of the guidelines are listed below:

- A computer science or an accounting information system course with at least a B is required to waive ACC 662 Modeling of Accounting Information Systems.
- Two cost/managerial accounting courses with at least a B are required to waive ACC 613 Accounting for Planning and Control.
- Two intermediate financial accounting courses with at least a B are required to waive ACC 615 Financial Reporting I.
- Intermediate Accounting II from an AACSB accredited business school with at least a B is required to waive ACC 618 Financial Reporting II.
- Other waivers are determined by the Accounting Department.

Code	Title	Credits
ACC 662	Modeling of Accounting Information Systems [1]	3
ACC 613	Accounting for Planning and Control [1]	4
ACC 615	Financial Reporting I [1]	3
ACC 618	Financial Reporting II [1]	3
ACC 620	Accounting Entities [1]	3

ACC 632	Auditing [1]	3
ACC 635	Advanced Auditing Practices	2
ACC 649	Contemporary Accounting Issues	3
ACC 692Q	Research Project	3
TAX 612	Taxation of Entities for Accountants	3
ACC 060A	CPA Review - Financial Accounting Reporting [2]	0
ACC 060B	CPA Review - Auditing and Attestation [2]	0
Accounting Credits Without Waivers		**30**
Total Credits Without Waivers		**50**

[1] Waiver and/or substitution may be grated based upon transcript review.

[2] ACC 060A and ACC 060B are required to graduate.

(C) Accounting Substitutions

Depending on the number of credits waived, additional credits must be taken from the **"C"** list below.

Code	Title	Credits
ACC 638	Forensic Accounting and Fraud Examination	3
ACC 664	Advanced Auditing and Analytics	3
ACC 675	International Accounting	3
ACC 684	Strategic Cost Management and Technologies	3
ACC 685	Analytics for Fraud Detection and Risk Assessment	3
ACC 600	Independent Study in Graduate Accounting	1-9
TAX 625	Tax Practice, Procedure and Research	3
FIN 647	Advanced Corporate Finance	3

(D) Breadth Elective

Code	Title	Credits
IS 522	Advanced Spreadsheet Skills (Optional)	3

Program Information

A minimum of 30 resident credits at Pace is required to receive the MS in Accounting degree (A + B + C ≥ 30).

Students can take waived or substituted courses at their option, although these courses are not required for graduation. If a student takes courses that have been substituted, the required substitutions from section C must still be taken. Students can also complete the MS in Accounting degree program online (https://online.pace.edu/graduate-programs/ms-in-accounting/).

Arts & Entertainment Management, MS

Campus: NYC

This degree will provide you with the communication, management, and leadership knowledge and skills to work behind the scenes in theatre companies, museums, dance companies, contemporary and classical music organizations, art galleries, talent representation and management companies, and television production firms. You will also have the opportunity to visit headquarters of entertainment companies.

Lubin's Master's in Arts and Entertainment Management is one of only two AACSB-accredited programs (http://www.aacsb.edu/) in New York State.

Code	Title	Credits
Required Courses (15 credits)		
MBA 814	Leading and Managing Teams	3
MGT 620	Arts and Entertainment Management	3
MGT 622	Fundamentals of Fundraising, Revenue Development, and Budgeting in the Arts	3
MGT 623	Project and Event Management in Arts and Entertainment	3
MGT 621	Programming and Producing Practicum	3
Elective Courses (12 credits)		
Choose four (4) courses from the following:		
LAWG 640	Entertainment Law	

Code	Title	Credits
MGT 632	Venture Initiation and Entrepreneurship	
MGT 624	Agent Representation in Arts and Entertainment	
MGT 650	Negotiations and Bargaining	
MGT 680	Human Resources Management	
MGT 692Q	Research Project	
MBA 806	Driving Marketing Performance	
MAR 646	Social Media and Mobile Marketing Strategies	
INB 670	Seminar: Advanced Topics in International Business	
Capstone Course (3 credits)		
MGT 629	Entertainment Business Capstone: Revenue, Technology, and Strategy	3
Total Credits		**30**

Financial Management, MS

Campus: NYC

Code	Title	Credits
Preliminary Skill and Prerequisite Courses (0-12 credits)		
MBA 804	Financial Accounting for Managers	3
MBA 810	Business Analytics and Statistics	3
MBA 808	Creating Value Through Finance	3
MBA 802	Business Economics for Decision-Making	3
Core Courses (15 credits)		
ACC 645	Theory and Analysis of Financial Statements	3
FIN 647	Advanced Corporate Finance	3
FIN 649	International Corporate Finance	3
FIN 667	Valuation of the Firm	3
FIN 689	Financial Analysis and Policy	3
Specialization Electives (12 credits)		
Select four courses from the following:		
ECO 630	Game Theory for Business Decisions	
FIN 634	Entrepreneurial Finance	
FIN 644	Money and Capital Markets	
FIN 648	Mergers and Acquisitions	
FIN 661	Corporate Financial Risk Management	
FIN 657	Financial Econometrics	
FIN 663	Financial Strategy and Business Decisions	
FIN 668	Private Equity	
FIN 671	Behavioral Finance	
FIN 677	Contemporary Topics in Financial Management	
FIN 680V	International Field Study	
FIN 681	Financial Technology in the Firm and in the Economy	
Specialization Electives in Investment Management (0-3 credits)		
You may take up to one of the following, but none are required. [1]		
FIN 651	International Banking and Financial Markets	
FIN 652	Investment Analysis	
FIN 672	Strategies in Investments, Options and Futures	
FIN 673	Real Estate Finance	
FIN 674	Personal Financial Management	
FIN 678	Contemporary Topics in Investment Management	
Total Credits		**30-42**

[1]   If you take one (1) course from the Specialization Electives in Investment Management, then you will take only three (3) courses from the Specialization Electives.

Financial Risk Management, MS

Campus: NYC

Code	Title	Credits
Preliminary Skill and Prerequisite Courses (0-6 credits)		
MBA 804	Financial Accounting for Managers	3
MBA 810	Business Analytics and Statistics	3
Required Core Courses (9 credits)		
FIN 632	Introduction to Financial Decision Making	3
FIN 654	Risk Management and Capital Market	3
FIN 661	Corporate Financial Risk Management	3
Specialization Electives (18 credits)		
ECO 646	International Risk Analysis	3
FIN 650	Applied Analytical Methods in Finance	3
FIN 653	Portfolio Analysis and Management	3
FIN 657	Financial Econometrics	3
FIN 672	Strategies in Investments, Options and Futures	3
FIN 679	Fixed Income Markets and Analytics	3
Capstone Course (3 credits)		
FIN 686	Applied Financial Risk Management and Policy	3
Total Credits		**30-36**

Human Resources Management, MS

Campus: NYC

Code	Title	Credits
HRM Foundation Courses (6 credits)		
MBA 814	Leading and Managing Teams	3
MGT 680	Human Resources Management	3
HRM Options (12 credits)		
Select four (4) courses from the following:		
MGT 683	Training and Development	
MGT 684	Appraisal, Compensation and Assessment	
MGT 643	Strategic Human Resource Management	
MGT 679	Talent Management	
MGT 685	Recruitment and Staffing	
INB 673	International Human Resource Management	
MGT 676	Region Specific SGHRM I (HRM in Africa, Asia, Asia Pacific, and Middle East)	
MGT 677	Region Specific Strategic Global Human Resources Management (SGHRM) (II)	
Research Courses (6 credits)		
Select two (2) courses from the following:		
MGT 656	Human Resources Analytics	
MGT 682	Research Methods in Management	
MGT 687	Advanced Topics in Management	
MGT 692Q	Research Project	
Labor Relations Courses (6 credits)		
LAW 628	Employment Law	3

MGT 650	Negotiations and Bargaining	3

Total Credits: 30

Marketing Analytics, MS

Campus: NYC

Code	Title	Credits
Preliminary Skills and Prerequisite Courses (0-6 credits)		
MBA 806	Driving Marketing Performance	3
MBA 810	Business Analytics and Statistics	3
Required Core Courses (21 credits)		
MBA 679	Value Creation and Competitive Advantage in Global Markets	3
MAR 635	Marketing Research	3
MAR 644	Customer Relationship Management	3
IS 665	Introduction to Data Mining and Visualization	3
or MAR 649	Digital Marketing	
or MAR 675	Strategic Marketing Planning	
or MAR 680X	Data Mining Using SAS	
MAR 664	Predictive Analytics	3
MAR 673	Customer Intelligence	3
MAR 692Q	Research Project	3
Specialization Electives (9 credits)		
Select three courses from the following:		
IS 613	Database Management Systems	
MAR 620	Consumer Behavior	
MAR 640	Selling Skills and Managing the 21st Century Sales Team	
MAR 643	Interactive and Direct Marketing	
MAR 645	Advertising and Sales Promotion	
MAR 654	Marketing of Services	
MAR 660	New Product and Service Planning and Development	
MAR 695	Marketing Internship	
Total Credits		**30-36**

Social Media and Mobile Marketing Strategies, MS

Campus: NYC

Code	Title	Credits
Preliminary Skills and Prerequisite Courses (0-6 credits)		
MBA 806	Driving Marketing Performance	3
MBA 810	Business Analytics and Statistics	3
Required Courses (12 credits)		
MAR 635	Marketing Research	3
MAR 648	Foundations of Social and Mobile Technologies	3
or IS 676	Foundations of Social and Mobile Technologies	
MAR 646	Social Media and Mobile Marketing Strategies	3
MAR 692Q	Research Project	3
Specialization Courses (18 credits)		
Select six (6) courses from the following:		
MAR 620	Consumer Behavior	
MAR 643	Interactive and Direct Marketing	
MAR 645	Advertising and Sales Promotion	
MAR 649	Digital Marketing	

Code	Title	Credits
MAR 673	Customer Intelligence	
MAR 695	Marketing Internship	
IS 613	Database Management Systems	
Total Credits		**30-36**

Taxation, MS

Campus: NYC

Code	Title	Credits
Preliminary Skills and Prerequisite Courses (0-10 credits)		
MBA 804	Financial Accounting for Managers	3
LAW 630	The Legal Environment of Business	3
TAX 503	Fundamental Concepts of Taxation	2
TAX 504	Sales and Exchanges of Property	2
Core Courses (12 credits)		
TAX 625	Tax Practice, Procedure and Research	3
TAX 627	Advanced Concepts of Taxation	3
TAX 656	Advanced Corporate Income Taxation I	3
TAX 696Q	Research Project	3
Specialization Courses (18 credits)		
Choose six (6) courses from the following:		
TAX 633	Taxation of Employee Benefits	
TAX 634	Tax Problems of Engaging in Interstate Commerce	
TAX 636	International Taxation I	
TAX 637	International Taxation II	
TAX 639	Tax Accounting	
TAX 642	Estate Planning I	
TAX 643	Estate Planning II	
TAX 646	Tax Problems of Partnership Organizations	
TAX 652	Taxation of Securities and Financial Instruments	
TAX 653	Seminar in Taxation	
TAX 659	Advanced Corporate Income Tax II	
Total Credits		**30-40**

Doctoral Programs

Doctor of Professional Studies, Executive Doctoral Program, DPS

Campus: NYC

The Doctor of Professional Studies (DPS) distinguishes itself from a traditional PhD in business. It is uniquely designed for accomplished executives who seek the advanced knowledge, skills, and perspectives of doctoral education without interrupting their careers. Earning a doctoral degree in business empowers you to advance in senior management, initiate a consulting practice, or launch an academic career. The program is hybrid, requiring on-campus attendance on 10 Fridays, allowing you to continue your full-time career and compensation while earning a doctorate in 3-5 years.

Qualified applicants must have at least 10 years of professional experience and an MBA or similar master's degree from an accredited institution.

All doctoral seminars are delivered in a blended learning format in which students attend class sessions on five Fridays of the semester and participate continuously in weekly online discussion forums.

In addition to 10 doctoral seminars and 6 independent study courses, the program requires 3 electives that expand your knowledge and enhance your skill within a concentration (finance, management, or marketing).

Below is a typical sequence of courses. For course descriptions, visit http://www.pace.edu/lubin/dpscourses (http://www.pace.edu/lubin/dpscourses/)

Code	Title	Credits
Foundation and Research Seminars		
DPS 805	Doctoral Foundation Seminar in Management	3
DPS 870	Explorations in Business Research	3
DPS 820	Doctoral Foundation Seminar in Finance and Economics	3
DPS 840	Doctoral Foundation Seminar in Marketing	3
DPS 875	Data Analysis with Regression	3
DPS 881	Publishing Tutorial I	3
DPS 876	Data Analysis with Selected Multivariate Statistics	3
DPS 882	Publishing Tutorial 2	3
DPS 872	Research Design and Measurement	3
DPS 830	Doctoral Foundation Seminar in Cross Cultural Management	3

Code	Title	Credits
Electives		
Choose any three		

Code	Title	Credits
Concentration Seminar 1		
FIN 821	Doctoral Concentration Seminar in Corporate Finance	3
or MAR 831	Doctoral Concentration Seminar in Consumer Research	
or MGT 835	Doctoral Concentration Seminar in Organization Behavior	

Code	Title	Credits
Concentration Seminar 2		
FIN 822	Doctoral Concentration Seminar in Capital Markets	3
or MAR 832	Doctoral Concentration Seminar in Marketing Management	
or MGT 836	Doctoral Concentration Seminar in Strategic Management	

Code	Title	Credits
Dissertation Seminars		
DPS 890	Dissertation Seminar I	3
DPS 891	Dissertation Seminar II	3
DPS 892	Dissertation Seminar III	3
DPS 893	Dissertation Seminar IV	3

Faculty

Accounting - Full-Time Faculty

Arnold L. Berman, Professor; Emeritus; LL.M., New York University School of Law; CPA

Roberta J. Cable, Professor; Ph.D., Columbia University; CMA

Kam C. Chan, Distinguished Professor; Ernst and Young Scholar, PhD, University of South Carolina

Myojung Cho, Associate Professor; Ph.D., University of Maryland

Feiqi Huang Assistant Professor, Ph.D., Rutgers, The State University of New Jersey

Kwang-Hyun Chung, Professor; Ph.D., Baruch College, City University of New York

Bairj Donabedian, Associate Professor; Ph.D., Columbia University

Samir M. El-Gazzar, KPMG Professor of Accounting; Ph.D., Baruch College, City University of New York

Barbara R. Farrell, Professor; Ed.D., Columbia University; CPA

Patricia Healy, Associate Professor, Undergraduate Program Chair; M.B.A., Rutgers University; CPA, CMA

Rudolph A. Jacob, Professor, Graduate Program Chair; Ph.D., New York University

Picheng Lee, Professor; Ph.D., Rutgers University

Chunyan Li, Associate Professor; Ph.D., Rutgers University

Steven Mezzio, Clinical Associate Professor of Accounting; M.S., University of Miami; CPA, CIA

Susanne O'Callaghan, Professor, Anthony Pustorino Scholar; Ph.D., University of Cincinnati; CPA, CIA

Mary Ellen Oliverio, Professor Emeritus; Ph.D., Columbia University; CPA

Raymond Reisig, Assistant Professor; M.B.A., Pace University; CPA, CFE

Kaustav Sen, Professor; Ph.D., Rutgers University

Charles Y. Tang, Professor; Department Chair; Ph.D., Baruch College, City University of New York

Michael Ulinski, Assistant Professor; Emeritus; Ph.D., New York University; CPA

Ping Wang, Associate Professor; Ph.D., Baruch College, City University of New York

Robert P. Zwicker, Assistant Professor; Ed.D., University of Bridgeport; CPA

Finance and Economics - Full-Time Faculty

Niso Abuaf, Clinical Professor; Ph.D., University of Chicago

Marcus Braga Alves, Associate Professor; PH.D., University of Pittsburgh

Burcin Col, Associate Professor of Finance; Ph.D., McGill University

Ronald Filante, Associate Professor; Ph.D., Purdue University

Natalia Gershun, Associate Professor, Undergraduate Program Chair, New York City Campus; Ph.D., Columbia University

Elena Goldman, Professor; Ph.D., Rutgers, The State University of New Jersey

Aron Gottesman, Professor, Department Chair; Ph.D., York University

Iuliana Ismailescu, Associate Professor; Ph.D., University of Massachusetts

Padma Kadiyala, Professor; Ph.D., Ohio State University

Edmund Mantell, Professor; Ph.D., Wharton School, University of Pennsylvania

Matthew R. Morey, Professor, New York Stock Exchange Scholar; Ph.D., University of California at Irvine

Jouahn Nam, Associate Professor; Ph.D., Georgia State University

Joseph T. Salerno, Professor Emeritus; Ph.D., Rutgers University

Michael Szenberg, Professor Emeritus; Ph.D., City University of New York

P. V. Viswanath, Professor; Director, Global Portfolio Analysis Center; Graduate Program Chair; Ph.D., University of Chicago

Berry K. Wilson, Associate Professor Emeritus; Ph.D., New York University

Kevin J. Wynne, Professor, Academic Director, Masters in Finance for Professionals; Undergraduate Program Chair, Pleasantville Campus; Ph.D., Fordham University

Mingming Zhou, Associate Professor, Ph.D., Rensselaer Polytechnic Institute, USA

Legal Studies and Taxation - Full-Time Faculty

Walter G. Antognini, Associate Professor, Graduate Program Chair; J.D., LL.M., New York University; CPA; Chair, Lubin Faculty Council

Vincent R. Barrella, Professor, Department Chair; J.D., Fordham University; LL.M., New York University; CPA

Philip Cohen, Professor; LL.M., New York University Law School

Frank Collela, Clinical Assistant Professor; LL.M., New York University Law School

Mark Fichtenbaum, Clinical Assistant Professor; LL.M., New York University

Rosario J. Girasa, Distinguished Professor; JD, New York University; ML.A., Johns Hopkins University; Ph.D., Fordham University

Jessica Magaldi, Associate Professor; Director, Continuous Improvement, Associate Dept. Chair, New York City Campus; J.D., New York University

Robert S. Wiener, Associate Professor; J.D., New York University

Management and Management Science - Full-Time Faculty

Uzoamaka P. Anakwe, Associate Professor; Ph.D, Drexel University

Bruce Bachenheimer, Clinical Professor; Director, Entrepreneurship Lab; M.B.A., Australian Graduate School of Management

Daniel M. Baugher, Professor; Chair, Graduate Programs; Ph.D., Rutgers University

Narendra C. Bhandari, Professor Emeritus; Ph.D., University of Georgia

Vasanthakumar N. Bhat, Associate Professor Emeritus; Ph.D., Yale University

John C. Byrne, Professor Emeritus; Ph.D., Stevens Institute of Technology

E. Susanna Cahn, Professor; Director, Business Honors Program, Pleasantville Campus; Ph.D., Columbia University

John C. Carter, Professor; Ph.D., Columbia University

Andrew O. Coggins, Clinical Professor; Associate Director, Business Honors Program; Ph.D., Virginia Polytechnic Institute & State University

Robert Dennehy, Professor Emeritus; Ph.D., New York University

Pritta Dutta, Assistant Professor; Ph.D., Isenberg School of Management, University of Massachusetts Amherst

Alan B. Eisner, Professor Emeritus; Associate Dean & Director of Graduate Programs; Ph.D., New York University

Julia Eisenberg, Associate Professor; Ph.D., Rutgers University

Barry A. Gold, Associate Professor; Ph.D., Columbia University

Claudia G. Green, Professor; Director, Hospitality and Tourism Management Program; Ph.D., Virginia Tech

Alvin Hwang, Professor; Director, AACSB Accreditation and National Rankings; International Business and International Management Program Chair; Ph.D., University of California, Los Angeles

Eric H. Kessler, Distinguished Professor; Henry George Scholar; Ph.D., Rutgers University

Theresa K. Lant, Professor; Faculty Director, Arts and Entertainment Management Program; Ph.D., Stanford University

Christian N. Madu, Professor; Research Scholar; Ph.D., Baruch College, City University of New York

Patrick McGuigan, Clinical Professor; D.P.S., Pace University

Jeff Michael Rebudal, Clinical Assistant Professor; M.A., The American University

Joseph M. Pastore, Jr., Professor Emeritus; Ph.D., St. Louis University

Noushi Rahman, Professor; Ph.D., Baruch College, City University of New York

Chris Ramos, Clinical Associate Professor; Executive Director for Arts and Entertainment Management Program; M.P.A., Pace University

Anthony Rhine, Clinical Assoicate Professor; PH.D., Northcentral University

Katherine M. Richardson, Associate Professor; Ph.D., Baruch College, City University of New York

James W. Russell, Professor Emeritus; Ph.D., New York University

Peter Seldin, Distinguished Professor Emeritus; Ph.D., Fordham University

Fred N. Silverman, Professor Emeritus; Ph.D., Columbia University

Ibraiz Tarique, Professor; Department Chair, Director, Strategic Global Human Resource Management - MS Program; Ph.D., Rutgers University

Ellen Weisbord, Professor Emeritus; Academic Director, Executive MBA Program; Ph.D., City University of New York

Janice K. Winch, Associate Professor; Ph.D., Rutgers University

Marketing - Full-Time Faculty

Karen A. Berger, Professor; Associate Dean and Director of Undergraduate Programs; Ph.D., New York University

Larry Chiagouris, Professor; Ph.D., Bernard M. Baruch College, City of New York

Canan Corus, Associate Professor; Ph.D., Virginia Tech

Leigh Anne Donovan, Assistant Professor; Ph.D., University of Southern California

Deborah Fain, Clinical Assistant Professor; D.B.A., Boston University

Pradeep Gopalakrishna, Professor; Undergraduate Program Chair; Ph.D., University of North Texas

Lynn Kahle, Visiting Scholar, Professor; PH.D., University of Nebraska - Lincoln

Soyoung Kim, Assistant Professor; Ph.D., University of Alberta

Paul Kurnit, Clinical Professor; M.A., Queens College, City University of New York

Vishal Lala, Professor; Ph.D., Oklahoma State University

Mary M. Long, Professor; Department Program Chair; Ph.D., Baruch College, City University of New York

Chongyu Lu, Assistant Professor; Ph.D., University of Houston

Carl I. Malinowski, Associate Professor; Ph.D., City University of New York

Harvey B. Markovitz, Clinical Professor; M.S., New York University

Conrad Nankin, Clinical Assistant Professor of Marketing; M.B.A., Baruch College, City University of New York

Randi L. Priluck, Professor; Associate Dean, UG Programs; Ph.D., Drexel University

Ipshita Ray, Associate Professor; Graduate Program Chair; Ph.D., University of Connecticut, Storrs

Dennis M. Sandler, Professor; Ph.D., New York University

Martin T. Topol, Professor; Ph.D., City University of New York

Robert G. Vambery, Professor Emeritus; Ph.D., Columbia University

Kathryn F. Winsted, Associate Professor; Ph.D., University of Colorado, Bouer

Sands College of Performing Arts

Sands College of Performing Arts' mission is to foster a visionary and diverse community of dedicated practitioners, bold leaders, and inspirational changemakers. We cultivate individuality, equity, diversity, inclusion, and belonging. We nurture a community of courageous and empathetic artists. We are a community that is constantly reflecting, engaging, and taking action as we evolve as artists and world citizens.

Please visit our homepage for further information about us (https://www.pace.edu/dyson/departments/sands-college-of-performing-arts/about-us/).

Master of Fine Arts

Actors Studio Drama School - Acting, Directing, and Playwriting, MFA

Campus: NYC

Graduate Program Information
New York City Campus

The curriculum of this MFA program is designed and supervised in cooperation with the leadership of the Actors Studio. A three-year program with three track options, it provides common and specialized courses to meet the needs of actors, directors, and playwrights individually and in collaboration as a repertory group. In the first year, students are immersed in learning acting methodology and language, as well as training in their individual craft. In the second year, students are introduced to unique collaborative training that encompasses the three disciplines. In the third year, the three groups apply their knowledge and work together as an ensemble to create and perform in a professionally produced Repertory Season that is presented to the industry and the public. This program, moreover, offers workshops on auditioning, creating a strong resume, taking a great headshot, effective self-promotion, building industrial networks, and finding job opportunities.

Graduate Program Curriculum (Credits Vary per Track)
Year 1: Fall & Spring - An Actor Prepares

The program begins with Orientation Week, during which students are introduced to the communal world of the theater in an informal introduction by teachers to the program's philosophy, process and intentions. In these first classes, the students encounter another unique feature of the program: setting out on a side-by-side journey—as actors, directors and playwrights together—learning the common language that will enable them to collaborate productively, harmoniously, and seamlessly.

It is during this first week that the ensemble nature of the Actors Studio process will emerge.

Code	Title	Credits
Required Combined Courses: Actors, Directors, & Playwrights Together		
THR 501	Basic Technique 1	6
THR 503	Theater History 1	3
THR 505	Workshop 1	3
THR 502	Basic Technique 2	6
THR 504	Theater History 2	3
THR 506	Workshop 2	3
Required Individual Group Courses		
Select one of the following groups:		8-18
Actors		
THR 521	Voice and Speech 1.1	3
THR 531	Movement 1 - Improvisational Movement	3
THR 522	Voice and Speech 1.2	3
THR 532	Movement 2 - Improvisational Movement [1]	3
THR 523	General American Speech I	3
THR 524	General American Speech II	3
Directors		
THR 541	Preparing to Direct 1	4
THR 543	History of Directing 1	3

THR 545	Storytelling and the Use of Space 1	2
THR 542	Preparing to Direct 2	4
THR 544	History of Directing 2	3
THR 546	Storytelling and the Use of Space 2	2
Playwrights		
THR 551	Playwriting 1	4
THR 552	Playwriting 2	4
THR 545	Storytelling and the Use of Space 1	2
THR 546	Storytelling and the Use of Space 2	2
Optional Elective Courses by Group		
Select one of the following groups:		0-24
Actors		
THR 533	Movement 1 - West African Dance	3
THR 534	Movement 2 - West African Dance	3
Directors		
THR 521	Voice and Speech 1.1	3
THR 522	Voice and Speech 1.2	3
THR 531	Movement 1 - Improvisational Movement	3
THR 532	Movement 2 - Improvisational Movement	3
THR 533	Movement 1 - West African Dance	3
THR 534	Movement 2 - West African Dance	3
THR 523	General American Speech I [2]	3
THR 534	Movement 2 - West African Dance [2]	3
Playwrights		
THR 521	Voice and Speech 1.1	3
THR 522	Voice and Speech 1.2	3
THR 531	Movement 1 - Improvisational Movement	3
THR 532	Movement 2 - Improvisational Movement	3
THR 533	Movement 1 - West African Dance	3
THR 534	Movement 2 - West African Dance	3
THR 523	General American Speech I [3]	3
THR 524	General American Speech II [3]	3
Total Credits		**134-168**

[1]   For selected actors only.
[2]   For selected directors only.
[3]   For selected playwrights only.

Year 2: Fall & Spring - Building A Character

Armed with the technical fundamentals to be used for the rest of their educational and professional careers, students move from preparation of their instrument (themselves) to preparation of the role.

Code	Title	Credits
Required Combined Courses: Actors, Directors, & Playwrights Together		
THR 601	Scene Work 1	6
THR 603	Theater History 3	3
THR 602	Scene Work 2	6
Required Individual Group Courses		
Select one of the following groups:		12-26
Actors		
THR 621	Voice and Speech 2.1	3
THR 622	Voice and Speech 2.2	3
THR 635	Improvisational Movement 3	3

THR 636	Improvisational Movement 4	3
THR 623	General American Speech III [1]	3
THR 624	General American Speech IV [1]	3
Directors		
THR 661	Playwrights and Directors Unit 1	4
THR 662	Playwrights and Directors Unit 2	4
THR 641	Directing 1	8
THR 642	Directing 2	8
THR 681	Principles of Design - Creative Collaboration 1	3
THR 682	Principles of Design - Creative Collaboration 2	3
Playwrights		
THR 661	Playwrights and Directors Unit 1	4
THR 662	Playwrights and Directors Unit 2	4
THR 681	Principles of Design - Creative Collaboration 1	3
THR 682	Principles of Design - Creative Collaboration 2	3
THR 651	Playwriting 3	6
THR 652	Playwriting 4	6
Optional Elective Courses by Group		
Select one of the following groups:		0-24
Actors		
THR 633	Movement 3 Ballroom Dance	3
THR 634	Movement 4 Ballroom Dance	3
THR 681	Principles of Design - Creative Collaboration 1	3
THR 682	Principles of Design - Creative Collaboration 2	3
Directors		
THR 621	Voice and Speech 2.1	3
THR 622	Voice and Speech 2.2	3
THR 633	Movement 3 Ballroom Dance	3
THR 634	Movement 4 Ballroom Dance	3
THR 635	Improvisational Movement 3	3
THR 636	Improvisational Movement 4	3
THR 623	General American Speech III [2]	3
THR 624	General American Speech IV [2]	3
Playwrights		
THR 621	Voice and Speech 2.1	3
THR 622	Voice and Speech 2.2	3
THR 633	Movement 3 Ballroom Dance	3
THR 634	Movement 4 Ballroom Dance	3
THR 635	Improvisational Movement 3	3
THR 636	Improvisational Movement 4	3
THR 681	Principles of Design - Creative Collaboration 1	3
THR 682	Principles of Design - Creative Collaboration 2	3
THR 623	General American Speech III [3]	3
THR 624	General American Speech IV [3]	3
Total Credits		**167-205**

[1]   For selected actors only.
[2]   For selected directors only.
[3]   For selected playwrights only.

Year 3: Fall & Spring - Creating A Role

This year's focus is the formation of all the students into a repertory group. While continuing with their common and specialized courses, students will develop and collaborate on the dramatic material that will be presented: a weekly series of scenes, one-act plays, and if possible full-length plays, some written by program playwrights and all of them directed by program directors and acted by program actors.

Code	Title	Credits
Required Combined Courses: Actors, Directors, & Playwrights Together		
THR 701	Process Lab I	4
THR 702	Process Lab 2	4
Required Individual Group Courses		
Select one of the following groups:		14-32
Actors		
THR 703	Scene Work 3	4
THR 721	Voice and Speech 3.1	3
THR 711	Classics, Period and Style I	4
THR 735	Improvisational Movement 5	3
THR 704	Scene Work 4	4
THR 722	Voice and Speech 3.2	3
THR 712	Classics, Period and Style II	4
THR 736	Improvisational Movement 6	3
THR 707	Audition Techniques I	2
THR 708	Audition Techniques II	2
Directors		
THR 741	Directing 3	4
THR 783	Applied Stage Design 1	3
THR 742	Directing 4	4
THR 784	Applied Stage Design 2	3
Playwrights		
THR 751	Playwriting 5	4
THR 752	Playwriting 6	4
THR 761	Film and TV Writing Workshop I	4
THR 762	Film and TV Writing Workshop II	4
Optional Elective Courses by Group		
Select one of the following groups:		0-24
Actors		
THR 741	Directing 3	4
Directors		
THR 721	Voice and Speech 3.1	3
THR 711	Classics, Period and Style I	4
THR 735	Improvisational Movement 5	3
THR 722	Voice and Speech 3.2	3
THR 712	Classics, Period and Style II	4
THR 736	Improvisational Movement 6	3
THR 707	Audition Techniques I	2
THR 708	Audition Techniques II	2
Playwrights		
THR 721	Voice and Speech 3.1	3
THR 711	Classics, Period and Style I	4
THR 722	Voice and Speech 3.2	3
THR 712	Classics, Period and Style II	4
THR 736	Improvisational Movement 6	3
THR 707	Audition Techniques I	2
THR 708	Audition Techniques II	2

THR 741	Directing 3	4
Total Credits		**137-179**

Total Required Credits

Actors: 102-115
Directors: 107
Playwrights: 95

Optional Elective Credits

Actors: 0-19
Directors: 0-72
Playwrights: 0-79

Seidenberg School of Computer Science and Information Systems

Administration: Seidenberg School of CSIS

For up-to-date information about Seidenberg School administrative and advising staff, please visit the School's Contact page.

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 in Computer Science is accredited by the Computing Accreditation Commission (CAC) of ABET, Inc., www.abet.org (http://www.abet.org)

Pace University is a designated National Center of Academic Excellence (CAE) in Cyber Defense Education by the National Security Agency (NSA) and the Department of Homeland Security (DHS). The program is intended to reduce vulnerabilities in the national information infrastructure by promoting higher education in cybersecurity and producing a growing number of professionals with expertise in various cybersecurity and information assurance disciplines. When available, students attending CAE schools are eligible for scholarships and grants through the Department of Defense Information Assurance Scholarship Program (IASP) and the Federal Cyber Service Scholarship for Service Program (SFS).

Mission: Seidenberg School of Computer Science and Information Systems

The Seidenberg School of Computer Science and Information Systems aspires to innovative leadership in preparing men and women for meaningful work, lifelong learning and responsible participation in a new and dynamic information age. The school does this through a broad spectrum of educational programs on campuses in New York City and Westchester County, and at other locations with corporate partners from the local and global community.

The school has a unique role: it provides professional education in the computing disciplines, supporting education for programs in the other schools, general education for all students, and continuing education. Because change characterizes information technology, programs build upon a strong foundation in the arts and sciences, and emphasize competency in the theory and methodology of the computing disciplines. At the same time, programs are responsive to the rapid pace of technological development.

The school was founded in 1983 in creative response to the educational challenge and opportunity inherent in emerging disciplines, and is characterized by its core values:

- Excellent teaching that is informed by scholarship, professional practice and community service,
- The integration of theory and practice in teaching and scholarly activity,
- Currency in new technology and its application,
- Creative programs and partnerships with the local and global community,
- Attentiveness to professional and social responsibility.

The school values diversity and welcomes qualified students of various experiences and origins, whether regional, national, or international. It provides excellent service to students both within and outside the classroom. It uses the power of technology to offer broad opportunity to students and to enable them to achieve excellence. Throughout its programs and services, the Seidenberg School of Computer Science and Information Systems consistently recognizes that information technologies are tools for the empowerment of people.

Objectives of Seidenberg Programs

Consistent with the Pace tradition, the Seidenberg School seeks to integrate theory and practice in its programs and research. The design, development, analysis, application, and management of current computing 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 a diverse body of students through educational programs that develop skills, enhance individual and community effectiveness, extend knowledge, and enhance critical understanding. The educational process is undertaken with concern for the development of personal, professional, and social responsibility.

Graduate Degree Programs

Masters of Science Programs

Computer Science, MS

Campus: NYC, Westchester, Online

The Computer Science department of the Seidenberg School reviewed and revised the Master of Science in Computer Science in Fall 2011. Since then, the department has been offering a 30-credit program that has been both strengthened and updated.

The new rigorous curriculum is built on a core of algorithms and computing theory, Internet and web computing, grid and cloud computing, and database systems.

Whether you are looking to advance your career or change focus and keep ahead of the latest technologies, this master's program is your best choice. Students can choose to complete the Master of Science in Computer Science program online (https://online.pace.edu/graduate-programs/ms-in-computer-science/) or opt for an on-campus experience.

Bridge Course (4 Credits)

An entering student with limited or no previous background in the field of computer science or programming may be required to take four (4) credits of prerequisite bridge coursework. **A student with a baccalaureate in computer science should be able to waive this prerequisite. Bridge courses do NOT count toward the degree; grades earned however are computed into the student's QPA.

Code	Title	Credits
CS 505	Introduction to Computer Science with Java	4
Total Credits		**4**

Program Requirements

Code	Title	Credits
Program Requirements		
Required Course		
CS 604	Computer Systems and Concepts	3
CS 604 is required for students wh ose performance in the Computer Organization and Operating Systems courses is less than the grade of B as evidenced on their transcripts.		
Core Requirements (12 Credits)		
CS 608	Algorithms and Computing Theory	3
CS 610	Introduction to Parallel Computing	3
CS 612	Concepts and Structures in Internet Computing	3
CS 623	Database Management Systems	3
Electives (9 Credits)		
Students will choose individual courses from the current Computer Science academic schedule for a total of 9 CS credits, provided prerequisites are met. Students can take up to 1 non-CS graduate level Seidenberg or Lubin MBA Foundation courses as an elective, with approval of an Academic Advisor or the Department Chair.		
Capstone Project		
Select one of the following:		6
CS 691 & CS 692	Computer Science Capstone Project and Research Project	
CS 693 & CS 694	Thesis I and Thesis II	
Total Credits		30

[1]   Academic Advisers will help each student to select courses that have been approved by the department.

Computer Science Electives

Code	Title	Credits
CS 600	Independent Study in Graduate Computer Science	1-5
CS 607	Simulation and Computer Network Analysis	3
CS 611	Principles of Programming Languages	3
CS 613	Compiler Construction	3
CS 614	Logic and Formal Verification	3
CS 617	Game Programming	3
CS 619	Data Mining	3
CS 624	Application Development with .NET and Web Services	3
CS 627	Artificial Intelligence	3
CS 628	Automata and Computability	3
CS 629	Computer Graphics	3
CS 630	Intelligent Agents	3
CS 633	Data Communications and Networks	3
CS 634	Computer Networking and the Internet	3
CS 635	Topics in Telecommunications	3
CS 636	Optical Communications and Networks	3
CS 637	Wireless Communications	3
CS 639	Mobile Application Development	3
CS 640	Modern Telecommunications Networking	3
CS 641	Mobile Web Content and Development	3
CS 643	Mobile Innovations for Global Challenges	3
CS 644	Web Computing	3
CS 647	Game Model Design and Animation	3
CS 648	Unix/Linux Programming	3
CS 649	Advanced Video Game Programming	3
CS 650	Enterprise Computing	3
CS 651	Secure Distributed System Development	3
CS 652	Secure Web Application Development	3
CS 653	Cryptography and Computer Security	3
CS 654	Security in Computer Networking	3
CS 655	Pattern Recognition	3
CS 656	Introduction to Mainframe Computing	3

Cybersecurity, MS

Campus: NYC, Westchester, Online

Pace University's MS in Cybersecurity will train you for the tech workforce of the future, where you can join a growing set of highly skilled cyber warriors that serve and protect people and their data. In a world that is becoming more and more connected, the need for dedicated cybersecurity experts is growing every day. With a master's degree in Cybersecurity (https://www.pace.edu/seidenberg/cybersecurity/), you will be in the perfect position to join the ranks of security professionals who work to defend individuals, businesses, government, and not-for-profit organizations from hackers, phishing scams, data theft, and more. Students can choose to complete this program on-campus or online (https://online.pace.edu/graduate-programs/ms-in-cybersecurity/).

Code	Title	Credits
Bridge Courses		
CS 601C	Computational Statistics	
IS 612	Introduction to Coding	
IS 632	Business Data Communications	
or IS 656	Networks: Routing & Switching	
Core Requirements		
CYB 611	Introduction to Cybersecurity	3

CYB 613	Operating Systems Theory and Administration	3
CYB 621	Information Security Management	3
CYB 623	Network Security and Defense	3
CYB 625	Ethical Hacking and Penetration Testing	3
Concentration Electives		
See elective options below. (p. 170)		3-12
Capstone		
CYB 691	Cybersecurity Capstone Project	3
Total Credits:		**30**

Concentration Electives
General Concentration

Students should work with their academic advisor to select individual courses from the current academic schedule to take as electives, provided the prerequisites have been met. Students can also select electives to satisfy either one of the concentrations below.

Four Courses/12 Credits

Cyber Operation Concentration

Code	Title	Credits
IT 670	Mobile Forensics Investigation	3
CS 608	Algorithms and Computing Theory	3
CYB 633	Malware Analysis and Reverse Engineering	3
Elective Course		3
Total Credits		**12**

Cybersecurity Leadership Concentration

Code	Title	Credits
IS 642	Information Security Planning and Policy: NIST Standards	3
IS 643	Information Security Auditing and Risk Management:ISO Standards	3
IS 644	Business Continuity & Disaster	3
Elective Course		3
Total Credits		**12**

Data Science, MS

Campus: NYC, Westchester, Online

Pace University's Master of Science in Data Science teaches students how to apply data science methods to different fields of interest. As a student, you'll have the opportunity to conduct original research across a broad range of topics, working directly with expert faculty and industry professionals. You'll gain the skills needed to use analytical programming languages, data science tools and applications, and, importantly, you'll learn how to create knowledge from data. Knowledge based on facts is essential to successful decision-making in business, government, and even as individuals.

During your studies in the program, you'll become familiar with both the underlying theory and practical techniques necessary to succeed in data science. Moreover, you'll learn the ethical issues relevant to the design and execution of research studies. The program also integrates a research seminar so you will be aware of the latest advances in data science. Students can choose to complete the Master of Science in Data Science program online (https://online.pace.edu/graduate-programs/ms-in-data-science/) or opt for an on-campus experience.

Code	Title	Credits
Bridge Courses (Required if no previous background)		
CS 623	Database Management Systems	3
CS 661	Python Programming	3
Core Courses		
CS 660	Mathematical Foundations of Analytics	3
CS 673	Scalable Databases	3
CS 675	Introduction to Data Science	3
CS 619	Data Mining	3
CS 677	Machine Learning	3
CS 676	Algorithms for Data Science	3

Data Science Capstone Module

CS 667	Practical Data Science	3
CS 668	Analytics Capstone Project	3
Electives		
Choose two courses/6 credits with advising consultation		6
3 credits must be in Computer Science Courses		
Total Credits		**30**

Health Informatics, MS

Campus: Online

Be a part of the future of health care

The master's degree in Health Informatics (MSHI) is an exceptional interdisciplinary program situated at the intersection of healthcare, data, and technology designed for those currently working in healthcare, who have analytical roles outside of healthcare, and who may be looking to change careers.

The fully online program is asynchronous and is ideal for those working full time, having many responsibilities, or who have non-traditional schedules. The 30-credit program (10 three-credit courses) is aligned with the seven foundational domains of applied health informatics and can be completed in as little as five semesters. Each semester, students take one analytics class, taught through the Seidenberg School of Computer Science and Information Systems, and one course on health informatics administration, taught through the College of Health Professions. In their 5th semester, students are enrolled in a capstone course and will complete 120 hours of practical experience at a site of their choosing.

You'll be prepared to work at top institutions in the field, including Memorial Sloan Kettering, New York-Presbyterian, Columbia Medical Center, and New York University, as well as major pharmaceutical companies, including Pfizer, Regeneron, and Bayer, or health technology companies such as Twill, Quartet Health, and Noom.

Code	Title	Credits
Required Courses		**30**
HINF 610	Healthcare Environments and Delivery Systems	3
HINF 615	Ethics, Privacy, and Security	3
HINF 630	Clinical Systems A	3
HINF 635	Clinical Systems B	3
IS 638	Introduction to User Experience Design	3
IS 665	Introduction to Data Mining and Visualization	3
IS 669	Big Data and Information Systems	3
IS 692	Research Project Seminar	3
IT 605	Database Management Systems	3
Evidence-Based Practice & Research for Health Informatics [1]		3
Program Credit Total		**30**

[1]   Course subject pending approval.

Human Centered Design, MS

Campus: NYC, Westchester

Human-centered design exists at the intersection of computer science, information systems, cognitive science, and interaction design. That makes it the perfect program for creative students looking to dip into technology, and for tech lovers to learn about design. This brand new degree has been developed to offer the latest in theory, concepts, and best practices in the UX/IX landscape. With this degree, you will equip yourself with the skills and expertise to become a practitioner, researcher, and leader in the next generation of human-computer interfaces.

Code	Title	Credits
Foundation Courses		**18**
IS 638	Introduction to User Experience Design	3
CS 659	Introduction to Human Computer Interaction	3
IS 628	Research Methods for User Experience	3
CS 663	Human Factors and Usability Metrics	3
IS 630	Prototyping and User Experience	3
HCD 691	User Experience (UX) Capstone Project	3
or		

Code	Title	Credits
CS 665	Product Development Project	3

Code	Title	Credits
Development Concentration		**12**
CS 641	Mobile Web Content and Development	3
CS 639	Mobile Application Development	3
CS 643	Mobile Innovations for Global Challenges	3
IS 629	Programming User Interfaces	3
IS 612	Introduction to Coding	3
IS 623	Information Systems Design and Development	3
Design and Evaluation Concentration		**12**
IS 690E	Topic: Information Architecture	3
IS 627	Visual Design for Technology	3
IS 665	Introduction to Data Mining and Visualization	3
IS 617	Information Systems Principles	3
IS 676	Foundations of Social and Mobile Technologies	3
IS 687	Social and Collaborative Computing	3
IS 679	Cognitive Science and Technology	3

Code	Title	Credits
Total Program Credits		**30**

Information Systems, MS

Campus: NYC, Westchester

Global companies gain a competitive advantage through the methods they use to collect, process, transmit, and disseminate data and information. For now and the foreseeable future, the fastest-growing jobs in our economy come from the field of Information Systems. The skills, knowledge, and talents of IS personnel separate great companies from their competitors. A 30-credit Pace Master of Science in Information Systems prepares you to deliver these advantages. You'll benefit whether you are new to Information Systems or if you have an undergraduate degree in the field.

The program's foundation and core programs consist of offerings in systems design and development, project management, organizational structure, networks and telecommunications, and relevant topics associated with software, hardware, and telecommunications infrastructure.

After completion of foundation and core coursework, you will select a 9-credit knowledge area of specialization in either Database Management, Data Science, Business Intelligence, User Experience, Telecommunications Management, Health Information Systems, and Security and Information Assurance. The program culminates in a capstone project that integrates all you have learned while pursuing your degree.

Code	Title	Credits
Foundation Courses [1]		
IS 612	Introduction to Coding	3
IS 613	Database Management Systems	3
IS 617	Information Systems Principles	3
IS 623	Information Systems Design and Development	3
IS 632	Business Data Communications	3
IS 692	Research Project Seminar	3
Concentrations and Electives		
Select one of the following concentrations:		9
Database Management (p. 173)		
Data Science Concentration (p. 173)		
Business Intelligence Concentration (p. 174)		
User Experience Concentration (p. 174)		
Telecommunications Management Concentration (p. 174)		
Health Information Systems Concentration (p. 174)		
Security and Information Assurance Concentration (p. 174)		

[1]   Courses for students who have limited or no previous background in the field of information systems or computing. These courses are required unless specifically waived by the Department Chair or Academic Advisor.

Database Management Concentration

Code	Title	Credits

IS 664	Database Programming	3
IS 667	Database Design and Development of Web Applications	3
IS 669	Big Data and Information Systems	3

Data Science Concentration

Code	Title	Credits
IS 680	Data Science I: Introduction to Data Science and Visualization	3
IS 682	Data Science II: Data Mining Algorithms and Applications	3
IS 684	Web Mining	3
IS 678	Location Analytics and Web GIS	3
IS 669	Big Data and Information Systems	3

Business Intelligence Concentration

Code	Title	Credits
IS 637	Information Systems Project and Change Management	3
IS 675	Customer Relationship Management: Process and Technologies	3
IS 664	Database Programming	3
IS 678	Location Analytics and Web GIS	3

User Experience Concentration

Code	Title	Credits
Select three of the following:		9
IS 638	Introduction to User Experience Design	
IS 690E	Topic: Information Architecture	
IS 628	Research Methods for User Experience	
IS 627	Visual Design for Technology	

Telecommunications Management Concentration

Code	Title	Credits
Select three of the following:		9
IS 635	Distributed Information Systems	
IS 650	Telecommunications Management	
IS 652	Telecommunications Policy and Environment	
IS 654	Cases in Telecommunication Systems	
IS 656	Networks: Routing & Switching	

Health Information Systems Concentration

Code	Title	Credits
Public Administration Courses		
PAA 665	Seminar in Health Services Management	3
Select one of the following:		3
PAA 602	Organization Theory and Management	
PAA 604	Budgeting and Financial Analysis	
PAA 650	The United States Health Care System	
PAA 652	Health Policy Studies	
PAA 661	Hospital and Health Services Administration	
PAA 662	Health Planning	
PAA 666	Health Care Economics	
Information Systems Course		
Select one of the following:		3
IS 637	Information Systems Project and Change Management	
IS 665	Introduction to Data Mining and Visualization	
IS 668	Foundation of Geographic Information Systems	
IS 672	Healthcare Innovation and Technology: Industry Trends, Challenges and Opportunities	
IS 674	Digital Health Technologies	

Security and Information Assurance Concentration

Prerequisite: Please discuss with your advisor which course(s) are required.

Code	Title	Credits
Select three of the following:		9
IT 603	Overview of Information Security	
IS 641	Information Security and Controls	
IT 660	Network Security	
IT 662	Web and Internet Security	
IT 664	Computer and Internet Forensics	

Recommended Electives (15-30 credits)*

Code	Title	Credits
IS 620	Information Systems and Organizational Strategy	3
IS 631	Operating Systems Principles	3
IS 639	Information Systems Planning and Policy	3
IS 647	Legal Issues in Information Systems	3
IS 648	Cyber and Professional Ethics	3
IS 662	Issues in Information Systems	3
IS 665	Introduction to Data Mining and Visualization	3
IS 668	Foundation of Geographic Information Systems	3
IS 671	Strategies for e-Commerce Technologies	3
IS 673	Managerial Issues in Information Systems	3
IS 676	Foundations of Social and Mobile Technologies	3
*Students can take up to 2 non-IS graduate-level Seidenberg or Lubin MBA Foundation courses asElective courses, with approval of Academic Advisor or Department Chair.		

Total Credits: 30

Information Technology, MS

Campus: Online

As the Internet continues to impact business and society globally, the demand for professionals with the ability to understand, develop, and apply Internet technology will continue to grow. A 30 credit Pace Master of Science in Information Technology online degree (https://online.pace.edu/graduate-programs/ms-information-technology/) gives you the skills and knowledge to lead businesses as they face dynamic challenges.

A highly accessible and supportive faculty enthusiastically share their expertise with you in Java Enterprise Edition technology, Web server technology, e-commerce technology, cyber/Web security, and many other areas.

After fulfilling core requirements, you will embark on a curriculum that requires a concentration in Cybersecurity, and then complete a 3-credit capstone project.

Entering students need not hold an undergraduate degree in a computer-related discipline or have experience in the concentration. You will complete your degree completely online.

Code	Title	Credits
Core Requirements (9 Credits)		
Required:		
IS 612	Introduction to Coding	3
IT 603	Overview of Information Security	3
Select 2 from the following courses:		
IT 605	Database Management Systems	3
IT 607	Systems Development and Project Management	3
IT 610	Web Development with Contents Management Systems	3
Total Credits		**15**

Concentrations
Cyber Security Concentration (12 Credits)

Code	Title	Credits
Required Course		
IT 603	Overview of Information Security	3
Concentration Courses		
IT 660	Network Security	3
IT 662	Web and Internet Security	3
IT 664	Computer and Internet Forensics	3
IT 666	Information Security Management	3
IT 670	Mobile Forensics Investigation	3
Electives		
Students should consult with t heir Academic Advisor when choosing individual courses from the current academic schedule to fulfill elective credits. Courses can be chose n provided the prerequisites are met.		
Capstone Project		
IT 691	Capstone Project	3

- Students may take IT electives or any Seidenberg graduate course or graduate Lubin MBA/MGT/MAR course for which they have completed any prerequisite course and obtained the department chair's approval.

Network Administration Concentration (12 Credits)

Code	Title	Credits
IS 650	Telecommunications Management	3
IS 656	Networks: Routing & Switching	0-3
IT 640	Introduction to Cloud Computing Technology	3
IT 660	Network Security	3

Software Development & Engineering, MS

Campus: NYC, Westchester, Online

This program is one of the very few graduate programs in Software Development and Engineering in the entire New York City area, and it can be completed on-campus or online (https://online.pace.edu/graduate-programs/ms-in-software-development-engineering/). This 36-credit advanced program provides you with the opportunity to focus on the application of engineering principles to the development process and is distinguished by a rigorous, in-depth study of the problems of managing, designing, developing, delivering, and maintaining large software systems.

Students completing the MS in Software Development and Engineering program will be prepared to sit for the exam leading to the Certified Software Development Associate (CSDA) credential developed by the Computing Society of the IEEE, the world's leading organization of computing professionals. Students who successfully pass this exam will enter the field, or continue their careers, with both an impressive degree and a highly coveted certification; a powerful combination for professional advancement.

All incoming students are required to have an undergraduate or graduate degree in computer science or related experience.

Although competency in programming is required for admission into the program, any student lacking knowledge of the objectoriented paradigm will be required to take SE 602 Fundamental Computer Science I with Java. Credits taken for the preparatory course do not count toward the degree. However, the grade earned is computed into the student's GPA.

Code	Title	Credits
Preparatory Courses		
SE 602	Fundamental Computer Science I with Java	(4)
Core Requirements		
SE 616	Introduction to Software Engineering	4
SE 673	Software Design Methodologies	4
SE 675	Requirements Engineering	3
SE 677	Software Reliability & Quality Assurance	3
SE 679	Contemporary Software Engineering Theory and Practice	4
Recommended Electives		

Select 12 credits of the following:		12
Software Engineering Electives		
SE 700	Independent Study in Software Engineering	
SE 741	Formal Software Development	
SE 765	Distributed Software Development	
SE 770	Software Risk Management	
Other Electives		
IS 637	Information Systems Project and Change Management	
IS 639	Information Systems Planning and Policy	
CS 639	Mobile Application Development	
CS 653	Cryptography and Computer Security	
IT 660	Network Security	
IT 662	Web and Internet Security	
Capstone		
Select six credits from the following options:		6
Option 1		
SE 000	SE-Advanced Elective	
SE 785	Software Engineering Studio	
Option 2		
SE 701	Software Development Thesis I	
SE 702	Software Development Thesis II	
Option 3		
SE 000	SE-Advanced Elective	
IEEE 000	IEEE Certification [1]	
Total Credits		**36**

[1]   IEEE Certification is equivalent to 3 credits of graduate-level coursework.

Telecommunications Systems and Networks, MS

Campus: NYC, Westchester

In an increasingly interconnected world, telecommunications professionals need both a strong foundation and the skills and knowledge to foster innovation. No program provides a greater understanding of the field of telecommunications than the 36-credit Pace Master of Science in Telecommunications Systems and Networks.

Specifically designed to offer students a comprehensive and multifaceted education in computer networking and telecommunications, this curriculum covers all the significant aspects including technology, management, and policy. It emphasizes current and emerging Internet-related technologies and applications. The broad nature of the program is ideal for those who wish to enter the field of telecommunications, or current professionals looking for that edge to stay ahead in this ever-changing industry.

Bridge Courses (0-9 Credits)

An entering student with limited or no previous background in the field of computer science or programming may be required to take up to 9 credits of prerequisite bridge coursework. A student with a baccalaureate in computer science should be able to waive these prerequisites. For others, some or all of the following courses may be required. Bridge courses do not count toward total required credits.

Code	Title	Credits
CS 502	Fundamentals Computer Science I using Java	3
CS 504	Fundamentals Computer Science II using Java	3
CS 506	Computer Systems and Concepts	3

Program Requirements (36 Credits)

Code	Title	Credits
Core Requirements		
CS 607	Simulation and Computer Network Analysis	3

CS 633	Data Communications and Networks	3
CS 634	Computer Networking and the Internet	3
CS 636	Optical Communications and Networks	3
CS 637	Wireless Communications	3
CS 654	Security in Computer Networking	3
IS 650	Telecommunications Management	3
IS 652	Telecommunications Policy and Environment	3
IS 654	Cases in Telecommunication Systems	3
Recommended Electives		
Select nine credits of the following: [1]		9
CS 600	Independent Study in Graduate Computer Science	
CS 612	Concepts and Structures in Internet Computing	
CS 642	Network Programming and Distributed Applications	
CS 644	Web Computing	
CS 653	Cryptography and Computer Security	
IS 617	Information Systems Principles	
IS 623	Information Systems Design and Development	
IS 635	Distributed Information Systems	
IS 641	Information Security and Controls	
Total Credits		**36**

[1]   Electives may be selected from both the Computer Science (CS) and the Information Systems (IS) offerings. Students are advised to note the prerequisite requirements for particular electives, and to contact their adviser with any questions concerning appropriate electives.

Doctoral Programs

Computer Science, PHD

Campus: Westchester

The PhD in Computer Science (https://www.pace.edu/seidenberg/computer-science-phd/) is a small and selective program at Pace University that aims to cultivate advanced computing research scholars and professionals who will excel in both industry and academia. During the program, you will work closely with faculty experts to conduct original research that will contribute to your chosen field. The program is aligned with the University's central mission to create thinking professionals who are highly sought after as innovators and successful leaders, and who will have a positive impact in the world.

Research areas include artificial intelligence, robotics, machine learning, cybersecurity, data science, healthcare technology, biometrics, business process modeling, and educational approaches using emerging computing technologies.

Code	Title	Credits
Advanced Requirements		
CS 801	Advanced Algorithms	4
CS 812	Advanced Concepts and Structures in Internet Computing	4
CS 816	Introduction to Big Data Analytics	4
CS 827	Advanced Artificial Intelligence	4
CS 837	Quantum Computing	4
CS 840	AdvanceAd Computer Vision	4
CS 855	Pattern Recognition and Machine Learning	4
CS 800	PhD Dissertation	2
Research Seminars		
CS 802	Research Seminar	2
CS 802	Research Seminar	2
CS 804	Independent Research	4

CS 804	Independent Research	4
Dissertation		
CS 806	Dissertation Preparation	4
CS 806	Dissertation Preparation	4
CS 806	Dissertation Preparation	4
CS 806	Dissertation Preparation	4
MM 803	Maintain Matriculation-CS PhD	0
Total Credits:		**44**

QUALIFYING EXAM REQUIREMENT

Each student needs to pass three qualifying exams, and one of them should be in the area in which the student will write the dissertation. The student may take the qualifying exam embedded in a course without taking the course. If a student fails in a qualifying exam, he/she must retake it. If a student fails in a qualifying exam twice, he/she must leave the program. All qualifying exams must be passed by the end of the second year.

Graduate Certificate Programs

Software Development and Engineering Certificate

Campus: Online

The need continues for software developers who are knowledgeable and well prepared to meet the challenges of modern software development. Those unable to complete a full graduate program in software development and engineering may wish to elect the Advanced Certificate in Software Development and Engineering. The Computer Science Department has designed a four-course sequence to teach students the fundamentals of the software development and engineering process.

Certificate Requirements

Code	Title	Credits
Course Requirements		
SE 673	Software Design Methodologies	4
SE 675	Requirements Engineering	3
SE 677	Software Reliability & Quality Assurance	3
SE 000	Software Engineering-Two Electives	3
Total Credits		**13**

For those students with advanced preparation, other courses from the MS program may be substituted with the permission of the chair. Any student who wishes to pursue an MS in Software Development and Engineering after completing the certificate requirements will be sufficiently prepared to matriculate in the program, provided all other admission requirements are satisfied.

Gainful Employment Disclosure for students in an approved non-degree certificate program.

School of Education

General Information

Administration

Tresmaine Grimes, PhD, Dean, Dyson College of Arts and Sciences and School of Education

Brian Evans, EdD, Associate Dean and Professor

Francine Falk-Ross, PhD, NYC Department Chair and Professor

Shobana Musti, PhD, Westchester Department Chair and Professor

Erika Altolaguirre, Executive Director, Administration and Accreditation

Desiree Narciso, Director of Marketing and Communications

Linda Guyette, Director for Certification Services

Ann Marie McGlynn, Director, Centralized Advisement

Joanna Lockspeiser, Academic Advisor, NYC

Altagracia Ramirez, Academic Advisor, NYC

Jennifer Argenta, Director of School Partnerships, Westchester

Jill Weinberg, Director of School Partnerships, NYC

Hayden Garrabrant, School Partnership Coordinator, NYC

Cassandra Hyacinthe, Alternative Certification Program Officer, NYC

Elizabeth Luongo, Senior Staff Associate

Accreditation and Affiliations

All Pace School of Education teacher certification programs are registered with and approved by the New York State Education Department. Pace University School of Education is a proud member of the Association for Advancing Quality in Educator Preparation (AAQEP). AAQEP is an accreditation organization for educator preparation programs founded in 2017 to promote the preparation of effective educators by way of innovative, outcomes-focused programs that engage education's toughest challenges, directly and in context. AAQEP's comprehensive standards for educator preparation examine and verify an institution's performance and level of excellence in program practices. Pace University is also Middle States Accredited.

Vision Statement: Making Education Public

The more we discuss education publicly, the better opportunities our schools can create for our children. Education and opportunity are inherently intertwined. We believe that our public schools directly shape our society for generations to come. An inclusive society demands inclusive public schools. At Pace University, we prepare inclusive teachers to systematically honor the unique learning needs of every child, the unique gifts of every community, and the unique potential of education to transform a family's future. And it all starts with making education public.

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
- 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 provide 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 reflect on their own learning processes.

The School of Education is charged with the responsibility of preparing educators who will embrace and promote teaching and learning as lifelong priorities. Through the work of our faculty and graduates, equipped with sound and rigorous knowledge, skills, dispositions, and a rich practice base, we can prepare professional educators who exemplify these themes.

School-Based Experiences: Fieldwork and Student Teaching

The Pace School of Education provides candidates with intensive school-based experiences for candidates through school partnerships. Structured field experiences are linked to every course in a program of study. Student teaching is a semester-long, full-time teaching experience.

Coursework links directly to these field experiences through readings, assignments, and class discussions; and teaching faculty and clinical faculty work together to help candidates apply the theories of learning and teaching to school practice. During the student teaching experience, a Pace clinical supervisor is assigned to each candidate. Clinical supervisors are members of the Pace University faculty or adjunct professors who have been assigned to observe, assess, and confer with the student teacher candidate and mentor teacher. The supervisor provides written and verbal feedback to the student teacher candidate.

Teaching faculty assign experiences for candidates to complete in fieldwork, student teaching, and design rubrics and checklists that the clinical faculty use to assess the candidates' knowledge, skills, and dispositions.

School of Education Facilities

The School of Education occupies Buchsbaum House on the Pleasantville campus, as well as the 11th floor at 161 William Street on the New York City campus.

Both campuses contain staff, faculty, and department offices, a video conferencing room, classroom, and resource materials for lesson plan preparation.

Academic Standing Regulations

Academic standing regulations*

Professional Behaviors and Dispositions

As a school preparing future educators, we have specific expectations for the professional dispositions and behaviors exhibited by our teaching candidates both in and out of the classroom. In addition to consistently meeting our academic standards, we require all of our teaching candidates to meet the professional standards outlined below in order to be admitted to the School of Education and to remain in good standing. We believe that these standards are essential to good teaching, and work to promote them in ourselves as well as our candidates. The professional standards are as follows:

- Teacher candidates must exhibit a respect for the opinions and feelings of others, and value diversity of thoughts and ideas.
- Teacher candidates must take responsibility for their own actions, and recognize the value of intrinsic motivation for themselves and others.
- Teacher candidates must commit to the creation of a positive learning environment for themselves and those around them.
- Teacher candidates must be thoughtful and responsive communicators, both in speaking and listening roles.
- Teacher candidates must exhibit promptness, consistent attendance and follow-through in relation to School of Education and field-work requirements and procedures.
- Teacher candidates must exhibit an openness and receptivity to constructive criticism and feedback.

- Teacher candidates must use discretion, and respect the confidentiality of their peers, as well as any children with whom they might be working.

- Teacher candidates must present themselves in ways that positively reflect Pace University and the School of Education, and that are consistent with the School's commitment to social justice and caring classrooms.

Due to the responsibility with which teachers are entrusted, we believe 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.
2. **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.
3. **Success with the NYSTCE is defined by the scores established by New York State on the following exams:**
   - Educating All Students Test (EAS)
   - Content Specialty Test (CST) in the certificate field(s).

Grading Policy For MA in Higher Education Administration and Student Affairs

Students in the MA in Higher Education Administration and Student Affairs (HEASA) program must maintain an overall GPA of 3.0 throughout the duration of their studies. Students who drop below 3.0 will be placed on probation and will have one semester to raise their GPA. If the GPA is not above 3.0 after the probation semester, the student will be dismissed from the program with the option of an appeal. All appeals will be reviewed by the Program Director. Accepted appeals will allow the student another semester to raise their GPA. Rejected appeals will result in final dismissal from the program.

* For further information, and the most up to date academic standards, please visit the School of Education graduate policy webpage. **(**https://www.pace.edu/school-of-education/life-soe/graduate-academic-policies/**)**

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, University probation and dismissal policies apply. Upon admission to the School of Education the following probation policy applies; candidates will be placed on probation when:

- The candidate's overall QPA falls below 3.0.
- The candidate receives a grade below "B" in any education course.

In the first semester that a candidate is placed on academic warning, he or she is required to meet with an adviser to develop an Action Plan to return to good standing. Probationary status may include restrictions on the type or number of courses that the candidate will be allowed to register for, and/or referral to the Center for Academic Excellence, or other support centers, for academic skill development. A candidate may also be required to retake courses. At the end of the academic warning period, the candidate must either achieve the academic requirements or show significant academic improvement in order to continue in the School of Education.

If students at the candidate level fail to achieve the required QPA or grades after the academic warning period, they may not continue in the School of Education. Candidates may appeal their dismissal from the School of Education by sending a written appeal to the Associate Dean of the School of Education no later than two weeks from the receipt of written notification of removal from the School of Education. Students may not continue in the School of Education if they fail to meet the academic requirements for more than two semesters (consecutive or nonconsecutive).

Advisement

Academic advisement concerning programs of study, courses, and relationship of graduate work to career goals is available to all candidates. Upon admission, all candidates are assigned a faculty advisor. It is strongly recommended that candidates meet with their assigned faculty advisor prior to registration. Candidates who progress through the program without the advice of a faculty advisor run the risk of delaying their program completion.

Career Services

At Pace, your academic learning is integrated with real-world experience through internships and case studies. Pace's relationships with the schools in the region bring you unparalleled opportunities to work in diverse educational settings.

Pace University's Office of Career Services offers a comprehensive array of services at no cost to students. Professional career counselors will help you define your goals, plot a career change, or develop job search strategies and interview skills. And these benefits are for life—alumni are always welcome to come back to Pace for personalized career assistance. Services include:

- Job-search databases and access to online job postings
- Hundreds of alumni career advisers and an instant network of great contacts
- Interviewing workshops
- Credential files
- Campus recruiting programs and career fairs
- Job referrals

For further information, and the most up to date academic standards, please visit the School of Education graduate policy webpage. **(**https://www.pace.edu/school-of-education/life-soe/graduate-academic-policies/**)**

Student Organizations
PI LAMBDA THETA

Pi Lambda Theta (PLT) is an International Honor and Professional Association in Education. Its purpose is to recognize individuals with superior scholastic achievement and a high potential for professional leadership and to stimulate independent thinking educators who can ask critical questions to improve educational decision making. Members of PLT must have a minimum QPA of 3.5 and are either seniors or graduate students obtaining a degree in education.

KAPPA DELTA PI

KDP is an international honor society dedicated to building a community of educators committed to scholarship and excellence in education. Members value, and have pledged to cultivate and recognize, scholarly work and excellent practice in their locales. Pace University's chapter seeks to make a difference in our immediate neighborhood as members contribute their time and talents to programs they develop together. Through planning and directing educational and fundraising events, members experience professional growth and explore what it means to be a leader.

State Certification Options

Pace University graduate programs lead to two different levels of New York State teaching certificates, the Initial certificate and the Professional certificate. The academic requirements for the Initial Certificate are met through all Pace teacher preparation programs. To continue to teach in New York, a student must ultimately obtain a Professional certificate.

Additional information regarding New York State Teaching Certificates, including time limits and specific criteria, can be obtained at www.nysed.gov (http://www.nysed.gov). For information on certificate requirements in another state, students should contact the teacher certification bureau for that

state. Pace programs meet the academic requirements for certification in most other states, especially those states that are, like New York, members of the Interstate Certification Compact.

Additional teaching certificates and extensions allow the holder of a certificate to teach an additional student population, grade, or subject. Each certificate or extension requires additional coursework, field-based experiences, and/or certification examination(s). Within Pace University programs, students can become eligible for the following specialty certificates and extensions:

- Bilingual Education Extension
- TESOL Education Extension
- Literacy Specialist Advanced Certificate
- Middle School Education Extension to Grades 5-6
- Middle School Education Extension to Grades 7-9
- Adolescent Special Education Advanced Certificate
- Childhood Special Education Advanced Certificate
- Early Childhood Extension

Please discuss additional certificates and extensions with your adviser or the Director of Certification Services.

New York State requires that candidates for all teaching certificates successfully complete New York State Teacher Certification Examinations (NYSTCE).

New York State Certification Examinations

Candidates will be required to pass the following exams for Initial certification:

- the Educating All Students Test (EAS), and
- the Content Specialty Test (CST) for each certificate area sought.

Pace University integrates information about, and preparation for, these examinations throughout each of our programs, and has a variety of resources available on the School of Education certification website (https://www.pace.edu/school-of-education/certification/). Students seeking certification in other states are required to pass examinations specified by that state. Information is also available on each state's education department website.

Graduate Degree Programs

Masters of Science in Education (MSEd)

Educational Leadership-School District Business Leader, MSEd

Campus: Online

About

The ever-changing demands on our public schools require administrative leaders who can successfully manage the vital business functions for success and sustainability. The Pace University School District Business Leader online program prepares flexible, visionary and reflective school business leaders with the skills necessary to create and sustain financial and operational functions within a school district to help ensure the quality of learning for all students. Instruction is online and participants will work with a cohort of peers within a professional network.

This 36-credit program will lead to a master's degree in Educational leadership, specializing in School District Business Leadership. This program consists of a five-semester program (two academic years and a summer) and includes a 600-hour internship (six credits of the program). Candidates will be required to successfully complete the required New York State Certification Examination for School District Business Leader to earn State certification.

For

Professionals who hold a master's degree (in education, business or other fields) and want to help shape public education by taking on non-instructional leadership positions to successfully manager public schools' various business functions.

How You Learn

The online program was developed by the School of Education faculty at Pace University and is offered in partnership with the Putnam/Northern Westchester BOCES Center for Educational Leadership. The MSEd in Educational Leadership-School District Business Leader program, which is offered online, requires active involvement and provides ongoing feedback to support student learning and skill development. There are multiple opportunities for group interaction through weekly synchronous sessions. Students will be part of an online learning community who shares similar interests and career goals.

Career Outcomes

The role of a School District Business Leader is becoming increasingly important in a new era of unprecedented public scrutiny and calls for accountability in the management of our schools and the resources to educate our youth. Both tracks of this program will prepare candidates and graduates for the challenges and requirements for New York State certification as a School District Business Leader. Career possibilities include roles in certificated positions such as Assistant Superintendent for Business.

Schedule and Tuition

A new cohort of the School District Business Leader Program begins each Fall. Degree coursework will be completed over two years, in Fall, Spring, and Summer sessions. The Internship component, EEL 696 Internship and Seminar in Educational Administration, will be taken at 1.5 credits over four (four) semesters. Please consult the program coordinator or the School of Education Web site for more detailed information.

For more information about admission requirements, tuition, and the program schedule, please contact Thomas P. Higgins Jr., EdD, Educational Leadership Program Coordinator in Westchester, at (914) 773-3780 or thiggins@pace.edu

Course	Title	Credits
Year 1		
Fall		
EEL 612	Strategic Planning for Educational Leaders	3
EEL 607	Educational Budgeting	3
	Credits	**6**
Spring		
EEL 600	Community and Inclusive School Leadership	3
EEL 602	Technology, Data Management and Analysis for Educational Leader	3
EEL 696	Internship and Seminar in Educational Administration	1.5-6
	Credits	**7.5-12**
Summer		
EEL 601	Educational Law and School Leadership	3
EEL 696	Internship and Seminar in Educational Administration	1.5-6

EEL 673	Facilities Planning	0
EEL 674	Labor Relations	3
	Credits	**7.5-12**
Year 2		
Fall		
EEL 605	Management of the Inclusive Setting	3
EEL 606	Educational Accounting	3
EEL 696	Internship and Seminar in Educational Administration	1.5-6
	Credits	**7.5-12**
Spring		
EEL 609	Finance Law	3
EEL 610	School District Leadership in Inclusive Settings	3
EEL 696	Internship and Seminar in Educational Administration	1.5-6
	Credits	**7.5-12**
	Total Credits	**36**

Educational Leadership-School District Business Leader, MSEd & Master's in Public Administration (MPA)

Campus: Online

About

The ever-changing demands on our public schools require administrative leaders who can successfully manage the vital business functions for success and sustainability. The Pace University School District Business Leader online program prepares flexible, visionary and reflective school business leaders with the skills necessary to create and sustain financial and operational functions within a school district to help ensure the quality of learning for all students. Instruction is online and participants will work with a cohort of peers within a professional network.

For

The **MSEd in Educational Leadership-School District Business Leader & Masters in Public Administration** degree track is for professionals who want to help shape public education by taking on non-instructional leadership positions to successfully manage public schools' various business functions. Candidates who do not currently hold a master's degree will be required to take this 60-credit track to earn an MSEd in Educational Leadership and an MPA in Public Administration, with both degrees awarded at the end of the program. The degree coursework, together with a 600-hour internship and successful completion of the required New York State certification exam, will qualify successful candidates for New York State certification as a School District Business Leader.

How You Learn

The online program was developed by the School of Education faculty at Pace University and is offered in partnership with the Putnam/Northern Westchester BOCES Center for Educational Leadership. The **MSEd in Educational Leadership-School District Business Leader & Masters in Public Administration** program, which is offered online, requires active involvement and provides ongoing feedback to support student learning and skill development. There are multiple opportunities for group interaction through weekly synchronous sessions. Students will be part of an online learning community who shares similar interests and career goals.

Career Outcomes

The role of a School District Business Leader is becoming increasingly important in a new era of unprecedented public scrutiny and calls for accountability in the management of our schools and the resources to educate our youth. Both tracks of this program will prepare graduates for New York State certification as a School District Business Leader. Career possibilities include roles in certificated positions such as Assistant Superintendent for Business.

Schedule and Tuition

For more information about admission requirements, tuition, and the program schedule, please contact Thomas P. Higgins Jr., EdD, Educational Leadership Program Coordinator in Westchester, at (914) 773-3780 or thiggins@pace.edu

MPA Coursework

Code	Title	Credits
Required Coursework		
PAA 601	Public Administration and its Environment	3
PAA 603	Economics of Government, Health Care and Nonprofit Entities	3

PAA 606	Research Design for Administrators	3
PAA 699	Capstone Project Seminar	3
Tracks		
Select one of the following:		12
Government Track		
Non-Profit Track		
Total Credits		**24**

Government Track

Code	Title	Credits
PAA 630	Intergovernmental Relations	1-3
PAA 641	Municipal Management	3
PAA 632	Policy Studies	3
PAA 644	Seminar in Government Management	3

Non-Profit Track

Code	Title	Credits
PAA 670	The Not-for-Profit Sector	3
PAA 671	Law and Board Governance for Not-for-Profit Managers	3
PAA 673	Financial Resource Development for Not-for-Profits	3
PAA 681	Advanced Seminar for Not-for-Profit Management Issues	3

MSEd-School District Business Leader Program

Course	Title	Credits
Year 1		
Fall		
EEL 612	Strategic Planning for Educational Leaders	3
EEL 607	Educational Budgeting	3
	Credits	**6**
Spring		
EEL 600	Community and Inclusive School Leadership	3
EEL 602	Technology, Data Management and Analysis for Educational Leader	3
EEL 696	Internship and Seminar in Educational Administration	1.5-6
	Credits	**7.5-12**
Summer		
EEL 601	Educational Law and School Leadership	3
EEL 696	Internship and Seminar in Educational Administration	1.5-6
EEL 673	Facilities Planning	0
EEL 674	Labor Relations	3
	Credits	**7.5-12**
Year 2		
Fall		
EEL 606	Educational Accounting	3
EEL 605	Management of the Inclusive Setting	3
EEL 696	Internship and Seminar in Educational Administration	1.5-6
	Credits	**7.5-12**
Spring		
EEL 609	Finance Law	3
EEL 610	School District Leadership in Inclusive Settings	3
EEL 696	Internship and Seminar in Educational Administration	1.5-6
	Credits	**7.5-12**
	Total Credits	**36**

Literacy Specialist and Special Education (Adolescent Track), MSEd

The Dual Certification for Literacy and Special Education offered on the New York and Pleasantville campuses provides a program of teacher education to students in the fields of both content area literacy and special education. Classes are offered in Research, Differentiated Teaching Methods, Diagnosis and Assessment, Technological Integration, Writing and Media Production, and Literature. The 39-credit degree permits students to develop a solid level of competence in the field, grounded in teaching a diverse population of students with ranges in achievement competencies. Classes will be offered through face-to-face, hybrid, and online coursework in lecture, field experiences, and practica experiences.

The practica will take place in the final semester in which the candidates complete 50-hours in Literacy in Adolescent (in young adolescent and then high school level placements) tracks as was chosen, and also in 40 full-time days in the same track in Special Education. In some circumstances, the required practica can take place over two full semesters in after-school hours.

Certification

Special Education (7-12) AND Literacy Specialist in Adolescent (5-12)

Course	Title	Credits
Year 1		
Fall 1		
ED 755B	Literacy Instruction & Technological Applications for a Diverse Population of Middle Grade Students	3
EDG 607	Supporting Positive Behavior and Autonomy	3
ED 671	Assessment, Diagnosis, Evaluation and Instructional Planning	3
	Credits	**9**
Spring 1		
ED 650	Research/Theory in Developing Literacy	3
ED 757	Adolescent Content Literacies in Culturally & Linguistically Diverse Settings (Grades 9-12)	3
ED 677	Literacy for Children with Special Needs	3
	Credits	**9**
Summer 1-1		
ED 652	Assessment in Literacy: Grades B - 12	3
	Credits	**3**
Year 2		
Fall 2		
EDG 618	Individual Program Planning	3
ED 758	Instructional Approaches for Tchng Writing, Digital Cmpsng, & Media Prdctn for a Diverse Pop of Stds	3
ED 690	Teacher as Researcher	3
	Credits	**9**
Spring 2		
ED 694B	Literacy Practicum II Grades 5-12	3
ED 679	Practicum in Special Education	3
	Credits	**6**
Summer 2-1		
ED 754	Literature and Digital Storytelling	3
	Credits	**3**
	Total Credits	**39**

Literacy Specialist and Special Education (Childhood Track), MSEd

The Dual Certification for Literacy and Special Education offered on the New York and Pleasantville campuses provides a program of teacher education to students in the fields of both content area literacy and special education. Classes are offered in Research, Differentiated Teaching Methods, Diagnosis and Assessment, Technological Integration, Writing and Media Production, and Literature. The 39-credit degree permits students to develop a solid level of competence in the field, grounded in teaching a diverse population of students with ranges in achievement competencies. Classes will be offered through face-to-face, hybrid, and online coursework in lecture, field experiences, and practica experiences.

The practica will take place in the final semester in which the candidates complete 50-hours in Literacy in the Childhood (in early and then intermediate leveled placements tracks as was chosen, and also in 40 full-time days in the same track in Special Education. In some circumstances, the required practica can take place over two full semesters in after-school hours.

Certification

Special Education (grades 1-6) AND Literacy Specialist in Childhood (pre-k - Grade-6) Track

Course	Title	Credits
Year 1		
Fall		
ED 755B	Literacy Instruction & Technological Applications for a Diverse Population of Middle Grade Students	3
EDG 607	Supporting Positive Behavior and Autonomy	3
ED 671	Assessment, Diagnosis, Evaluation and Instructional Planning	3
	Credits	**9**
Spring		
ED 650	Research/Theory in Developing Literacy	3
ED 655A	Early Literacy Development in Culturally and Linguistically Diverse Settings	3
ED 677	Literacy for Children with Special Needs	3
	Credits	**9**
Summer 1-1		
ED 652	Assessment in Literacy: Grades B - 12	3
	Credits	**3**
Summer 2-1		
ED 754	Literature and Digital Storytelling	3
	Credits	**3**
Year 2		
Fall		
EDG 618	Individual Program Planning	3
ED 758	Instructional Approaches for Tchng Writing, Digital Cmpsng, & Media Prdctn for a Diverse Pop of Stds	3
ED 690	Teacher as Researcher	3
	Credits	**9**
Spring		
ED 693B	Literacy Practicum II: Birth - Grade 6	3
ED 679	Practicum in Special Education	3
	Credits	**6**
	Total Credits	**39**

Literacy Specialist and TESOL, MSEd

The Literacy Specialist and TESOL (Teaching English to Speakers of Other Languages) MSEd is a dual degree program for certified teachers that seek to enhance their careers. With a focus on instruction and literacy development, this program is ideal for teachers with linguistically and culturally diverse classrooms. The Literacy Specialist and TESOL MSEd connects language knowledge fundamentals with attention to cultural experiences, for today's globalized classroom.

Program Overview

The Literacy and TESOL MSEd, modeled after the current Literacy MSEd and TESOL programs, integrates contemporary theory and practice in a variety of educational areas including language and literacy development, culturally responsive teaching, digital literacies, children and adolescent literature, as well as learning strategies for children who struggle to read or write.

Field Experience

Literacy and TESOL students complete substantial fieldwork and mentored experiences that surpass state requirements. Candidates can choose from our faculty-led abroad courses in Italy or Ecuador as one of their required TESOL courses.

Certification and Career Outcomes

Graduates leave Pace with the knowledge and skills to lead and meet the changing educational needs of their communities. Some career options include:

- Pre-K-12 English to Speakers of Other Languages and Literacy B-6 or 5-12 tracks;
- Literacy/TESOL Coaches who assist teachers in developing curriculum that better serve student's cultural differences.

Requirements

- New York State classroom teaching certificate (Initial or Professional)
- A bachelor's degree or higher from an accredited institution (official transcripts documenting degree must be submitted).
- A minimum cumulative GPA of 3.0 or equivalent.
- Submission and review of official transcripts from ALL institutions attended.
- Completion of the application process, including a personal statement, two letters of recommendation, and, in some cases, an admission interview.
- Twelve (12) credits of study in a language other than English or equivalent. Missing credits can be taken after admissions.

Course	Title	Credits
First Year		
TESOL Courses (15 Credits):		
ED 551	Foundations of Bilingual Education	3
ED 556A	CMA:Teaching Eng Language & Literacy to Culturally & Linguistically Diverse Students (15 hours of fieldwork required)	3
ED 556B	CMA: Teaching Culturally & Linguistically Diverse Students across the Content Areas (15 hours of fieldwork required)	3
ED 557	Linguistics and Grammar for Language Teachers (15 hours of fieldwork required)	3
ED 559	Student Teaching or Practica for TESOL Candidates	3
Literacy Specialist Courses (12 Credits):		
EDG 605	General Assessment	3
ED 650	Research/Theory in Developing Literacy	3
ED 677	Literacy for Children with Special Needs	3
ED 755B	Literacy Instruction & Technological Applications for a Diverse Population of Middle Grade Students	3
Choose One Track Below		6
CAPSTONE Requirement:		
ED 690	Teacher as Researcher	3
	Credits	**36**
	Total Credits	**36**

Literacy Specialist Childhood Track (6 Credits)

Code	Title	Credits
ED 655A	Early Literacy Development in Culturally and Linguistically Diverse Settings	3
ED 693B	Literacy Practicum II: Birth - Grade 6	3

Literacy Specialist Adolescent Track (6 Credits)

Code	Title	Credits
ED 757	Adolescent Content Literacies in Culturally & Linguistically Diverse Settings (Grades 9-12)	3
ED 694B	Literacy Practicum II Grades 5-12	3

MSEd Candidates MUST:

Have prior to admission: NYS certification, EAS, Child Abuse/School Violence Prevention & DASA)

Complete prior to graduation:

- Any course deficiencies identified at admissions. TESOL requires 12 credits of study in a language other than English or equivalent.
- Take CST in ESOL exam

Passing the exams is not a requirement for degree completion.

* This is a 36 Credit Program. Candidates can choose between a Childhood or Adolescent Track

Literacy Specialist, MSEd

Campus: Online

For

Individuals with a teaching certificate in childhood or adolescent education who want to become certified literacy specialists.

What You Learn

Graduates of this 30-credit hour online Literacy Specialist MSED program (https://online.pace.edu/graduate-programs/msed-literacy-specialist/) will gain an understanding of the interrelationships among language acquisition, cognitive and metacognitive processes, and literacy development; and develop strategies for working with teachers and students to support children with literacy needs at all levels of competencies.

How You Learn

You choose between an Early Childhood/Childhood (birth–grade 6) or Middle Childhood/Adolescent (grades 5–12) concentration, and after a 12-credit core curriculum, you then take a 12-credit sequence of courses in your concentration. As of January 2024, there will be an all-grades certification (pre-k through 12). Previous certifications in Childhood and Adolescent will continue through January 2025, for the transition. Courses are available online.

Your program culminates in a one-semester practicum with clinical and school experiences and a related teacher-as-researcher course project.

Career Outcomes

Candidates who complete this program are eligible for an advanced or professional certificate in the teaching of literacy at all grade levels (pre-k through 12).

* The all grades (pre-k through 12) Literacy Certification is effective January 2024 (spring semester). Any student entering the program prior to January 2024 will follow tracks 1 and 2 (Early Childhood, Childhood, and Adolescent). Students entering the program after January 2024 (spring semester and on) will follow track 3.

Track 1 (Early Childhood/Childhood)*

Early Childhood/Childhood Concentration (Birth-Grade 6)

Code	Title	Credits
Core Requirements		
ED 650	Research/Theory in Developing Literacy	3
ED 758	Instructional Approaches for Tchng Writing, Digital Cmpsng, & Media Prdctn for a Diverse Pop of Stds	3
ED 677	Literacy for Children with Special Needs	3
ED 652	Assessment in Literacy: Grades B - 12	3
EDG 511A	Child Abuse and Violence Prevention	0
EDG 511D	DASA- Harassment, Bullying, Cyberbullying and Discrimination in Schools, Prevention and Intervention	0
Early Childhood/Childhood Concentration		
ED 754	Literature and Digital Storytelling	3
ED 655A	Early Literacy Development in Culturally and Linguistically Diverse Settings	3
ED 755B	Literacy Instruction & Technological Applications for a Diverse Population of Middle Grade Students	3
Elec 000	Elective	3
Practica and Capstone Experience		
ED 693B	Literacy Practicum II: Birth - Grade 6	3
ED 690	Teacher as Researcher	3
Total Credits		**30**

Track 2 (Adolescent)*

Middle Childhood/Adolescent Concentration (Grades 5–12)

Code	Title	Credits
Core Requirements		
ED 650	Research/Theory in Developing Literacy	3
ED 758	Instructional Approaches for Tchng Writing, Digital Cmpsng, & Media Prdctn for a Diverse Pop of Stds	3
ED 677	Literacy for Children with Special Needs	3

ED 652	Assessment in Literacy: Grades B - 12	3
EDG 511A	Child Abuse and Violence Prevention	0
EDG 511D	DASA- Harassment, Bullying, Cyberbullying and Discrimination in Schools, Prevention and Intervention	0
Middle Childhood/Adolescent Concentration		
ED 754	Literature and Digital Storytelling	3
ED 757	Adolescent Content Literacies in Culturally & Linguistically Diverse Settings (Grades 9-12)	3
ED 755B	Literacy Instruction & Technological Applications for a Diverse Population of Middle Grade Students	3
Elec 000	Elective	3
Practica and Capstone Experience		
ED 694B	Literacy Practicum II Grades 5-12	3
ED 690	Teacher as Researcher	3
Total Credits		**30**

Track 3 (All Grades - Effective Spring 2024)*

Code	Title	Credits
Core Requirements		
ED 650	Research/Theory in Developing Literacy	3
ED 758	Instructional Approaches for Tchng Writing, Digital Cmpsng, & Media Prdctn for a Diverse Pop of Stds	3
ED 677	Literacy for Children with Special Needs	3
ED 652	Assessment in Literacy: Grades B - 12	3
EDG 511A	Child Abuse and Violence Prevention	0
EDG 511D	DASA- Harassment, Bullying, Cyberbullying and Discrimination in Schools, Prevention and Intervention	0
Concentrations		
ED 754	Literature and Digital Storytelling	3
ED 757	Adolescent Content Literacies in Culturally & Linguistically Diverse Settings (Grades 9-12)	3
ED 755B	Literacy Instruction & Technological Applications for a Diverse Population of Middle Grade Students	3
ED 655A	Early Literacy Development in Culturally and Linguistically Diverse Settings	3
Practica and Capstone Experience		
ED 690	Teacher as Researcher	3
ED 691L Student Teaching in the Childhood Literacy Classroom		3
Total Credits		**30**

Special Education, MSEd

Campus: NYC, Westchester

For

Certified childhood or adolescent teachers who want to become specialists in teaching students with disabilities.

What You Learn

Become prepared to work with students who have disabilities. Deepen your knowledge about the characteristics of typical and atypical learners. Learn how to effectively use inclusive practices and differentiated instruction for students with special needs and learning styles.

How You Learn

The 30-credit master's program is organized into three interrelated strands that integrate theory, technique, and practice in instruction and assessment.

The program culminates in a one-semester, full-time practicum in a classroom setting and a related, teacher-as-researcher course that includes an action research project.

Career Outcomes

After completing the program, candidates are eligible for an initial or professional certificate in teaching students with disabilities.

Code	Title	Credits
Special Education Core		
ED 650	Research/Theory in Developing Literacy	3
ED 670	Trends and Issues in Special Education (or Elective Course)	3
ED 671	Assessment, Diagnosis, Evaluation and Instructional Planning	3
ED 675	Students with Severe Disabilities	3
ED 677	Literacy for Children with Special Needs	3
EDG 511A	Child Abuse and Violence Prevention	0
EDG 511D	DASA- Harassment, Bullying, Cyberbullying and Discrimination in Schools, Prevention and Intervention	0
Tracks		
Select one of the following:		9
Childhood Track (p. 194)		
Adolescent Track (p. 194)		
Special Education Core II		
ED 679	Practicum in Special Education	3-6
ED 690	Teacher as Researcher	3
Total Credits		**30**

Childhood track

Code	Title	Credits
ED 672	Differentiating Curriculum and Instruction	3
EDG 607	Supporting Positive Behavior and Autonomy	3
EDG 618	Individual Program Planning	3

Adolescent track

Code	Title	Credits
EDG 607	Supporting Positive Behavior and Autonomy	3
EDG 616	Cross-Disciplinary Instruction and Assessment in Inclusive Adolescent Classroom	3
EDG 618	Individual Program Planning	3

Teaching English as a New Language, MSEd

Campus: NYC, Westchester

The Master of Science in Education (MSEd) in Teaching English as a New Language prepares certified teachers to teach English Language Learners (ELLs) in grades Pre K-12. Candidates in the Teaching English as a New Language program gain the skills and knowledge necessary for today's linguistically and culturally diverse classrooms.

PROGRAM OVERVIEW

Students will receive specialized study in multilingual language and literacy development, differentiated instruction, and culturally sustaining pedagogy approaches. This program is designed for certified teachers who want to deepen their understanding of working with linguistically and culturally diverse students who are identified as English language learners.

FIELD EXPERIENCE

Fieldwork and practicum can primarily take place in the school setting where the teacher candidate works. There are a variety of electives to choose from, depending on interest. Candidates can also choose from our faculty-led abroad courses in Italy or Ecuador as one of their required TESOL courses.

CERTIFICATION AND CAREER OUTCOMES

In New York state, there is a high demand for teachers who are dually certified in TESOL and/or bilingual education, as the number of students who are both multilingual and multicultural continues to grow. Candidates who successfully complete the program and meet the requirements will lead to certification in ESOL (English Speakers of Other Languages) Pre-K through 12 settings. The School of Education has a high placement rate with partner schools for graduates in this field.

REQUIREMENTS

- New York State classroom teaching certificate (Initial or Professional)
- A bachelor's degree or higher from an accredited institution (official transcripts documenting degree must be submitted).
- A minimum cumulative GPA of 3.0 or equivalent.
- Submission and review of official transcripts from ALL institutions attended.
- Completion of the application process, including a personal statement and two letters of recommendation.
- Twelve (12) credits of study in a language other than English or equivalent. Missing credits can be taken after admissions.

Code	Title	Credits
TESOL Core Requirements		
EDG 605	General Assessment	3
ED 650	Research/Theory in Developing Literacy	3
ED 551	Foundations of Bilingual Education (15 hours of fieldwork required)	3
ED 556A	CMA:Teaching Eng Language & Literacy to Culturally & Linguistically Diverse Students (15 hours of fieldwork required)	3
ED 556B	CMA: Teaching Culturally & Linguistically Diverse Students across the Content Areas (15 hours of fieldwork required)	3
ED 557	Linguistics and Grammar for Language Teachers (15 hours of fieldwork required)	3
Electives		
Two Courses:		6
	Choose from: Literacy, Special Education, Early Childhood, Study Abroad	
Capstone Requirement		
ED 690	Teacher as Researcher	3
ED 559	Student Teaching or Practica for TESOL Candidates	3
Total Credits		**30**

Master of Science for Teachers (MST)

Adolescent and Adolescent Special Education, MST

Campus: Westchester

For

Career changers and non-education degree holders who want to become dually certified teachers of adolescent subject-specific content and students with disabilities who will also address the needs of those who are culturally and linguistically diverse.

What You Learn

This 39-credit program provides a focused exploration into the organization of schools, the different ways that students learn, and the adaptation of teaching methods to meet the needs of secondary students with and without disabilities in inclusive and self-contained settings.

How You Learn

This program provides an engaging blend of general education theory, pedagogy and practice with clinically-enhanced experiences.

Career Outcomes

Completion of the MST in Adolescent and Adolescent Special Education will lead to the NYS Initial certificate in adolescent education in a content area, adolescent special education generalist, and an adolescent special education content area specialist.

additional certification testing requirements

In addition to the required New York State Certification Examinations, candidates in this program will be required to take a Content Specialty Test (CST) in Teaching Students with Disabilities and a CST Multi-subject Test (7-12).

Code	Title	Credits
State Regulations		
EDG 511A	Child Abuse and Violence Prevention	0
EDG 511D	DASA- Harassment, Bullying, Cyberbullying and Discrimination in Schools, Prevention and Intervention	0

Foundations		
EDG 638	Society, Schools, and Adolescent Development	3
EDG 609	Language, Literacy, and Global Perspectives	3
EDG 605	General Assessment	3
EDG 606	Learning Environments	3
EDG 610	Curriculum and Methods in Inclusive Settings	3
Adolescent Concentration		
Select one of the following:		3
EDG 611	Mathematics Instruction and Assessment in Inclusive Adolescent Classrooms	
EDG 612	English Language Arts Instruction and Assessment In Inclusive Adolescent Classrooms	
EDG 613	Social Studies Instruction and Assessment in Inclusive Adolescent Classrooms	
EDG 614	Science Instruction and Assessment in Inclusive Adolescent Classrooms	
EDG 615	World Languages Instruction and Assessment in Inclusive Adolescent Classrooms	
EDG 616	Cross-Disciplinary Instruction and Assessment in Inclusive Adolescent Classroom	3
EDG 617	Inclusive Literacy Assessment and Instruction	4
Special Education Concentration		
EDG 607	Supporting Positive Behavior and Autonomy	3
EDG 618	Individual Program Planning	3
Capstone		
EDG 620	Educational Research for Teaching	3
EDG 621	Seminar in Inclusive	2,3
EDG 622	Clinical Practice in Teaching Adolescents and Teaching Adolescent Students with Disabilities	3
Total Credits		**39**

Adolescent General Education, MST

Campus: NYC, Westchester

The MST in Adolescent Education program prepares candidates to teach subject-specific content to all adolescent students, including students with disabilities and those who are culturally and linguistically diverse.

Candidates will engage in a 30-credit program that provides content and practices appropriate to inclusive classrooms and provides candidates with clinically-enhanced experiences throughout the program. This program will lead to certification in adolescent education in a content area.

The program will include a total of 100 hours of fieldwork, in addition to one (1) semester student teaching.

Code	Title	Credits
State Regulations		
EDG 511A	Child Abuse and Violence Prevention	0
EDG 511D	DASA- Harassment, Bullying, Cyberbullying and Discrimination in Schools, Prevention and Intervention	0
Foundations		
EDG 605	General Assessment	3
EDG 606	Learning Environments	3
EDG 609	Language, Literacy, and Global Perspectives	3
EDG 610	Curriculum and Methods in Inclusive Settings	3
EDG 638	Society, Schools, and Adolescent Development	3
Concentrations		
Select one of the following:		3
EDG 611	Mathematics Instruction and Assessment in Inclusive Adolescent Classrooms	
EDG 612	English Language Arts Instruction and Assessment In Inclusive Adolescent Classrooms	
EDG 613	Social Studies Instruction and Assessment in Inclusive Adolescent Classrooms	
EDG 614	Science Instruction and Assessment in Inclusive Adolescent Classrooms	
EDG 615	World Languages Instruction and Assessment in Inclusive Adolescent Classrooms	
EDG 617	Inclusive Literacy Assessment and Instruction	4
Capstone Experience		
EDG 620	Educational Research for Teaching	3
EDG 621	Seminar in Inclusive	2,3
EDG 622	Clinical Practice in Teaching Adolescents and Teaching Adolescent Students with Disabilities	3
Total Credits		**30**

Childhood and Childhood Special Education, MST

Campus: NYC, Westchester

For

Career changers and college graduates who want to teach elementary age children (grades 1-6), but do not have an undergraduate degree in education.

What You Learn

The pedagogical knowledge, skills, and disposition necessary to become a successful classroom teacher, both in general elementary and special education classrooms.

How You Learn

This 47-credit program provides a focused exploration into the organization of schools, the different ways that students learn, and the adaptation of teaching methods to meet the needs of individual students with and without disabilities in inclusive and self-contained settings.

Career Outcomes

After completing the program and passing the New York State Teacher Certification Exams, candidates are eligible for initial teaching certifications in Childhood Education (grades 1–6) and Students with Disabilities (grades 1–6) in New York State.

Code	Title	Credits
State Regulation		
EDG 511A	Child Abuse and Violence Prevention	0
EDG 511D	DASA- Harassment, Bullying, Cyberbullying and Discrimination in Schools, Prevention and Intervention	0
Foundations		
EDG 639	Society, Schools, and the Developing Child	3
EDG 605	General Assessment	3
EDG 606	Learning Environments	3
EDG 609	Language, Literacy, and Global Perspectives	3
EDG 610	Curriculum and Methods in Inclusive Settings	3
Childhood Concentration		
EDG 623	Health, Wellness, and Movement in Elementary Education	1
EDG 624	Applied Arts in the classroom	1
EDG 626	Literacy Methods for Diverse Populations (K-6)	3
EDG 627	Literacy Methods in Social Studies and Content Area Learning	4
EDG 636	Childhood Science Teaching Methods	3
EDG 637	Childhood Math Teaching Methods	3
Special Education Concentration		
ED 671	Assessment, Diagnosis, Evaluation and Instructional Planning	2
EDG 607	Supporting Positive Behavior and Autonomy	3
EDG 618	Individual Program Planning	3
Capstone		
ED 690	Teacher as Researcher	3
EDG 691	Student Teaching and Seminar in the Childhood Classroom	3
ED 679	Practicum in Special Education	3
Total Credits		**47**

Childhood Education and Bilingual Education, MST

Campus: NYC, Westchester

About

The Master of Science for Teachers (MST) in Childhood and Bilingual Education is a 48-credit program which prepares candidates with bilingual and second language teaching methodologies to educate children in grades 1–6. Differentiated instruction is emphasized, and technology is incorporated into all aspects of the program to successfully provide standards-based, practical education to all students at the elementary level.

Program Overview

Every MST candidate enrolled in our program is challenged to reflect on his or her prior notions about schools, classrooms, teaching, and learning. Candidates learn the theories, strategies, and methods for teaching in a bilingual setting, apply sociolinguistic knowledge contexts and language development to instruction and experience a range of fieldwork experiences under the guidance of supervisors, faculty and mentor-teachers. Study abroad courses can be substituted for Bilingual courses or core requirements with approval.

Field Experience

Students will complete 100 hours of fieldwork that follows a clinically-rich model, integrated with intensive coursework, in collaboration with partner schools. Student teaching will be completed in childhood classrooms, as well as practicum experience in Bilingual.

Certification and Career Outcomes

Graduates who pass the New York State Certification Exams will become certified to teach Childhood grades 1-6 with a Bilingual Extension. Career options include teaching in dual language or bilingual programs and provide support to English language learners.

Code	Title	Credits
Core Requirements		
EDG 511A	Child Abuse and Violence Prevention	0
EDG 511D	DASA- Harassment, Bullying, Cyberbullying and Discrimination in Schools, Prevention and Intervention	0
EDG 639	Society, Schools, and the Developing Child	3
EDG 610	Curriculum and Methods in Inclusive Settings	3
EDG 605	General Assessment	3
EDG 606	Learning Environments	3
Childhood Requirements		
EDG 626	Literacy Methods for Diverse Populations (K-6)	3
EDG 627	Literacy Methods in Social Studies and Content Area Learning	4
ED 636	Methods: Science Interdisciplinary Teaching, Grades 1-6	3
ED 637	Methods: Mathematics Interdisciplinary Teaching, Grades 1-6	3
EDG 623	Health, Wellness, and Movement in Elementary Education	1
EDG 624	Applied Arts in the classroom	1
TESOL Requirements		
ED 551	Foundations of Bilingual Education	3
ED 556A	CMA:Teaching Eng Language & Literacy to Culturally & Linguistically Diverse Students	3
ED 556B	CMA: Teaching Culturally & Linguistically Diverse Students across the Content Areas	3
ED 552	Methods and Materials of Teaching in the Pre K-6 Bilingual Classroom	3
Capstone Requirements		
EDG 620	Educational Research for Teaching	3
ED 691	Student Teaching and Seminar in the Childhood Classroom	3
ED 558	Practicum in Bilingual Education	3
Total Credits		**48**

Childhood Education and TESOL, MST

Graduate Program Information

The Master of Science for Teachers (MST) in Childhood Education and TESOL program prepares candidates to teach children in grades 1–6, in addition to becoming certified to teach English to Speakers of Other Languages. Students gain knowledge to successfully combine the teaching of both general education and specialized study of language development as well as differentiated instruction methods to English language learners.

Program Overview

Every MST candidate enrolled in our program is challenged to reflect on his or her prior notions about schools, classrooms, teaching, and learning. Candidates learn the theories, strategies, and methods for teaching English Learners, apply sociolinguistic knowledge contexts and language development to instruction and experience a range of fieldwork experiences under the guidance of supervisors, faculty, and mentor-teachers. Study abroad courses can be substituted for TESOL courses or core requirements with approval.

Field Experience

Students will complete 100 hours of fieldwork that follows a clinically-rich model, integrated with intensive coursework, in collaboration with partner schools. Student teaching will be completed in childhood classrooms, as well as practicum experience in TESOL.

Certification and Career Outcomes

Graduates who pass the New York State Certification Exams will become certified to teach Childhood grades 1-6 and TESOL Education in grades Pre K-12. Career options include Childhood teachers who provide support to English Language Learners (ELL) in general education classes, or as English

as a New Language (ENL) teachers who provide push-in, pull-out or stand-alone instruction for ELLs.

Prior to student teaching in Childhood students must complete:

- 100 hours of fieldwork through coursework
- Workshops on child abuse/school violence prevention (TCH 211A), anti-bullying (DASA) (TCH 211D)
- Any Course deficiencies identified at admissions.
- Take the CST in Childhood
- Additionally, Childhood candidates also have to pass the EAS for certification.

For ESOL Certification, candidates must:

- Complete an additional 60 hours of fieldwork working with ELL-identified or bilingual students.
- Have 12 credits of study in a language other than English or equivalent. Deficiencies must be completed prior to recommendation for certification.
- Take and pass the CST in ESOL exam, to be completed prior to the practicum

Code	Title	Credits
Core Requirements		
EDG 511A	Child Abuse and Violence Prevention	0
EDG 511D	DASA- Harassment, Bullying, Cyberbullying and Discrimination in Schools, Prevention and Intervention	0
EDG 605	General Assessment	3
EDG 639	Society, Schools, and the Developing Child	3
EDG 610	Curriculum and Methods in Inclusive Settings	3
EDG 606	Learning Environments	3
Childhood Requirements		
EDG 626	Literacy Methods for Diverse Populations (K-6)	3
EDG 627	Literacy Methods in Social Studies and Content Area Learning	4
ED 636	Methods: Science Interdisciplinary Teaching, Grades 1-6	3
ED 637	Methods: Mathematics Interdisciplinary Teaching, Grades 1-6	3
EDG 623	Health, Wellness, and Movement in Elementary Education	1
EDG 624	Applied Arts in the classroom	1
TESOL Requireements		
ED 551	Foundations of Bilingual Education	3
ED 556A	CMA:Teaching Eng Language & Literacy to Culturally & Linguistically Diverse Students	3
ED 556B	CMA: Teaching Culturally & Linguistically Diverse Students across the Content Areas	3
ED 557	Linguistics and Grammar for Language Teachers	3
Capstone Requirements		
EDG 620	Educational Research for Teaching	3
ED 691	Student Teaching and Seminar in the Childhood Classroom	3
ED 559	Student Teaching or Practica for TESOL Candidates	3
Total Credits		**48**

Childhood Education, MST

Campus: NYC, Westchester

For

Career changers and college graduates who want to teach, but do not have an undergraduate degree in education.

What You Learn

The pedagogical knowledge, skills, and dispositions necessary to become a successful classroom teacher in general childhood (grades 1–6) classrooms.

How You Learn

This **36**-credit program provides a focused exploration into the organization of schools, the different ways that students learn, and the adaptation of teaching methods to meet the needs of individual students.

There is a common 15-credit core and a 15-credit specialty track. Students conclude with a 6-credit capstone experience that includes:

- A one-semester, full-time student-teaching experience

- A research course
- A capstone project

Career Outcomes

After completing the program and passing the New York State Teacher Certification Exams, candidates are eligible for initial teaching certification in Childhood Education in New York State.

Code	Title	Credits
State Regulation		
EDG 511A	Child Abuse and Violence Prevention	0
EDG 511D	DASA- Harassment, Bullying, Cyberbullying and Discrimination in Schools, Prevention and Intervention	0
Foundations		
EDG 639	Society, Schools, and the Developing Child	3
EDG 605	General Assessment	3
EDG 606	Learning Environments	3
EDG 609	Language, Literacy, and Global Perspectives	3
EDG 610	Curriculum and Methods in Inclusive Settings	3
Childhood Concentration		
EDG 623	Health, Wellness, and Movement in Elementary Education	1
EDG 624	Applied Arts in the classroom	1
EDG 626	Literacy Methods for Diverse Populations (K-6)	3
EDG 627	Literacy Methods in Social Studies and Content Area Learning	4
EDG 636	Childhood Science Teaching Methods	3
EDG 637	Childhood Math Teaching Methods	3
Capstone		
EDG 620	Educational Research for Teaching	3
ED 691	Student Teaching and Seminar in the Childhood Classroom	3
Total Credits		**36**

Early Childhood Development and Learning, MST

Gain the knowledge to support the learning and development of young children from birth to 2nd grade. Engage in coursework that focuses on practices that address the cultural, emotional, developmental, and linguistic needs of young children in the classroom, at home, in community settings, and through partnerships with families.

The Early Childhood Development and Learning program's in-depth and clinically rich field experiences will prepare you for success as a certified early childhood teacher (birth–second grade). This includes 100 hours of fieldwork hours targeted toward the three developmental age groups of early childhood. Additionally, you will complete a full-time internship for 14 weeks in pre-school, kindergarten, or first/second grade with an accompanying student teaching seminar (ED 714).

This program will prepare you to take on the many roles in early childhood, including classroom teachers, developmental specialists, home visitors, and family support professionals.

Code	Title	Credits
Coursework		
ED 701	Issues and Trends in Early Childhood Development, Learning, and Intervention	3
ED 650	Research/Theory in Developing Literacy	3
ED 714	Student Teaching in Inclusive Early Childhood Education Classrooms	3
ED 690	Teacher as Researcher	3
EDG 511A	Child Abuse and Violence Prevention	0
EDG 511D	DASA- Harassment, Bullying, Cyberbullying and Discrimination in Schools, Prevention and Intervention	0
Coursework with Fieldwork Experiences (100 Hours)		
ED 702	Understanding Young Children: Development and Developmental Transactions	3
ED 703	Family Professional Partnerships: Theories and Practices (Home Environment)	3
ED 704	Blended Curricular Approaches in Early Childhood (Inclusive Preschool)	3
ED 706	Creating Responsive Early Childhood Environments	3
ED 708	Early Childhood Arts, Humanities, and Social Studies: Processes and Practices (Kindergarten)	3
ED 709	Early Childhood Mathematics Development and Scientific Inquiry: Processes and Practices (First or Second Grade)	3

ED 655A	Early Literacy Development in Culturally and Linguistically Diverse Settings	3
ED 712	Developmentally Appropriate Early Childhood Assessment Practices	3
Total Credits		**36**

In addition to the 100 clock hours of fieldwork, students will complete a full-time internship for 14 weeks in Preschool, Kindergarten, OR First / Second Grade with an accompanying student teaching seminar (ED 714).

Early Childhood Development, Learning, and Intervention, MST

Campus: NYC

For

Career-changers and candidates who want to teach in early childhood (birth–grade 2) developmental and/or educational settings.

What You Learn

This program will prepare candidates to take on the many different roles in early childhood, including classroom teachers, developmental specialists, home visitors, and family support professionals.

How You Learn

In the Early Childhood Development, Learning, and Intervention program, candidates will become knowledgeable and prepared to support the learning and development of all young children (birth–grade 2), including those who are culturally, linguistically, and ability diverse, in classroom, home, and community settings, through partnerships with families. Candidates will engage in 42 credits of coursework that blends content and practices, traditionally a part of early childhood general education and early childhood special education programs. Candidates will be required to participate in clinically rich experiences throughout the program, including four intensive internship/student teaching experiences.

Career Outcomes

Completion of this program will lead to New York State Certification in Early Childhood Education (birth–grade 2) and Students with Disabilities (birth–grade 2).

Code	Title	Credits
Core and Methods Courses		
ED 650	Research/Theory in Developing Literacy	3
ED 655A	Early Literacy Development in Culturally and Linguistically Diverse Settings	3
ED 701	Issues and Trends in Early Childhood Development, Learning, and Intervention	3
ED 702	Understanding Young Children: Development and Developmental Transactions	3
ED 703	Family Professional Partnerships: Theories and Practices	3
ED 704	Blended Curricular Approaches in Early Childhood	3
ED 706	Creating Responsive Early Childhood Environments	3
ED 708	Early Childhood Arts, Humanities, and Social Studies: Processes and Practices	3
ED 709	Early Childhood Mathematics Development and Scientific Inquiry: Processes and Practices	3
ED 712	Developmentally Appropriate Early Childhood Assessment Practices	3
EDG 511A	Child Abuse and Violence Prevention	0
EDG 511D	DASA- Harassment, Bullying, Cyberbullying and Discrimination in Schools, Prevention and Intervention	0
Student Teaching and Internship Courses		
ED 710	Development Promotion and Intervention: Prenatal through Toddlerhood	3
ED 713	Early Childhood Internship	3
ED 714	Student Teaching in Inclusive Early Childhood Education Classrooms	3
Capstone		
ED 690	Teacher as Researcher	3
Total Credits		**42**

Performing Arts, MST

Campus: NYC, Westchester

The Masters of Science for Teachers in Performing Arts is for students interested in teaching performing arts to all grades preK - 12.

Code	Title	Credits
State Regulation		
EDG 511A	Child Abuse and Violence Prevention	0
EDG 511D	DASA- Harassment, Bullying, Cyberbullying and Discrimination in Schools, Prevention and Intervention	0
Foundations		
EDG 638	Society, Schools, and Adolescent Development	3
EDG 639	Society, Schools, and the Developing Child	3
EDG 606	Learning Environments	3
EDG 609	Language, Literacy, and Global Perspectives	3
Adolescent Contentration		
EDG 610	Curriculum and Methods in Inclusive Settings	3
EDG 627	Literacy Methods in Social Studies and Content Area Learning	4
EDG 617	Inclusive Literacy Assessment and Instruction	4
EDG 649P	Methods of Teaching in Performing Arts	3
Capstone Experiences		
EDG 620	Educational Research for Teaching	3
EDG 621P	Seminar in Inclusive Arts Education, PreK-12	2-3
EDG 629P	Student Teaching in Inclusive Arts Classrooms Pre K-12	3
Total Credits		**34-35**

PRIOR TO STUDENT TEACHING, STUDENTS MUST DO THE FOLLOWING:

- Complete 100 hours of classroom observations
- Complete workshop on child abuse/violence prevention (EDG 511A)
- Complete DASA workshop (EDG 511D)
- Complete course deficiencies (where applicable)
- Take CST Theater Arts

PRIOR TO BEING RECOMMENDED FOR CERTIFICATION, STUDENTS MUST SUCCESSFULLY COMPLETE ALL COURSEWORK AND THE FOLLOWING:

- EAS (Educating All Students)
- CST in Theater Arts

Teaching English to Speakers of Other Languages (TESOL), MST

Campus: NYC, Westchester

Candidates in the TESOL program at the Pace University will gain the skills and knowledge necessary for today's linguistically and culturally diverse classrooms. They will receive a specialized study in multilingual language and literacy development, differentiated instruction, and culturally-responsive pedagogy. TESOL is a growing field with promising career opportunities domestically and internationally. Candidates who successfully complete the program and meet requirements will be certified to teach in English as a New Language (ENL) programs in Pre-K through 12 settings.

For

Career changers and college graduates who want to teach but do not have an undergraduate degree in education.

What You Learn

This 30-credit program provides a focused exploration of the theory, research and methods for teaching ELLs. Candidates will acquire an awareness and understanding of the sociocultural and sociolinguistic issues that impact the acquisition of English as an additional language among students. A one-semester full-time student-teaching experience rounds out the intensive study for TESOL certification.

Career Outcomes

Candidates who successfully complete the program and pass the New York State Teacher Certification Exams will be certified to teach English to speakers of other languages in all grade levels from Pre K-12. They can work as ENL (English as a New Language) teachers by supporting ELLs in push-in, pull-out or stand-alone classrooms.

Prerequisites/Admission Requirements

Candidates for MST in TESOL must have a bachelor's degree or higher from an accredited institution, with a minimum GPA of 3.0. (Upon the recommendation of the director of Student Support Services, candidates whose GPA is less than 3.0 may be admitted on a conditional basis, provided that it is determined that the candidate has the necessary knowledge and skills to complete the program successfully). Candidates will submit official undergraduate transcripts documenting completion of requirements for the liberal arts and sciences; a major or concentration in the liberal arts and sciences; and at least 12 semester hours or the equivalent of study of a language other than English (LOTE). Individuals who lack the required LOTE college-level coursework may earn credits after admission by exams such as CLEP or by taking courses.

Code	Title	Credits
Course Requirements		
Please note that all of the required courses have a required fieldwork element.		
EDG 511D	DASA- Harassment, Bullying, Cyberbullying and Discrimination in Schools, Prevention and Intervention	0
EDG 511A	Child Abuse and Violence Prevention	0
ED 551	Foundations of Bilingual Education	3
ED 556A	CMA:Teaching Eng Language & Literacy to Culturally & Linguistically Diverse Students	3
ED 556B	CMA: Teaching Culturally & Linguistically Diverse Students across the Content Areas	3
ED 557	Linguistics and Grammar for Language Teachers	3
ED 559	Student Teaching or Practica for TESOL Candidates	3
ED 650	Research/Theory in Developing Literacy	3
ED 690	Teacher as Researcher	3
EDG 605	General Assessment	3
EDG 639	Society, Schools, and the Developing Child	3
EDG 606	Learning Environments	3
Total Credits		**30**

Visual Arts, MST

Campus: NYC, Westchester

If you have a passion for inspiring creativity in young minds and education, the MST in Teaching Visual Arts is for you. This 34-credit program can be completed in under two years and meets all NYS Education Department's requirements to teach visual arts to grades Pre-K through 12th grade.

Immerse yourself in coursework with renowned faculty and clinically rich field experience in the visual arts. Refine your own artistic skills as you learn how to identify a creative spark within your students. Study sound theories and effective practices for teaching the Visual Arts so that all children can learn self-expression about themselves and others in the world around them. Teaching practices are expanded to include inclusive classroom settings and learning styles.

This program will prepare you to take on the many roles in teaching visual arts, including Visual Arts Teachers.

Code	Title	Credits
State Regulation		
EDG 511A	Child Abuse and Violence Prevention	0
EDG 511D	DASA- Harassment, Bullying, Cyberbullying and Discrimination in Schools, Prevention and Intervention	0
Foundations		
EDG 638	Society, Schools, and Adolescent Development	3
EDG 639	Society, Schools, and the Developing Child	3
EDG 609	Language, Literacy, and Global Perspectives	3
EDG 606	Learning Environments	3
Concentration		
EDG 610	Curriculum and Methods in Inclusive Settings	3
EDG 647	Methods of Teaching the Visual Arts, pre-K through grade 12	3
EDG 627	Literacy Methods in Social Studies and Content Area Learning	4
EDG 617	Inclusive Literacy Assessment and Instruction (PRE-REQ/CO-REQ: EDG 610 PRE-REQ: EDG 609)	4
Capstone Experiences		
EDG 620	Educational Research for Teaching	3
EDG 629	Seminar in Inclusive Arts Education, PreK-12	2
EDG 691V	Student Teaching - Visual Arts Pre-K - 12	3
Total Credits		**34**

PRIOR TO STUDENT TEACHING, STUDENTS MUST DO THE FOLLOWING:

Complete 100 hours of classroom observations

- Complete workshop on child abuse/violence prevention (EDG 511A)
- Complete DASA workshop (EDG 511D)
- Complete course deficiencies (if applicable)
- Take CST in Subject Area

PRIOR TO BEING RECOMMENDED FOR CERTIFICATION, STUDENTS MUST SUCCESSFULLY COMPLETE ALL COURSEWORK AND THE FOLLOWING:

- EAS (Educating All Students)
- CST in Subject Area

Master of Science (MS)

TESOL International, MS

The Master of Science for Teaching English to Speakers of Other Languages (TESOL) International is a 30-credit program that prepares teachers of English who want to work in international settings or with adult learners in the US. Students learn the theories, strategies, and methods for teaching English to create engaging learning environments. Special emphasis is given to the teaching of writing and the use of technology for today's globalized classrooms. Students have a range of fieldwork experiences and hands-on practice teaching under the guidance of supervisors, faculty, and mentor-teachers.

Program Overview and Fieldwork

This course of study integrates core (foundational) courses in education, TESOL core courses that cover theories, language acquisition and linguistics, TESOL methods, and electives. This program has been designed so that students can have a practicum experience teaching in New York City or Westchester. The MS in TESOL International can be combined with Pace University's Global Pathways Program, which integrates academic English development with graduate study.

Career Outcomes

Candidates who successfully complete the program will have the skills and knowledge to teach ESL to adults domestically and internationally. Sample career opportunities include:

- ESL (English as a Second Language) Teachers at colleges or community-based organizations, in the United States.
- Teach EFL (English as a Foreign Language) in a variety of classroom environments internationally.

Code	Title	Credits
Core and Electives		
ED 500	Teaching English Language Learners: Applied Psycho-Sociolinguistics	3
ED 557	Linguistics and Grammar for Language Teachers	3
EDG 609	Language, Literacy, and Global Perspectives	3
Elective		3
Elective		3
TESOL Methods		
ED 555	Teaching and Learning to Write: Theory and Practice	3
ED 556A	CMA:Teaching Eng Language & Literacy to Culturally & Linguistically Diverse Students	3
ED 556B	CMA: Teaching Culturally & Linguistically Diverse Students across the Content Areas	3
Capstone Requirements		
ED 690	Teacher as Researcher	3
ED 559	Student Teaching or Practica for TESOL Candidates	3
Total Credits		**30**

Master of Arts (MA)

Higher Education Administration and Student Affairs

Campus: Online

ABOUT

Graduates of this 30-credit, fully online program will be well-prepared to address the growing challenges that universities face such as the need to balance cost efficiency and student outcomes and increasing pressure to develop rigorous assessment strategies. In their studies, they will gain confidence in their ability to meet performance objectives set forth by accreditation and government bodies.

Online MA in Higher Education Administration and Student Affairs (MA HEASA) (https://online.pace.edu/graduate-programs/ma-higher-education-administration-student-affairs/) students critically analyze the historical and social forces affecting underrepresented populations in higher education in order to develop an inclusive academic culture. The organizational decision-making responsibilities these professionals will be responsible for balance student engagement, retention, and operational efficiency. Graduates have the opportunity to develop their skills to fulfill these institutional needs and requirements with care and consideration for a large population of learners and educators.

FOR

No matter your location or professional background, MA HEASA students share one goal: to build future higher education leaders.

The program welcomes students seeking to enter the field, and bring a unique viewpoint to its challenges and opportunities. It is also well-suited for current higher education professionals who wish to expand their knowledge and advance their careers. Students from all backgrounds will have opportunities to examine the structures and fields within higher education and learn strategies for engaging and retaining students.

GRADING POLICY

Students in the MA in Higher Education Administration and Student Affairs (HEASA) program must maintain an overall GPA of 3.0 throughout the duration of their studies. Students who drop below 3.0 will be placed on probation and will have one semester to raise their GPA. If the GPA is not above 3.0 after the probation semester, the student will be dismissed from the program with the option of an appeal. All appeals will be reviewed by the Program Director. Accepted appeals will allow the student another semester to raise their GPA. Rejected appeals will result in final dismissal from the program.

Code	Title	Credits
Foundation Courses		
EHA 603	Survey of Higher Education	3
EHA 621	Introduction to Research Methods and Higher Education	3
EHA 607	History of Higher Education	3
EHA 641	College Student Development Theory	3
Core Courses		
EHA 651	Diversity in Higher Education	3
EHA 631	Higher Education Finance	3
EHA 643	College Student Retention Theory	3
EHA 661	Assessment and Evaluation in Higher Education	3
EHA 653	Legal Issues in Higher Education	3
EHA 691	Capstone Seminar	3
Total Credits		**30**

**The Capstone Seminar is a 14 week long course and must be taken in the last semester of study.

GRADING POLICY

Students in the MA in Higher Education Administration and Student Affairs (HEASA) program must maintain an overall GPA of 3.0 throughout the duration of their studies. Students who drop below 3.0 will be placed on probation and will have one semester to raise their GPA. If the GPA is not above 3.0 after the probation semester, the student will be dismissed from the program with the option of an appeal. All appeals will be reviewed by the Program Director. Accepted appeals will allow the student another semester to raise their GPA. Rejected appeals will result in final dismissal from the program.

Advanced Certificates

Adolescent Special Education Certificate

Campus: NYC, Westchester

This 18-credit post-master's program prepares teachers of adolescents to educate all students in inclusive secondary classes. It enables teachers with secondary certification in a content area (e.g., social studies, math, English, science) to obtain New York State Certification as a Secondary Special Education Generalist with Content Area Specialist extension. Pace University is one of the few universities in New York to offer the courses required for this additional, and highly desirable, certification.

Certificate Requirements

Code	Title	Credits
ED 671	Assessment, Diagnosis, Evaluation and Instructional Planning	3
ED 677	Literacy for Children with Special Needs	3
EDG 607	Supporting Positive Behavior and Autonomy	3
EDG 616	Cross-Disciplinary Instruction and Assessment in Inclusive Adolescent Classroom	3
EDG 618	Individual Program Planning	3
ED 679	Practicum in Special Education	3
Total Credits		**18**

Gainful Employment Disclosure for students in an approved non-degree certificate program.

Bilingual Education Certificate

Campus: NYC, Westchester

Certificate Program Information

This 15-credit program leads to initial and professional Bilingual Education Extension, which allows the holder to teach in bilingual settings and support ELL students.

Admission Requirements

Candidates must have a bachelor's degree or higher from an accredited institution, undergraduate GPA of 3.0 or above, and an Initial or Permanent/Professional teaching certificate as a classroom teacher (or completed the requirements for an initial classroom teaching certificate, or comparable certificate from another state). Candidates must already possess oral and written language proficiency in both English and the language of instruction (Refer to the language proficiency requirements for all candidates and non-native speakers of English). Please visit the School of Education (https://www.pace.edu/school-of-education/) site for additional language proficiency requirements for candidates.

Certificate Requirements

Code	Title	Credits
Course Requirements		
ED 551	Foundations of Bilingual Education	3
ED 556A	CMA:Teaching Eng Language & Literacy to Culturally & Linguistically Diverse Students	3
ED 556B	CMA: Teaching Culturally & Linguistically Diverse Students across the Content Areas	3
ED 558	Practicum in Bilingual Education	3
EDG 609	Language, Literacy, and Global Perspectives	3
Total Credits		**15**

Childhood Special Education Certificate

Campus: NYC, Westchester

This 18-credit post-master's program prepares teachers of children (grades 1–6) to educate all students in inclusive elementary classes. It   enables teachers with childhood certification to obtain New York State Certification as a Childhood Special Education Specialist.

Certificate Requirements

Code	Title	Credits
Course Requirements		
ED 671	Assessment, Diagnosis, Evaluation and Instructional Planning	3

EDG 618	Individual Program Planning	3
EDG 607	Supporting Positive Behavior and Autonomy	3
ED 679	Practicum in Special Education	3
ED 677	Literacy for Children with Special Needs	3
ELE 000	Elective	3
Total Credits		**18**

Gainful Employment Disclosure for students in an approved non-degree certificate program.

Integrated Instruction for Literacy and Technology

Campus: NYC, Westchester

This 9-credit, post-baccalaureate program prepares teachers to gain expertise in the integration of literacy and educational technology, including the new literacies. Candidates will gain an understanding of the new tools, resources, and higher cognitive and meta-cognitive processes that contribute to literacy development. They will learn to develop strategies for working with children who have language and learning disabilities.

CERTIFICATE REQUIREMENTS

Code	Title	Credits
Course Requirements		
ED 755B	Literacy Instruction & Technological Applications for a Diverse Population of Middle Grade Students	3
ED 758	Instructional Approaches for Tchng Writing, Digital Cmpsng, & Media Prdctn for a Diverse Pop of Stds	3
ED 754	Literature and Digital Storytelling	3
Total Credits		**9**

Gainful Employment Disclosure for students in an approved non-degree certificate program.

Literacy Specialist Certificate

Campus: Online

The online Advanced Certificate in Literacy Specialist (https://online.pace.edu/certificates-badges/advanced-certificate-literacy-specialist/) prepares teachers to gain an understanding of the inter-relationships among language acquisition and literacy development, and to develop strategies for working with children who have language differences, literacy difficulties, and learning disabilities. All coursework may be completed online.

Certificate Requirements

Select one track:

Early Childhood/Childhood track

Code	Title	Credits
ED 650	Research/Theory in Developing Literacy	3
ED 677	Literacy for Children with Special Needs	3
ED 652	Assessment in Literacy: Grades B - 12	3
ED 754	Literature and Digital Storytelling	3
ED 655A	Early Literacy Development in Culturally and Linguistically Diverse Settings	3
ED 755B	Literacy Instruction & Technological Applications for a Diverse Population of Middle Grade Students	3
ED 693B	Literacy Practicum II: Birth - Grade 6	3
EDG 511A	Child Abuse and Violence Prevention	0
EDG 511D	DASA- Harassment, Bullying, Cyberbullying and Discrimination in Schools, Prevention and Intervention	0
Total Credits		**21**

Middle Childhood/Adolescent track

Code	Title	Credits
ED 650	Research/Theory in Developing Literacy	3
ED 677	Literacy for Children with Special Needs	3
ED 652	Assessment in Literacy: Grades B - 12	3
ED 754	Literature and Digital Storytelling	3
ED 757	Adolescent Content Literacies in Culturally & Linguistically Diverse Settings (Grades 9-12)	3
ED 755B	Literacy Instruction & Technological Applications for a Diverse Population of Middle Grade Students	3
ED 694B	Literacy Practicum II Grades 5-12	3

EDG 511A	Child Abuse and Violence Prevention	0
EDG 511D	DASA- Harassment, Bullying, Cyberbullying and Discrimination in Schools, Prevention and Intervention	0
Total Credits		**21**

Middle School Extension Certificate

Campus: Westchester

Certificate Program Information

Childhood teachers may pursue certification in a particular subject area (i.e. English, history, math, science and social studies) in grades 7-9, while adolescent teachers will extend their certification to grades 5 and 6. Candidates will develop critical understanding of the middle school child within the context of communities and popular youth culture. This inquiry-based program also includes methods for differentiated instruction, integrating technology and media, literacy strategies linked to the Common Core Standards, as well as strategies for middle school classroom management

Program of Study

Intended for childhood and adolescent teachers with initial certification, this 6-credit program enables teachers to extend their certification with coursework that focuses specifically on the developmental needs of middle school students.

Admission Requirements

Adolescent Education majors who are willing to take two additional education courses and who take and pass the Content Specialty Test (CST) in their subject area, are eligible for the Middle School Extension to also teach that subject in grades 5-6.

Childhood Education majors must also have 30-credits in a subject area to be taught (i.e. Biology, English, etc.) to be eligible for the Middle School Extension. Students who take two additional courses and take and pass the Content Specialty Test (CST) in the subject area, are eligible for a certificate extension to teach that subject area in Grades 7-9.

Certificate Requirements

Code	Title	Credits
Undergraduate Students		
TCH 455	Middle Childhood / Early Adolescence: Community, Culture, Identity	3
TCH 456	Differentiating Curriculum and Instruction in Middle Childhood Education	3
Total Credits		**6**

Code	Title	Credits
Graduate Students		
ED 523	Middle Childhood / Early Adolescence: Community, Culture, and Identity	3
ED 524	Differentiating Curriculum and Instruction: Middle Childhood Education	3
Total Credits		**6**

Must also take and pass the Content Specialty Test (CST) in subject area.

Teaching English to Speakers of Other Languages (TESOL) Certificate

Campus: NYC, Westchester

Program Overview

The TESOL program at the Pace University School of Education provides certified educators with knowledge of the multifaceted approach to teaching English language learners (ELLs), an increasing student population that requires a specialized study of language and literacy development, and differentiated instruction for students at all grade levels. TESOL is a growing field for general education, special education, and content area teachers, as many schools prefer to hire teachers with multiple certifications who can better serve the needs of students who are learning English. Candidates who successfully complete the program and meet requirements will be certified to teach in English as a New Language (ENL) programs in Pre-K through 12 settings.

Program of Study

This 15-credit certificate program provides a focused exploration of the theory, research, and methods for teaching English language learners. Candidates will acquire an awareness and understanding of the sociocultural and sociolinguistic issues that impact the acquisition of English as an additional language among students. Candidates successfully completing this advanced certificate program will be able to provide differentiated instruction and create culturally-responsive environments for diverse classrooms.

Admission Requirements

This program is only for candidates who already possess a New York state teaching certificate (ie Childhood, Adolescent, or Special Education). Candidates must have a bachelor's degree or higher from an accredited institution, with a minimum GPA of 3.0. (Upon the recommendation of the dean, graduate faculty admissions committee, or the director of Student Support Services, candidates whose GPA is less than 3.0 may be admitted on a conditional basis, provided that it is determined that the candidate has the necessary knowledge and skills to complete the program successfully). Candidates will submit official undergraduate transcripts documenting completion of requirements for the liberal arts and sciences; a major or concentration in the liberal arts and sciences; and at least 12 semester hours or the equivalent of study of a language other than English (LOTE). Individuals who lack the required LOTE college-level credits may obtain credit by examination through CLEP or any equivalent tests for up to 12 credits.

Certificate Requirements

Code	Title	Credits
ED 551	Foundations of Bilingual Education	3
ED 556A	CMA:Teaching Eng Language & Literacy to Culturally & Linguistically Diverse Students	3
ED 556B	CMA: Teaching Culturally & Linguistically Diverse Students across the Content Areas	3
ED 557	Linguistics and Grammar for Language Teachers	3
ED 559	Student Teaching or Practica for TESOL Candidates	3
Total Credits		**15**

School District Business Leader Certificate

Campus: Westchester

The ever-changing demands on our public schools require forward-thinking administrative leaders who can successfully manage vital business functions for success and sustainability. Our school district business leader program will prepare you to become a flexible, visionary, and reflective school business leader with the skills necessary to create and sustain financial and operational functions in order to help ensure the quality of learning for all students. This program is online and participants will work with a cohort of peers within a professional network.

The 24-credit School District Business Leader Certificate Program is for candidates who already hold a School District Leader (SDL) or School Building Leader (SBL) certificate and who wish to get the School District Business Leader (SDBL) certificate. It includes a 600-hour internship that takes place over four semesters in a school district business office. All courses are online. Each week there is a 1 ½ hour synchronous session.

Certificate Requirements

Code	Title	Credits
Course Requirements		
EEL 607	Educational Budgeting	3
EEL 602	Technology, Data Management and Analysis for Educational Leader	3
EEL 673	Facilities Planning	0
EEL 674	Labor Relations	3
EEL 606	Educational Accounting	3
EEL 609	Finance Law	3
EEL 610	School District Leadership in Inclusive Settings	3
Total Credits		**18**

Code	Title	Credits
Internship Requirement		
EEL 696	Internship and Seminar in Educational Administration	6
Total Credits		**6**