



**Undergraduate Catalog
2009-2011**

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*Name of School was changed to the College of Health Professions in 2011.

PROFILE

Mission

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

Vision

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

The Pace Story

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

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

The University's decision to develop a college of arts and sciences, established in 1966 as both an autonomous academic unit and a foundation for the undergraduate core curriculum, has strengthened and

enriched the educational experience of Pace students and provided an ongoing source of intellectual enrichment to the University. The Dyson College of Arts and Sciences is central to the intellectual life of Pace, to shaping academic priorities, and to providing ethical, humanistic, and scientific principles upon which lives and careers are founded.

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

Now over 100 years old, Pace is a private, metropolitan university located in New York City and Westchester County whose six schools and one college offer a wide range of academic and professional programs. Educating achievers who are engaged with critical issues both locally and globally, the University enrolls more than 14,000 students in bachelor's, master's, and doctoral programs.

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

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

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

A significant tradition of Pace University is its strong relationship with business, civic, and community organizations. Pace's cooperative education program provides robust internship experiences with a wide range of employers. Dedicated to educating its students to be civically engaged, the University also emphasizes involvement with the community. With more than 85,000 alumni living in the New York City metropolitan area, strong networking opportunities mark the Pace experience.

Recognizing the importance of educating students with a global perspective, Pace is building an increasing array of study abroad options, a healthy mentoring program that has produced 27 Fulbright scholars in the last seven years, and a focus on international recruitment.

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

Academics at Pace

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

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

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

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A Multicampus University

New York City

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

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

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

Westchester County

The Westchester campus in Pleasantville is set on 200 acres land in mid-Westchester County New York, and offers a broad range of undergraduate degree programs in a stimulating collegiate environment. The Briarcliff annex, a short distance from Pleasantville, is the location of residence halls, recreational facilities, and administrative offices. A shuttle bus provides continuous service between the campuses. Pace's

School of Law, and a center for other graduate courses in business, public administration, and computing are located in White Plains, the hub of Westchester County.

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

Commitment to International Education

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

Accreditation and Membership

Pace University is chartered by the Regents of the State of New York and is accredited by the Middle States Association of Colleges and Secondary Schools. All Pace University degree programs are registered with the New York State Education Department. The Chemistry Departments in New York City and Pleasantville are accredited by the American Chemical Society. The Physician Assistant Program is accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). The Bachelor of Science in computer science and the Bachelor of Science in information systems are accredited by the Computing Accreditation Commission (CAC) of ABET, Inc. The programs of the Lienhard School of Nursing are accredited by the Commission on Collegiate Nursing Education (CCNE). The Lubin School of Business is accredited for both business and accounting by the Association to Advance Collegiate Schools of Business (AACSB International). The programs of the School of Education (SOE) are accredited by the National Council for Accreditation of Teacher Education (NCATE). The School of Law is accredited by the American Bar Association.

The Doctor of Psychology (Psy.D.) program and the Counseling Center's predoctoral internship in professional psychology in New York City are accredited by the American Psychological Association. Copies of the accreditation documents are on reserve in each of the University's libraries for inspection by students, prospective students, and parents.

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

The University is affiliated with the:

American Association of School Administrators
 American Educational Research Association
 Association of College Counseling Training Agents
 Collegiate Association for the Development of Educational Administration in New York State
 Lower Hudson Valley Council of School Superintendents
 Metropolitan Council for Educational Administration Programs

National Association for Supervision and Curriculum Development
Phi Delta Kappa

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

New York State Education Department

Address complaints to:
New York State Education Department
Office of Higher Education and the Professions
Central Education Center, Room 5B28
Albany, NY 12230
Phone: 518-474-5851

Middle States Commission on Higher Education

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

Visit the website for more information

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

Address Complaints to:
ARC-PA
12000 Findley Road, Suite 150
Johns Creek, Georgia 30097
Phone: 770-476-1224

Visit the ARC-PA website for more information

American Bar Association (ABA)

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

Visit the ABA website for more information

American Chemical Society (ACS)

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

American Psychological Association (APA)

Address complaints to:
Office of Program Consultation and Accreditation
American Psychological Association
750 First Street, NE
Washington, DC 20002

Phone: 202-336-5500 (ext. 5979)

Visit the APA website for more information

Association to Advance Collegiate Schools of Business (AACSB)

Address complaints to:
AACSB International
777 South Harbour Island Boulevard, Suite 750
Tampa, Florida 33602 USA
Phone: 813-769-6500

Visit the AACSB website for more information

Commission on Collegiate Nursing Education (CCNE)

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

Visit the CCNE website for more information

Computing Accreditation Commission of ABET, Inc. (ABET)

Address complaints to:
ABET
111 Market Pl., Suite 1050
Baltimore, MD 21202
Phone: 410-347-7700

Visit the ABET website for more information

National Council for the Accreditation of Teacher Education (NCATE)

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

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 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 for Teachers (MST)

Juris Doctor (JD)
 Doctor of Juridical Science (SJD)
 Doctor of Professional Studies (DPS)
 Doctor of Nursing Practice (DNP)

Doctor of Psychology (PsyD)
 Doctor of Nursing Practice (DNP)

HEGIS Code -Undergraduate Majors for 2009-2011 (New York Campus)

MAJOR	DEGREE	SCH	HEGIS CODE
Acting	BFA	DYS	1007.00
American Studies	BA	DYS	0313.00
Applied Psychology and Human Relations	BA	DYS	2001.00
Art History	BA	DYS	1003.00
Biochemistry	BS	DYS	0414.00
Biology	BS/BA	DYS	0401.00
Biology Pre-professional **	BS	DYS	0401.00
Business Economics	BS	DYS	0517.00
Business Studies (General Business)†	BBA	LUB	0501.00
Chemistry	BS	DYS	1905.00
Chemistry Pre-Professional:			
Chemistry: Chemical Engineering	BS	DYS	1905.00
Clinical Laboratory Science	BS	DYS	1223.00
Communication Sciences and Disorders	BA	DYS	1220.00
Communication Studies	BA	DYS	0601.00
Computer Science	BS/BA	SCS	0701.00
Criminal Justice	BS	DYS	2105.00
Economics	BA	DYS	2204.00
English Language and Literature	BA	DYS	1502.00
Environmental Science	BS	DYS	0420.00
Environmental Studies	BA	DYS	0420.00
Film and Screen Studies	BA	DYS	1010.00
Finance	BBA	LUB	0504.00
Fine Arts	BFA	DYS	1001.00
Forensic Science	BS	DYS	1999.20
General Accounting	BBA	LUB	0502.00
History	BA	DYS	2205.00
Information Systems			
Information Systems–Business	BBA	LUB	0702.00
Information Systems–Computer Science	BS/BA	SCS	0702.00
Information Technology	BS	SCS	0702.00
Internet Technology	BS	SCS	0799.00
International Management	BBA	LUB	0513.00
Language, Culture, and World Trade	BA	DYS	2299.00
Latin American Studies	BA	DYS	0308.00
Liberal Studies	BA	DYS	4901.00
Management-Business Management	BBA	LUB	0506.00
Management- Entrepreneurship	BBA	LUB	0506.00
Management- Hospitality and Tourism	BBA	LUB	0506.00
Management- Human Resources	BBA	LUB	0506.00
Management- Quantitative Business Analysis	BBA	LUB	0506.00
Marketing-Advertising and Promotion	BBA	LUB	0509.00
Marketing-E-Business and Interactive Media	BBA	LUB	0509.00
Marketing-International Marketing	BBA	LUB	0509.00
Marketing-Marketing Management	BBA	LUB	0509.00
Mathematics	BA/BS	DYS	1701.00
Modern Languages and Cultures	BA	DYS	1199.00
Musical Theater	BFA	DYS	1004.00
Philosophy and Religious Studies	BA	DYS	1599.00
Political Science	BA	DYS	2207.00
Professional Communication Studies *	BS	DYS	0599.00
Professional Computer Studies *	BS	SCS	0701.00
Professional Studies	BS	DYS	4901.00
Professional Technology Studies **			
Internet Technology and E-Commerce	BS	SCS	0799.00

MAJOR	DEGREE	SCH	HEGIS CODE
Telecommunications (NACTEL)	BS	SCS	0799.00
Psychology	BA	DYS	2001.00
Public Accounting	BBA	LUB	0502.00
Sociology-Anthropology	BA	DYS	2208.00
Spanish	BA	DYS	1105.00
Teaching Students with Speech and Language Disabilities	BA	DYS	0815.00
Technology Systems	BS	SCS	0702.00
Theater Arts	BA	DYS	1007.00
Women's and Gender Studies	BA	DYS	2299.00

Associate Degrees (Two-Year Degrees)

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

Combined Degrees

MAJOR	HEGIS CODE
BA in Applied Psychology and Human Relations and MS in Counseling	2001.00
BA in Applied Psychology and Human Relations and MS in Mental Health Counseling	2001.00
BA in Biology and MST in Adolescent Education	0401.01
BA in Biology and Adolescent Education and MSE in Adolescent Education	0401.01
BA in Chemistry and Adolescent Education and MSE in Adolescent Education	1905.01
BA in Childhood Education and Special Needs MSE in Childhood Education	0808.08
BA in Communications and JD in Law	0601.00
BA in Computer Science and MS in Computer Science	0701.00
BA in Computer Science and MS in Information Systems	0701.00
BA in Computer Science and MS in Telecommunications	0701.00
BA in Earth Science and Adolescent Education and MSE in Adolescent Education	1917.01
BA in English and MST in Adolescent Education	1501.01
BA in English and Adolescent Education and MSE in Adolescent Education	1501.01
BA in English Language and Literature and MS in Publishing	1502.00
BA in Environmental Studies and JD in Law	0420.00
BA in History and JD in Law	2205.00
BA in History (Social Studies) and MST in Adolescent Education	2201.01
BA in History (Social Studies) and Adolescent Education and MSE in Adolescent Education	2201.01
BA in Mathematics and MST in Adolescent Education	1701.01
BA in Mathematics and Adolescent Education and MSE in Adolescent Education	1701.01
BA in Modern Languages and MS in Publishing	
BA in Philosophy and Religious Studies and JD in Law	1599.10
BA in Political Science and JD in Law	2207.00
BA in Psychology and MA in Psychology	2001.00
BA in Spanish and MST in Adolescent Education	1105.01
BA in Spanish and Adolescent Education and MSE in Adolescent Education	1105.01
BBA in Public Accounting and MBA in Public Accounting	0502.00
BS in Computer Science and MS in Software Development and Engineering	0701.00
BS in Criminal Justice and JD in Law	2105.00
BSN in Nursing and MS in Family Nurse Practitioner	1203.00
BSN in Nursing and MA in Nursing Education	1203.01
BS in Technology Systems and MS in Information Systems	0702.00

Certificate Programs

MAJOR	HEGIS CODE
Applications Programming	5103.00
Broadband Essentials	5199.00
Computer Art	5012.00

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

HEGIS Code -Undergraduate Majors for 2009-2011 (Pleasantville Campus)

MAJOR	DEGREE	SCH	HEGIS CODE
American Studies	BA	DYS	0313.00
Applied Psychology and Human Relations	BA	DYS	2001.00
Art	BS	DYS	1002.00
Biochemistry	BS	DYS	0414.00
Biology	BS/BA	DYS	0401.00
<i>Biological Psychology</i>	BA	DYS	2010.00
Business Economics	BS	DYS	0517.00
Business Studies (General Business)	BBA	LUB	0501.00
Chemistry	BS	DYS	1905.00
Chemistry: Chemical Engineering	BS	DYS	1905.00
Childhood Education	BA	SOE	0802.00
Clinical Laboratory Science	BS	DYS	1223.00
Communication Arts and Journalism	BA	DYS	0602.00
Communications	BA	DYS	0601.00
Computer Science	BS/BA	SCS	0701.00
Criminal Justice	BS	DYS	2105.00
Economics	BA	DYS	2204.00
Education, Adolescent ††			
Biology	BA	SOE	0401.01
Chemistry	BA	SOE	1905.01
Earth Science	BA	SOE	1917.01
English	BA	SOE	1501.01
History / Social Studies	BA	SOE	2201.01
Italian	BA	SOE	1104.01
Mathematics	BA	SOE	1701.01
Spanish	BA	SOE	1105.01
English	BA	DYS	1501.00
English and Communications	BA	DYS	1502.00
Environmental Science	BS	DYS	0420.00
Environmental Studies	BA	DYS	0420.00
Film and Screen Studies	BA	DYS	1010.00
Finance	BBA	LUB	0504.00
General Accounting	BBA	LUB	0502.00
History	BA	DYS	2205.00
Information Systems			
Information Systems–Business	BBA	LUB	0702.00
Information Systems–Computer Science	BS/BA	SCS	0702.00
Information Technology	BS	SCS	0702.00

MAJOR	DEGREE	SCH	HEGIS CODE
International Management	BBA	LUB	0513.00
Liberal Studies	BA	DYS	4901.00
Management-Business Management	BBA	LUB	0506.00
Management- Entrepreneurship	BBA	LUB	0506.00
Management- Human Resources	BBA	LUB	0506.00
Marketing-Advertising and Promotion	BBA	LUB	0509.00
Marketing-E-Business and Interactive Media	BBA	LUB	0509.00
Marketing-International Marketing	BBA	LUB	0509.00
Marketing-Marketing Management	BBA	LUB	0509.00
Mathematics	BA/BS	DYS	1701.00
Modern Languages and Cultures	BA	DYS	1199.00
Nursing (4-year program)	BS	LSN	1203.00
Personality and Social Psychology	BA	DYS	2005.00
Philosophy and Religious Studies	BA	DYS	1599.00
Political Science	BA	DYS	2207.00
Professional Communication Studies *	BS	DYS	0599.00
Professional Computer Studies *	BS	SCS	0701.00
Professional Studies	BS	DYS	4901.00
Professional Technology Studies **			
Internet Technology and E-Commerce	BS	SCS	0799.00
Telecommunications (NACTEL)	BS	SCS	0799.00
Psychology	BA	DYS	2001.00
Public Accounting	BBA	LUB	0502.00
Spanish	BA	DYS	1105.00

Associate Degrees (Two-Year Degrees)

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

Combined Degrees

MAJOR	HEGIS CODE
BA in Applied Psychology and Human Relations and MS in Counseling	2001.00
BA in Applied Psychology and Human Relations and MS in Mental Health Counseling	2001.00
BA in Biology and Adolescent Education and MSE in Adolescent Education	0401.00
BA in Biology and MST in Adolescent Education	0401.00
BA in Biology and JD in Law	0401.00
BA in Chemistry and Adolescent Education and MSE in Adolescent Education	1905.01
BA in Childhood Education and Special Needs MSE in Childhood Education	0808.00
BA in Communications and JD in Law	0601.00
BA in Computer Science and MS in Computer Science	0701.00
BA in Computer Science and MS in Information Systems	0701.00
BA in Computer Science and MS in Telecommunications	0701.00
BA in Earth Science and Adolescent Education and MSE in Adolescent Education	1917.01
BA in English and MST in Adolescent Education	1501.00
BA in English and JD in Law	1501.00
BA in Environmental Studies and JD in Law	0420.00
BA in Environmental Studies and MS in Environmental Science	0420.00
BA in History and JD in Law	2205.00
BA in History (Social Studies) and MST in Adolescent Education	2205.00
BA in History (Social Studies) and Adolescent Education and MSE in Adolescent Education	2201.01
BA in Italian and Adolescent Education and MSE in Adolescent Education	1104.01
BA in Mathematics and MST in Adolescent Education	1701.01
BA in Mathematics and Adolescent Education and MSE in Adolescent Education	1701.01
BA in Modern Languages and MS in Publishing	1199.00
BA in Philosophy and Religious Studies and JD in Law	1599.10
BA in Political Science and JD in Law	2207.00
BA in Political Science and Master in Public Administration	2207.00
BA in Psychology and MS in Counseling	2001.00
BA in Spanish and Adolescent Education and MSE in Adolescent Education	1105.01

MAJOR	HEGIS CODE
BA in Spanish and MST in Adolescent Education	1105.01
BBA in Public Accounting and MBA in Public Accounting	0502.00
BSin Biology and MSin Environmental Science	0401.00
BSin Computer Science and MSin Software Development and Engineering	0701.00
BSin Criminal Justice and JD in Law	2105.00
BSN in Nursing and MSin Family Nurse Practitioner	1203.00
BSN in Nursing and MA in Nursing Education	1203.10
BSin Technology Systems and MSin Information Systems	0702.00

Certificate Programs

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

* *Transfer and adult students only*

***Allied health programs are offered in conjunction with: Columbia University, New York State College of Optometry, New York Medical College, and New York College of Podiatric Medicine.*

† *Pending Program title change from General Business to Business Studies.*

†† *Program requires students to choose a second major based on the subject they choose to teach.*

+ + + *Students can choose to major in Literacy, Special Education, or Educational Technology at the MSE level.*

Associate and Combined Degree programs have separate admission and enrollment requirements. Please contact the admission office for more details. Students who wish to enroll in the combined degree program usually do so in their junior and/or senior years and are required to meet a minimum GPA.

Pre-med and pre-law tracks are preparatory for medical school or law school, respectively.

UNIVERSITY ADMINISTRATION

Founders

Homer S. Pace, CPA

Charles A. Pace, LLD

Board of Trustees

Mark M. Besca, '81

Managing Partner

Ernst & Young, LLP

Aniello A. Bianco, '61

Philip F. Bleser, '84, '94

Managing Director and

Head of the Global Corporate

Bank in North America

J.P. Morgan Securities LLC

Donald L. Boudreau, '70

Christopher A. Edwards, '95

Deputy Attorney General

New Jersey Attorney General's Office

Stephen J. Friedman

President

Pace University

John A. Gerson, '69

Chief Financial Officer

Paladin Realty Partners, LLC

Cynthia Greer Goldstein, '77, '81

Barry M. Gosin

Chief Executive Officer

Newmark Knight Frank

Bridget-Anne Hampden, '79

JHR and Associates, LLC

James E. Healey, '64

Charles N. Jordan, Jr.

President & Chief Executive Officer

Charles Jordan and Co., LLC

Harold O. Levy

Managing Director

Palm Ventures, LLC

Suresh Munshani, '89

Edward F. Murphy, '74

Executive Vice President

Federal Reserve Bank of New York

John T. O'Connor, Esq., '86

Partner

Sadis & Goldberg LLP

Michael O'Reilly, '71

Barbara Ann Porceddu, '74

Thomas J. Quinlan, III, '85

President & Chief Executive Officer

RR Donnelley

Maria Fiorini Ramirez, '72

President & Chief Executive Officer

Maria Fiorini Ramirez, Inc.

Carol Raphael

President & Chief Executive Officer

The Visiting Nurse Service of New York

Jack J. Ribeiro, '78

Global Managing Partner

Financial Services Industry

Deloitte LLP

Robert A. Rivero, '67

RAR Management Services

Joseph F. Ryan

Professor of Criminal Justice & Sociology

Pace University

Jack L. Salzman, '68

Managing Partner

Kings Point Partners, LP

Ivan G. Seidenberg, '81

Chairman & Chief Executive Officer

Verizon Communications

Marie J. Toulantis, '81

Hal J. Upbin, '61

Chairman Emeritus

Kellwood Company

Richard F. Zannino, '84

Managing Director

CCMP Capital Advisors, LLC

Trustees Emeriti

E. Virgil Conway
Chairman
Rittenhouse Advisors

Harry E. Ekblom

Stephen C. Eyre

C. Gerald Goldsmith

Alfred R. Goldstein

Charles F. Jacey Jr. '57

Edward J. Lill

Anthony J. Marano MD

Ian McDougall '54
Retired Vice Chairman and CFO
INCO Limited

Henry G. Miller Esq.
Senior Member
Clark, Gagliardi, and Miller, P.C.

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CNA Financial Corporation

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Managing Partner
Carl H. Pforzheimer & Co., LLC

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Urstadt Biddle Properties, Inc.

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Ivor A. Whitson, '68
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University Administration

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Barbara S. Pennipede

Dean, Lubin School of Business

Neil S. Braun

Interim Dean, Lienhard School of Nursing

Geraldine Colombraro, PhD

Dean, School of Education

Andrea (Penny) M. Spencer, PhD

Dean, School of Law

Michelle S. Simon

Interim Dean, Seidenberg School of Computer Science and Information Systems

Constance Knapp

Dean, Dyson College of Arts and Sciences

Nira Herrmann, PhD

University Counsel

Stephen Brodsky

Affirmative Action Officer

Arletha Miles

Chief of Staff

Gindy Heilberger

Special Assistant to the Board of Trustees

ADMISSION

Applicants for admission to Pace University are considered in terms of past achievement and future promise. The Admission Committee considers the record of each applicant individually; Pace University does not have a "cut-off" GPA or test score for applicants. All applications receive a thorough review by the Committee on Admissions, regardless of GPA or test scores. Academic achievement is the primary factor for admission to Pace, but such qualities as motivation, creativity, and community involvement are also considered during the evaluation.

Procedures for Admission (Degree Students)

Would you like to apply? Please visit the Admission Web site > >

Pace University recognizes that students give serious consideration to the admission process and that they are anxious to receive a decision on their application within a reasonable period of time. The application deadline for freshman applicants is March 1. For full scholarship consideration, all freshman applicants should have a completed application filed prior to the end of February. Admission counselors make every effort to notify students of a decision in a timely fashion. New students may begin their studies in September or January.

For the fall semester only, Pace offers a Priority Admission Plan. The application deadline for students wishing to enter Pace University in September is March 1. Completed applications for the spring semester are evaluated as they are received, but no earlier than September.

Freshman Applicants – The following information must be submitted for a student to be considered for admission:

- an application for admission and a nonrefundable application fee of \$45.00
- an official high school transcript or equivalency certification (GED) and scores (photocopies are not accepted)
- SAT I or ACT scores
- 2 recommendations from a high school counselor and/or teacher
- a personal statement or essay

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

Transfer Applicants – The following information must be submitted for a student to be considered for admission:

- an application for admission and a nonrefundable application fee of \$45.00
- official transcript(s) from all previous colleges, universities, and/or proprietary schools attended
- an official high school transcript certifying graduation or equivalency certification (GED) and scores (photocopies are not accepted).

Please note: If the applicant has earned an associate degree from an accredited institution, a high school transcript is not needed.

An applicant must submit transcripts from all colleges and universities previously attended even if he or she does not apply for transfer credit. All OFFICIAL TRANSCRIPTS must be sent directly from the institution issuing them to the Office of Undergraduate Admission. Transcripts brought or sent by the applicant are not considered official transcripts. (Submission of false records or omission of previous college, university and/or proprietary school attendance may result in denial of admission, reversal of admission decision, and/or denial of transfer credit.) Students who have attended a college or university outside of the United States should refer to the International Student Application section of this catalog.

Copies of the course catalogs from all colleges or universities previously attended should be sent to the Office of Undergraduate Admission. The catalog should include a description of all courses the applicant has taken.

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

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

Adult Applicants—A large number of adult students enroll at the University. Their concerns are different from those of traditional age students. For this reason, all adult students should make an appointment with an admission professional in the Office of Undergraduate Admission. Here, adult students will find professional guidance for academic matters that will help in their college careers. It is not necessary for adult students to submit SAT I or ACT scores.

Credits earned as a nondegree student may be applied toward the requirements of a degree program, according to the regulations set forth by the Office of Admission.

Lienhard School of Nursing Applicants—Prior to assignment to the first clinical experience, Lienhard School of Nursing students must be certified in Pro-

Professional Providers CPR and submit a satisfactory medical certification, including physical examination, chest x-ray, and required immunization.

Candidates for the nursing program should consult the Lienhard School of Nursing section in this catalog for specific admission requirements.

Admission Interview—Interviews for admission to the University are strongly recommended. Applicants are encouraged to visit the campus to have the opportunity to meet with members of the faculty, student body, and the administration, to discuss the programs of study and student life. To make an appointment for an interview on campus or with an alumnus/na, contact the Office of Undergraduate Admission. The office is open for interviews from 9:30 a.m.–5:00 p.m., Monday through Friday. Open Houses and information sessions are planned for the convenience of students. Call the Office of Undergraduate Admission for additional information.

Freshmen

High School Diploma Recipients

Candidates for admission to the freshman class should have a minimum of 16 academic units including four years of English, three to four years of history/social science, three to four years of college preparatory mathematics, two years of lab science, two years of a foreign language, and two to three academic electives.

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

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

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

Placement Examinations—Some freshmen may be required to take placement examinations to determine their first-year programming. Details will be sent beginning in May after acceptance to the University. Upon review of Freshmen Placement Exam results, each student admitted to the University creates a schedule for his or her selected degree program in consultation with an academic adviser. Generally, students will be assigned a standard course load of 12–16 credits per semester for their first year de-

pending on the results of the placement test. Some students are admitted to a reduced program and are advised to enroll in a program of 12–13 credits for their first year if academic record and placement test results indicate the need for a gradual adjustment to the rigors of college-level work.

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

Transfer

Transfer candidates must submit their high school records and college transcripts (even if transfer credit is not requested) with their application. Submission of false records or omission of previous college, university, and/or proprietary school attendance may result in denial of admission, reversal of admission decision, and/or denial of transfer credit.

Transfer Credit Policy

Transfer credit is evaluated according to the following policy:

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

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

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

Bachelor's Degree—A maximum of 96 credits may be transferred to a bachelor's degree program from accredited four-year institutions (see below for limitations on transfer from two-year colleges). Specific credits are awarded dependent upon the program in which the student registers.

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

Placement Test for Transfer Students—Some new students admitted to the Lienhard School of Nursing and the Physician Assistant Program are required to take a placement test prior to registration. Specific information will be sent to students after acceptance.

Course Equivalency—Courses transferred must be applicable and comparable to corresponding courses in which the student is, or will be, enrolled at Pace University. In cases where the student's program at Pace

provides for electives, the student may receive elective credit toward the degree requirement for those courses taken at another institution that are not offered at Pace.

Sources of Transfer Credit:

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

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

International Student Applicants

Would you like to apply? Please visit the Admission Web site > >

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

Application Procedures

International students are required to complete the Application for Admission for Undergraduate International Students. The application is to be returned to the Pace University Application Processing Center with a \$55.00 nonrefundable fee. Although there is no application deadline, the Office Undergraduate Admission recommends that all applications be submitted prior to July 15 for the fall semester and November 15 for the spring semester.

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

- Official academic records (transcripts), diplomas, and final examination scores from all secondary (high school) and post secondary (college, university) institutions. Photocopies and notarized copies of academic records (transcripts) are not considered official and will not be accepted.
- Academic records (transcripts) issued in a language other than English are required to be translated and attested by the institution of origin or an approved evaluation/translation agency accepted by Pace University.
- Transfer applicants should also submit an official catalog or syllabus of course work from each post secondary institution attended to receive transfer credit.

- Applicants whose native language is not English must submit the results of the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Official test scores must be sent directly to Pace University. Photocopies or notarized copies of TOEFL or IELTS scores are not accepted.
- A letter of recommendation from a teacher, academic counselor, or individual who knows the applicant well and can describe her or his academic potential and personal characteristics
- A personal statement or essay on a topic of their choice.

Student and Exchange Student Visas

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

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

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

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

Enrollment and Registration – After a student has been notified of her or his acceptance, a \$100 nonrefundable deposit will be if she or he chooses to live off campus. For students planning to live in university-sponsored housing, a nonrefundable \$600 tuition and housing deposit will be required. Specific information will be sent by the Director of Admission at the time of admission regarding the deposit deadline. All new international students are required to complete the University's placement examination upon arrival on campus and prior to registration. Students having limited English skills may be required to enroll in intensive noncredit English classes prior to their enrollment in academic courses. Noncredit intensive English courses will entail additional expense and extend the time normally required to complete the student's degree.

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

At Pace University, credit or advanced standing may be awarded for higher level (HL) examinations with

TUITION

Undergraduate Tuition Rate:

[Tuition Rates: 2009-2010](#)

[Tuition and Fees: 2010-2011 Academic Year](#)

Special Course Fees

Same for Undergraduate and Graduate

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

General Institution Fee (GIF)

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

University Health Center Fee (UHCF)

Pace University assesses a University Health Center Fee (UHCF) to cover the co-pay costs for accident and sickness visits to campus Health Centers. Health Center services not covered by this fee include wellness visits, preventive services, diagnostic tests, procedures, and laboratory services. This fee is assessed every Fall and Spring semester to full-time undergraduate, graduate and doctoral students.

Technology Fee

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

Graduate Courses Taken by Undergraduates

Students who are enrolled in a combined degree program are treated as undergraduate students through

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

Important Notes

- Students in arrears to the University may not be permitted to register for either credit bearing or non-credit bearing continuing education courses until their prior balance is paid in full. Payments received for new enrollments will be applied to any outstanding balance due Pace University.
- IN ALL CASES STUDENTS MUST CONTACT THEIR CAMPUS OFFICE OF STUDENT ASSISTANCE VIA MAIL, TELEPHONE, OR IN PERSON TO COMMUNICATE THEIR INTENTION TO ATTEND WHETHER OR NOT A PAYMENT IS DUE OR A BILL HAS BEEN RECEIVED.
- **PERSONAL CHECKS:** Personal checks are accepted in payment of tuition and fees. A charge of \$20.00 is assessed for each check returned unpaid by the bank. The Office of Student Assistance reserves the right to exclude students from using personal checks, and may require a student to pay by certified check or money order if an account is more than 90 days in arrears.

CREDIT CARDS AND WEBCHECKS: Credit cards (Visa, MasterCard, American Express, and Discover/Novus) are accepted for payment. Credit cards may be used to pay in full the semester charges, less validated Financial Aid. Payment may be made via the Web or by

using the reply copy of the semester invoice. If late fees apply, they will be charged. Students may also pay via WebCheck through their MyPace portal. A personal checking or savings account from a United States 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 fifty percent of the delinquent outstanding balance (including any late charges and interest).**

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

Tuition Cancellation Policy

Undergraduate and Graduate

Only tuition, student activity, and special course fees can be cancelled in the following situations: 1) when a student is separated from the University for disciplinary or academic reasons prior to the end of a semester, 2) officially withdraws from any course or courses, regardless of the method of instruction, by filing a written notice at the Office of Student Assistance, or 3) officially withdraws using the MyPace portal at the www.pace.edu Web site. **Please note: Application and general institution fees are not refundable.** Tuition cancellation will be made according to the schedule associated with the term of enrollment. Please see Tuition Cancellation Schedule below for more information.

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

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

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

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

Student Refunds

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

Student refunds will be generated:

- When a credit balance is created as a result of the **posting of Title IV financial aid** (including Federal Pell Grant, Federal SEOG, Federal loans), a refund will be sent to HigherOne for distribution to the student, in accordance with the student's indicated preference. If the aid is disbursed before the semester starts, the credit will be sent to HigherOne approximately two weeks (14 days) after the opening of the semester. Students should view the reverse side of the HigherOne Card, go to the indicated website, and choose their preferred method for receiving excess funds. **Effective July 1, 2008***, there are two methods for receiving refunds that are available through HigherOne: 1) **One Account Deposit (Easy Refund)** - This means that within minutes of your refund being released by the university you can have use of your money; or 2) **ACH Transfer**. - Have your money directly deposited into any bank account you designate (Students are required to fill out a form). Students should visit their Web site at www.paceone.com to set up their refund preferences.
- If an account is paid, in part or in full, by a **Parent PLUS loan**, and a credit balance exists, a check will

be drawn, payable to the borrower, to the extent of the existing credit balance, but not exceeding the amount of the PLUS loan. If the loan is disbursed before the semester starts, the check will be mailed approximately two weeks (14 days) after the opening of the semester. Thereafter, refunds are typically mailed within ten days of disbursement, but assuredly within 14 days from the date the credit balance is created. Parents may waive their right to receive the excess funds by requesting that any excess funds be refunded directly to the student by contacting the Office of Student Assistance and submitting a written request. The request must include the student's name, Pace ID number, and the specific term (semester and year) of the loan. Requests will be valid for the specified academic year only. Such arrangements may be rescinded by a parent by submitting a follow-up letter requesting a change of preference. Letters should be mailed to the Office of Student Assistance at the student's home campus.

- When a credit balance is created as a result of an overpayment or withdrawal and a check or cash payment only is used, a refund will be sent to HigherOne for distribution to the student, in accordance with the student's indicated preference.
- Refunds for **students who use credit cards to pay their bills** are handled differently. The Office of Student Assistance refunds in kind, i.e., to the credit card used to pay for the semester's charges. If financial aid is disbursed after the application of the credit card payment, any resultant credit will be refunded to the credit card, up to the amount paid by credit card. The amount refunded to the credit card will never exceed the amount of the original credit card payment. Any excess credit above the original credit card payment will be refunded according to the guidelines stated earlier.

If a student withdraws from a course or all courses, the level of aid eligibility may be recalculated based on the date of the

- withdrawal and the amount of tuition cancellation, if any. (The *Tuition Cancellation Policy* may be found 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 and any unearned aid will be returned appropriately to the source (e.g., U.S. Department of Education or federal loan lender). Return to Title IV calculations (R2T4) are completed by the Financial Aid Office, in accordance with Federal regulations. After review, if a student is deemed ineligible for any or all financial aid, any balance due resulting from the Return to Title IV calculation becomes the responsibility of the student.

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

Tuition Cancellation Schedule

Time of Withdrawal:

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

Fourteen or Fifteen Week Term (most Fall and Spring Courses)

Prior to and during 1st week of term	100%
During 3rd week of the term	70%
During 4th week of the term	25%
During 5th week of the term	20%
After 5th week of the term	0%

Six Week Term (most Summer Session I and II courses)

Prior to and during 1st week of term	100%
During 2nd week of term	25%
After 2nd week of term	0%

One Week Term

Prior to 1st day of 1-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 2-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 3-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 4-week term	100%
During 1st week of term	50%
After 1st week of term	0%

Five Week Term

Prior to 1st day of 5-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 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 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 Serious Illness

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

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

Cancellation Because of Business Transfer

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

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

Cancellation Because of Military Service

Any student required to discontinue attending classes because of induction into or activation in the United

States or a foreign military service, may be eligible for a complete refund of all tuition and fees, (except the application and general institution fee), if orders to report for active duty are received within the first two weeks of class. These students will be advised to submit a tuition appeal request for consideration on a case-by-case basis for a possible full or partial refund of tuition. If it is for a foreign military service activation, a notarized copy of the translation of the orders into the English language is required for consideration.

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

Financial Aid Refunds / Cancellations

If Financial Aid Funds were used to pay any portion of the tuition and fees for the semester, those funds will be recovered according to the Financial Aid Office Refund Policy. Student Aid Funds cannot be carried over to future semesters. When a student receiving financial aid for a term withdraws fully or partially from a term, the level of aid eligibility must be recalculated before any refunds are done. Financial Aid may be recalculated based on the date of the withdrawal, the number of credits before and after the withdrawal, and the amount of tuition cancellation, if any. When a recipient of federal funds withdraws or stops attending classes at least half-time during the first 60% of the semester (payment period), a recalculation in compliance with the Title IV Federal Return of Funds Policy will be done and any unearned aid will be returned appropriately to the source (e.g. U.S. Department of Education or federal loan lender). Return to Title IV calculations (R2T4) are completed by the Financial Aid Office on the student's home campus, in accordance with Federal regulations. After review, if a student is deemed ineligible for any or all financial aid, any balance due resulting from the Return to Title IV calculation becomes the responsibility of the student. After the review and all adjustments to financial aid, if the student or parent is deemed eligible for any refund, the refund will be processed according to the appropriate procedure for the manner in which payments were received. A student receiving Title IV Federal Aid (Pell, FSEOG, ACG grant, SMART grant, Perkins loans, and Direct Loans) who withdraws from classes must see a Financial Aid Counselor.

ACADEMIC CALENDAR

- [2009-2010 Undergraduate/Graduate/Doctorate Academic Calendar](#)
- [2010-2011 Undergraduate/Graduate/Doctorate Academic Calendar \(Revised 2/2/11 due to the school closing\)](#)

CAMPUS LIFE

Athletics and Recreation

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

As with other nonacademic activities, athletic activities add another dimension to university life. Intercollegiate and intramural sports give the men and women of Pace University a chance to compete at many levels of ability and interest. There are 19 varsity teams and a wide variety of intramural sports.

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

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

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

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

The baseball team has moved to the Division II ranks and will play in the Northeast-10 Conference which

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

Among Pace's remaining sports, cross country and track and field compete against some the most talented Division I and II programs in the Northeast region at various meets in the fall and spring. The equestrian team, a long-time successful club team at Pace, became a varsity program in 1997. The team has represented Pace at the NCAA Division II Championships in 2002, 2003 and 2004. Men's golf began its inaugural season in the spring of 2000 and has earned a bid to the NCAA Regionals in 2002, 2003, 2004, and 2006.

Campus Dining Services

Lackman Culinary Services is contracted by the University to provide food service to the Pace Community. They offer a variety of locations, programs, and services to make students' dining experience exceptional. Whether on the New York City or the Westchester campus, students have the flexibility to choose where, when, and what they would like to purchase.

There are great locations on the New York City and Westchester campuses—each serving a different purpose. For those grabbing something to go, there are kiosks, offering Mayflower Gourmet Coffee, baked goods, sandwiches, salads, bottled beverages, and other popular convenient foods. For full-service fare, students may try one of the cafés or eateries, which offer a large variety of hot and cold foods from salad bars; made-to-order deli sandwiches; hot off the grill, cook-to-order stations; pizza and pastas; and traditional entrees.

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

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

All part-time students are invited to choose a dining plan of interest. Take a look at our Campus Dining plan brochure and choose the plan that best suits your needs. To sign up fill out the Optional Meal Plan Up-

grade Form attached to the Campus Dining plan brochure and bring it to the meal plan office on your particular campus.

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

Centers For Student Development And Campus Activities

While much of the college experience takes place inside the classroom, the Centers for Student Development and Campus Activities promote the integral part that occurs outside the classroom through co-curricular activities. As advocates of student empowerment, the Centers provide resources, guidance, and support to enhance student achievement and personal development. Opportunities to participate in student governance, leadership training, cultural events, and a wide array of diverse student organizations abound for all interested Pace University students.

Activities

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

Leadership Training

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

Orientation

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

Special Programs

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

Cultural Programming

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

When not in use for performances, the theatre is home to the award-winning television program *Inside the Actors Studio*. Recent guests have included Al Pacino, Liza Minnelli, Queen Latifah, Dave Chappelle, and Dustin Hoffman. Pace students are offered free admission to these tapings and Pace theatre and film studies students are often featured on the broadcasts during the question sessions.

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

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

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

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

Environmental Center

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

The Center provides an important support component to the academic activities of Pace by hosting classes and housing the Environmental Clinic. Students

from the University and local high schools also work closely with faculty at the Center, designing and pursuing individualized internships. The Environmental Center also provides the home for NATURE, the Pleasantville campus environmental club, which is run by students.

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

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

Kessel Student Center

Pleasantville

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

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

Library

The Pace Library serves as both depository and gateway to global print and electronic resources in support of the University's broad and diversified curriculum, scholarly research, and independent study, and provides ubiquitous and seamless connectivity to digitized networks and information through a user cordial interface. The aggregate holdings of the Pace Library are supplemented by reciprocal borrowing and access accords, traditional interlibrary loan services, and commercial document suppliers, with expanded options for user-initiated and controlled services.

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

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

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

write papers, tabulate and interpret data, design Web pages, develop e-portfolios, and collaborate in small groups on multimedia projects in a one-stop shopping approach.

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

Residential Life

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

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

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

The Office of Housing and Residential Life Staff

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

Students are viewed as whole individuals working toward integration with others and enjoying the privileges of community membership, while accepting its inherent responsibilities. Our program, policies,

expectations, and guidelines are designed with your safety and welfare in mind. Your involvement in the community as self-regulating adults is the key to making the residence halls places where you:

- Meet other students and establish relationships that will enhance your Pace experience
- Successfully live together through peer interaction and learning, complementing your academic program
- Assume responsibility and accountability for your own lives and living environments
- Develop friendships and relationships that are respectful, civil and mutually satisfying
- Participate in educational, social, and cultural programs
- Develop skills through participation that will enhance your Pace experience and prepare you to contribute as members of outside communities

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

STUDENT AFFAIRS

Counseling Services

The mission of Counseling Services complements the University's mission. Counseling aims to help students cope more effectively with developmental, vocational, familial, emotional, and relational aspects of their lives. The intention is to support students in directing energies toward fulfillment of their academic, professional, and personal goals. In order to achieve these goals, the Counseling Center provides the following services:

- Individual and group counseling
- Community wellness consultation and outreach
- Prevention programming
- Crisis intervention
- Services for students with disabilities
- Educational programming
- Workshops and outreach programming
- Diversity consultation and outreach
- Organizational consultation to student organizations
- Consultation and referral services

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

Dean For Students Office

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

Information Technology Services (ITS)

The Information Technology Services (ITS), led by the University's Chief Information Officer (cio@pace.edu), provides resources to give students access to University-wide data, video, and voice network services as well as to the vast resources of the online Pace University library and the World Wide Web. In public areas (like the cafeterias and some classrooms), there is both wired and wireless connectivity to the Pace University network, which supports the MyPace Por-

tal—the self-service gateway for students, as well as to the Blackboard Online Learning System, electronic mail, and web services. Through a cooperative arrangement with the Ruckus Network, students, for a small fee, have access to legal music and video sharing.

Each residence hall room is equipped with wired connections to allow students high-speed access to the data network, cable television, and voice services.

Although Pace University does not require its students to own a Personal Computer or Laptop to facilitate studies, all students are strongly encouraged to do so. ITS supports appointment-based repairs of student owned computers both in Westchester and New York City. Computer Resource Centers (CRCs), located on the New York City (PNY), Pleasantville (PLV), and White Plains campuses (WP), are general-use facilities equipped with state-of-the-art PCs, Macs and peripherals such as laser printers and scanners. The CRCs support all common use applications that students need to succeed at Pace!

Students should visit <http://StudentIT.pace.edu> to obtain current information about technology services and report questions/problems to the Information Technology Services Customer Service Center at <http://doithelpdesk.pace.edu>

(24 hrs a day x 7 days per week), or call **914-773-3648** (Mon-Fri, 8:00 a.m.-5:00 p.m., except holidays).

University Health Services

University Health Care is staffed by certified Advanced Practice Nurses who are registered nurses with advanced training and can prescribe medications. Consulting physicians are available on site at scheduled times. Services available to students, faculty, staff, alumni, and their families include health education; health assessment with complete physical examinations; women's health care; diagnosis and treatment of illnesses such as sore throat, cough, or other infections; first aid for minor injuries; and management of chronic health problems such as high blood pressure.

University Health Care offices are located on the Pleasantville Campus in the Goldstein Health and Fitness Center, and on the New York City campus on the third floor of the 41 Park Row building. Information about the mandatory accident/illness insurance is available on the Pace University website under Student Health Insurance or from the Dean for Students office.

Identification Cards

University policy requires that a valid Pace University identification card be worn on the outermost garments on all campuses. (Visitors will be issued temporary passes.) A special resident ID is required for admission to the residence halls. At the New York

campus and Lubin Graduate Center, ID cards must be displayed to enter campus. ID cards must be presented for access to the Pleasantville and Briarcliff campuses between 11:00 p.m. and 7:00 a.m., Monday through Friday, and throughout the weekend. This card is also required for admission to the Academic Computing labs, Library Services, and on-campus events. Administrative ID Offices are located at:

New York City

One Pace Plaza, B Level Security Office, (212) 346-1812
Monday-Thursday, 10:00 a.m.-6:00 p.m.

White Plains

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

Pleasantville

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

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

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

Office of Multicultural Affairs (OMA)

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

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

Office of Diversity Programs (ODP)

Westchester in Pleasantville Campus

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

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

Lost and Found

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

Parking

Pleasantville, Briarcliffs and White Plains Campuses

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

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

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

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

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

Office of Philanthropy and Alumni Relations

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

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

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

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

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

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

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

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

The Class Gift Program is a two-part effort that permits students to actively participate in the Annual Fund and to invest in their University. Committees on the New York City and Pleasantville campuses work together to raise funds from freshman through junior year classes for scholarship assistance. The program culminates in the senior year with a Senior Class Gift to the University. Both programs provide students with

the opportunity to become more involved and gain a better understanding of the University's Alumni Relations and fund-raising programs. It also promotes class spirit, campus unity, and an awareness of the importance of investing in the future of Pace both as students and as alumni. Students can support the Class Gift Program by making a gift online. Just visit www.pace.edu/givetopace, donate using the secure form and indicate a comment of "Class Gift Program."

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

The Office of Alumni Relations provides information, programs, and support for more than 120,000 alumni worldwide and encourages the student/alumni relationship, as today's hardworking students become tomorrow's prominent alumni. Please call the Director of Alumni Relations Sheri Gibson at (212) 346-1764 for more information or e-mail us at pacealum@pace.edu.

Veterans Information

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

- **Jennifer Malone**
White Plains Campus, (914) 422-4614

ACADEMIC AND CO-CURRICULAR SERVICES

The Center for Academic Excellence (CAE)

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

For additional information contact the Center for Academic Excellence:

- **New York City, 41 Park Row, 2nd floor, (212) 346-1386**
- **Pleasantville, Mortola Library, Mezzanine Level, (914) 773-3434**

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

The Office of First Year Programs

The Office of First Year Programs assists all newly enrolled first-year students to make a successful transition to university life and coordinates advisement for all students in their first year of college. The Office of First Year Programs also:

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

Academic Resources

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

- Provides opportunities for academic exploration, decision making, and planning.

- Assists students in charting paths to major selection and graduation.
- Directs students to the appropriate academic support.
- Connects students to academic advisers within the appropriate college or school.

Challenge to Achievement at Pace (CAP)

The Challenge to Achievement at Pace (CAP) program is a first-year academic support program designed to assist students who may not meet admission criteria but who show academic potential. Students newly enrolled in the CAP program are assigned full-time academic advisers who provide academic, personal, and career-related support and also instruct students in UNV 101. The CAP program:

- Provides small classes that allow students to develop a close working relationship with their professors.
- Works closely with faculty to ensure that students receive academic support and personal guidance.
- Provides support in all subject areas through workshops, seminars, and tutoring.
- Provides leadership opportunities to students qualified to become peer leaders.

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

The Tutoring Center

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

Subject Tutoring

Math Lab

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

Accounting Lab (New York City only)

- Provides tutoring support in foundation and upper-division accounting courses

- Helps students develop effective study strategies
- Prepares students for course exams

General Tutoring

Provides tutoring in various courses, including CIS101, economics, finance, nursing, the sciences, and foreign languages (NYC); students should check the tutoring center on their respective campuses for availability in specific courses. Tutoring for courses not listed will be offered, when possible, as demand dictates.

Special Discussion Groups

In small groups, students meet weekly with a peer leader to discuss lecture and course readings. In doing so, students acquire the analytical and study strategies necessary for success in the discipline. These meetings are in addition to the regularly scheduled classes with the professor. Discussion groups can 1) Enhance and support selected courses; and 2) Help students develop mastery in the course.

The Tutoring Center is open to all students as well as the entire Pace community. Students are expected to act in a reasonable manner and not interfere with others' productive use of the Center. The Center reserves the right to prohibit access, on a temporary or permanent basis, to any student whose behavior unreasonably disrupts the operation of the Center, or violates the Guiding Principles of Conduct outlined in the Student Handbook. Such behavior will be reported to the Dean for Students, who may take action consistent with the Disciplinary Process outlined in the Student Handbook.

Cooperative Education and Career Services

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

Cooperative Education/Internship Program

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

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

The Benefits of a Cooperative Education Internship

- Students integrate classroom learning with actual on-the-job experiences while working in pre-professional study-related internships.
- Students earn excellent salaries in Pace Cooperative Education positions averaging \$13.67 per hour.

- Students learn resume writing, interviewing, and job search skills.
- Students learn professional business practices and etiquette.
- Students develop maturity, professionalism, and self-confidence.
- Students can explore interests and career goals, build a competitive resume and develop valuable professional networking contacts.
- Co-op improves opportunities for post-graduation employment. Over 40% of all graduating Pace Co-op students receive full-time job offers from their Co-op employers.
- All Co-op students are at an advantage by graduating with career-related work experience.

The Co-op Process

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

Eligibility

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

Career Services

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

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

Career Panels/Seminars—During the academic year, successful alumni and other professionals come to campus to discuss career paths in a wide variety of

fields. Panelists describe their careers, current trends, and offer suggestions in preparation for the competitive job market. Lunch 'n Learn Seminars are frequent and Mock Interview Day is held each semester to allow students to practice with a professional recruiter.

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

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

Campus Recruiting Program—Graduating students may interview for a variety of full-time positions with corporations, banks, accounting firms, insurance companies, retail stores, brokerage houses, nonprofit organizations, and government agencies in the fall and spring semesters.

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

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

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

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

The English Language Institute

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

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

Courses

Noncredit courses are offered at elementary to advanced proficiency levels. All students are tested and placed in the appropriate level. Students select courses according to their goals and interests. At the lower levels, students take the Intensive English Courses in grammar, writing, reading, speaking, and listening. Grammar and vocabulary are taught in context in all courses, and class discussion is strongly encouraged. Writing classes include instruction and practice in word-processing.

At the advanced level, students may choose between three tracks: the Intensive English Program, the Pre-Undergraduate Program, or the Pre-Graduate Program. The Intensive English Program is for students who are studying English for general purposes. It emphasizes American culture and uses materials from a wide variety of sources including the popular media.

The Pre-Undergraduate Program and the Pre-Graduate Program are designed for students who plan to apply to degree programs at Pace or another American university. The curriculum is content-based, emphasizing the language and skills needed to succeed in an American university and using primarily academic materials. Students increase their fluency in English by studying various academic topics using authentic reading material (textbook chapters, essays, and literature) and videotaped lectures. They learn research skills, write academic papers, practice note-taking, learn test-taking strategies, and make oral presentations. TOEFL and GMAT preparation courses (for non-native speakers) are also offered.

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

ELI course sections are offered on a pass/fail basis. Grades are recorded in the University's student records, and official transcripts can be obtained from Student Accounts and Registrar Services. Certificates of completion are available upon request.

Admission

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

Admission to the English Language Institute does not constitute admission to Pace University. Each undergraduate and graduate degree program has its own admission requirements. However, academically qualified students who successfully complete the English Language Institute Pre-Undergraduate Program do not have to take the TOEFL test for admission to undergraduate degree programs at Pace University. For more information, contact the Admission Offices.

Special Programs

The English Language Institute also designs special programs for high school students and other visiting groups who do not wish to enroll in the regularly scheduled classes. In addition, English for Professionals classes can be taught on-site or on campus.

Short-term programs for foreign visitors can be designed to include on-campus housing and cultural activities. For applications and more information, contact the English Language Institute at (212) 346-1562 or eli@pace.edu, or visit

www.pace.edu/eli. For information about the English for Professionals Program, call (212) 346-1841, send an e-mail to engpro@pace.edu, or visit the Web site at www.pace.edu/efp.

Pforzheimer Honors College

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

Eligibility for membership is competitive and is based on a student's prior academic achievements. Students selected for membership receive scholarships and complimentary laptop computers. Honors courses, taught by the top professors at Pace, are taken throughout all four undergraduate years. In the junior or senior year, an Independent Research project (fundable by an Honors College Research Grant) may be undertaken in which a student collaborates with a faculty mentor; the results of this research are presented at the annual Honors Independent Research Conference and may then be published in Pace University's scholarly journal and online.

Honor students benefit from a variety of special activities and events on campus as well as trips that provide access to the New York City area's museums and theaters. Additionally, Honors students have an Honors College Adviser, receive the Honors College newsletter, may use the Honors Study Room, may choose to live in the Honors dormitory, are paired with an upper-class Honors mentor, enjoy early registration, and much more.

Honors courses are noted on the student's transcript, and an Honors certificate and medallion are awarded at graduation.

- Pleasantville Campus, Mortola Library, third floor
Director: Dr. Janetta Rebold Benton, (914) 773-3848,
E-mail: jbenton@pace.edu
- New York Campus, One Pace Plaza, Room W207, (212) 346-1146

Office of International Programs and Services

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

International Students and Scholar Services

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

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

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

Study Abroad

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

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

For additional information contact:

New York City International Programs & Services

One Pace Plaza, Suite W-207

Tel: (212) 346-1368

Fax: (212) 346-1948

E-mail: intlnyc@pace.edu or studyabroad@pace.edu

Pleasantville International Programs & Services

Kessel Student Center, 2nd floor

Tel: (914) 773-3447

Fax: (914) 773-3783

E-mail: intlplv@pace.edu or studyabroad@pace.edu

White Plains International Programs & Services

Graduate Center, Room 331

Tel: (914) 442-4432

Fax: (914) 773-3783

E-mail: intlwp@pace.edu

Internships

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

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

Advising

Pre-Law Advising

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

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

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

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

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

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

Advising for Joint Degree Programs in Allied Health Sciences

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

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

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

Advisement for the Communications Science and Disorders Program

Students should consult with CSD faculty.

Writing Center

In support of the Core Curriculum and the Writing Enhanced Course Program, Writing Centers are available for all students and faculty on both the Pleasantville and New York campuses. In addition to tutorial services in writing, the Writing Center provides teachers of Writing Enhanced courses (and teachers of all courses that require any amount of writing) with assistance and resources on using writing to foster students' communication and critical thinking skills. The Writing Centers are staffed with instructors and Pace student tutors who participate in ongoing training in order to assist students with any aspect of their writing, from developing a topic to citing sources. Students and faculty are encouraged to make use of the following free resources:

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

ACADEMIC POLICIES AND GENERAL REGULATIONS

Degree Requirements

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

Requirements for a Bachelor's or Associate Degree are:

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

Credit by Examination and Assessment

PRIOR LEARNING ASSESSMENT

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

Experiential Learning Assessment (ELA)

Pace University recognizes that adults often come to school with a great deal of experience and knowledge gained outside of a formal academic setting. Students interested in exploring the possibility of earning college credit for that knowledge should meet with an Adult and Continuing Education adviser to explore the options available. When an adviser determines that a student may be eligible for experiential credit, the student will be encouraged to enroll in a prior learning assessment course (INT 196B). This course will guide the student through the process of writing a portfolio that will be submitted for evaluation to the appropriate academic department. A faculty evaluator reviews the portfolio and, if college-level learning is demonstrated, approves the granting of credits. Credit earned through portfolio assessment is entered on a student's transcript as transfer credit. Students must be enrolled in a degree program; up to 36 portfolio credits* may be applied to the following degrees: bachelor of science in professional studies, bachelor of arts in liberal studies, bachelor of science in professional computer studies, and bachelor of business administration in business studies. Students may also apply up to 15 portfolio credits* to the other bachelor degrees with permission of the advisers of the school in which the degree is offered. The portfolio process may not be completed once the student has obtained 96 credits towards a degree.

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

Challenge Examinations

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

be. Please consult the appropriate academic department for details and further information.

Students who receive credit through a Pace University challenge examination will be charged one credit of tuition for administration of the examination, whether or not credit is earned. (This charge is subject to change.) Credit earned through challenge examinations does not satisfy the residency requirement for graduation.

CLEP Exams

Adult and returning students may also demonstrate their knowledge and accelerate completion of their degrees by taking advantage of CLEP (College Level Examination Program) exams. These exams were created by the College Board and Educational Testing Service to allow students the opportunity to earn college credit in general and subject areas. Pace accepts selected CLEP exam credits. Information and applications are available online at www.pace.edu/adult and in the Office of Adult and Continuing Education (ACE).

Other Prior Learning Assessment Options

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

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- Specific professional licenses or certificates may be accepted as *prima facie* or conventional credit.

Credit Load Policy

Degree students who have a cumulative quality point average of at least 2.0 may carry up to six courses (not to exceed 18 credits). Degree students who are on scholastic probation or have a cumulative QPA of less than 2.0 may carry up to four courses (not to exceed 13 credits), including any workshop referrals.

Students are advised to consider the time and energy demands imposed on them by employment and other responsibilities before assuming credit and course loads that may prove to be overly burdensome. Students employed full-time are strongly advised to limit their course loads in the fall or spring semester to three courses/9 credits, but may take as many as four courses/13 credits, provided they maintain a cumulative QPA of 2.0. Those on scholastic probation who have substantial outside responsibilities are required to limit their course load to two courses (not to exceed 8 credits), including any workshop referrals.

Non-degree students may carry up to three courses (not to exceed 10 credits) provided they maintain a cumulative QPA of 2.0. Non-degree students on scholastic probation are limited to two courses (not to exceed 8 credits). A maximum of two courses (not to exceed 8 credits) is permitted in each summer session. Any exception to these policies must be approved by the dean of the school in which the student is matriculated.

Double Major/Dual Degree

Students with a strong academic record, generally a 3.00 or higher cumulative QPA, may elect to take a second major with the approval of the department chair of the second major and the dean of the school of the first major. If the two majors have the same

degree (BA, BS or BBA), regardless of college/school, then the requirements for both majors need to be fulfilled. Depending upon the two majors selected, students may be able to fulfill the requirements for both majors without exceeding 128 credits.

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

Minors

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

The Pace Promise

Guaranteed Course Availability

Graduating in four years is often a top priority of both students and families as they make decisions about a college education. Pace University is committed to making it possible for full-time students to complete their desired undergraduate degree within four calendar years following the date of their initial enrollment for First Year courses at Pace.*

Guaranteed Four Years

A student can complete all requirements for his/her chosen undergraduate degree in four years without attending summer school. This requires students to be in contact with their academic advisors throughout their academic career. It may involve taking courses available at all times in the schedule, including evening and/or weekend courses. The university may open courses that are closed or add additional sections when needed to maintain normal academic progress, or allow tutorials and/or independent studies on a case-by-case basis.

Student's Responsibility

A student must be academically qualified for admission and choose a major by the beginning of the sophomore year; complete required academic planning with their academic counselor on a semester basis; maintain a 2.0 or higher grade point average (as required by the major); each semester, register as a full-time student at the specified registration time, and enroll in the requisite number of, and appropriate sequence of, courses as indicated on the appropriate major worksheet; and satisfy and comply with governmental and Pace University eligibility requirements and financial, academic and disciplinary standards, policies, regulations and procedures.**

*Please be advised that transfer students (students seeking to transfer in 25 or more credits) are not eli-

gible to participate in this plan.

*** Students who declare or change their major later than the start of their sophomore year, students who receive any failing grades, students who are required to take developmental courses, and students who fail to maintain normal academic progress, may lose their eligibility to continue participating in this plan.*

Placement and Registration

Academic Advisement

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

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

Placement

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

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

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

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

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

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

Placement Criteria and Placement Testing

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

Speech Clinic Referrals

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

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

Registration Policies

Registration instructions are included in the class schedule, which is available online at www.pace.edu.

Registration for Classes After the Start of the Semester

Open Classes

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

Closed Classes

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

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

Withdrawal Policy

Students receive no credit for courses they discontinue. Withdrawal after the second week of class in a 14-

or 15-week semester or its equivalent will result in a grade of "W" which will not affect the student's GPA. Withdrawals are permitted prior to the dates indicated:

Term Length:	End of:
Regular 14 to 15 weeks*	8th week of class
Two track (seven weeks)	2nd week of class
Four-week term	2nd week of class
Six-week term	2nd week of class
Six-weekend modules	2nd week of class
Intensive weekend	1st day of class

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

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

Courses

Class Attendance Policy

Classroom instruction provides an educational experience which 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 which 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.

Auditors(Alumni)

Alumni of Pace University programs are eligible to audit certain undergraduate and graduate classes, subject to the approval of the instructor and to space limitations. Alumni may take one course per term on an Audit basis. Tuition is waived; however, a non-refundable fee is charged. Students must have the necessary background of prerequisites for admission to courses. Interested alumni should file an Alumni Auditor Application with the Office of Student Assistance at their home campus beginning the first day of classes of the desired semester. The University reserves the right to restrict particular courses at any and all campuses. Undergraduate alumni must have earned a Pace University bachelor's degree and may audit undergraduate courses only. Undergraduate associate and certificate recipients do not qualify for the Alumni Audit option. Graduate alumni, master degree, doctoral degree and post master certificate recipients of Pace University may audit selected graduate and undergraduate courses. Courses taken through the Alumni Audit Program will be recorded on a student's transcript with a grade of AUD and will carry no grade points towards a QPA 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 forms at the Office of Student Assistance within the first two weeks of a regular semester and within the first week of a summer session.

Auditing a Class

Students may enroll in a class on an audit basis, if space permits. The dates for filing for auditor status are the same as those for Pass-Fail.

Current students must pay full tuition to audit, but receive no grade or credit for the course. Tuition is waived for bachelor degree alumni wishing to audit a credit-bearing undergraduate course; however, a fee is charged (as well as special course fees) and the approval of the instructor of the particular course is required. Alumni may request audit privileges after the second class meeting and will be admitted on a space-available basis only. Certain courses/programs are also excluded from this alumni privilege. Please contact the Office of Student Assistance for a current list of excluded courses and other special conditions.

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 term schedule shall be subject to the current admission policy of Pace University. Receipt of the term schedule or

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

Policy on Taking Courses at Other Institutions

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

1. Students are required to obtain permission using the form "Application for Permission to Enroll at Another Institution." Students are to obtain approval first from the school or college at Pace which offers their major. They are then required to have each course that they plan to take approved in advance by the appropriate Pace academic department. Students are to provide a copy of the course description for each course that they plan to take. Courses that have been pre-approved by Pace academic departments for transfer purposes may be approved by the college or school that offers the student's major without additional departmental review.
2. Students must have the form "Application for Permission to Enroll at Another Institution" approved as indicated in step one above and then submit it to the Office of Student Assistance prior to taking the course at another institution. Courses will not be approved retroactively.
3. Students who have completed 68 or more credits toward their degree (including Pace and transfer credits) may not take courses at a two-year institution.
4. Study abroad and other Pace-approved internship programs and off-campus programs are not subject to this policy. Students planning to study abroad are advised to contact the Office of International Programs and Services on their home campus for detailed information related to course approvals and how the courses will be annotated on their Pace University academic record.
5. Students may not study at another institution during a term in which they are enrolled at Pace University. Exceptions are permitted by the student's college or school, if a required course is not being offered at Pace University.
6. Only courses in which a grade of "C" or better is earned will be accepted in transfer. Courses completed at another institution may not be used for recomputation of Pace grades. Upon completion of each course, students are required to have an official transcript sent from the other institution to the Pace University Office of Student Assistance: Attention Transfer Credit Auditor. All other policies

related to transfer credits, as they appear in the University catalog, remain in effect.

- Students may request and receive permission to take a course at another institution, which they have previously taken at Pace without attaining a passing grade. The course will be considered for transfer credit only (provided the student attains a grade of "C" or better) and may not be used to recompute the failing grade at Pace.

Absence from Final Examination

A student is permitted to take a deferred examination with the approval of his or her instructor only for compelling reasons, such as illness, emergencies, or other exceptional circumstances. A student who has sufficient reason to request a deferred examination is required to complete a Deferred Examination Application Form and have it approved by his or her instructor. If the instructor is not available, the student should contact the appropriate academic department for assistance. Eligible students are then required to submit the approved form to the Office of Student Assistance and pay a fee of \$30.00 for one exam or \$50.00 for two or more exams.

Independent Study

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

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

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

Prerequisite Policy

Before registering for a course, students should consult the catalog or schedule of classes, the course instructors, and/or their academic advisers to verify that they satisfy all prerequisites for the course. Students who do not satisfy the prerequisites for a course will not be allowed to continue in the course. Exceptions to the prerequisite requirement 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.

Course Numbers

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

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

Course Restrictions

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

Course Waivers

A student unable to take courses required by his or her major because he or she is ineligible to participate in the Pace Promise may resolve the difficulty in one of the following ways:

- The student may seek a waiver to substitute another course for the one that presents the difficulty.
- The student may seek a waiver to fulfill these requirements with equivalent work done independently. He or she must obtain a waiver of the requirement(s) from the department in which the course is offered, and should then proceed to register as described above for independent study. The 3.00 QPA requirement also applies to students taking an independent study under these circumstances, and a waiver should only be considered on an exception basis. The student's transcript will show credit received for independent study, not for the required course. The "Application for Waiver or Substitution" must be approved by the dean of the school in which the student is matriculated and by the chair of the department of the waived course. If the course to be waived is part of the University Core Curriculum, it must also

be approved by the Office of the Dean of the Dyson College of Arts and Sciences

Deferred Examinations(Absence from a Final Exam)

Students are permitted to take a deferred examination with the approval of their instructor for compelling reasons only, such as illness, emergencies, or other exceptional circumstances. Students who have sufficient reason to request a deferred examination are required to complete a deferred examination application form and have it approved by their instructor. The student must file an application through the departmental secretary for the course they wish to take as a deferred exam. If the instructor is not available, students should contact the appropriate academic department for assistance. Eligible students are then required to submit the approved form to the Office of Student Assistance and pay a fee. The fee is higher if two or more exams are approved for deferment.

Tutorials

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

Designated Lecture Section

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

Class Examinations

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

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.

Independent Study

Independent study is intended to encourage qualified students to undertake research and study beyond normal course offerings. It is open to juniors and seniors with a QPA of 3.0 or better. A student may register for a maximum of 6 credit hours of independent

study in a given semester. In each case, a research paper or project will be required. Independent study may not be used to receive credit for a course listed in the Undergraduate Catalog. The independent scholar will work under the direct supervision of a faculty member specifically qualified in the area of the student's interest. The area proposed for independent study need not be drawn from fields already offered in the curriculum, provided it constitutes a reasonable supplement to work already undertaken. A student considering registering for independent study should consult with the appropriate department chair and/or the faculty member with whom he or she is interested in working. The "Application for Independent Study Project" may be obtained from the Department Chair or Office of Student Assistance. It should be completed by the student in consultation with the proposed supervising instructor. The student and instructor should agree on the description of the project and on the method of appraisal and grading, number of contact hours, due date, etc. The completed application should then be submitted for approval to the department chair and dean of the school in which the independent study is undertaken. After the application has been approved, the student submits the application to the Office of Student Assistance to process the course registration. Students must complete registration for independent study by the second week of the semester.

Out-of Division Courses

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

Policy on taking Courses at other Institutions

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

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

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

Prerequisite Policy

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

Out-of Major Courses

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

Tutorials

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

Time Conflict

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

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.

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.

Lab/Lecture Courses

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

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.

Course Waivers

A student unable to take courses required by his or her major because he or she is ineligible to participate in the Pace Promise may resolve the difficulty in one of the following ways:

1. The student may seek a waiver to substitute another course for the one that presents the difficulty.
2. The student may seek a waiver to fulfill these requirements with equivalent work done independently. He or she must obtain a waiver of the requirement(s) from the department in which the course is offered, and should then proceed to register as described above for independent study. The 3.00 QPA requirement also applies to students taking an independent study under these circumstances, and a waiver should only be considered on an exception basis. The student's transcript will show credit received for independent study, not for the required course.

The "Application for Waiver or Substitution" must be approved by the dean of the school in which the student is matriculated and by the chair of the department of the waived course. If the course to be waived is part of the University Core Curriculum, it must also be approved by the Office of the Dean of the Dyson College of Arts and Sciences.

Disruption of Normal Academic Progress

Double Line Policy

The University is aware that students may experience academic difficulties early in their studies. In rare instances, therefore, University policy allows a degree student who has been placed on academic probation and who has not attempted more than a total of forty-eight (48) credit hours, to change schools or degree programs within the University and to request from the deans of the schools involved that this change be clearly indicated on his or her transcript. After reviewing this record, the dean(s) may allow a "double line" to be drawn across it to mark this change in program. All credits earned prior to the approval of the double line, for which grades of C or above were earned, will be applied to the new degree program, but will not be computed in the QPA. A minimum of 32 credits below the double line must be completed at Pace. A student may not revert to his or her original program without re-evaluation of the transcript; in such a case the double line no longer applies. This policy does not apply to non-degree students or those in the Challenge to Achievement at Pace Program. It is possible for students who have

completed one degree at Pace to be double-lined as they begin another degree at Pace. Students are advised to consult with an academic dean for approval of the double line prior to registration.

Academic Leave of Absence

The Academic Leave of Absence Policy is designed for undergraduate and graduate students who wish to interrupt their enrollment at Pace University for a specified period of time over a standard academic year. An Academic Leave of Absence is not required during summer terms. Students who wish to take an Academic Leave of Absence from the University must:

1. Complete an Academic Leave of Absence Form.

The form is available on-line and from the OSA/Student Accounts Office.

2. Obtain approval from the department chair, associate/assistant dean, or academic adviser of the school or college in which the student is enrolled, and

3. Submit the completed and approved form to the OSA/Student Accounts Office for processing.

Interested students should speak with an academic adviser before requesting a leave of absence to ensure they fully understand the implications of interrupting their enrollment, especially as it relates to course availability, course sequencing and expected date of graduation. Students must provide the reason for the leave request:

- Academic
- Financial Hardship
- Internship
- Medical or serious illness of self or immediate family member
- Military
- Employment obligations
- Other

The completed request must include the effective start date for Leave and the expected date of return to Pace University. Please note that an approved Academic Leave of Absence cannot exceed 180 calendar days (equivalent to a traditional Fall or Spring semester). Note that students do not need to request an Academic Leave of Absence during summer terms.

The University may request that documentation accompany an Academic Leave of Absence request, where reasonably applicable (i.e. – Military orders, Internship/Employment offer letter, etc.). This documentation will support the reasons for the request and will be maintained by the OSA/Degree Audit Office for inclusion in students' permanent records. Should an extension be needed beyond the time frame that was approved for the original leave, new documentation may be requested for the additional hiatus requested with a new, approved Academic Leave of Absence form. Upon return from an Academic Leave of Absence, students must complete a Resumption of

Study form. Please review the Resumption of Study policy for further information.

If students attempt to enroll in courses at another institution during the approved Leave period, the courses must be pre-approved for transfer or they may not be considered as transferrable towards a Pace University degree.

An Academic Leave of Absence cannot be made effective during the semester in which students are currently enrolled. If students are enrolled and they do not plan to complete their courses in the current semester, they must withdraw from those courses in accordance with the University's withdrawal policy. Withdrawing from classes will affect students' financial aid awards for the current academic year, and will have implications on student loan repayment. Students should speak with a financial aid representative before withdrawing from classes.

Please note that taking a leave of absence does not extend the allowable academic time frame required to complete certain degree programs. Students must consult with an academic adviser for specific information regarding their degree program.

Financial Aid

All merit-based institutional financial aid awards will automatically be restored once students return from an approved leave of absence, provided all other requirements for the awards are met, and students resume their studies at the approved expected date of return to Pace University. If students do not resume their studies on the intended date, their merit-based institutional aid may be rescinded from any future financial aid award packages. Please note that during an approved academic leave of absence, a student is considered withdrawn from the University for financial aid purposes and loan repayment obligations may come into effect. Students should speak with a financial aid representative for further information.

International Students

International students with F-1 or J-1 student visa status must always consult with an adviser in the International Students and Scholars Office (ISSO) before requesting an Academic Leave of Absence, as it will impact visa status and eligibility and/or the eligibility to participate in practical training. By law, schools must report any academic leave of absence to the U.S. Department of Homeland Security (DHO) via the Student and Exchange Visitor Information System (SEVIS). International students who are approved to take a leave of absence for any reason other than illness may not remain in the United States during this time. International students who are resuming studies must contact ISSO before they plan to return to Pace.

Probation and Academic Dismissal

Pace University students are expected to maintain good academic standing. The University considers a cumulative quality point average (CQPA) of 2.0 (undergraduate students only) to be evidence of good academic standing, but specific college/schools or

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

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

Grades and Academic Standing

Academic Integrity

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

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

Grading System

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

Grade	Description	Quantitative
A,A-	Excellent	90-100%
B+ ,B,B-	Good	80-89%
C+ ,C	Satisfactory	70-79%
C-,D+ ,D	Passing	60-69%
F	Failing	0-59%
K	Grade Pending*	None
P	Pass (Pass/Fail Course)	None
W	Authorized Withdrawal	None
I	Work Incomplete <i>becomes I-F if not made up within six weeks</i>	None
I-F	Unauthorized withdrawal <i>not eligible to make up work</i>	0-59%
I-R	Remedial work required	None
SAT	Satisfactory (<i>noncredit course</i>)	None
UNS	Unsatisfactory (<i>noncredit course</i>)	None
AUD	Auditor— <i>no credit granted for course</i>	None

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

Quality Point System

Each letter grade translates into a numerical equivalent as cited below. The quality point average (QPA) is obtained by dividing the total number of quality points by the number of credits attempted at Pace, including a grade of "F" or "I-F" but not grades of "W," "I-R," "K" or "P." A QPA of 2.00 is necessary for graduation.

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

The quality point average (QPA) is obtained by dividing the total number of quality points by the number of credits attempted at Pace, including a grade of "F" or "I-F" but not grades of "W," "I-R," "K" or "P." A QPA of 2.00 is necessary for graduation.

Incomplete Work

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

The "I-R" Grade and Referrals

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

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

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

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

Speech Clinic Referrals (New York City Campus)—Students Who Do Not Achieve Minimum De-

partmental Standards In COM 200 Or COM 200A May Be Referred To The Speech And Hearing Center For A Speech Evaluation. Referred Students May Be Assigned To Speech Clinic (SPE 050, 052) For Individual Or Group Remedial Speech Services When Appropriate. An Assigned Student Must Register For Speech Clinic In The Semester Following The Referral. A Grade Of Incomplete-Referral (IR) With A Provisional Letter Grade Is Given To Students In The Course From Which They Were Referred. The I-R Grade Is Removed When The Student Registers For The Speech Clinic. However, She Or He May Be Required To Take More Than One Semester Of The Speech Clinic.

Pass-Fail Policy

Students with 60 credits and a cumulative QPA of 2.5 may take one elective course per semester on a pass-fail basis (core courses and major and minor courses may not be taken on a pass-fail basis). Not more than four courses toward the degree may be taken on a pass-fail basis. Only a grade of F will be computed into the QPA. Students must notify the Office of Student Assistance of their intent to take a course pass-fail within the first two weeks of a 14- or 15-week semester, or the first week of a four-, six- or seven-week term.

Change of Grade

The latest date for changing a "K" grade will be one year from the end of the semester in which the grade was assigned. No grade will be changed beyond six months after the conclusion of the semester in which the course was taken, except with the approval of the dean and the provost and executive vice president for academic affairs. No grade will ever be changed after a degree has been officially awarded.

Grade Appeal Process

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

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

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

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

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

Recomputation (Repeated Course)

If a student repeats a Pace University course, only the grade and credits earned the final time the course is taken will be computed in the cumulative QPA (the CQPA). Students wishing to apply for recomputation of their QPA must complete the appropriate form at the Office of Student Assistance. The QPA will be recomputed only for the semester in which the student repeats the course; the average of the semester in which the course(s) was first taken will not be changed retroactively. If a student withdraws from the course during the semester in which it is being repeated, the cumulative QPA (CQPA) will reflect the original grade. No course may be recomputed after a degree has been officially awarded.

Students who receive permission to take at another institution a course for which they failed to attain a passing grade at Pace will have the credit earned at the other institution treated as transfer credit at Pace (provided they attain a grade of "C" or better). The course may not be used to recompute the failing grade at Pace.

Records

Student Access to Education Records: Federal Family Educational Rights and Privacy Act of 1974 (FERPA)

The University adheres to the Federal Family Educational Rights and Privacy Act of 1974 (the "Buckley Amendment"). The Buckley Amendment became effective November 19, 1974. This Act has the following

purposes: (a) to protect the privacy of educational records by limiting the release of records maintained by the University and information contained therein, without written consent of the individual student, with some exceptions in special circumstances (e.g., parents of dependent students), (b) to establish the rights of students to inspect and review their educational records, and (c) to provide guidelines for the correction of inaccurate or misleading information contained in such records through formal and informal hearings. In compliance with the provisions of this law, the University grants access to students requesting an opportunity to review records as provided in this legislation.

The law covers the educational records of all present and former students of Pace University. This includes part-time as well as full-time students. The term "educational records" includes all records, files, data, and other materials that contain information directly related to a student and that are maintained by Pace University or by a person acting for Pace. Not included among the materials to which a student shall have access are the following:

- Financial records of a student's parents.
- Confidential letters and statements or recommendations placed in an individual's file prior to January 1, 1975.
- Letters of recommendation in those circumstances specified by the Act, in which a student may waive his/ her right of access.
- Records maintained solely for law enforcement purposes by Pace.
- Records of instructional, supervisory, administrative and certain educational personnel that are in the sole possession of the maker thereof, and are not accessible or revealed to any other individual except a substitute, who performs on a temporary basis (defined in the institution personnel policy) the duties of the individual who made the record.
- Records relating to individuals, who are employed by the institution, which are made and maintained in the normal course of business, relating exclusively to individuals in their capacity as employees, and are not available for use for any other purpose. (Records of individuals in attendance at an institution, who are employed as a result of their status as students, are education records—e.g., work-study.)

Any student who wishes to review his/her official University records is asked to file a written request with the administrator responsible for the record in question. All legitimate requests will be honored within 45 working days. Valid identification will be requested at the time of review and a University official will be present throughout the period of inspection. Copies of the material will be available for a fee.

After viewing the records, a student who believes that the information or data contained therein are incorrect, misleading or otherwise in violation of privacy or any other of his/her rights may request a hearing. Such a hearing enables the student to chal-

lenge the accuracy or appropriateness of the information contained in the records. The Dean for Students is responsible for arranging a hearing according to the procedures established by the University for this purpose.

Pace University will disclose information from a student's education records only with the written consent of the student, except:

- To school officials who have a legitimate educational interest in the records. A school official is:
 - A person employed by the University in an administrative, supervisory, academic, research, legal or support staff position.
 - A person elected to the Board of Trustees.
 - A person employed by or under contract to the University to perform a special task, such as a consultant, attorney, auditor or collection agent.

A school official has a legitimate educational interest if the official is:

- Performing a task that is specified in his or her position description or by a contract agreement.
- Performing a task related to a student's education.
- Performing a task related to the discipline of a student.
- Providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement or financial aid.
- To officials of another school, upon request, in which a student seeks or intends to enroll.
- To certain officials of the U.S. Department of Education, the Comptroller General, and state and local educational authorities, in connection with certain state or federally-supported education programs.
- In connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid.
- If required by a state law requiring disclosure that was adopted before November 19, 1974.
- Organizations conducting certain studies for or on behalf of the University.
- To accrediting organizations to carry out their functions.
- To parents of an eligible student who claim the student as a dependent for income tax purposes.
- To comply with a judicial order or a lawfully served subpoena.
- To appropriate parties in a health or safety emergency.

In addition to the foregoing, the law provides that "Directory Information" may be released to all parties seeking this information without prior consent of the student unless the student has specifically requested that prior consent be obtained in all cases.

At Pace University, "Directory Information" is on file in the Office of Student Assistance and includes the student's name, date of birth, major field of study, e-mail address, attendance dates, degrees and honors, and awards received.

In addition, participation in intercollegiate sports and the height and weight of athletes are considered "Directory Information." Student athletes who do not wish this information made public without their prior consent must so advise the Director of Athletics in writing.

Students who wish their prior consent to be sought before "Directory Information" is made available to third parties must file their written requests in the Office of Student Assistance.

Pace will honor any student's request to withhold any or all of the "Directory Information" applicable to said student but cannot assume responsibility to contact that student for subsequent permission to release such information, regardless of the effect upon that student.

Students also have the right to file complaints with the Family Educational Right and Privacy Act (FERPA) office concerning alleged failures by the University to comply with the Act.

A Pace University Policy Statement in connection with this Act may be obtained from the Office of the Dean for Students.

Transcript of Records

Transcripts Of Student Records Are Available By Written Request To The Office Of Student Assistance. Current Students May Also Request A Transcript Via The Web (www.Pace.Edu). A Fee Is Charged For Both Official As Well As Unofficial Copies Of Transcripts.

No transcript will be released for students in financial arrears with the University.

Official transcripts are sent directly to other institutions; transcripts sent to students are marked "Student Copy." The University accepts no responsibility for the accuracy of an unofficial transcript after it has been issued.

Scholastic Honors

Dean's List

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

Honors are awarded as follows:

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

To be eligible for honors, students must complete nine credits, excluding grades of P. Students who receive a D or F are ineligible for honors that semester. Students who attain a qualifying average through the removal of an incomplete grade after the six-week

extension may not be included on the dean's list. Eligible students are sent a dean's list certificate by the dean of their college/school.

National Honor Societies at Pace University

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

Pace University strives to foster intellectual growth, ethical maturity, civic responsibility, and professionalism in specific disciplines. National honor societies at Pace University play a vital role in advancing these goals. All national honor societies recognize academic excellence, promote scholarship, and enrich the undergraduate educational experience. Members benefit from fellowship among students, faculty, and active professionals. Honor societies are keys that open doors to graduate school, career opportunities, and professional development. Membership in an honor society bestows honor, recognition, and lifetime distinction. Honor societies keep their members informed of changing developments in their respective fields through meetings and publications. Finally, members may be eligible for scholarships offered by national honor societies that support undergraduate education, graduate education, and special activities. Students are encouraged to strive to meet the eligibility requirements of the appropriate honor societies listed below.

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

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

Alpha Iota Delta (The National Honor Society in the Decision Sciences) – Alpha Iota Delta is dedicated to the ideal of solving the problems of mankind with humanity and rationality. Humanity is recognized in the decision sciences by understanding that there is a

human component to every decision. Rationality is recognized by understanding that there is a need in every decision for order, sensitivity, and relativity. Alpha Iota Delta was formed to foster the growth of these ideals within future generations of the decision sciences by conferring distinction upon a very select group of current students who have distinguished themselves in decision science curricula and who hold high promise in their careers.

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

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

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

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

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

the University of Wisconsin, University of Illinois, and the University of California.

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

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

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

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

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

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

Phi Alpha Theta (The National History Honor Society) –

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

Phi Sigma Iota (The International Foreign Language Honor Society) –

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

Pi Delta Phi (The National French Honor Society) –

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

Pi Gamma Mu (The International Honor Society in Social Sciences) –

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

Pi Lambda Theta (The International Education Honor Society) –

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

Psi Chi (The National Honor Society in Psychology) –

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

Sigma Iota Epsilon (The National Management Honor Society) –

Sigma Iota Epsilon is the premier honorary and professional fraternity organization in management. Sigma Iota Epsilon recognizes superior scholarship and offers members opportunities to engage in professional programs and other activities intended to

bridge the gap between management theory and management practices.

Sigma Tau Delta (The International English Honor Society) –

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

Sigma Theta Tau (The International Honor Society of Nursing) –

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

Sigma Xi (The International Honor Society of Science and Engineering) –

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

Upsilon Pi Epsilon (The International Honor Society for the Computing Sciences) –

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

Graduation Policies, Honors, and Awards

Application For Graduation—Every Candidate Must File An Application For Graduation At The Office Of Student Assistance By March 15 For January Graduates And By September 15 For June And September Graduates. Students Who File Their Application By The

Filing Deadline Will Receive A Graduation Evaluation Letter From The Graduation Auditor.

Commencement—Commencement Exercises Are Conducted Once A Year In May For The Westchester Campuses And The New York City Campus. Degree Recipients In January And Students Who Are Candidates For Graduation In June Or September Of The Same Year Are Eligible To Participate In The Commencement Exercises In May. Students Who Have Filed An Application For Graduation At The Office Of Student Assistance By The Filing Deadline Will Receive Information In Late January Regarding The Commencement Exercises.

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

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

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

Commencement Awards

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

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

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

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

Scholastic Achievement Award—This Award Is Presented To The Graduating Students In The Dyson College Of Arts And Sciences, Lubin School Of Business, School Of Education, Lienhard School Of Nursing, And Seiden-

berg School Of Computer Science And Information Systems Excelling In Scholarship, Effectiveness In Class Discussions, Research, And General Performance In A Bachelor's Degree Program. The Students Receiving The Award Must Have Completed A Minimum Of 60 Credits At Pace And Be Qualified At Least For Graduation Cum Laude.

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

Other Policies

Affirmative Action Policy Statement

The Affirmative Action Policy Of Pace University Is Adopted Pursuant To Its Commitment To The Principles Of Equal Opportunity For All Minorities And Women, Which Specifically Pledges The University To A Policy Of Nondiscrimination Toward Any Person In Employment Or In Any Of Its Programs Because Of Race, Color, Religion, Disability, National Or Ethnic Origin, Sexual Orientation, Veteran Status, Age, Sex, Or Marital Status. Pace University Admits, And Will Continue To Admit, Qualified Students Of Any Race, Color, Religion, Disability, National Or Ethnic Origin, Sexual Orientation, Veteran Status, Age, Sex, Or Marital Status, To All Rights, Privileges, Programs And Activities Generally Accorded Or Made Available To Students At The School. It Does Not And Will Not Discriminate On The Basis Of Race, Color, Religion, Disability, National Or Ethnic Origin, Sexual Orientation, Veteran Status, Age, Sex, Or Marital Status In Employment, In Administration Of Its Educational Policies, Admissions Policies, Scholarship And Loan Programs, Athletic, And Other School-Administered Programs.

Information for Students with Disabilities

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

Disabilities and Accommodations

Federal law, including the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as well as state and local laws prohibit institutions of higher education from discriminating against students with disabilities. The Americans with Disabilities Act defines an individual with a disability as a person who has a physical or mental impairment which substan-

tially limits one or more major life activities of the individual, has a record of such an impairment, or is regarded as having an impairment.

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

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

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

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

the student to apply to the agency for funding. The University may provide assistance with the application for funding.

Request for an Accommodation

To request an accommodation for a qualifying disability, a student must self-identify and register with the Coordinator of Disability Services for his or her campus. The Coordinator of Disability Services for the New York City campus, Richard H. Raskin, PhD, may be contacted at the Counseling Center at 156 William Street, 12th floor, New York, New York 10038, 212-346-1526 or by e-mail, rraskin@pace.edu. The Coordinator for the Westchester campus, Elisse M. Geberth, may be contacted at the Counseling Center in the Administration Center at 861 Bedford Road, Pleasantville, New York 10570, 914-773-3710 or by e-mail, egeberth@pace.edu. Notifying other University offices, faculty or staff does not constitute giving notice to the University of a request for an accommodation. No one, including faculty, is authorized to evaluate the need and arrange for an accommodation except the Coordinator of Disability Services. Moreover, no one, including faculty, is authorized to contact the Coordinator of Disability Services on behalf of a student.

It is the student's responsibility to request an accommodation. Because some accommodations may take considerable time to arrange, students are urged to contact the Coordinator of Disability Services in order to request an accommodation as soon as possible after receiving notice of admission to the University. Untimely requests may result in delay, substitution, or an inability to provide an accommodation. If a request for an accommodation is submitted late, the Coordinator of Disability Services will, nevertheless, make every reasonable effort to process the request for an accommodation.

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

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

If a student experiences difficulties with the implementation of the accommodation or, if after it has been implemented, a student has concerns that the expected results of the accommodation are not being met, the student must promptly notify the Coordinator of Disability Services. The Coordinator of Disa-

bility Services will, as may be appropriate, endeavor to remedy the situation.

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

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

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

Confidentiality

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

Complaints of Disability Discrimination

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

Additional Services Offered by the Counseling Center

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

Emergency Closings and Other Changes in Class Schedules

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

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

Although classes are planned to commence and conclude on the dates indicated in the academic calendar, unforeseen circumstances may necessitate adjustment to class schedules and extension of time for

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

FINANCIAL ASSISTANCE

Financial Aid and Scholarship Programs at Pace

There are four types of financial aid available at Pace: scholarships, grants, on-campus employment, and loans. Our financial aid administrators will develop a package that meets your specific needs. Your package may combine two or more types of aid as well as alternative financing opportunities.

Pace University helps students and families with their college expenses by awarding incentive aid (scholarships) and Pace-supported financial aid. These are grants and do not need to be repaid. In addition to these resources, grants and loans are available through the state and federal government, some of which may need to be repaid.

The only way to see your full funding package is to file the Free Application for Federal Student Aid (FAFSA), which is available at www.fafsa.ed.gov and indicate that the results be sent to Pace University. Pace's FAFSA code is:

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

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

Pace University has a strong commitment to academic excellence. Its scholarship and grant programs are designed to award students who have demonstrated superior academic development.

University-sponsored scholarships are awarded to students on the basis of academic merit, service to the community, and financial need. Last year, students at Pace received more than \$201 million in aid overall, with 95% of freshmen receiving some type of financial aid.

It is important to recognize that many scholarship opportunities are overlooked by students who are unaware of their availability. Be sure to check all possibilities. We have attempted to make it easier for you to learn about and apply for scholarships by providing links to both Pace Scholarships, to which you can apply online, and including the "Pace Remembers" 9/11 Memorial Scholarships, and [links to many outside scholarships](#).

Financial Aid Application Dates:

JANUARY 1

Earliest date to submit FAFSA

FEBRUARY 15

File by this date for priority consideration to maximize your Award

AFTER FEBRUARY 15

Awards will continue to be made, but sources of funding may not be available. For more information,

go to www.fafsa.ed.gov NOTE: this is the only official FAFSA site

How to Apply for Financial Aid

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

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

Undergraduate Students: Financial Aid

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

Types of financial aid and scholarships available include:

I. Pace University Financial Aid Programs

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

II. Federal Financial Aid Programs

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

III. State Financial Aid Programs:

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

IV. Alternative Financing Options:

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

Note: Any combination of Pace Academic awards and

other institutional funding cannot exceed your tuition charges.

General Eligibility

Financial need determines your eligibility for aid. Financial need is the difference between the cost of an education at a university or college and a family's ability to meet the expenses in accordance with the Federal Government regulations.

After filing your FAFSA you will receive a Student Aid Report (SAR) from the Federal Student Aid Office that will include your Expected Family Contribution (EFC). You can determine your financial need by subtracting your EFC from the total cost of the college you wish to attend.

The total cost of college (also referred to as the Cost of Education) includes estimates for tuition, fees, room, board, transportation, books, and personal expenses.

The Financial Need formula is:

Cost of Education – EFC = Financial Need

Application Process and Filing Dates for Financial Aid Programs

To apply for the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Perkins Loan, Federal College Work-Study or the Federal Direct Stafford Loans, you must file the Free Application for Federal Student Aid (FAFSA). You can apply online at www.fafsa.ed.gov. This is the only form you will need to file to apply for financial assistance at Pace University.

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

For priority consideration you should file the FAFSA no later than February 15th, as some awards are made to qualifying applicants on a first come first serve basis. You may estimate your answers concerning your federal tax return if you have not yet completed your tax return.

When you complete the FAFSA you will need the following Pace campus codes: New York City campus: 002791; Pleasantville campus: 002792; White Plains: 002727.

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

Upon admission, look for your Award Notice four to eight weeks after filing the FAFSA, beginning in late March/early April. (If needed, the Office of Financial Aid may request additional documentation, such as a signed copy of your tax return.) You must accept, sign, and return your Award Notice to the Office of Financial Aid as soon as possible, preferably, before May 1st.

To apply for the PLUS loan have your parents return the Plus Application included with your Award Notice package.

Note: All students should apply annually for financial aid. Renewal Instructions for Financial Aid All students should apply annually for financial aid. The priority deadline for filing the FAFSA is February 15th.

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

Getting Aid In The Future

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

Federal Aid Programs

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

Pace Financial Aid Programs

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

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

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

Satisfactory Academic Progress

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

Renewal Instructions for Financial Aid

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

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

Undergraduate Loans

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

Federal Subsidized Direct Stafford Loans

To apply, student indicates interest in student loans on their FAFSA. Financial need is a requirement for this Loan. The college packages the student loan. A promissory note must be signed by the student at www.dlenote.ed.gov. Students are also required to

complete an entrance interview before the loan application can be completed. Once the student's promissory note and verification form have been completed, funds are disbursed to the student's account.

Federal Unsubsidized Direct Stafford Loans

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

Federal Perkins Loan

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

Federal Direct Parent Loan Program (PLUS)

The Financial Aid Office will send a PLUS Application with the student's award packet which his or her parents should return if interested in a Parent Loan. If there are no problems with the credit check, the loan will be approved, and funds will be disbursed to the student's account.

Scholarships and Other Aid

Honors College Scholarship

Students are invited to join Pace's Pforzheimer's Honors College on the basis of their academic achievement, as measured by high school average, rank in class, SAT I or ACT scores and extracurricular activities. To be eligible for Honors College, first-year students must have a high school average of 90 or higher, and SAT Critical Reading score of 550 or higher, and SAT Math score of 550 or higher and a cumulative SAT score of 1200 between those two sections (minimum ACT score of 27). Entering full-time freshman in all Pace programs. Matriculation is required.

Award is carried through four years, not including summer sessions. Renewal of award is conditional upon continued participation in the Honors College, and/or whether or not students meet the requirements of attendance in Honors College courses during their matriculation at Pace.

A completed undergraduate application for admission must be on file by February 1 for priority consideration.

Criteria and Conditions for Pace University Undergraduate Incentive Awards

President's Scholarship

Awarded primarily on the basis of academic achievement as measured by high school average, rank in class, SAT I or ACT scores and extracurricular activities. Entering fulltime first year students in all Pace programs are eligible. Matriculation is required. Award amounts vary. Length of award is four years, not including summer sessions. A completed undergraduate application for admission must be on file by February 1 for priority consideration.

Trustee Recognition Award

Awarded primarily on the basis of academic achievement as measured by high school average, rank in class, SAT I or ACT scores, extracurricular activities and personal character. Entering full-time first year students in all Pace programs. Matriculation is required. Award amounts vary. Length of award is four years not including summer sessions.

Dean's Recognition Award

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

Transfer Incentive Awards

Award based on academic promise. Entering full-time students enrolled for 12 credits or more per semester. Matriculation is required. Award amounts range. Length of award is four years, not including summer sessions. A completed undergraduate application for admission must be on file by February 1 for priority consideration. A FAFSA application must also be filed with the Federal Student Aid office by February for priority financial aid consideration.

Pace Incentive Award

Award based on academic promise. Entering full-time students enrolled for 12 credits or more per semester. Matriculation is required. Award amounts vary.

Pace Grant

Award based on academic promise and level of financial need. Full-time students enrolled for 12 credits or more per semester. Matriculation required. Limited to U.S. citizens and permanent residents. Only available for fall and spring semesters. Students must reapply each year. Complete and submit an application for admission. Priority will be given to applicants accepted for admission by February 1. Recipients must complete 24 credits per year and maintain satisfactory academic progress. A FAFSA application must also be filed with the Federal Student Aid office by February 1 for priority consideration.

Carl & Lily Pforzheimer Foundation Endowed Scholarship Fund

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

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

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

New York State Tuition Assistance Program (TAP) and Scholarships

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

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

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

Regents Awards for Children of Deceased and Disabled Veterans—New York State residents who are children of certain deceased and disabled veterans will receive \$450 per year for attendance at institutions in New York State. Application should be made through the New York State Higher Education Services Corporation (NYS HESC). Contact them at 1-(888)-NYS-HESC or get more info on the Web at www.hesc.com.

Regents Awards for Children of Deceased Police Officers, Firefighters, and Corrections Officers—Awards for full-time study are available to New York State residents who are children of deceased police officers, firefighters, or correction officers of New York State, or any of its municipalities, who died as a result of an injury sustained in the line of duty. Application may

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

Tuition Assistance Program (TAP)—Direct grants currently of up to \$5,000 per year are made to full-time (12 new credits a semester) matriculated students who have resided in New York State for at least one year and are making satisfactory academic progress toward their degree. Maximum usage is for eight semesters.

The amount of the grant is determined by the amount of net taxable income reported on New York State income tax returns for the student and parents. Net taxable income equals gross income minus all exemptions and deductions. If more than one member of the student's family is attending a college or other approved school on a full-time basis, the net taxable income is reduced by \$3,000 for the second family member, and by \$2,000 for each additional family member. The maximum net taxable income cut-off for first-time dependent and independent (married or with dependents) undergraduate recipients as of 2003–2004 is \$80,000.

Independent undergraduate students who are unmarried, have no tax dependents, and a net taxable income of \$3,000 or less, receive up to \$3,025 in their first and second years and \$2,825 in their third and fourth years. The award is reduced by 31 percent for net taxable incomes between \$3,001 and \$10,000. No award will be made to students with a taxable income of \$10,001 or more. NYS reserves the right to change their laws each year when they vote on the state budget.

Students who wish to apply for TAP should file the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov. If you apply using FAFSA-on-the-Web, you will be able to link to your online TAP application at the end of the FAFSA session. First, you will be asked to establish a PIN (Personal Identification Number) for TAP. You will need this to apply later, keep track of your application information, or make changes, as needed. After establishing your PIN, you will be able to complete our TAP application online. Information from your FAFSA and your family's calculated NYS net taxable income will be pre-filled on your TAP-on-the-Web application. Follow the instructions provided.

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

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

New York State Aid for Part-Time Study (APTS)—Grants of up to \$1,000 per semester are available to matriculated undergraduate students enrolled between three and 11 credits per semester. A 2.0 QPA is re-

quired, and eligibility is restricted to New York State residents. To qualify, the New York State Net Taxable Income (gross income, less deductions and exemptions) must be less than \$34,250 for independent students and \$50,550 for dependent students and independent students with dependent children or other qualified dependents for income tax purposes. NYS reserves the right to change their laws each year when they vote on the state budget.

Application forms may be obtained from the Office of Student Financial Services. Students must submit application materials by the first day of class for each semester to be considered for an award. Students who file in the fall will automatically be renewed for the spring semester if they continue to meet program requirements.

New York State Assistance for Native Americans—Enrolled members of New York State nations or tribes and their children who are New York State residents may obtain grants up to \$1,750 a year for up to five years of attendance in an accredited college or university located in New York State.

Application forms may be obtained from the Native American Indian Education Unit, New York State Education Department, Room 478 EBA, Albany, NY 12234.

Vietnam and Persian Gulf Veterans Tuition Awards—Awards of \$1,000 per year for part-time study (3 credits to 11 credits) and \$2,000 per year for full-time study are now available to matriculated veterans who served in the Vietnam or Persian Gulf War. Details on the program may be obtained by writing to NYS-HESC, 99 Washington Avenue, Albany, NY 12255; by calling 1-(888)-NYS-HESC; or on the Web at www.hesc.com.

Regents Professional Opportunity Scholarships—New York State offers 220 Regents Professional Opportunity Scholarships for students enrolled in an approved program leading to a degree in one of the following areas at Pace University: accountancy (CPA), nurse practitioner, physical therapy, physician assistant, psychology (doctorate), law (JD) or social work (master's). Awards are restricted to full-time, matriculated New York State residents. Selection is limited to those who are economically disadvantaged and/or who are members of a minority group that is historically underrepresented in the chosen profession.

The scholarship provides up to \$5,000 annually based on gross income and cost of education. The total of the scholarship and any TAP award received may not exceed the cost of education. Scholarships may cover up to four years of study for a standard baccalaureate degree. Scholarship recipients must enter into an approved practice within New York State in the field of study for which the scholarship was granted. The service requirement is one year for each annual scholarship payment received. For additional information and application forms, write or call:

NYS Education Department
Bureau of HEOP/VATEA/Scholarships
Education Building Addition
Room 1071

Albany, NY 12234
Phone: (518) 486-1319

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

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

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

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

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

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

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

Associate Degree

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

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

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

During the semester that this award payment is received	1	2	3	4	5	6	7	8
The student must pass or fail at least this number of credits	6	6	9	9	12	12	12	12

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

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

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

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

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

Special Notes for Transfer and Readmitted Students: Transfer students and students readmitted after an absence of at least one year from college are reviewed for satisfactory academic progress for New York State assistance on a somewhat different basis. While the student must meet the Program Pursuit Requirements based on the number of New York State award payments he/she has received, the Satisfactory Academic Progress requirements the student will have to meet may be based on either the number

of state aid payment he/she has received or the number of transfer or readmit credits awarded upon admission to the University. Pace will place the student on the chart for satisfactory academic progress based on whichever placement is of greater benefit to the student.

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

Waiver Provision: Exceptional Cases

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

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

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

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

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

Good Academic Standing Requirements for Part-Time

Undergraduate Students Receiving New York State Aid

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

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

Baccalaureate Degree

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

Associate Degree

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

The student must pass at least this many credits

	42	54
--	----	----

With at least this cumulative QPA

	2.00	2.00
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In addition to these Satisfactory Academic Progress requirements, the student must also meet requirements of Program Pursuit.

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

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

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

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

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

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

Federal Aid

Federal Pell Grant Program

Full-time or part-time matriculated undergraduate students who demonstrate need according to federal need analysis are eligible to apply. Students must maintain satisfactory academic progress and program pursuit requirements.

Matriculated students must complete the Free Application for Federal Student Aid (FAFSA) annually, and list Pace University as a school to be attended on the form. Title IV code for New York City campus is 002791. The code for Pleasantville campus is 002792.

Federal Supplemental Opportunity Grants (SEOG)

Eligibility: Full-time or part-time students who demonstrate exceptional need and who are Pell Grant recipients. SEOG funding is limited. Students must maintain satisfactory academic progress and program pursuit requirements.

Grants at Pace University currently range from \$200 to \$2,400. Length of award is normally for 8 semesters or 4 years, depending on government funding, overall eligibility, and meeting the required FAFSA filing deadline.

Matriculated students must complete the Free Application for Federal Student Aid (FAFSA) annually by February 15th, to receive priority consideration. Applications received after February 15th will be packaged based on eligibility and available funds.

Federal Perkins Loan

Eligibility: Full-time or part-time matriculated students who demonstrate exceptional need. Funds are limited in this program. Students must maintain satisfactory academic progress and program pursuit requirements.

Undergraduate students may borrow up to \$5,500 per year. The number of loans is determined by federal allocation to the college. Loans are made by the college or university directly to the student. Loan amounts at Pace University are usually \$1,000 to \$2,500 due to limited funding. The current interest rate is 5% for all borrowers.

There is a nine-month grace period after graduation or withdrawal before loan repayment begins, with up to 10 years to repay.

Matriculated students must complete the Free Application for Federal Student Aid (FAFSA) annually by February 15th, to receive priority consideration. Applications received after February 15th will be packaged based on eligibility and available funds.

Federal Work-Study Program (FWS)

Full-time or part-time matriculated students are eligible based on need. Students must maintain satisfactory academic progress and program pursuit requirements.

This award represents potential earnings and is not a guarantee of employment. Eligible students may earn up to the amount of their award, which is determined by the Financial Aid Office. Pace also participates in the America Reads/ Counts Program, and Jump Start.

The Financial Aid letter will list an amount which makes the student eligible to apply at the Student Employment Office for a variety of positions available during the academic year on a first-come, first-served

basis. A student can work up to a maximum of 20 hours while in school and additional hours may be available during vacation periods.

Matriculated students must complete the Free Application for Federal Student Aid (FAFSA) annually by February 15th, to receive priority consideration. Applications received after February 15th will be packaged based on eligibility and available funds. Employment applications must be submitted to the Student Employment Office to begin the process of finding a position on-campus.

Federal Subsidized Direct Stafford Loans

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

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

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

Federal Unsubsidized Direct Stafford Loans

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

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

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

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

Federal Direct Parent Loan Program (PLUS)

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

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

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

The Financial Aid Office will send a PLUS application with the Award packet which the parents may return if interested in the Parent Loan. The Financial Aid Office will forward to the parent an application. Once completed, the application is returned to the Financial Aid Office. If there are no problems with the credit check, the loan will be approved, and funds will be disbursed to the student's account.

Endowed Scholarships

Pace University Endowed Scholarships are made possible through the generous donations from alumni and Pace friends. The interest earned on the principal account is awarded according to the specific instructions from the donor.

General Endowed Scholarship Criteria:

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

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

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

On September 11, 2001, Pace University lost a close neighbor in the heart of New York City. That day the attacks on the World Trade Center and the Pentagon and the crash of a hijacked plane in Pennsylvania took their toll on America. Pace students, alumni, and friends were among those lost and injured. Now we begin the process of rebuilding our great city and rebuilding the lives of families who have been affected most closely. To that end, Pace University has

established 75 scholarships in memory of those who perished, so that their spouses and children may have a tuition-free Pace education. Through these scholarships, we create opportunity for those who have suffered such devastating losses.

Number of Scholarships

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

Description of Scholarships

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

Who Is Eligible

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

Undergraduate, Graduate, and Law Admissions Requirements

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

Scholarship Renewals

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

Applying for the Pace University Remembers Scholarship

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

Name Designation for Each Scholar Award

The 75 memorial scholarship awards will each bear the name of a Pace alumnus or student who was a victim of the attacks. The remainder of the 75 memorial scholarships will be named after those in the immediate Pace neighborhood, in the city and in the state

who all served New York and the nation with compassion and honor:

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

Outside Scholarship Resources

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

Applying for scholarships requires some time and effort on your part, and in some cases, a financial statement component from a financial aid counselor. This list is reviewed and updated monthly, and we welcome your feedback.

A careful review of the integrity of this list has been made by the Office of Financial Aid but scholarship fraud does exist. We advise you never to pay an application fee, purchase a product, or subscribe to a service.

Scholarships should not cost you anything but your time and qualifications.

Helpful Tips:

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

Alternative Loans

An Alternative loan is a private loan in the student's name which, depending on the credit worthiness of the applicant, may require a cosigner. Payment and interest can be deferred until six months after graduation, or as long as the student is enrolled at least half time. INTEREST WILL ACCRUE DURING THIS DEFERMENT PERIOD AND IS ADDED TO THE PRINCIPAL. It is strongly recommended that you try to make the interest payments in order to avoid an increase of the principal during your deferment period. Students are permitted to finance up to their respective cost of attendance minus aid, which is determined by credit load and additional factors, such as books, living arrangements, transportation, and personal expenses. If you are applying for loan funds to cover non-Pace sponsored housing, you must provide the Office of Financial Aid with a copy of your lease prior to submitting your loan application. This should allow your loan to be certified for the requested amount.

Your credit score determines your interest rate and fees. We advise you to obtain a credit report for

yourself and co-borrower, if you have one, to verify that the information being used to determine your rate is accurate and up to date. Never assume information reported about you is correct. The three major credit bureaus are:

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

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

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

Note: If you are not satisfied with the level of service you are receiving from the lender you have chosen, please let us know.

Veteran Tuition Scholarship

Starting in Fall 2008, Pace University will offer a scholarship program to veterans from all branches of the United States Armed Forces who served in Afghanistan and/or Iraq since September 11, 2001.

The new program grants eligible veterans a 50 percent tuition scholarship for new students in both undergraduate and graduate programs. The scholarship is open to all admitted veterans who provide a copy of their DD-214 form with the following designations:

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

New Students

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

Application Fee

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

Admission

Once your application has been reviewed and you are accepted for admission, you will receive an award letter confirming your 50% tuition scholarship. Please note that the scholarship only applies to undergra-

duate and graduate programs. It does not apply to anyone admitted into the doctoral programs or the EMBA program. The Law School has funding that includes both endowed and need-based grants for those who meet the criteria.

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

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

Financial Aid

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

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

Current Students

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

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

Fund for Veterans Education

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

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

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

Summer Financial Aid

In general, financial aid for the Summer sessions is based on a student's eligibility for the previous year. Therefore, students interested in receiving financial aid for Summer 2009, must have filed the 2008-2009 FAFSA form.

However, we recommend that you also file the 2009-2010 FAFSA form. If you have not completed the FAFSA form, you can file it online at www.fafsa.ed.gov. Pace University FAFSA school codes

are: New York: 002791, Pleasantville: 002792, White Plains:002727.

Students interested in aid for the summer must file the additional Pace University Application mentioned above. We advise you to submit all required documents, and register before April 2, 2008 to guarantee financial aid availability for payment date.

Please be sure to read the application thoroughly, as receiving financial aid for the Summer will have an impact on your 2009-2010 academic year financial aid.

Students may be eligible for Federal Pell grants, Federal Direct Loans, NYSTAP and Federal Work Study during the Summer sessions. * University scholarships, grants and awards are not available for Summer sessions.

We hope this information has been helpful. You are always welcomed to call or visit the Financial Aid Office on the campus that you will be attending. Applications are also available at your home campus' Financial Aid Office.

Financial Aid Timeline

If you are planning to enter Pace in September, this calendar will help you keep track of specific financial aid deadlines and events.

September - December

- Call or email Pace University's Office of Admission and the Office of Financial Aid with any questions you have about the application for admission, or financial aid forms or programs.
- Submit the Undergraduate Application for Admission.

December

- **December 1:** Deadline for Early Action Applications.
- Pick up a Free Application for Federal Student Aid (FAFSA) at your high school guidance office or complete it online at www.fafsa.ed.gov. Complete the FAFSA packet as soon as possible after January 1.

January - February

- **Early January:** Early Action applicants receive notification of admission.
- **February 15:** Undergraduate Application for Admission must be on file to receive priority consideration for the President's or Deans' Scholarships.
- **February 15:** Submit the completed FAFSA for maximum award consideration.
- Financial Aid workshops take place on each Pace campus (you will be mailed information on these events).

March - April

- **March 1:** First-year student applications due. (Pace accepts applications on a rolling admission policy after this date, based on space availability.)
- **March 15:** Priority admission deadline for consideration for Trustee Recognition and Pace Incentive Awards.

- Following an acceptance to Pace, you will receive your Financial Award letter.
- On-campus programs for accepted students.

May

- **May 1:** Deadline for tuition and housing deposits from admitted students.
- Staff from the Office of Financial Aid will be available throughout the summer to discuss your financial aid, planning for paying the bill - which is due in August - and alternative payment options.

May - August

- Pace will send missing information letters asking for copies of parents' and student's income taxes, verification form and other needed information as is required by government regulations.
- New Student Orientation Programs begin.

Frequently Asked Questions

Who is eligible to receive financial aid?

Financial aid is available to undergraduate and graduate students who have been accepted and enrolled in a matriculated program, enrolled for at least 6 credits, making satisfactory academic progress, and file a Free Application for Federal Student Aid (FAFSA).

International students are not eligible for federal financial aid, so will not be required to file a FAFSA. Non-degree seeking students are not eligible for federal, state or institutional aid.

When should I apply for financial aid?

All students who wish to be considered for University administered loans, work study, and grants must file the Free Application for Federal Student Aid (FAFSA), with the federal processor, by February 15.

How do I apply for financial aid?

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

What is Pace University's Federal School Code?

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

Do I have to reapply for financial aid each year?

Yes, a FAFSA must be completed each year, to the federal processor, by February 15.

Is my financial aid guaranteed for four years?

If your family circumstances remain unchanged, and all paperwork is completed in a timely manner, your financial aid package should be comparable for your four years here at Pace University. The consistency of your package applies both what you can expect in the

aid award, and to what you and your family will need to contribute.

What Pace University Scholarships are available to me?

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

In addition, Pace University has limited endowment funds which have specific criteria associated with the awarding of funds. Please visit the endowment section of our Web site at www.pace.edu to see a listing of available funds as well as an application.

How do outside scholarships change my financial aid?

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

Am I eligible for loans?

All students, who file a FAFSA, are entitled to Federal Stafford Loans. Students must not have exceeded their aggregate limits or have defaulted on any prior student loans.

How much in loans can I take out?

Your loan amounts are determined by your class standing/number of credits completed each year. The loans amounts for dependent students are:

Aggregate loan amount for dependent undergraduate students is \$23,000 until they receive their baccalaureate.

Freshman (0-32 credits)	\$3,500/year
Sophomore (33-64 credits)	\$4,500/year
Junior (65-96 credits)	\$5,500/year
Senior (97+ credits)	\$5,500/year

Aggregate loan amount for dependent undergraduate students is \$31,500 until they receive their baccalaureate.

What is a parent PLUS loan?

Parents of dependent undergraduate students are eligible to assist in their child's education by obtaining a federal parent loan. This is a low interest educational loan where repayment begins 60-90 days after the second disbursement of the loan, or the loan repayment may be deferred based on a student's half-time enrollment.

Parents are eligible to borrow the difference between the cost of attendance and their financial aid.

How do I sign the promissory note for my loan?

Pace University participates in Direct Lending for Undergraduate students. If you have accepted a federal loan, a master promissory note can be completed electronically at www.dlenote.ed.gov.

Where can I process my entrance/exit counseling session?

There are two ways to process your entrance/exit counseling session: 1) Visit the Office of Student Fi-

nancial Services on your campus; and 2) Go to www.mappingyourfuture.org and process this electronically.

Office of Financial Aid

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

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

Financial Aid Office Hours

Monday - Thursday:	9:00 a.m. – 6:00 p.m.
Friday:	9:00 a.m. – 5:00 p.m.

UNIVERSITY CORE CURRICULUM

Overview

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

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

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

Features of the Pace University Core Curriculum include:

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

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

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

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

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

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

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

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

For detailed information regarding the curriculum, please visit:

<http://www.pace.edu/dyson/current-undergraduate-students/core-curriculum/university-core-curriculum-requirements>

Second Language Proficiency Policy

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

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

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

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

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

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

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

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

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

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

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

5. Placement based on high school record

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

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

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

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

6. Placement for those starting a new language

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

Notes on Language Core Requirements:

- Students who have completed their secondary schooling at an institution where English is not the language of instruction are exempt from the core language requirement. However, they are invited to learn a new language at Pace.
- American Sign Language (ASL) may be used to fulfill the core language requirement. Transfer students with two semesters of college-level study of ASL (grade "C" or better) will receive transfer credit and

will be exempt from further study of any language at Pace.

- Transfer students in the professional schools, with the exception of the School of Education, may take a culture course to fulfill the entire language core requirement. The remaining three credits are to be made up in Inquiry and Exploration.

Transfer Students

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

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

In-Depth Sequence

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

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

A student wishing to pursue an In-Depth Sequence should consult the Office of the Dean of the Dyson College of Arts and Sciences in order to file an approved program for courses with the Office of Student Assistance in advance of study.

LIENHARD SCHOOL OF NURSING

Academic Advisement

An academic/faculty advisor is assigned to each student upon matriculation into the nursing program. Students can find out who their faculty advisor is by looking at the advisement list posted on the bulletin board on the 3rd floor of Lienhard Hall in Pleasantville and New York. The student retains this advisor for the length of his/her course of study. It is the student's responsibility to seek nursing faculty guidance throughout the program and to plan for meeting the prerequisites of the nursing courses. Students must meet with their advisors each semester prior to course registration. A departmental hold will be placed on the RN4 student's registration status until the student meets with his/her advisor.

Objectives of Degree

1. Demonstrate critical thinking skills in nursing practice.
2. Provide culturally sensitive, relationship-centered care that influences health and healing over time.
3. Provide nurse care management across a variety of health trajectories.
4. Facilitate wellness by integrating concepts of holism, health promotion, and disease prevention.
5. Establish partnerships within a community to design, implement, and evaluate health care services.
6. Display a spirit of inquiry about nursing knowledge, theory, and practice.
7. Demonstrate accountability for the legal and ethical principles of professional nursing practice.

Academic Policies

Students in the Bachelor of Science Program (RN4) must obtain a C(2.0) or better in Anatomy and Physiology, Chemistry, and Microbiology and a C+ (2.75) or better in all nursing courses in order to progress in the program. Students in the Combined Degree Program must obtain a C(2.0) or better in Anatomy and Physiology, Chemistry, and Microbiology, and maintain a 3.0 CQPA in order to progress in and graduate from the program. Students in the RN4 nursing program may repeat a nursing course only once and may repeat no more than one nursing course throughout the program. Students in the Combined Degree Program (CDP) are not allowed to repeat any nursing courses. Students must achieve a C+ (77%) grade in the theory and clinical portions of a course in order to pass a nursing course and progress in the nursing program. Students in the RN4 program and the CDP must pass a clinical calculation examination for each nursing course with a clinical component. Failure in any portion of the clinical component of the course results in a failure in the entire course. Students who

either fail a nursing course or do not take a nursing course for one or more semesters will be allowed to register for a clinical nursing course on a space available basis with the signature of the chair.

Education regarding Child Abuse is provided to RN4 students at the sophomore level and to CDP students in their first semester clinical. All students are referred to the LSN Student Handbook for all other academic policies including education about Child Abuse, Barrier Precaution and Infection Control.

Adjunct Faculty

John Barone, Adjunct Lecturer BSN, State University of New York; MS, Pace University

Kathleen Barrett, Clinical Practice Educator BSN, Mercy College; MS, Pace University

Donna Bowman, Clinical Practice Educator BSN, SUNY Buffalo; MS, Pace University

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

Julia Cozzocrea, Adjunct Assistant Professor BSN, Western Connecticut State University; MPS, Manhattanville College

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

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

Jane Dolan, Clinical Practice Educator BSN, Villanova University; MSN, Hunter College

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

Patricia Hunt, Adjunct Associate Professor BS, Polytechnic Institute-Brooklyn; DO, New York College of Osteopathic Medicine; MHA, St. Joseph College

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

Phyllis Magaletto, Adjunct Instructor AAS, SUNY Westchester; BSN, Regents College; MS, Mercy College

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

Joanna Mikhail-Powe, Clinical Practice Educator BSN, Pace University; MS, Pace University

Rose Moran-Kelly, Clinical Practice Educator BS, CWPost of LIU; MS, SAGE

Barry Moriarty, Adjunct Associate Professor in Health and Wellness BS, Springfield College; MS, Long Island University

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

Katherine Palladino, Adjunct Instructor in Health and Wellness BS, MS, Texas A&M University

Ann Marie Purdy, Clinical Practice Educator BS, Mercy College; MS, Pace University

Rosemarie Raffa, Clinical Practice Educator BSN, Mercy College; MS, Pace University

Irwin Schwartz, Adjunct Assistant Professor in Health and Wellness 2000 BA, Hunter College; MS, Lehman College; EdD, Fordham University

Constance Serafin, Adjunct Assistant Professor AB, Marquette University; MEd, University of Missouri-Columbia; MS, Pace University

Susan Spadafino, Clinical Practice Educator BS, Pace University; MS, Pace University

James Spellman, Instructor BSN, Florida Atlantic University; MS, Pace University

Adele Stanley, Clinical Practice Educator BSN, Pace University; FNP, Pace University

Margaret M. Storey, Clinical Practice Educator BSN, Lehman CUNY; MS, Mt. Saint Vincent

Devon Taylor, Adjunct Instructor in Health and Wellness 2000 BS, Morehead State University; MS, Long Island University

Margaret Travis-Dinkins, Clinical Practice Educator BSN, Mt. Saint Mary; MS, Walden University

Susan Vrana-Koski, Clinical Practice Educator BSN, Georgetown University; MPH, Columbia University

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

Elsa Wuhrman, Clinical Practice Educator BSN, Hunter College; MS, SUNY Stony Brook

Admission Requirements

Four-Year BS Program (RN4): Admission to the four-year bachelor's of science program is competitive. Applicants must be graduates of an approved secondary school with a minimum of 16 academic units including four years of English, three to four years of history/social science, three to four years of college preparatory mathematics, two years of lab science, and two years of foreign language. A high school chemistry course is strongly recommended. A High School Equivalency Diploma, with satisfactory scores, may also be accepted. Applicants must submit satisfactory scores from the Scholastic Aptitude Tests of the College Entrance Examination Board, a recommendation from a high school counselor and/or teacher, and a personal statement or essay. All regular admits (without previous experience) must meet the following criteria in order to be admitted to sophomore level nursing courses:

(1) Minimum CQPA of 2.75 is needed to enter and continue in the nursing major; and (2) Successful completion of the following: 6 credits of English and Speech/Com (any combination), Biology 152 and Biology 153 (a grade of C or higher is required), University 101, Nursing 160, and any remedial work that is required based on performance on placement exams.

All transfer students and Pace University students wishing to change their major to nursing must meet

the following criteria in order to be admitted to the nursing major: a minimum CQPA of 2.75 and successful completion of prerequisite courses needed to enroll in NUR 271, NUR 273, and NUR 275, and University 101 (if required). Transfer applicants who have been academically successful in their nursing studies at another institution and wish to transfer to Pace LSN must provide letters of reference from a nursing faculty member and the dean/director of the schools they attended and these must be reviewed by the Department of Undergraduate Studies chairperson and/or associate dean prior to acceptance of the student. Transfer applicants who have failed a nursing course at another institution will not be eligible for admission. Transfer students with 25 or more credits may be eligible to combine the first and second level nursing courses according to advisement by the Department of Undergraduate Studies Chairperson. Students admitted to Pace University who enroll in the Lienhard School of Nursing must submit a completed and approved Health Clearance Form, an Illness and Immunization Record, and current Professional Provider CPR certification approximately four weeks prior to the first clinical nursing course as described below in the "Health Requirements" section and in the Lienhard School of Nursing Student Handbook.

Combined Degree Program: Admission to the Combined Degree Program, BSN/MS (for non-nurse college graduates) is through the Graduate Admission Office. Applicants must submit satisfactory scores on the GRE or MAT and show satisfactory achievement in previous undergraduate work. Students must meet all entrance requirements of the Department of Graduate Studies (see Lienhard School of Nursing Graduate Catalog for admission requirements and course sequence). The BSN portion of the Combined Degree Program is an accelerated and integrated curriculum. Students must maintain a CQPA of 3.0 for progression in and graduation from the program. Following the completion of the baccalaureate (BSN) content students are eligible to take the NCLEX-RN to become registered nurses. Students may immediately continue with graduate study.

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

Transfer Credits

Students may transfer up to 96 credits from a four-year college (or 68 from a two-year college) into the baccalaureate nursing program. At least one half of the nursing credits must be completed at Pace. Transfer credits may be awarded for approved courses taken at other universities in which a grade of C or better was earned or for successful completion of external examinations. The list of external examinations and equivalent courses may be obtained from the Office of Admission. Nursing students may receive credit for science courses taken at other institutions

provided they are equivalent to Pace University courses and have been completed within the past seven years. Situations which involve science courses taken more than seven years ago, but no more than 10 years ago, must be reviewed by the appropriate science department chairperson before transfer credit will be granted. Science courses taken more than 10 years ago may not be transferred into nursing programs at Pace University. Students with a 3.0 CQPA may take graduate courses, of which 12 credits may be "double counted" for the BS and MS or MA.

Placement Examinations

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

Advisory Board

Marie L. Ankner, RN, MS, CNAA Assistant Vice President, Nursing Medical and Professional Affairs New York City Health and Hospitals Corporation

Geraldine C. Colombraro, PhD Associate Dean for Administration Lienhard School of Nursing Pace University

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

Harriet R. Feldman, PhD, RN, FAAN Dean and Professor Lienhard School of Nursing Pace University

Jeffrey R. Hewitt, MS, RN, Esq. Attorney Chair, Advisory Board

Sherry Jacobsen Branch Manager and Sr. Vice President Bernard Hodes Group

Lauren E. Johnston RN, MPA, CHE, CNAA-BC Senior Associate Executive Director Nursing and Patient Care Services Lincoln Medical and Mental Health Center

Catherine Manley-Cullen, RN, MS Associate Director of Nursing Recanati/Miller Transplantation Institute The Mount Sinai Medical Center

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

Susan A. Seigle United Hospital Fund of New York

Sharon Weinrib Arisohn, Esq. Attorney

Agencies Used for Clinical Nursing Experience

A. Phillip Randolph Campus H.S., New York, NY

Access Medical Group, White Plains, NY

Accord Medical Associates, LLP, New York, NY

AFAM Multi Specialty Medical Group, Brooklyn, NY

AHRC HEALTH CARE, INC, New York, NY

Albany Medical Center, Albany, NY

Albert Einstein College of Medicine, Bronx, NY

Alexander B. Delgra Internal Medicine, Bloomfield, NJ

Anderson, Dr. Claudette, Mt. Vernon, NY

Arlington Pediatrics, Inc., North Arlington, NJ

Aunt Bessie's Open Door, Peekskill, NY

Bellevue Hospital Center, New York, NY

Beth Israel Medical Center, New York, NY

Bethel Springvale Nursing Home, Inc, Ossining, NY

Blythedale Children's Hospital, Valhalla, NY

Briarcliff Pediatrics, Briarcliff Manor, NY

Broadway Medical and Dental Center, New York, NY

Bronx Lebanon Family Practice CTR, Bronx, NY

Bronx Lebanon Hospital Center, Bronx, NY

Burke Rehabilitation Center, White Plains, NY

Cardiology Consultants of Westchester, Hawthorne, NY

Cardiovascular Services, Inc., Yonkers, NY

Catholic Medical Center, Jamaica, NY

Charles B. Wang Community Health Center, Inc., New York, NY

Child Abuse Prevention Center, White Plains, NY

Childbirth Center, Englewood, NJ

Children's and Women's Physicians of Westchester, Hawthorne, NY

Children's Physicians of Westchester, White Plains, NY

Clarkstown Medical Associates, New City, NY

Clarkstown Urology, New City, NY

College of Mount Saint Vincent, Riverdale, NY

College of New Rochelle, New Rochelle, NY

Columbia Presbyterian Hospital, New York, NY

Columbia Presbyterian Hospital, New York, NY

Columbia Presbyterian Hospital, New York, NY

Columbia Presbyterian Hospital, New York, NY

Columbia Presbyterian Hospital, New York, NY

Columbia Presbyterian Hospital, New York, NY

Columbia Presbyterian Hospital, City of NY, New York, NY

Community General Hospital, Harris, NY

Community Health Program of LIJ Medical Center, New Hyde Park, NY

Community Hospital @ Dobbs Ferry, Dobbs Ferry, NY

Comprehensive Family Care Center, Bronx, NY

Coney Island Hospital, Brooklyn, NY

Crystal Run Health Care, Middletown, NY

Cumberland Diagnostic & Treatment Center, Brooklyn, NY

D.O.C.S., New City, NY

Danbury Hospital, Danbury, CT
 Downtown Family Care Center, New York, NY
 Dr. Aaron Roth, White Plains, NY
 Dr. Alfred D'Ascanio, Chappaqua, NY
 Dr. Bao Jiang, New York, NY
 Dr. Bernard Schayes, MD, New York, NY
 Dr. Christian Nahas, Island Park, NY
 Dr. Christina Veit, Tarrytown, NY
 Dr. Christopher Bruce, White Plains, NY
 Dr. David Binder, Brooklyn, NY
 Dr. Dean Martin, Brooklyn, NY
 Dr. Diana Roth, Brooklyn, NY
 Dr. Edna Pytlak, Brooklyn, NY
 Dr. Edward Chan, New York, NY
 Dr. Faruqi, Perevez, Brooklyn, NY
 Dr. Fayez Guirguis, Brooklyn, NY
 Dr. George Liu, New York, NY
 Dr. Glen Belkin, MD, Croton, NY
 Dr. Hohmood Karimi, Bronx, NY
 Dr. Jesus Pichardo, Ridgewood, NY
 Dr. Kenneth Svensson, MD, Nyack, NY
 Dr. Marc Puchir, MD, Putnam Valley, NY
 Dr. Maria David, Newburgh, NY
 Dr. Maria Wing, New Rochelle, NY
 Dr. Norman Magid, New York, NY
 Dr. Oded Preis, Brooklyn, NY
 Dr. Paul Weinstein, Scarsdale, NY
 Dr. Pyrz, Tadeusz, Passaic, NJ
 Dr. Robert Feldman, MD, Brooklyn, NY
 Dr. Sanat Dagli, MD, Yonkers, NY
 Dr. Stephen Warshafsky, MD, Ardsley, NY
 Dr. Virgilio Monteleone, MD, Brewster, NY
 Dr. William Zurhellen, MD, Putnam Valley, NY
 Dr. Zubair Khan, Poughkeepsie, NY
 Dutch Broadway Family Medical Care, Elmont, NY
 East Rockaway Pediatrics, East Rockaway, NY
 Eastchester Center for Cancer Care, Bronx, NY
 Elmhurst Hospital Center, Elmhurst, NY
 Endocrinology and Diabetes Associates, White Plains, NY
 Erica Landau, MD, New York, NY
 Family Services of Westchester, White Plains, NY
 Fashion Institute of Technology, New York, NY
 Firefly After Hours Pediatrics, Stamford, CT
 Five Towns Family Medical Care, Lawrence, NY
 Four Winds Hospital, Katonah, NY
 Fulton Avenue Health Care, Hempstead, NY
 GE/NBC Medical Center, New York, NY
 Gergely Pediatrics, Garrison, NY
 Good Samaritan Hospital, Suffern, NY
 Good Samaritan Hospital and Medical Center, West Islip, NY
 Gouverneur Hospital, New York, NY
 Greater Hudson Valley Health Center, Newburgh, NY
 Greenburgh Central School District No. 7, Hartsdale, NY
 Greenburgh Neighborhood Health Center, Inc, White Plains, NY
 Greenburgh*, White Plains, NY
 Greenwich Hospital, Greenwich, CT
 Hall-Brooke Behavioral Health Services, Westport, CT
 Hamilton-Madison House Child Care Centers, NY, NY
 Harlem Hospital Medical Clinic/Ctr, New York, NY
 Health Check, Yonkers, NY
 Helen Hayes Hospital, West Haverstraw, NY
 Hendrick Hudson Central School District, Montrose, NY
 Henry Street Settlement, New York, NY
 Highland Care Center, Jamaica, NY
 HIP Plan of New York, New York, NY
 Horizon Family Medical Group, Salisbury Mills, NY
 Hudson River Health Care, Peekskill, NY
 Hudson Valley Hospital Center, Peekskill, NY
 Hudson Valley Medical Group / John McGurty, Jr., MD, Peekskill, NY
 Institute for Reproductive Medical Center and Health, Hartsdale, NY
 Institute for Urban Family Health, New York, NY
 Internal Medicine and nephrology of NY, PLLC, Bronx, NY
 Internal Medicine for Women, Thornwood, NY
 Jamaica Hospital & Medical Center, Jamaica, NY
 John T. Mather Memorial Hospital, Port Jefferson, NY
 Johnson, Dr. Maurice, Cortlandt Manor, NY
 Julia Dyckman Andrus Memorial, Yonkers, NY
 Keller Army Community Hospital, West Point, NY
 Kings County Hospital Center, Brooklyn, NY
 Lawrence Hospital Center, Bronxville, NY
 Lenox Hill Hospital, New York, NY
 Lincoln Medical & Mental Health Center, Bronx, NY
 Long Island College Hospital, Brooklyn, NY
 Long Island Jewish Medical Center, New Hyde Park, NY
 Long Island Midwifery Service, Huntington, NY
 Lutheran Medical Center, Brooklyn, NY
 Manhattan Family Practice, New York, NY
 Mary Manning Walsh Nursing Home, New York, NY
 Masella, Bronx, NY

Mayfield Pediatrics, White Plains, NY
Memorial Sloan-Kettering Cancer Center, New York, NY
Metropolitan Hospital Center, New York, NY
Middletown Community Health Center, Middletown, NY
Middletown Medical, Middletown, NY
Midland Avenue Family Practice, Yonkers, NY
Mills Peninsula Health Services, Burlingame,, CA
Minuteclinic Diagnostic of New Jersey, Chester, NJ
Montefiore Hospital & Medical Center, Bronx, NY
Morningside House, Bronx, NY
Morrisanna Neighborhood Family Care Center, Bronx, NY
Mt. Sinai Hospital & Medical Center, New York, NY
Mt. Vernon Neighborhood Health Center, Mt. Vernon, NY
Najia A. Zaidi Physician P.C., White Plains, NY
National Benefit Fund, New York, NY
Nazario, Dr. Rodolfo, Middletown, NY
Neighborhood & Family Health Center, New York, NY
New York Hospital Presbyterian Medical Center, New York, NY
New York Methodist Hospital, Brooklyn, NY
New York Presbyterian Hospital, White Plains, NY
North Central Bronx Hospital, Bronx, NY
North Shore LIJ, Hyde Park, NY
North Shore University Hospital, Manhasset, NY
North State Cardiology, Briarcliff Manor, NY
Northern Respiratory Specialists, Peekskill, NY
Northern Westchester Hospital Center, Mt. Kisco, NY
Northhampton Community College, Bethlehem, PA
Nurse Midwifery Associates, Brooklyn, NY
NY Presbyterian Hospital-Columbia Presbyterian Center, New York, NY
Nyack Hospital, NYack, NY
NYSARC, Inc., New York, NY
NYU Medical Center, New York, NY
OB/GYN Associates, New York, NY
Odyssey House, New York, NY
Open Door Family Medical Center, Inc., Ossining, NY
Optimus Health Care, Bridgeport, CT
Ossining School District, Ossining, NY
Our Lady of Mercy Hospital Med. Ctr., Bronx, NY
Outon, Ardsley, NY
P.M. Pediatrics, Suffern, NY
P.M. Pediatrics, Mamaroneck, NY
Patel, Poughkeepsie, NY
Pediatric Health Care P.C., Staten Island, NY

Pediatrics of Sleepy Hollow, Sleepy Hollow, NY
Phelps Memorial Hospital Center, Sleepy Hollow, NY
Phillips Beth Israel School of Nursing, New York, NY
Planned Parenthood Hudson Peconic, Inc., Hawthorne, NY
Planned Parenthood of Mid-Hudson Valley, Poughkeepsie, NY
Private Pediatrics, Brooklyn, NY
Project Renewal Inc., New York, NY
PTSoF Westchester, Inc., White Plains, NY
Putnam County Health Department, Brewster, NY
Putnam Hospital Center, Carmel, NY
Putnam Pediatric Associates, Carmel, NY
Queens Hospital Center, Jamaica, NY
Renaissance Health Care Network, New York, NY
Riverside Cardiology, Yonkers, NY
Riverside Pediatrics, Croton, NY
Rockland Psychiatric Center, Orangeburg, NY
Rose F. Kennedy Center, Bronx, NY
Route 22 Medical, Brewster, NY
Rutgers State University of NJ, Newark, NJ
Salem Hills Rehabilitation and Nursing Center, Purdys, NY
Saw Mill Pediatrics, Yonkers, NY
Schnurmacher Nursing Home, White Plains, NY
SCO Family of Services, Glen Cove, NY
Segundo Ruiz Belvis Clinic, Bronx, NY
Select Physicians, PC, New Hyde Park, NY
Sheepshead Bay Medical Associates, P.C, Brooklyn, NY
Skyview Rehabilitation and Health Care, Croton-On-Hudson, NY
Sleepy Hollow Medical Group, Sleepy Hollow, NY
Sound Shore Hospital Medical Center, New Rochelle, NY
St Vincent Catholic Medical Centers, New York, NY
St. Anthony's Health Professions & Nursing Institute, Fresh Meadows, NY
St. John's Riverside Andrus Pavillion, Yonkers, NY
St. Joseph's Hospital & Medical Center, Yonkers, NY
St. Luke's/Roosevelt Hospital Center, New York, NY
St. Luke's-Cornwall Hospital, Cornwall, NY
St. Mary's Hospital Inc., Hoboken, NJ
St. Mary's Rehabilitation for Children, Ossining, NY
St. Vincent Catholic Medical Centers, New York, NY
St. Vincent Catholic Medical Centers, Rego Park, NY
St. Vincent's Catholic Medical Center of New York, Harrison, NY
St. Vincent's Hospital, Harrison, NY

Stamford Hospital, Stamford, CT
 STAT Health Medical Service, PC, West Nyack, NY
 Stein Senior Center, New York, NY
 Stony Lodge Hospital, Briarcliff Manor, NY
 Taconic Correctional Facility, Bedford Hills, NY
 Terence Cardinal Cooke Health Care Center, New York, NY
 The Jewish Home & Hospital/Bronx Division, Riverdale, NY
 The Jewish Home & Hospital/Manhattan Division, New York, NY
 The Osborn, Rye, NY
 The Wartburg Home of the Evangelical Lutheran Church, Mt. Vernon, NY
 The Westchester Medical Group, White Plains, NY
 Thomas Jefferson University Hospital, Philadelphia, PA
 Trinitas Hospital, Elizabeth, NJ
 Urban Health Plan, INC, Bronx, NY
 Vassar Brothers Medical Center, Poughkeepsie, NY
 Veterans Administration, Brooklyn, NY
 Veterans Administration Hospital, Bronx, NY
 Veteran's FDR Hospital, Montrose, NY
 Village Care Plus, Inc., New York, NY
 Visiting Nurse Services of New York, New York, NY
 Walsh - Brunetti, LLC, Cos Cob, CT
 Waterview Hills Rehabilitation and Nursing Center, Purdys, NY
 Westchester County Health Care Corp, Valhalla, NY
 Westchester Institute for Human Development, Valhalla, NY
 Westchester Medical Group, Rye, NY
 White Plains Ob/Gyn, White Plains, NY
 White Plains Pediatric Group, White Plains, NY
 Wingate at Ulster, Highland, NY
 Woman to Woman OB/Gyn, Yonkers, NY
 Women's Wellness of Westchester, Mt. Vernon, NY
 Woodhull Medical Center, Brooklyn, NY
 Yorktown Central School District, Yorktown Heights, NY

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

For updated curriculum information, please visit:
http://empower.pace.edu/page.cfm?doc_id=21404&frame=undergrad_catalog_2006_2008/catalog_majors.cfm?School=NUR%26Cred=MS%26Maj=NCD.

*** See advisor prior to choosing this course
 *Double counted for both BSN and MS degrees, course selection should be discussed with student's advisor. Only the NUR 6xx needs to be discussed with advisor. NUR 621 is required.
 Note: A part-time two-year program for the BSN is available.*

A two-year program for the BSN for students without the science prerequisites is available.

The first professional degree (BSN) may be completed in one calendar year for students who have fulfilled all the prerequisites: anatomy and physiology, one course in general chemistry, microbiology, psychology, and elementary statistics as well as bachelor's degree. A two-year track for the BSN portion is available for students needing the prerequisites. Students will have six graduate credits applied to both degrees and must then earn an additional 36 credits to fulfill the second professional (MS) degree requirements. This portion may be completed in 15 months. Students must maintain a minimum CQPA of 3.0 for the entire program and successfully complete the NCLEX-RN examination to continue in the MS or MA program. Application to the Combined Degree Program is through the Office of Graduate Admission. For a more complete description of this program and an application, contact the Office of Graduate Admission, Evelyn and Joseph I. Lubin Graduate Center, and consult the Graduate Catalog.

NUR 655 in the MS or MA portion, has three prerequisites: an undergraduate course in nursing research, an undergraduate statistics course or its equivalent, and a computer course or demonstrated competency in the use of computers for word processing and data-basing.

Dean's Message

Welcome to the Lienhard School of Nursing!

Thank you for your interest in the Pace University Lienhard School of Nursing (LSN). We are more than

43+ years old, and have many distinguished programs, faculty, and services that will give you a great start to beginning and advanced nursing practice. This Web site provides an opportunity to learn about our commitment to academic and practice excellence and scholarship, our programs and classes, faculty, clinical settings and, of course, admission policies and procedures. The Lienhard School of Nursing dedicates itself to the long standing commitment of Pace University to Opportunitas.

The need for well-educated, highly skilled nurses has never been greater. The profession of nursing needs people who are dedicated to providing health care to people from diverse backgrounds, at all ages and stages of life, and to a second area of need, preparation of nursing faculty. Based on our long and rich history of educating nurses, you can be confident that the Lienhard School of Nursing will prepare you for positions of responsibility in all areas of health care and nursing education.

Set within urban and suburban settings, the Lienhard School of Nursing partners with many well-known primary, acute, and tertiary care facilities and community agencies to foster human growth and dignity, and provide primary health care. We are committed to helping individuals, families, and communities at local, national, and international levels that strive to meet health care demands now and in the future. Our vision is to be a leader in innovation and excellence in education, research, and practice in primary health care.

Please take this time to browse our Web site to get to know us! You will find an overview of our undergraduate and graduate programs, excellent faculty, centers of excellence, nursing organizations, and unlimited opportunities to learn the art and science of nursing. Our home page is designed to be highly interactive. We have also provided the information you need to understand the many features of our school and to apply to Pace University.

I wish all the best for you and for your future. Please let us know how we can assist you in understanding nursing as a profession or the Lienhard School of Nursing as a vital part of Pace University.

Sincerely,

Gerrie Colombraro, PhD, RN

Interim Dean

Lienhard School of Nursing

Faculty

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

Ann Marie Bova, Clinical Instructor BSN, Regents College; MSN, Pace University

Susan Del Bene, Associate Professor BS, University of Bridgeport; MSN, Hunter-Bellevue; PhD, Graduate Center City University of New York

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

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

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

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

Harriet R. Feldman, Professor and Dean Diploma, Long Island College Hospital; BS, Adelphi University; MS, Adelphi University; PhD, New York University; Certificate, Management Development Program, Harvard University

Louise Gallagher, Professor Diploma Nursing, Mercy Hospital School; BS, Hunter College; MEd, Columbia University; EdD, Columbia University; Certificate Nurse Practitioner, Pace University

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

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

Karen (Toby) Hagenbeck, Assistant Professor RN, Kingston Hospital School of Nursing; BS, MS, Pace University; PhD, Adelphi University

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

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

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

Rona Levin, Professor, Chair of the Department of Graduate Studies BS, Adelphi University; MS, Adelphi University; PhD, New York University

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

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

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

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

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

Angela Wantroba, Clinical Instructor BSN, Brooklyn College; MS, Pace University

General Information

Administration

Geraldine C. Colombraro, PhD, RN
Interim Dean

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

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

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

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

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

Karen Lolli, MS, RN, APRN-C
Associate Director, University Healthcare (PLV)

Sophie R. Kaufman, MBA
Administrative Director, LSN Center of Excellence, Advancing Leadership, Partnership, and Scholarships (ALPS)

Stacie Cignarale
Director, Budget/Administration

Accreditation and Affiliations

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

ing is competitive and class size is limited. Early application is strongly encouraged.

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

The Lienhard School of Nursing offers the Bachelor of Science degree, designed to prepare students for careers in professional nursing. Graduates of the program are prepared as generalists in the profession, capable of assuming beginning positions in nursing in all areas of health care delivery. There are two ways to earn a bachelor's degree in the Lienhard School of Nursing. The first is the traditional four-year program (BS), which is offered on the Pleasantville campus only. The second is the Combined Degree Program (BSN/MS), designed for the college graduate with a bachelor's degree in an area other than nursing. After 15 credits of science prerequisites are met, the BSN portion can be completed in one calendar year of full-time study. The BSN portion of the program is offered on the New York City and Pleasantville campuses. Graduates of these two programs are eligible for the National Council Licensure Examination for Registered Nurses (NCLEX/RN).

The Department of Graduate Studies offers advanced specialization in nursing. The purpose of the master's program is to prepare nurses to practice as family nurse practitioners or nursing educators. The master's degree provides the student with a foundation for doctoral study in nursing. The Department of Graduate Studies also offers the Certificate of Advanced Graduate Study and a special Bridge Program for the nurse with a bachelor's degree in a field other than nursing (NUR 589). Consult the Lienhard School of Nursing Graduate Catalog for additional information. The Family Nurse Practitioner and Master of Arts in Nursing Education programs are offered on both the New York City and Pleasantville campuses. The Department of Graduate Studies also offers the Doctorate of Nursing Practice (DNP) program, grounded in more than 35 years of expertise in the Lienhard School of Nursing in educating primary care advanced practice family nurse practitioners (FNPs). The DNP program prepares advanced practice nurses to provide dynamic clinical leadership through culturally competent, evidence based practices and clinical innovations directed at improving health quality. For further information on the DNP visit www.pace.edu/lienhard.

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

Health Requirements

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

Health clearance forms provided by the Lienhard School of Nursing must be on file prior to assignment to the first clinical experience and are valid for one year. It is the student's responsibility to obtain the health clearance forms from the Department of Undergraduate Studies. Additional requirements including but not limited to criminal background checks, health screening, drug testing and/or immunizations, may be required during the program in accordance with specific agency requirements. In order to participate in clinical practice, the student must be able to pass the health clearance requirement. He or she must be free from health impairment and/or habituation to alcohol or other drugs that may alter behavior and pose potential risk to patients or personnel or that may interfere with the performance of nursing responsibilities. Failure to submit a completed and approved Health Clearance Form and Illness and Immunization Record prevents the student from being admitted to the clinical laboratory experience. Registration in clinical laboratories will be automatically voided if the student's health clearance and/or supplemental agency requirements are not completed and on file four weeks prior to the first clinical laboratory each semester. If a health condition arises during the course of study that would in any way alter a student's ability to perform in the clinical setting, it is the student's responsibility to notify the faculty member immediately. All students must provide evidence of current Professional Provider CPR certification to the LSN Office of Academic Affairs. All students are referred to the LSN Student Handbook for further clarification of the Health Clearance policy.

Full-Time/Part-Time Study

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

Clinical Laboratory

Nursing students must adhere to the attendance policy for clinical laboratory experiences. It is the student's responsibility to notify the clinical faculty member if he or she is absent. Absences are subject to the LSN Clinical Attendance Policy (see LSN Student Handbook). Transportation to all off-campus learning experiences is the responsibility of the student.

Lienhard Approach to Nursing

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

The vision is that the Lienhard School of Nursing will be a leader in innovation and excellence in education, research, and practice in primary health care. We consider teaching and learning our highest priorities, and are committed to the integration of scholarship and practice. Our graduates have the competitive edge through our focus on highly developed clinical skills and critical thinking, evidence-based practice, cultural competence, and leadership. Our primary health care focus is intended to promote improved health outcomes for clients.

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

For more than 43 years, we have been educating practitioners to deliver health care to individuals and families. Our FNP program was ranked 9th among FNP programs nationwide by U.S. News and World Report 2008. According to their "Survey of America's Best Graduate Schools," the Lienhard School of Nursing ranks 63rd out of 448 programs. In addition, our DNP program prepares nurses for the most advanced level of clinical practice.

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

The Lienhard School of Nursing has two centers that support the academic mission of the school:

- The **LSN Center of Excellence: Advancing Leadership, Partnerships and Scholarship.** In keeping with the school's vision, the Center is dedicated to sup-

porting the academic mission of the school through external funding, facilitation of faculty scholarship, student scholarship, assistantship, mentoring opportunities, local, national, and international partnerships, and leadership development. The Center provides opportunities for faculty to develop their scholarship in education, research, and practice through a variety of partnerships, and access to internal and external funding. The Center facilitates student-centered learning experiences, such as attendance at professional meetings and conferences, to further enhance the high-quality professional education of LSN students to prepare them to embrace the professional challenges in health care in the 21st century. The Center promotes leadership development in nursing and health care.

- The **Learning Resource Center** is a state-of-the-art resource available on both Pleasantville (PLV) and New York City (NYC) campuses. There are two dedicated nursing computer labs that provide online access to nursing computer assisted software, internet access to case study simulations, instructional videos, and links to research sites at the university libraries and elsewhere. The computer labs are also used to prepare students for in-course exams and NCLEX-RN. There are four clinical practice labs in NYC and five clinical practice labs in PLV that provide for simulated nursing care practice in hospital-like settings, as well as physical assessment skills practice at the basic and advanced levels. Two Vital Sim patient simulators which are used for realistic, clinical simulations; these simulators are hooked up to a patient monitor and display heart rate and rhythm through a running EKG, respirator rate, and pulse oximetry. There are additional skills stations that provide hands on practice for all nursing skills, including injections and medication administration, gastric tube insertion and care, endotracheal and tracheotomy care, venipuncture, IVs, central lines, and chest tubes. The LRC also has the equipment to simulate procedures during cardiac/respiratory emergencies, including a defibrillator.

LSN Centers

The Lienhard School of Nursing is currently home to two very important centers.

Advancing Leadership, Partnerships, and Scholarship (ALPS), LSN's Center of Excellence, is dedicated to supporting the academic mission of the Lienhard School of Nursing through external funding, faculty scholarship, student opportunities, partnerships, and leadership development.

The Lienhard School of Nursing Learning Resource Center is focused on supporting students by offering tutorial assistance, including clinical practice with graduate students, computer support systems, and validation of basic and advanced psychomotor skills.

After 30 years of outstanding service to the Lienhard School of Nursing and professional nursing community, the Center for Continuing Education in Nursing and Health Care closed effective July 31, 2008.

Center For Continuing Education in Nursing and Healthcare

Announcement

After 30 years of outstanding service to the Lienhard School of Nursing and professional nursing community, the Center for Continuing Education in Nursing and Health Care will be closed effective July 31, 2008. The Center was nationally accredited by the American Nurses Credentialing Center throughout these many years. Unfortunately, steep competition both in the form of highly cost-effective, online education and free hospital based continuing education combined with the nursing shortage and the inability of hospitals to release nurses to attend ce programs have greatly compromised the Center's ability to attract and sustain participants.

If you need a certificate for a continuing nursing education program you attended anytime between 8/1/02 and 7/31/08, please email nursing@pace.edu or call (914) 773-3552. If you would like to explore other nationally accredited continuing nursing education programs, please click here <http://www.nursecredentialing.org/accred/searchaccred.cfm>. If you would like to explore NYSNA's directory of accredited continuing nursing education programs, please click here <http://nysna.org/ce/education.html>. If you would like to explore NYSNA's workshops, please click here <http://nysna.org/ce/workshops.html>. To learn more about Nurse Refresher courses offered in New York State, please click here <http://nysna.org/education/schools/refresher.html>.

Lienhard is at a ten year high in the enrollment of undergraduate and graduate nursing students, and we are very proud to be in the midst of admitting our first class for our newly approved Doctor of Nursing Practice Program. Our FNP program is ranked #9 in the country, and we recently received a HRSA award to support the new DNP program. Lienhard is a thriving, growing school with much to offer the professional community. We look forward to continuing our collaboration with you through other, new and exciting avenues for professional development.

Should you be interested in an academic teaching position at Pace, either as an adjunct or full time faculty member, please feel free to contact me anytime either on email or on the cell (914) 645-4476.

Thank you for your support of continuing nursing education. We wish you all the very best for your lifelong professional development!

Gerrie Colombraro, PhD, RN

Associate Dean for Administration

Lienhard School of Nursing

and Lead Nurse Planner, CCENHC

Center of Excellence

Advancing Leadership, Partnerships, and Scholarship (ALPS)

LSN's Vision

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

Center's Mission

In keeping with the school's vision, the Center is dedicated to supporting the academic mission of the school through external funding, facilitation of faculty scholarship, student opportunities, partnerships, and leadership development. The Center provides opportunities for faculty to develop their scholarship in education, research and practice through a variety of partnerships at the local, national and international levels, and access to internal and external funding. The Center facilitates student-centered learning experiences that further enhance the high quality professional education of LSN students to prepare them to embrace the professional challenges in health care in the 21st Century. The Center promotes leadership development in nursing and health care.

Services at a Glance

- Lead the external funding efforts that support the academic mission of the school
- Enrich student's professional education through a wide variety of opportunities
- Facilitate faculty scholarship in education, research and practice
- Foster and nurture partnerships at local, national and international levels to enhance the academic reputation of the school
- Promote leadership development that embraces the new management culture

Learning Resource Center

Welcome to the Learning Resource Center!

Lienhard School of Nursing uses the latest technology to teach aspiring nurses, including simulators -- manikins that look human and mimic a variety of physiological functions -- along with the following equipment commonly found in an emergency room or intensive care unit:

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

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

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

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

[Click here to see pictures from our labs.](#)

In addition to simulation, the Learning Resource Center offers:

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

Center hours:

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

Evening hours are scheduled as needed.

Late May into June, hours are posted on this site and in the LRC.

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

Current Students

- LSN Student Handbook
- Nursing Honor Society
- Clinical Clearance Forms
- University Health Care
- Complaint Policy

Clinical Clearance Forms

The Lienhard School of Nursing Health Clearance Policy helps ensure the safety of our students, faculty, staff and clinical agency personnel and patients.

Please read the following documents carefully, and complete as necessary:

- Welcome Letter and Clinical Clearance Policy
- Annual Health Assessment
- Titer/Immunization Documentation

Complaint Policy

The Lienhard School of Nursing strives to provide an environment of mutual respect, cooperation, and understanding. Notwithstanding this commitment, problems and concerns sometimes occur. Resources and procedures are available to students for resolving complaints and addressing concerns. For example, concerns about violations of University policies are addressed through the University Grievance Procedure: Student Grievances procedure. Complaints of discrimination and harassment are addressed by the University's Affirmative Action Officer. The Lienhard

School of Nursing Academic Progression Appeals Committee decides appeals of decisions dismissing students from the Lienhard School of Nursing. The Counseling Center offers personal, education, vocational counseling and resources and support services to students with disabilities. (Additional information about these resources and procedures, as well as others, may be found at www.pace.edu/counseling.)

Concerns or complaints about the Lienhard School of Nursing that are outside the scope of any existing University or Lienhard School of Nursing procedure may be addressed in accordance with the following procedure: The complaint must be in writing and contain the date, the student's name, telephone number and e-mail address, the program in which the student is enrolled, and as much detail as possible about the student's concerns. Complaints or concerns about the Lienhard School of Nursing Undergraduate Program should be submitted to the Undergraduate Chair; concerns about the Graduate Program should be submitted to the Graduate Chair; and concerns about the Learning Resource Center should be submitted to the Lienhard School of Nursing Associate Dean for Administration. The Chair or the Associate Dean for Administration (or their respective designees) will, in a timely manner, investigate the complaint, take appropriate action, and notify the student of the resolution of the matter. If the student is not satisfied with the resolution, the student may, within five (5) business days of date of the notification, appeal the resolution in writing to the Dean of the Lienhard School of Nursing.

Effective August 1, 2008

Lienhard Student Handbook

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

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

- Student Handbook 2010-2011
- Student Handbook 2009-2010
- Student Handbook 2008-2009
- Student Handbook 2007-2008
- Student Handbook 2006-2007
- Student Handbook 2005-2006

Nursing Honor Society

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

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

For further information, contact Dr. Carol Epstein by phone: (914) 773-3246 or e-mail: cepstein@pace.edu

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

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University Health Care

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

For more information about University Health Care, please click here for our brochure.

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

- health education
- health assessment with complete physical examinations
- women's health care
- diagnosis and treatment of illnesses such as sore throat, cough or other infections
- first aid for minor injuries
- management of chronic health problems such as high blood pressure.

UHC is able to bill your insurance company directly.

Locations:

Pleasantville Campus:

Goldstein Fitness Center, Room 125

861 Bedford Road - Pleasantville,

New York 10570

Telephone: (914)773-3760

Hours of Operation

New York Campus:

41 Park Row, Suite 313

New York, 10038

Telephone: (212)346-1600

Hours of Operation

- Privacy Notice Relating to Delivery of Health Care by University Health Care Centers
- Privacy Notice Acknowledgment Form
- Immunization Requirements

Faculty

About the LSN Faculty

- Accomplished practitioners and nationally/internationally renowned scholars
- All tenure track faculty members hold doctoral degrees.
- Lienhard faculty are talented teachers, many of whom maintain clinical practices while teaching
- Many faculty are in leadership positions in national professional organizations
- Four are Fellows of the American Academy of Nursing, among a distinguished field of only 1500 top nursing leaders within America's 2.9 million nurse.
- Three are also Fellows in the National Academies of Practice, the only interdisciplinary group of health care practitioners dedicated to addressing the problems of health care. The Active membership of each Academy is limited to 150.
- One is a Fellow in the American College of Critical Care Medicine. The prestigious designation of Fellow of the American College of Critical Care Medicine (FCCM) honors practitioners, researchers, administrators and educators who have made outstanding contributions to the collaborative field of critical care. The College is comprised of nurses, respiratory therapists, physicians and other healthcare professionals who are all experts in their fields.

Alumni and Friends

2011 Dean's Alumni/ae Award for Outstanding Professional Contributions

Click here for the application

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

Lienhard's E-newsletter

Lienhard's NEW electronic alumni newsletter was launched in summer 2010 to keep you up-to-date with some of the many innovative activities that Lienhard students, faculty, staff, and alumni/ae are involved in. We also welcome your input and your news. Please e-mail us your article ideas and any other information you want to share, including marriages, new jobs,

promotions, research and awards, memorial notices, or general updates to:

Sharon Lewis

Director of Communications, Lienhard School of Nursing

Lienhard Hall, Room 28

Pace University

Pleasantville, New York 10570

E-mail: lsncommunications@pace.edu

Other benefits of staying connected to Pace

- The Pace Alumni Online Community: A free and secure online networking service exclusively for Pace's 120,000+ alumni. Its features include an on-line directory of all alumni, events and services, permanent e-mail forwarding and career resources.
- Co-op and Career Services: Post your resume or even a job ad for other Pace alumni. Take advantage of the Alumni Jobs listserv, free career counseling, and networking opportunities. Give back and become a Pace Career Advisor.
- Alumni Publications: Stay updated on University events and alumni accomplishments with Pace Magazine and the Annual Report, Pace's official alumni mailing publications, and Alumni eConnect, Alumni & Friends monthly electronic newsletter.
- Boards & Committees: All Pace alumni who serve on alumni boards and/or committees enhance the University's image, strengthen its credibility within the community and ensure its viability for the students.

NEW - Lienhard Strategic Plan – Make Your Voice Heard Now

Lienhard has been engaged in the Strategic Planning process over the past year, and we are nearing completion with renewed energy and enthusiasm! We are at the point of inviting all of our stakeholders – including our alumni/ae to review the plan and offer your comments, questions, suggestions and feedback. Please review our Strategic Plan map, and/or the brief video presentation. Then please take just a moment to answer four brief questions by visiting our Strategic Planning Survey, which can be taken from November 8-19. We very much want and need your input to our draft Strategic Plan for Lienhard. On behalf of all of our faculty, students and staff, thank you for your response.

Jobs

At Lienhard, we work hard to provide you with the quality education and preparation to ensure your success in the real world. During these difficult times, please take advantage of access to exclusive job listings and events, with hundreds of jobs currently available to nursing graduates.

- After College
- Spectrum

- Advance For Nurses

Other resources:

- Career services
- Career fair
-
- **Jobs at Lienhard School of Nursing**
- Baccalaureate Nurse Educator Position 2011-2012
- FNP Nurse Educator Position 2011-2012
- Adjunct Positions

Adjunct Positions

Pace University's Lienhard School of Nursing (LSN) seeks adjunct faculty to teach on both the undergraduate and graduate level.

The Lienhard School of Nursing is a growing and thriving setting for those seeking a collegial work environment.

On the undergraduate level, we seek master's prepared RNs with current clinical experience to teach undergraduate nursing students in the following clinical courses: fundamentals, physical assessment, community, medical-surgical, psychiatric, pediatric, geriatric, or ob/women's health. Candidates who hold a BSN and are enrolled in a master's nursing program may be considered.

On the graduate level, we seek Master's prepared nurse practitioners, FNPs with national certification and teaching experience preferred, to provide clinical oversight of family nurse practitioner students in our nationally ranked FNP program.

We are also searching for doctorally prepared adjunct faculty who are interested in teaching online CORE graduate courses with foci on foundational theories and concepts for advanced practice nursing, decision-making models and health policy, nursing research and evidence-based practice.

Opportunities are available on both our Pleasantville and New York City campuses during the spring, fall, and summer semesters for all candidates.

Most positions are weekday; evening and weekend opportunities are also available.

Salary is competitive.

About the Lienhard School of Nursing

We have an excellent Doctor of Nursing Practice Program, a nationally ranked Family Nurse Practitioner Master's program, VA Nursing Academy partnership, and continued growth in enrollment and expansion of programs. Our vision is to be a leader in innovation and excellence in nursing education, research, and practice in primary health care.

How to Apply

For more information, or to submit a resume, please contact nurseeducatorjobs@pace.edu. Application reviews continue until the positions are filled.

Pace University is an independent university founded in 1906, with academic programs in the arts and

sciences, computer science and information systems, business, nursing, education, and law. Pace University affirms its commitment to the principle of equal employment opportunity as stated in Federal, State, and local laws, which prohibits discrimination because of race, color, creed, national origin, age, gender, or handicap.

Baccalaureate Nurse Educator

Pace University's Lienhard School of Nursing (LSN) seeks a full-time tenure track faculty member to teach in our outstanding undergraduate nursing programs on the Pleasantville and New York City campuses. The Lienhard School of Nursing is a growing and thriving setting for faculty members seeking a collegial work environment. Lienhard provides unparalleled support in the form of:

- Scholarly awards
- Released time
- Faculty development, including conference support
- Graduate assistants
- Competitive compensation package
- Consultants for scholarly writing, and more.

The ideal candidate will have a clinical specialization in community health/public health nursing. We also prefer a candidate with a background in ethical issues in nursing and someone proficient with simulation and technology. He or she should have a strong research, evidence-based practice background. Certification is desirable. We seek faculty with a research doctorate who are eligible for appointment at the rank of assistant/associate professor or higher. Candidates with a proven track record of funded research are strongly urged to consider Pace University.

How to Apply

Please e-mail your interest and CV to nurseeducator-jobs@pace.edu. Application reviews will continue until the position is filled.

About Lienhard School of Nursing

We have outstanding undergraduate programs with high NCLEX pass rates including our entry level baccalaureate nursing program and our accelerated Combined Degree Program. Undergraduates have the opportunity to start their nursing courses in their first year and clinicals in their second year. In addition, we have an excellent Doctor of Nursing Practice Program, a nationally ranked Family Nurse Practitioner Master's program, Master's of Nursing Education program, nurse managed health care unit, and continued growth in enrollment and expansion of programs. Our vision is to be a leader in innovation and excellence in nursing education, research, and practice in primary health care. Through the LSN Center of Excellence - Advancing Leadership, Partnerships, and Scholarship (ALPS), faculty are supported in developing their scholarship and in delivering primary health care to under-served and at-risk populations. For

more information about the LSN, please visit www.pace.edu/lienhard.

Pace University is an independent university founded in 1906, with academic programs in the arts and sciences, computer science and information systems, business, nursing, education, and law. Pace University affirms its commitment to the principle of equal employment opportunity as stated in Federal, State, and local laws, which prohibits discrimination because of race, color, creed, national origin, age, gender, or handicap.

FNP Nurse Educator 2011-2012

Pace University's Lienhard School of Nursing (LSN) seeks a full-time tenure track faculty member to teach in our outstanding Family Nurse Practitioner program on the Pleasantville and New York City campuses. Our highly competitive FNP program is ranked #9 in the nation. The Lienhard School of Nursing is a growing and thriving setting for faculty members seeking a collegial work environment and the New York experience! Lienhard provides unparalleled support in the form of:

- Scholarly awards
- Released time
- Faculty development, including conference support
- Graduate assistants
- Competitive compensation package
- Consultants for scholarly writing, and more.

The ideal candidate will have current advanced practice clinical experience, a background in evidence-based practice, and cultural competence. APRN, Nurse Practitioner with national certification required, FNP preferred. We seek faculty with a research doctorate who are eligible for appointment at the rank of assistant/associate professor or higher. Candidates with a proven track record of funded research are strongly urged to consider Pace University.

How to Apply

Please e-mail your interest and CV to nurseeducator-jobs@pace.edu. Application reviews will continue until the position is filled.

About the Lienhard School of Nursing

We have an excellent Doctor of Nursing Practice Program, a nationally ranked Family Nurse Practitioner Master's program, Master's of Nursing Education program, nurse managed health care unit, and continued growth in enrollment and expansion of programs. Our vision is to be a leader in innovation and excellence in nursing education, research, and practice in primary health care. Through the LSN Center of Excellence - Advancing Leadership, Partnerships, and Scholarship (ALPS), faculty are supported in developing their scholarship and in delivering primary health care to under-served and at-risk populations. For more information about the LSN, please visit www.pace.edu/lienhard.

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Nursing Major

Bachelor of Science (PLV)*

YEAR ONE

First Semester Fall	Credits
UNV 101 - First-Year Seminar: Introduction to University Community	1
ENG 110 - Composition or ENG 120	3/4
COM 200 - Public Speaking	3
PSY 100 -level course	3
CHE 101 - Introduction to Chemistry All students are encouraged to take the required learning community courses in the freshman year.	3
CORE	3
Second Semester Spring	
NUR 160 - Exploration into Nursing Concepts	2
ENG 120 - Critical Writing	4
BIO 152 - Anatomy and Physiology I	4
CIS	3
CORE	3

YEAR TWO

First Semester Fall	Credits
BIO 153 - Anatomy and Physiology II	4
NUR 271 - Relationship Centered Communication I	2
NUR 273 - Holistic Approach to Health Promotion and Risk Assessment in the Community I	2
NUR 275 - Clinical Course for Systems Assessment and Relationship Centered Care I	3
ENG 201 - Writing in the Disciplines	3
CORE AOK 1 Recommended	3
Second Semester Spring	
BIO 264 - Microbiology	4
NUR 281 - Relationship Centered Communication II	3
NUR 283 - Holistic Approach to Health Promotion and Risk Assessment in the Community II	3
NUR 285 - Clinical Course for Systems Assessment and Relationship Centered Care II	3

CORE	3
YEAR THREE	
First Semester Fall	Credits
MAT 134 - Introduction to Probability and Statistics	3
NUR 305A - Care Management of Individuals, Families, and Communities Across Health Trajectories I - Adult Nursing	5
NUR 305B* - Care Management of Individuals, Families, and Communities Across Health Trajectories I - Pediatric	4
NUR 305C* - Care Management of Individuals, Families, and Communities Across Health Trajectories I - Psychiatric	4
NUR 300A - Mechanisms of Mind/Body Illness I	3
NUR 303A - Nutrition and Nursing Care Management	2
NUR 305D - Care Management of Individuals, Families and Communities Across Health Trajectories – Recitation	0
Second Semester Spring	
NUR 315A - Care Management of Individuals, Families, and Communities Across Health Trajectories II	4
NUR 305C* - Care Management of Individuals, Families and Communities Across Health Trajectories - Psychiatric	
Nursing Elective or NUR 277 - Spirit of Inquiry: Nursing Research and Evidence-Based Practice	3
NUR 301A - Mechanisms of Mind/Body Illness II	2
NUR 317A - Pharmacology and Nursing Care Management	3
NUR 305D - Recitation	0
YEAR FOUR	
First Semester Fall	Credits
NUR 405 - Transition into Professional Practice I	8
Nursing Elective or NUR 277 - Spirit of Inquiry: Nursing Research and Evidence-Based Practice	3
CORE	3
CORE	3
Second Semester Spring	
NUR 415 - Transition into Professional Practice II	9
CORE	3
CORE	3
CORE	3
Total Nursing Credits	68
Total Core Credits	60
Total Program Credits	128

*This is one example of a program plan. Many alternative program plans are possible, including part-time study depending on the number of credits transferred.

Professors Emeriti

- Blagman, Patricia, Professor Emerita BS, MEd, EdD, Teachers College, Columbia University
- Calace-Mottola, Janet, Professor Emerita BS, Syracuse University; MA, Teachers College, Columbia University
- Calamari, Delores, Sr., Professor Emerita A.S.C., Diploma St. Vincent's; BS, St. John's University; MS, Hunter College
- Carmody, Cathleen, Professor Emerita BSN, New York University; MEd, St. John's University; MS, Fordham University; EdD, Teachers College, Columbia University
- DeVincenzo, Doris, Professor Emerita BS, MA, PhD, New York University
- Fortinash, Frances A., Professor Emerita BS, Wagner College; MS, St. John's University; MS, Pace University
- Gariepy, Dolores, Professor Emerita MS, Hunter College; MA, New York University
- Hiestand, Wanda, Professor Emerita BS, MEd, EdD, Teachers College, Columbia University
- Khanna, Suwersh K., Professor Emerita BS, BA, Punjab University; MEd, EdD, Teachers College, Columbia University
- Kosten, Patricia, Professor Emerita BSN, Seton Hall University; MA, St. Mary's College; MEd, EdD, Teachers College, Columbia University
- Landa, Jeannette, Professor Emerita BS, MA, New York University
- Leeser, Ilse, Professor Emerita BS, MA, MEd, Teachers College, Columbia University; PhD, New York University
- Nebens, Irene A., Professor Emerita BSN, University of Maryland; MA, Teachers College, Columbia University
- Nurena, Mary, Professor Emerita BS, University of Bridgeport; MA, New York University
- O'Day, Veronica, Professor Emerita BSN, New York University; MS, Hunter College; PhD, New York University
- Pell, Ruth K., Dean Emerita BS, MA, Columbia University
- Rielly, Alice L., Professor Emerita BS, University of Washington; MA, Columbia University
- Scharf, Paula, Professor Emerita Diploma, Beth Israel Medical Center; BA Brooklyn College, CUNY; MA, New York University; PhD, New York University

Scilken, Mary P., Professor Emerita BS, Hunter College; MA, PhD, New York University

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

Unit Goals

- To produce competent practitioners of nursing, consistent with professional standards, the mission of Pace University and mission and philosophy of Lienhard School of Nursing.
- To provide a quality education within urban and suburban settings to serve diverse communities.
- To provide an environment that fosters teaching, learning and scholarship.
- To prepare nurses who will provide leadership in addressing the future challenges of global health-care.
-
- **Accepted by the LSN Faculty Association, August 26, 2008**

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

All Lienhard School of Nursing undergraduate students are required to complete the University core curriculum according to the framework outlined below. Where indicated, specific courses must be completed to satisfy the core requirements. In those areas where no specific courses are listed, elective courses within the core area are to be taken. For individualized modifications, see the University Core Curriculum section in the catalog.

Required University Core Requirements (60 credits) Credits

Foundation Requirements (15-28 credits)

Writing

ENG 110	(May be eligible to test out)	3
ENG 120	Critical Writing	4
ENG 201	Writing in the Discipline	3
COM 200	Public Speaking	3

Second Language (0-6 credits)

Refer to specific language requirements

Mathematics

MAT 134	Intro Probability and Statistics	3
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Computer Science

CS 101		3
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Science

CHE 101	Introduction to Chemistry	
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Areas of Knowledge (18 credits)

Area I: Civic Engagement and Public Values (3 credits)

Area II: Western Heritage (3 credits)

Area III: World Traditions and Cultures (3 credits)

Vision, Mission, and Philosophy

Vision of the Lienhard School of Nursing

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

Mission of the Lienhard School of Nursing

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

Philosophy

We believe nursing, informed by its rich legacy, is a dynamic, caring art and science that, through intention, facilitates health, healing, and comfort for individuals, families, groups, and communities, locally, nationally, internationally, and globally. We prepare nurses who provide holistic, relationship-centered care within a framework of primary health care in an evolving information age. As life-long learners, nurses participate in an interactive teaching-learning process; develop a strong sense of self-awareness and reflective thinking, and a spirit of inquiry; demonstrate cultural competence; and communicate their ideas effectively. We graduate professionals who practice in an ethical, legal, and socially responsible manner. The Lienhard School of Nursing baccalaureate curricula are process-oriented, providing a broad foundational base for entry into professional nursing practice. The master's and doctoral curricula provide

the depth and breadth of advanced knowledge and skills necessary for practice and advanced clinical leadership, respectively, in primary health care settings.

Accepted by the LSN Faculty Association, August 26, 2008

DYSON COLLEGE OF ARTS AND SCIENCES

Dyson College of Arts and Sciences

One Pace Plaza, New York, NY 10038-1598
(212) 346-1518
861 Bedford Road, Pleasantville, NY 10570
(914) 773-3781
www.pace.edu/dyson

Administration

Nira Herrmann, BS, MS, MS, PhD, Dean
Joseph Franco, BS, MS, MS, MPhil, PhD, LMHC, NCC, Senior Associate Dean for Academic Affairs
Richard B. Schlesinger, BA, MA, PhD, Associate Dean for Academic Affairs
Adelia Williams, PhD, Associate Dean for Academic Affairs

Mission Statement

Through innovative teaching, a collaborative student-faculty learning environment, and an inclusive community of student and faculty scholars, Dyson College of Arts and Sciences fully engages students in learning in the liberal arts. Dyson College provides students majoring in the arts and sciences the depth and breadth they need to continue their studies at the graduate and professional levels or find employment in their field. Dyson offers all students a supportive environment where they master the liberal arts skills needed to succeed professionally and lead rewarding, intellectually and civically engaged lives.

Dyson provides the vital skills every student needs for success, including written and oral communications; critical thinking; leadership; creative analytic thinking that perceives connections among broadly based ideas; and a deeper understanding of global issues and diverse national and international cultures.

Dyson College's learning philosophy results in graduates who can think analytically and creatively, understand ideas and issues contextually, communicate effectively, act responsibly in their community, and lead confidently in today's global workplace.

Degree Requirements and Standards

1. Full-time students must register for a minimum of 12 credits per semester. In order to graduate in four years, students must complete an average of 16 credits per semester. Their first-year program consists of required courses in the core curriculum and in their major field of study.
2. Part-time students are normally limited to a maximum of nine credits per semester. They must complete ENG 110 and 120 within their first 20 credits and the remaining core foundation courses within their first 64 credits.

3. Students must complete 32 credits and take one half of their major credits and one half of their minor credits at Pace.
4. It is required that students in Dyson College maintain a 2.0 quality point average (QPA) overall and a 2.0 in their major as a requirement for graduation. Major courses (required and major electives) are listed under Undergraduate Degree Programs. This requirement does not preclude a higher standard when such is appropriate.
5. Students wishing to complete both a BS and a BA must complete a minimum of 32 credits beyond 128 credits required for a single degree.
6. Students enrolled in BS or BA degree programs in the arts and sciences are permitted to take up to 32 credits in the Lubin School of Business. Students are advised to meet with the chairperson of their major department or program adviser before enrolling in business courses.

Degree Objectives

Objectives of the Bachelor of Arts and Bachelor of Science Degrees

Traditionally, bachelor of arts degrees are focused on a well-rounded foundation which best prepares students for advanced degrees. Bachelor of science degrees have a more technical focus. These majors expose students to both the theoretical and practical aspects of a field, thereby enabling them to enter the career field upon graduation.

Objectives of the Associate of Arts and Associate of Science Degrees

Students enrolled in an associate of art degree will begin to explore the liberal arts through basic survey courses and will begin to develop the skills necessary for higher learning. The associate of science degree has the same basic elements, but also includes exposure to practical or technical aspects of a discipline.

University Core Curriculum

The Core Curriculum, a program of study in the arts and sciences, is central to all undergraduate degrees at Pace University. Many students might ask why half their credits are taken in the core before beginning a major program of study. Core courses, regardless of a student's major, address fundamental problems and issues in the arts and sciences. These courses consider these themes from diverse perspectives and approaches, and ensure that Pace graduates achieve competency in a variety of skills that are sought by employers and are needed for graduate-level work. A strong liberal arts education is necessary for virtually every career.

Learning Outcomes of the Pace University Core Curriculum:

Communication-Learn to express ideas clearly and effectively.

Analysis-Think clearly and critically. Fuse experience, reason and training into considered judgment. Comprehend, interpret and analyze texts, processes, and media.

Intellectual depth, breadth, integration and application-Examine, organize, and use disciplinary ways of knowing and apply them to specific issues and problems in intellectual, professional, and community life.

Effective citizenship-Be involved and responsible in the community. Act with informed awareness of contemporary issues in their historical contexts. Develop leadership abilities. Understand and value diversity within American culture. Integrate service and learning.

Social Interaction-Know how to get things done in committees, team projects, and other group efforts. Listen to and understand the views of others and help reach conclusions.

Global, National, and International Perspectives-Become familiar with traditions that shape our world and nation. Read and discuss texts from diverse traditions and perspectives. Understand the cultural, economic, social, and biological interdependence of global and national life.

Valuing-Recognize different value systems. Understand one's own self and one's own values, and the values of others. Read important texts that foster humanistic values.

Problem solving-Figure out what the problem is and what is causing it. With others or alone, form strategies that work in different situations; then get done what needs to be done, evaluating effectiveness.

Aesthetic response-Study important works of the human imagination in order to develop aesthetic and literary sensibility. Make and defend judgments about the quality of artistic expressions.

Information Literacy and Research-Locate, evaluate, and make efficient and ethical use of information resources.

Scientific and quantitative reasoning-Understand the workings of the natural world. Develop problem-solving strategies using scientific and quantitative reasoning.

Technological Fluency-Make efficient use of technology for personal and professional needs. Use graphics, electronic media, computers, and quantified data.

Pace University offers you an innovative, cutting-edge Core Curriculum designed to promote active learning, student success, and interaction with faculty. In your Core courses you will develop abilities that are essential to success in college study and in careers. The Pace Core allows for flexibility and choice, so you can fulfill the Core according to your own abilities and preferences.

You will be enriched intellectually and personally in your Core courses. As a result, you will be prepared to become a lifelong learner as you respond to the inevitable changes and challenges of your professional and personal life.

Features of the Pace University Core include:

- Community building
- Social responsibility and civic engagement
- A focus on student learning outcomes
- Choice and flexibility
- Ability to complete a minor in the Core

The Core Curriculum is composed of three distinct and integrated areas, each of which allows for flexibility and choice, so students can fulfill the core according to their individual abilities and preferences:

Section I, **Foundational Requirements**, ensures that Pace graduates achieve competency in a variety of communication and quantitative skills. Students entering Pace with a strong background in English, language, or computing may be eligible to place out of some foundational requirements by taking proficiency or placement exams. Students who need additional work and support in these vital skill areas will find the help they need through this series of coursework.

Section II, **Areas of Knowledge**, offers broad exposure to a variety of approaches and perspectives in the humanities, social sciences, and sciences, and to different modes of analysis and understanding. These courses are intended to develop a sense of social, civic, and global awareness and responsibility.

In the required **Civic Engagement and Public Values** course, students will apply the theories they learn in the classroom to a real-life need within the community. Students will reflect upon the experience, and consider their role as educated citizens and as problem-solvers. Community-based learning is consistent with Pace University's longstanding tradition of applied, experiential, and interactive learning, and our commitment to fostering an engaged campus.

Section III, **Inquiry and Exploration**, is an area where students have free choice to complete a minor or concentration, take courses of special interest, or auxiliary courses for their majors.

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

- A **Learning Community**, in which students and their professors experience a purposeful, coherent, and integrated learning environment together in linked or interdisciplinary courses.
- Two **Writing-Enhanced Courses**, in which students will strengthen their writing and communication skills while learning course content.

Students who matriculated before September 2003 will complete the core curriculum that was effective during that time. For further information about the University Core Curriculum, visit the core Web site, available from the Pace home page.

NOTES ON THE UNIVERSITY CORE (for English and Math, see also "Placement" in the Academic Policies and Regulations section of this catalog)

Completion of Foundational Requirements

New students are required to complete ENG 120 by the time they attain 30 credits and, in addition, must complete the remainder of the Foundational Requirements of the University Core within 66 credits.

Second Language Proficiency Policy

All undergraduate students with two or more years of high school study in Chinese, French, Italian, Russian or Spanish, who plan to continue their study of the same language in either the fall, spring or summer semester must take a placement exam to determine the appropriate level of college study. Test scores remain valid for one year. Students who postpone language study beyond that year must retake the placement exam. All students with less than two years of high school study in a language will automatically be placed in the 101-level course in their chosen language.

All students must begin their language study at the evaluated placement level and will not receive Core credit if they start at a lower level.

- Students placed at 101 must take 101 and 102 in the same language.
- Students placed at 102 must take 102 and 280 in the same language.
- Students placed at the 200 level or above must take one 3-credit course at the level of their placement.
-

Exemptions

- Students will be exempt from second language study if they satisfy one of the following requirements:
- Students who have completed secondary schooling in a language other than English
- Students who have taken the foreign language SAT II exam prior to enrollment and have a score of 550 or above
- Students who have taken the Language and/or the Literature Advanced Placement Exam in a foreign language and scored 4 or 5 will receive 3 or 6 credits that satisfy the Core
- Students who take the NYU 12 point Proficiency Exam and score 12 points receive 3 credits of language Core credit
-
- Please note that American Sign Language (ASL) may be used to fulfill the Core language requirement.
-
- Students who transfer 25 college credits or more in the Lubin School of Business, the Lienhard School

of Nursing, and the Seidenberg School of Computer Science and Information Systems may fulfill language Core requirement by taking one culture course with a prefix of ARA, CHI, FRE, JPN, GRK, ITA, JPN, LAT, RUS, or SPA.

Transfer Students

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

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

In-depth Sequences

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

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

A student wishing to pursue an In-Depth Sequence should consult the Office of the Dean of the Dyson College of Arts and Sciences in order to file an approved program for courses with the Office of Student Assistance in advance of study.

Academic Centers & Institutes

Biodiversity Institute: Woodrow Wilson National Fellowship Foundation Joint program to enhance the skills of science teachers in New York City.

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.

Center for Community Outreach: A dynamic program of the Dyson College of Arts & Sciences that is designed to get students involved in community service during their years at Pace and throughout their lifetime. Through service-learning courses developed by

faculty and the center, students have the chance to apply course work in a volunteer setting.

Center for Religious Studies: Offers scholarly lectures and discussions on world religious thought and practice.

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

Environmental Center: The Environmental Center is an educational center dedicated to guiding people of all ages to a lifestyle which is in close harmony with our natural environment. The Environmental Center serves as a resource to Pace and the outside community. The center emphasizes Pace's commitment to a philosophy of environmental education, and the layout provides students with opportunities for hands-on field studies.

Institute of Latin American Service and Studies: Develops innovative Latin American curricula and organizes service learning trips.

Center for East Asian Studies: Sponsors curricula and faculty development in Far Eastern and other cross-cultural studies.

Michaelian Institute for Public Policy and Management: Provides research and training in the public and nonprofit sectors.

Municipal Law Resource Center: Provides legal research and reference for municipalities.

The Pace Institute for Environmental and Regional Studies: The Pace Institute for Environmental and Regional Studies (IERS) provides leadership in the study of the complex interrelationships between human culture and nature, with special emphasis on the Hudson River bioregion and its diverse ecological, social, and cultural values.

Straus Thinking and Learning Center: Develops faculty and student sensitivity to critical and analytical thinking skills across the curriculum.

Thomas J. McShane Center: Offers a broad range of psychological services to community residents.

Vera Lex: Philosophy of Law Journal

Faculty

William J. Adams, Professor

Reza Afshari, PhD, Professor

Mary Alberi, PhD, Associate Professor

Carol Alpern, PhD, Associate Professor

Linda Anstendig, EdD, Associate Dean, Professor

Susan Aston, Lecturer

Demosthenes Athanasopoulos, PhD, The Harold Blancke Chair of Chemistry; Professor

Alexander Azarchs, PhD, Chair and Professor

Cyrus Bacchi, PhD, Professor

Michelle Pulaski Behling, PhD, Assistant Professor

Aldo Belardo, Lecturer

Daniel Bender, PhD, Associate Professor

Janetta Rebold Benton, PhD, Director of Honors College; Distinguished Professor

Susan Berardini, PhD, Associate Professor

Abbey L. Berg, PhD, Associate Professor

Barbara Blumberg, PhD, Professor

Geoffrey L. Brackett, DPhil (Oxon.), Provost and Associate Professor

Rita Bradshaw-Beyers, Assistant Professor

Harold Brown, PhD, Chair and Professor

Anne J. Bynoe, PhD, Chair and Associate Professor

Karen R. Caldwell, PhD, Assistant Professor

Susan O. Cappelmann, MT (ASCP), RPA-C, Associate Director, Assistant Clinical Professor

David A. Caputo, PhD, President Emeritus and Professor

David Castronovo, PhD, Professor

Nicholas Catalano, PhD, Professor

James Cervino, PhD, Assistant Professor

Jeff Chianfagna, RPA-C, Assistant Clinical Professor

Sheila Chiffriller, PhD, Assistant Professor

June Chisholm, PhD, Professor

Robert Cicienia, PhD, Chair and Professor

Robert Chapman, PhD, Associate Professor

Jane Collins, PhD, Associate Professor

Gregory Colman, PhD, Associate Professor

Jean Marie Covino, DHSC., RPA-C, MPA, Coordinator of Physician Assistant Graduate Studies; Assistant Clinical Professor

Diane Cypkin, PhD, Professor

Zhaohua Dai, PhD, Assistant Professor

Andriy Danylenko, PhD, Lecturer

JoAnn Deasy, MPH, RPA-C, Assistant Clinical Professor

Frances Delahanty, PhD, Associate Professor

Jane Dickson, Lecturer

Martha W. Driver, PhD, Distinguished Professor

Edgar Ducasse, PhD, Professor

Shamita Dutta Gupta, PhD, Associate Professor

Ida Dupont, PhD, Assistant Professor

Lee Evans, EdD, Professor

Lisa Farber, PhD, Assistant Professor

Lisa Fastenberg, PhD, Assistant Professor

Madeline Fernandez, PhD, Assistant Professor

Barbara Friedman, Professor

Margaret Fitzgerald, Associate Professor

Amy Foerster, PhD, Associate Professor

Harold Ford, PhD, Lecturer

Joseph Franco, PhD, NYSLMHC, NCC, Senior Associate Dean, Professor

Ronald Frank, PhD, Associate Professor

Antonia Garcia-Rodriguez, PhD, Professor

Patricia Giurgescu, PhD, Associate Professor

Patricia C. Gloster-Coates, PhD, Associate Professor

Steven Goldleaf, PhD, Professor
Linda Gottesfeld, Professor
Daniel Greenberg, PhD, Assistant Professor
Paul Griffin, PhD, Assistant Professor
Melissa M. Grigione, PhD, Assistant Professor
Beth Hart, PhD, Director of the Center for Psychological Services; Professor
Suri Hedge, Lecturer
Robin Helburn, PhD, Assistant Professor
Tom Henthorne, PhD, Associate Professor
Susan Herman, Associate Professor
Linda Herritt, Chair and Professor
Nira Herrmann, PhD, Dean and Professor
William Todd Heyden, PhD, Associate Professor
Terrence Hines, PhD, Professor
Jennifer Hofmann-Ribowsky, MS, RPA-C, Academic Coordinator, Associate Clinical Professor
Charlene Hoegler, PhD, Lecturer
Farrokh Hormozi, PhD, Chair of Public Administration; Professor
John Horne, PhD, Assistant Professor
Sue Huang, PhD, Professor
Lawrence Hundersmarck, PhD, Professor
Mark Hussey, PhD, Professor
Karla Jay, PhD, Distinguished Professor
Donna Johnson, PhD, Lecturer
Ruth Johnston, PhD, Professor
Gregory Julian, PhD, Chair and Professor
Raifah Kabbani, PhD, Professor
Ghassan Karam, Lecturer
Sergey Kazakov, DSc, PhD, Associate Professor
Michael Kazlow, PhD, Associate Professor
Robert Keegan, PhD, Professor
Marcy Kelly, PhD, Associate Professor
Elizabeth Kemp, Director of Acting Department; Lecturer
Bette Kirschstein, PhD, Associate Professor
Robert Klaeger, Associate Professor
Andrew Kliman, PhD, Professor
Megan Kozak, PhD, Assistant Professor
Peter Knopf, PhD, Professor
Satish Kolluri, PhD, Assistant Professor
Herbert Krauss, PhD, Chair and Professor
Grant Kretchik, Lecturer
Nancy Krucher, PhD, Associate Professor
Iride Lamartina-Lens, PhD, Chair and Professor
Joseph Tse-Hei Lee, PhD, Associate Professor
Helene Levine-Keating, Professor
Carina Loscalzo, RPA-C, MS candidate, Senior Clinical Coordinator, Admission Coordinator, Assistant Clinical Professor

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Frank Maddalena, Director, Center for Health Care Policy, Education & Research; Lecturer
Christopher Malone, PhD, Director of Honors College NY; Associate Professor
Ellen Mandel, PhD, Professor
Andreas Manolikakis, Director of the Actors Studio MFA Program
Martin Marafioti, PhD, Assistant Professor
Rebecca Martin, PhD, Professor
James Martiney, PhD, Assistant Professor
Augustine Mascuilli, PhD, Assistant Professor
Charles Masiello, PhD, Professor
Jillian Mcdonald, Assistant Professor
Alma McManus, PhD, Assistant Professor
Mary Margaret Minnis, PhD, Lecturer
Robert Meffe, Assistant Professor
Jim Moninger, Associate Professor
Gina Monteleone, RPA-C, MS candidate, Clinical Coordinator, Assistant Clinical Professor
Joseph Morreale, PhD, Professor
Barry Morris, PhD, Associate Professor
Walter Morris, PhD, Professor
Barbara Mowder, PhD, Director of Graduate Psychology Programs; Professor
John Mulgrew, Professor
Mary Ann Murphy, PhD, Director, Center for Community Outreach of Dyson College; Director, Project Pericles; Associate Professor
Meghana Nayak, PhD, Assistant Professor
Weihua Niu, PhD, Assistant Professor
Charles North, Poet-In-Residence
William Offutt, PhD, Associate Professor
Allen Oren, Associate Professor
Ellease Ebele N. Oseye, Professor
Thomas O'Sullivan, PhD, Associate Professor
William Page, PhD, Professor
George Pappas, Esq., Assistant Professor
Will Pappenheimer, Assistant Professor
Robert P. Parks, PhD, Lecturer
Patricia Pender, PhD, Assistant Professor
Deborah Poe, PhD, Assistant Professor
Mitchell Preiss, PhD, Professor
Sandra Pulver, PhD, Professor
Linda Quest, PhD, Professor
Yvonne Rafferty, PhD, Professor
David N. Rahni, PhD, Professor
Sherman Raskin, Director of MS Publishing; Professor
Walter Raubichuck, PhD, Chair and Professor
Sid Ray, PhD, Chair and Professor
Nancy Reagin, PhD, Professor

Eugene Richie, PhD, Professor
JaimeLee Rizzo, PhD, Professor
Rostyslaw Robak, PhD, Chair and Professor
Kathleen Roche, MPA, RPA-C, Program Director, Associate Clinical Professor
Amy Rogers, Assistant Professor
Joan Roland, PhD, Professor
Joseph Ryan, PhD, Professor
Roger Salerno, PhD, Chair and Professor
Sandra Salisch, Assistant Professor
Aseel Sawalha, PhD, Associate Professor
Roger Sayre, Professor
Milton Schiffenbauer, PhD, Professor
Richard Schlesinger, PhD, Associate Dean; Chair and Professor
Joshua Schwartz, PhD, Associate Professor
John Sharkey, PhD, Professor
Mohsen Shiri-Garakani, PhD, Director, Physics/Engineering Program; Assistant Professor
Anna Shostya, Lecturer
Manuela Soares, Lecturer
K. Mark Sossin, PhD, Professor
Walter Srebnick, PhD, Professor
John Stokes, PhD, Professor
Daniel Strahs, PhD, Assistant Professor
Wagner Suarez, Lecturer
Geraldine Taiani, PhD, Chair and Professor
Durahn Taylor, PhD, Assistant Professor
Christopher Thomas, Professor
Mary Timney, PhD, Professor
Benjamin B. Tucker, Associate Professor
Richard Velayo, PhD, Professor
Andrés Villagra, PhD, Associate Professor
Carmen Vlad, PhD, Professor
Dorothee von Huene Greenberg, PhD, Professor
Alfred Ward, PhD, Associate Professor
Ama Wattley, PhD, Assistant Professor
Marilyn Weigold, PhD, Professor
Mark Weinstock, Lecturer
Ellen L. Weiser, PhD, Chair and Professor
Marie Werner, EdD, LMSW, Associate Professor
Adelia Williams, PhD, Professor
Ruis Woertendyke, PhD, Chair and Associate Professor
Nigel Yarlett, PhD, Director of Haskins Labs; Chair and Professor
Joshua Yarmish, PhD, Professor
Anastasia Yasik, PhD, Associate Professor
Shannon Young, PhD, Assistant Professor
Michele Zaccario, PhD, Assistant Professor
Emilie Zaslow, PhD, Assistant Professor
Catherine Zimmer, PhD, Assistant Professor

Degree Programs

Acting
 American Studies
 Applied Psychology and Human Relations
 Art
 Art History
 Biochemistry
 Biology, BA
 Biology, BS
Biology Pre-professional
 Occupational Therapy
 Optometry
 Physical Therapy
 Podiatry
 Biological Psychology
 Business Economics
 Chemistry
Chemistry Pre-Professional:
 Chemistry: Chemical Engineering
 Clinical Laboratory Science
 Communication Arts and Journalism
 Communication Sciences and Disorders
 Communication Studies
 Communications
 Criminal Justice
 Economics
 English
 English and Communications
 English Language and Literature
 Environmental Science
 Environmental Studies
 Film and Screen Studies
 Fine Arts
 Forensic Science
 History
 Language, Culture, and World Trade
 Latin American Studies
 Liberal Studies
 Mathematics, BA
 Mathematics, BS
 Modern Languages and Cultures
 Musical Theater
 Personality and Social Psychology
 Philosophy and Religious Studies
 Political Science
 Professional Communication Studies

Professional Studies

Psychology

Social Science

Sociology-Anthropology

Spanish

Theater Arts

Women's and Gender Studies

Undecided/Exploring Major

An estimated 60 percent of first-year college students begin college without knowing what they want to major in. Deciding on a major is an enriching experience, and at Pace we help you explore all your options. Our Academic Resources Office works with you to make informed decisions about the next exciting stage of your life. As you work through the process of deciding on your major, you gain detailed knowledge about what each of our academic programs offer you, and more importantly, insight on your full potential— intellectual, social, emotional, artistic, and spiritual. During your exploration, you will also be fulfilling requirements for graduation. By the time you enter your sophomore year, you will have confidence in your chosen major and in your steps toward your future.

Please search through our program database to learn about our exciting majors we have to offer.

Minors

Many degree programs allow students to select a minor as part of their academic preparation. The minors offered by the Dyson College of Arts and Sciences appear in this catalog after the major programs. Students are encouraged to enhance their education by selecting one of the minors listed below to complement their major field of study.

African and African American Studies

Applied Psychology and Human Relations

Art

Art History

Biology

Chemistry

Classical and Medieval Studies

Communications

Communication Studies

Creative Writing

Criminal Justice

Dance

Digital Art

East Asian Studies

Economics

English

Environmental Studies

Family Studies /Human Services

Film Studies

French

French Studies

History

Information Assurance for the Criminal Justice System

Italian

Italian Studies

Journalism

Latin American Studies

Literature

Mathematics

Middle Eastern Studies

Music

Peace and Justice Studies

Philosophy

Photography

Politics

Psychology

Religious Studies

Russian

Sociology/Anthropology

Spanish

Statistics

Theater Arts

Women's and Gender Studies

Certificate Programs

Dyson College offers a number of certificate programs through its academic departments. The programs consist of related groups of regular credit courses, which offer students the opportunity for concentrated specialized study. The courses making up certificate programs are not meant to provide the broad background associated with degree programs, but instead are chosen to help students reach a specific goal in a relatively short time.

For more information on Dyson graduate degree programs, please consult the graduate catalog.

Professional Preparation. Pace undergraduate students in their senior year who have a minimum cumulative quality point average of 3.25 may petition to register for a Pace graduate course for which they meet the prerequisites. Students must receive written permission from the undergraduate dean of the school in which they are enrolled and written permission from the dean's office of the school in which the graduate course is offered. If approved for graduate registration, students may enroll in a maximum of two courses (6 credits). In the Lubin graduate programs, these courses must be in either the foundation or

integrative Core of the MBA program. In certain cases these two courses (6 credits) may be counted toward both the undergraduate and the graduate degree. For students pursuing graduate work in engineering, occupational therapy, optometry, physical therapy, or podiatry as part of a joint degree program with another institution, separate application should be made to the other institution during the early part of the student's junior year.

Early Admission to Graduate Programs. These programs are intended for Dyson bachelor of arts or bachelor of science students with superior academic ability who wish to supplement their liberal arts studies with graduate courses in a variety of areas and to earn a bachelor's degree and a master's degree in less time than is normally required. Formal application must be filed with the Office of Graduate Admission. Application Deadline is April 1. See the Dyson College Graduate Catalog.

Admission Requirements. Candidates for admission to combined undergraduate/graduate degree programs must satisfy separate admission requirements for both the undergraduate and graduate parts of the program. Admission to the undergraduate part of the program does not guarantee admission to the graduate part of the program.

Bachelor of Arts/Master of Public Administration

Students who wish to complete both a BA degree in political science or environmental studies and a master's degree in public administration (MPA) may pursue the 151-154-credit combined-degree program. For degree requirements, see political science or environmental studies in the Undergraduate Degree Programs section. For more information, contact the chairperson of the Department of Political Sciences or the Department of Philosophy and Religious Studies and the chairperson of the Department of Public Administration. The graduate portion of this program is only available on the White Plains campus.

Bachelor of Arts/Master of Science in Publishing

Undergraduate English majors who wish to make practical use of the major may pursue a dual degree program with the master of science in publishing. Students must apply in their junior year and must have an overall QPA of 3.0 with an average of 3.2 in the major. In their senior year, students accepted into the program will take 12 credits in publishing courses, which will partially satisfy the requirements for both the BA degree and the MS in Publishing degree. Students can, therefore, complete both degree programs in five years. For more information, contact the chair of the English department and the director of the MS in Publishing program. The graduate portion of this program is only available on the New York City campus or online.

Bachelor of Arts/Master of Arts in Psychology

Psychology majors can take advantage of a valuable opportunity to earn both a BA and an MA in psychology by pursuing a 153-credit combined-degree program offered by the Psychology Department (PLV). Students can apply in their junior year upon completion of at least 64 undergraduate credits. Students must have a QPA of at least 3.0, have taken the GRE General Test, and provide a statement of purpose, as well as two letters of recommendation from Psychology Department professors. For further information, contact the Psychology Department (PLV).

Bachelor of Arts in Psychology/Master of Science in Counseling

Psychology majors can take advantage of a valuable opportunity to earn both a BA in psychology as well as an MS in counseling by pursuing the 152-credit combined-degree program offered by the psychology department. Students can apply in their junior year upon completion of 78 undergraduate credits. Students must have: a QPA of at least 3.0, a QPA of at least 3.3 in the psychology major, one semester of psychology practicum, and two letters of recommendation from psychology department professors. For further information please contact the MS program coordinator or department chairperson.

Bachelor of Arts in Applied Psychology and Human Relations/Master of Science in Counseling

Applied Psychology & Human Relations majors can make use of a valuable opportunity to earn both a BA in applied psychology and an MS in counseling by pursuing the 152-credit combined-degree program offered by the Psychology Department (PLV). Students can apply in their junior year upon completion of 78 undergraduate credits. Students must have: a QPA of at least 3.0, a QPA of at least 3.3 in the applied psychology major, one semester of psychology practicum, and two letters of recommendation from psychology department professors. For further information please contact the MS program coordinator or department chairperson (PLV).

Bachelor of Arts in Environmental Studies/MS in Environmental Science

Environmental studies majors may take advantage of an opportunity to earn both a BA in environmental studies as well as an MS in environmental science by pursuing a five-year program offered by the Environmental Studies Program and the Graduate Program in Environmental Science of Dyson College of Arts and Sciences. Students may apply to the graduate program in their junior year and after completion of at least 64 undergraduate credits. Students must have a cumulative QPA of 3.0. They must provide a statement of career goals and two letters of recommendation from faculty. The graduate portion of this program is only available on the Pleasantville campus.

Bachelor of Science in Biology/MS in Environmental Science

Biology majors may take advantage of an opportunity to earn both a BS in biology as well as an MS in environmental science by pursuing a five-year program offered by the Department of Biology and Health Sciences and the Graduate Program in Environmental Science of Dyson College of Arts and Sciences. Students may apply to the graduate program in their junior year and after completion of at least 64 undergraduate credits and all major biology courses. Students must have a cumulative QPA of 3.0 and a QPA of 3.0 in biology courses. They must provide a statement of career goals and two letters of recommendation from faculty in the Department of Biology and Health Sciences. The graduate portion of this program is only available on the Pleasantville campus.

Bachelor of Arts in Biology/Juris Doctor

This program enables undergraduate students to apply for early acceptance to the Pace School of Law full-time program. The six-year curriculum results in a BA in Biology and a Doctor of Jurisprudence degree from Pace University. Students must apply separately to the School of Law during their junior year of undergraduate study. Minimum QPA requirements apply.

Bachelor of Arts or Bachelor of Science/Juris Doctor

Students who are admitted as Pace undergraduates apply separately to the School of Law during their junior year and must meet the established criteria for admission, including an appropriate Score on the LSAT. Students may be required to complete an admissions interview at the School of Law.

Joint Degree Programs With Other Institutions

Cooperative education agreements between Pace and other institutions of higher learning exist in the professional areas indicated below. Please consult your department adviser for specific degree requirements.

Engineering

Joint Program with Manhattan College

Bachelor of Science/Bachelor of Chemical Engineering (PLV)

Pace University and Manhattan College offer a five-year program, which leads to a bachelor of science in chemistry from Pace and a bachelor of chemical engineering from Manhattan. Each program requires three years of study at Pace, two years at Manhattan, and summer courses. Application for transfer is made by the student during the third year at Pace.

Joint Programs with Rensselaer Polytechnic

Institute (RPI)

Bachelor of Science/Bachelor of Science (PLV)

Bachelor of Science/Bachelor of Science/Master of Engineering (PLV)

Bachelor of Science/Master of Science (PLV)

Pace University and Rensselaer Polytechnic Institute offer several five-year programs combining chemistry with engineering. The programs are as follows: biomedical engineering and chemistry; chemical engineering and chemistry; environmental engineering and chemistry; industrial and management engineering and chemistry; materials engineering and chemistry.

Options

1. Three years + two years. The student completes three years at Pace, then two years at RPI's School of Engineering. The student receives a BS from Pace and a BS degree with a major in engineering from Rensselaer.
2. Three years + three years. The student completes their studies at Pace through the junior year, and then three additional years at Rensselaer. This program leads to a bachelor's degree from Pace University and the BS and ME degrees from RPI.
3. Four years + two years. Under this option, a graduate of Pace University enters the School of Engineering at Rensselaer for graduate work leading to a MS degree in one of the engineering specialties.

For more information, contact the academic adviser in the Department of Chemistry and Physical Sciences.

Occupational Therapy

Bachelor of Science/Master of Science (NYC, PLV)

This program consists of three years of study at Pace and two additional years of study in occupational therapy at Columbia University's College of Physicians and Surgeons. Students who complete the program receive a Bachelor of Science degree from Pace and a Master of Science degree in occupational therapy from Columbia. To be eligible for the program, students must choose one of the following undergraduate majors: biology, applied psychology and human relations, or psychology.

Admission Requirements

Candidates for admission to combined undergraduate/graduate degree programs must satisfy separate admission requirements for both the undergraduate and graduate parts of the program. Admission to the undergraduate part of the program does not guarantee admission to the graduate part of the program. For more information, consult the preprofessional adviser in the Departments of Biology and Health Sciences or Psychology.

Optometry

Bachelor of Science/Doctor of Optometry (NYC,

PLV)

This program consists of three years of study in biology at Pace and four additional years of study at the State University of New York's State College of Optometry in Manhattan. Students who complete the program receive a Bachelor of Science degree in Biology from Pace and a Doctor of Optometry degree from SUNY.

Admission Requirements

Candidates for admission to combined undergraduate/graduate degree programs must satisfy separate admission requirements for both the undergraduate and graduate parts of the program. Admission to the undergraduate part of the program does not guarantee admission to the graduate part of the program. For more information, consult the preprofessional adviser in the Department of Biology and Health Sciences.

Physical Therapy**Bachelor of Science/Doctor of Physical Therapy (NYC, PLV)**

This program consists of four years of study at Pace and three additional years at New York Medical College in Valhalla (Westchester County, NY). Upon successful completion of the program, students will be awarded the Bachelor of Science degree in biology from Pace University and the Doctorate in physical therapy from New York Medical College.

Admission Requirements

Candidates for admission to combined undergraduate/graduate degree programs must satisfy separate admission requirements for both the undergraduate and graduate parts of the program. Admission to the undergraduate part of the program does not guarantee admission to the graduate part of the program. For more information, consult the preprofessional adviser in the Department of Biology and Health Sciences.

Podiatry**Bachelor of Science/Doctor of Podiatric Medicine (NYC, PLV)**

This program consists of three years of study at Pace and four additional years of study at the New York College of Podiatric Medicine. Students who complete the program receive a Bachelor of Science degree in biology from Pace and a Doctor of podiatric medicine degree from the New York College of Podiatric Medicine. To be eligible for the program, students must major in biology.

Admission Requirements

Candidates for admission to combined undergraduate/graduate degree programs must satisfy separate admission requirements for both the undergraduate and graduate parts of the program. Admission to the undergraduate part of the program does not guarantee admission to the graduate part of the program. For further information please consult the

preprofessional adviser in the department of Biology and Health Sciences.

Preparation for Post-Baccalaureate Studies, The Professions, and Allied Health Fields

The methods of acquiring knowledge that students develop in the baccalaureate program are as important as the specific knowledge and skills that may lead to a particular credential. Prospective students in the Dyson College of Arts and Sciences may wish to consider the following possibilities:

Dentistry, Medicine, Osteopathy, and Veterinary Science.

Students who intend to pursue post-baccalaureate study in dentistry, medicine, osteopathy, or veterinary science often choose either biology (BS degree), biochemistry or chemistry as their undergraduate major. These majors provide the basic courses needed in preparation for entrance tests for post-baccalaureate study. A preprofessional advisory committee counsels students who wish to pursue one of these professional fields.

Graduate Study in Arts and Sciences. Completion of a program in a given discipline with a strong quality point average will generally satisfy the requirements for graduate study in that subject. Departments will give specific guidance in such matters. Ability to communicate in written and spoken English is particularly important. A reading knowledge of one or more foreign languages is often required for advanced degrees. Statistics and computer/information science are also increasingly important to the scholar in many areas. Advanced degrees include the master of arts (MA), the master of science (MS), the master of fine arts (MFA) and the doctorate (PhD).

Graduate Study in Business. While precise degree requirements depend on the program chosen, most students with three to eight credits in economics, statistics, marketing, accounting, business law, mathematics, and computer and information sciences will be able to complete an MBA with approximately one full year's work. Some of these subjects may be taken as part of the distribution of major requirements for the BA or BS, while those given in the Lubin School of Business may be taken as electives. Students interested in foreign languages should be particularly aware of expanding opportunities in international business.

Graduate Study in Law. Law schools generally do not prescribe any particular undergraduate major. However, undergraduates should acquire proficiency in written and spoken English, develop the ability to master large quantities of material, rapidly sharpen powers of logical analysis, and increase capacity for independent work.

UNDERGRADUATE DEGREE PROGRAMS

Acting Major

Bachelor of Fine Arts (NYC)

UNIVERSITY CORE CREDITS 60

MAJOR COURSES CREDITS 66

Required Theater Courses: (42 credits)

THR 108	Voice and Movement	(3)
THR 109	Voice and Movement II	(3)
THR 151	Acting I	(3)
THR 251	Acting II	(3)
THR 255	Speech for the Stage I	(3)
THR 256	Speech for the Stage II	(3)
THR 301	Scene Study I	(3)
THR 356	Scene Study II	(3)
THR 361	Scene Study III	(3)
THR 362	Scene Study IV	(3)
THR 357	Acting for Film and Television I	(3)
THR 358	Acting for Film and Television II	(3)
THR 460	The Business of Acting	(3)
THR 499	Senior Showcase	(3)

Required Technical Electives (6 credits)

THR 122	Production Crew -Costume	(3)
THR 132	Stagecraft	(3)
THR 176	Lighting Workshop	(3)
THR 196E	Props	(3)
THR 211	Stage Management	(3)
THR 222	Production Crew -Scenery	(3)
THR 331	Sound and Acoustics	(3)

Required Theater History Courses (6 credits)

THR 131	Development of Physical Theater	(3)
THR 134	Theater History I	(3)
THR 135	Theater History II	(3)
THR 136	World Theater	(3)
MUS 145	Introduction to the Opera	(3)
THR	Travel course	(3)

Required Theater Electives (12 credits)

THR 140	Makeup for the Theater I	(3)
THR 208	Playwriting and Screenwriting	(3)
THR 232	Script Analysis	(3)
THR 240	Makeup for the Theater II	(3)
THR 254	Acting for the Musical Stage I	(3)
THR 257	Stage Combat	(3)
THR 258	Improvisation	(3)
THR 354	Acting for the Musical Stage II	(3)
THR 355	Dialects for the Stage	(3)
THR 359	Directing I	(3)
THR 360	Directing II	(3)
THR 390	Directing III	(3)

OPEN ELECTIVES 2

Total credits 128

American Studies Major

Bachelor of Arts (NYC, PLV)

The curriculum of this interdisciplinary program is unique. In addition to 12 credits of specified coursework, it offers students the choice of a wide range of elective courses (24 credits) in one of five tracks of study.

UNIVERSITY CORE 60

MAJOR COURSES 36

Required Courses 12 Credits

AMS201 and	Introduction to American	(6)
AMS202	Studies, team-taught by two faculty members	
AMS499	Seminar in the Main Currents of American Culture (Capstone)	(3)
AMS395	Internship in American Studies	(3)

Major Track Electives 24 Credits

Students choose ONE of the following five tracks. For selection of courses that meet degree requirements, see program worksheet:

Track 1: New York: Urban and Regional Studies

One of the unique qualities of Pace is its connection to New York. Many disciplines offer courses specifically geared toward the cultural, historical, environmental, and political life of New York.

Track 2: The Law and American Studies

Pace offers a number of law-related courses that will allow you to build a very successful track in Law within the American Studies Program.

Track 3: Civic Engagement and Public Values

Pace University has positioned itself as one of the foremost civically engaged universities in the country. This track draws upon an extensive offering of courses.

Track 4: American Arts

With an ever-growing Theater Department in NYC and the flourishing of the Schimmel Theater as the biggest performing arts venue in lower Manhattan, Pace has positioned itself as an academic leader in the performing arts in New York.

Track 5: Individualized Studies

This track is an opportunity to develop a unique program of study. You will consult with an American Studies faculty member for guidance in the selection of courses that meet the degree requirements for this track.

OPEN ELECTIVES 32 Credits

Total Credits 128 Credits

Applied Psychology and Human Relations Major

Bachelor of Arts (NYC, PLV)

This program prepares students for graduate school in most applied psychology specialties (including counseling and clinical psychology) and for entry-level employment in many human services fields.

UNIVERSITY CORE 60

Must include PSY 110 and PSY 111

MAJOR COURSES 35

Required Courses: (17 credits)

PSY 306	Psychological Testing	(3)
PSY 313	Research Methodology	(3)
PSY 232	Group Relations and Interviewing Techniques	(3) (NYC)

OR

PSY 337	Introduction to Psychological Counseling (Choice approved by department chair)	(3) (PLV)
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PSY 391-392	Practicum in Psychology	(8)
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Major Electives: (18 credits)

SIX courses, at least three from Group I.

Group I

PSY 205	Statistics in Psychology, Education, and Allied Fields	(4)
PSY 302	Child Psychology	(3)
PSY 303	Adolescent Psychology	(3)
PSY 304	Social Psychology	(3)
PSY 307	Psychology of Personality	(3)
PSY 308	History and Systems of Psychology	(3)
PSY 311	Physiological Psychology	(3)
PSY 314	Psychology of Creative Thinking	(3)
PSY 317	Problem Solving and Critical Thinking in Psychology	(3)
PSY 320	Abnormal Psychology I	(3)
PSY 321	Abnormal Psychology II	(3)
PSY 323	Psychology of Learning	(3)
PSY 499	The Senior Year Experience in Human Relations and Psychology	(3)

Group II

PSY 201	Psychology of Business and Industry	(3)
PSY 215	Psychology of Cultural Diversity	(3)
PSY 227	Psychology of Women	(3)
PSY 231	Psychology of Death and Dying	(3)
PSY 232	Group Relations and Interviewing Techniques	(3)
PSY 234	Human Sexual Behavior	(3)
PSY 241	Psychology of Alcoholism and Substance Abuse	(3)
PSY 256	Psychology of Personal Adjustment	(3)
PSY 275	Lifespan Developmental Psychology	(3)
PSY 318	Psychological Bases for Critical Thinking	(3)

PSY 337	Introduction to Psychological Counseling	(3)
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PSY 396	Special Topics in Psychology	(3)
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OPEN ELECTIVES 33

Total credits 128

Art Major

Bachelor of Science (PLV)

Credits

Core Curriculum* 60

ART 102-Art History Ancient-Gothic
3 credits in AOK II or IV

Major Courses 42

Required Courses 27

ART 130	Sculpture I	(3)
ART 140	Drawing I	(3)
ART 145	Painting I	(3)
ART 186	Digital Design I	(3)
ART 205	Art History: Contemporary Art	(3)
ART 214	Art History: Modern Art	(3)
ART 241	Drawing II	(3)
ART	Project Studio "A"	(3)
ART	Capstone:Project Studio "B"	(3)

Major Electives: 15 credits

Students choose studio and/or art history courses.

ART	(3)
ART	(3)
ART	(3)
ART	(3)

Open Electives 26

Total Credits 128

Art History Major

Bachelor of Arts (NYC)

This program provides students with a sound education in art history and prepares them for studies on the graduate level and careers in galleries, museums and art historical institutions. Students can work with cross-disciplinary minors and participate in internships in their junior and senior years.

Credits

UNIVERSITY CORE 60

One fine Art course and two language courses either in French, Italian or Spanish. For specific Core requirements in History please consult the major department.

MAJOR COURSES 36

Required Courses: (12 credits)

ART 102	Art History: Ancient through Gothic Art	(3)
ART 103	Art History: Renaissance through Modern Art	(3)
ART 480	Art History Seminar I	(3)
ART 481	Art History Seminar II: Methodology and Historiography	(3)

Major Elective Course: (24 credits)

EIGHT of the following courses:

ART 201	Art History: Ancient Greek Art	(3)
ART 203	Art History: Ancient Roman Art	(3)
ART 204	Art History: Medieval Art	(3)
ART 206	Art History: Renaissance Art in Italy	(3)
ART 208	Art History: Renaissance Art in Northern Europe	(3)
ART 209	Seventeenth Century Dutch and Flemish Art History	(3)
ART 211	Art History: Baroque Art in Flanders and Holland	(3)
ART 213	Art History: 18th and 19th Century Art: Rococo, Neoclassicism, Romanticism, and Impressionism	(3)
ART 214	Art History: Modern Art	(3)
ART 216	Art History: American Art	(3)
ART 218	Art History: African Art	(3)
ART 220	Art History: Aspects of Asian Art	(3)
ART 245	Art History: History of Photography	(3)

One course in contemporary global issues (3 credits); one additional modern language and culture course or religious studies course.

OPEN ELECTIVES	32
TOTAL CREDITS	128

Biochemistry Major

Bachelor of Science (NYC, PLV)

Prepares students for medical school, graduate school, or employment in the industry. This program is approved by the American Chemical Society.

	Credits	
UNIVERSITY CORE	60	
See "Auxiliary courses" listed below for the courses in the major that satisfy University Core requirements in Math, Biology and Physics(36 credits).		
MAJOR COURSES	53-54	
Required Courses:	46	
CHE 111, 112	General Chemistry I, II	9
CHE 221	Analytical Methods and Techniques	4
CHE 223, 224	Organic Chemistry I, II	10
CHE 301	Physical Chemistry I, II	4
CHE 302	Physical Chemistry II	4
(Note: Both CHE 301 and MAT 236 are prerequisites)		
CHE 326	Biochemistry	4
CHE 328	Advanced Biochemistry	3
CHE 329	Advanced Biochemistry Lab	2
CHE 331	Instrumental Analysis	4
CHE 392, 492	Chemistry Seminar I, II	2
Major Electives:	7-8	

ONE course from the following:		
CHE 330	Required for ACS certification: Advanced Inorganic Chemistry	3
CHE 322	Chemical Separations	3
CHE 333	Advanced Organic	3
CHE 338	Spectroscopy	4
CHE 305	Quantum Chemistry	3
ONE course from the following:		
BIO 357	Parasitology	4
BIO 359	Immunology	4
BIO 370	Introduction to DNA Technology	3

AUXILIARY COURSES

The following courses satisfy 36 credits of University Core requirements as follows: Foundation Math and Science core (8 credits); Area of Knowledge 5: Analysis of Human, Social and Natural Phenomena (4 credits); and Inquiry and Experience (24 credits).

BIO 101, 102	General Biology I, II	8
BIO 264	Microbiology	4
BIO 231 or BIO 335	Genetics or Molecular and Cellular Biology	4
MAT 131, 132	Calculus I, II	8
MAT 236	Multivariable Calculus	4
PHY 111, 112	General Physics I, II	8
Total credits		128

Biology Major

Bachelor of Arts (NYC, PLV)

This B.A program prepares students for a career that may involve significant background in the biological sciences (e.g., scientific journalism and certain legal areas environmental and patent law) -but does not require the extensive scientific coursework of the BS degree. Students must pass a comprehensive examination given as part of BIO 490 that assesses the ability to integrate and synthesize basic concepts in biology.

	Credits	
UNIVERSITY CORE	60	
Must include CHE 111(4 credits) and MAT 134(3 credits).		
MAJOR COURSES	38	
Biology Core Courses	(26 credits)	
BIO 101, 102	General Biology I, II	(8)
BIO 231	Genetics	(4)
BIO 335	Molecular and Cellular Biology	(4)
BIO 490	Introduction to Research in the Biological Sciences	(3)
BIO 480	Research	(3)
BIO 327	Cellular Biochemistry	(4)
Major Electives	(12 credits)	
BIO courses numbered 200 or higher selected in consultation with the faculty adviser.		
BIO course		
BIO course		
BIO course		
AUXILIARY COURSES	(15 credits)	

CHE 112	General Chemistry II	(5)
CHE 223, 224	Organic Chemistry I, II	(10)

OPEN ELECTIVES	18
Includes auxiliary courses not taken for core credit.	
TOTAL CREDITS	128

Biology Major

Bachelor of Science (NYC, PLV)

Prepares students for further education either in professional schools such as medical, dental, osteopathy, or veterinary medicine, or in scientific graduate school doctoral degree programs. The curriculum consists of Biology Core courses, Biology concentration courses in one of four tracks, and auxiliary science courses.

Students must pass a comprehensive examination given as part of BIO 490 that assesses the ability to integrate and synthesize basic concepts in Biology.

	Credits	60
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UNIVERSITY CORE

Note: auxiliary science courses (28 credits) fulfill various foundation, area of knowledge, and inquiry and exploration requirements.

MAJOR COURSES	43-46
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Biology Core Courses: (26 credits)

BIO 101, 102	General Biology I, II	(8)
BIO 231	Genetics	(4)
BIO 327	Cellular Biochemistry	(4)
BIO 335	Molecular and Cellular Biology	(4)
BIO 490	Introduction to Research in the Biological Sciences	(3)
BIO 480	Research	(3)

MAJOR TRACK REQUIREMENTS: (15–20 CREDITS)

General Biology Track

Provides broad study covering various areas of the biological sciences.

BIO 210 or BIO 215	Ecology	(4)
	or Urban Ecology	(3)
BIO 264	Microbiology	(4)
BIO 334	Physiology	(4)

Plus any two BIO courses numbered 200 or higher selected in consultation with the faculty adviser

Environmental Biology Track

Emphasizes study of the interrelationship between living and nonliving components of the environment and the adverse effects of human activity.

BIO 205	Environmental Science	(3)
BIO 210 or BIO 215	Ecology	(4)
	or Urban Ecology	(3)

Plus any three BIO courses numbered 200 or higher selected in consultation with the faculty adviser:

Molecular and Cellular Biology Track

Emphasizes study of cellular structure and function and the technologies involved in the investigation of molecular processes within cells.

BIO 264	Microbiology	(4)
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BIO 372	Introduction to Molecular Biotechnology	(4)
BIO 375	Advanced Cell Biology	(3)

Plus any two BIO courses numbered 200 or higher selected in consultation with the faculty adviser

Toxicology Track

Emphasizes study of the manner by which chemicals released due to human activity or from natural sources impact upon biological systems.

BIO 334	Physiology	(4)
BIO 345	Toxicology	(3)
BIO 346	Pharmacology	(3)

Plus any two BIO courses numbered 200 or higher selected in consultation with the faculty adviser

AUXILIARY MATH & SCIENCE COURSES

Required auxiliary math & science courses not taken in the University Core will be taken as Open Elective courses:

CHE 111-112	General Chemistry I, II	(9)
CHE 223-224	Organic Chemistry I, II	(10)
PHY 111-112	General Physics I, II	(8)
MAT 131-132	Calculus I, II	(8)
MAT 134	Statistics for Life Sciences	(3)

(Note: 3 credits satisfy the Foundation requirement of University Core and 17 satisfy Inquiry and Exploration requirement.)

OPEN ELECTIVES	22-25
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These include auxiliary courses, UNV 101, and remaining open electives.

TOTAL CREDITS	128
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Biology Pre-Professional Major

Occupational Therapy

Pace University has a number of programs that result in an undergraduate degree in Biology and a professional degree. Students generally follow the standard BS in Biology General Biology track with modification noted for the Physician Assistant Program. However, some Programs may require coursework at Pace that is in addition to the regular BS degree program.

Students interested in any of these Programs should consult with the appropriate Departmental adviser at their campus early during their first year in residence.

Candidates for admission to combined undergraduate/professional degree programs must satisfy separate admission requirements for both the undergraduate and professional parts of the program. Admission to the undergraduate part of the program does not guarantee admission to the graduate part of the program.

This Program consists of three years of undergraduate study at Pace (108 credits) and two additional years of study at the Columbia University College of Physicians and Surgeons. Students who complete the program receive a Bachelor of Science degree in Biology from Pace and a Master of Science degree in Occupational Therapy from Columbia.

Optometry

Pace University has a number of programs that result in an undergraduate degree in Biology and a professional degree. Students generally follow the standard BS in Biology General Biology track with modification noted for the Physician Assistant Program. However, some Programs may require coursework at Pace that is in addition to the regular BS degree program.

Students interested in any of these Programs should consult with the appropriate Departmental adviser at their campus early during their first year in residence.

Candidates for admission to combined undergraduate/professional degree programs must satisfy separate admission requirements for both the undergraduate and professional parts of the program. Admission to the undergraduate part of the program does not guarantee admission to the graduate part of the program.

This Program consists of three years of undergraduate study at Pace (108 credits) and four additional years of study at the State University of New York College of Optometry. Students who complete the program receive a Bachelor of Science in Biology from Pace and a Doctor of Optometry (DO) degree from SUNY.

Physical Therapy

Pace University has a number of programs that result in an undergraduate degree in Biology and a professional degree. Students generally follow the standard BS in Biology General Biology track with modification noted for the Physician Assistant Program. However, some Programs may require coursework at Pace that is in addition to the regular BS degree program.

Students interested in any of these Programs should consult with the appropriate Departmental adviser at their campus early during their first year in residence.

Candidates for admission to combined undergraduate/professional degree programs must satisfy separate admission requirements for both the undergraduate and professional parts of the program. Admission to the undergraduate part of the program does not guarantee admission to the graduate part of the program.

This Program consists of three years of undergraduate study at Pace (106 credits) and three additional years of study at New York Medical College. Students who complete the program receive a Bachelor of Science in Biology from Pace and a Doctor of Physical Therapy (DPT) degree from New York Medical College.

Podiatry

Pace University has a number of programs that result in an undergraduate degree in Biology and a professional degree. Students generally follow the standard BS in Biology General Biology track with modification noted for the Physician Assistant Program. However, some Programs may require coursework at Pace that is in addition to the regular BS degree program.

Students interested in any of these Programs should consult with the appropriate Departmental adviser at their campus early during their first year in residence.

Candidates for admission to combined undergraduate/professional degree programs must satisfy separate admission requirements for both the undergraduate and professional parts of the program. Admission to the undergraduate part of the program does not guarantee admission to the graduate part of the program.

This Program consists of three years of undergraduate study at Pace (108 credits) and four additional years of study at the New York College of Podiatric Medicine.

Biological Psychology Major

Bachelor of Arts (NYC, PLV)

Prepares students for graduate school in both research and applied psychology and biology areas and for entry-level employment in such fields.

	Credits
UNIVERSITY CORE	60
Must include these required auxiliary courses:	
PSY 110 (in AOK5)	
PSY 111 (in I & E)	
CHE 112 General Chemistry II (in I & E)	
CHCHE 223 Organic Chemistry I (in I & E)	
CHE 224 Organic Chemistry II (in I & E)	
MAJOR COURSES	46
Required Courses:	(40 credits)
BIO 101 General Biology I	(4)
BIO 102 General Biology II	(4)
BIO 231 Genetics	(4)
BIO 334 Physiology	(4)
BIO 299 Neuroanatomy	(3)
BIO 399 Neurophysiology	(3)
PSY 205 Statistics in Psychology	(4)
PSY 311 Physiological Psychology	(3)
PSY 396 Evolutionary Psychology	(3)
PSY 380 Experimental Psychology I	(4)
PSY 381 Experimental Psychology II	(4)
Major Electives	(6 Credits)
Two courses taken from the following	
PSY 275 Lifespan Developmental Psychology	(3)
PSY 304 Social Psychology	(3)
PSY 396U Cognitive Neuroscience	(3)
PSY 320 Abnormal Psychology	(3)
PSY 396 Psychopharmacology	(3)
AUXILIARY COURSES:	
Taken as university core and/or open elective credits.	
OPEN ELECTIVES	22
TOTAL CREDITS	128

Business Economics Major

	Credits
UNIVERSITY CORE	60
Must include ECO 105, 106, MAT 104, and MAT 117	

BUSINESS ECONOMICS(Economic and Business courses)	59
MAJOR REQUIRED ECONOMIC COURSES:	33
Economic Core Courses:	18
ECO 230 Intermediate Macroeconomics	(3)
ECO 234 Intermediate Microeconomics	(3)
ECO 238 Money and Banking	(3)
ECO 240 Quantitative Analysis and Forecasting	(3)
ECO 360 or International Trade or Global Finance	(3)
396H & Economic Activity	
ECO 400 Seminar in Economic Theory	(3)
Economic Elective Courses: (15 credits)	
Approved ECO courses, chosen with a faculty adviser.	
MAJOR REQUIRED BUSINESS COURSES	26
ACC 203 Financial Accounting	(4)
ACC 204 Managerial Accounting	(4)
LAW 101 Business Law	(3)
MAR 250 Principles of Marketing	(3)
MGT 250 Management and Org. Concepts	(3)
FIN 260 Financial Management	(3)
Two Business electives	(6)
OPEN ELECTIVES	9
TOTAL CREDITS	128

Chemistry Major

Bachelor of Science (NYC, PLV)

Prepares students for graduate school, medical school, or employment in the chemical or pharmaceutical industry. This program is approved by the American Chemical Society. For students interested in forensic science, see program listing under Forensic Science.

	Credits
UNIVERSITY CORE	60
See "Auxiliary Courses" listed below for courses in the major that satisfy University Core requirements in Math, Biology, and Physics (28 credits).	
MAJOR COURSES	55
Required Courses: (41 credits)	
CHE 111, 112 General Chemistry I, II	(9)
CHE 221 Analytical Methods and Techniques	(4)
CHE 223, 224 Organic Chemistry I, II	(10)
CHE 301, 302 Physical Chemistry I, II	(8)
CHE 326 Biochemistry	(4)
CHE 331 Instrumental Analysis	(4)
CHE 392, 492 Chemistry Seminar I, II	(2)
REQUIRED CONCENTRATION:	14
One of the three concentrations choose in consultation with department advisor.	
A. Preparation for medical or graduate school.	
CHE 480 Research in Chemistry	(3)
MAT 238 or Linear Algebra (4) or Differential	(4)
253 Equations	
CHE 330, or Advanced Inorganic (4) or	(4)
338 Spectroscopy	
CHE 305, 322, 328, or 333	
One advanced chemistry course	(3)

B. Preparation for employment and leading to American Chemical Society certification.

CHE 330 Advanced Inorganic Chemistry	(4)
Advanced chemistry courses	(3)
CHE 480 Research in Chemistry	(3)
MAT 238 OR Linear Algebra or Differential	(4)
253 Equations	
or Differential Equations	(4)
CHE 305, 333, 322, or 328	
One advanced chemistry course	(3)
C. Environmental Chemistry	
CHE 330, or Advanced Inorganic	(4)
338	
or Spectroscopy	(4)
SCI 345 Environmental Applications in	(4)
Geology	
ENS 610 Environmental Science I	(3)
CHE 480 Research in Environmental	(3)
Chemistry	

AUXILIARY COURSES

These 7 auxiliary courses satisfy 28 credits of University Core as follows:

Foundation Math and Science courses (8 credits)
Area of Knowledge math and science courses (8 credits)

Inquiry and Experience math and science courses (12 credits)

BIO 101, 102 General Biology I, II	(8)
MAT 131, 132 Calculus I, II	(8)
MAT 236 Multivariable Calculus	(4)
PHY 111, 112 General Physics I, II	(8)

OPEN ELECTIVES **13**

TOTAL CREDITS **128**

Chemistry Pre-Professional Major

Pace University offers Chemistry majors the option of earning two degrees, either a B.S. in Chemistry at Pace University and a B.S. at either Manhattan College or Rensselaer Polytechnic Institute, School of Engineering. Both of these joint programs involve five years of education. Each program requires three years of study at Pace and two years of study at the other institution, including summer coursework. Application for transfer is made by the student during the third year at Pace. Students interested in any of these programs should meet with a Chemistry Department advisor for full details.

Clinical Laboratory Science (Formerly Medical Technology) Major

Bachelor of Science (NYC, PLV)

Clinical Laboratory Science is an allied health profession that is central to the operation of the modern medical establishment. Medical technologists are part

of the medical team of specialists that work together to determine the presence, extent, or absence of disease.

The clinical laboratory science major requires three years of academic study at Pace, followed by one year of clinical hospital training in a program approved by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). We are currently affiliated with the Catholic Medical Center and Saint Vincent's Hospital and Medical Center. To be admitted to the program, students must meet the admissions requirements of both institutions, including the Allied Health Aptitude Examination during their first year at Pace and maintain a cumulative QPA of 3.0. For further information contact the Department of Biology and Health Sciences.

	Credits
UNIVERSITY CORE	60
Must include major specific courses in Mathematics and Chemistry as follows: Foundation MAT131 (4 credits) and CHE 111 (4 credits). Area of Knowledge and Inquiry & Exploration: In-Depth Sequence of CHE 112, 223, and 224 (15 credits)	
MAJOR COURSES	66
Biology Core Courses	26
BIO 101-102 General Biology I and II	(8)
BIO 231 Genetics	(4)
BIO 327 Cellular Biochemistry	(4)
BIO 335 Molecular & Cellular Biology	(4)
BIO 490 Introduction to Research in the Biological Sciences	(3)
BIO 395/480/491 Research in Biology	(3)
Major Electives	40
BIO 251 Principles of Human Anatomy	(4)
BIO 264 Microbiology	(4)
BIO 334 Physiology	(4)
BIO 359 Immunology	(4)
BIO 495C HOSPITAL RESIDENCY	24
AUXILIARY COURSES	
PHY 111-112 General Physics I and II	(8)
CHE 221 Analytical Chemistry	(4)
MAT 132 Calculus II	(4)
MAT 134 Statistics for Life Sciences	(3)
OPEN ELECTIVES	2
TOTAL CREDITS	128

Communication Arts and Journalism Major

Bachelor of Arts (PLV)

Prepares students for careers in print and broadcast journalism, mass communications and public relations.

Credits

UNIVERSITY CORE	60
Includes 15 credits of required auxiliary courses	
MAJOR COURSES	36
Required Courses	21
JRN 101 Introduction to Journalism	(3)
JRN 102 History of Journalism	(3)
JRN 104 News Reporting	(3)
JRN 203 Feature Writing	(3)
MCA 311 Ethics, Morality and the Media	(3)
MCA 226 Writing for the Electronic Media	(3)
MCA 393 OR Internship	(3)
JRN 490	
Major Electives:	(15 credits)
Five courses from these two areas:	
<i>Print:</i>	
JRN 201 Advanced Reporting	(3)
JRN 202 News Editing	(3)
JRN 296 Topics in Journalism	(3)
<i>Broadcast:</i>	
JRN 295 Radio News Production	(3)
MCA 252 Broadcast Lab I	(3)
MCA 353 Broadcast Lab II	(3)
MCA 296 Topics in Communications	(3)
AUXILIARY COURSES	15
Also required is a concentration of at least 15 credits in another liberal arts discipline in Dyson College (taken as University Core/Open Elective credits).	
OPEN ELECTIVES	32
TOTAL CREDITS	128

Communication Sciences and Disorders Major

Bachelor of Arts (NYC)

Communication Sciences and Disorders major introduces students to the fields of speech-language pathology and audiology.

Note: Additional coursework is required to complete the Initial Certificate in Teaching Students with Speech and Language Disabilities and the Bilingual Extension of this certificate.

	Credits
UNIVERSITY CORE	60
Must include: CSD 371 (AOK I) CSD 223 (AOK V), PSY 110 (AOK V), PSY 275 (I and E), PSY 315 (I and E). Recommended: Math 134, BIO 220, and one physical science.	
MAJOR COURSES	50
Required Courses:	
COM 214 Interpersonal Communication	(3)
CSD 140 Introduction to Communication Disorders	(3)
CSD 241 Diagnostic and Therapeutic	(3)

	Procedures	
CSD 251	Early Language Development	(3)
CSD 253	Anatomy and Physiology of Sp. and Hearing Mech.	(3)
CSD 256	Phonetics	(3)
CSD 270	Introduction to Audiology	(3)
CSD 321	Professional Speech Workshop	(3)
CSD 342	Advanced Communication Disorders	(3)
CSD 356	Speech Science	(3)
CSD 352	Language Development & Disorders in School Age Child	(3)
OR		
CSD 372	Counseling Individuals and Families with Communication Disorders	(3)
CSD 355	Bilingual/Multicultural Language Development and Disorders	(3)
CSD 357	Hearing Science	(3)
CSD 460, 461	Clinical Practicum in Speech-Language Pathology (Requires a minimum 2.7 CQPA or 3.0 in the major)	(8)
CSD 480	Applied Research in Communication Sciences and Disorders	(3)
OPEN ELECTIVES		18
TOTAL CREDITS		128

Communication Studies Major

Bachelor of Arts (NYC)

Communication Studies majors choose one of two areas of concentration: public/professional studies or media studies. The Public and Professional Studies program is geared for those interested in careers in organizational communication, law, politics, government, labor unions, human relations, corporate-government relations, and fundraising, who will find this an ideal major. The Media Studies program emphasizes the fields of communication as they apply to mass media. The program qualifies graduates for entry-level positions in broadcasting, advertising, sales, marketing, politics, and public relations.

UNIVERSITY CORE **60**
Includes required auxiliary courses in contemporary global issues (3 credits) and either a Fine Arts, Performing Arts, or Religious Studies course (3 credits).

MAJOR COURSES **42**

Required Courses:		21 Credits
COM 111	Introduction to Communication	(3)
COM 114	Introduction to Mass Media	(3)
COM 205	Dynamics of Small Group Communication	(3)
COM 213	Intercultural Communication	(3)
COM 214	Interpersonal Communication	(3)
COM 480	Applied Research in Communication Sciences	(3)
SPE 217	Radio and TV Announcing or approved substitution	(3)

ONE Required Concentration: (21 credits)

COM 336	Propaganda	(3)
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COM 239	Milestones in Mass Media Research	(3)
COM 338	Media Criticism	(3)

ONE course from the following:(3 credits)

ENG 218	Feature Writing	(3)
COM 209	Speech Writing	(3)
COM 226	Writing for the Electronic Media	(3)

THREE courses from the following:(9 credits)

COM 296, 297, 396(Approved Topic Course)		
MAR 250	Introduction to Marketing	(3)
MAR 342	Public Relations	(3)
SPE 203	Persuasive Speaking	(3)
SPE 208	Business and Professional Speech	(3)
COM 245	Communications and Popular Culture	(3)

OR

Public and Professional Studies Concentration		
COM 119	Communication Behavior in Organizations	(3)
SPE 203	Persuasion	(3)

FIVE courses from the following:(15 credits)

COM 245	Communications and Popular Culture	(3)
COM 226	Writing for the Electric Media	(3)
COM 338	Media Criticism	(3)
SPE 208	Business and Professional Speech	(3)
COM 209	Speech Writing	(3)

AUXILIARY COURSES

Two courses taken as University Core credits: contemporary global issues course (3 credits) and Fine Arts, Performing Arts, or Religious Studies course (3 credits).

OPEN ELECTIVES	26
TOTAL CREDITS	128

Communications Major

Bachelor of Arts (PLV)

Prepares students for a variety of careers such as law, mass communications, video production, advertising, and public relations, and offers students a great deal of flexibility to design a course of study according to their interests.

UNIVERSITY CORE	60
MAJOR COURSES	42

Required Courses: (24 credits)

MCA 226	Writing for the Electronic Media	(3)
MCA 227	Writing for the Print Media	(3)
MCA 393	Internship	(3)
MCA 499	Senior Year Experience	(3)

TWO courses from the following: (6 credits)

MCA 337	Writing Public Relations Copy	
MCA 339	Creative Writing for the Broadcast Media	
MCA 340	Writing for Advertising	
MCA 360	Screenwriting	(4)
ENG 221	Report Writing	
ENG 223	Creative Writing	

ENG 322	Advanced Writing	
ENG 324	Writing of Fiction	
JRN 203	Feature Writing	
Major Electives(24 credits)		
4 credits of upper level MCA, JRN, and SPE courses		
OPEN ELECTIVES		26
TOTAL CREDITS		128

Criminal Justice Major

Bachelor of Science (NYC, PLV)

Prepares students for employment in all areas related to the field of criminal justice and other government agencies, as well as for graduate school in related disciplines.

	Credits
UNIVERSITY CORE	60
Includes CHE 108 and SOC 102 for Area of Knowledge (AOK) Area 5 – six credits and three auxiliary courses (nine credits) in a single discipline if arts or science courses.	
MAJOR COURSES	36
Required Courses:	(27 credits)
CRJ 121	Government Administration (3)
CRJ 150	Introduction to Criminal Justice (3)
CRJ 250	Community Relations in the Criminal Justice System (3)
CRJ 402	Constitutional Issues in the Criminal Justice System (3)
CRJ 412	Integrity Issues in the Criminal Justice System (3)
CRJ 242	Crime and Public Policy (3)
CRJ 305	Criminal Law (3)
CRJ 255	Structure and Function of Police Organizations (3)
CRJ 261	Introduction to Criminal Investigation (3)
Major Electives: THREE of the following courses:(9 credits)	
CRJ 240	Comparative Criminal Justice Systems (3)
CRJ 243	Alcohol, Drugs, and Crime (3)
CRJ 245	Organized Crime (3)
CRJ 247	Introduction to Private Security (3)
CRJ 249	Law and Society (3)
CRJ 251	Penology (3)
CRJ 296	Topics in Criminal Justice (3)
CRJ 298	Contemporary Perspective on Violence (3)
CRJ 311	Crime and Public Policy (3)
CRJ 315	Research Perspectives (3)
CRJ 331	Strategies in Corrections Administration (3)
CRJ 342	Criminal Profiling (3)
CRJ 346	Terrorism and Society (3)
CRJ 347	Advanced Management Issues in Private Security (3)
CRJ 350	Courts Administration (3)
CRJ 351	Evidence and Procedure (3)
CRJ 375	Criminal Justice System Response to Domestic Violence and Child Abuse (3)

CRJ 391	Internship I (recommended) (4)	
CRJ 392	Internship II (recommended) (4)	
CRJ 395	Independent Study	(3)
AUXILIARY(Specialization) Requirements		(9)

Three courses in a single discipline(approved by department chair) in order to enhance Criminal Justice career options. If the discipline is an arts or science one, these courses may be taken as an AOK in-depth sequence or as Inquiry & Exploration courses. Otherwise, they are to be taken as Open Elective courses.

OPEN ELECTIVES	23-32
TOTAL CREDITS	128

Economics Major

Bachelor of Arts (NYC, PLV)

Prepares students for employment in a variety of business fields, particularly finance, banking, planning, management, government, and teaching, or for further education in graduate Economics, Business, or other professional schools.

	Credits
UNIVERSITY CORE	60
Must include MAT 104 and MAT 117.	
MAJOR COURSES	36
Required Core Courses:	21 credits
ECO 105	Principles of Macroeconomics (3)
ECO 106	Principles of Microeconomics (3)
ECO 230	Intermediate Macroeconomics (3)
ECO 234	Intermediate Microeconomics (3)
ECO 238	Money and Banking (3)
ECO 240	Quantitative Analysis and Forecasting (3)
ECO 400	Seminar in Economic Theory (3)
Required Electives: (15 credits)	
Approved ECO courses, chosen with a faculty adviser. Students may develop a concentration in quantitative economics.	
OPEN ELECTIVES	32
TOTAL CREDITS	128

English Major

Bachelor of Arts (PLV)

This major prepares students for most fields which require good communication and analytical skills are needed, as well as for graduate study in fields such as publishing, communications, and Teaching and professional schools such as law and business. For information about a dual major in education with this arts and sciences major, see the School of Education section of this catalog.

UNIVERSITY CORE	60
MAJOR COURSES	36
Required Courses: (24 credits)	
LIT 132	Introduction to Literary Studies (3)
LIT 211 OR	Literature I OR literature II (3)

LIT 212			
LIT 212 OR	Literature II OR Literature I	(3)	
LIT 211			
LIT 362	Shakespeare	(3)	
ENG	Advanced or Creative Writing course	(3)	
300-level			
LIT 499	Senior Year Experience	(3)	

Two Diversity/Cultural Pluralism courses:

LIT 303, 304, 326, 343, 345, 384,	approved	(3)	
LIT 303, 304, 326, 343, 345, 384,	approved	(3)	

Required Track: Literature or Writing (12 credits)

Literature Track:

LIT 382	Literary Criticism	(3)	
LIT 300-level or ENG 393 or ENG 394		(3)	

TWO LIT 300-level courses (6 credits)

(Focusing on a genre, period, or multicultural or world literature.)

LIT	Elective	(3)	
300-level			
LIT	Elective	(3)	
300-level			
OR			

Writing Track:

ENG 393	Internship	(3)	
THREE 300-level writing courses:			
ENG	Writing Elective	(3)	
300-level			
ENG	Writing Elective	(3)	
300-level			
ENG	Writing Elective	(3)	
300-level			

OPEN ELECTIVES 32

TOTAL CREDITS 128

English and Communications Major

Bachelor of Arts (PLV)

Prepares students for a variety of careers such as law, mass communications, video production, and teaching, and offers students a great deal of flexibility to design of a course of study according to their interests.

			Credits
UNIVERSITY CORE			60
MAJOR COURSES			36
Required Courses:		(21 Credits)	
LIT 132	Introduction to Literary Studies	(3)	
LIT 369 OR	Author Case	(3)	
LIT 362			
LIT	Genre Course	(3)	
LIT 482 OR	Seminar	(3)	
LIT 499 OR			

COM 499			
ENG 303	Language	(3)	
OR ENG			
304			
ENG	Advanced or Creative Writing	(3)	
300-level			
COM OR	Communications Course	(3)	
MCA			

Major Electives (15 credits)

FIVE upper-level courses in one or more of the following areas:

ENG/LIT/COM/MCA/JRN/FSS

OPEN ELECTIVES 32

TOTAL CREDITS 128

English Language and Literature

Bachelor of Arts (NYC)

Offers three programs in writing, literature, and related disciplines in preparation for a wide variety of careers as well as for graduate study.

	Credits
UNIVERSITY CORE	60
MAJOR COURSES	36

Students choose one of three concentrations:

Concentration In Literature

TWELVE 300-level LIT courses (36 credits)
OR

Concentration In Writing and Literature

SIX 300-level ENG courses: (18 credits)

Students with a 3.0 QPA and 90 undergraduate credits may also choose 6 credits in the Graduate Publishing Program with the permission of the Chair.

SIX 300-level LIT courses: (18 credits)

OR

Concentration In Literature And Culture

LIT 303 Cultural Studies (3)

Must be taken before 6 credits of the concentration are completed.

FOUR 300-level LIT courses: (12 credits)

TWO 300-level ENG courses (6 credits)

TWO courses in film from the following: (6 credits)

FSS 202	History of Film	(3)
FSS 203	The Art of Film	(3)
FSS 348	Literature and Film	(3)
FSS 386	Seminar on Film	(3)

ONE course in Women's and Gender (3 credits)

Studies from the following:

WS 220	The Medieval Woman	(3)
WS 266	Gender, Race, and Class	(3)
WS 267	Meanings and Models of Motherhood	(3)
WS 268	Men and Masculinities	(3)
WS 269	Dealing with Difference: Lesbians in Literature and Film	(3)

WS 271	Women in Jeopardy	(3)
WS 380	Seminar in Feminist Theory	(3)
TWO additional courses.		(6 credits)

Choose from: 300-level Writing courses, 300-level Literature courses, FSS 200/300-level courses selected from above list, WS 200/300-level courses from above list.

OPEN ELECTIVES	32
Total credits	128

Environmental Science Major

Bachelor of Science (NYC, PLV)

Provides students with an interdisciplinary environmental science degree within the context of a liberal arts education. It is designed for students interested in a scientific perspective on environmental issues, providing the student with both basic and applied knowledge needed to understand the environment and associated problems. This degree will allow students to continue with advanced studies in a graduate degree program or to enter the job market for environmental science positions.

Credits
60

UNIVERSITY CORE

Includes auxiliary courses (29 credits identified below) taken as Foundation, Area of Knowledge (AOK), and Inquiry and Experience (I&E), and/or Open Elective credit. Note: CHE 112, 223, AND 224 constitute an In-Depth Sequence applied towards AOK and I&E requirements.

MAJOR REQUIREMENTS 53-54

MAJOR COURSES 35-36 credits

ENS 486	Research in Environmental Science	(3)
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OR

ENS 494	Internship	(3)
ENS 496	Current Topics in Environmental Science	(2)
ENV 111	Environmental Studies: Economic, Ethical and Political Perspectives	(3)
ENV 211	Environmental Assessment	(3)
ENV 215	Environmental Law	(3)
BIO 101	General Biology I	(4)
BIO 102	General Biology II	(4)
BIO 205	Concepts of Environmental Science	(3)
BIO 210	Ecology(PLV Course)	(4)

OR

BIO 215	Urban Ecology(NYC Course)	(3)
BIO 231	Genetics	(4)
BIO 345	Toxicology	(3)

MAJOR ELECTIVES 18 credits

Students choose from the following list:

ANT 108	Global Culture and Local Identities	(3)
BIO 221	Botany	(4)
BIO 237	Biological Oceanography	(3)
BIO 264	Microbiology	(4)

BIO 322	Animal Behavior	(4)
CHE 221	Analytical Chemistry	(4)
ENV 205	Globalization, Trade and the Environment	(3)
ENV 210	Geographical Information Systems in Environmental Science	(3)
ENV 231	Sustainability	(3)
PHI 223	Environmental Ethics: Philosophical & Religious Perspectives	(3)
SCI 226	Geographical Information Systems in Application	(3)

AUXILIARY COURSES

Taken University Core and/or Open Elective (33 credits)		
CHE 111-112	General Chemistry I, II	(9)
CHE 223-224	Organic Chemistry I, II	(10)
MAT 131	Calculus I	(4)
MAT 134	Statistics for Life Sciences	(3)
SCI 345	Environmental Application in Geology	(4)

OPEN ELECTIVES	14-15
TOTAL CREDITS	128

Environmental Studies Major

Bachelor of Arts (NYC, PLV)

The Environmental Studies curriculum is designed to provide students with an opportunity to critically examine the numerous ways humans interact with the natural world. Since the relationship between the natural world and human cultures is complex, requiring more than one area of knowledge, many of the courses are interdisciplinary. They focus on the creation of a common language to discuss environmental concerns such as population, pollution, poverty, deforestation, bio-diversity loss, and global climate change. Through internships, mentoring, and research seminars, students have ample opportunity to work closely with faculty members on customized projects. This major requires 48 credits of course work: twelve courses in environmental studies (36 credits) and four courses of environmental electives (12 credits), the latter offering students the possibility of choosing a concentration in humanities/social policy or in environmental biology concentration. Also available are specialized accelerated combined degree programs in BA Environmental Studies/MS Environmental Science and BA Environmental Studies/JD Environmental Law.

Credits

UNIVERSITY CORE 60

Note: students choosing a concentration in environmental biology take required "Auxiliary Courses" (listed below) for core credit (Foundation, Area of Knowledge, and/or Inquiry & Experience courses) and/or Open Elective credit.

MAJOR COURSES 48

Required Courses		36 credits
ENV 111	Environmental Studies: Economic,	(3)

	Ethical & Political Perspectives	
ENV 112	Environmental Studies: Basic Issues	(3)
ENV 211	Environmental Assessment	(3)
ENV 221	Environmental Science: The Web of Life	(3)
ENV 222	Environmental Chemistry: Principles, Problems, and Solutions	(3)
ENV 380	Junior Year Research Seminar	(3)
ENV 498	Mentoring Seminar	(3)
ENV 499	The Senior Year Research Project	(3)
ENV 310	Environmental Economics	(3)
PHI 223	Environmental Ethics	(3)
POL 226	Environmental Politics and Policy	(3)
SCI 145	Environmental Geology	(3)

Major Electives Courses: (12 credits)

Students choose elective courses in consultation with a faculty advisor.

For a concentration in environmental biology, two of these courses must be from the following list:

BIO 215	Urban Ecology	(3)
BIO 231	Genetics	(4)
BIO 244	Botany	(4)
SCI 345	Environmental Applications in Geology	(4)

REQUIRED AUXILIARY COURSES

(Only for Environmental Biology Concentration)

Taken for University Core and/or Open Elective credit

BIO 101	General Biology	(4)
BIO 102	General Biology II	(4)
BIO 205	Concept of Environmental Science	(3)

OPEN ELECTIVES 20

TOTAL CREDITS 128

Film and Screen Studies Major

Bachelor of Arts (NYC, PLV)

In this program film is seen as both an object of study and a methodological tool used in a variety of disciplines. Up to 24 credits in this major can be taken from courses offered in other departments; at least 12 credits must be FSS-headed courses. Up to 21 credits can be "double-counted" towards both the FSS major and a second Dyson major, as long as both are BA degree programs. The student must have at least 15 credits in the FSS major that are not counted towards either core or the second major.

		Credits
UNIVERSITY CORE		60
Film and Screen Studies Major		36
REQUIRED MAJOR COURSES		(12 credits)
FSS 202	History of Film (NYC & PLV)	(3)
FSS 203	The Art of Film (NYC & PLV)	(3)
FSS 383	Theories of Film (NYC & PLV)	(3)
FSS 386	Seminar on Film (NYC & PLV)	(3)

This course may be taken for credit more than once, because each semester the course topic changes (to include genres, movements, major figures or periods).

Topics change each semester and may include genres, movements, major figures or periods. The course may be taken for credit more than once.

MAJOR ELECTIVES (24 credits)

Unless otherwise noted, these courses all carry three (3) credits each. Students choose courses in FSS and other academic programs but no more than 6 credits in ART or MCA (unless double majoring or minoring in that area).

Note: Each semester new film courses are created, so close advisement in this program is very important. Students may seek approval for courses not on the list from the Director of FSS.

Film and Screen Studies Program Electives:

FSS 296A	Hitchcock, His Sources and Writers
FSS 296C	History of the Documentary
FSS 296D	Film Production I
INT 298A	The Biology of the Science Fiction Film
FSS 393	Internship (NYC & PLV)
FSS 395	Independent Study (NYC & PLV)

Other Academic Programs Offering FSS – Approved Electives in Film:

Anthropology, Art, Communications, English, French, History, Italian, Japanese, Latin American Studies, Literature, Media and Communication Arts, Philosophy, Sociology, Spanish, Theater, Women Studies, Interdisciplinary.

Sample List of Approved FSS Major Electives from Other Academic Programs:

ANT 101	Introduction to Anthropology (film theme) (NYC & PLV)
ANT 296Q	Middle East in Film (NYC)
ART 153	Introduction to Creative Photograph (NYC)
ART 174	Topics in Art: Picturing Art in Film and Video (NYC)
ART 176	Visual Literacy (NYC)
ART 186	Basic Digital Design (NYC & PLV)
ART 228	Creative Photograph in Color (NYC)
ART 245	History of Photograph (NYC)
ART 253	Creative Photography in Black and White (NYC)
ART 285	Flash Animation (NYC & PLV)
ART 287	Digital Imaging (NYC & PLV)
ART 289	Video I (PLV)
ART 380	Computer Illustration (NYC & PLV)
ART 356	Experimental Photography (NYC)
ART 380	Computer Illustration (NYC & PLV)
ART 385	Video Animation (NYC & PLV)
COM 114	Introduction to Mass Media (NYC)
COM 239	Milestones in Mass Media Research (NYC)
COM 245	Milestones in Mass Media Research (NYC)
COM 296	Topics in Communication (film themes) (NYC)
COM 297B	Media and Gender (NYC)
ENG 201	Writing in the Disciplines: Writing About Film (NYC & PLV)
ENG 396B	Screenwriting (NYC)
FRE 154	Topics from French Literature and Culture in Translation (NYC & PLV)
FRE 154	French and Francophone Film (NYC & PLV)

FRE 154F	PLV) The French Speaking World in Film (PLV)	
FRE 154W	The Second Sex: Images of Women in French Literature & Film (NYC & PLV)	
FRE 380	Seminar: French Literature and Film (PLV)	
HIS 296B	Topic: Modern East Asia in Film (NYC)	
HIS 296F	Samurai Images Past and Present (NYC)	
ITA 154 I	Italian Cinema (PLV)	
JPN 154	Modern Japanese Literature and Film in Translation (NYC)	
JPN 154 C	Japanese Culture Through Film (NYC)	
LAS 101	The Other "America": Introduction to Latin American Studies (NYC)	
LAS 210	Luz, Camera, Accion: Film & Social Change in Latin American History & Literature (NYC)	
LIT 211D	The Individual and Society: Literature Through Film (film themes) (NYC)	
LIT 280	Shakespeare Goes to the Movies (PLV)	
LIT 348	Literature and Film (NYC & PLV)	
LIT 360	Shakespeare on Film (NYC & PLV)	
LIT 396H	Topics in Literature: Literature of the Supernatural (PLV)	
MCA 220	The Making of a Motion Picture (PLV)	(4)
MCA 252	Broadcast Lab I (PLV)	
MCA 330	Film Noir (PLV)	
MCA 331	Women in American Film (PLV)	
MCA 353	Broadcast Lab II (PLV)	
MCA 354	Producing Corporate Video (PLV)	
MCA 356	Digital Editing Workshop (PLV)	
MCA 357	Careers in Television (PLV)	
MCA 360	Screenwriting (PLV)	(4)
MCA 370	Literature and Film (PLV)	
MCA 371	American Film (1930 - Present) (PLV)	
MCA 372	British Film (PLV)	
MCA 396B	Great Italian Directors (PLV)	
MCA 396L	Children's Film (PLV)	
MCA 396P	The Film World of Steven Spielberg	
MCA 396S	The Acting Experience for Video	
MCA 396T	The Animated Film	
MCA 396Y	The Movie Remake (PLV)	
MCA 397F	From Script to Screen (PLV)	
MCA 499	Directing for Video	
MCA 499C	Seminar: The Documentary Film	
MCA 499F	The Science Fiction Film (PLV)	
PHI 296E	Philosophical Themes in Modern Film (NYC)	
SOC 118	Sociology Through Film (NYC)	
SPA 154G	Latin American Literature and Film (PLV)	
SPA 154V	Latin American Cinema (NYC)	
SPA 380C	Seminar: Culture of Spain through Film (PLV)	
SPA 480C	Seminar: Love and Repression in Modern Latin American and Caribbean Lit & Film (NYC)	
SPA 480F	Latin American Lit. and Film of 21st Century – Andean World (NYC)	
THR 208	Playwriting and Screenwriting (NYC)	
THR 357	Acting for TV and Film I (NYC)	

THR 358	Acting for TV and Film II (NYC)
WS 268	Men and Masculinities (section on film) (NYC)
WS 269	Dealing with Difference: The Lesbian in Literature and Film (NYC)
WS 296A	Queer Cinema/Theory (NYC)
WS 296H	Girls on Film: Cultural Studies in New Wave Feminism (NYC)
WS 296K	Women and Film, Past and Present (NYC)
WS 296Q	Women in Arthurian Legends (NYC)
INT 196	Imagining the Second World War: Understanding War Through Lit. and Film (NYC)
INT 196J	The Sacred and the Secular in East Asia (NYC)
INT 296Q	The City in Film, Literature, and Social Theory (NYC)
INT 297A	Hong Kong and Bollywood: Globalization of Asian Cinema (NYC)
INT 297X	Media and Politics of War (NYC)
INT 298A	The Biology of Science Fiction Film (NYC)

Learning Communities:

ART 186B & ART 145B	Basic Digital Design & Painting I (NYC)
ENG 120K & CISC 101K	Film and Computing: Real and Virtual Identities (NYC)

OPEN ELECTIVES	32
TOTAL CREDITS	128

Fine Arts Major

Bachelor of Fine Arts (NYC)

This program provides students with an intensive curriculum in studio art that prepares them for a rewarding career in art or design, or advanced study in the field. Students receive a broad introduction to the studio arts through a sequence of introductory courses in different media, followed by focused study in a selected studio area, including Painting/Drawing/Printmaking, Photography/Digital Arts/Design, and Sculpture

	Credits
UNIVERSITY CORE CURRICULUM	60

ART 102 – Art History Ancient Through Gothic (required of BFA Fine Art majors) satisfies 3 credits in Area of Knowledge II or IV or Open Electives.

MAJOR REQUIREMENTS	60
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REQUIRED COURSES	30
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ART 103	Art History: Renaissance through Modern Art	(3)
ART 130	Sculpture I	(3)
ART 140	Drawing I	(3)
ART 145	Painting I	(3)
ART 153	Introduction to Photography	(3)
ART 164	Principles of Design	(3)
ART 167	Printmaking I	(3)
ART 169	Three-Dimensional Design	(3)
ART 186	Digital Design I	(3)

ART 241	Drawing II	(3)
One of the following:(3 credits)		
ART 205	Art History: Contemporary Art	(3)
ART 214	Art History: Modern Art	(3)
ART 245	Art History: History of Photography	(3)
FSS 202	History of Film	(3)
OR		
FSS 203	Art of Film	(3)

One of the following:(3 credits)		
ART 217	Art History: Latin American Art	(3)
ART 218	Art History: African Art	(3)
ART 220	Art History: Aspects of Asian Art	(3)

Major Electives: (24 credits)

Eight advisor-approved advanced courses in a selected media concentration: Painting/Drawing, Photography, Digital Design, Sculpture/3D Design, Video & Time-Based Media, or Interior Design

Advisor-approved course	(3)
Advisor-approved course	(3)
Advisor-approved course	(3)
Advisor-approved course	(3)
Advisor-approved course	(3)
Advisor-approved course	(3)
Advisor-approved course	(3)
Advisor-approved course	(3)

OPEN ELECTIVES	8
Total required credits	128

Forensic Science Major

Bachelor of Science (NYC)

Prepares students for employment in forensic laboratories and criminal investigation units where demand for competent crime scene investigators is rapidly growing, as well as in biological and chemical research and in the pharmaceutical industry. It also prepares students for graduate study in forensic science, biology, chemistry, and biochemistry, as well as to apply to medical and dental schools.

Note: Forensic Science undergraduates interested in the M.S. program in forensic science must apply for acceptance during the first term of their senior year.

Credits	60
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UNIVERSITY CORE

The following 27 credits of Forensic Science Auxiliary Courses satisfy University Core requirements as

follows:

Foundation:

MAT 131	Calculus I	(4)
BIO 101, 102	General Biology I, II	(8)

Area of Knowledge:

PHY 111	General Physics I	(4)
MAT 234	Statistics	(4)

Inquiry and Exploration:

PHY 112	General Physics II	(4)
CRJ 161	Criminal Investigation	(3)

MAJOR COURSES 63

BIO 231	Genetics	(4)
BIO 335	Molecular and Cellular Biology	(4)
BIO 345	Introduction to Toxicology	(3)
BIO 370	Recombinant DNA Techniques	(4)
CHE 111, 112	General Chemistry I, II	(9)
CHE 221	Analytical Methods and Techniques	(4)
CHE 223, 224	Organic Chemistry I, II	(10)
CHE 326	Biochemistry	(4)
CHE 301A, CHE 302A	Physical Chemistry I, II	(6)
CHE 331	Instrumental Analysis	(4)
FOR 392, 492	Forensic Seminar I, II	(2)
FOR 251	Basic Criminalistics	(3)
FOR 252	Crime Scene Processing	(3)
FOR 351	Forensic Microscopy	(3)

MAJOR AUXILIARY COURSES:

These courses satisfy 27 credits of the "University Core Curriculum," as noted above.

OPEN ELECTIVES	5
TOTAL CREDITS	128

History Major

Bachelor of Arts (NYC, PLV)

Provides students with an excellent preparation for law school, graduate work, teaching, and a variety of private and public service positions.

Credits	60
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UNIVERSITY CORE

Must include two history courses (one each from two fields: American, European, Non-Western: 6 credits). For choices, see listings under "Major Electives".

MAJOR COURSES 36

Required Courses: (6 credits)

HIS 380	Seminar on Historiography	(3)
HIS 499	Senior Seminar on Historical Research and Writing	(3)

Major Electives: (30 credits)

FOUR courses from three historical fields: American, European, and non-Western: (12 credits)

Non-Western History: At least **ONE** of the following: HIS 119, 131, 132, 133, 134, 196B, or 196C.

American History: At least **ONE** course from HIS 113 or 114 series or equivalent learning community or topics course (e.g., HIS 296/297 series).

European History: At least **ONE** course from HIS 113 or 114 series or equivalent learning community or topics course (e.g., HIS 296/297 series).

ONE History course organized around concepts of race, gender, or class. (3 credits).

ONE 300-level History course (excluding 380).(3 credits)

FOUR courses at 200 or 300-level. For 200-level courses, choose from the following: 216, 223, 231, 268, 271, 274, 280, 281. (12 credits)

OPEN ELECTIVES **32**

TOTAL CREDITS **128**

Language, Culture and World Trade Major

Bachelor of Arts (NYC)

This interdisciplinary program blends theory and practice and features three major components: a major in a foreign language and culture (French, Italian, Russian, or Spanish); a professional concentration in one of four areas of international enterprise; and a required capstone course and internship. It prepares students for graduate school in foreign languages or for employment in international corporations including, travel and tourism, media and entertainment, diplomacy, banking and transportation.

Credits

UNIVERSITY CORE **60**

Must include ECO 105 and ECO 106. For major-appropriate specific requirements in history, social sciences and religious studies, students please consult Department of Modern Languages and Cultures for approval.

MAJOR COURSES **42-43**

Required Courses: **(6 credits)**

DYS 499B Senior Year Experience in Languages (3)

ONE Internship (3)

Major electives in foreign languages **(24 credits)**

EIGHT upper-level courses, at least six of them 300-level, either in French, Italian, Russian or Spanish.

Professional Tracks **(12-13 credits)**

1. **ONE** of the following tracks:
2. World Trade
3. International Banking and Economic Policy
4. Diplomacy
5. International Travel Industry
- 6.

AUXILIARY COURSES **16**

ACC 203 or MAT 117 4

ECO 360 International Economics 3

MAR 250 Principles of Marketing 3

MGT 250 Managerial & Organizational 3

Concepts

LAW 101 Business Law 3

OPEN ELECTIVES **7**

TOTAL CREDITS **128**

Liberal Studies

Bachelor of Arts(NYC,PLV)

An important academic feature of this program is the requirement of an interdisciplinary liberal arts and/or sciences concentration in 2-3 academic disciplines as determined by student interest and advisement.

Some sample concentrations are Communications and Literature Concentration, Criminal Justice and Sociology, and General Liberal Studies. The latter concentration is the most flexible of the three and may be built around a theme of the student's choosing, such as American studies, government, and philosophy and religious studies. When choosing a concentration, the student works closely with advisers from the Dyson College of Arts and Sciences in order to construct a meaningful and coherent educational experience.

Note that many courses applicable to the Liberal Studies major are offered online, though students are free to choose online or on-site ones.

Credits

Foundation Courses **9-12**

ONE Writing Course (3-4)

ONE Math Course (3-4)

ONE Capstone/senior-year experience course (3-4)

in the major

General Education Liberal Arts and Science **48-51**

Open Elective Courses **28**

ONE Composition Course or Equivalent (3-4)

INT 196B Portfolio Assessment is (2)

recommended

Interdisciplinary Major **32**

Students choose **TWO** to **THREE** liberal arts and/or sciences disciplines:

Main Discipline maximum of 20 credits

Second Discipline 6-12

Third Discipline 0-6

* At least half of these major credits must be taken at Pace University, and courses must be at 200-level or higher (although up to three courses with faculty approval may be at a lower level).

* Note: Up to 36 Experiential Learning credits may be

applied toward the degree.

TOTAL CREDITS **120**

Mathematics Major

Bachelor of Arts (PLV, NYC)

A generalized program that enables students to develop a variety of skills. It allows students to double major or select up to two minors.

Credits

UNIVERSITY CORE **60**

MAT 131 Calculus I (4 credits) may be used to satisfy Math core requirement.

MAJOR COURSES **34**

Required Courses:

MAT 131	Calculus I	(4)
MAT 132	Calculus II	(4)
MAT 137	Introduction to Discrete Mathematics	(4)
MAT 234	Introduction to Probability and Statistical Analysis	(4)

OR

MAT	An approved course in probability and statistics	(4)
MAT 236	Multivariable Calculus	(4)
MAT 238	Linear Algebra	(4)
MAT 253	Differential Equations	(4)
MAT 301	Algebraic Structures	(3)
MAT 305	Complex Variables	(3)
OR		
MAT 311	Real Analysis	(3)

Credits

OPEN ELECTIVES **34**

Total credits **128**

Mathematics Major

Bachelor of Science (PLV, NYC)

A specialized program that helps prepare students for employment in quantitative or technical fields (such as actuarial science, computer science, finance, operations research, statistics, and science) or for graduate study.

Credits

UNIVERSITY CORE **60**

See Auxiliary Courses below for credits that may satisfy University Core.

MAJOR COURSES **46- 48**

MAT 131	Calculus I	(4)
MAT 132	Calculus II	(4)
MAT 137	Introduction to Discrete Mathematics	(4)
MAT 234	Introduction to Probability and Statistical Analysis	(4)

OR

MAT	An approved course in probability statistics	(4)
MAT 236	Multivariable Calculus	(4)
MAT 238	Linear Algebra	(4)
MAT 253	Differential Equations	(4)
MAT 301	Algebraic Structures	(3)
MAT 305	Complex Variables	(3)

OR

MAT 311	Real Analysis	(3)
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Major Electives:

TWO approved mathematics courses 200-level or higher (6-8 credits).

AUXILIARY COURSES

Mathematics majors with the approval of the Department may choose a minor in a variety of subject areas including accounting, actuarial science, biology, chemistry, computer science, economics, management science, physics, and statistics. A hybrid minor may also be fashioned with departmental approval.

Note: Auxiliary minors in a Dyson College liberal arts and science discipline satisfy applicable University Core requirements (and/or Open Elective credits), while those in other disciplines such as computer or management science satisfy only Open Elective credits.

OPEN ELECTIVES **20-22**

Total Credits **128**

Modern Languages and Cultures Major

Bachelor of Arts (NYC, PLV)

This program is designed for students who wish to acquire linguistic, cultural, and literary skills in one or two foreign languages. In New York City the student may choose from among five interdisciplinary area studies tracks. In Pleasantville, the student may choose from among 4 interdisciplinary area study track. This program prepares students for graduate school in foreign languages or for employment in the fields of travel and tourism, media and entertainment, diplomacy, teaching, and public service.

Credits

UNIVERSITY CORE **60**

MAJOR COURSES **39**

Required Courses: **(36 credits)**

EIGHT 300-level courses either in French, Italian, Russian, or Spanish (NYC); in Pleasantville French or Italian.

FOUR courses in one of the following tracks:

- a. A. Second Language Track (Arabic, Chinese French, Italian, Japanese, Russian, or Spanish) on any level.
- b. B. Italian Studies Track.
- c. C. Francophone Studies Track.
- d. D. Hispanic Studies Track.

e. E. Slavic Studies Track(NYC only).

f.

DYS499B	Senior Year Experience in Languages	(3)
OPEN ELECTIVES		29
Total credits		128

Musical Theater Major

Core Curriculum		60 Credits
Required Theater Courses		21 Credits
Required Music Courses		32 Credits
Open Electives		15 Credits
Theater Courses		21 Credits
THR 108	Voice and Movement I	3
THR 122	Production Crew I	3
THR 151	Acting I	3
THR 222	Production Crew II	3
THR 251	Acting II	3
THR 460	The Business of Acting	3
THR 499	Senior Showcase	3
Music Courses		24 Credits
MUS 148	American Musical Theater	3
MUS 150	Fundamentals of Music	3
MUS 158	Sight Singing	3
MUS 250	Voice and Repertory	3
MUS 260	Musical Theater Technique I	3
MUS 261	Musical Technique II	3
MUS 361	Musical Theater Scene Study	3
MUS 460	Music Theater Audition Technique	3
Private Voice:		8 Credits
MUS 131	Private Voice I	1
MUS 132	Private Voice II	1
MUS 231	Private Voice III	1
MUS 232	Private Voice IV	1
MUS 331	Private Voice V	1
MUS 332	Private Voice VI	1
MUS 431	Private Voice VII	1
MUS 432	Private Voice VIII	1
In-Depth (Core) Sequence in Dance:		12 Credits
DAN 103	Tap Dance	3
DAN 105	Music Theater Jazz Dance	3
DAN 107	Theater Dance	3
DAN 110	Ballet	3

Personality & Social Psychology

Bachelor of Arts (PLV)

Prepares students for graduate school in philosophy or religious studies, for law school, or for employment or study in any field requiring strong analytical and interpretive skills.

	Credits
UNIVERSITY CORE	60
Must include PSY 100-111 Introduction to PSY I and II (6 credits) as Area of Knowledge or Inquiry and Exploration courses.	

MAJOR REQUIREMENTS 42

Required Courses:		(24 credits)
PSY 243	Applied Social Psychology	(3)
PSY 205	Statistics in Psychology	(3)
PSY 304	Social Psychology	(3)
PSY 307	Personality Psychology	(3)
PSY 380	Experimental Psychology I	(3)
PSY 381	Experimental Psychology II	(3)
SOC 323	Social Theories	(3)

Major Electives:		(18 credits)
PSY 201	Psychology of Business & Industry	(3)
PSY 215	Psychology of Cultural Diversity	(3)
PSY 240	Positive Psychology	(3)
PSY 257	Sports Psychology	(3)
PSY 277	Evolutionary Psychology	(3)
PSY 278	Environmental Psychology	(3)
PSY 291R	Health Psychology	(3)
PSY 396N	Forensic Psychology	(3)
PSY 499	Capstone in Psychology	(3)
SOC 215	Sociology of the Family	(3)

OPEN ELECTIVES	26
TOTAL CREDITS	128

Philosophy and Religious Studies Major

Bachelor of Arts (NYC)

Prepares students for graduate school in philosophy or religious studies, for law school, or for employment or study in any field requiring strong analytical and interpretive skills.

	Credits
UNIVERSITY CORE	60
Including one Fine or Performing Arts course and one course in contemporary global issues.	

MAJOR COURSES	39	
Required Courses:	(24 credits)	
PHI 113	Ancient Philosophy	(3)
PHI 116	Modern Philosophy	(3)
RES 201	Great Ideas in Western Religious Thought	(3)*
RES 202	Great Ideas in Eastern Religious Thought	(3)
PHI 253	Logic	(3)
PHI 355	Ethical Theories	(3)
PHI 357	Philosophy of Religion	(3)
PHI 499	Senior Year Experience in Philosophy and Religious Studies	(3)

* RES231 or 232 may be substituted.

Major Electives:	15	
FIVE courses from the following:		
PHI 217	Existentialism	(3)
PHI 218	Legal and Political Philosophy	(3)
PHI 223	Environmental Ethics	(3)
PHI 224	Medieval Philosophy	(3)

PHI 225	Contemporary Philosophy	(3)
PHI 256	Philosophy of Art: Aesthetics	(3)
PHI 260	Business Ethics	(3)
PHI 296	Special Studies in Philosophy	(3)
PHI 305	Symbolic Logic	(3)
RES 231	The Bible: Hebrew Scriptures	(3)
RES 232	The Bible: Christian Scriptures	(3)
RES 296	Special Topics in Religious Studies	(3)

• Recommended for students planning to attend graduate school in philosophy or religious studies: PHI 224, PHI 225, RES 231 or RES 232, two other 200- or 300-level PHI or RES courses.

• Recommended for students planning to attend professional schools or preparing for a career in government or business: Five additional 200- or 300-level courses, including PHI 218 or PHI 260 and an internship involving applied ethics.

OPEN ELECTIVES **29**
TOTAL CREDITS **128**

Political Science Major

Bachelor of Arts (NYC, PLV)

Prepares students for careers and graduate study in political science, international relations, law, public policy advocacy, and public administration, as well as for other opportunities in both the private, public, and nonprofit sectors in which skills involving civic competency, leadership, decision making, and negotiation are utilized.

Credits

UNIVERSITY CORE **60**

Must include one course in contemporary global issues and one course in Fine or Performing Arts, Religious Studies, or Modern Languages and Cultures (6 credits).

MAJOR COURSES **33**

Required Courses **(24 credits)**

TWO 100-level and THREE 200-level courses, with at least one course taken from each of four subfields listed below (15 credits):

Comparative Politics

POL 102	Public Myth and Ideologies	(3)
POL 210	Comparative Political Systems	(3)
POL 214	Revolution or Reform	(3)

Political Theory

POL 101	Public Myth and Ideologies	(3)
POL 218	Political Science and Economic Thought	(3)
POL 241	Classical Political Thought	(3)
POL 242	Medieval Political Thought	(3)
POL 243	Modern Political Thought	(3)
POL 244	American Political Thought	(3)

American Politics and Public Policy

POL 111	American Government & Political Institutions	(3)
POL 118	State and Local Government	(3)
POL 220	Political Parties and Interest Groups	(3)
POL 222	Contemporary Issues in Public	(3)

	Policy	
POL 244	American Political Thought	(3)
<i>International Relations</i>		
POL 297A	International Law and Human Rights	(3)
POL 114	Introduction to International Relations	(3)
POL 213	Century Politics: Future Trends and Risks	(3)
POL 219	International Politics and Economic Organizations	(3)
POL 233	Advanced International Relations Seminar	(3)

THREE (3) Workshop or Topics courses (9 credits) from POL 296/297 Topics, POL 301, 302, or 303 Workshops

No more than twelve credits of the Model UN (POL 303A and 303C) may be counted toward the major. Restricted to sophomores and above.

Major Electives: **(9 credits)**

THREE additional POL courses chosen in consultation with major adviser. No more than six credits in internships and independent study may count toward the major.

OPEN ELECTIVES **35**

Total credits **128**

Professional Communication Studies

BS in Professional Studies

This degree program is a non-structured major for adult students who are in an established career field but have not completed an undergraduate degree. It is designed to accommodate up to 96 transfer credits, including those from CLEP or a life experience portfolio. The required 36-credit concentration is comprised of at least 24 credits from the liberal arts or sciences with 12 credits satisfied by courses in business, computer science, education or a second discipline in liberal arts or science. The goal of this degree program is to provide both flexibility in coursework along with a professional or technical component for added marketability. In addition to the 36-credit concentration, students must also satisfy a 60-credit core and 32 credits of open electives for a total of 128 credits. (Many of these courses are offered online.)

Psychology Major

Bachelor of Arts (NYC, PLV)

This major prepares students for graduate school in both research and applied psychology and for entry-level employment in many fields of human services fields.

Credits

UNIVERSITY CORE **60**

Must include PSY 110 and 111.

MAJOR COURSES **36**

Required Courses:	(21 credits)
PSY 205	Statistics in Psychology, Education and Allied Fields (4)
PSY 308	History and Systems of Psychology (3)
PSY 311	Physiological Psychology (3)
PSY 323	Psychology of Learning (3)
PSY 380-381	Experimental Psychology I and II (8)
Major Electives:	(15 credits)
THREE of the following courses	
PSY 302	Child Psychology (3)
PSY 304	Social Psychology (3)
PSY 306	Psychological Testing (3)
PSY 307	Psychology of Personality (3)
PSY 320	Abnormal Psychology (3)
PSY 321	Abnormal Psychology II (NYC only) (3)
PSY 499	Senior Year Experience in Human Resources and Psychology (3)
TWO additional courses from the above list or other advisor approved psychology electives.	
OPEN ELECTIVES	32
Total credits	128

Social Science Major

Bachelor of Arts (PLV)

Prepares students who are interested in becoming social science teachers and want to develop a concentration in sociology/anthropology, economics, history or political science.

Credits

UNIVERSITY CORE **60**

Six credits in social/behavioral sciences exploratory experience must be approved by the department.

MAJOR COURSES **36**

Required Courses: **(36 credits)**

Economics Concentration

SEVEN courses in ECO (21 credits)

FIVE courses in at least two disciplines from ANT, POL, SOC, SSC (15 credits)

History Concentration

SEVEN courses in HIS including HIS499 (21 credits)

FIVE courses in at least two disciplines from ANT, POL, SOC (15 credits)

Political Science Concentration

SEVEN courses in POL (21 credits)

FIVE courses in at least two disciplines from: ANT, ECO, SOC, SSC (15 credits)

Sociology/Anthropology Concentration

SEVEN courses in SOC or ANT (21 credits)

FIVE courses in at least two disciplines from ECO, POL, SSC (15 credits)

AUXILIARY COURSES **6**

ONE course from the following areas (3 credits):

- Fine and Performing Arts
- Modern Languages and Cultures
- Religious Studies

ONE course in contemporary global issues (3 credits).

OPEN ELECTIVES **26**

TOTAL CREDITS **128**

Sociology/Anthropology Major

Bachelor of Arts (NYC, PLV)

Prepares students for exciting careers in law, teaching, business, social work, public management, urban planning, and human relations. While students are given an enhanced view of global and social issues including cultural diversity, race relations, gender issues, criminology, family and social problems, many go on for advanced graduate work in the field or related areas.

Credits

UNIVERSITY CORE **60**

MAJOR COURSES **36**

Required Courses: **(12 credits)**

ANT 101 Introduction to Anthropology (3)

SOC 102 Introduction to Sociology (3)

SOC 323 Social Theories (3)

SOC 380 Social Research Methods (3)

Major Electives: **(24 credits)**

TWO of the following courses:

ANT 108 Global Culture and Local Identities (3)

ANT 115 The Family (3)

ANT 120 People and Cultures of the Middle East (3)

ANT 210 Urban Ethnography (3)

ANT 396 Topics in Anthropology (3)

SIX courses (18 credits) with the prefix of ANT and SOC.

OPEN ELECTIVES **32**

TOTAL CREDITS **128**

Spanish Major

Bachelor of Arts (NYC)

This program is designed for students who wish to acquire linguistic, cultural, and literary skills in Spanish. The program includes advanced courses in literature and culture from Spain, Mexico, the Caribbean, and Latin America. It prepares students for graduate school in foreign language or for employment in fields that require bilingual skills such as travel and tourism, media and entertainment, teaching, government agencies, and courts. Students are strongly encouraged to either double major or minor in a related field.

Credits

UNIVERSITY CORE **60**

MAJOR COURSES **39**

Required Courses: **(3 credits)**

DYS499B Senior Year Experience in Languages (3)

Major Electives **(36 credits)**

EIGHT 300 level and 400-level courses in Spanish.

OPEN ELECTIVES	29
TOTAL CREDITS	128

Theater Arts Major

Bachelor of Arts (NYC)

	Credits
Core Curriculum	60
Required Major Courses	15
Theater History Electives	6
Major Focus	15
Open Electives	32
Required Major Courses	48
THR 108 Voice and Movement I	3
THR 122 Production Crew I	3
THR 151 Acting I	3
THR 222 Production Crew II	3
THR 499 Senior Showcase	3
Theater History Electives	6
THR 131 Development of the Physical Theatre	3
THR 134 Theatre History I	3
THR 135 Theatre History II	3
THR 136 World Theatre	3
MUS 145 Introduction to the Opera	3
MUS 148 American Musical Theatre	3
Select one of the following focuses:	
Acting Focus	15
THR 109 Voice and Movement II	3
THR 251 Acting II	3
THR 301 Scene Study I	3
THR 356 Scene Study II	3
THR 254 Acting for the Musical Stage I	3
THR 354 Acting for the Musical Stage II	3
THR 361 Scene Study III	3
THR 362 Scene Study IV	3
THR 357 Acting for Film and Television I	3
THR 358 Acting for Film and Television II	3
Directing Focus	15
THR 251 Acting II	3
THR 301 Scene Study I	3
THR 211 Stage Management	3
THR 208 Playwriting & Screenwriting	3
THR 232 Script Analysis	3
THR 359 Directing	3
Design/Technical Theater Focus	15
THR 132 Stagecraft	3
THR 142 Costume and Décor I	3
THR 143 Costume and Décor II	3
THR 168 Drafting I	3
THR 169 Drafting II	3
THR 170 Advanced Stagecraft	3
THR 176 Lighting Workshop	3
THR 179 Slides and Projections	3
THR 211 Stage Management	3
THR 244 Advanced Technical Problems I	3
THR 245 Advanced Technical Problems II	3
THR 246 Props and Prop Construction	3
THR 272 Scene Painting I	3

THR 273 Scene Painting II	3
THR 276 Lighting Design	3
THR 280 Costume Materials and Construction	3
THR 331 Sound and Acoustics	3
THR 339 Theater Design	3
For additional course offerings consult Department	
TOTAL CREDITS	128

Women's and Gender Studies Major

Bachelor of Arts (NYC)

The WGS major is an interdisciplinary one, completed in 36 credits. Requirements include the completion of at least 21 credits of WGS Department courses (remaining credits with "WS" in their title and also INT 297Q and INT 297J) and up to 15 credits of approved coursework from other academic disciplines and departments.

This major supports double-majoring in two Dyson B.A. programs. Up to 18 credits in the WGS major (including approved courses from other academic disciplines) may be "double-counted" towards both the WGS major and the second Dyson major. See WGS Director for details.

UNIVERSITY CORE	60
MAJOR REQUIREMENTS	36
Required Courses	(15-21 Credits)
WS 215 Intro to Women's Studies	3
OR	
WS 215C Intro to Women's Studies	3
WS 266 Gender, Race, and Class	3
WS 380 Seminar in Feminist Theory	3
ONE of the following courses:	
WS 380 Seminar in Feminist Theory	3
OR	
WS 396B Miniskirts and Headscarves	3
ONE of the following courses:	
WS 269	3
WS 270	3
WS 296A Queer Cinema	3
INT 297Q	6
BIO 115	3
ANT 296W	3
PSY 234	3
INT 297J Performing Identities	6
ONE of the following courses:	
WS 215C	3
INT 297Q	6
WS 280 Internship in Women's and Gender Studies	3
OR	
Internship in another Dyson Program if approved by the WGS Director	3-6

Required Electives (18-21 Credits)
 Note: Students might need one or more "WS" titled course (or INT 297Q OR 297J) to satisfy major requirements of 21 "WS" credits. Unless otherwise

noted, these are 3-credit courses.

WS 220	The Medieval Woman	3
WS 267	Meanings and Models of Motherhood	6
WS 268	Men and Masculinities	3
WS 269	Dealing with Difference: Lesbians in Lit and Film	3
WS 270	Historical and Modern Sexual Revolutions	3
WS 271	Women in Jeopardy	3
WS 280	Internship in Women's and Gender Studies	3
WS 296A	Queer Cinema	6
WS 296	Girls on Film	3
WS 296F	Living Under Fire: Women and Warfare	3
WS 296G	The Girl Child: A Global Perspective	3
WS 296K	Topic: Women and Film, Past and Present	3
WS 296N	Topic: Science Fiction and Gender	3
WS 396B	Topic: Miniskirts and Headscarves	3
INT 297J	Performing Identities	6
INT 297Q	Queer Cultures	6

Elective Courses From Disciplines in Other Departments:

ANT 115	Kinship & the Family	
ANT 296D	Anthropological Perspectives on Women and Warfare	
ANT 296J	Black Women in Cross-Cultural Perspectives	
ANT 296K	Latino Families in Cross-Cultural Perspectives	
ANT 296L	Women and Gender Through a Global Perspective	
ANT 296S	Anthropology of Violence	
ANT 296T	Sexuality and Nation	
ANT 296W	Topic: Sexuality and Culture	
BIO 115	Human Sexuality	
CRJ 249	Law and Society	
CRJ 296D	Topic: Law and Society	
CRJ 375	Justice Responses to Domestic Violence and Child Abuse	
COM 296X	Women, Communications, and the UN	
ENV 296K	Women and Nature	
FRE 154W	The Second Sex: Images of Women	
HIS 113	(only American Women) The American Experience: Changing Roles of Women	
HIS 114	(only Women's World) The European Experience: Women's World	
HIS 280	History of American Women	
HIS 281	European Women and Social Change	
HS 163	Effective Family Dynamics	
HS 261	Ethnic Family Lifestyles	
HS 314	Families in Crisis	
INT 197C	American Women in Literature and Life	
INT 296S	Beyond the Veil	6
JPN 154	Love and Marriage in Japanese	

INT 197	Literature & Film Women in American Literature and Life	6
INT 197A - 200:	Crossroads and Crossfire: The Struggle For Women's Rights in a Globalized World	6
INT 197Y	Comparative Racial and Gender Politics of South Africa and the US	
INT 296	Politics and Cultures in South East Asia	6
INT 296W	Children in Urban Society	
INT 298N	Caught in the Crossfire: The Impact of War on Women and Children	
LAS 150	Modern Latin American Divas: Female Political, Social and Cultural Leadership in the Republican Era (Women in Literature theme)	
LIT 211	Women in Literature I	
LIT 211W	Women in Literature I: Women Through the Eyes of Men	
LIT 212	(Women in Literature theme) Women in Literature II	
LIT 212Y	American Women Writers	
LIT 212W	Women in Literature II: Fictions of Authority	
LIT 303	Introduction to Cultural Studies	
LIT 308	Women and African Literature	
LIT 326	Black Literature	
LIT 329	Poststructuralist Theory	
LIT 345	Ethnic Literature	
LIT 351A	Early Modern Literature: Early Modern Women's Writing	
LIT 363	Shakespeare: Before 1600	
LIT 369A	Great Authors: Emily Dickinson	
LIT 379	Feminist Issues in Literature	
LIT 384	Images of Women in Literature	
LIT 482:	Seminar: Jane Austen and Her World	
LIT 486	Seminar on Film	
MGT 396A	Gender Diversity Issues in Organization	
MUS 206	Women in Music	
NUR 161	Women at Risk: Health Care for Marginalized Women	
NUR 228	Nursing and the Political Process	
NUR 241	Diff. of Self: An Historical Analysis of Women's Health	
PHI 296	Philosophical Issues in Feminism	
PHI 296P	Women and Nature	
POL 296Q	Gender and Politics	
PSY 227	Psychology of Women	
PSY 234	Human Sexual Behaviors	
PSY 296Z	Topic: Children and Youth – A Global Perspective	
PSY 320	Abnormal Psychology I	
PSY 321	Abnormal Psychology II	
RES 296D	Women in World Religions	
SOC 116	Sociology of Deviance	
SOC 215	Sociology of the Family	
SOC 222	Gender and Social Change	
SOC 296L	Borderlands	
SPA 380	Seminar in Hispanic Women Writers	
SPA 480A	Seminar: Women Writers of Spain	

and America

The following linked Learning Communities (6 credits each) also are electives:

- ENGA 120/HISA 113R
- WSA 266/ECOA 106
- INT 297 (Pol. & Cult. of ME & SA)
- POL 210/WS266 (South Africa LC)

Note: For recent additions to the list of approved courses that explore issues concerning women and count towards the WGS major or minor, please see the WGS office on your campus (212) 346-1723 or (914) 773-3957.

OPEN ELECTIVES 32
TOTAL CREDITS 128

Combined Degree Programs

Applied Psychology and Human Relations/Counseling

Bachelor of Arts/Master of Science in Counseling (PLV)

	Credits
UNIVERSITY CORE	60
Must include PSY 110 and PSY 111	
MAJOR COURSES	47
The incorporated graduate courses can be taken only in the fall and spring semesters of the senior year. (Graduate courses are in bold lettering.)	
Required Courses:	(29 credits)
PSY 306 Psychological Testing	(3)
PSY 313 Research Methodology	(3)
PSY 232 Group Relations & Interviewing Techniques or	(3)
PSY 337 Introduction to Psychological Counseling	(3)
PSY 391-392 Practicum in Psychology	(8)
PSY 672 Psychopathology and Personality Disorders (fall, fourth year)	(3)
PSY 630 Counseling Theories and Techniques I (fall, fourth year)	(3)
PSY 652 Developmental Psychology and Family Systems (spring, fourth year)	(3)
PSY 631 Counseling Theories and Techniques II (spring, fourth year)	(3)
Major Electives:	(18 credits)
SIX courses, three from Group I and three from Group II (or Group I).	
GROUP I	
PSY 205 Statistics in Psychology, Education, and Allied Fields	(4)
PSY 302 Child Psychology	(3)

PSY 303 Adolescent Psychology	(3)
PSY 304 Social Psychology	(3)
PSY 307 Psychology of Personality	(3)
PSY 308 History and Systems of Psychology	(3)
PSY 311 Physiological Psychology	(3)
PSY 314 Psychology of Creative Thinking	(3)
PSY 317 Problem Solving and Critical Thinking in Psychology	(3)
PSY 320 Abnormal Psychology I	(3)
PSY 321 Abnormal Psychology II	(3)
PSY 323 Psychology of Learning	(3)
PSY 499 The Senior Year Experience in Human Relations and Psychology	(3)

GROUP II

PSY 201 Psychology of Business and Industry	(3)
PSY 215 Psychology of Cultural Diversity	(3)
PSY 227 Psychology of Women	(3)
PSY 231 Psychology of Death and Dying	(3)
PSY 232 Group Relations and Interviewing Techniques	(3)
PSY 234 Human Sexual Behavior	(3)
PSY 241 Psychology of Alcoholism and Substance Abuse	(3)
PSY 256 Psychology of Personal Adjustment	(3)
PSY 275 Lifespan Developmental Psychology	(3)
PSY 318 Psychological Bases for Critical Thinking	(3)
PSY 337 Introduction to Psychological Counseling	(3)
PSY 396 Special Topics in Psychology	(3)

OPEN ELECTIVES 21
TOTAL UNDERGRADUATE CREDITS 128
TOTAL GRADUATE CREDITS 24
 (For graduate courses in counseling, please consult the Graduate Catalog of the Dyson College of Arts and Sciences.)
Total credits BA + MS 152

Applied Psychology and Human Relations/Mental Health Counseling

Bachelor of Arts/Master of Science in Mental Health Counseling (PLV)

Both the BS and MS degrees are awarded at the completion of the MS

	Credits
UNIVERSITY CORE	60
Must include PSY 110 and PSY 111	
MAJOR COURSES (47 credits)	47
Required Courses:	(29 credits)
PSY 306 Psychological Testing	(3)
PSY 313 Research Methodology	(3)
PSY 232 Group Relations & Interviewing Techniques	(3)
OR	
PSY 337 Introduction to Psychological Counseling	(3)
PSY 391-392 Practicum in Psychology	(8)
PSY 672 Psychopathology and Personality	(3)

	Disorders (fall, 4th year)	
PSY 630	Counseling Theories and Techniques I (fall, 4th year)	(3)
PSY 652	Developmental Psychology and Family Systems (spring, 4th year)	(3)
PSY 631	Counseling Theories and Techniques II (spring, 4th year)	(3)

Major Electives: (18 credits)
SIX courses, three from Group I and three from Group II (or Group I).

GROUP I

PSY 205	Statistics in Psychology, Education, and Allied Fields
PSY 302	Child Psychology or
PSY 303	Adolescent Psychology
PSY 304	Social Psychology
PSY 307	Psychology of Personality
PSY 308	History and Systems of Psychology
PSY 311	Physiological Psychology
PSY 314	Psychology of Creative Thinking
PSY 317	Problem Solving and Critical Thinking in Psychology
PSY 320	Abnormal Psychology
PSY 323	Psychology of Learning
PSY 499	The Senior Year Experience in Human Relations and Psychology

GROUP II

PSY 201	Psychology of Business and Industry
PSY 215	Psychology of Cultural Diversity
PSY 227	Psychology of Women
PSY 231	Psychology of Death and Dying
PSY 232	Group Relations and Interviewing Techniques
PSY 234	Human Sexual Behavior
PSY 241	Psychology of Alcoholism and Substance Abuse
PSY 256	Psychology of Personal Adjustment
PSY 318	Psychological Bases for Critical Thinking
PSY 337	Introduction to Psychological Counseling
PSY 340	Life Span Development Psychology
PSY 396	Special Topics in Psychology

OPEN ELECTIVES 21

TOTAL UNDERGRADUATE CREDITS 128

TOTAL GRADUATE CREDITS 48

(For graduate courses in Mental Health Counseling, please consult the Graduate Catalog of the Dyson College of Arts and Sciences.)

Total credits BA + MS 176

Bachelor of Arts/Juris Doctor, BA/JD

The field of law spans many disciplines and welcomes new perspectives. In this dual degree program, Pace offers you the chance to focus your undergraduate study on your area of interest and then apply it to law

through our Bachelor of Arts and Juris Doctor program.

You may pair your BA degree from one of several of our outstanding undergraduate programs with a law degree. For example, if you are a history major, you have a great area of knowledge to build your law degree upon. During your sophomore year you can apply separately to the School of Law and must meet the established criteria for admission, including an appropriate score on the LSAT.

Political Science/Public Administration

Bachelor of Arts/Master of Public Administration (PLV)
The program prepares students for leadership and management positions in government, health care, and nonprofit organizations through a comprehensive curriculum that integrates relevant theory with practice. Students who wish to complete both a BA in political science and a master's degree in public administration may pursue the following 151-154 credit combined program. For more information, contact the chairperson of both the Political Science and Public Administration departments.

Credits

UNIVERSITY CORE

60

The following courses are major-specific requirements: SOC 102 (AOK 2), ECO 105, ECO 106 (I&E). Strongly recommended course is MAT 134 or MAT 234 (AOK 5 or I&E).

POLITICAL SCIENCE MAJOR COURSES

33-36

Required Courses:

(9-12 credits)

POL 240 Applied Research Methods (unless MAT 134 or 234 is taken in Dyson Core Curriculum)

Choose three of the following six courses: (9 credits)

POL 111	American Government	(3)
POL 118	State & Local Government	(3)
POL 222	Issues in Public Policy	(3)
POL 244	American Political Thought	(3)
POI 302C	Workshop Constitutional Law	(3)
POL 315	Public Bureaucracy	(3)

Elective Courses:

(24 credits).

Four 100-level and four 200-level Political Science courses.

FREE ELECTIVES

19

ACC 204 Managerial Accounting (strongly recommended).
UNV 101 is required of all new freshmen.

PUBLIC ADMINISTRATION MAJOR COURSES(3 Tracks)

39-45 credits

Pre-Requisite Core Courses

(3 credits)

PAA 501	Accounting for Government, Health and Not-for-Profits	(3)
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This course may be waived if ACC 204 is taken as an undergraduate free elective, thereby reducing total

number of required credits by three.

Required Core Courses: (All Tracks:18 credits)

PAA 601	Public Administration and Its Environment	(3)
PAA 602	Organization Theory and Management	(3)
PAA 603	Economics of Government, Health Care, and Nonprofit Sectors(only for students in Government & Nonprofit Management tracks)	(3)
OR		
PAA 666	Health Care Economics (only for students in Health Care Administration Track)	(3)
PAA 604	Budgeting and Financial Analysis	(3)
PAA 606	Research Methods	(3)
PAA 699	Capstone Project Seminar	(3)

Required Major Track: (12-18 credits)
Students choose one of the following three tracks:

Government Track: (12 credits)

PAA 630	Intergovernmental Relations	(3)
PAA 631	Law in the Administrative Process	(3)
PAA 632	Policy Studies	(3)
PAA 644	Seminar in Government Management Topics	(3)

Electives: (9 credits)

PAA	Elective	(3)
PAA	Elective	(3)
PAA	Elective	(3)

Nonprofit Management Track: (12 credits)

PAA 670	The History of Nonprofit Management	(3)
PAA 671	Law for Nonprofit Managers	(3)
PAA 672	Management Issues in Nonprofit Organizations	(3)
PAA 681	Seminar for Nonprofit Management Topics	(3)

Electives: (9 credits)

PAA	Elective	(3)
PAA	Elective	(3)
PAA	Elective	(3)

Health Administration Track: (15-18 credits)

PAA650	The United States Health Care System	(3)
PAA 652	Health Policy Studies	(3)
PAA 661	Hospital and Health Services Administration	(3)
PAA 651	Community Health Assessment	(3)
OR		
PAA 665	Seminar in Health Services Management	(6)
PAA 614	Strategic Planning & Marketing in Health Care	(3)

OR

PAA 662	Health Planning	(3)
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Electives: (6 credits)

PAA	Elective	(3)
PAA	Elective	(3)

Total credits 151-157

Bachelor of Science/Juris Doctor, BS/JD

The field of law spans many disciplines and welcomes new perspectives. We offer you the chance to immerse yourself in your desired area of expertise and apply it to law through our Bachelor of Science and Juris Doctor program.

You may pair your BS degree from several of our outstanding undergraduate programs with a law degree. For example, if you are a nursing major, you can apply your nursing background to current legal issues in this field.

During your sophomore year you can apply separately to the School of Law and must meet the established criteria for admission, including an appropriate score on the LSAT.

Biology Environmental Science

Bachelor of Science/Master of Science (PLV)

The Combined Degree Program consists of a total of 158 - 160 credits, depending upon the specific undergraduate electives and the specific MStrack selected. In either case, students are required to complete the necessary undergraduate core, major and open elective credits in addition to the 41 – 42 required and elective credits in the MS program. Master's level elective courses are taken in place of some required undergraduate electives. Students must, however, have the necessary prerequisites for these graduate courses. Full-time students may complete the Program in five years, thus saving one year of full-time study.

NOTE: 60 credits University core not shown.

Undergraduate Major Courses Credits 30 - 32

Required		
BIO 101	General Biology I	(4)
BIO 102	General Biology II	(4)
BIO 205	Environmental Science	(3)
BIO 210 or 215	Ecology/Urban Ecology	(4/3)
BIO 231	Genetics	(4)
BIO 335	Molecular and Cellular Biology	(4)
BIO 327	Cellular Biochemistry	(4)
BIO 490	Intro to Research in Biology	(2)
BIO 480	Research	(3)

Major Electives:

One BIO course at 200-level or higher

Required Auxiliary Science Courses

CHE I	General Chemistry I	(4)
CHE II	General Chemistry II	(5)
CHE 223	Organic Chemistry I	(5)
CHE 224	Organic Chemistry II	(5)
PHY 111	General Physics I	(4)
PHY 112	General Physics II	4
MAT 131	Calculus I	(4)
MAT 132	Calculus II	(4)
MAT 134	Statistics	(3)

NOTE: Students in the Program take 12 graduate level credits in the senior year of undergraduate study from the required MS courses. Examples of such courses are ENS 610, 611, 624 and 625.

GRADUATE COURSES

Basic Track Curriculum

Required Core Courses

ENS 610	Environmental Science I	(3)
ENS 611	Environmental Science II	(3)
ENS 622	Environmental Sampling and Analysis	(4)
ENS 624	Environmental Science Policy & Ethics	(3)
ENS 625	Environmental Science Communication	(3)
ENS 650	Environmental Law	(3)
ENS 732	Research	(3)

Elective Courses (12 credits from the following)

ENS 505	Conservation Biology	(3)
ENS 506	Wildlife Biology	(3)
ENS 511	Plant Ecology and Conservation	(3)
ENS 651	Research Methods for Ecological Field Studies	(3)
ENS 740	Environmental Toxicology	(4)
ENS 731	Field Botany	(4)
ENS 730	Environmental Microbiology	(4)
ENS 760	Waste Treatment, Reduction & Management	(4)
ENS 780	Remote Sensing and Geographical Information Systems	(4)
ENS 721	Advanced Environmental Assessment	(4)

Environmental Public Administration Track Curriculum

Additional Core Courses

PAA 601	Public Administration & its Environment	(3)
PAA 602	Organizational Theory and Management	(3)
PAA 604	Budgeting and Financial Analysis	(3)

Elective Courses

ENS 740	Environmental Toxicology	(4)
ENS 760	Waste Treatment, Reduction & Management	(4)
ENS 780	Remote Sensing and Geographical Information Systems	(4)
ENS 721	Advanced Environmental Assessment	(4)

The student must file a formal application with the Office of Graduate Admissions during their junior year

of undergraduate study after receiving approval from their faculty undergraduate adviser. The criteria for admission to the Graduate portion of the Program are as follows:

- Completion of at least 64 undergraduate credits and junior class standing with a cumulative GPA of at least 3.00.
- Completion of all required undergraduate Biology courses with a GPA of at least 3.00.
- GRE will not be required.
- Transfer students may be admitted into the Program if they have satisfied all course and admission requirements as noted above.

Biology/Juris Doctor, BA/JD

A good scientist needs to be exposed to other fields of knowledge—to the arts, the social sciences, and humanities. Our Bachelor of Arts in Biology and Juris Doctor program helps you go one step further by giving you the opportunity to earn two degrees and apply your scientific expertise to the field of law. In as little as six years, you can enter this exciting field and become a leader in legal areas such as environmental and patent law.

Both the undergraduate and law degrees will offer opportunities to apply what you learn in the classroom. Our Environmental Law program is internationally recognized, and its Environmental Litigation Clinic allows students to participate in litigation relating to the environment, such as Riverkeeper, Inc., a public interest group dedicated to protecting the waters of the Hudson River System.

During your junior year of undergraduate study, you can apply separately to the School of Law.

English/Publishing, BA/MS

Bachelor of Art in English/Master of Science in Publishing (PLV, NYC)

Course Requirements For BA degree	Credits
University Core	60
Major electives (according to concentration)	5-18
Free electives	14- 17
Total	128

Publishing Courses

Senior Year

Fall Semester: Choice of two 3-credit courses from the following:

PUB 606	Book Production and Design
PUB 608	Financial Aspects of Publishing
PUB 612	Information Systems in Publishing
PUB 624	Editorial Principles and Practices

Total credits fall semester **6**

Spring Semester: Choice of two 3-credit courses from the following:

PUB 610	General Interest Books
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PUB 624	Editorial Principles and Practices	
PUB 628	Marketing Principles and Practices	
Total credits spring semester		6
Graduate Year		
Fall Semester		
PUB 699	Internship I	3
Fall Semester: Choice of two 3-credit required courses PUB 606, 607, 608, 610, 612, 624, 628 (as described in catalog)		6
Fall Semester: Choice of one elective course for 3 credits (see catalog)		3
Total credits fall semester		12
Spring Semester		
PUB 699B	Internship 2	3
Spring Semester: Choice of three elective courses for 9 credits (see catalog)		9
Total credits spring semester		12
Total credits for graduate degree		36

BA in Environmental Studies/MS in Environmental Science

University Core [60 credits]

Bachelor of Arts in Environmental Studies

Undergraduate Major Requirements [33 credits]
[45 credits – 12 of which satisfy the University Core] Required

ENV 111	Environmental Studies I: economic, ethical and political perspectives	(3)
ENV 112	Environmental Studies II: basic environmental issues	(3)
ENV 211	Environmental Assessment	(3)
ENV 221	Environmental Science I: The Web of Life	(3)
ENV 222	Environmental Science II: Principles, Problems and Solutions	(3)
ENV 380	Junior Year Research/Internship Seminar	(3)
ENV 499	Senior Year Research in Environmental Issues	(3)
ECO 310	Environmental Economics	(3)
PHI 223	Environmental Ethics	(3)
POL 296	Environmental Politics	(3)
SCI 145	Environmental Geology	(3)

Total Credits **33**

Major/Open Electives [12 credits]

Twelve credits chosen in consultation with a faculty adviser from courses with ENV prefix or complementary courses outside of Environmental Studies

Total Credits **12**

Required for Science Track [12 credits]

BIO 110	The Biological World (Prerequisite for ENV 221 & 222)	(3)
BIO 210	Ecology or CHE 111 General Chemistry I	(4)
CHE 223	Organic Chemistry I	(5)
Total Credits		12

NOTE: Students in the BA/MS Program take 12 graduate credits from the required MSCourses in the senior year of undergraduate study. These are as follows: ENS 610, 611, 624 and 625.

NOTE: Some of the Environmental Studies and Science Track elective courses satisfy the requirements for the University core. For example ENV 221 satisfies core foundation, while CHE 223 satisfies Inquiry/Exploration components of the core and BIO 110 Area of Knowledge 5.

Masters in Environmental Science—Science Track

Graduate Major Requirements [41 credits]

Required Courses

ENS 605	Ethics and Leadership	(3)
ENS 610	Environmental Studies I	(3)
ENS 611	Environmental Studies II	(3)
ENS 622	Environmental Sampling & Analysis	(4)
ENS 623	Research & Statistical Methods for ES	(4)
ENS 624	Environmental Science Policy	(3)
ENS 625	Environmental Science Communication	(3)
ENS 650	Environmental Law	(3)
ENS 799	Research/Internship	(3)

Elective Courses [12 credits from the following]

ENS 696F	Ecology (4)	
ENS 721	Advanced Environmental Assessment	(4)
ENS 730	Environmental Microbiology	(4)
ENS 731	Field Botany	(4)
ENS 740	Environmental Toxicology	(4)
ENS 760	Waste Treatment, Reduction & Mgt.	(4)
ENS 780	Remote Sensing & Geographical Information Systems	(4)

Masters in Environmental Science—Public Administration Track

Graduate Major Requirements [42]

Required Courses

ENS 605	Ethics and Leadership	(3)
ENS 610	Environmental Science I	(3)
ENS 611	Environmental Science II	(3)
ENS 622	Environmental Sampling & Analysis	(4)
ENS 623	Research & Statistical Methods for Environmental Science	(4)
ENS 624	Environmental Science Policy	(3)
ENS 625	Environmental Science Communication	(3)
ENS 650	Environmental Law	(3)
ENS 799	Research/Internship	(3)
ENS 721	Advanced Environmental Assessment	(4)

PAA 601	Public Administration and its Environment	(3)
PAA 602	Organizational Theory and Management	(3)
PAA 604	Budgeting and Financial Analysis	(3)

Elective Courses (4 credits from the following)

ENS 696F	Ecology	(4)
ENS 721	Advanced Environmental Assessment	(4)

ENS 730	Environmental Microbiology	(4)
ENS 731	Field Botany	(4)
ENS 740	Environmental Toxicology	(4)
ENS 760	Waste Treatment, Reduction & Management	(4)
ENS 780	Remote Sensing and Geographical Information Systems	(4)

CREDIT SUMMARY

BA Environmental Studies		
[undergraduate core, major and science track]		105
BA Major/Open Electives		12
MS Environmental Science/Public Administration		41- 42
Total Credits [BA + MS]		158 – 159

Forensic Science, BS/MS

Ever imagine yourself dusting for fingerprints and matching bullet markings? Forensic science is an exciting branch of medicine involved with determining cause of death and examination of injuries due to crime. Our Bachelor of Forensic Science/Master of Forensic Science program provides you with a firm understanding of general science and cutting-edge methods of crime scene investigation. As you earn your two degrees, you can test your skills through internships with major area crime labs and investigative teams in New York City.

The program itself has been regularly featured on Court TV, and recently the producer of the Emmy-winning CSI visited our students.

You may apply for the dual major during your senior year.

Political Science/Public Administration

Bachelor of Arts/Master of Public Administration (PLV)

The program prepares students for leadership and management positions in government, health care, and nonprofit organizations through a comprehensive curriculum that integrates relevant theory with practice. Students who wish to complete both a BA in political science and a master's degree in public administration may pursue the following 151-154 credit combined program. For more information, contact the chairperson of both the Political Science and Public Administration departments.

Credits

UNIVERSITY CORE 60

Required courses within the core: (12 credits)

SOC 102 (AOK 2), ECO 105, ECO 106 (AOK 5), MAT 134 or MAT 234 (AOK 5), or POL 240 Applied Research Methods

MAJOR COURSES 33

Required courses within major: (9 credits). Choose three of the following six courses:

POL 111	American Government
POL 118	State & Local Government
POL 222	Issues in Public Policy
POL 244	American Political Thought
POL 302C	Workshop Constitutional Law
POL 315	Public Bureaucracy

Political Science Electives in addition to major: (24 credits). Choose four 100 level courses plus four 200 level courses.

FREE ELECTIVES 18

It is strongly recommended that students take ACC 204 Managerial Accounting within their electives.

UNIVERSITY 101 1

GRADUATE COURSES 39-42

Pre-core Course (3 credits)

PAA 501	Accounting for Government, Health Care and Not-for-Profits*
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**This course may be substituted with the undergraduate equivalent, ACC204*

Core Courses: 18 credits

PAA 601	Public Administration and Its Environment	(3)
PAA 602	Organization Theory and Management	(3)
PAA 603	Economics of Government, Health Care, and Nonprofit Sectors	
PAA 604	Budgeting and Financial Analysis	
PAA 606	Research Methods	
PAA 699	Capstone Project Seminar	

Major Track: 12 credits

Students must choose one sequence:

Government Track

PAA 630	Intergovernmental Relations	(3)
PAA 631	Law in the Administrative Process	(3)
PAA 632	Policy Studies	(3)
PAA 644	Seminar in Government Management Topics	(3)

Nonprofit Management Sequence

PAA 670	The History of Nonprofit Management	(3)
PAA 671	Law for Nonprofit Managers	(3)
PAA 672	Management Issues in Nonprofit Organizations	(3)
PAA 681	Seminar for Nonprofit Management Topics	(3)

Health Care Administration Track

This track has a separate set of core courses.

Core:

PAA 601	Public Administration and Its Environment
PAA 602	Organization Theory and Management
PAA 604	Budgeting and Financial Analysis
PAA 606	Research Methods
PAA 699	Capstone Project Seminar

Track:

PAA 650	The United States Health Care System	(3)
PAA 652	Health Policy Studies	(3)
HC 661	Hospital and Health Services Administration	(3)
HC 666	Health Care Economics	(3)

HC 655	Seminar in Health Services Management	(6)
OR		
HC 614	Strategic Planning and Marketing in Health Care	(3)
OR		
HC 662	Health Planning	(3)

Environmental Management Track

Offered in cooperation with the Department of Biological Sciences Master of Science in Environmental Science.

Prerequisites: 1 year of college biology, 1 year of college chemistry, and 1 year of college organic chemistry. 1 year of college physics and math are recommended.

ENS 610	Environmental Science I	(3)
ENS 611	Environmental Science II	(3)
ENS 650	Environmental Law	(3)
ENS 623	Research and Statistical Methods For Environmental Science	(4)

Recommended Electives:

PAA 624 Environmental Science Policy; ENS 696F Environmental Assessment

Elective Courses	9
Total credits	151-154**

** Students who choose to waive ACC204 within their undergraduate elective can waive PAA 501 class thereby reducing the total program credits to 151.

Psychology/Counseling

Bachelor of Arts/Master of Science in Counseling (PLV)

	Credits
UNIVERSITY CORE	60
Must include PSY 110, 111	
MAJOR COURSES (46 credits)	42
The incorporated graduate courses can be taken only in the fall and spring semesters of the senior year. (Graduate courses are in bold lettering.)	
Required Courses:	33
PSY 205	Statistics in Psychology and Allied Fields (4)
PSY 308	History and Systems of Psychology (3)
PSY 311	Physiological Psychology (3)
PSY 323	Psychology of Learning (3)
PSY 672	Psychopathology and Personality Disorders (fall, fourth year) (3)
PSY 630	Counseling Theories and Techniques I (fall, fourth year) (3)
PSY 652	Developmental Psychology and Family Systems (spring, fourth year) (3)
PSY 631	Counseling Theories and techniques II (spring, fourth year) (3)
Major Electives:	(9 credits)

Three courses must be taken from the following list:

PSY 302	Child Psychology	(3)
PSY 304	Social Psychology	(3)
PSY 306	Psychological Testing	(3)
PSY 307	Psychology of Personality	(3)
PSY 320	Abnormal Psychology	(3)
PSY 391	Psychology Practicum I	(4)
PSY 499	Senior Year Experience	(3)

OPEN ELECTIVES 26

TOTAL UNDERGRADUATE CREDITS 128

TOTAL GRADUATE CREDITS 24

For graduate courses in counseling, please consult the Graduate Catalog of the Dyson College of Arts and Sciences.)

TOTAL CREDITS: BA + MS 152

Bachelor of Arts In Psychology/Master Of Arts In Psychology

Credits (60)

UNIVERSITY CORE

Must include PSY 110 and PSY111

Undergraduate Major Courses (24)*

Required Courses

Undergraduate: 21 credits

PSY 205	Statistics in Psychology, Education, & Allied Fields	(4)
PSY 308	History and Systems of Psychology	(3)
PSY 311	Physiological Psychology	(3)
PSY 315	Cognitive Psychology	(3)
PSY 380-381	Experimental Psychology I & II	(8)

Major Electives:

Undergraduate: 3 credits

ONE course must be taken from the following list:

PSY 302	Child Psychology	(3)
PSY 304	Social Psychology	(3)
PSY 306	Psychological Testing	(3)
PSY 307	Psychology of Personality	(3)
PSY 320	Abnormal Psychology	(3)
PSY 323	Psychology of Learning	(3)
PSY 321	Abnormal Psychology II	(3)

*NOTE: Students accepted to the Combined BA/MA Program take 12 graduate (MA) credits to be taken in the undergraduate's senior year from the list of required MA courses (two in the fall, two in the spring).

Graduate Courses (MA): (36)

Required Courses: (18)

PSY 604	Developmental Psychology	(3)
PSY 612	Neuropsychology	(3)
PSY 615	Research Design & Statistics I	(3)
PSY 624	Cognitive Psychology	(3)
PSY 623	Social Psychology	(3)
PSY 625	Personality Theories	(3)

***Elective Courses: (18)**

SIX courses must be taken from the following list:

PSY 608	Community Psychology	(3)
PSY 616	Research Design and Statistics II (Prerequisite: PSY 615)	(3)
PSY 617	Psychology of Learning	(3)
PSY 618	Community Mental Health	(3)

PSY 619 Community Resources: Interagency (3)

Coordination in the Delivery of Services

PSY 621 Psychological Measurement (3)
 PSY 626 Forensic Psychology (3)
 PSY 646 Critical Thinking (3)
 PSY 656 Developmental Disabilities (3)
 PSY 667 Multicultural/Gender Issues (3)
 PSY 680 Program Evaluation (3)
 PSY 681 Organizational Psychology (3)
 PSY 682 Personnel Psychology (3)
 PSY 683 Organizational Development (3)
 PSY 684 Occupational Health Psychology (3)
 PSY 691 Practicum in Psychology (3)
 PSY 695 Independent Study (3)
 PSY 696 Special Topics (3)
 PSY 699 MA Thesis (3)

(Prerequisites: PSY 615 and PSY 616; PSY 616 and PSY 699 may be taken concurrently)

* Additional elective courses may be utilized based in evaluation by the MA Coordinator and Director of Graduate Programs.

Open Electives (BA): (33)

Undergraduate open electives must be taken, which may or may not be a psychology course. It is suggested that students choose from undergraduate psychology electives offered. (See the undergraduate catalogue for a list.)

Breakdown of Credits:

BA Credits

(Undergraduate core, and major courses) (84)
 MA Credits (36)
 Open Electives (BA) (33)
 Total Credits B.A. + M.A. (153)

Psychology/Mental Health Counseling

Bachelor of Arts/Master of Science In Mental

Health Counseling (PLV)

Both the BA and MS degrees are awarded at the completion of the MS

	Credits
University Core	60
Must Include Psy 110-111	
Major Courses	42
Required Courses:	33
PSY 205 Statistics in Psychology	(4)
PSY 308 History and Systems of Psychology	(3)
PSY 311 Physiological Psychology	(3)
PSY 323 Psychology of Learning	(3)
PSY 380-381 Experimental Psy I & II	(8)
PSY 672 Psychopathology and Personality Disorders (Fall, 4th year)	(3)
PSY 630 Counseling Theories and Techniques I (Fall, 4th year)	(3)
PSY 652 Developmental Psychology and Family Systems (Spring, 4th year)	(3)
PSY 631 Counseling Theories and techniques II (Spring, 4th year)	(3)
Major Electives:	(9 credits)
Three courses must be taken from the following list:	
PSY 302 Child Psychology	(3)
PSY 304 Social Psychology	(3)
PSY 306 Psychological Testing	(3)
PSY 307 Psychology of Personality	(3)
PSY 320 Abnormal Psychology	(3)
PSY 391 Psychology Practicum	(4)
PSY 499 Senior Year Experience	(3)
OPEN ELECTIVES	26
TOTAL UNDERGRADUATE CREDITS	128
TOTAL GRADUATE CREDITS	48
(For graduate courses in Master in Mental Health Counseling, please consult the Graduate Catalog of the Dyson College of Arts and Sciences.)	
TOTAL CREDITS: BA + MS	176

CERTIFICATE PROGRAMS IN ARTS AND SCIENCES

The Dyson College of Arts and Sciences offers a number of Certificate Programs for students whose educational objectives can best be met by short-term concentrated study in the Arts and Sciences.

Latin American Studies Certificate Program (NYC, PLV)

The Certificate in Latin American Studies is a multidisciplinary program that includes courses in History, Economics, Modern Languages and Cultures, Anthropology, English, Psychology, Environmental Studies and Fine Arts, together with "LAS" interdisciplinary offerings. In 2002, the program's strong interdisciplinary learning, language proficiency and civic engagement aspects won a prestigious federal grant. LAS Certificate holders possess superior preparation for those planning to specialize in the Latin American region or US Latino clientele. Examples are business and academic careers such as international management, finance, marketing and world trade; diplomacy and law; community nursing, speech therapy and clinical psychology. The certificate will also enhance liberal arts majors such as history, political science, sociology, anthropology, languages, economics, and environmental science. The LAS Certificate is a terminal credential which may be taken by both degree and non-degree students. Depending on course scheduling, it may be completed in one or two semesters.

Required Courses: 18 Credits

Foundation Courses

Required: Three courses (9)

-must include at least one course from each of Groups A and B below.

Group A

SPA 263	Spanish for Native Speakers	(3)
SPA 280	Intensive Review of Spanish	(3)
SPA 283	Intermediate Spanish Conversation	(3)
SPA 284	Intermediate Spanish Composition	(3)

Group B

HIS 133	Latin America: The Colonial Era	(3)
HIS 134	Modern Latin America	(3)
HIS 231	Latin America: A Century of Social Change and Revolution	(3)
ANT 296H	The Traditional and Modern Cultures of Latin America and the Caribbean	(3)
LAS 101	The Other "America": Introduction to Latin American Studies *	(6)
LAS 296A	Latin Immigration to the USA: Perspectives on the US's Largest Ethnic Minority	(3)

Advanced Courses

Required: Three courses (9)

-must include at least one course from each of Groups

C and D below.

Students are strongly encouraged to take LAS201 Urban Internship as a capstone experience.

Group C

SPA 311	Introduction to Latin American Culture	(3)
SPA 319	Masterpieces of Spanish-American Literature I*	(3)
SPA 320	Masterpieces of Spanish-American Literature II**	(3)
SPA 321	The Literature and Culture of Puerto Rico and the Caribbean	(3)
SPA 323	Modern Latin American Prose	(3)
SPA 344	The Short Story and Essay in Spanish America	(3)
SPA 345	Latin American Theater	(3)
SPA 347	The Culture of Mexico	(3)
SPA 154V	Latin American Cinema	(3)
SPA 154Q	Negotiating Borders: Latino Film of the United States	(3)
SPA 346	Hispanic Literature and Culture in the United States	(3)
LAS 150	Modern Latin American Divas: Female Social, Political and Cultural Leadership In the Republican Era *	(6)
LAS 210	"Luz, Camara, Accion!": Film as Mirror of Social Change in Latin American History and Culture **	(6)
LAS 220	Caribbean Transnational Cultures: The History, Literature and Film of the Spanish Caribbean **	(6)
LIT 211J	American Voices: Introduction to Latino/-a Literature in the United States*	(3)

Group D

HIS 234	Brazilian Civilization	(3)
HIS 243	Service and Study in Latin America	(3)
LAS 250	History and Environmental Policy: The Case of the South American Rain Forest***	(6)
ART 296Q	Latin American Art	(3)
LAS 201	Latin America, the Caribbean and the World***	(6)
LAS 230	"So Far from God; So Close to Uncle Sam": Mexico in History and Literature****	(6)
ECO 359	Political Economy of Developing Nations	(3)
ANT 296K	Latino Families in Cross-Cultural Perspective	(3)
PSYCH 296A	Psychology of Ethnic Minorities: The Latino Experience	(3)

*Counts as two courses, Groups B and C.

**Counts as two courses, Groups B and C.

***Counts as two courses, Group D.

****Counts as two courses, Groups C and D.

Politics (NYC)

Required Courses: **15 Credits**

ONE course selected from :

POL 101 Politics (3)

POL 102 Public Myth (3)

POL 213 21st Century Politics (3)

POL 214 Revolution or Reform (3)

ONE course selected from : POL 301, 302, 303 (3)

Political Workshops

THREE additional approved politics courses (9)

Total Credits **15**

No more than six (6) credits of Model UN may count toward the certificate.

Naturalist (PLV)

BIO 220 Human Biology and Contemporary Society (4)

ENV 221 Environmental Science: The Web of Life (3)

ENV 222 Environmental Science: Principles, Problems and Solutions (3)

ENV 130 The Naturalists (3)

SCI 101 Planet Earth (3)

SCI 145 Environmental Geology (3)

EDU 644 Secondary Methods: Making Science Meaningful (3)

Total credits **22**

Computer Art (NYC)

Required Courses **(6 credits)**

ART 140 Drawing I (3)

ART 186 Digital Design I (3)

Minor Elective Courses (9 credits)

Three (3) of the following Courses:

ART 173 Graphic Design (3)

ART 284 Desktop Publishing (3)

ART 285 Flash Animation (3)

ART 286 Design for the Internet (3)

ART 287 Digital Design II (3)

ART 289 Video Animation (3)

ART 380 Computer Illustration (3)

ART 385 Digital Animation II (3)

Additional Elective Credits 3

One (1) additional elective in Art as approved by your adviser

Total credits **18**

LUBIN SCHOOL OF BUSINESS

Lubin School of Business
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773-3716

Lubin Administration

Office of the Dean

Neil S. Braun, BA, JD, Dean

Lynette L. Wailoo, BA, MBA, Associate Dean for Administration

Barbara Rose Aglietti, BA, MBA, Assistant Dean, Communications and External Relations

James Russell, BME, MBA, MPhil, PhD, Director of AACSB Accreditation

Randi Priluck, BBA, MBA, PhD, Director of Assessment

Undergraduate Programs

Karen A. Berger, BA, MA, MBA, MPhil, PhD, Associate Dean and Director of Undergraduate Programs

Lynne V. Byrne, BA, MBA, Associate Dean for Undergraduate Academic Advisement and Programs

Eileen Murphy, BA, MBA, Assistant Dean, Undergraduate Academic Advisement

Graduate Programs

Daniel M. Baugher, BA, MS, PhD, Associate Dean and Director of Graduate Programs

Germaine Hodges, BA, MA, EdM, Assistant Dean, Office of Graduate Academic Advisement and Student Development

John Dory, BS, MS, DBA, Director, DPS Program

James Parker, BME, MBA, Director, Executive MBA Program

Kevin Wynne, BA, MA, PhD, Academic Director, MFP Program

Overview of the Lubin School of Business

One of the leading business schools in the country, the Lubin School of Business offers an extensive array of programs at the bachelor's, master's, and doctoral degree levels. Undergraduate students may select day or evening programs leading to the bachelor of business administration degree (BBA). Additionally, qualified students may pursue the accelerated combined BBA/ MBA program in Public Accounting. With its ideal campus locations in downtown Manhattan, in the heart of the world's financial center, and in suburban Westchester County, near the headquarters of major multinational corporations, and with the continuous input the School receives from the business community, the Lubin School of Business ensures that students at all stages of their careers receive a per-

sonalized educational experience that prepares them for success in business. Real-world, practice-based, and globally oriented undergraduate programs are the result of the Lubin School's commitment to its mission and to its continuous improvement.

Accreditation and Affiliation

The Lubin School's bachelor's, master's, and doctoral degree programs in business and bachelor's and master's degree programs in accounting are accredited by AACSB International (The Association to Advance Collegiate Schools of Business), the premier accrediting organization for business schools in the world. Fewer than three percent of the business schools internationally have both business and accounting accreditation from AACSB International. The Lubin School is also an active member in the European Foundation for Management Development (EFMD). Please refer to www.pace.edu/page.cfm?doc_id=184 for a complete listing of Pace University's accreditation, memberships, and affiliations.

Statement of Mission and Values

The mission of the Lubin School of Business is to educate students in a personalized academic environment for success in business by applying contemporary theory to professional practice.

With bachelor's, 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 these values and priorities.

- Teaching and learning in small classes that motivate students to achieve their full potential and offering practical experiences in which students apply business principles and methods within and outside the classroom.
- Conducting research that advances classroom teaching, professional practice, and development of theory.
- Creating innovative, market-centered programs for students and professionals in various stages of their careers, and employing technology to enhance learning.
- Encouraging faculty and student interaction within professional, academic, and community organizations; building business and academic partnerships that promote educational relevance; and drawing on the New York business community's rich professional resources.
- Developing the global perspectives and managerial skills characteristic of career success, and inculcat-

ing a sense of business ethics and social responsibility.

- Fostering supportive administrative systems and a personalized environment among faculty, staff, and students.
- Providing opportunities to qualified students of diverse talents and backgrounds from the region and the world, and placing graduates in rewarding careers related to their disciplines.

Academic Policies

Admission Requirements

Admission to the Lubin School of Business is the same as admission to Pace University. Students may be admitted to the Lubin School as freshmen, transfer students, or adult students qualifying for matriculation. Please refer to the Admission and Adult and Continuing Education sections of the catalog for more information. Continuing students enrolled in other college or schools within Pace University may also be admitted to the Lubin School by submitting for approval an "Application for Change or Declaration of Program" to the appropriate Lubin academic department. Students planning to declare or change their major to a business program are advised to discuss their plans with an academic counselor in the Lubin Office of Undergraduate Academic Advisement on their home campus. The Combined BBA/MBA Program in Public Accounting has a separate admission requirement, which is more selective than the general Lubin School admission requirement. Please refer to the description of the combined degree program below.

Academic Standards

Every undergraduate student enrolled in the Lubin School of Business is required to maintain a cumulative quality point average (CQPA) of "C" (2.00) as well as a minimum QPA of "C" in their major in order to be in good academic standing. Major courses (required and major electives) for each BBA program are listed in the Lubin "Program Requirements" section. Students who fail to maintain these standards are placed on academic probation.

Academic Probation

Lubin students who fail to show satisfactory academic progress and have a cumulative QPA below a (2.00) "C" are automatically placed on academic probation. Lubin students are expected to achieve the following minimum standards of academic progress:

Lubin Standards of Academic Progress

Credits Attempted*	CQPA
16	1.30
32	1.60
48	1.80
64 and above	2.00

*Includes credits attempted at Pace and transfer credits applied to degree

The seriousness of the academic deficiencies and the number of credits completed toward the BBA degree will determine the academic probation category (first, second, or final) that will be assigned and the number of semesters that a student will be allowed to continue on probation. Normally, freshmen and sophomores with less than 64 credits completed will be allowed a maximum of three semesters to raise their CQPA to a 2.00, and juniors and seniors with 65 credits or more will be allowed a maximum of two semesters. This assumes that a student's academic performance improves each semester while on academic probation with a minimum grade of "C" in each course.

Part-time students may be allowed additional semesters on probation depending upon the number of credits completed each semester and their overall academic progress. Students placed on academic probation are required to reduce their semester course load to a maximum of four courses and 13 credits for full-time students working 20 hours or less per week, and a maximum of two courses and eight credits for part-time students working 30 hours or more per week. Students placed on academic probation are also required to limit their participation in extracurricular activities.

Academic Probation in the Major

Students who have below a 2.00 QPA in their major courses are placed on academic probation in their major and given at most two semesters to raise their major QPA to a 2.00. Students can be placed on academic probation in their major, even though their cumulative QPA is a 2.00 or better. Students who fail to achieve a 2.00 in their major after two semesters will be required to change their major and will be given assistance with this process by the Lubin Office of Undergraduate Academic Advisement and the Office of Academic Resources in the Center for Academic Excellence.

Academic Review Process

The academic records of all undergraduate business majors are reviewed at the conclusion of the fall and spring semesters by the Lubin Office of Undergraduate Academic Advisement on each campus to determine the students whose cumulative QPA has fallen below a 2.00. The academic records of students who fail to meet the minimum conditions of their academic probation are also reviewed by the campus subcommittee of the Lubin Undergraduate Academic Standards Committee, which is a standing committee of the Lubin Faculty Council. At these academic review meetings, the committee considers each case individually and decides on an appropriate course of action, which could include extending academic probation, mandatory leave of absence, or academic dismissal.

Academic Dismissal

Failure to make satisfactory academic progress toward the BBA degree will eventually result in academic dismissal from the Lubin School of Business and Pace University. Students are allowed at least one

semester on academic probation to improve their academic performance and to raise their CQPA to a 2.00. Students who fail to sufficiently improve their academic performance while on academic probation will be academically dismissed from the Lubin School and Pace University. Students may appeal their academic dismissal in writing to the Lubin Undergraduate Appeals Committee in care of the Lubin Office of Undergraduate Academic Advisement on their home campus.

Students who are dismissed for poor academic performance may not register for classes at any of the Pace campuses for at least one full academic year. After this time, students may apply for reinstatement to the Associate Dean of the Lubin School of Business on their home campus. Requests for reinstatement are to be made in writing and should include reasons for requesting reinstatement, action taken to address past problems, and a plan to correct past academic deficiencies and ensure satisfactory academic progress in the future. Students may be reinstated only once to Pace University after academic dismissal.

Residency and Transfer Credit Policies

Residency Requirement

To ensure that a degree from the Lubin School of Business truly reflects the school's curriculum standards and philosophy, Lubin students must fulfill a residency requirement. All business students must complete at least one-half, or 50 percent, of the business credits required for the BBA, including the Business Core, major, and auxiliary requirements, in residence at Pace University. In addition, business students must also comply with the University residency requirement that at least one-half of the major requirements and a minimum of 32 credits be completed in residence at Pace University. The capstone course, MGT 490 Business Strategy, as well as selected senior 400-level courses in each program, must also be completed at Pace University. The residency requirement may limit, in some cases, the number of business credits that can be accepted in transfer toward the major and the BBA degree. A student may also transfer credits that, while accepted by the University, cannot be applied to a specific business major. This generally occurs when a student is changing a field of study or enrolling in a business major with few or no free electives.

Transfer Credit Policy

The Lubin School welcomes and helps transfer students by awarding transfer credit under a variety of circumstances. Students wishing to transfer into the Lubin School of Business must have achieved a minimum overall average of 2.50 in their previous college work, and transfer credit is awarded only for courses completed at other schools with a grade of "C" or better. Transfer credit is generally awarded for courses completed at other institutions that are evaluated by the appropriate Lubin academic depart-

ment to be equivalent to the following Lubin lower-division business courses: BUS 150, LAW 101, ACC 203-204, LAW 214, MAR 250, and MGT 250. Transfer credit may also be awarded on a limited basis for Pace upper division 300-level business courses provided that the transfer course is equivalent to the Pace business course as determined by the appropriate Lubin academic department and it is taught at an appropriate academic level.

Honor Societies

Beta Gamma Sigma

Beta Gamma Sigma is the premier national honor society in business. Membership in Beta Gamma Sigma is the highest national scholastic recognition that a student in business can receive in an undergraduate or graduate program at a school accredited by the AACSB International – the Association to Advance Collegiate Schools of Business. The first national honor society in business, Beta Gamma Sigma was the result of a merger of three separate societies established to honor academic achievement in business at the University of Wisconsin, University of Illinois, and the University of California. To be eligible for membership in Beta Gamma Sigma, students must rank in the upper 7 percent of their junior class, the upper 10 percent of their senior class, or the upper 20 percent of students graduating from a master's degree program. In addition, Lubin undergraduates must have a minimum cumulative QPA of 3.50. Membership is by invitation only and students are inducted into Beta Gamma Sigma at the annual Lubin Awards Ceremonies in May.

Beta Alpha Psi

Beta Alpha Psi is the national honorary and professional fraternity for students of accountancy, finance, and information systems. As the premier professional accounting and business information fraternity, Beta Alpha Psi recognizes academic excellence and complements members' formal education by providing interaction between students, faculty, and professionals, and by encouraging ethical conduct, and public service. The Pace Iota Lambda Chapter of Beta Alpha Psi was installed on the New York City campus in April 1998. It brings excellent students and business professionals together and fosters professional and social development by sponsoring activities that enhance the educational experience and broaden the perspective of each member. The Pace chapter has earned "Superior Chapter" status nationally each year since its inception. To be eligible for membership, undergraduate students must have a B average overall and a B average in all advanced courses in their major.

Omicron Delta Epsilon

Omicron Delta Epsilon is the International Honor Society in Economics. Membership is open to juniors and seniors who have completed 12 credit hours in economics and who have achieved a 3.00 QPA overall and a 3.00 QPA in economics and to graduate students

who have a minimum QPA of 3.60. The society publishes a scholarly journal, *The American Economist*, which has the second largest circulation among journals in the field.

Alpha Iota Delta

The Pi Upsilon Chapter of Alpha Iota Delta, the national honor society in the decision sciences, recognizes juniors and seniors in all majors who have excelled in quantitative courses. To qualify for membership, undergraduate students must complete MGT 355 with a grade of B+ or higher and three other decision science courses and have a minimum cumulative QPA of 3.50. A statement of support from a full-time faculty member is also required.

Sigma Iota Epsilon

Sigma Iota Epsilon (SIE) is the premier honorary and professional fraternity organization in management. SIE recognizes superior scholarship and offers members opportunities to engage in professional programs and other activities aimed at bridging the gap between management theory and management practices. SIE student members are recognized as top achievers both academically and professionally. The Pace Zeta Pi Chapter of Sigma Iota Epsilon is open to undergraduate students majoring in management, international management, and management science. To be eligible for membership, undergraduate students must have a minimum CQPA of 3.00 and a grade of "B" or better in at least one management course and at least 30 credits completed in residence at Pace University toward their BBA degree. Graduate students who have achieved a 3.25 CQPA, a grade of "B" or better in at least one management course, and have completed at least 9 credits at Pace toward their degree are also eligible.

Professional Student Organizations

Through the Office of Student Development and Campus Activities on each campus, the University offers a wide range of social activities and organizations. Professional student organizations such as the Robert S. Pace Accounting Society, the Pace University Marketing Association (PUMA), the Finance Society, the National Association of Black Accountants (NABA), and the Management Society provide excellent opportunities for Lubin students to network with business and accounting professionals and to develop leadership and social skills. Interested students should consult the Student Handbook or the Office of Student Development and Campus Activities on their home campus for a complete list of student organizations.

International Exchanges and Study Abroad Opportunities

International Field Study Courses

The Lubin School offers short-term international field study courses for credit that give students the op-

portunity to experience another culture and to observe foreign government, education, and commerce firsthand. Students participating in international field studies have recently traveled to Brazil, Belgium, Canada, China, Denmark, England, France, Ireland, Italy, Japan, Mexico, and Sweden.

Worldwide Study Abroad Opportunities

Lubin students may study abroad for up to one year at one of many overseas institutions affiliated with Pace University. For a current list of options along with information and assistance with the application process, interested students should contact the Office of International Programs and Services. The Lubin School also has exchange partnerships with the following schools: European Business School (EBS) in London, England; Paris, France; Center D'Etudes Franco-Americain de Management (CEFAM) in Lyon, France, and Hong Kong Baptist University in Hong Kong.

Undergraduate Program Objectives

Objectives of the BBA Program

Within the context of the Lubin School's mission, the goal of the bachelor of business administration (BBA) program is to prepare students for successful business careers in a global economy. This is achieved by providing students with the knowledge, skills and experiences needed to meet the challenges and opportunities of a global business market characterized by complexity, uncertainty, and diversity.

Specifically, the BBA Program strives to:

- provide a strong foundation in the arts and sciences through which students gain an appreciation and understanding of the humanities, behavioral sciences, social sciences, fine arts and natural sciences;
- provide the fundamental concepts and theory of business practice and specialized study in a business discipline;
- develop effective oral and written communication skills;
- develop the ability to think critically, analyze problems quantitatively, and use computer technology to solve business problems;
- develop an awareness and understanding of the global context in which business operates;
- develop an understanding of the ethical and social issues that are a concern to the business community;
- prepare students to become responsible and contributing members of the community.

In addition to using their undergraduate experience to build successful careers in business, Lubin graduates are well prepared for careers in government, education, healthcare, and other fields. In addition, they often use their well-recognized undergraduate degree as a stepping stone to continuing their edu-

cation through graduate study, particularly in business and law.

Assessment of Learning Outcomes

As part of its commitment to quality, the Lubin School of Business instituted an assessment program to track students' accomplishment of program-related learning goals. These broad goals go beyond the subject matter of individual courses. The learning goals fall into two broad categories: general education and management-specific education.

General education includes goals related to critical thinking; problem-solving; analysis; technological competency; effective writing and communication; quantitative reasoning; global, national and international perspectives; social responsibility and civic engagement; historical, literary, and artistic approaches; and scientific inquiry.

Resources for Students

Pace University has a growing national reputation for offering students opportunity, teaching, and learning based on research, civic involvement, an international perspective, and measurable outcomes. The university is proud of its personal approach to education. Lubin students are highly motivated individuals seeking to improve their lives, and the School's programs offer flexibility, accessibility, and convenience. A variety of academic resources are available on all campuses to help you realize your academic goals.

The Lubin Calendar

Visit the The Lubin Calendar for upcoming special events, student activities, organizational meetings, career workshops, academic information sessions, and other events of interest.

The Lubin Listserv

Get Connected! Join the Lubin Listserv today! The Lubin Listserv gives Lubin students access to information, news, events and opportunities. By joining the Lubin Listserv you will:

- Learn about what is happening at Lubin and Pace that is of particular interest to students
- Find out about scholarships, grants, and sponsorship opportunities
- Keep up-to-date on the latest information regarding business/career seminars and other special events
- Find out about special guests such as the Executives and Entrepreneurs in Residence
- Get invited to networking events where you will have opportunities meet executives working in your chosen field

Executive and Entrepreneur in Residence Programs

The Lubin Executive in Residence Program and Entrepreneur in Residence Program provide students with a unique opportunity to meet face-to-face with en-

trepreneurs and leaders of industry from around the world. Top corporate executives interact with Lubin students and faculty, both in the classroom and in informal settings.

International seminars and conferences

Throughout the year, the Center for Global Business Programs sponsors international seminars and conferences that bring together senior executives from South America, Asia, Europe, and the United States.

International field studies

Lubin offers short-term international field studies that allows you to experience another culture and to observe foreign government, education, and commerce. Students participating in international field studies in marketing and international management have recently traveled to Argentina, Canada, Chile, China, England, France, Italy, Japan, and Mexico.

Honor societies and professional organizations

Student leadership organizations enable Lubin students to get involved in the corporate life of the student body. Leadership groups concern themselves with both academic and co-curricular aspects of student life. Lubin students are known as achievers. They consistently receive national and regional recognition for their accomplishments.

Computer and Internet resources

Pace University's PACENet connects all building on all campuses and offers a high-speed link to the Internet as well as other internal University resources. Cabled network access is available in the dormitories, library, student union, classrooms, and other locations throughout the university. Laptop users can access the Web through wireless hubs in the library, cafeteria, student union, and other common areas of the campuses. Computer labs, called Computer Resource Centers (CRCs) are open access rooms dedicated to student coursework and faculty research. CRCs on each campus offer a host of services including Web access, e-mail accounts, and self-paced documentation. CRCs are supported, day and evening, by full-time staff and part-time student consultants.

Smart Classrooms

All labs and classrooms have full access to the Internet. Some classrooms on each campus are equipped with Pentium computers, and many others have laptop connections at every student position.

Global Portfolio Analysis Center (G-PACT)

The Global Portfolio Analysis Center, also known as the Trading Room, offers a hands-on trading environment, simulated market trading tools, Telerate Ticker, The Moneyline Real Time Trading System, The StockVal Analytic Trading System, Compustat and Crisp Databases, Wharton Research Data Services, AuditAnalytics,

The First Call Historical Database, and other cutting-edge financial software.

Accounting & Marketing Labs

Accounting Labs are located in New York City and Pleasantville, and are staffed by peer tutors. The Accounting Labs offer assistance in the foundation and upper-level accounting courses by working in small group tutorials. Peer tutors are accounting majors who have completed specific courses and received a B+ or better. Professional consultants are Pace faculty members who are familiar with the difficult content areas. Specific areas include: fundamental accounting principles and financial and managerial accounting. For more information, please call (212) 346-1329 or (914) 773-3689.

State-of-the-art Marketing Labs, located in New York City and Pleasantville, are equipped with the latest computer equipment and software, including the Telmar system and desktop publishing. The Marketing Labs enable students to be on the cutting edge of marketing technology. 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.

Business Research Resources

- Pace University Library catalog
- Database Articles (on-campus access for locating journal articles, company financial information, annual reports, trade statistics, etc.)
- Database Articles (off-campus access)
- Periodicals and Journals
- Electronic Texts
- Business Subject Research Guides - pathfinders with recommended databases, Web sites, etc. for students researching a particular area or topic – many originally designed for specific courses which came to the Library for a research instruction session
- Company Research
- Industry Research
- Business and Marketing Research

Equal Educational Opportunities

The University's commitment to equal educational opportunities for students with disabilities includes providing reasonable accommodations for the needs of students with disabilities. To request an accommodation for a qualifying disability, a student must self-identify and register with the Coordinator of Disability Services for his or her campus. No one, including faculty, is authorized to evaluate the need and arrange for an accommodation except the Coordinator of Disability Services. Moreover, no one, including faculty, is authorized to contact the Coordinator of Disability Services on behalf of a student. For further information, please see Resources for Pace University Students with Disabilities.

Helpful Links

BSchool.com - Provides a link to every undergraduate, graduate, and executive education business program Web site. They also critique and highlight the use of the Web within these business education programs.

Embark.com - Provides information for how to prepare for business school, how to choose the right school, and how to apply.

Gmac.com: Graduate Management Admission Council - A not-for-profit education association dedicated to creating access to graduate management and professional education.

Official MBA Guide - Database with vital information for prospective MBA students on MBA programs and business tools.

Secrets to MBA Admissions - Tips to make the most of your MBA application, test scores, references, and career experiences.

The MBA Guidebook - Answers to many questions about how schools are ranked, accredited, etc. Questions you should ask when choosing an MBA program.

Academic Services

- Undergraduate Advisement
- Graduate Advisement
- Office of Student Assistance
- Financial Aid
- Cooperative Education and Career Services

Libraries

The Pace University Library has locations on each campus:

Henry Birnbaum Library
New York Campus - One Pace Plaza, New York, NY
Graduate Center Library
One Martine Avenue, White Plains, NY
Edward & Doris Mortola Library
Pleasantville Campus - 861 Bedford Road

There are more than 600,000 bibliographic titles and many periodicals in the libraries of Pace University. Additional titles are accessible via the regional consortium of libraries (ConnectNY). The Electronic and Digital Collection includes 11,000 electronic books and about 29,000 independent journal titles, accessible by authenticated remote users anywhere and anytime. The library has started laying the foundation for gradually internationalizing the online catalog system of the University, beginning with the Spanish catalog interface in Fall 2005. Library resources also include:

- Real-time reference advising by way of online chat, telephone, and e-mail
- Electronic Reserves used by the faculty to place their required readings so that students can access them anywhere, anytime

- Remote Access to more than Library Databases for authenticated students, faculty and staff. There are at least 110 different databases of specialized nature ranging from computer science and technology to medicine, nursing and social sciences information including the humanities.
- Document Delivery and Interlibrary Loan services makes requested documents available to authenticated users anywhere, anytime provided valid accounts are created. This dissolves geographic barriers because requested materials are made available in quite a rapid fashion eliminating the need to transport requested documents by snail mail. The Pace Library is one of the first to implement this in the United States.
- Business Subject Guides - helpful lists of key reference materials, with recommended databases, Web sites, etc. for students researching a particular business topic
- Access to Business Research Databases (for locating journal articles, company financial information, annual reports, trade statistics, etc. online):
- Periodical Lists in the subject area of business
- Business and Company Resource Center - company profiles, company brand information, rankings, investment reports, company histories, chronologies, articles from periodicals, and detailed company and industry news and information.

Business Internet Resources

Business Internet Resources (General): appserv.pace.edu/library/links/linkstatic.cfm?subject=business-general

Company/Industry Information: appserv.pace.edu/library/links/linkdetail.cfm?id=1031

Finance/Economics: ppserv.pace.edu/library/links/linkstatic.cfm?subject=finance/economics

International Business: appserv.pace.edu/library/links/linkdetail.cfm?id=1861

International Trade: <http://appserv.pace.edu/library/links/linkstatic.cfm?subject=International%20Trade>

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Graduate Advisement

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Financial Aid

Cooperative Education and Career Services

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Richard F. Zannino, MBA '84, Chief Executive Officer, Dow Jones & Company

DEGREE PROGRAMS

Accounting

Public Accounting Major

Bachelor of Business Administration

The major in public accounting is intended to prepare students for careers as public accountants in business, government and the nonprofit sector. It satisfies the new 150 credit hour requirement to take the CPA exam in New York State, which will take effect on August 1, 2009. Students are encouraged to use their business and free elective credits to specialize or minor in another business area.

Admission Requirements

Students may be admitted to the BBA in public accounting major either as freshmen or transfer students provided all the normal requirements for admission to Pace University and the Lubin School of Business are met. In order to continue in or join the public accounting major in the junior and senior years, students will be required to have a minimum CQPA of 2.5. Students who do not meet this academic standard will be required to change their major to General Accounting or another major better suited to their academic talents and interests.

	Credits
UNIVERSITY CORE	60
(See University Core Curriculum Requirements for Lubin Students. One course in social sciences (with prefix ANT, HIS, POL, PSY, or SOC) must be taken to satisfy one of the Areas of Knowledge or Inquiry and Exploration.)	
Business Core	
(See Business Core Requirements.)	30
MAJOR REQUIREMENTS (39 credits)	31
(ACC 203 and 204 (8) are applied toward the Business Core.)	
ACC 203	Financial Accounting (4)
ACC 204	Managerial Accounting (4)
ACC 301	Intermediate Accounting I (4)
ACC 302	Intermediate Accounting II (4)
ACC 319	Cost Accounting (4)
ACC 333	Advanced Accounting (4)
ACC 375	Accounting Information Systems or approved course in Information Systems (3)
ACC 461	Auditing I (3)
ACC 462	Auditing II (3)
ACC 470	Accounting Research Project Accounting Elective (3)
AUXILIARY COURSES (13 credits)	13
LAW 360	Advanced Business Law (4)
	Economics elective (3)
TAX 310	Federal Income Taxation I (3)
TAX 311	Federal Income Taxation II (3)

BUSINESS ELECTIVES (12)	12
FREE ELECTIVES	4
Total credits	150

General Accounting Major

Bachelor of Business Administration

The general accounting major is designed to provide students with a broad-based course of study in accounting and an opportunity to develop, through the use of electives, a specialization in such areas as information systems, finance, or managerial accounting. This program is not intended to prepare students for the CPA examination.

	Credits
UNIVERSITY CORE	60
(See University Core Curriculum Requirements for Lubin Students.)	
BUSINESS CORE	30
(See Business Core Requirements.)	
MAJOR REQUIREMENTS (30 credits)	
(ACC 203 and 204 (8) are applied toward the Business Core.)	
ACC 203	Financial Accounting (4)
ACC 204	Managerial Accounting (4)
ACC 301	Intermediate Accounting I (4)
ACC 302	Intermediate Accounting II (4)
ACC 319	Cost Accounting (4)
ACC 333	Advanced Accounting (4)
ACC 375	Accounting Information Systems Accounting Elective (3)
AUXILIARY COURSES (6 credits)	6
LAW 312	Business Law II (3) OR
LAW 360	Advanced Business Law (4)
TAX 310	Federal Income Taxation I (3)
FREE ELECTIVES (7 credits)	7
Total credits	128

Business Studies Major

Bachelor of Business Administration

The business studies major is intended for adult students who are already established in their careers and are returning to school to complete a BBA degree. It provides students with flexibility within the University Core and in the design of a business concentration, which can be tailored to meet individual academic and career interests. With the guidance of a Lubin academic counselor, students develop a 12-credit career concentration in one of the approved business areas or in an interdisciplinary area, which may include related course work from outside the business school. All students are also required to complete one course in an international business subject, which can be in the same discipline as the concentration or

another business area. The following University Core and Business Core courses may not be applied toward the concentration: ACC 203-204, CIS 101, ECO 105-106, FIN 301, LAW 101, MAR 250, MGT 250, MGT 355, MGT 490. Students are required to meet with an academic counselor in the Lubin Office of Undergraduate Academic Advisement either prior to enrolling in the Business Studies major or during their first semester of study.

Earning Credit for Prior Learning

Students who have accumulated considerable knowledge as a result of their work experience or other opportunities for learning outside of a formal academic setting may be eligible to receive college credits for their experiential learning. Students interested in exploring this option should meet with a Lubin academic counselor to determine if they are eligible to participate in the Experiential Learning Assessment (ELA) process. Students who are recommended to participate in ELA process will be advised to register for the two-credit Prior Learning Assessment Course (INT 196B). This course will guide the student through the writing of a portfolio that will be submitted for evaluation to the appropriate Pace academic department to determine whether college-level learning is demonstrated and academic credit can be awarded. Students may apply a maximum of 36 credits earned through the ELA process toward the Business Studies major. Credit may also be earned through CLEP (College Level Examination Program) and other recognized college-level examinations. For further information about the ELA process, CLEP, and other prior learning assessment options, please refer to the Adult and Continuing Education section of this catalog.

Career Concentrations

Accounting
Finance
Information Systems
Law
Management
Marketing
Interdisciplinary

Required Courses

ACC 301, 302
FIN 351
IS 223, 241
LAW 312
MGT 322
MAR 322*

*Requirements will vary depending upon areas selected for interdisciplinary concentration.

	Credits
UNIVERSITY CORE	60
(See University Core Curriculum Requirements for Lubin Students.)	
BUSINESS CORE	30-33**
(See Business Core Requirements.)	
MAJOR REQUIREMENTS (15 credits)	15
One International Course in a Business	(3)

Discipline	
Career Concentration	(12)
Free Electives: (20–23 credits)	20-23**
Total credits	128

**BUS 150 Contemporary Business Practice is waived for students who receive 45 credits or more toward the BBA degree for courses completed at other colleges or universities, through successful performance on recognized college-level examinations such as CLEP, and the experiential learning assessment process. Business Studies majors who are not required to take BUS 150 will take an additional three credits of Free Electives.

Note: Program title change from General Business to Business Studies is pending approval by the New York State Education Department.

Finance Major

Bachelor of Business Administration

The objective of the BBA finance major is to provide students with the conceptual background and analytical tools necessary for sound financial decision-making in a global economy. Finance graduates are prepared for financial positions in corporations, financial institutions, government, and nonprofit organizations.

	Credits
UNIVERSITY CORE	60
(See University Core Curriculum Requirements for Lubin Students.)	
BUSINESS CORE	30
(See Business Core Requirements.)	
MAJOR REQUIREMENTS (19 credits)	16
(FIN 260 (3) is applied toward Business Core)	
FIN 260 Financial Management	(3)
FIN 320 Advanced Financial Analysis	(4)
FIN 351 Principles of Investment	(3)
FIN 358 International Finance	(3)
Finance Electives	(6)
AUXILIARY COURSES (6 credits)	6
ECO 238 Money and Banking	(3)
ECO 240 Quantitative Analysis and Forecasting	(3)
FREE ELECTIVES (13 credits)	13
Total credits	128

Information Systems Major

Bachelor of Business Administration

The major in information systems is predicated on the belief that information is an essential decision-making resource for all organizations. The information systems major is designed to develop the student's ability to understand and develop computer-based information systems that provide accurate, timely, consistent and integrated data for effective management. It is also intended to prepare students for

careers in programming and systems analysis and design.

	Credits
UNIVERSITY CORE	60
(Includes CIS 101: See University Core Curriculum Requirements for Lubin Students.)	
BUSINESS CORE	30
(See Business Core Requirements.)	
MAJOR REQUIREMENTS (27 credits)	
(CIS 101 is applied toward University Core)	
CIS 101 Introduction to Computing	(3)
IS 112 Computer Organization and Programming	(4)
IS 223 Fundamentals of Programming	(4)
IS 241 Information Systems Concepts	(4)
IS 351 Global Data Communications	(4)
IS 481 Data Base Management and Organization	(4)
ISElective course numbered 300 or above	(4)
FREE ELECTIVES (11 credits)	11
Total credits	128

Management Major - Business Management Concentration

Bachelor of Business Administration

The management major is intended for students who wish for a flexible curriculum and opportunity to specialize in one of four concentrations: Business Management, Entrepreneurship, Hospitality and Tourism Management, and Human Resources Management. Through formal and systematic study of management, students will learn methods of directing and motivating group efforts toward achieving an organization's primary objective, the optimal allocation of resources. It will provide students with the managerial context within which to develop a concentration and to prepare for careers in a variety of corporate and other organizational settings.

	Credits
UNIVERSITY CORE	60
(See University Core Curriculum Requirements for Lubin Students.)	
BUSINESS CORE	30
(See Business Core Requirements.)	
MAJOR REQUIREMENTS	(27-34 credits)
(MGT 250, 355, and 490 (9) are applied to the Business Core.)	
MGT 250 Managerial and Organizational Concepts	(3)
MGT 355 Management Science and Production Management Concepts	(3)
MGT 490 Business Strategy	(3)
MGT 322 Organizational Behavior	(3)
Management Concentration:	(15-23 credits)
FREE ELECTIVES	17
(Depending upon concentration selected)	
Total Credits	128

Management Concentration

Students are required to choose ONE of the following FOUR concentrations. Each concentration consists of certain required courses as specified and elective courses to be selected from those listed for each concentration. Students are not permitted to declare more than one concentration, although additional management courses may be taken as free electives.

Business Management Concentration

(15 credits required)

The Business Management concentration gives students the flexibility to select from a wide array of management and related business courses to build a concentration which is tailored to their individual academic and career interests. Students are required to take at least two general management courses as part of Group I and two courses may be selected from Group II, which allows for specialization in a specific management or related business area. One course in International Management is also required.

Required Concentration Course (3 Credits)

Select ONE International Management Course from the following:

MGT 340	International Management
MGT 341	Comparative Management Systems
MGT 342	The Human Dimension in International Mgt.
MGT 347	International Management Field Study

Elective Concentration Courses (12 Credits)

Select at least TWO courses (6 credits) from Group I. The remaining TWO courses (6 credits) may be taken from Group I or Group II.

Group I: General Management Courses

MGT 316	Venture Initiation and Entrepreneurship
MGT 330	Business and Society
MGT 349	International Management Seminar
MGT 357	Global Operations Management
MGT 362	Human Resources Management
MGT 364	Organizational Theory and Development
MGT 366	Leadership Principles and Practices
MGT 489	Seminar in Management
MGT 340 if not used to satisfy International Management Course Requirement	

Group II: Specialized Business Courses

MGT 307	Hotel Management
MGT 308	Travel and Tourism Management
MGT 309	Restaurant and Foodservices Management
MGT 315	Small Business Management
MGT 318	Management and the Family Business
MGT 354	Quality Assurance and TQM
MGT 394A	Management Internship
MGT 485	Long Range Planning
FIN 307	Managerial Finance
LAW 310	Employment Law
MAR 331	Managerial Marketing

One International Management Environments course:
MGT 343* (Asia), MGT 344 (Latin America) or
MGT 345 (Europe) MGT 341, 342, or 347 if not used to

satisfy International Management Course Requirement

Management Major - Entrepreneurship Concentration

Bachelor of Business Administration

The management major is intended for students who wish for a flexible curriculum and opportunity to specialize in one of the four concentrations outlined below. Through formal and systematic study of management, students will learn methods of directing and motivating group efforts toward achieving an organization's primary objective, the optimal allocation of resources. It will provide students with the managerial context within which to develop a concentration and to prepare for careers in a variety of corporate and other organizational settings.

	Credits
UNIVERSITY CORE	60
(See University Core Curriculum Requirements for Lubin Students.)	
BUSINESS CORE	30
(See Business Core Requirements.)	
MAJOR REQUIREMENTS	12
(MGT 250, 355 and 490 (9) are applied to the Business Core.)	
MGT 250	Managerial and Organizational Concepts (3)
MGT 355	Management Science and Production Management Concepts (3)
MGT 490	Business Strategy (3)
MGT 322	Organizational Behavior (3)
Management Concentration:	(15-23 credits)
FREE ELECTIVES	3
(Depending upon concentration selected)	
Total Credits	128

Management Concentration

Students are required to choose ONE of FOUR concentrations. Each concentration consists of certain required courses as specified and elective courses to be selected from those listed for each concentration. Students are not permitted to declare more than one concentration, although additional management courses may be taken as free electives.

Entrepreneurship Concentration

(15 credits required)

The Entrepreneurship concentration prepares students for careers in entrepreneurship and small business. It focuses on providing students with the skills that they will need to initiate and manage business ventures, including developing new products, drafting a business plan, and forming and running a family business. Other topics covered are financial management, marketing, and human resource man-

agement in a small business setting. Students will also learn to analyze consumer and business trends and to use this information in planning and developing a new business venture.

Required Concentration Courses (12 Credits)

MGT 316	Venture Initiation and Entrepreneurship
MGT 319	International Entrepreneurship
MGT 416	Business Plan Development
MAR 431	New Product Development

Elective Concentration Course (3 Credits)

Select any ONE course from the following:

MGT 309	Restaurant and Foodservices Management
MGT 315	Small Business Management
MGT 317	Human Capital in Entrepreneurship
MGT 394A	Management Internship
MAR 322	Marketing Research
MAR 332	Selling and Sales Management
MAR 343	Direct Marketing
LAW 310	Employment Law

Management Major - Hospitality and Tourism Management Concentration

Bachelor of Business Administration

The management major is intended for students who wish for a flexible curriculum and opportunity to specialize in one of the four concentrations outlined below. Through formal and systematic study of management, students will learn methods of directing and motivating group efforts toward achieving an organization's primary objective, the optimal allocation of resources. It will provide students with the managerial context within which to develop a concentration and to prepare for careers in a variety of corporate and other organizational settings.

	Credits
UNIVERSITY CORE	60
(See University Core Curriculum Requirements for Lubin Students.)	
BUSINESS CORE	30
(See Business Core Requirements.)	
MAJOR REQUIREMENTS (27-34 credits)	18-26
(MGT 250, 355 and 490 (9) are applied to the Business Core.)	
MGT 250	Managerial and Organizational Concepts (3)
MGT 355	Management Science and Production Management Concepts (3)
MGT 490	Business Strategy (3)
MGT 322	Organizational Behavior (3)
Management Concentration	(22 credits)
FREE ELECTIVES (9-17 credits)	9-17
(Depending upon concentration selected)	
Total Credits	128

Management Concentration

Students are required to choose ONE of FOUR

concentrations. Each concentration consists of certain required courses as specified and elective courses to be selected from those listed for each concentration. Students are not permitted to declare more than one concentration, although additional management courses may be taken as free electives.

Hospitality and Tourism Management Concentration

(23 credits required; Offered on New York Campus only.)

The Hospitality and Tourism Management concentration prepares students for management careers in the hospitality and tourism industry. Students acquire skills in the areas of hotel, restaurant, and tourism management; business management; accounting; cost control and analysis; law; human resources; strategy; and e-commerce. They also learn how to analyze and respond as managers to changing laws; union activities; cultural, social, and environmental issues; and domestic and international trends in the hospitality and tourism industry as a whole.

Since Hospitality and Tourism Management is a specialized area of study, the requirements for this concentration are more extensive than those for the other management areas. Students are required to complete the 22 credits listed below as well as a laboratory science course in either biology or chemistry, which is applied to the University Core. Accordingly, the elective requirement for students concentrating in Hospitality and Tourism Management is reduced from 17 to 9 credits.

Required Concentration Courses (22 Credits)

Biology or chemistry lab science course *

LAW 316	Legal Environment of Hospitality and Tourism
MGT 307	Hotel Management
MGT 308	Travel and Tourism Management
MGT 309	Restaurant and Food Services Management
MGT 310	Standards of Safety in Hospitality and Tourism
MGT 311	Hospitality and Tourism Technology and Design
MGT 393	Hospitality and Tourism Management Internship

Select ONE course from the following:

MAR 343	Direct Marketing
MGT 342	The Human Dimension in International Management
MGT 362	Human Resources Management
MGT 349	International Management Seminar

* Lab Science course in biology or chemistry is required and may be used to satisfy the Foundation Science requirement in the University Core.

Management Major - Human Resources Concentration

Bachelor of Business Administration

The management major is intended for students who wish for a flexible curriculum and opportunity to specialize in one of the four concentrations outlined below. Through formal and systematic study of management, students will learn methods of directing and motivating group efforts toward achieving an organization's primary objective, the optimal allocation of resources. It will provide students with the managerial context within which to develop a concentration and to prepare for careers in a variety of corporate and other organizational settings.

	Credits
UNIVERSITY CORE	60
(See University Core Curriculum Requirements for Lubin Students.)	
BUSINESS CORE	33
(See Business Core Requirements.)	
MAJOR REQUIREMENTS (27-34 credits)	27
(MGT 250, 355, and 490 (9) are applied to the Business Core.)	
MGT 250	Managerial and Organizational Concepts (3)
MGT 355	Management Science and Production Management Concepts (3)
MGT 490	Business Strategy (3)
MGT 322	Organizational Behavior (3)
Management Concentration:	(15 credits)
FREE ELECTIVES (17 credits)	17
(Depending upon concentration selected)	
Total Credits	128

Management Concentration

Students are required to choose ONE of FOUR concentrations. Each concentration consists of certain required courses as specified and elective courses to be selected from those listed for each concentration. Students are not permitted to declare more than one concentration, although additional management courses may be taken as free electives.

Human Resources Management Concentration

(15 credits required)

The Human Resources concentration prepares students for professional positions in human resources management in such areas as recruitment, selection, training and development, job evaluation, performance assessment, and compensation administration.

Required Concentration Courses	(6 Credits)
MGT 362	Human Resources Management
Select ONE of the following International Management Courses:	

MGT 340	International Management	
MGT 341	Comparative Management Systems	
MGT 342	The Human Dimension in International Management	
MGT 347	International Management Field Study	
Elective Concentration Courses		(9 Credits)
Select any THREE courses from the following:		
MGT 330	Business and Society	
MGT 349	International Management Seminar	
MGT 363	Training and Development	
MGT 364	Organizational Theory and Development	
MGT 366	Leadership Principles and Practice	
MGT 394A	Management Internship	
MGT 462	Advanced Human Resources Management Applications	
MGT 485	Long Range Planning*	
MGT 489	Seminar in Management	
LAW 310	Employment Law	
PSY 232	Group Relations and Interviewing Techniques	

* Offered on the New York City campus only.

International Management Major

Bachelor of Business Administration

The international management major prepares students for the global world of business through specialized study in a region of the world. Students are required to concentrate in one of the following regions: Asia, Europe, or Latin America. The choice of region will determine the appropriate international management environments course, as well as the courses to be taken to fulfill the foreign language and culture requirement. International Management majors are also encouraged to participate in a study abroad program or field study course related to their regional focus in order to experience firsthand the culture, language, and business practices of their region of interest. Because of the interdisciplinary nature of the international management major, each student is required to have a plan of study approved by the international management adviser on his or her home campus in the first semester or as soon as he or she has been accepted into the program.

		Credits
UNIVERSITY CORE		60
(See University Core Curriculum Requirements for Lubin Students.)		
BUSINESS CORE		30
(See Business Core Requirements.)		
MAJOR REQUIREMENTS (24 credits)		15
(MGT 250, 355 and 490 (9) are applied to the Business Core.)		
MGT 250	Managerial and Organizational Concepts	(3)
MGT 355	Management Science and Production Management Concepts	(3)
MGT 490	Business Strategy	(3)
MGT 322	Organizational Behavior	(3)
MGT 340	International Management	(3)
MGT 341	Comparative Management Systems	(3)

MGT 343,	International Management	(3)
344, or 345	Environments Course	
ONE of the following courses:		
MGT 342	The Human Dimension in International Mgt.	(3)
MGT 349	International Management Seminar	(3)
LAW 325	International Business Law	(3)
MGT 347	International Management Field Study	(3)

(Related to Regional Concentration)

CAREER CONCENTRATION (6) 6

Choose one concentration from those listed below or develop a concentration in a different area related to career interests.

AUXILIARY COURSES (21 credits)

Language Requirement	(15)
History or Culture Courses	(6 credits)
(Eight credits of language satisfy Second Language Proficiency and Inquiry and Exploration and 3 credits of History or Culture satisfy either Area of Knowledge II or III depending upon Regional Concentration selected.)	

FREE ELECTIVES (13-14 credits)	13-14
Total Credits	128

REGIONAL CONCENTRATION: Students are required to choose one of the following regional concentrations. Each concentration requires a total of 21 credits, including 18 credits in language, culture, and history and a 3-credit international management environments course. These credits are applied toward the University Core, major, and auxiliary requirements as indicated in the outline of the degree requirements above. Students are required to demonstrate proficiency at the intermediate level in one language from those approved for their regional concentration. Where appropriate, a second language of the region may be added on an exception basis with the approval of the Management and Management Science Department Chair or the Undergraduate Management Program Chair, in consultation with the Department of Modern Languages and Cultures. Students are encouraged to use courses required for their regional concentration to complete a minor in a language or one of the following interdisciplinary areas offered by Dyson College: East Asia Studies, Latin American Studies, French Studies, and Italian Studies.

LANGUAGE EXEMPTION FOR INTERNATIONAL STUDENTS: International students who completed their secondary education in a country where English was not the language of instruction and are fluent in their native language may choose to fulfill their language requirement by studying a second language associated with their regional concentration. They may also qualify for an exemption of the language requirement if their native language is related to their regional area. Students who qualify for the exemption will be required to take the required six credits in History or Culture and will satisfy the 128 credit graduation requirement by taking additional credits in Inquiry and Exploration and Free Electives.

Region I: Asia

(Offered on New York City Campus only.)

MGT 343 International Management (3 credits)
Environments: Asia

(MGT 343 will be offered every three semesters- Spring 2009, Fall 2010, and Spring 2012.)

Language and Culture Requirement (18 credits)

Chinese or Japanese Language (15 credits)

(Students are required to demonstrate proficiency at the intermediate level in either Chinese or Japanese. Students who begin their language study at the 101 level will be required to complete four courses (12 credits). Those who begin at the 271 level or above will be required to complete courses (3 credits) and will take an additional 3 credits in Free Electives.)

ONE Course in Asian History or Culture (3 credits) to be selected from courses listed below:

(All courses satisfy AOK III: World Traditions and Cultures. Only one course in the same discipline may be applied to AOK III.)

HIS 131 The Asian World: Historical Introduction

HIS 241 Modern China

HIS 242 Modern Japan

HIS 296B Modern East Asia in Film

HIS 296Y Non-Violent Activism in Modern Asia

One Chinese or Japanese Language Course at the intermediate level or above

Region II: Europe

MGT 345 International Management (3 credits)
Environments: Europe

(MGT 345 is offered in NYC every Spring and in PLV every three semesters- Spring 2009, Fall 2010, and Spring 2012)

Language and Culture Requirement (18 credits)

French, Spanish, Italian, or Russian (15 credits)
Language

(Students are required to demonstrate proficiency at the intermediate level in one of the languages associated with the region. Students who begin their language study at the 101 level will be required to complete four courses – 12 credits. Those who begin their language at the 280 level or above will be required to take a minimum of one course – 3 credits – and will take an additional 6 credits in Free Electives.)

ONE course in European History or Culture (3 credits) to be selected from courses listed below:

(All courses satisfy AOK II: Western Heritage. Only one course in the same discipline may be applied to AOK II.)

HIS 104 Modern European History

HIS 114 European Experience (All Themes)

HIS 207 Europe Since World War I

HIS 210 Germany and Central Europe Since 1948

HIS 213 Modern Russia

HIS 281 European Women and Social Change

One regional language course at the intermediate level or above.

Region III: Latin America

MGT 344 International Management (3 credits)
Environments: Latin America

(MGT 344 is offered in NYC every Spring and in PLV every three semesters - Spring 2010, Fall 2011, and Spring 2013)

Language and Culture Requirement (15-18 credits)

Spanish language (15 credits)

(Students are required to demonstrate proficiency at the intermediate level in Spanish. Students who begin their study of language at the 101 level will be required to complete four courses—12 credits. Those who begin their language at the 280 level or above will be required to take a minimum of one course-3 credits. They will take an additional 6 credits in Free Electives.)

ONE course in Latin American History or Culture (3 credits) to be selected from courses listed below:

(All courses satisfy AOK III: World Traditions and Cultures. Only one course in the same discipline may be applied to AOK III.)

HIS 133 Latin America: The Colonial Era

HIS 134 Modern Latin America

HIS 231 Latin America: A Century of Social Change and Revolution

HIS 234 Brazilian Civilization

HIS 243 Service and Study in Latin America

INT 296L Mexico, NAFTA, and the Spanish Caribbean as Seen Through History and Literature

One Spanish language course at the intermediate level or above.

CAREER CONCENTRATION : Students are required to take to take two courses (6 credits) of upper level courses in one of the Career Concentrations listed below.

1. Economics

ECO 230 Intermediate Macroeconomics

ECO 238 Money and Banking

ECO 356 Labor Economics

ECO 359 Political Economy of Developing Nations

ECO 360 International Economic Problems

ECO 362 Economic Growth and Development

ECO 364 Comparative Economics Systems

2. Entrepreneurship

MGT 315 Small Business Management

MGT 316 Venture Initiation and Entrepreneurship

MGT 394A Management Internship

MAR 431 New Product Development

3. Finance

FIN 350 Global Money and Capital Markets

FIN 356 Options, Futures, and Swaps

FIN 358 International Finance

FIN 360 International Finance Field Study

FIN 394 Finance Internship

4. Hospitality and Tourism Management

MGT 307	Hotel Management
MGT 308	Travel and Tourism Management
MGT 309	Restaurant and Foodservices Management

5. Human Resources Management

LAW 310	Employment Law
MGT 342	The Human Dimension in International Management
MGT 362	Human Resources Management
MGT 363	Training and Development
MGT 394A	Management Internship

6. Marketing

MAR 322	Marketing Research
MAR 323	Consumer Behavior
MAR 351	International Marketing
MAR 352	International Advertising and Promotion
MAR 356	International Marketing Field Study
MAR 357	International Marketing Field Study: New York Metro Area
MAR 452	Export and Import Policies and Practices
MAR 459	International Marketing Seminar
MAR 394	Marketing Internship

7. Individualized Career Concentration

Students may also work with their adviser to select related upper level courses from other disciplines to develop a career concentration that meets their individual career interests. The concentration must be approved in advance by the student's Lubin adviser and the Chair or Undergraduate Program Chair of the Management and Management Science Department.

Quantitative Business Analysis

Bachelor of Business Administration

The management science major with a mathematics minor is designed for students who are interested in the application of mathematics and scientific method to the solution of business problems. This major is available in the day session only on the New York City campus.

Admission Requirements: In view of the special emphasis the major places on analytical and mathematical skills, candidates for admission to the management science major must have achieved a high level of academic performance in their high school or previous college work. Applicants are evaluated for acceptance on the basis of their academic record, the results of the SAT or ACT, and a personal interview with a faculty member in the Management and Management Science Department.

	Credits
UNIVERSITY CORE	60*
(Includes MAT 137 and 13 credits of Mathematics minor; See University Core Curriculum Requirements for Lubin Students.)	
BUSINESS CORE	33
(See Business Core Requirements.)	
MAJOR REQUIREMENTS	28
(MGT 250, 355 and 490 (9) are applied to the Business	

Core.)		
MGT 250	Managerial and Organizational Concepts	(3)
MGT 355	Mgt. Sci. and Prod. Mgt. Concepts	(3)
MGT 490	Business Strategy	(3)
MGT 225	Business Application of Data Analysis	(3)
MGT 353	Advanced Data Analysis for Business Decisions	(3)
MGT 356	Simulation Techniques	(3)
MGT 357	Project Management for Business	(3)
MGT 456	Advanced Operations Research Models	(3)

International Course in a Business Discipline (3)

(Select ONE course from the following:

ACC 354, FIN 358, LAW 325, MGT 319/340/341/342/347/349, MAR 351/352/356/357)

Mathematics In-depth Sequence (11 credits)

(The 11 credits are applied to the University Core.)

MAT 131	Calculus I	(4)
MAT 132	Calculus II	(4)
MAT 222	Applied Multivariable Statistical Methods	(3)
OR		(3)
MAT 218	Intermediate Statistics	(3)

Auxiliary Courses (4 credits)

Select ONE from the following

CIT 241	Database Management	(4)
CIT 312	Introduction to Programming I	(4)
CIT 316	Visual Basic Programming	(4)

Career Concentration (6 credits)

[See below for details](#)

FREE ELECTIVES (7 credits) **7**

Total Credits **128**

Please click on the course number to see the course description, or click to view [all management course descriptions](#).

1. Accounting

ACC 301	Intermediate Accounting I
ACC 302	Intermediate Accounting II
ACC 305	Internal Auditing I
ACC 306	Internal Auditing II
ACC 319	Cost Accounting
ACC 366	Forensic Accounting
ACC 375	Accounting Information System

2. Finance

FIN 352	Risk Management
FIN 320	Advanced Financial Analysis
FIN 325	Data Analysis in Finance
FIN 340	Valuation of the Firm
FIN 351	Principles of Investment
FIN 356	Options, Futures, and Swaps

FIN 355	Portfolio Theory and Management
FIN 359	Principles of Fixed Instruments and Markets
FIN 358	International Finance

3. ECONOMICS

ECO 240	Quantitative Analysis and Forecasting
ECO 296K	Mathematical Economics II
ECO 357	Managerial Economics
ECO 380	Mathematical Economics
ECO 381	Applied Game Theory
ECO 385	Econometrics: Models and Origins

4. ENTREPRENEURSHIP

MGT 322	Organizational Behavior
MGT 315	Small Business Development
MGT 316	Venture Initiation & Entrepreneurship
MGT 316	International Entrepreneurship
MGT 416	Business Plan Development

5. HOSPITALITY AND TOURISM MANAGEMENT

MGT 307	Hotel Management
MGT 308	Travel and Tourism Management
MGT 309	Restaurant and Foodservices Management

6. HUMAN RESOURCES MANAGEMENT

MGT 322	Organizational Behavior
MGT 362	Human Resources Management
MGT 363	Training and Development
MGT 365	Managerial Negotiations
MGT 462	Advanced Human Resources Management Applications

7. INFORMATION TECHNOLOGY

CIT 241	Database Management
CIT 312	Introduction to Programming I
CIT 314	Introduction to Programming II
CIT 316	Visual Basic Programming
CIT 346	Database Programming
CIT 348	Data Mining

8. MARKETING

MAR 321	Fundamentals of Advertising and Promotion
MAR 322	Marketing Research
MAR 331	Managerial Marketing
MAR 344	Customer Relationship Management
MAR 443	Database Marketing

9. MATHEMATICS

MAT 137	Intro to Discrete Mathematics
MAT 218	Intermediate Statistics
MAT 222	Applied Multivariable Statistical Methods
MAT 236	Multivariable Calculus
MAT 238	Linear Algebra
MAT 257	Mathematics of Finance

10. INDIVIDUAL CAREER CONCENTRATION

Students may also work with their adviser to select related upper level courses from other disciplines to

develop a career concentration that meets their individual career interests. The concentration must be approved in advance by the student's faculty adviser and the Chair or Undergraduate Program Chair of the Management and Management Science Department.

Marketing Major

Bachelor of Business Administration

The purpose of the marketing major is to provide students with an understanding of the marketing process and to develop proficiencies in product planning, distribution, pricing, promotion, and related marketing activities as they exist in a variety of organizations. Building on a broad-based marketing core curriculum, the marketing major gives students the opportunity to concentrate in one of the four areas outlined below. All marketing majors or students considering a major in marketing should consult with their Lubin adviser or Marketing Department Chair or Undergraduate Program Chair for advisement before beginning their junior year.

	Credits
UNIVERSITY CORE	60
(See University Core Curriculum Requirements for Lubin Students.)	
BUSINESS CORE	30
(See Business Core Requirements.)	
MAJOR REQUIREMENTS (27 credits)	
(MAR 250 (3) is applied toward the Business Core)	
Marketing Core:	(9 credits)
MAR 250 Principles of Marketing	(3)
MAR 322 Marketing Research	(3)
MAR 499 Advanced Marketing Management	(3)
Marketing Concentration:	(18 credits)
FREE ELECTIVES (11 credits)	11
Total Credits	128

Marketing Concentration:

Students are required to choose one of four concentrations. Each concentration consists of certain required courses and marketing elective courses. Students are not permitted to declare more than one concentration, although additional marketing courses may be taken as free electives. The international marketing concentration also allows students to select several courses in related disciplines to satisfy the concentration elective requirement. Students should consult with their faculty adviser or the Marketing Department Chair or Undergraduate Program Chair for assistance in selecting elective concentration courses. Please refer to "Course Descriptions" for a complete listing of all marketing courses and descriptions.

Advertising and Promotion Concentration

(18 credits required)

Required Concentration Courses (9 Credits)

- MAR 321 Fundamentals of Advertising and Promotion
- MAR 323 Consumer Behavior
- MAR 345 Media Planning and Buying

Required International Marketing Course (3 Credits)

Select ONE course from the following:

- MAR 351 International Marketing
- MAR 352 International Advertising and Promotion
- MAR 356/357 International Marketing Field Study

Senior Advertising Requirement (6 Credits)

Choose ONE of the following two options:

- Advertising Team Workshop I & II
- MAR 346 Advertising Team Workshop I (Fall) (3)
- MAR 348 Advertising Team Workshop II (Spring) (3)

OR

- MAR 445 and MAR Elective
- MAR 445 Advertising and Communications Strategy (Fall and Spring) (3)

Select any other Marketing Course (3)

International Marketing Concentration

Bachelor of Business Administration

The purpose of the marketing major is to provide students with an understanding of the marketing process and to develop proficiencies in product planning, distribution, pricing, promotion, and related marketing activities as they exist in a variety of organizations. Building on a broad-based marketing core curriculum, the marketing major gives students the opportunity to concentrate in one of the four areas outlined below. All marketing majors or students considering a major in marketing should consult with their Lubin adviser or Marketing Department Chair or Undergraduate Program Chair for advisement before beginning their junior year.

Credits

Area of Concentration: (18 credits)

Required Concentration Courses (9)

It is recommended that students concentrating in international marketing use the credits in the Inquiry and Exploration of the University Core and free electives to gain oral and written proficiency in a foreign language.

- [MAR 351](#) International Marketing
- Select any TWO courses from the following:
 - [MAR 352](#) International Advertising and Promotion
 - [MAR 356/357](#) International Marketing Field Study
 - [MAR 452](#) Export and Import Policies and Practices
 - [MAR 459](#) International Marketing Seminar

Elective Concentration Courses (9)

Select any THREE other Marketing courses including [MAR 352](#), [452](#) or [459](#) if not chosen above.

The following courses may also be taken to satisfy this requirement:

- [LAW 325](#) International Business Law
- [MGT 341](#) Comparative Management Systems (See University Core Curriculum Requirements for Lubin Students.)

Marketing Major - E-Business and Interactive Concentration

Bachelor of Business Administration

The purpose of the marketing major is to provide students with an understanding of the marketing process and to develop proficiencies in product planning, distribution, pricing, promotion, and related marketing activities as they exist in a variety of organizations. Building on a broad-based marketing core curriculum, the marketing major gives students the opportunity to concentrate in one of the four areas outlined below. All marketing majors or students considering a major in marketing should consult with their Lubin adviser or Marketing Department Chair or Undergraduate Program Chair for advisement before beginning their junior year.

Credits

e-Business and Interactive Media Concentration (18 credits)

- [MAR 321](#) Fundamentals of Advertising
- [MAR 344](#) Customer Relationship Management

[MAR 349](#) Strategic Internet Marketing

Select ONE course from the following:

- [MAR 343](#) Direct Marketing
- [MAR 345](#) Media Planning and Buying
- [MAR 443](#) Database Marketing

Required International Marketing Course (3 Credits)

Select ONE course from the following:

- [MAR 351](#) International Marketing
- [MAR 352](#) International Advertising and Promotion
- [MAR 356/357](#) International Marketing Field Study

Elective Concentration Course (3-4 Credits)

Select any other Marketing Course

ONE of the following TS courses may also be taken to satisfy this requirement:

- [TS 212A](#) + [TS 212B](#) Database and Advanced Database Applications for the Microcomputer (4)
- [TS 313](#) Multimedia Applications (4)

Marketing Management Concentration

Bachelor of Business Administration

The purpose of the marketing major is to provide students with an understanding of the marketing process and to develop proficiencies in product planning, distribution, pricing, promotion, and related marketing activities as they exist in a variety of organizations. Building on a broad-based marketing core curriculum, the marketing major gives students the opportunity to concentrate in one of the four areas outlined below. All marketing majors or students considering a major in marketing should consult with their Lubin adviser or Marketing Department Chair or Undergraduate Program Chair for advisement before beginning their junior year.

Credits

Area of Concentration: (18 credits)

Required Concentration Courses (9)

[MAR 323](#) Consumer Behavior

[MAR 331](#) Managerial Marketing

[MAR 332](#) Selling and Sales Management

Required International Marketing Course (3)

Select ONE course from the following:

[MAR 351](#) International Marketing

[MAR 352](#) International Advertising and Promotion

[MAR 356/357](#) International Marketing Field Study

Elective Concentration Courses (6)

Select any TWO other Marketing courses.

Combined Degrees

BBA/MBA in Public Accounting

Overview of the Combined Program

The Accounting department offers an accelerated 150-credit combined BBA/MBA program for highly qualified students who wish to prepare for the public accounting profession and earn both the BBA and the MBA in less time than is normally required. It is registered with the New York State Education Department as meeting both the current education requirements for CPA licensure and the new 150-credit hour requirement which will be implemented in New York State as of August 1, 2009. Graduates of the Combined Program satisfy the current requirements for the one-year CPA experience waiver in New York State. The program also meets the educational requirements for admission to the CPA examination in most other states, including those which require 150 credit hours. Full-time students will be able to complete the Combined Program in five years, or four years with additional summer study.

Admission Requirements

Admission to the Combined BBA/MBA Program originates at the undergraduate level. Candidates may be admitted conditionally to the program directly from high school. In order to qualify for direct admission, candidates are required to have a minimum high

school average of 90% and a combined SAT score of 1125 or an equivalent score on the ACT. Students wishing to transfer into the program from another college or university must have achieved at least a 3.20 CQPA at their previous school, in addition to the other admission requirements. All transfer students will be required to fulfill a residency requirement of at least 32 credits at the undergraduate level. Continuing students applying to change their major to the Combined Program are required to have at least a 3.20 CQPA for admission. One semester prior to the completion of the undergraduate portion, students apply for admission to the graduate portion of the program. Admission to the MBA program requires a minimum CQPA of 3.20 for all undergraduate work completed at Pace and a minimum score of 520 on the Graduate Management Admission Test (GMAT).

Conferring of Degrees

Students will be awarded both the BBA and MBA upon completion of the Combined Program. A student who does not finish the MBA requirements may apply any graduate credits earned toward completion of a BBA program.

Combined BBA/MBA Program in Public Accounting

Undergraduate Requirements

	Credits	
University Core	60	
(See University Core Curriculum Requirements for Lubin Students. One course in social sciences (with prefix ANT, HIS, POL, PSY, or SOC) must be taken to satisfy one of the Areas of Knowledge or Inquiry and Exploration.)		
Business Core	18	
(See Business Core Requirements.) (MAR 250, FIN 301, MGT 355 and MGT 490 are satisfied through graduate study.)		
Major Requirements (23 credits)	23	
(ACC 203 and 204 are applied toward the Business Core.)		
ACC 203	Financial Accounting	4
ACC 204	Managerial Accounting	4
ACC 301	Intermediate Accounting I	4
ACC 302	Intermediate Accounting II	4
ACC 319	Cost Accounting	4
ACC 375	Accounting Information Systems	3
Auxiliary Courses	10	
LAW 360	Advanced Business Law	4
TAX 310	Federal Income Taxation I	3
TAX 311	Federal Income Taxation II	3
Free Elective (1 credit)		1
Total Undergraduate Credits:		104

Graduate Requirements

Business Writing Proficiency Requirement: Satisfactory performance as demonstrated with a score of 45 or higher on the Analytical Writing Assessment (AWA) portion of the GMAT. A student whose grade on the

AWA demonstrates weakness in writing is required to complete and pass a seven-week, pass/fail course in Business Communications (BUS 043).

Business Core (20 credits)	20
MBA 620 Organizational Behavior and Leadership Skills	4
MBA 622 Marketing and Electronic Business	3
MBA 628 Business Statistics and Modeling	4
MBA 630 Operations and Quality Management	3
MBA 632 Managerial Finance	3
MBA 688 Business Strategy and Stakeholder Responsibility	3
Career Concentration Courses (17 credits)	17
ACC 620 Accounting Entities	3
ACC 632 Auditing	3
ACC 635 Advanced Auditing Practice	2
ACC 649 Contemporary Accounting Issues	3
Graduate Accounting Electives	6
Breadth Electives (9 credits)	9
Select three graduate courses from a discipline other than Accounting. At least one course must be a graduate international business course with INB prefix and one course must be a graduate course in Economics.	
Total Graduate Credits:	46
Combined Credit Total:	150

Additional Academic Information

Minors

Students with sufficient elective credits in their major program may wish to minor in an academic area of special interest. The Lubin School of Business offers the following minors. Some minors, as noted, are restricted to Lubin majors or to students majoring in specified non-business areas.

Accounting Minor

The accounting minor is designed to enable non-accounting Lubin majors to achieve a level of competency in accounting that will enhance their major program and broaden their career preparation.

Required Courses	(14-16 credits)
ACC 301 Intermediate Accounting I	
ACC 302 Intermediate Accounting II	
Select any TWO courses from the following:	
ACC 319 Cost Accounting	
ACC 333 Advanced Accounting	
ACC 340 Internal and External Auditing	
ACC 346 Advanced Problems in Managerial Accounting	
ACC 347 Periodic Financial Reporting	
ACC 354 International Accounting	
ACC 375 Accounting Information Systems	
ACC 461 Auditing I	

Prerequisites: ACC 203-204, ECO 105-106, Statistics (MAT 117, MAT 134 or MAT 234), and Calculus (MAT 111 or MAT 131)

Business Minor For Non-Business Students

This minor may be taken in conjunction with any non-business major. The list of subjects may be extended or substitutions may be made depending on the student's interests. Upper-sophomore standing (completion of 45 college credits) is a prerequisite for MAR 250 and MGT 250. Students successfully completing this minor with a minimum grade of "B" in each course will satisfy many of the foundation courses required for the MBA at Pace University and many other institutions.

Required Courses	(30 credits)
ACC 203 Financial Accounting	
ACC 204 Managerial Accounting	
CIS 101 Introduction to Computing	
ECO 105 Principles of Economics: Macroeconomics	
ECO 106 Principles of Economics: Microeconomics	
MAT 104 Finite Mathematics	
MAT 117 Elementary Statistics	
MAR 250 Principles of Marketing	
MGT 250 Managerial and Organizational Concepts	

Finance Minor

This minor is intended to provide non-finance majors with a specialization in finance which will complement their major coursework. It is open only to non-finance Lubin majors and students enrolled in the following non-business majors: information systems, computer science, economics, and mathematics.

Required Courses	(16 credits)
FIN 301 Financial Management	
FIN 320 Advanced Financial Analysis	
FIN 351 Principles of Investment	
* FIN 358 International Finance	
Select ONE course from the following:	
Any 300 or 400 level Finance course not listed above	
ECO 238 Money and Banking	
ECO 240 Quantitative Analysis and Forecasting	
ECO 325 Money and Capital Markets	
ECO 327 Economics of Financial Institutions	
IS 323 Object-Oriented Programming	
IS 341 Management Information Systems	
IS 351 Global Data Communications	
MGT 356 Simulation Techniques	
MAT 255 Numerical Methods	

*Note: Economics majors may substitute ECO 360, ECO 362, or ECO 364 for FIN 358.

Prerequisites: ACC 203 -204, ECO 105-106, Statistics (MAT 117, MAT 134, MAT 234), and Calculus (MAT 111 or MAT 131)

Internal Auditing Minor

Since Sarbanes-Oxley, the demand for internal auditors has expanded. The Institute of Internal Auditors' membership went from 74,000 in 2001 to 124,000 in 2006 and an August 2007 report states that internal auditors are in high demand and in short supply; in fact, the field of internal audit is one of the top five growing professions.

Students in this minor will learn the fundamental role of internal auditing in a free-market environment and the importance of that role to corporate governance; develop audit judgment and ethical frameworks to guide actions; understand the client's business environment and how to apply the risk assessment model to each audit; and master advanced audit techniques that emulate the real world. Specific attention is also given to concepts surrounding the auditing of information systems, privacy and security issues, and fraud auditing.

Not only is Internal Auditing a viable minor for accounting majors, but it is also an attractive option for other Lubin business majors all Pace students.

Required Courses (17 credits):

ACC 203	Principles of Accounting I
ACC 204	Principles of Accounting II
ACC 305	Internal Auditing I
ACC 306	Internal Auditing II
ACC 366	Forensic Accounting

Accounting majors must take Information Systems Concepts (IS241); non-accounting majors must take Accounting Information Systems (ACC 375).

Pre-Law Minor - Interdisciplinary Study

This interdisciplinary minor is open to all undergraduate majors considering a legal career. It is designed to provide students with a broad understanding of the legal system, as well as an opportunity to develop critical thinking and communication skills and an awareness of ethical considerations, which are important for success in the study of law and in the legal profession. Admission to law school generally requires a high grade point average, as well as satisfactory performance on the Law School Admission Test (LSAT). While law schools usually do not prescribe any one particular undergraduate course of study for admission, students should obtain information on the specific admission requirements for the schools which they plan to attend. Legal Studies faculty members are available to advise students considering a legal career.

Required Courses (15 credits)

Select ONE course from the following:

LAW 101	Business Law I
LAW 214	Introduction to Law and the American Legal System

Select FOUR courses from the following:

LAW 303	Constitutional Law
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LAW 310	Employment Law
LAW 312	Business Law II*
LAW 316	Legal Environment of Hospitality and Tourism
LAW 320	Cyberlaw: Legal Issues in Information Technology
LAW 322	Marketing Law
LAW 325	International Business Law
LAW 360	Advanced Business Law*
LAW 396	Special Topics in Law
CRJ 305	Criminal Law
TAX 310	Federal Income Taxation I

* Requires LAW 101 as a prerequisite.

Law Minor

This system and case study minor emphasizes study of legal cases and systems. The minor is intended for both business and non-business students who wish additional concentrated study in law. Students may begin their studies with Law 101, Business Law I, or with Law 214, Introduction to Law and the American Legal System. The courses offered in this minor help to develop rigorous critical thinking and advanced communication skills. Admission to law school generally requires a high grade point average, as well as satisfactory performance on the Law School Admission Test (LSAT). While law schools usually do not prescribe any one particular undergraduate course of study for admission, students should obtain information on the specific admission requirements for the schools which they plan to attend. Legal Studies faculty members are available to advise students considering a legal career.

Required Courses (15 credits)

Select ONE course from the following:

LAW 101	Business Law I
LAW 214	Introduction to Law and the American Legal System

Select FOUR courses from the following:

LAW 303	Constitutional Law
LAW 310	Employment Law
LAW 312	Business Law II*
LAW 316	Legal Environment of Hospitality and Tourism
LAW 320	Cyberlaw: Legal Issues in Information Technology
LAW 322	Marketing Law
LAW 325	International Business Law
LAW 360	Advanced Business Law*
LAW 396	Special Topics in Law

* Requires LAW 101 as a prerequisite.

Management Minor

The management minor is designed to give non-management majors exposure to management topics useful for career preparation in a variety of organizational settings. By selecting suitable electives in consultation with an adviser, students can explore topics such as human resources management, hospi-

tality and tourism management, entrepreneurship, or international management.

Required Courses (15 credits)

MGT 250 Managerial and Organizational Concepts
MGT 322 Organizational Behavior

And select any THREE Management elective courses.

Note: Business majors may not apply MGT 355 and MGT 490, which are required as part of the Business Core, to the Management Minor

Marketing Minor

The Marketing minor allows non-marketing majors to explore topics in various marketing fields. Through the selection of appropriate electives, students can explore a variety of topics, including international marketing, advertising, Internet marketing, or marketing management.

Required courses (15 credits):

MAR 250 Principles of Marketing/
And select any four marketing courses

Quantitative Business Analysis Minor

The Lubin School of Business offers a number of certificate programs for students whose educational objectives can best be met by short-term concentrated study in business.

ADMISSION REQUIREMENTS: The certificate programs are open to non-degree adult students only. Admission to the certificate programs in business, with the exception of the certificate program in business studies, requires junior standing (the completion of 64 college credits) or the equivalent. Completion of ENG 110-120 or the equivalent is a prerequisite for all certificate programs in business. Some certificate programs require students to also meet specific course prerequisite requirements. In special cases, prerequisites may be waived for students who have equivalent knowledge or preparation.

TRANSFER CREDITS: Students may transfer only one course (excluding ENG 110-120) completed with a grade of "C" or better to a certificate program. The acceptance of transfer credit for a specific certificate program is determined by the appropriate Lubin department.

REQUIREMENTS: Students are required to complete all course requirements for the certificate chosen and achieve a minimum cumulative QPA of 2.00 in order to receive a certificate. Application for the certificate should be made to the Office of Student Accounts and Registrar Services prior to completion of the program. In general, courses completed for a business certificate program may be applied to a BBA degree program in a related area.

ACADEMIC ADVISEMENT: Students who have questions about the certificate programs or need assistance in determining whether they qualify for admission

should contact the Lubin Office of Undergraduate Academic Advisement on any campus or the Office of Adult and Continuing Education.

Certificate programs are currently available in the following business areas:

Basic Accounting

Required Courses (20 credits)

ACC 203 Financial Accounting
ACC 204 Managerial Accounting
ACC 301 Intermediate Accounting I
ACC 302 Intermediate Accounting II
ACC 319 Cost Accounting

Public Accounting

Required Courses (19 credits)

ACC 333 Advanced Accounting
ACC 461 Auditing I
ACC 463 Accounting Theory and Problems I
FIN 307 Managerial Finance
LAW 312 Business Law II or Law 313 Business Law III
TAX 310 Federal Taxation I

Prerequisite: FIN 260, LAW 101 and the Certificate in Basic Accounting or equivalent.

Note: This Certificate Program does not meet all the education requirements to sit for the CPA Examination in New York State. Students wishing to qualify for CPA licensure in New York State are advised to consult the Public Accountancy Handbook published by the Office of the Professions, New York State Education Department.

Business Studies

Required Courses (19 credits)

CIS 101 Introduction to Computing
ECO 105 Principles of Economics: Macroeconomics
LAW 101 Business Law I
ACC 203 Financial Accounting
MAR 250 Principles of Marketing
MGT 250 Managerial and Organizational Concepts

Prerequisite: MAT 103 or the equivalent. Upper sophomore standing (completion of 45 college credits) or a minimum of three years of relevant work experience is a prerequisite for MAR 250 and MGT 250.

Human Resources Management

Required Courses (15 credits)

MGT 250 Managerial and Organizational Concepts
Select any FOUR courses from the following:
LAW 310 Employment Law
MGT 322 Organizational Behavior
MGT 362 Human Resources Management
MGT 363 Training and Development
MGT 364 Organizational Theory and Development
MGT 366 Leadership Principles and Practice

International Marketing Management

Required Courses (15 credits)

MAR 250 Principles of Marketing
LAW 310 Employment Law
Select any THREE courses from the following:
MAR 352 International Advertising and Promotion
MAR 356 International Marketing Field Study
MAR 452 Export and Import Policies and Practices

MAR 459	International Marketing Seminar
MGT 341	Comparative Management Systems
LAW 325	International Business Law

Certificate Programs In Business

Students whose educational objectives are best met by short-term concentrated study in business may choose to take one of the Lubin certificate programs listed below. These programs are open only to non-degree adult students.

- Basic Accounting
- Public Accounting
- Business Studies*
- Human Resources Management
- International Marketing

**Program title change from General Business to Business Studies is pending approval by the New York State Education Department.*

The BBA Curriculum

The Lubin BBA program is organized to provide each student with fundamental study in the arts and sciences (University Core Curriculum), core study in business, a major program of study, and the opportunity to develop individual interests and talents through the selection of elective courses or a professional concentration. The BBA Program requires 128 credits, except for the BBA in Public Accounting, which requires 150 credits. A minimum of 64 credits must be completed in the arts and sciences, which includes the 60 credit University Core and one four credit course in statistics (MAT 117 or MAT 234) required as part of the Business Core.

International Focus

A strong international business focus is integrated into the BBA curriculum in which students are required to complete at least one international business course in their major. Please refer to the outline of course requirements for each major program for more information.

Technology-Enhanced Learning

Students are required to use Blackboard Internet technology for most business courses. Blackboard provides a virtual classroom environment in which students and faculty can access course materials over the Internet at any time from anywhere. This enhances the traditional classroom learning experience and facilitates online learning. Special Web-assisted sections of the business core courses may be offered, which reduce the number of face-to-face class meetings.

Majors

Depending upon individual academic and career interests, a student may select either a business major that is highly structured and incorporates an intensive specialization, as in the case of public accounting, or one that has more flexible requirements and offers

the opportunity to take more elective courses. Students often use their free elective credits to pursue a second major or a minor concentration or to explore the wide range of courses offered through the other college or schools of the University. Students selecting a major program with a free elective credits often use these credits to pursue a minor or to select courses of their choosing from the wide range of courses offered through the other college and schools of the university.

Minors

Business students may select a minor in a business or a non-business field if they wish. Minors are offered in accounting, finance, law, management, marketing, computer science, information systems, and many liberal arts areas including: art, foreign languages, history, mathematics, and political science. An interdisciplinary pre-law minor is also available for students considering law school. Interested students should refer to the Lubin "Minors" section and to the "Dyson College of Arts and Sciences" and the "Seidenberg School of Computer Science and Information Systems" sections of the catalog for specific requirements. A business minor is also offered for non-business majors.

Assessment of learning outcomes

As part of its commitment to quality, the Lubin School of Business instituted an assessment program to track students' accomplishment of program-related learning goals. These broad goals go beyond the subject matter of individual courses. The learning goals fall into two broad categories: general education and management-specific education. General education includes goals related to critical thinking; problem solving; analysis; technological competency; effective writing and communication; quantitative reasoning; global, national and international perspectives; social responsibility and civic engagement; historical, literary, and artistic approaches; and scientific inquiry. General education goals are ordinarily accomplished through completion of the University Core Curriculum.

Management-specific education focuses on learning how to operate successfully in a business setting. Some of these goals overlap with general education goals, but management-specific goals relate directly to performance in business. Management-specific goals include business communication; critical thinking, problem-solving, and decision-making; interpersonal interaction, social responsibility, and ethics; global citizenship; and knowledge and skills related to the Business Core and major.

Students, working alone and in teams, complete the assessments as part of their regular course activities. The results of the assessments are then combined across courses for analysis. The findings become the basis for program improvements.

University Core Curriculum Requirements

For Lubin School Students

Starting with the entering class of fall 2003, Pace University implemented a new and innovative Core Curriculum that is required for all Pace undergraduate students. It is designed to promote active learning, student success, and faculty-student interaction. The University Core Curriculum requires 60 credits in the Arts and Sciences, which are grouped in three distinct and integrated areas. Each Core area allows students flexibility and choice in selecting courses to fulfill the Core requirements. Lubin students are required to take specific courses in mathematics and economics as part of the University Core in order to satisfy the requirements for the BBA and these are specified below. In those areas, where no specific courses are listed, any course designated in the catalog or class schedule as satisfying the appropriate core area may be selected. In addition, some Lubin majors require specific courses that fulfill University Core requirements. For more information, students should consult the requirements for their major as well as the section on the University Core in the catalog and the Core Web site, accessible from www.pace.edu in the A-Z index under "C."

University Core Requirements For Transfer Students And Students Enrolled In Adult Degree Programs

Transfer students and Lubin students enrolled in the BBA Business Studies major must complete 60 credits in the arts and sciences as part of the University Core. They must fulfill the Foundation Requirements and the Area of Knowledge I: Civic Engagement and Public Values, with flexibility for the remaining credits. Transfer students and students in adult degree programs in the professional schools, with the exception of the School of Education, may take a culture course to fulfill the second language requirement.

For purposes of determining the appropriate University Core Curriculum requirements for students who come to Pace with transfer credits, a transfer student is defined as one who successfully completes (grade of "C" or better) a minimum of 25 college-level credits prior to the his or her attendance at Pace University. Thus, students with fewer than 25 transfer credits will be required to take the entire University Core except if they are enrolled in an adult degree bachelor's program.

Business Core Curriculum Requirements

Students seeking a Bachelor of Business Administration (BBA) degree must complete in the Business Core

Curriculum:

http://www.pace.edu/page.cfm?doc_id=12647

Planning Your Lubin Education

Sequencing of Courses in the BBA Program

Study in the first two years, or 64 credits, of the Lubin BBA program has been designed to give students an essential grounding in broad-based liberal arts and sciences courses as required in the University Core Curriculum. Business students must complete most of their liberal arts courses and all of their Core requirements in ENG 110 (unless exempt), ENG 120, economics, mathematics, public speaking, computing, and statistics during their first 64 credits. The junior and senior years are devoted mainly to Business Core and major requirements. The business course numbering system described below will help students select their courses in the proper sequence.

Business Course Numbering System

In order to improve the sequencing of the business courses and to provide students with better guidance as to when they should take their business requirements, the Lubin School has a four-tier course numbering system. The course numbers correspond to class standing, which is determined by the number of credits completed at each level as indicated below. Students are to follow this system in registering for business courses.

Four-tier Business Course Numbering System

Course Number	Class Standing
100-199	Freshman (0-31 credits)
200-299	Sophomore (32-63 credits)
300-399	Junior (64-95 credits)

Undergraduate Advisement

The Lubin Office of Undergraduate Academic Advisement is a resource for Lubin students throughout their academic careers. New full-time business majors (freshmen and transfer students) are assigned faculty advisors in their intended major by the Lubin Office of Undergraduate Academic Advisement located on each campus. Part-time evening students are generally not assigned faculty advisors and are advised instead by academic counselors in the Lubin Office of Undergraduate Academic Advisement, which has evening hours. Lubin students who are initially undecided about their major are advised by Lubin academic counselors or by faculty advisors who are generalists. The services of the advisement office are especially useful for students seeking general information regarding degree requirements and specific advice on such academic matters as selecting or changing major, transferring credits, withdrawing from a course and any academic problems. The offices are also centers for information on Lubin activities and for referral to other University offices and departments. They are located on the New York City campus (Section G, fourth floor, West Wing, One Pace Plaza Building) and on the Pleasantville campus (Goldstein Academic Center, first floor). For additional

information, please visit the following page:
http://www.pace.edu/page.cfm?doc_id=7555

SEIDENBERG SCHOOL OF COMPUTER SCIENCE AND INFORMATION SYSTEMS

Administration

Constance A Knapp, BS, MBA, MPhil, Ph.D., Interim Dean

Bernice J. Houle, BS, MEd, PhD, Associate Dean

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Richard Kline, BSC, MSC, Ph.D., Associate Dean

Louise P. Kleinbaum, BA, MA, Assistant Dean and Director of Communications

Andreea Cotoranu, BS, Assessment/Research Analyst

Jonathan Hill, BA, MBA, DPS, Assistant Dean and Director of Special Programs and Projects

The Seidenberg School of Computer Science and Information Systems participates in the mission of Pace University with a commitment to excellent teaching, scholarly activity, and service to the community.

Accreditation and Affiliation

The faculty within the school are active members of the Association for Computing Machinery (ACM) and the Institute of Electrical and Electronics Engineers, Inc. (IEEE). The school sponsors a chapter of Upsilon Pi Epsilon (UPE) Honor Society and the bachelor of science program in computer science and the bachelor of science program in information systems are accredited by the Computing Accreditation Commission (CAC) of ABET, Inc.

Pace University has been re-designated by the National Security Agency (NSA) as one of the National Centers of Academic Excellence in Information Assurance Education (CAEIAE) for academic years 2007-2012. The CAEIAE program is intended to reduce vulnerabilities in the national information infrastructure by promoting higher education in information assurance and producing a growing number of professionals with information assurance expertise in various disciplines.

CAEIAE centers receive formal recognition from the U.S. government for their role in securing our nation's information systems. Students attending CAEIAE schools are eligible for scholarships and grants through the Department of Defense Information Assurance Scholarship Program and the Federal Cyber Service Scholarship for Service Program (SFS).

Mission

The Seidenberg School of Computer Science and Information Systems aspires to innovative leadership in preparing men and women for meaningful work, lifelong learning and responsible participation in a new and dynamic information age. The school does this

through a broad spectrum of educational programs on campuses in New York City and Westchester County, and at other locations with corporate partners from the local and global community.

The school has a unique role: it provides professional education in the computing disciplines, supporting education for programs in the other schools, general education for all students, and continuing education. Because change characterizes information technology, programs build upon a strong foundation in the arts and sciences, and emphasize competency in the theory and methodology of the computing disciplines. At the same time, programs are responsive to the rapid pace of technological development.

The school was founded in 1983 in creative response to the educational challenge and opportunity inherent in emerging disciplines, and is characterized by its core values:

- Excellent teaching that is informed by scholarship, professional practice and community service,
- The integration of theory and practice in teaching and scholarly activity,
- Currency in new technology and its application,
- Creative programs and partnerships with the local and global community,
- Attentiveness to professional and social responsibility.

The school values diversity and welcomes qualified students of various experiences and origins, whether regional, national, or international. It provides excellent service to students both within and outside the classroom. It uses the power of technology to offer broad opportunity to students and to enable them to achieve excellence. Throughout its programs and services, the Seidenberg School of Computer Science and Information Systems consistently recognizes that information technologies are tools for the empowerment of people.

Objectives of CSIS Programs

Consistent with the Pace tradition, the Seidenberg School seeks to integrate theory and practice in its programs and research. The design, development, analysis, application, and management of computers, and communication and information systems comprise the broad spectrum over which the Seidenberg School creates, interprets, criticizes, and applies knowledge with strict attention to academic standards. Change characterizes information technology; of particular importance, therefore, is the development of competency in the foundation and methodologies of the discipline, in order to enable ongoing learning and effective response to change.

The Seidenberg School is dedicated to the service of men and women of all ages of every race and culture through educational programs that develop skills, enhance individual and community effectiveness, extend knowledge, and enhance critical understanding of the culture. The educational process is undertaken with concern for the development of personal, professional, and social responsibility.

The Seidenberg School offers undergraduate programs in computer science (BS and BA), information systems (BS and BA), technology systems (BS), professional computer studies (BS), professional technology studies (BS), and applied information technology (AS). Graduates of all programs are prepared for a variety of professional positions, including programming, systems analysis and design, and a number of specialized positions that would depend upon student elective choices. In addition to these majors, the Seidenberg School offers minors and certificates in computer science, information systems, technology systems, Internet technologies and Web design, and Information Assurance for the Criminal Justice System.

The BS program in computer science is a professional program that is accredited by the Computing Accreditation Commission (CAC) of ABET. The curriculum is based upon algorithms and data structures, the principles of programming languages, computer architecture, data communications, and theoretical foundations. It includes advanced work in various areas including software engineering, security, operating systems, compilers, artificial intelligence, and graphics. Program requirements include the liberal arts core and other academic requirements that specifically apply to the Bachelor of Science degree.

The BS program provides excellent preparation for graduate study in computer science or for professional placement. The BA program in computer science shares the computer science core with the BS program and is structured in a way that allows more program diversity for the student who wishes to pursue a minor in business, Internet technology, or one of the arts and sciences.

The BS program in information systems is also accredited by the Computing Accreditation Commission (CAC) of ABET, Inc. The program is designed to provide the student with current technical skills and knowledge of those information systems concepts that remain constant in the face of technological change, as well as detailed awareness of a cohesive body of knowledge to prepare students to function effectively as an IS professional in the IS environment. The continual appearance of new and increasingly powerful software tools for applications development, as well as the availability of low-cost hardware (personal computers), has created new organizational approaches to building computer information systems.

The BA in information systems was created in response to the reality that information systems has far greater applicability than the usual business setting. There are many opportunities for information systems graduates in entertainment, the legal professions, health care, social sciences, and the media. The objective of the BA/IS program is to allow students to devise an Information Systems program that fits their individual interests and career goals. This program will allow a minor in any approved area and require fewer IS courses than the BS/IS program. Both programs prepare students for careers in systems development, e-commerce technology, networking, database management, and security.

As the personal computer and other technologies are integrated into the workplace, the technical knowledge required to select, manage, and maintain these systems is critical. The BS program in technology systems combines theoretical and technical skills with practical applications to prepare the graduate with the skills necessary for the contemporary workplace. The Department of Technology Systems also makes available a variety of special courses that support certificates in personal computer applications and an associate in science program in applied information technology.

The BS in professional computer studies has been developed for those computer professionals with considerable on-the-job experience who would benefit from having a baccalaureate degree in computing and would most likely be interested in pursuing a master's degree in a computer-related field once the undergraduate requirements are completed. This degree program supplements the regular baccalaureate offerings in computer science, information systems, and technology systems.

The BS in professional technology studies is an online accelerated degree program designed to prepare students for successful professional careers in a global economy in the midst of rapid technological change. There are two concentrations from which to choose: Internet Technology for e-commerce and Telecommunications. The Internet technologies for e-commerce is a multidisciplinary concentration with courses in the liberal arts and sciences. The Telecommunications concentration is primarily for individuals already working within the telecommunications industry. The BS professional technology studies is an innovative, online accelerated degree program for adults who have experience in the workplace and an AS or AA degree or the equivalent (64 credits).

All of the CSIS programs are supported by a broad range of state-of-the-art computer facilities. They are complemented by fully equipped PC laboratories. Academic Computing laboratories are located at several sites throughout the University. Peer consultants offer individual assistance to students using lab equipment and software.

Research Centers, Institutes, and Partnerships

Robotics Laboratory

The Robotics lab focuses on building and testing robot control architecture using SOAR, a cognitive modeling system for natural language use as its basis and the DAR Image Understanding Environment for processing visual data. By finding methods for building simply formulated systems that generate intelligent behavior in a complex environment, this research may lead to less complex robotic systems. Supervised by Professor D. Paul Benjamin, PhD, the Robotics lab also builds intelligent agents for network security and intrusion detection.

Pervasive Computing Laboratory

Dedicated to the study and application of Human-Computer Interaction (HCI) and Machine Learning (ML) techniques to a wide variety of ubiquitous devices, the Pervasive Computing Laboratory combines current network and wireless technologies with progressively smaller computing devices, voice recognition, and Internet capability to create an environment where connectivity is unobtrusive and always available. In addition, the laboratory provides opportunities for students to explore security, pattern recognition, and artificial intelligence technologies and the use of wearable and handheld devices, as well as practical applications of these technologies in the business world. Professors Charles Tappert, PhD, and Sung-Hyuk Cha, PhD, are co-directors.

Center for the Advancement of Formal Methods

Focused on developing innovative approaches to teaching using various research prototype tools, the educational activities at this center include design and establishment of new courses, transfer of cutting edge technology to classrooms, and development of a detailed and customizable guide for other institutions. Founded in 2001 by Professor Sotirios Skevoulis, PhD, the Center has, as one of its primary goals, the study and development of innovative approaches and tools to promote the integration of formal methods – rigorous mathematical techniques used to develop software – into academia.

Information Assurance Education and Research Center

Shortly after Pace was designated a Center of Academic Excellence in Information Assurance Education in 2004 by the Department of Homeland Security and the National Security Agency, the Seidenberg School established the information Assurance Education and Research Center, dedicated to exploring computer vulnerabilities with the objective of improving prevention and detection techniques through research by students and faculty. The University's goal is to become one of the leading academic institutions for research in the field of information security.

CSIS Center for Distance Education

Director: David Sachs

The CSIS Center for Distance Education began several years ago after a grant from the Alfred P. Sloan Foundation provided CSIS with the means to conduct research in the area of distance education and asynchronous learning. Since then, the School has received several more grants, including another from Sloan to put 50 university courses online as a way to reach out to students who were disenfranchised from the university as a result of the attacks on the World Trade Center on September 11, 2001. Additional grants and partnerships with organizations such as NACTEL and others, have defined CSIS as a leader in online learning and distance education.

Technology Center for Education and Community Empowerment

Director: Sylvia Russakoff

Not-for-profit and government agencies and educational institutions often lag behind the private sector in their awareness and use of technology. The Technology Center for Education and Community Empowerment was created for the purpose of making possible and managing projects to benefit these communities. Since 1997, the center has successfully shared its resources and expertise in a number of well-documented projects. Funding has come from both the private and public sectors. The staff and resources of the center are drawn from the Pace University Computer Learning Center and the faculty of the Seidenberg School of Computer Science and Information Systems as well as other parts of the university.

With initial funding from two Texaco, Inc., grants, the center provided training and consultation to many Westchester County not-for-profit agencies including in-depth assessment of agencies' technology capabilities and needs, identification of appropriate training and consultation programs, and computer training workshops. The center also collaborated with the White Plains City School District to provide support for teachers implementing technology-rich lessons and has provided training for area hospital staff with money provided by New York State through the Northern Metropolitan Health Workforce Consortium.

CLOUT (Computers-Literacy-Opportunity-University-Technology)

Director: Lynne Larkin

CLOUT is an employment-directed computer applications and office skills training and education program for underemployed, low-income individuals in Westchester County and New York City. Students in Westchester are sponsored by Westchester County Department of Social Services and participate in credit-bearing certificate and associate degree programs. Students in New York City are sponsored by private and public grants and participate in non-credit bear-

ing certificate programs. CLOUT has provided training for community-based programs at the Coalition for the Homeless First Step Job training program and the City of NY Parks and Recreation Parks Opportunity Program. The success of the CLOUT program has led to grants from external sources including Chase Manhattan Foundation, Citibank, Helena Rubinstein Foundation, Independence Community Foundation, Robin Hood Foundation, State of NY Department of Labor, Suitomo Bank Foundation, United Way, and William T. Grant Foundation.

NACTEL (National Coalition for Telecommunications and Learning) Project

Directors: David Sachs and Nancy Hale

In direct response to a critical lack of network technicians for the telecommunication industry, Pace University, the Council for Adult and Experiential Learning (CAEL) and the National Advisory Council on Telecommunications Education and Learning (NACTEL) developed an asynchronous learning project to deliver Seidenberg's AS in telecommunications to approximately 300,000 individuals employed by NACTEL partners. NACTEL partners include Verizon, The Communications Workers of America (CWA), the International Brotherhood of Electrical Workers (IBEW), SBC, and Qwest. The program has led to the development of cutting-edge mechanisms to provide students with online advisement, counseling, mentoring, and registration.

Advisory Board

Frances Allen, IBM Fellow Emerita, T.J. Watson Research Center

Ted Brodheim, CIO, NYC Department of Education

Brian E. Cosgrove, President, MBC Consulting Service.

Charles Costa Asset Management CIO, Technology and Operations Executive, JP Morgan Chase & Co.

John R. Danieli, President & CEO, The Computer Merchant, Ltd.

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Kurt D. Woetzel, Senior Executive Vice President & CIO, The Bank of New York Mellon

Information Systems Major

Bachelor of Science

	Credits
UNIVERSITY CORE (see University Curriculum)	46
Major Courses	32
CIT 211 Introduction to Computer Systems	(4)
CIT 221 Global Networking Technology	(4)
CIT 241 Database Management	(4)
CIT 312 Introduction to Programming I	(4)
CIT 312 Introduction to Programming II	(4)
CIT 322 Distributed Computing	(4)
CIT 342 Systems Analysis and Design	(4)
CIT 481 Capstone Project	(4)
Information Systems Electives	10-12
<i>The student will select three (3) of the following courses by advisement:</i>	
CIT 231 Web Authoring and Digital Media	(4)
CIT 251 Computer Security Overview	(4)
CIT 316 VB Programming	(4)
CIT 332 Multimedia and User Interface Design	(4)
CIT 334 Technical Writing	(4)
CIT 336 Web Scripting	(4)
CIT 338 Ubiquitous Computing	(4)
CIT 340 Data Analysis and Visualization	(4)
CIT 344 IT Project Management	(4)
CIT 346 Database Programming	(4)
CIT 348 Data Mining Essentials	(4)
CIT 352 Network and Internet Security	(3)
CIT 354 Computer Forensics	(3)
CIT 356 Operating Systems Concepts	(4)
CIT 396 Special Topics	(3)
Auxiliary Courses	10
11 credits (3 credits satisfy the Mathematics core requirement and 8 credits are applied to a Mathematics course in the Inquiry and Exploration Experience)	
MAT 137 Introduction to Discrete Mathematics	4
MAT 111 Elementary Calculus I	3
MAT 234 Intro to Probability and Statistical Analysis	4
	1
Minor Elective in an Information Systems Environment*	17
Electives	8-11
Total Credits	128
* MINOR/CONCENTRATION: Students are expected to pursue a minor or concentration in business. Exceptions for other concentrations that are a cohesive body of knowledge to prepare students to function effectively as IS professionals in the IS environment may be made by the chair.	
Business Minor	

The business minor consists of 17 credits in the fundamental areas of business. Students will complete ECO 105 as part of their Social Science Core requirement and ECO 106 as an Enhancement Experience course.

The remainder of the minor requirements are:

MGT 250	Managerial and Organizational Concepts	(3)
MAR 250	Principles of Marketing	(3)
ACC 203	Financial Accounting	(4)
ACC 204	Managerial Accounting	(4)
ECO 105		(3)
Total Credits		17

Information Technology

Bachelor of Science (NYC & PLV)

	Credits
UNIVERSITY CORE	60
Required Core Course for IT Major	41-42
MAT 104 Finite Math	(3)
MAT 117 Statistics	(4)
CIT 110 Introduction to Information Technology (writing enhanced)	(3)
IT Foundation	20
CIT 211 Introduction to Computer Systems	(4)
CIT 221 Global Networking Technology	(4)
CIT 231 Web Authoring and Digital Media	(4)
CIT 241 Database Management	(4)
CIT 251 Computer Security Overview	(4)
IT Career Focus (Minimum 3 courses in one focus area totaling 10-12 credits)	10-12
Security Focus	
CIT 312 Introduction to Programming I	(4)
CIT 352 Network and Internet Security	(3)
CIT 354 Computer Forensics	(3)
CIT 356 Operating Systems Concepts	(4)
Web and Digital Media Focus	
CIT 322 Distributed Computing	(4)
CIT 332 Multimedia and User Interface Design	(4)
CIT 334 Technical Writing	(4)
CIT 336 Web Scripting	(4)
CIT 338 Ubiquitous Computing	(4)
CIT 344 Project Management	(4)
Networking Focus	
CIT 312 Introduction to Programming I	(4)
CIT 332 Distributed Computing	(4)
CIT 352 Network and Internet Security	(3)

Information Management Focus

CIT 340	Data Analysis and Visualization	(4)
CIT 342	Systems Analysis and Design	(4)
CIT 344	Project Management	(4)
CIT 346	Database Programming	(4)
CIT 348	Data Mining	(4)

Problem Solving and System Focus

CIT 312	Introduction to Programming I	(4)
CIT 314	Introduction to Programming II	(4)

Interdisciplinary Focus Design a 3-course sequence at the 200-level from any discipline (with the approval of the department chair) totaling a minimum of 9 credits. **9**

Two possibilities are:

Criminal Justice

CRJ 150	Intro to Criminal Justice	(3)
CRJ 247	Introduction to Private Security	(3)
CRJ 346	Terrorism and Society	(3)

Management Science

MGT 355	Management Science and Production Management Concepts	(3)
MGT 356	Simulation Techniques	(3)
MGT 456	Advanced Operations Research Models	(3)

Capstone Project

Comprehensive Project	(4)
Supervised Internship	(4)

FREE ELECTIVES **23-25**

Total credits **128**

Telecommunication (NACTEL)

Bachelor of Science

Professional Computer Studies

Bachelor of Science

The BS in professional computer studies is offered by the Seidenberg School of Computer Science and Information Systems with supporting services provided by Pace University's Division of Adult Enrollment Services. This division has traditionally been responsible for lending support to the adult undergraduate student and for evaluating life experience for academic credit.

Students enrolling in the program will be permitted to convert their practical experience into Life Ex-

perience Learning (LEL) credits. LEL credits can be applied to both the computer studies concentration and elective components of the curriculum. The application of LEL credits will be determined by the faculty of the Seidenberg School of Computer Science and Information Systems with the assistance of the Division of Adult Enrollment Services.

Credits

UNIVERSITY CORE	57
(See University Curriculum.)	
COMPUTER STUDIES CONCENTRATION	24
(3 credits satisfy the core requirement in Computer Science and Information Systems)	
ELECTIVES	47
Total Credits	128

Technology Systems Major

Bachelor of Science

Credits

UNIVERSITY CORE	60
See University Core Curriculum section	
MAJOR COURSES	41-42
TS 211A Spreadsheet Applications for the Microcomputer	(2)
TS 212A Database Applications for the Microcomputer	(2)
TS 212B Advanced Database Applications	(2)
TS 313 Multimedia Applications for the Microcomputer	(4)
TS 314 Computer Operating Systems	(4)
TS 322 End-User Information Systems: Designing and Managing Training	(4)
TS 331 Technical Writing for the Computer Technologies	(4)
TS 333 End-User Information Systems: Planning, Implementation, and Evaluation	(4)
TS 341 Networking Technologies	(4)
TS 351 Microcomputer Hardware: Troubleshooting and Maintenance	(4)
TS 415 Cases in End-User Computing	(4)
TS 471 Internship	(3-4)
PROGRAMMING COURSES	6-8
ELECTIVES	18-21
Total credits	128

SCHOOL OF EDUCATION

General Information

Administration

Andrea (Penny) M. Spencer, Ph.D., Dean

Mary Rose McCarthy, BA, MEd, PhD, Associate Dean

Annjanet Woodburn, BBA, MEd, Assistant Dean and Certification Officer

Sonaly Rivera, BS, MEd, Director of Student Support Services, NYC

Lori Allen, Director, Grants Administration

Charles Bonnici, Special Administrator for Educational Leadership

John DiNatale, EdD, Coordinator of Academic and Fieldwork Services

Maria Iacullo-Bird, PhD, Director of the Center for Urban Education

Maria Mysliwy, Director of Operations, Alternative Certification Programs

Arthur Maloney, BA, MA, CAS, EdD, NYC Campus Faculty Chair and Assistant Professor of Education

Leslie Soodak, BA, MS, PhD, Westchester Campus Faculty Chair and Professor of Education

Accreditation and Affiliations

The following School of Education programs are nationally recognized by the national professional associations listed:

Program Professional Association

Teaching Adolescents Biology National Science Teachers Association

Teaching Adolescents Chemistry National Science Teachers Association

Teaching Adolescents Earth Science National Science Teachers Association

Teaching Adolescents English National Council of Teachers of English

Teaching Adolescents Mathematics National Council of Teachers of Mathematics

Teaching Adolescents Physics National Science Teachers Association

Teaching Adolescents Social Studies National Council for Social Studies

Teaching Children (Childhood Education) Association for Childhood Education International

All Pace School of Education teacher certification programs are registered with and approved by the New York State Education Department.

The Pace University School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). Pace University is also Middle States Accredited.

Vision Statement

The vision of the Pace University School of Education is to accomplish significant educational reform by preparing professional educators to serve as agents for positive change. To accomplish this vision, we seek to be the regional school of choice for professional educators, while expanding the school's state, national, and international reputation as a school of excellence.

Mission and Conceptual Framework

The mission of the School of Education is to effect quality teaching and learning in public and private P-12 school settings by preparing educators to be reflective professionals who promote social justice, create caring classroom and school communities, and enable all students to be successful learners.

The School of Education believes that a fundamental aim in education is to nurture the development and growth of human potential within a democratic community. Therefore, we prepare graduates of our programs to be:

- **reflective professionals who**
- **promote social justice,**
- **create caring classroom and school communities and**
- **enable all students to be successful learners.**

These themes form the conceptual framework for the outcomes of the School of Education Programs and guide every aspect of preparing educators for K-12 settings through planning, assessment and evaluation at both candidate and program levels.

As **reflective professionals** our candidates learn to appreciate the continuity between theory and practice, and seek an understanding of themselves in relation to others as part of an evolving historical process. Our candidates are expected to take multiple perspectives, and to become self-conscious about their own learning. At Pace, we understand that reflective practice is the lens through which teacher educators and candidates see our professional lives. The reflective process is promoted through class discussions, course readings and assignments, case studies, field experiences, self-assessment, and student teaching.

To become professionals who **promote justice**, our candidates learn to address justice and equity in the following areas: protection under the law, distribution and use of material and other resources and access to opportunities within and among nations. As we understand it, justice also implies a balance between the rights of individuals and the needs of society. Through challenging coursework and varied field experiences our candidates are provided with multiple opportunities to recognize injustice and to learn how they can promote justice both within and without their classrooms.

Caring classrooms and school communities are seen as places where an "ethic of care" is developed and as places for instructional excellence. At Pace, we draw on our own experience of working in a caring community among faculty, staff, and candidates to model and nurture our candidates by coming to know, respect, and learn from one another. We see our classrooms as places where mutual respect and learning provides candidates with a framework for future practice.

Our fourth theme is both the culminating framework element for all our programs and the ultimate goal of our School of Education. **Enabling all students to be successful learners** conveys our awareness of the diversity within American schools and our respect for each student's prior experience and personal background. When we say **successful learners** we refer to students who develop active habits of questioning and inquiry; who are self-initiating problem solvers and problem solvers; who seek to construct deep understandings about complex situations, based on prior knowledge; and who obtain the knowledge, skills, and dispositions to succeed in an ever-changing world. We expect our graduates to facilitate their students' application of multiple alternative strategies for coping with novel situations and enhance their ability to make connections across different experiences, events, information and time periods, and to reflect on their own learning processes.

The School of Education is charged with the responsibility of preparing educators who will embrace and promote teaching and learning as lifelong priorities. Through the work of our faculty and graduates, equipped with sound and rigorous knowledge, skills, dispositions, and a rich practice base, we can prepare professional educators who exemplify these themes.

School-Based Experiences and Centers for Professional Development

The Pace School of Education uses a unique design for providing school-based experiences for candidates through school partnerships called Centers for Professional Development. Candidates begin to spend time in the public schools of New York City or Westchester County with their first education course, TCH 201. At the point of admission to the School, candidates become part of a cohort group (typically 8-12 students per cohort) assigned to a Center for Professional Development (CPD) where they will have all of their school-based "field experiences," including student teaching, with the same two teachers. Each Center is in a public school serving a diverse population, responsive to our conceptual framework and in keeping with our vision of what it means to become a teacher prepared at Pace University. In the Childhood program, candidates are assigned to two mentor teachers, one who teaches students in grades 1-3 and one who teaches students in grades 4-6. In the Adolescent program, candidates are assigned to one mentor teacher who teaches students in grades 7-9 and one who teaches students in grades 10-12. Candidates return to the same school and the same two teachers for at least four semesters, until they grad-

uate, gradually increasing both the time they spend in the CPD and the responsibilities they undertake.

A Pace clinical faculty member is assigned to each CPD cohort and remains on-site in the school with the candidates until they complete the program, acting as a liaison between the candidates and their mentor teachers, between the cohort and their Pace education course professors, and between the CPD and the School of Education. Course work links directly to these field experiences through readings, assignments, and class discussions; and teaching faculty and clinical faculty work together to help candidates apply the theories of learning and teaching to school practice. Teaching faculty assign experiences for candidates to complete in the CPD and design rubrics and checklists that the clinical faculty use to assess the candidates' knowledge, skills, and dispositions. Teaching faculty visit the CPD sites and meet with the mentor teachers at least once during each semester.

In addition to structured field experiences linked to courses and student teaching, there are many other opportunities for students to spend extensive time in school settings doing meaningful work. Many of these opportunities also provide candidates with financial support for their study. A brief description of each of our many opportunities is provided in a later section describing the School of Education's Center for Urban Education.

Center for Urban Education

The Center for Urban Education has part of the Pace School of Education since 1986.

The Center's programs include:

- Liberty Partnerships Programs (LPP) at the High School for Health Professions and the High School for Economics and Finance
- New York Metropolitan Service Learning Institute consortium promoting the pedagogy of service learning in higher education at the State University of New York at Stony Brook, Pace University School of Education, and the State University of New York at Old Westbury
- Upward Bound, serving five target high schools in northwest Brooklyn
- Teacher Opportunity Corps (TOC) and Teacher/Leader Quality Partnerships (T/LQP/TOC) professional development programs for pre-service and in-service teachers from populations historically under-represented in the field of teaching
- Pace Community and Volunteer Mobilization Homeland Security AmeriCorps, helping in the recovery and revitalization of downtown and Chinatown in New York City
- America Reads/Counts, a grassroots national campaign to encourage community efforts in reading and math skills. The Pace program selects and trains college students who are interested in tutoring children in their classrooms.
- Jumpstart is a national early literacy program that recruits and trains Pace University students to work one-to-one with preschool children from

low-income backgrounds. Through yearlong mentoring relationships, Jumpstart inspires children to learn, adults to teach, families to get involved, and communities to progress together.

The Center for Literacy Enrichment

The Center provides:

- Developmental reading for pre-K, elementary, and middle school students
- Language skills for middle school ESL students

Students at the Center for Literacy Enrichment are evaluated and programs are designed to meet individual needs. Elementary and middle school students both U.S. and foreign-born receive instruction in small groups or in private sessions to improve reading skills. The program emphasizes a skills-based approach with an emphasis on literature, and reinforces literacy skills for parents and children at home.

Center for Economic Education

The Center for Economic Education is a unit of the Pace University School of Education that works with students and teachers in urban public schools to teach young people to become entrepreneurs and to participate fully in economic life. The emphasis is on the entrepreneur who works with, and builds up, the urban community.

Center for Case Studies In Education

The Center for Case Studies in Education was established in 1991. The center's co-directors, Rita Silverman, PhD, and William M. Welty, PhD, were awarded three separate multi-year grants from the Fund for the Improvement of Postsecondary Education (FIPSE) to develop cases in teacher education and higher education and to prepare University faculty to teach successfully with cases.

The Center's current activities include the following:

- Cases in teacher education are developed, edited, and/or prepared for publication. Education faculty who are interested in writing cases and having them published submit cases to the center. Cases are edited and the final product is included in the case collection which is published in *Praxis*, McGraw-Hill's online division.
- Cases in faculty development are developed, edited, and/or prepared for publication similar to the teacher education cases. Cases are published in-house by the center and distributed for a nominal fee to University faculty and faculty development professionals.
- Professors Silverman and Welty work with University faculty and faculty development offices to prepare their colleagues to use cases effectively in their teaching and to write cases in the various disciplines.

Center for Teaching and Research In Autism (Tara)

The Center for Teaching and Research in Autism opened in January 2006 on Pace University's New York City campus. The mission of TARA is to conduct research in autism and to support professional devel-

opment activities that will lead to an improvement in the quality of education and related services for individuals with Autism Spectrum Disorders.

The center director, Dianne Zager, PhD, is the Michael C. Koffler Professor in Autism.

School of Education Facilities

The School of Education occupies two buildings on the Pleasantville campus (Buchsbaum House and Wright Cottage), as well as the 11th floor and part of the 16th floor at 163 William Street on the New York City campus. In addition to these facilities, our Center for Literacy occupies Education House on the White Plains North Broadway law school campus.

On the Pleasantville campus, Buchsbaum House contains faculty and department offices, a curriculum library containing multimedia computer stations and resource materials for lesson plan preparation, and a classroom, while Wright Cottage houses the offices of the Dean of the School of Education, the Assistant Dean, the Dean's staff, and the School Partnerships offices.

The New York City faculty and staff for our traditional programs are located on the 11th floor of 163 William Street. The SOE office for Alternative Certification Programs and the Deans' offices are located on the 16th floor of 163 William Street. All of the School of Education's Center for Urban Education are located on the fourth floor of 41 Park Row. We also maintain a Model Classroom (W210) at the One Pace Plaza complex. The model classroom serves as a microteaching facility and curricular and instructional resource area for faculty and students on the New York City campus. The classroom is equipped with wireless computer technology and multimedia laptops for teacher candidate and faculty use. Additional technology in the room includes a multimedia teaching station, a large-screen projector, white-board capture equipment, and a variety of instructional tools such as mathematics manipulatives, globes, electronic science probes, and computer-linked microscopes.

Academic Policy

Entry into the School of Education

Upon acceptance to Pace University, students who indicate their interest in teacher preparation become designated as Pre-teach students. In their first semester, students take a special section of UNV 101: Introduction to the Pace Community, taught by a staff member from the School of Education. In the Pre-teach phase of the programs, students also complete three Professional Seminars (TCH 211A and TCH 211B), and one or two courses (TCH 201: Understanding Schools (all teaching applicants) and TCH 215 (for applicants to secondary school/adolescent education programs).

Before students advance into the Teach phase of the program and take any additional courses from the School of Education, they must apply and be formally admitted to the School. Students apply to the School

of Education during the semester in which they have completed their 45th credit hour. For most students, this is the second semester of the sophomore year. School of Education faculty and staff assist students with all aspects of the application process and several TCH 211B sessions are devoted specifically to program admission. Once accepted, students become designated as Teaching Candidates.

All applicants must receive a positive recommendation from the TCH 201 professor to be eligible for formal admission to the School of Education. This recommendation is an internal process; students are not required to seek a formal recommendation from their TCH 201 professor.

Consistent with its mission and motto of *Opportunitas*, Pace University provides prospective teachers with multiple paths, assessments and support for meeting the high standards of entry into the School of Education. Students are required to meet the Program Admission Requirements outlined below. However, students who may not meet one or more of the admission requirements are provided with a variety of alternative ways to demonstrate that they meet or exceed the program entrance criteria. Students who do not meet the requirements for full admission but who do meet conditional entry requirements will complete a Competency Contract outlining an Action Plan for demonstrating competence in any knowledge-base or skill identified as below criteria. For example, if an applicant receives a grade below B- in ENG 110, the applicant will be provided with a variety of options to meet this standard. These options would include demonstrating the knowledge or skill through a) portfolio, b) examination, c) some other means detailed in the Action Plan, or d) earn a grade of B- or better in ENG 120.

Additional individual assistance in meeting entrance standards is available through Pre-teach courses and seminars and through the University Center for Academic Excellence and the School of Education Office of Student Support Services. Applicants may be admitted conditionally to the School of Education for one semester. Applicants who do not meet all standards for full admission by the end of that semester will have their academic record reviewed by the Student Affairs Committee with the potential outcome that they will not be allowed to continue in the School of Education.

Admission Criteria Summary

Most education majors file a formal application to the School of Education in the second semester of their sophomore year, upon completion of approximately 45 credits, including TCH 201 and TCH 211A. Students who have completed less than 40 credits should contact the Director of Student Support Services before filing the application. Several sessions in TCH 211A and TCH 211B are dedicated to explaining the admissions process and all applicants are strongly encouraged to view these sessions prior to filing the application. The specific deadline for filing the application will vary from year to year, but typically the ap-

plication period closes at the end of February of the sophomore year.

Internal and external transfer students who transfer into the School of Education as juniors must file a formal application for transfer students at the end of their first semester, typically no later than December 1. Students who transfer into the School of Education as sophomores will file the application during the regularly scheduled application period in the spring semester.

Any student who fails to file a completed application by the stated deadline will not be allowed to continue in the School of Education, unless the Student Affairs Committee determines that there were extenuating circumstances preventing the student from meeting the deadline. It is the student's responsibility for completing the application by the stated deadline.

What's Included in the Application

A completed application includes the following items:

- The FORMAL APPLICATION with all indicated areas completed and the application signed;
- A typed, double-spaced "STATEMENT OF INTENT" of no more than 200 words, that is both spell-checked and edited, in which the student makes clear why he or she wants to become a teacher;
- 3 LETTERS OF RECOMMENDATION from Dyson or CSIS professors. Transfer students may ask professors from their transfer institution to complete the recommendation form;
- PACE TRANSCRIPTS printed out from the student's Pace portal. Transfer students must also include transcripts from their transfer institution. Student copies are acceptable;
- PROOF OF REGISTRATION FOR THE LAST (or Praxis) exam. (Only those students who scored less than 520 on the SAT Verbal I and/or SAT Math are required to take the LAST [or Praxis] at this time.);
- ON-DEMAND WRITING SAMPLE. Students should be prepared to sit down and write a 250-word essay when they come to Buchsbaum House or 163 William Street to submit the completed application. The essay topic will be drawn from issues addressed in TCH 201. The purpose of the essay is to give students an opportunity to demonstrate effective writing skills on demand. Teachers are required to do a lot of on-demand writing on the board and so teacher candidates should be prepared to be effective on-demand writers.

Where to Submit the Application

Completed applications may be submitted to the Office of Student Support Services in Buchsbaum House in Pleasantville or 163 William Street, 11th floor, in NY anytime during the application period —typically the month of February in the sophomore year—and no later than the posted application deadline. Junior transfer students will submit their completed application at the end of the first semester, on or around December 1. All supporting documents must be submitted at this time and the student must be able to sign for the on-demand writing sample. Incomplete applications will not be accepted.

Transfer Students

To be eligible for admission to Pace University as an education major, the transfer student must have a minimum cumulative GPA of 2.85 from the transfer institution(s). Education majors at Pace move through the program as a "cohort," with specific education courses offered only in specific semesters. Once the Transfer Credit Evaluation form has been completed and the transfer student's total transfer credits have been tallied, the transfer student will be placed in a freshman, sophomore or junior level cohort, defined as below:

- Freshman: 0-32 credits
- Sophomore: 33-64 credits
- Junior: 65-96 credits

A transfer student must be within six credits of the next cohort level may petition to be placed in the higher cohort with a written plan demonstrating how the credit deficiencies will be met by the end of the Junior year. This plan will be reviewed by the Coordinator of Student Support Services and a determination made.

Transfer students with less than a 2.85 cumulative GPA from the transfer institution(s) are encouraged to pursue Core requirements as an "Undecided" major at Pace. If the transfer student is successful at raising their grade point in the first or subsequent semesters at Pace, the student may apply for permission to declare Education as his/her major.

The School of Education recommends that students transferring to Pace with significantly more than 65 credits complete an undergraduate major in Liberal Arts & Sciences (for those who ultimately want to get certified in Childhood Education) or the subject area (e.g., Math, English, etc.) for those who want certification in Adolescent Education. Once the undergraduate degree is earned, the student may then apply for admission to the Masters of Science for Teachers (MST) program. This route delays certification until the graduate level and eliminates the expense of additional undergraduate semesters while meeting a state requirement for earning a Masters degree.

Formal Admissions Process

All education students, whether they come to Pace as first-year students or later as transfer students from another institution, must go through a formal admissions process to the School of Education. For most students, this is the second semester of the sophomore year. However, transfer students who are admitted to Pace as education majors in their junior year are granted automatic "conditional admit" status for the first junior semester. And at the end of that first semester, the junior-level transfer student will file a formal application to the School of Education

Academic Standing Regulations

Professional Behaviors and Dispositions

As a school preparing future educators, we have specific expectations for the professional dispositions and behaviors exhibited by our teaching candidates

both in and out of the classroom. In addition to consistently meeting our academic standards, we require all of our teaching candidates to meet the professional standards outlined below in order to be admitted to the School of Education and to remain in good standing. We believe that these standards are essential to good teaching, and work to promote them in ourselves as well as our students.

The professional standards are as follows:

- Teacher candidates must exhibit a respect for the opinions and feelings of others, and value diversity of thoughts and ideas.
- Teacher candidates must take responsibility for their own actions, and recognize the value of intrinsic motivation for themselves and others.
- Teacher candidates must commit to the creation of a positive learning environment for themselves and those around them.
- Teacher candidates must be thoughtful and responsive communicators, both in speaking and listening roles.
- Teacher candidates must exhibit promptness, consistent attendance and follow-through in relation to School of Education and field-work requirements and procedures.
- Teacher candidates must exhibit an openness and receptivity to constructive criticism and feedback.
- Teacher candidates must use discretion, and respect the confidentiality of their peers, as well as any children with whom they might be working.
- Teacher candidates must present themselves in ways that positively reflect Pace University and the School of Education, and that are consistent with the School's commitment to Social Justice and Caring Classrooms.

Due to the awesome responsibility with which teachers are entrusted, we strongly believe in the absolute necessity that our students meet high academic as well as dispositional standards. Failure to meet these standards may result in either failure to be admitted to the School or dismissal from the School.

Maintaining Good Standing In The School Of Education

Once admitted to the School of Education, the applicant is considered a candidate for teacher certification and is, therefore, subsequently referred to as a candidate. To remain in good standing and progress through a School of Education program, a candidate must maintain a QPA of at least 3.0, must earn a grade of B or higher in each education course, and must meet the disposition and performance expectations of the School.

Summary of Criteria For Program Continuation, Completion, and Eligibility For Teacher Certification

Once admitted, teacher education candidates must continue to demonstrate success in each of the essential aspects of the teacher preparation program:

- understanding the theories presented in course-work,
- 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 course-work and not in fieldwork, or the reverse, or to be successful in both but not demonstrate the dispositions required to teach. Since teachers must be strong in knowledge, skills and dispositions, candidates who are permitted to continue in the program must demonstrate their abilities in educational theory and practice as well as their content knowledge in the liberal arts and their certification area(s). In student teaching, the components of content knowledge, educational theory, practice and appropriate dispositions are combined. Successful completion of student teaching and passing scores on the New York State Teacher Certification Examinations (NYSTCE) are required before a candidate is eligible for certification.

1. Success in coursework is defined as:

- An overall QPA of 3.0
- A grade of B or better in each education course
- A QPA of 3.0 in the academic major/concentration.

2. Success in fieldwork is defined as:

A grade of P (passing) from the CPD clinical faculty member. A grade of P in the CPD means that candidates have met all of the applicable CPD performance indicators at a level of competent (2) or exceeds expectations (3) for that semester.

3. Success in student teaching is defined as:

- Meeting the performance indicators for student teaching throughout the semester as defined on the assessment matrix.
- A grade of P in student teaching.
- A positive recommendation from both the Pace Supervisor and the Mentor Teacher.
- A passing portfolio as defined in the portfolio guidelines.

4. Success with the NYSTCE is defined by the scores established by New York State (passing = a score of 220) on the following tests:

- Liberal Arts and Sciences Test (LAST)
- Elementary or Secondary Assessment of Teaching Skills - Written (ATSW)
- Content Specialty Test (CST) in the certificate field(s)

Student Teaching Portfolio Requirement

All candidates must successfully complete a portfolio as part of the teacher preparation program. The portfolio requirements will be introduced to the

candidates early in the program, and the portfolio itself will be due prior to program completion. Rubrics defining successful completion of the portfolio are available in the SOE portfolio guidelines document.

Academic Probation and Dismissal Policy

Once admitted to the School of Education, the applicant is considered a candidate for teacher certification. To remain in good standing and progress through a School of Education program, a candidate admitted to School of Education must maintain throughout the program the same standards as those for admission.

Prior to admission to the School of Education (SOE), University probation and dismissal policies apply.

Upon admission to the School of Education the following probation policy applies: SOE candidates will be placed on probation when:

- The candidate's overall QPA falls below 3.0.
- The candidate's QPA falls below 3.0 in the major (Dyson or SOE major(s)).
- The candidate receives a grade below "B" in any education course.

In the first semester that a candidate is placed on academic warning, he or she is required to meet with an adviser to develop an Action Plan to return to good standing. Probationary status may include restrictions on the type or number of courses that the candidate will be allowed to register for, and/or referral to the Center for Academic Excellence, or other support centers, for academic skill development. A candidate may also be required to retake courses. At the end of the academic warning period, the candidate must either achieve the academic requirements or show significant academic improvement in order to continue in the School of Education.

If students at the candidate level fail to achieve the required QPA or grades after the academic warning period, they may not continue in the School of Education. Candidates may appeal their dismissal from the School of Education by sending a written appeal to the appropriate assistant dean of the School of Education no later than two weeks from the receipt of written notification of removal from the School of Education. Students may not continue in the School of Education if they fail to meet the academic requirements for more than two semesters (consecutive or nonconsecutive). Candidates who are not allowed to continue in a School of Education program must transfer to another Pace school or college. If the academic record of the candidate prohibits another Pace school or college from accepting the student, then the student may be dismissed from the University.

Advising

The School of Education Office of Student Support Services assists candidates in achieving their educational and professional goals by providing group and

individualized academic advisement. A candidate seeking information and advice about program and degree options, course schedules, transfer credits, teacher certification requirements, or academic concerns is encouraged to contact the Office of Student Support Services on his or her campus at:

New York City

163 William St, 11th floor
(212) 346-1338

Pleasantville

Buchsbaum House
914) 773-3571

During the fall semester of freshman year, all first year students who enter Pace indicating an interest in teaching are assigned to a designated education section of UNV 101, taught by School of Education staff.

Beginning in the spring semester of the first year, students enroll in a Professional Teaching Seminar (TCH 111) that meets weekly online for one hour. Students continue to take the one-hour seminar both semesters of their sophomore year. As part of the seminar series, students will receive group advisement, information about careers in teaching, and assistance with the New York State teacher examination and certification process. Upon formal admission to the School of Education at the end of the sophomore year, candidates are assigned a faculty adviser who continues to provide academic and professional advisement and mentoring throughout the program. Candidates should meet with their faculty adviser at least once each semester to review their academic progress, plan course schedules, and discuss professional plans.

Student Organizations

Future Educators Association (PLV Undergraduate)

FEA is an organization whose purpose is to unite all students who are interested in education as a profession. Our objective is to assure that those students interested in education can belong to an organization that is tailored to the profession by providing beneficial workshops like Project Learning Tree, and guest speakers discussing up to date educational information, skills, and strategies that are necessary to become a successful educator.

FEA is also associated and involved with NEA, National Educators Association, which is a nationwide organization that supports education and its many facets.

For more information about FEA e-mail us at education@pace.edu.

Kappa Delta Pi (NYC Undergraduate)

The Psi Eta Chapter of Kappa Delta Pi began on the New York City campus in 1996. The organization is dedicated to excellence in educational studies, specifically for undergraduate and graduate students who have not yet entered the workforce.

Kappa Delta Pi is an International Honor Society, with a membership of over 60,000 students in over 400 chapters. Founded in 1911, Kappa Delta Pi encourages improvement, distinction in achievements and contribution to education through various activities and

professional development and professional development meetings. The society sponsors conferences, workshops, scholarships and award programs each year and publishes the Kappa Delta Pi Record, The Educational Forum, the Kapadelpian, and New Teacher Advocate, a quarterly newsletter for beginning teachers. In addition, Kappa Delta Pi has a web site offering information about the organizations activities: <http://www.kdp.org>. Membership is obtained by invitation to students who show excellence in their general and educational studies. Initiation of new members takes place every spring. For more information please contact Dr. Kathryn DeLawter, counselor for this organization at (212) 346-1887, kdelawter@pace.edu.

Phi Delta Kappa (NYC Graduate)

Phi Delta Kappa is an international organization for men and women who are professionals in the field of Education. The Pace University School of Education's Phi Delta Kappa chapter is one of 660 located throughout the world, with an estimated world-wide enrollment of 117,000.

The purpose and mission of the organization is to stimulate the professional growth of members and to provide members the opportunity to participate in critical and relevant issues facing education today through research, publications, and professional development services. Phi Delta Kappa also sponsors an educational foundation, which offers scholarships, seminars, institutes and publications, including the well-respected monthly journal Phi Delta Kappan. To be eligible for membership applicants must be either baccalaureate degree holders who currently work in the field of education in some capacity, graduate students in education or undergraduate seniors who have completed their student teaching. For information about the Phi Delta Kappa on the New York City campus please contact Professor David Avdul at (212) 346-1603 or e-mail us at education@pace.edu.

Pi Lambda Theta (PLV - Temporarily inactive - students interested in reactivating this honorary should contact Anna Fishman at afishman@pace.edu)

What is PLT?

PLT is an International Honor and Professional Association in Education. Our purpose is to recognize individuals of superior scholastic achievement and high potential for professional leadership, and to stimulate independent thinking educators who can ask critical questions to improve educational decision making.

What are the General Qualifications?

Students must have a GPA of 3.5 or greater. They must be a second semester sophomore, and be enrolled in a baccalaureate degree program with an intent to enter a career in education.

What are the dues?

Student member dues are \$25 per year.

For more information about PLT e-mail us at education@pace.edu.

Program Majors

There are three general options for majors for individuals who seek to work in schools: Childhood Education, Adolescent Education, and Communication Sciences and Disorders.

Childhood Education: Candidates preparing to teach children in elementary schools (grades 1-6) major in Childhood Education. Childhood Education majors also complete a 30-credit concentration in Pace's Dyson College of Arts and Sciences in art, biology, earth science, English, history, Italian, mathematics or Spanish.

Adolescent Education (Westchester campus only): Candidates preparing to teach students in secondary school settings (high school, junior high schools, or middle schools - grades 7-12) complete an arts and sciences major in the specialty field they wish to teach (from the Pace's Dyson College of Arts and Sciences) in biology, chemistry, earth science, English, history, Italian, mathematics, or Spanish. These candidates also complete an Adolescent Education major with the School of Education.

Teaching Students with Speech and Language Disabilities: (New York City campus only): Candidates preparing to become Speech Language Pathologists in schools and work with students with speech and language disorders complete an arts and sciences major in Communication Sciences and Disorders and a concentration in Teaching Students with Speech and Language Disabilities. Honors College options are available for all programs. Contact an adviser in the School of Education for information on Honors College requirements for teacher preparation programs.

Teaching Students with Speech and Language Disabilities

Candidates preparing to work with students who have speech and language disabilities major in Communication Sciences and Disorders in Pace's Dyson College of Arts and Sciences and complete a concentration in Teaching Students with Speech and Language Disabilities. The courses in that concentration are drawn from a combination of courses from Communication Sciences and Disorders and courses from the School of Education. Students may also complete additional coursework and experiences to qualify for a Bilingual Extension of this certificate. These program concentrations are available on our New York City campus only.

State Certification Options

Pace University programs lead to two different levels of New York State teaching certificates, the Initial Certificate and the Professional Certificate. An Initial Certificate is the minimal certificate required to teach in public schools in the State of New York. The academic requirements for the Initial Certificate are met through all Pace teacher preparation programs. To continue to teach in New York, a student must ultimately obtain a Professional Certificate. One advantage of Pace's Combined Degree Program is that it meets the academic requirements for both the Initial and the Professional Certificate. A student will also

become eligible for the Professional Certificate upon completion of Pace's Two-Degree Program. Additional information regarding New York State Teaching Certificates including time limits and specific criteria can be obtained at www.nysed.gov. For information on certificate requirements in another state, students should contact the Pace School of Education Office of Student Support Services and/or the teacher certification bureau for that state. Pace programs meet the academic requirements for certification in most other states, especially those states that are, like New York, members of the Interstate Certification Compact.

New York State regulations in effect at the printing of this catalog require that all newly certified teachers complete a master's degree within three years of obtaining the Initial Certificate. Pace University offers two routes to the master's degree. Students may opt to complete the Combined Degree, completing the undergraduate and graduate programs simultaneously in five years, or they may qualify for Initial certification requirements in four years through the undergraduate program, begin teaching, and complete the master's degree part-time while teaching.

New York State Certification Examinations

New York State requires that candidates for all teaching certificates successfully complete New York State Teacher Certification Examinations (NYSTCE). For Initial Certification students must pass the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills-Written (ATS-W) test, and the Content Specialty Test (CST) for each certificate area sought. Pace University integrates information about, and preparation for, these examinations throughout each of our programs. Students seeking certification in other states are required to pass examinations specified by that state. Staff in SOE offices maintain information on certification in other states. Information is also available on each state's education department Web site.

We strongly recommend that candidates complete the NYS teacher examinations according to the following schedule for purposes of advisement, so that any problems can be ameliorated prior to student teaching:

- Liberal Arts and Science Test (LAST)-Completed by second semester of sophomore year
- Assessment of Teaching Skills-Written (ATS-W)-Completed by or before the semester of student teaching
- Content Specialty Test (CST)-Completed by the second semester of junior year

Certificate Extensions

A certificate extension allows the holder of a certificate to teach an additional student population, grade, or subject. Each extension requires additional coursework, field-based experiences and/or certification examination(s). Within Pace University programs, students can become eligible for the following specialty certificates and extensions:

- Bilingual Education Extension (for General Classroom Instruction or for Educational Technology)
- Gifted Education Extension
- Middle Level Education Extension to Grades 5-6
- Middle Level Education Extension to Grades 7-9

Bilingual Education Extension: Individuals who hold Childhood (grades 1-6) certificates take TCH 351 and TCH 453 for the extension. Individuals who hold an Adolescent or Middle Level Certificate (grades 7-12) take TCH 351 and TCH 454. Applicants for a NYS bilingual education extension to their certificate must also complete field-based experiences in bilingual classrooms and the appropriate NYS examinations in both English and the target language. Individuals seeking bilingual extension for the educational technology specialist certificate must also study methods of providing educational technology services to bilingual English language learners, using the target language and English.

Middle Level Education Extensions: Extensions to authorize the teaching of a subject in grades 7 through 9 for holders of certificates in Childhood Education (grades 1 through 6) requires a minimum of 30 semester hours in the subject to be taught (e.g., mathematics, English) and the courses TCH 455 and TCH 456. Extensions to authorize the teaching of a subject in grades 5 and 6 for individuals who already hold certificates in teaching biology, chemistry, earth science, English, mathematics, physics, or social studies (grades 7 through 12) requires the courses TCH 455 and TCH 456. All middle level extensions require field-based work in middle-level classrooms and the appropriate certification examination(s).

Pass Rate for New York State Teacher Certification Examinations since the last undergraduate catalog:

Childhood Education Major

Bachelor of Arts (PLV)

The Childhood Education major prepares candidates for certification to teach in grades 1-6. Combined-degree programs prepare candidates for certification to teach additional grades, levels, or subjects depending on the selection of program. Candidates with interests in additional certificates or extensions should contact an adviser in the School of Education for program specifics. Honors program option worksheets are available in School of Education offices.

Major in childhood education with required concentration in ONE of the following:

- Art
- Biology
- History
- Earth science
- English
- Mathematics
- Languages other than English * (LOTE)

*LOTE Concentration includes Spanish or Italian on the Pleasantville campus, with approval by the chair of

the Modern Languages Department.

Testing-Out of Classes and Waivers

Students may test out of selected courses including ENG 110, TS 105/CIS 101 or a language requirement. Students should discuss these options with their advisers. UNV 101 requirements are waived for all transfer students.

Note: For teaching candidates, University Core second language requirements must be met by two courses in the same language. This requirement may also be met by courses in American Sign Language.

	Credits
UNIVERSITY CORE:	60
FOUNDATION REQUIREMENTS	16-30
ENG 110 Composition	(3)
ENG 120 Critical Writing	(4)
ENG 201 Writing in the Disciplines	(3)
COM 200 Public Speaking	(3)
Second Language Proficiency	(6 credits)
CHI, FRE, ITA, JPN, RUS or SPA	
MAT 109A or higher	(3)
TS 105 or Computing	(4-3)
CIS 101	
BIO 123 Human Biology and Contemporary Science	(3)
AREAS OF KNOWLEDGE (AOK) - (25 credits)	
Area 1: Civic Engagement and Public Values	
TCH 201 Education 1: Understanding Schools	(4)
Area 2: Western Heritage	
HIS 113B American Diversity section only	(3)
Area 3: World Traditions	
(See list of courses for AOK3.)	(3)
Area 4: Humanistic and Creative Expressions	
(See list of courses for AOK 4.)	(3)
Area 5: Analysis of Human, Social, and Natural Phenomena	
PSY 302 Child Development	(3)
In-Depth Sequence	(9)
THREE courses from the 30 credits required in the chosen arts and sciences concentration apply toward the In-depth sequence and AOK.	
INQUIRY AND EXPLORATION	(24- 27 credits)
Any non lab (or lab) Science	(3)
HIS 367 History and Geography of New York State	(3)
ONE of the following:	
HIS 111 American Civilization to 1877	(3)
HIS 112 American Civilization Since 1877	(3)
Any literature course	(3)
CSD 352 Language Development and Disorders in the School-Aged Child	(3)
MAT 109B (exempt if Foundations Math was pre-calculus or higher)	(3)
TWO courses from the 30 credits required in the chosen arts and sciences concentration apply toward Inquiry and Exploration.	(6)
CONCENTRATION	(2-15 credits)

Remaining courses to complete the 30 credit arts and sciences concentration.

CHILDHOOD MAJOR REQUIREMENTS (42 credits)

Pre-Admission

TCH 211A Professional Seminar 2 and 3 and B (1)

Post-Admission

TCH 301 Understanding Learning and Teaching (4)

TCH 302 Introduction to Special Education (4)

TCH 310 Emergent and Early Literacy (4)

TCH 350 Math Methods: An Integrated Approach (4)

TCH 410 Teaching Fluent Readers (4)

TCH 420 Science Methods: An Integrated Approach (4)

TCH 440 Social Studies Methods: An Integrated Approach (4)

TCH 490 Language Arts and Children's Literature (4)

Student Teaching

TCH 498 Final Apprenticeship Seminar (8)

Electives (0-20 credits)

UNV 101 Introduction to the University Community (1)

TOTAL CREDITS: 128-136

Required Learning Community Experience

Learning Community (LC) Requirement

ONE Learning Community Course

Writing-Enhanced Courses Requirement

TWO Writing-Enhanced Courses indicated by (W)

Adolescent Education Major

Bachelor of Arts (PLV)

Students preparing to teach children in middle or high school complete a **specialized concentration and major at Pace University**. Adolescent students concentrate in the subject area they want to teach plus a major Adolescent Education. Each of our Adolescent Programs is nationally recognized, and all of our adolescent programs lead to a Bachelor's Degree (BA) and the Initial Teaching Certificate in Adolescent Education (Grades 7-12). In addition, candidates may opt to pursue a Bachelor's Degree (BA) and Masters of Science Education (MSEd) in our 5th year Combined Degree program simultaneously.

- Biology
- Chemistry
- Earth Science
- English
- History (a history program major yields Social Studies certification)
- Italian*
- Mathematics
- Spanish*

*Requires approval by the Chair of the Department of Modern Languages

Testing-Out of Classes and Waivers

Students may test out of selected courses including ENG 110, TS105/CIS 101, or a language requirement. Candidates should discuss these options with their advisers. UNV 101 requirements are waived for all transfer students.

Please Note: For teaching candidates, University Core second language requirements must be met by TWO courses in the same language. This requirement may also be met by courses in American Sign Language.

Majors in Biology and Adolescent Education

Bachelor of Arts, Pleasantville campus only

UNIVERSITY CORE 60 credits

FOUNDATION REQUIREMENTS (16- 30 credits)

ENG 110 Composition (3)

ENG 120 Critical Writing (4)

ENG 201 Writing in the Disciplines (3)

COM 200 Public Speaking (3)

Second Language Proficiency (6 credits.)

CHI, FRE, ITA, JPN, RUS or SPA

MAT 134 Introduction to Problems and Statistics for Life and Social Sciences (3)

TS 105, CS 109, CS 121 OR CIS 101 (4-3)

CHE 111 General Chemistry I (4)

AREAS OF KNOWLEDGE (AOK) - (31 credits)

Area 1: Civic Engagement and Public Values

TCH 201 Education 1: Understanding Schools (4)

Area 2: Western Heritage (3)**

Area 3: World Traditions and Cultures (3)**

Area 4: Humanistic and Creative Expressions (3)**

Area 5: Analysis of Human, Social and Natural Phenomena

PSY 303 Adolescent Development (3)

SCI 120 History and Philosophy of Science (3)

*** Note: While meeting the AOK Area 2, 3, and 4 requirements, at least ONE course must be from HIS (or INT from a historical perspective), at least one from ART, and at least ONE course from a philosophical or social science perspective (drawn from PHI, RES, INT, POL, ANT, SOC, ENV, SCI, or ECO).*

In-Depth Sequence in Biology

BIO 335 Molecular and Cellular Biology (4)

BIO 334 Physiology (4)

BIO 490 Seminar in Biology (2)

INQUIRY AND EXPLORATION AND REMAINING BIOLOGY MAJOR REQUIREMENTS (42 credits)

REQUIREMENTS

CHE 112 General Chemistry II (5)

CHE 223 Organic Chemistry I (5)

CHE 224 Organic Chemistry II (5)

BIO 101 General Biology I (4)

BIO 102 General Biology II (4)

BIO 210 Ecology (4)

BIO 231 Genetics (4)

BIO 236 Comparative Vertebrate Anatomy (4)

BIO 264	Microbiology	(4)
BIO 117	Human Biology and Disease	(3)

ADOLESCENT EDUCATION MAJOR (34 credits)
REQUIREMENTS

Pre-Admission

TCH 211A	Professional Seminar 2 and 3 and B	(1)
TCH 215	Curriculum and Teaching in Secondary Schools	(4)

Post-Admission

TCH 301	Education 2: Understanding Learning and Teaching	(4)
TCH 323	Methods and Models of Teaching Adolescents	(4)
TCH 412	Literacy Instruction in the Secondary Schools	(3)
TCH 429	Teaching Science to Adolescents	(4)
TCH 452	Language Acquisition and English Language Learning	(3)
TCH 475	Special Education in Secondary Settings	(3)

Student Teaching

TCH 495	Final Apprenticeship I: Adolescents Education	(8)
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OPEN ELECTIVES

UNV 101	Introduction to the University Community	(1)
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Total credits **128- 137**

REQUIRED LEARNING COMMUNITY EXPERIENCE:

Learning Community (LC) Requirement
ONE Learning Community Course
Writing-Enhanced Courses Requirement
TWO Writing - Enhanced Courses indicated by (W)

Note: Students completing at least ONE additional credit from PHY or SCI will also qualify for certificates in General Sciences.

Majors in Chemistry and Adolescent Education

Bachelor of Arts Pleasantville campus only

UNIVERSITY CORE : **60**

FOUNDATION REQUIREMENTS (17-31)

ENG 110	Composition	(3)
ENG 120	Critical Writing	(4)
ENG 201	Writing in the Disciplines	(3)
COM 200	Public Speaking	(3)

Second Language Proficiency (6 credits.)

CHI, FRE, ITA, JPN, RUS or SPA		
MAT 131	Calculus I	(4)
CS 109	Intro to Computing	(3)
BIO 101	General Biology I	(4)

AREAS OF KNOWLEDGE (AOK) - (31 credits)**Area 1: Civic Engagement and Public Values**

TCH 201	Education 1: Understanding Schools	(4)
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Area 2: Western Heritage (3)**

Area 3: World Traditions and Cultures (3)**

Area 4: Humanistic and Creative Expressions****Area 5: Analysis of Human, Social, and Natural Phenomena**

PSY 303	Adolescent Development	(3)
SCI 120	History and Philosophy of Science	(3)

*** Note: While meeting the AOK Area 2, 3, and 4 requirements, at least one course must be from HIS (or INT from a historical perspective), at least one from ART, and at least one course from a philosophical or social science perspective (drawn from PHI, RES, INT, POL, ANT, SOC, ENV, SCI, or ECO).*

In-Depth Sequence in Chemistry

CHE 301	Physical Chemistry I	(4)
CHE 302	Physical Chemistry II	(4)
CHE 326	Biochemistry	(4)

INQUIRY AND EXPLORATION AND REMAINING CHEMISTRY MAJOR REQUIREMENTS (34 credits)

MAT 132	Calculus II	(4)
BIO 102	General Biology II	(4)
PHY 111	General Physics I	(4)
PHY 112	General Physics II	(4)
CHE 111	General Chemistry I	(4)
CHE 112	General Chemistry II	(5)
CHE 223	Organic Chemistry I	(5)
CHE 224	Organic Chemistry II	(5)
CHE 221	Analytical Methods and Techniques	(4)
CHE 331	Instrument Analysis	(4)

ADOLESCENT EDUCATION MAJOR REQUIREMENTS (35 credits)

Pre-Admission

TCH 211A	Professional Seminar 2 and 3 and B	(1)
TCH 215	Curriculum and Teaching in Secondary Schools	(4)

Post-Admission

TCH 301	Education 2: Understanding Learning and Teaching	(4)
TCH 323	Methods and Models of Teaching Adolescents	(4)
TCH 412	Literacy Instruction in the Secondary Schools	(3)
TCH 429	Teaching Science to Adolescents	(4)
TCH 452	Language Acquisition and English Language Learning	(3)
TCH 475	Special Education in Secondary Settings	(3)

Student Teaching

TCH 495	Final Apprenticeship I: Adolescent Education	(8)
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OPEN ELECTIVES

UNV 101	Introduction to the University Community	(1)
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Total credits **128- 140**

REQUIRED LEARNING COMMUNITY EXPERIENCE:

Learning Community (LC) Requirement
ONE Learning Community Course
Writing-Enhanced Courses Requirement
TWO Writing - Enhanced Courses indicated by (W)

Note: It is not possible to complete this program in four years w/o summers.

Note: As a result of study and sufficient credits in three sciences, students will also qualify for certification in General Science.

Majors In: Earth Science and Adolescent Education

Bachelor of Arts, Pleasantville campus only

UNIVERSITY CORE 60 credits

FOUNDATION REQUIREMENTS (16-30 credits)

ENG 110	Composition	(3)
ENG 120	Critical Writing	(4)
ENG 201	Writing in the Disciplines	(3)
COM 200	Public Speaking	(3)

Second Language Proficiency (6 credits)

CHI, FRE, ITA, JPN, RUS, or SPA		
MAT 131	Calculus I	(4)
TS 105, CS 109, CS 121 OR CIS 101		(4-3)
BIO 123	Human Biology and Contemporary Society	(3)

AREAS OF KNOWLEDGE (AOK) - (29 credits)

Area 1: Civic Engagement and Public Values

TCH 201	Education 1: Understanding Schools	(4)
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Area 2: Western Heritage** (3)

Area 3: World Traditions and Cultures** (3)

Area 4: Humanistic and Creative Expressions** (3)

Area 5: Analysis of Human, Social, and Natural Phenomena

PSY 303	Adolescent Development	(3)
SCI 120	History and Philosophy of Science	(3)

***Note: While meeting the AOK Area 2, 3, and 4 requirements, at least ONE course must be from HIS (or INT from a historical perspective), at least one from ART, and at least ONE course from a philosophical or social science perspective (drawn from PHI, RES, INT, POL, ANT, SOC, ENV, SCI, or ECO).*

In-Depth Sequence in Earth Science

SCI 243	Historical Geology	(3)
SCI 340	Climatology	(3)
SCI 345	Environmental Applications in Geology	(4)

INQUIRY AND EXPLORATION AND REMAINING EARTH SCIENCE MAJOR REQUIREMENTS (35 credits)

MAT 132	Calculus II	(4)
CHE 111	General Chemistry I	(4)
CHE 112	General Chemistry II	(5)
ENV 211	Environmental Assessment	(3)
ENV 296	Introduction to Geological Information Systems (GIS)	(4)
SCI 150	Astronomy	(3)
SCI 160	Meteorology	(3)
SCI 240	Physical Geology	(4)
SCI 101	Planet Earth	(3)
SCI 170 or 171	Oceanography or Coastal Ocean	(3)

ADOLESCENT EDUCATION MAJOR REQUIREMENTS (34 credits)

Pre-Admission

TCH 211A and B	Professional Seminar 2 and 3	(1)
TCH 215	Curriculum and Teaching in Secondary Schools	(4)

Post-Admission

TCH 301	Education 2: Understanding Learning and Teaching	(4)
TCH 323	Methods and Models of Teaching Adolescents	(4)
TCH 412	Literacy Instruction in the Secondary Schools	(3)
TCH 429	Teaching Science to Adolescents	(4)
TCH 452	Language Acquisition and English Language Learning	(3)
TCH 475	Special Education in Secondary Settings	(3)

Student Teaching

TCH 495	Final Apprenticeship I: Adolescent Education	(8)
OPEN ELECTIVES		0-13
UNV 101	Introduction to the University Community	(1)

Total credits 128-130

REQUIRED LEARNING COMMUNITY EXPERIENCE:

Learning Community (LC) Requirement
ONE Learning Community Course
Writing-Enhanced Courses Requirement
TWO Writing - Enhanced Courses indicated by (W)

Note: Students completing at least nine additional credits from BIO or CHE will also qualify for certification in General Science.

Majors In: English and Adolescent Education

Bachelor of Arts, Pleasantville campus only

UNIVERSITY CORE : 60 credits

FOUNDATION REQUIREMENTS (15-28 credits)

ENG 110	Composition	(3)
ENG 120	Critical Writing	(4)
ENG 201	Writing in the Disciplines	(3)
COM 200	Public Speaking	(3)

Second Language Proficiency (6 credits)

CHI, FRE, ITA, JPN, RUS or SPA		
MAT	(as determined by proficiency test)	(4)
TS 105 or	Computing	(4-3)
CIS 101		
BIO 123	Human Biology and Contemporary Science	(3)

AREAS OF KNOWLEDGE (AOK) - (24 credits)

Area 1: Civic Engagement and Public Values

TCH 201	Education 1: Understanding Schools	(4)
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Area 2: Western Heritage** (3)

Area 3: World Traditions and Cultures** (3)

Area 4: Humanistic and Creative Expressions** (3)

Area 5: Analysis of Human, Social and Natural Phenomena

PSY 303	Adolescent Development	(3)
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***Note: While meeting the AOK Area 2,3, and 4 requirements, at least one course must be from HIS (or INT from a historical perspective), at least one from ART, and at least one course from a philosophical or social science perspective (drawn from PHI, RES, INT, POL, ANT, SOC, ENV, SCI, or ECO).*

In-Depth Sequence in Multicultural or World Literature* (9)

INQUIRY AND EXPLORATION AND REMAINING ENGLISH MAJOR REQUIREMENTS (27 credits)

LIT 132 Practical Criticism (3)
LIT 211 B, Masters of Literature I and II (6) B, C, E
C, E and
212

ENG 322 Advanced Writing (3)
LIT 362 Shakespeare (3)
LIT 499 Senior Year Experience (3)

TWO Additional literature courses that address diversity and/or cultural pluralism* (6)

ONE Additional literature course that, in combination with the two courses above and the in-depth sequence represent a coherent body of course work and include a theory or critical approaches course.*

ONE additional literature elective (3)

*Courses must be at the 300 or 400-level.

ADOLESCENT EDUCATION MAJOR REQUIREMENTS (34 credits)

Pre-Admission

TCH 211A Professional Seminar 2 and 3 and B (1)

TCH 215 Curriculum and Teaching in Secondary Schools (4)

Post-Admission

TCH 301 Education 2: Understanding Learning and Teaching (4)

TCH 323 Methods and Models of Teaching Adolescents (4)

TCH 412 Literacy Instruction in the Secondary Schools (3)

TCH 426 Teaching English to Adolescents (4)

TCH 452 Language Acquisition and English Language Learning (3)

TCH 475 Special Education in Secondary Settings (3)

Student Teaching

TCH 495 Final Apprenticeship I: Adolescent Education (8)

OPEN ELECTIVES (11-26 credits)

UNV 101 Introduction to the University Community (1)

Total credits 128

REQUIRED LEARNING COMMUNITY EXPERIENCE:

Learning Community (LC) Requirement

ONE Learning Community Course

Writing-Enhanced Courses Requirement

TWO Writing - Enhanced Courses indicated by (W)

Majors In: History and Adolescent Education

(For certification in Social Studies)

Bachelor of Arts, Pleasantville campus only

UNIVERSITY CORE : 60

FOUNDATION REQUIREMENTS (15-29 credits)

ENG 110 Composition (3)

ENG 120 Critical Writing (4)

ENG 201 Writing in the Disciplines (3)

COM 200 Public Speaking (3)

Second Language Proficiency (6 credits)

CHI, FRE, ITA, JPN, RUS or SPA

MAT 109A (as determined by proficiency test) (4-3)

TS 105 or Computing (4-3)

CIS 101

BIO 123 Human Biology and Contemporary Science (3)

AREAS OF KNOWLEDGE (AOK) - (25 credits)

Area 1: Civic Engagement and Public Values

TCH 201 Education 1: Understanding Schools (4)

Area 2: Western Heritage (Select ONE course from the list below.) (3)

SOC 102, or equivalent approved course (3)

Area 3: World Traditions and Cultures

(Select ONE course from the list below.) (3)

ANT 101, 108, 296-F or equivalent

Area 4: Humanistic and Creative Expressions (Select one course) (3)

Area 5: Analysis of Human, Social, and Natural Phenomena

PSY 303 Adolescent Development (3)

In-Depth Sequence in History

HIS 367 History and Geography of NYS (3)

HIS 380 Seminar on Historiography (3)

HIS 499 Senior Seminar on Historical Research (3)

INQUIRY AND EXPLORATION AND REMAINING HISTORY MAJOR REQUIREMENTS (27 credits)

ECO 105 Macroeconomics (3)

ECO 160 Microeconomics (3)

POL 111, 114 or 118 (3)

POL 210, 213, 222, or 233

ENV 110, 111, 112 or other approved ENV course

HIS 107 World History to 1650 (3)

HIS 108 World History after 1650 (3)

HIS 111 American Civilization to 1877 (3)

HIS 112 American Civilization since 1877 (3)

U.S. History: HIS 113, 271, 280 or 302

African History/Asian History: HIS 132, 270, 274, HIS 131, 241, 242 or INT 296F

Latin American / Middle Eastern History: 133, HIS 134, 231, 232, 243, 119 or 209

European History: HIS 103, 104, 207, 210, 213, 225, 226, or 281

ADOLESCENT EDUCATION MAJOR REQUIREMENTS (34 credits)

Pre-Admission

TCH 211A	Professional Seminar 2 and 3 and B	(1)
TCH 215	Curriculum and Teaching in Secondary Schools	(4)

Post-Admission

TCH 301	Education 2: Understanding Learning and Teaching	(4)
TCH 323	Methods and Models of Teaching Adolescents	(4)
TCH 412	Literacy Instruction in the Secondary Schools	(3)
TCH 430	Teaching Social Studies to Adolescents	(4)
TCH 452	Language Acquisition and English Language Learning	(3)
TCH 475	Special Education in Secondary Settings	(3)

Student Teaching

TCH 495	Final Apprenticeship I: Adolescent Education	(8)
OPEN ELECTIVES		(0-14 credits.)
UNV 101	Introduction to the University Community	(1)

Total credits 128- 129

REQUIRED LEARNING COMMUNITY EXPERIENCE:

Learning Community (LC) Requirement
 ONE Learning Community Course
 Writing-Enhanced Courses Requirement
 TWO Writing -Enhanced Courses indicated by (W)

Majors In: Italian and Adolescent Education

Bachelor of Arts, Pleasantville campus only

UNIVERSITY CORE : 60 credits

FOUNDATION REQUIREMENTS (15-29 credits)

ENG 110	Composition	(3)
ENG 120	Critical Writing	(4)
ENG 201	Writing in the Disciplines	(3)
COM 200	Public Speaking	(3)
Second Language Proficiency		(6 credits)
ITA		
MAT	As determined by proficiency test	(4)
TS 105 or	Computing	(4-3)
CIS 101		
BIO 123	Human Biology and Contemporary Science	(3)

AREAS OF KNOWLEDGE (AOK) - (25 credits)

Area 1: Civic Engagement and Public Values

TCH 201	Education 1: Understanding Schools	(4)
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Area 2: Western Heritage** (3)

Area 3: World Traditions and Cultures** (3)

Area 4: Humanistic and Creative Expressions** (3)

Area 5: Analysis of Human, Social, and Natural Phenomena

PSY 303	Adolescent Development	(3)
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****Note:** While meeting the AOK Area 2, 3, and 4 requirements, at least one course must be from HIS (or INT from a historical perspective), at least one from

ART, and at least one course from a philosophical or social science perspective (drawn from PHI, RES, INT, POL, ANT, SOC, ENV, SCI, or ECO).

It is recommended that courses also address the culture(s) of the target language(s) under study.

In-Depth Sequence in Italian Culture and Literature (9)

THREE courses selected from ITA 310, 316, 317, 380 or other approved courses.

INQUIRY AND EXPLORATION AND REMAINING ITALIAN MAJOR REQUIREMENTS (27 credits)**Italian Language**

Select FIVE courses from ITA 280, 281, 282, 283, 284, 301, 302, 305, with a maximum of 6 credits at the 200 level.

Italian Culture and Literature

Select THREE courses from ITA 310, 311, 316, 317, 380 or other approved courses.

Multimedia/Technology or Additional Language

ITA 380 or additional 300 level language or study in a second language.

Study abroad is strongly recommended.

ADOLESCENT EDUCATION MAJOR REQUIREMENTS (34 Credits)**Pre-Admission**

TCH 211A	Professional Seminar 2 and 3 and B	(1)
TCH 215	Curriculum and Teaching in Secondary Schools	(4)

Post-Admission

TCH 301	Education 2: Understanding Learning and Teaching	(4)
TCH 323	Methods and Models of Teaching Adolescents	(4)
TCH 412	Literacy Instruction in the Secondary Schools	(3)
TCH 427	Teaching Language other than English to Adolescents	(4)
TCH 452	Language Acquisition and English Language Learning	(3)
TCH 475	Special Education in Secondary Settings	(3)

Student Teaching

TCH 495	Final Apprenticeship I: Adolescent Education	(8)
OPEN ELECTIVES		(11-26)
UNV 101	Introduction to the University Community	(1)

Total credits 128

REQUIRED LEARNING COMMUNITY EXPERIENCE:

Learning Community (LC) Requirement
 ONE Learning Community Course
 Writing-Enhanced Courses Requirement
 TWO Writing - Enhanced Courses indicated by (W)

Majors In: Mathematics and Adolescent Education

Bachelor of Arts, Pleasantville campus only

UNIVERSITY CORE : 60 credits

FOUNDATION REQUIREMENTS (15-30 credits)

ENG 110	Composition	(3)
ENG 120	Critical Writing	(4)
ENG 201	Writing in the Disciplines	(3)
COM 200	Public Speaking	(3)

Second Language Proficiency (6 credits)

CHI, FRE, ITA, JPN, RUS, or SPA		
MAT 131	Calculus	(4)
TS 105 or	Computing	(4-3)
CIS 121		
BIO 123	Human Biology and Contemporary Soc.	(3)

AREAS OF KNOWLEDGE (AOK) - (32 credits)

Area 1: Civic Engagement and Public Values

TCH 201	Education 1: Understanding Schools	(4)
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Area 2: Western Heritage (select one course) (3)

Area 3: World Traditions and Cultures (select one course) (3)

Area 4: Humanistic and Creative Expressions (select one course) (3)

Area 5: Analysis of Human, Social, and Natural Phenomena

PSY 303	Adolescent Development	(3)
PHI 253	Logic	(3)
SCI 120	History and Philosophy of Science	(3)

Note: While meeting the AOK Area 2, 3, and 4 requirements, at least one course must be from HIS (or INT from a historical perspective), at least one from ART, and at least one course from a philosophical or social science perspective (drawn from PHI, RES, INT, POL, ANT, SOC, ENV, SCI, or ECO).

In-Depth Sequence in Mathematics

MAT 238	Linear Algebra	(4)
MAT 301	Algebraic structures	(3)
MAT 303	Modern Geometry	(3)

INQUIRY AND EXPLORATION AND REMAINING MATHEMATICS MAJOR REQUIREMENTS (23-24 credits)

MAT 132	Calculus II	(4)
MAT 137	Introduction to Discrete Mathematics	(4)
MAT 234	Introduction to Probability and Statistics	(4)
MAT 236	Multivariate Calculus	(4)
and ONE of the following:		
MAT 233	Math. Structures and Models	(4) or
MAT 256	Math. Structures for Comp. Science	(4)
and ONE of the following:		
MAT 305	Complex Analysis	(3) or
MAT 311	Real Analysis	(3) or
MAT 253	Differential Equations	(4)

ADOLESCENT EDUCATION MAJOR REQUIREMENTS (34 credits)

Pre-Admission

TCH 211A	Professional Seminar 2 and 3 and B	(1)
TCH 215	Curriculum and Teaching in Secondary Schools	(4)

Post-Admission

TCH 301	Education 2: Understanding Learning and Teaching	(4)
TCH 323	Methods and Models of Teaching Adolescents	(4)
TCH 412	Literacy Instruction in the Secondary Schools	(3)
TCH 428	Teaching Mathematics to Adolescents	(4)
TCH 452	Language Acquisition and English Language Learning	(3)
TCH 475	Special Education in Secondary Settings	(3)
Student Teaching		
TCH 495	Final Apprenticeship I: Adolescent Education	(8)
UNV 101	Introduction to the University Community	(1)

OPEN ELECTIVES (6-22 credits)

Total credits 128

REQUIRED LEARNING COMMUNITY EXPERIENCE:

Learning Community (LC) Requirement
ONE Learning Community Course
TWO Writing-Enhanced Courses Indicated by (W)

Majors In: Spanish and Adolescent Education

Bachelor of Arts, Pleasantville campus only

UNIVERSITY CORE : 60 credits

FOUNDATION REQUIREMENTS (15-28 credits)

ENG 110	Composition	(3)
ENG 120	Critical Writing	(4)
ENG 201	Writing in the Disciplines	(3)
COM 200	Public Speaking	(3)

Second Language Proficiency (6 credits)

MAT As determined by proficiency test		
TS 105 or	Computing	(4-3)
CIS 101		
BIO 123	Human Biology and Contemporary Science	(3)

AREAS OF KNOWLEDGE (AOK) - (24 credits)

Area 1: Civic Engagement and Public Values

TCH 201	Education 1: Understanding Schools	(4)
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Area 2: Western Heritage (3)**

Area 3: World Traditions and Cultures (3)**

Area 4: Humanistic and Creative Expressions (3)**

Area 5: Analysis of Human, Social, and Natural Phenomena

PSY 303	Adolescent Development	(3)
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*** Note: While meeting the AOK Area 2,3, and 4 requirements, at least one course must be from HIS (or INT from a historical perspective), at least one from ART, and at least one course from a philosophical or social science perspective (drawn from PHI, RES, INT, POL, ANT, SOC, ENV, SCI, or ECO).*

It is recommended that courses also address the culture(s) of the target language(s) under study.

In-Depth Sequence in Spanish Culture and Literature (9)

INQUIRY AND EXPLORATION AND REMAINING SPANISH MAJOR REQUIREMENTS (27 credits)

Spanish Language

Select FIVE courses from SPA 263, 280,280, 282, 283, 284, 301, 302, 303, 304 with a maximum of 6 credits at the 200 level.

Spanish Culture and Literature

Select THREE courses from SPA 310, 311, 316, 317, 319, 320, 321, 323, 326, 337, 344,347 or other approved courses.

Multimedia/Technology or Additional Language

SPA 380 or additional 300 level language or study in a second language.

Study abroad is strongly recommended.

ADOLESCENT EDUCATION MAJOR REQUIREMENTS (34 Credits)

Pre-Admission

TCH 211A	Professional Seminar 2 and 3 and B	(1)
TCH 215	Curriculum and Teaching in Secondary Schools	(4)

Post-Admission

TCH 301	Education 2: Understanding Learning and Teaching	(4)
TCH 323	Methods and Models of Teaching Adolescents	(4)
TCH 412	Literacy Instruction in the Secondary Schools	(3)
TCH 427	Teaching Language other than English to Adolescents	(4)
TCH 452	Language Acquisition and English Language Learning	(3)
TCH 475	Special Education in Secondary Settings	(3)

Student Teaching

TCH 495	Final Apprenticeship I: Adolescent Education	(8)
OPEN ELECTIVES		(11-26)
UNV 101	Introduction to the University Community	(1)

Total credits 128

REQUIRED LEARNING COMMUNITY EXPERIENCE:

Learning Community (LC) Requirement
ONE Learning Community Course
Writing-Enhanced Courses Requirement
TWO Writing - Enhanced Courses indicated by (W)

Teaching Students with Speech and Language Disabilities Major

Bachelor of Arts (NYC)

The following program prepares candidates to work in schools with students of all ages and grades who have speech and language disabilities. Candidates

complete a major in communication sciences and disorders (in the Dyson College of Arts and Sciences) and a concentration in Teaching Students with Speech and Language Disabilities (a joint concentration between the Dyson College of Arts and Sciences and the School of Education). An additional optional concentration is available for candidates who wish to prepare to work in bilingual settings. This major is available on the New York City campus only.

Major in Communication Sciences and Disorders with a Concentration in Teaching Students with Speech and Language Disabilities

Bachelor of Arts, New York City campus only

UNIVERSITY CORE: 60 credits

FOUNDATION REQUIREMENTS (15-28 credits)

ENG 110	Composition	(3)
ENG 120	Critical Writing	(4)
ENG 201	Writing in the Disciplines	(3)
COM 200	Public Speaking	(3)
MAT 104/107/108/109/111/127/131/134		(3)

(Recommended: MAT 134)

Approved Foundation of Science Course (3)

(Recommended: BIO 220)

CIS 101 Intro. to Computing (3)

Second Language Proficiency (6 credits) TWO language courses selected from CHI, FRE, ITA, JPN, RUS, or SPA

AREAS OF KNOWLEDGE (AOK) - (minimum 24 credits)

No more than TWO courses with the same discipline prefix may be taken in any AOK core area. See list of courses on Web and schedule which courses satisfy AOK areas.

Area I: Civic Engagement and Public Values

CSD 371	Audiological Rehabilitation	(3)
TCH 201	Education 1: Understanding Schools	(4)

Area II: Western Heritage (3-6)

(1-2 courses in TWO different disciplines)

Area III: World Traditions and Cultures (3-6)

(1-2 courses in TWO different disciplines)

Area IV: Humanistic and Creative Expressions (3- 6)

(1-2 courses in TWO different disciplines)

Recommended: Art History

Area V: Analysis of Human, Social, and Natural Phenomena

CSD 223	Psycholinguistics	(3)
PSY 110	Introduction to Psychology	(3)

INQUIRY AND EXPLORATION (8- 21 credits)

Arts and Sciences electives outside major area. One course may be taken in the Professional School if it is a "W" (Writing Enhanced) course or part of a Learning Community

PSY 275	Lifespan Developmental Psychology	(3)
PSY 315	Cognitive Psychology	(3)

Additional courses to meet 8-21 credits of I and E

UNIV 101 Freshman Seminar is required for all new

freshmen.

TEACHING STUDENTS WITH SPEECH AND LANGUAGE DISORDERS MAJOR REQUIREMENTS (65 credits)

COM 214	Interpersonal Communication	(3)
CSD 480	Applied Research	(3)
CSD 256	Phonetics	(3)
CSD 321	Professional Speech Workshop	(3)
CSD 140	Introduction to Communication Disorders	(3)
CSD 241	Diagnostic and Therapeutic Methods	(3)
CSD 251	Early Language Development	(3)
CSD 253	Anatomy/Phys. Hrg./sp. Mech	(3)
CSD 270	Introduction to Audiology	(3)
CSD 342	Advanced Communication Disorders	(3)
CSD 352	Language Development and Disabilities of the School-Aged Child	(3)
CSD 353	Speech - Language Pathology in Schools	(3)
CSD 355	Bil./Multicult. Lang. Dev./Dis.	(3)
CSD 356	Speech Science	(3)
CSD 357	Hearing Science	(3)
CSD 460	Clinical Practicum I	(4)
CSD 461	Clinical Practicum II	(4)
TCH 201	Education I: Understanding Schools	(4)
TCH 211A, 211B	Professional Seminars	(2)

Student Teaching

TCH 497	Final Apprenticeship	(6)
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OPEN ELECTIVES (3)

UNV 101	Freshman Seminar is required for all new Freshman	
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REQUIRED LEARNING COMMUNITY EXPERIENCE:

Learning Community (LC) Requirement
 ONE Learning Community Course
 Writing-Enhanced Courses Requirement
 TWO Writing-Enhanced Courses indicated by (W).

Program includes the four below.

CSD 223	Psycholinguistics	
COM 480	Applied Research	
TCH 201	Education I: Understanding Schools	
CSD 140	Introduction to Communication Disorders	

Total credits 128

Teaching Students with Speech and Language Disabilities- Bilingual Concentration

Bachelor of Arts, New York City campus only

UNIVERSITY CORE: 60 credits

FOUNDATION REQUIREMENTS (15-29 credits)

ENG 110	Composition	(3)
ENG 120	Critical Writing	(4)
ENG 201	Writing in the Disciplines	(3)
COM 200	Public Speaking	(3)
MAT 104/107/108/109/111/127/131/134		(3)

(Recommended: MAT 134)

Approved Foundation of Science Course	(3)
Recommended: BIO 220	
CIS 101	Intro to Computing (3)

Second Language Proficiency (6 credits) - TWO language courses selected from CHI, FRE, ITA, JPN, RUS, or SPA

AREAS OF KNOWLEDGE (AOK) (minimum 24 credits)

No more than two courses with the same discipline prefix may be taken in any AOK core area. See list of courses on Web and schedule that satisfy AOK areas.

Area I: Civic Engagement and Public Values

CSD 371	Audiological Rehabilitation	(3)
TCH 201	Education 1: Understanding Schools	(3)

Area II: Western Heritage

(1-2 courses in TWO different disciplines)

Area III: World Traditions and Cultures

(1-2 courses in TWO different disciplines)

Area IV: Humanistic and Creative Expressions

(1-2 courses in TWO different disciplines)

Area V: Analysis of Human, Social, and Natural Phenomena

CSD 223	Psycholinguistics	(3)
PSY 110	Introduction to Psychology	(3)

INQUIRY AND EXPLORATION (8- 21 credits)

Arts and Sciences electives outside major area. ONE course may be taken in the Professional School if it is a "W" (Writing Enhanced) course or part of a Learning Community.

PSY 275	Lifespan Developmental Psychology	(3)
PSY 315	Cognitive Psychology	(3)
Additional courses to meet 8-21 credits of I and E		
UNIV 101	Freshman Seminar is required for all new freshmen.	

TEACHING STUDENTS WITH SPEECH AND LANGUAGE DISORDERS MAJOR REQUIREMENTS (71 credits)

COM 213	Intercultural Communication	(3)
CSD 480	Applied Research	(3)
CSD 256	Phonetics	(3)
CSD 321	Professional Speech Workshop	
CSD 140	Introduction to Communication Disorders	(3)
CSD 241	Diagnostic and Therapeutic Methods	(3)
CSD 251	Early Language Development	(3)
CSD 253	Anat./Phys. Hrg./sp. Mech	(3)
CSD 270	Introduction to Audiology	(3)
CSD 342	Advanced Communication Disorders	(3)
CSD 352	Language Development and Disabilities of the School-Aged Child	(3)
CSD 353	Speech - Language Pathology in Schools	(3)
CSD 355	Bil./Multicult. Lang. Dev./Dis.	(3)
CSD 356	Speech Science	(3)
CSD 357	Hearing Science	(3)
CSD 460	Clinical Practicum I	(4)
CSD 461	Clinical Practicum II	(4)
TCH 211A-211B	Professional seminars	(2)
TCH 201	Understanding Schools	(4)
TCH 351	Foundations of Bilingual Education	(3)

TCH 453 Methods and Materials of Teaching (3)
in Pre K-6 in the Bilingual Classroom

Student Teaching

TCH 497 Final Apprenticeship (6)

OPEN ELECTIVES (0)

Required Learning Community Experience

Learning Community (LC) Requirement

ONE Learning Community Course

Writing-Enhanced Courses Requirement

TWO Writing-Enhanced Courses indicated by (W).

Program includes the four below.

CSD 223	Psycholinguistics
COM 480	Applied Research
CSD 140	Introduction to Communication Disorders

Total credits 132

Testing-Out of Classes and Waivers

Students may test out of selected courses including ENG 110, TS 105/CIS 101 or a language requirement. Language majors wishing to test out of a language requirement may wish to take a CLEP exam for credits toward the language certification minimum of 30 credits. Students should discuss these options with their advisers. UNV 101 requirements are waived for all transfer students.

Combined Degree Programs

(Bachelor of Arts and Masters of Science in Education are earned concurrently.)

Childhood Education and Educational Technology
Childhood Education and Literacy
Childhood Education and Special Education
Adolescent Education* and Educational Technology
Adolescent Education* and Literacy
Adolescent Education* and Special Education

Two-Degree Programs

(Bachelor of Arts is earned first, followed by Masters of Science in Education.)

Childhood Education and Educational Technology
Childhood Education and Literacy
Childhood Education and Special Education
Adolescent Education* and Educational Technology
Adolescent Education* and Literacy
Adolescent Education* and Special Education

**Must choose a major in biology, chemistry, earth science, English, history (for social studies), Italian, mathematics, or Spanish. Programs available on Pleasantville campus only.*

ADULT AND CONTINUING ED

Mission

Pace University's Adult and Continuing Education provides flexible programs to allow the adult student to pursue their educational goals. Opportunities are provided in both credit (non degree & visiting students; degree programs; credit-bearing certificates; testing and prior learning options) and noncredit (personal and professional development; continuing professional development; senior programs) programs. For more information, please visit: www.pace.edu/adult.

The Undergraduate Admission Office and Adult and Continuing Education (ACE) work together to serve adult and other nontraditional students, including non-degree students. Degree-seeking students should start by making an appointment with the Adult Admission Counselor in Undergraduate Admission. Non-degree-seeking students may go directly to Adult and Continuing Education. Advisers will assist students with the following:

For more information, visit www.pace.edu/adult

Noncredit Programs

Pace University's Continuing and Professional Education offers a wide variety of noncredit courses, seminars, certificates, and training opportunities. For a list of courses, please visit: [/page.cfm?doc_id=26437](http://page.cfm?doc_id=26437)

Adult Degree Programs

Individualized adult degrees combine your work-life experience with credit courses and complete your degree. Online Accelerated Bachelor's Degrees can be completed in 24 months (for students with 64 transfer credits <http://online.pace.edu>). You can also contact the office at 212-346-1700 or via email at adultdegrees@pace.edu

Matriculation

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

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

Requirements For Matriculation

Completion of twelve (12) University Core credits at Pace University, including ENG 110 and 120* and a minimum 2.0 grade point average. In addition, students matriculating into the Lubin School of Business must complete MAT 103 or higher* within the 12 University Core credits. Students matriculating into the Lienhard School of Nursing and the School of Education must attain a 2.75 and 3.0 grade point average respectively. (Note: All I-R grades must be cleared before matriculation).

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

Prior Learning Assessment

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

Experiential Learning Assessment (ELA)—Pace University recognizes that adults often come to school with a great deal of experience and knowledge gained outside of a formal academic setting. Students interested in exploring the possibility of earning college credit for that knowledge should meet with an Adult and Continuing Education Adviser to explore the options available. When an adviser determines that a student may be eligible for experiential credit, the student will be encouraged to enroll in a prior learning assessment course (INT 196B). This course will guide the student through the process of writing a portfolio that will be submitted for evaluation to the appropriate academic department. A faculty evaluator reviews the portfolio and, if college-level learning is demonstrated, approves the granting of credits. Credit earned through portfolio assessment is entered on a student's transcript as transfer credit. Students must be enrolled in a degree program; up to 36 portfolio credits* may be applied to the following degrees: Bachelor of Science in Professional Studies, Bachelor of Arts in Liberal Studies, Bachelor of Science in Professional Computer Studies, and Bachelor of Business Administration in Business Studies. Students may also apply up to 15 portfolio credits* to the other bachelor degrees with permission of the advisers of the school in which the degree is offered. The portfolio process may not be completed once the student has obtained 96 transfer credits towards a degree.

* There is no guarantee of earning 36 or 15 portfolio credits. The number of portfolio credits earned depends on the individual student's experience and the extent to which that experience is deemed to be

equivalent to comparable learning achieved in Pace University coursework.

College Level Examination Program (CLEP)

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

For Non-Degree Seeking Students, Including Visiting Students and Post-Baccalaureate Students:

- Adult Degree Programs
- Prior Learning Assessment Services
- Nondegree and Visiting Students
- Noncredit/Continuing and Professional Ed
- 1. Admission and registration processes.
- 2. Academic advisement including:
 - a. tentative evaluation of transfer credits for educational planning
 - b. review of degree programs best suited to meet the needs of students
 - c. referral to appropriate resources for counseling and career services
 - d. advisement for nondegree, noncredit, and continuing education programs.
- 3. Assessment of prior learning for college credit.
- 4. Preliminary advisement for special degree programs designed for adult students who have accumulated a large number of transfer credits or are planning to use prior learning assessment to complete their degree.
- 5. Orientation to the academic world for returning adults and other nontraditional students.
 - * Bachelor of Art in Liberal Studies
 - * Bachelor of Science in Professional Studies
 - * Bachelor of Science in Professional Computer Studies
 - * Bachelor of Business Administration in Business Studies
 - * Summer Sessions: Enroll in our six-week summer sessions and get a head start on your next semester.

FACULTY LIST

Lubin School of Business

Accounting

Arnold L. Berman, CPA, LL.M., Professor
 Roberta J. Cable, CMA, PhD, Professor,
 Kam C. Chan, Professor, PhD
 Kwang-Hyun Chung, PhD, Professor
 Joseph C. DiBenedetto, CPA, CMA, JD, Professor
 Bairj Donabedian, PhD, Associate Professor
 Samir M. El-Gazzar, PhD, KPMG Peat Marwick Professor
 Barbara R. Farrell, CPA, EdD, Associate Professor
 Philip M. Finn, CPA, PhD, Associate Professor
 Patricia Healy, CPA, CMA, MBA, Associate Professor
 Rudolph A. Jacob, PhD, Professor, Department Chair
 John Y. Lee, PhD, Schaeberle Professor
 Picheng Lee, PhD, Associate Professor
 Chunyan Li, PhD, Assistant Professor
 Bernard H. Newman, CPA, PhD, Professor
 Susanne O'Callaghan, CPA, PhD, Anthony Pustorino
 Scholar, Associate Professor
 Merav Ozair, PhD, Visiting Assistant Professor
 John Paul, DPS, Clinical Assistant Professor
 Allan M. Rabinowitz, CPA, MBA, Professor
 Raymond Reisig, CPA, CFE, MBA, Assistant Professor
 Lewis Schier, PhD, Professor, Graduate Program Chair
 Kaustav Sen, PhD, Associate Professor
 Lee G. Tagliaferri, CMA, MBA, Assistant Professor
 Charles Y. Tang, PhD, Associate Professor
 Michael Ulinski, CPA, PhD, Assistant Professor
 Robert P. Zwicker, CPA, EdD, Assistant Professor

Finance and Economics

Lewis J. Alfest, CFA, PhD, Associate Professor
 Arthur L. Centonze, PhD, Associate Professor
 Ronald Filante, PhD, Associate Professor
 Natalia Gershun, PhD, Assistant Professor
 Elena Goldman, PhD, Associate Professor
 Aron Gottesman, PhD, Associate Professor
 Iuliana Ismailescu, PhD, Assistant Professor
 Padma Kadiyala, PhD, Associate Professor, Undergra-
 duate Program Chair
 Surendra K. Kaushik, PhD, Professor
 Maurice Larrain, PhD, Associate Professor
 Raymond H. Lopez, PhD, Professor
 Edmund Mantell, PhD, Professor
 Matthew R. Morey, PhD, Professor
 Jouahn Nam, PhD, Associate Professor

Richard E. Ottoo, PhD, Assistant Professor
 Joseph T. Salerno, PhD, Professor, Graduate Program
 Chair
 Michael Szenberg, PhD, Distinguished Professor, De-
 partment Chair
 P. V. Viswanath, PhD, Professor, New York Stock Ex-
 change Scholar
 Thomas J. Webster, PhD, Professor
 Berry K. Wilson, PhD, Associate Professor
 Kevin J. Wynne, PhD, Associate Professor

Information Systems

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 Linda-Jo Calloway, PhD, Professor
 Li-Chiou Chen, PhD, Assistant Professor
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 Daniel Farkas, PhD, Associate Professor and Chair, De-
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 James Gabberty, Associate Professor, DPS, Pace Uni-
 versity
 Fred Grossman, PhD, Professor
 Constance Knapp, PhD, Professor, Interim Dean
 James Lawler, DPS, Associate Professor
 Zheng Li, PhD, Assistant Professor
 Chienting Lin, PhD, Assistant Professor
 John Molluzzo, PhD, Professor and Chair, Department
 of Information Systems, New York
 Bel Raggad, PhD, Professor
 Namchul Shin, PhD, Professor
 Jennifer Thomas, PhD, Professor
 Hsui-Lin Winkler, PhD, Associate Professor

Legal Studies & Taxation

Walter G. Antognini, CPA, JD, LL.M., Associate Professor,
 Program Chair Taxation
 Todd W. Barnett, JD, Associate Professor
 Vincent R. Barrella, CPA, JD, LL.M., Associate Professor
 Peter M. Edelstein, JD, LL.M., Professor
 Rosario J. Girasa, MLA, JD, PhD, Professor
 Richard J. Kraus, JD, PhD, Professor
 Saul S. LeVine, JD, Professor
 Arthur M. Magaldi, JD, Professor, Department Chair
 Robert S. Wiener, JD, Associate Professor
 Martin Zern, CPA, JD, LL.M., Professor

Management and Management Science

Uzoamaka P. Anakwe, PhD, Associate Professor
 Bruce Bachenheimer, MBA, Clinical Professor
 Dan M. Baugher, PhD, Professor, Department Chair
 Narendra C. Bhandari, PhD, Professor
 Vasanthakumar N. Bhat, PhD, Associate Professor
 Lawrence G. Bridwell, PhD, Professor
 Branko Bucar, PhD, Assistant Professor
 John C. Byrne, PhD, Associate Professor
 E. Susanna Cahn, PhD, Associate Professor
 Melissa S. Cardon, PhD, Assistant Professor
 John C. Carter, PhD, Professor
 John P. Dory, DBA, Associate Professor, Director, Doctoral Program
 Alan B. Eisner, PhD, Professor, Graduate Program Chair
 Zaki M. F. El-Adawy, PhD, Professor
 Barry A. Gold, PhD, Associate Professor
 Claudia G. Green, PhD, Associate Professor, Coordinator, Hotel Management Program, Executive Director, Center for Global Business Programs
 Peter Hoefler, PhD, Professor
 Alvin Hwang, PhD, Professor, International Business and International Management Program Chair
 Robert A. Isaak, PhD, Professor, Henry George Scholar of International Management
 Eric H. Kessler, PhD, Professor
 Chu-Hua Kuei, PhD, Professor
 Peter A. Lyew, DBA, Assistant Professor
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 Wiley M. Mangum, PhD, Associate Professor
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 Joseph M. Pastore Jr., PhD, Professor Emeritus
 Noushi Rahman, PhD, Associate Professor
 James W. Russell, PhD, Associate Professor, Undergraduate Program Chair
 Fred N. Silverman, PhD, Professor
 Ibraiz Tarique, PhD, Assistant Professor
 Ellen S. Weisbord, PhD, Associate Professor
 Janice K. Winch, PhD, Associate Professor
 Jack Yurkiewicz, PhD, Professor, Director, Advanced Graduate Certificate Program

Marketing

Karen A. Berger, PhD, Professor, Associate Dean and Director of Undergraduate Programs
 Larry Chiagouris, PhD, Associate Professor
 David Gertner, PhD, Associate Professor
 Pradeep Gopalakrishna, PhD, Professor
 James S. Gould, PhD, Professor
 Paul Kurnit, MA, Clinical Professor
 Vishal Lala, PhD, Assistant Professor

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 Robert G. Vambery, PhD, Professor
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Dyson College of Arts and Sciences

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 Nicholas Catalano, PhD, Professor
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School of Education

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Samantha Feinman, MS, Lecturer in Education

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Kara Imm, MS, Lecturer in Education

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Sharon Medow, MS, Lecturer in Education

Joan Myers, PhD, Assistant Professor of Education
 James Reed, MA, Lecturer in Education
 Carol Rhoder, PhD, Associate Professor of Education
 Hugh Scott, PhD, Professor in Education
 Rita Silverman, PhD, Professor of Education
 Leslie Soodak, PhD, Professor in Education
 Linda Vereline, MEd; ABD, Assistant Professor of Education
 Xiao-lei Wang, PhD, Chairperson and Professor of Education
 Michael Weinraub, MA, Lecturer in Education
 Roberta Wiener, EdD, Assistant Professor of Education
 Dianne Zager, PhD, Professor of Education

Lienhard School of Nursing

Faculty

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 Ann Marie Bova, BSN, MSN, Clinical Instructor
 Susan Del Bene, PhD, Associate Professor
 Lin Drury, DNSc, Associate Professor
 David Ekstrom, PhD, Associate Professor
 Carol Epstein, MSN, PhD, Associate Professor
 Nancy Fazio, BSN, MSN, Clinical Instructor
 Harriet R. Feldman, PhD, Professor and Dean
 Lucille Ferrara, BSN, MS, MBA, EdD, Associate Professor
 Louise Gallagher, EdD, Professor
 Susan Gordon, EdD, Professor
 Martha Greenberg, PhD, Associate Professor
 Karen (Toby) Haghenbeck, PhD, Assistant Professor
 Ann Hatcher-Grove, Clinical Instructor
 BS, New York University; MA, New York University
 Marilyn Jaffe-Ruiz, EdD, Professor
 Martha Kelly, EdD, Assistant Professor
 Rona Levin, PhD, Professor
 Sandra Lewenson, EdD, Professor
 Margaret McCarthy, BSN, MA, MS, Clinical Instructor
 Lillie Shortridge-Baggett, EdD, Professor
 Joanne Singleton, PhD, Professor
 Shirlee Stokes, EdD, Senior Lecturer
 Marie Truglio-Londrigan, PhD, Professor

Adjunct Faculty

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 Kathleen Barrett, BSN, MS, Clinical Practice Educator
 Donna Bowman, BSN, MS, Clinical Practice Educator
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 Maureen Cooney, BS, MS, Adjunct Assistant Professor
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Jennifer Delgado, BSN, MS, Clinical Practice Educator
 Jane Dolan, BSN, MSN, Adjunct Assistant Professor
 Alisha Fuller, BSN, MSN, Adjunct Assistant Professor
 Patricia Hunt, BS, MHA, DO, Adjunct Associate Professor
 Deborah Kroll, BSN, MSN, Adjunct Associate Professor
 Phyllis Magaletto, BSN, MS, Adjunct Instructor
 Kerry Maleska, BSN, MSN, Adjunct Assistant Professor
 Mary McEnerny, BS, MSN, Adjunct Instructor
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 BS, CWPost of LIU; MS, SAGE
 Noreen Mulvanerty, Assistant Professor
 BSN, SUNY Brooklyn; MSN, SUNY Brooklyn
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 Rosemarie Raffa, BSN, MS, Clinical Practice Educator
 Constance Serafin, MEd, MS, Adjunct Assistant Professor
 Susan Spadafino, BS, MS, Clinical Practice Educator
 James Spellman, BSN, MS, Instructor
 Adele Stanley, BSN, FNP, Clinical Practice Educator
 Margaret M. Storey, BSN, MS, Clinical Practice Educator
 Margaret Travis-Dinkins, BSN, MS, Clinical Practice Educator
 Susan Vrana-Koski, BSN, MPH, Clinical Practice Educator
 Rosemary Weingarten, BSN, MSN, Adjunct Assistant Professor
 Elsa Wuhrman, BSN, MS, Clinical Practice Educator

COURSE DESCRIPTIONS

Please visit the following page for detailed course descriptions:
https://bannerss.pace.edu/prod/bwckctlg.p_disp_dyn_ctlg