



## *Nyack College Graduate Catalog 2008-09*

**Nyack, New York Campus**  
350 North Highland Avenue  
Nyack, NY 10960-3698  
866-42-NYACK

**New York City Campus**  
335 Broadway/93 Worth Street  
New York, NY 10013-3904  
866-42-NYACK

*[www.nyack.edu](http://www.nyack.edu)*

*Cover photo by Island Photography*

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## **WELCOME**

As a student considering or enrolled in one of our graduate programs, I want to welcome you to Nyack College.

Nyack College is a very special place. Here at Nyack, we believe our mission calls us to be *socially relevant, academically excellent, globally engaged, intentionally diverse* and *personally transforming*. As President, I can tell you that these five values are not merely conceptual notions; they are the goals by which we measure our effectiveness as a college.

Nowhere at Nyack are these priorities more evident than in our graduate programs, which you will see measure up very well in each of these areas. We are looking for men and women who share these values. As you consider Nyack College, please think carefully about them. If you become a student here, we will work to both develop them in you and demand them from you.

If you truly desire to be part of a program of study where this takes place, we warmly welcome your application for admission. I appreciate your interest and I know our admissions personnel are ready to assist you in any way they can.

Sincerely,

Michael Scales, Ed.D.  
*President*

## **OFFICERS OF THE COLLEGE**

Michael G. Scales, Ed.D., President

David F. Turk, Ph.D., Provost and Vice President for Academic Affairs

David C. Jennings, Executive Vice President and Treasurer

Andrea M. Hennessy, J.D., Vice President of Enrollment and Marketing

Jeffrey G. Cory, Vice President of Advancement

## **BOARD OF TRUSTEES**

Dr. Ronald E. Eastman, Marco Island, FL *Chairman*

Mr. Paul D. Glenn, Alexandria, VA *Secretary*

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Minister Donna A. Baptiste, Brooklyn, NY

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Dr. Rockwell L. Dillaman, Pittsburgh, PA

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Rev. Stanley Kwong, Congers, NY

Dr. Tzuo-Yan Lee, Morristown, NJ

Mr. Dwight D. Safer, Colchester, VT

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Rev. J. Wayne Spriggs, Middletown, PA

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Mrs. Carolyn A. Tonge, Coral Springs, FL

Mr. Mark R. Wellman, Princeton, NJ

Mr. Duane A. Wheeland, Easton, PA

## **TRUSTEES EMERITI**

Dr. Walter J. Helsing, Beaver, PA

Mr. Robert L. Sanford, Ft. Myers, FL

## **HISTORY**

Nyack College's founder is widely recognized as one of the foremost figures in the American missionary movement. Dr. A.B. Simpson resigned a prestigious New York City pastorate to develop an interdenominational fellowship devoted to serving unreached people. Simpson's view was shared by a wide group of men and women, including mainline church leaders, laborers, and theological scholars. This ever-growing alliance was bound together by a desire to inspire the church to fulfill its Great Commission of world evangelization.

An important step towards making their vision a reality was the founding of the Missionary Training Institute, the first Bible college in North America. This school was the forerunner of Nyack College. Thus, from its beginning in New York City in 1882, Nyack College has been devoted to the concept of education as preparation for service.

Today Nyack College, an accredited liberal arts college, continues to fulfill the vision of its founder. It is an educational institution rooted in the historic Christian faith, serving The Christian and Missionary Alliance, the church, the community and the world. Nyack College seeks to produce broadly educated persons who are prepared for advanced study, careers, and civic responsibility. It is committed to promoting Christian knowledge, moral maturity, and spiritual development in its students, and to preparing them for lives of ministry and service. To achieve these objectives, the institution offers traditional and non-traditional undergraduate and graduate programs to a co-educational, ethnically diverse student body. Additional graduate programs are offered through Alliance Theological Seminary.

## **STATEMENT OF FAITH**

We believe...

There is one God, who is infinitely perfect, existing eternally in three persons: Father, Son, and Holy Spirit.

Jesus Christ is true God and true man. He was conceived by the Holy Spirit and born of the Virgin Mary. He died upon the cross, the just for the unjust, as a substitutionary sacrifice, and all who believe in Him are justified on the ground of His shed blood. He arose from the dead according to the Scriptures. He is now at the right hand of the Majesty on high as our great High Priest. He will come again to establish His Kingdom of righteousness and peace.

The Holy Spirit is a divine person, sent to indwell, guide, teach, empower the believer, and convince the world of sin, of righteousness, and of judgment.

The Old and New Testaments, inerrant as originally given, were verbally inspired by God and are a complete revelation of His will for the salvation of man. They constitute the divine and only rule of Christian faith and practice.

Man was originally created in the image and likeness of God; he fell through disobedience, incurring thereby both physical and spiritual death. All men are born with a sinful nature, are separated from the life of God, and can be saved only through the atoning work of the Lord Jesus Christ. The portion of the

impenitent and unbelieving is existence forever in conscious torment; and that of the believer, in everlasting joy and bliss.

Salvation has been provided through Jesus Christ for all men; and those who repent and believe in Him are born again of the Holy Spirit, receive the gift of eternal life, and become the children of God.

It is the will of God that each believer should be filled with the Holy Spirit and be sanctified wholly, being separated from sin and the world and fully dedicated to the will of God, thereby receiving power for holy living and effective service. This is both a crisis and a progressive experience wrought in the life of the believer subsequent to conversion.

Provision is made in the redemptive work of the Lord Jesus Christ for the healing of the mortal body. Prayer for the sick and anointing with oil are taught in the Scriptures and are privileges for the church in this present age.

The Church consists of all those who believe on the Lord Jesus Christ, are redeemed through His blood, and are born again of the Holy Spirit. Christ is the Head of the Body, the Church, which has been commissioned by Him to go into all the world as a witness, preaching the gospel to all nations.

The local church is a body of believers in Christ who are joined together for the worship of God, for edification through the Word of God, for prayer, fellowship, the proclamation of the gospel, and observance of the ordinances of baptism and the Lord's Supper.

There shall be a bodily resurrection of the just and of the unjust; for the former, a resurrection unto life; for the latter, a resurrection unto judgment.

The Second Coming of the Lord Jesus Christ is imminent and will be personal, visible, and premillennial. This is the believer's blessed hope and is a vital truth which is an incentive to holy living and faithful service.

### **MISSION STATEMENT**

Nyack College, a Christian liberal arts college of The Christian and Missionary Alliance, seeks to assist students in their spiritual, intellectual, and social formation, preparing them for lives of service to Christ and His church and to society in a way that reflects the Kingdom of God and its ethnic diversity.

### **CORE VALUES**

Nyack College and Alliance Theological Seminary seek to exalt Jesus Christ and fulfill their mission by being:

***Socially Relevant:*** Preparing students to serve in ministerial, educational, healing, and community-building professions.

***Academically Excellent:*** Pursuing academic excellence in the spirit of grace and humility.

***Globally Engaged:*** Fostering a global perspective within a multi-ethnic and multicultural Christian academic community.

***Intentionally Diverse:*** Providing educational access and support to motivated students from diverse socioeconomic backgrounds.

**Personally Transforming:** Emphasizing the integration of faith, learning, and spiritual transformation.

### **PHILOSOPHY OF EDUCATION**

*“Whatever is true, whatever is noble, whatever is just, whatever is lovely, whatever is admirable - if anything is excellent or praiseworthy - think about such things.”*  
Philippians 4:8

In keeping with this wisdom, Nyack College is committed to providing its students a broad education based upon the liberal arts and rooted in the historic Christian faith. Thus Nyack College is a Christian liberal arts college dedicated to pursuing, integrating, communicating, and applying truth.

Nyack College is committed to the PURSUIT of truth in God’s Word and God’s world. The pursuit of truth in God’s Word provides the conceptual framework within which we interpret God’s world and humanity’s place in it. The pursuit of truth in God’s world requires that we investigate and be responsible stewards of the physical world and that we foster and cherish human intellectual and cultural achievements.

Truth is whole. Thus we seek to INTEGRATE truth in God’s Word with that discovered in God’s world.

Truth must be COMMUNICATED with clarity and precision. For this reason we seek to cultivate the ability to read carefully, think critically, and speak and write clearly.

Truth must be internalized and APPLIED in personal attitudes, behavior, and in service to others. Thus we seek to educate and develop the whole person.

Nyack College’s holistic approach to truth is foundational to its commitment to PREPARE students for service. This preparation occurs in its liberal arts and professional programs. We acknowledge a special responsibility to prepare vocational and lay Christian workers who communicate truth in ways consistent with God’s Word and relevant to God’s world.

### **ACCREDITATION**

Nyack College is chartered by the Board of Regents of the University of the State of New York. Its curricula are registered with the New York State Education Department and approved for the training of veterans under Public Laws 550 and 894. Questions and inquiries should be directed to:

New York State Education Department  
Office of Higher Education and the Professions  
Cultural Education Center, Room 5B28  
Albany, New York 12230  
(518) 474-5851

Nyack College is accredited by Middle States Association of Colleges and Secondary Schools. Questions and inquiries should be directed to:

Commission on Higher Education

### *History and Mission*

Middle States Association of Colleges and Schools  
3624 Market Street  
Philadelphia, Pennsylvania 19104  
(215) 662-5606

Nyack College in New York City has been granted “Center” status by the New York State Education Department. The Middle States Commission on Higher Education has designated Nyack College – New York City as a “Branch Campus” of Nyack College.

Alliance Theological Seminary is accredited by The Association of Theological Schools in the United States and Canada.

Nyack College is listed by the United States Department of Justice for training of foreign students.

Nyack College teacher education programs are registered and approved by New York State. Nyack College is accredited by the National Council for Accreditation of Teacher Education (NCATE) and has nationally recognized programs in Childhood Education by the Association for Childhood Education International (ACEI) and Math Education by the National Council for the Teachers of Mathematics (NCTM). Nyack College is a member and accredited by the Association of Christian Schools International (ACSI) for teacher certification. Nyack College is also a member of the National Association of Schools of Music (NASM) and fully accredited by that body.

Nyack College’s Social Work program is accredited by the Council for Social Work Education (CSWE).

**Academic Calendar  
2008-2009**

Nyack College operates under a semester calendar system. The Fall semester ends before the Christmas recess and the Spring semester ends in early May. All credit given is semester credit. Some registration dates (last day to register, registration, last day to withdraw, etc.) may differ in cohort-style programs. Please see program handbooks and policies.

**FALL 2008**

Classes Begin	Sep 2
Add-Drop Period	Sep 2-9
Last Day to Register	Sep 9
Board of Trustees Meeting	Oct 8-10
Advisement Week	Oct 13-17
Spring Registration	Oct 20-Dec 15
Last Day to Withdraw	Nov 14
Thanksgiving Recess (AGSC)	Nov 23-30
Thanksgiving Recess (MBA/MSED/MSOL)	Nov 26-30
Fall Semester Ends	Dec 15

**SPRING 2009**

Winterim (AGSC only)	Jan 5-16
Classes Begin	Jan 20
Add-Drop Period	Jan 20-27
Last Day to Register	Jan 27
Board of Trustees Meeting	Feb 11-13
Advisement Week	Mar 9-13
Spring Break (AGSC only)	Mar 15-22
Fall Registration	Mar 16-May 4
Last Day to Withdraw	Apr 9
Easter Break	Apr 10-12
Spring Semester Ends	May 4
Commencement	May 9

**SUMMER 2009\*** May 18-Aug 29

*\*Includes Mayterm (AGSC only). Summer classes vary in length, and in start and end times. Please contact the Registrar's Office for information. All dates are subject to change.*

## **Academic Structure 2008-2009**

*President: Dr. Michael G. Scales*

*Provost & Vice President for Academic Affairs: Dr. David F. Turk*

**Assistant Provost:** Dr. Bennett Schepens

**Director of Institutional Research:** Renee Quintyne

**Dean of Community Life:** Mark Meehan

### ***Alliance Theological Seminary***

*Dr. Ronald Walborn, Dean*

*Dr. Luis Carlo, Associate Dean, ATS/NYC*

Master of Divinity

Master of Arts in Biblical Literature

Master of Arts in Intercultural Studies

Master of Professional Studies

**Faculty:** Dr. Julio Acosta Aponte (Director, ATS/PR), Dr. Barbara Austin-Lucas, Dr. Stephen Bailey (Director, AGSM), Rob Bashioum, Julianne Cox, Dr. William Crockett, Dr. Janet Dale, Dr. Elias Dantas, Dr. Louis DeCaro, Dr. Jin Tae Kim, Dr. John Ng, Dr. Cleotha Robertson, Dr. Martin Sanders, Dr. Paul Siu, Dr. Glen Shellrude, Dr. Bryan Widbin

### ***Center for Biblical and Ministerial Studies***

*Dr. Ronald Walborn, Dean*

**Biblical and Theological Studies:** Dr. Frank Chan (Dept. Chair), Dr. Stephen Bennett, Dr. Elio Cuccaro, Amy Davis, Dr. Thomas Donworth, Dr. Dongsu Kim, Dr. Steven Notley

**InterCultural Studies and Missiology:** Scott Reitz (Acting Dept. Chair; Dir, Global Service Lrng), Barry Jordan, Patty Jordan

**Pastoral Ministry:** Dr. Russell McLeod, Jeffrey Quinn, Carlos Velez (Deputy Dep. Chair)

**Youth Ministry and Christian Education:** Dr. Leonard Kageler (Dept. Chair), Dr. Ronald Belsterling

### ***College of Arts & Science***

*Dr. Lyndell O'Hara, Dean*

**Biology and Chemistry:** Dr. Jacqueline Washington (Dept. Chair)

**Communications:** Darlene Pinkerton

**English:** Dr. Jonathan Gates (Dept. Chair), Dr. Elaine Lux (Deputy Dept. Chair), Dr. Charles Beach, Dr. Louise McCreery, Bradley McDuffie, Christine Warrington, Dr. Kevin Pinkham

**Fine Arts:** Dr. Sue Talley (Dept. Chair)

**History and Political Science:** Dr. Lyndell O'Hara (Dept. Chair), Dr. David Weir (Deputy Dept. Chair), Dr. Vilma Balmaceda

**Interdisciplinary Studies:** Dr. Fernando Arzola, Dr. Josue Perez, Dr. Stephen Ware

**Mathematics:** Dr. In Hak Moon (Dept. Chair)

**Modern Languages and Linguistics:** Dr. Eleanor Pease (Dept. Chair), Sally Stuart, Margaret Bowen, Janice Yeoh

**Philosophy:** Dr. James Danaher (Dept. Chair), Alfredo Cid

**Physical Sciences:** Dr. Yili Liu (Dept. Chair)

**Psychology:** Dr. Agnia Assur (Dept. Chair/Rockland), Denise Hirschlein, Kerry Callender, Dr. Stephen Maret (Dept. Chair/NYC), Dr. Jack Wiltshire

**Religion:** Dr. Larry Poston (Dept. Chair)

**Sociology:** Dr. Charles Awasu (Dept. Chair.), Miguel Sanchez

### ***School of Human Services***

*TBA, Dean*

**Social Work:** Dr. Kwi-Ryung Yun (Dept. Chair), Dr. Carol Awasu (Deputy Dept. Chair), Mayra Lopez-Humpreys

**Alliance Graduate School of Counseling:** Dr. Carol Robles (Director), Dr. James Chin, Dr. Michael Gillern, Dr. Deanna Kwan, Dr. Marcia Lucas (Director/NYC), Dr. Donald Skinner, Dr. Elissa Lin Rathe, Dr. Andrew Mercurio (Dir, MFT)

### ***School of Business and Leadership***

*Dr. Anita Underwood, Dean*

*Dr. Richard Gathro, Dean of Nyack College, Washington, D.C.*

**Accounting:** James Muckell, Connett Powell

**Business Administration:** Dr. Jesse Stevens (Dept. Chair/Rockland), Dr. Ralph Grant (Dept Chair/NYC), Dr. Gordon Boronow, Susanne Hartl

**Computer Science:** Dr. David Ahn (Dept. Chair)

**Organizational Management:** Blondell Anderson, Ann Barr, George Hairston, Julie Hood-Baldomir, Dr. Elena Murphy, Dr. Doug LePelley, Brian Peterson, Dr. Melvin Hadley, Dr. Patricia Johnson

**Master of Business Administration:** Dr. John Laski

**Master of Science in Organization Leadership:** Dr. Claire Henry, Dr. Karen Fenton-LeShore

### ***School of Education***

*Dr. JoAnn Looney, Dean*

**Adolescent Education:** Dr. James Nichols (Dept. Chair), Dr. Dion Harrigan

**Childhood Education:** Marie White (Dept. Chair/NYC), Dr. Arthur Attwell, Christine Buel, Peter Olsen, Miriam Velez

**Early Childhood Education:** Sherry Jarrett

**TESOL:** Dr. Eleanor Pease (Dept. Chair)

**Masters in Education:** Susan Bucci (Director, MSE/CE), Dr. Stuart Knapp (Director, Inclusive Education)

**School of Music**

*Dr. Glenn Koponen, Associate Dean*

**Music**  
**Music Composition**  
**Music Education**  
**Music Performance**  
**Sacred Music**

Dr. Sue Talley (Director/NYC), Colin Fowler, Dr. Lars Frandsen, Joel Jameson, Dr. Marie Kenote, Dr. Tammy Lum, Joan Mallory, Dr. Dana Talley

**School of Nursing**

*Dr. Teresa Wood, Director*  
*Dr. Inseon Hwang, Program Development*

**Division of Library Services**

*Linda Poston, Dean of Library Services*

**ATS:** Cheryl Felmler (Director)  
**NCMC:** Myung Ja Kim  
**NCRC:** Sunya Notley, Mick Williams

**Division of Student Development**

*Michele Pinkham, Dean of Students*  
*Charles Hammond, Director of Student Life and Spiritual Formation, NYC*

**Counseling Services:** Drusila Nieves (Director)  
**Health Services:** Luz Yanez (Director)  
**Residence Life:** Wanda Velez (Director)  
**Spiritual Formation:** Wanda Walborn (Director), Kelvin Walker

**Division of Student Success**

*Dr. Gwen Parker-Ames, Associate Dean*

**Disability Support Services:** Elona Collins  
**First Year Studies:** Vitorio Aversa, Phlaine Toliao  
**HEOP:** Linda Delerme (Director), Cheryl Thurman (Assistant Director)  
**Academic Development:** Adelaide Pabon (Director)  
**Academic Success:** Beverly Locke (Dir./Rockland), Millicent Waterman (Dir./NYC)

**Division of Enrollment Services**

*Dr. Andrea Hennessy, Vice President for Enrollment*

**Registrar:** Vangie Couchey (Undergraduate Registrar), Elizabeth Hanson (ADCP Registrar), Rebecca Noss (Graduate Registrar)

## Programs of Study

NOTE: In the list below, the numbers in parentheses are HEGIS numbers, which are assigned to all programs registered with and approved by the State of New York. Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards. Certain concentrations listed under Interdisciplinary Studies and Adolescent Education do not have separate HEGIS numbers but are covered by the number assigned to that major.

Major	Degree	Page
<b>Master Degree Programs</b>		
* Accounting (0502).....	M.B.A.....	35
* Biblical Literature: N.T. Emphasis (2301).....	M.A.....	ATS Catalog
* Biblical Literature: O.T. Emphasis (2301) .....	M.A.....	ATS Catalog
* Business Administration (0506).....	M.B.A.....	35
* Childhood Education (0802).....	M.S. ....	56
* Childhood Special Education (0808).....	M.S. ....	60
Christian Ministry (2301).....	M.P.S. ....	ATS Catalog
* Counseling (2104.1) .....	M.A.....	19
* Inclusive Education (0802)		
Gifted Education Extension .....	M.S. ....	72
Middle School Extension .....	M.S. ....	73
Intercultural Studies (2301) .....	M.A.....	ATS Catalog
Marriage and Family Therapy (2104.1).....	M.A.....	20
Missions (2301) .....	M.P.S. ....	ATS Catalog
* Organizational Leadership (0506) .....	M.S. ....	43
* Theology and Missions (2301) .....	M.Div. ....	ATS Catalog
* Urban Ministry (2301) .....	M.P.S. ....	ATS Catalog

*\* Indicates majors also available at the New York City Campus. Part of these programs must be taken at the Rockland Campus.*

**School of Human Services**  
**Alliance Graduate School of Counseling**

*Primary Faculty:* Dr. Carol Robles (Director / Rockland), Dr. Marcia Lucas (Director / NYC), Dr. Andrew Mecurio (Director / MFT), Mr. Freddy Baez, Dr. James Chin, Dr. Craig Ellison, Dr. Michael Gillern, Dr. Deanna Kwan, Dr. Elissa Lin Rathe, Dr. Donald Skinner

The Alliance Graduate School of Counseling offers two degrees: a 66-credit Master of Arts in Counseling, and a 67-credit Master of Arts in Marriage and Family Therapy. Whereas the M.A. in Counseling is offered at both campuses, the M.A. in Marriage and Family Therapy is only offered at the Rockland campus. Both degrees have an emphasis on urban, cross-cultural context. Both degrees meet New York State requirements for licensure.

**Mission Statement:**

The Alliance Graduate School of Counseling is committed to preparing students for the role of professional counselors and therapists to do God's healing work in broken lives, couples and families.

**Learning Objectives:**

Upon completion of the program, candidates are expected to have:

- acquired a strong academic course of study, which integrates the science of modern mental health with Biblical truths.
- attained a high level of knowledge regarding basic counseling skills commensurate with the degree offered.
- acquired a working understanding of personal ethics and values essential for the practice of effective counseling and therapy.

**Statement of Counseling Orientation**

Alliance Graduate School of Counseling seeks to provide counseling education that is grounded in a theologically evangelical Christian view of epistemology, human nature and healing. While recognizing that there are different viewpoints within the Christian community, we believe that the Bible provides us with significant foundational perspectives on human personality, pathology and healing.

The Graduate School of Counseling takes an "open universe" view of epistemology and causation. This view suggests that the most accurate

and comprehensive understanding of human functioning and healing is gained by consideration of natural, supernatural and interactive (natural x supernatural) influences.

Alliance Graduate School of Counseling views human nature at its best as a finely-tuned, multi-dimensional, integrated system. Human beings are fundamentally psychospiritual beings because they are created in God's image. Optimal human functioning occurs when human beings live according to God's design as given in the Bible.

Because of The Fall, human beings experience the pain of disorder, division, disintegration, dissension, and dysfunction. Human personality and relationships are often fragmented due to irrationality, chaos and distortions of sin. Sin, from a psychospiritual perspective, is living in contradiction to God's design. Sin refers both to an underlying human condition of fallenness due to original sin, and to specific acts committed by an individual or by others against a person. The destructive and disintegrative impact of sin is experienced through individual, interpersonal and institutional choices and channels.

In addition to the impact of sin in its psychospiritual sense, human beings are affected by the limitations of their finitude. Choices that produce chaos and pain are often the result of limited or erroneous knowledge and understanding. Dysfunctional patterns of learning and conditioning may also produce significant difficulties.

Finally, in their attempts to cope with the pain of unmet psychospiritual needs, human beings often unwittingly make choices that worsen their pain and lead to further psychospiritual and relational deterioration.

Alliance Graduate School of Counseling sees psychospiritual healing as ultimately the work of God's grace, wisdom and love communicated through the vehicle of a competent and sensitive counselor. The exact role of the therapist varies according to the particular needs and problems of the counselee, couple or family unit. Healing interventions are multi-modal and comprehensive. Because of our open universe view, analysis and interventions include consideration of the natural/psychological and supernatural/spiritual dimensions. Healing may also include bio- and social-psychological intervention due to the fundamental biological and relational nature of human beings.

### **Graduate School Emphases**

- Faith/Counseling interface: psychospiritual model
- Core values
- Multi-cultural/cross-cultural orientation
- Mentoring/nurturing
- Multi-modal instruction
- Case studies/application

### **AGSC Core Values**

- Belief in the centrality and authority of the Holy Scriptures as the source, foundation and guide to Truth.
- Recognition of the essential and primary place of God (Father, Son and Holy Spirit) in the healing process as the source of health and healing.
- Consistent and continuing commitment by the counselor to maintain a personal walk with God through the practice of spiritual disciplines such as Bible study, prayer, fasting and biblical meditation.
- Maintenance of self-care (physical, spiritual, emotional and relational) for the counselor's own well-being.
- Importance of participation and service in the local church and its worldwide mission.
- Commitment to an open-universe model of epistemology and therapeutic intervention, integrating theory, research and practice, with respect for and utilization of both the empirical and the supernatural.
- Adherence to the highest ethical standards of the counseling profession and the Christian faith.
- Fundamental respect for people in their ethnic, socio-economic, religious and gender diversity.
- Importance of life-long continuing education in counseling, psychology and theology beyond the Master's degree in counseling.
- Commitment to the advancement of the counseling field and in particular, Christian counseling, through such activities as participation in professional association, excellence in scholarship, and education of the broader Christian community.

### **Classification of Students**

*Matriculated (Degree) Students:* These are students who are pursuing the M.A. in Counseling or Marriage and Family Therapy degree either full or part-time. Students who have satisfactorily completed all admission requirements may be admitted to the respective degree with regular status.

Regular status students are matriculated. Only regular status students may become candidates for the degree. Students may be full-time or part-time. Full-time status requires at least 12 credits per semester. Part-time status requires at least 14 credits per calendar year.

*Non-Degree Students:* Students who have completed a graduate degree in Counseling, Psychology, Social Work or Education with an emphasis in counseling may apply for non-degree seeking status which will allow the student to take additional credit-bearing classes to complete the requirements of national certification exams, or to supplement previous education with a Christian perspective. Students may take classes full or

part-time but must follow the rules and standards of the program including prerequisite courses, etc.

### **Degree Seeking Application Requirements**

To be admitted to the program, these are necessary:

1. A completed Application for Admission form from the Alliance Graduate School of Counseling.
2. A \$35 non-refundable application fee payable to Nyack College and designated to the Alliance Graduate School of Counseling.
3. An official transcript from each college or university attended since high school. A transcript must come from each, even though the work appears as transfer credit on another transcript. The transcripts must show evidence of an accredited baccalaureate degree with a minimum grade point average of 2.8 (on a 4.0 scale), and the completion of 9 semester hours of undergraduate courses in psychology and/or counseling. Introduction to Psychology (general psychology), Abnormal Psychology, and Human Development or Theories of Personality are mandatory.
4. Three letters of recommendation: a pastor's recommendation, a character reference, and an academic recommendation, on forms provided by the Alliance Graduate School of Counseling. These cannot be family members. Complete Part I of each form and then distribute to appropriate individuals with a stamped envelope preaddressed to Alliance Graduate School of Counseling. Recommendations are to be returned directly to AGSC, sealed. If hand delivered by applicant, the envelope must be sealed with the signature of the reference over an unbroken seal.
5. The Statement of Christian Life and Experience and the Calling to Counsel must be submitted.
6. Statement of Faith and Standard of Conduct forms signed and returned.
7. Satisfactory profiles of the MCMI-III and MMPI-2. These tests may be taken at a professional testing service or a licensed psychologist. Contact the AGSC office for local testing sites. The personality profile and complete interpretive report for each instrument must be sent to the Director, Alliance Graduate School of Counseling, 350 North Highland Avenue, Nyack, NY 10960. These tests are used for educational purposes only and will not be discussed or released.
8. Immunizations: Documentation of adequate vaccination for measles, mumps and rubella must be provided by the student in accordance with New York state health regulations for colleges. In addition, a meningitis vaccination response form must be submitted. (See "Immunizations" under "Academic Policies".)

Students who do not meet the admissions criteria may be considered for admission on a provisional or conditional basis with terms and stipulations defined in the acceptance letter.

The closing date for applications and all required documents is August 1 for the fall semester. The closing date for the spring semester is December 1.\* (International student deadline for fall is February 15; for spring is July 15). Admission decisions are made on a rolling basis on completed applications. The Alliance Graduate School of Counseling reserves the right to require an interview of applicants for admission to determine eligibility for admission. Admission to the program is not based on handicap, sex, race, color, national or ethnic origin.

The late fee for application materials (items #1-7 above) completed after the due date (August 1 for fall admissions, December 1 for spring admissions) is \$50. To be eligible for institutional grants and scholarships, the application materials must be received by the application deadlines listed above.

*\*If accepted, an advanced deposit of \$250 must be submitted with the student's reply accepting admission to the graduate program. This will be credited toward tuition. Applicants offered admission must communicate acceptance or rejection and submit their tuition deposit by August 15 for the fall semester and December 15 for the spring semester. The advance tuition deposit is non-refundable. Unless specified, due dates mentioned in this document are for the year in which the applicant seeks admission to the program.*

Application to AGSC does not imply, guarantee, or constitute admission into the program. Charges paid for the MCMI-III, MMPI-2, formal transcripts, application fee, and any other application requirements are non-refundable. Acceptance into the program is communicated only through a formal letter from the Director or Assistant Director of AGSC.

A mandatory new student orientation takes place at the beginning of each semester. The date is available from the admissions office. Because of the importance of this orientation, students who fail to attend will be charged a \$100 non-participation fee.

### **Non-Degree Seeking Application Requirements**

To be admitted to the program, these are necessary:

1. Must have completed a graduate degree in counseling, psychology, social work or education with an emphasis in counseling from an accredited graduate school with a G.P.A. of 2.8 or above.
2. A completed Application for Admission form from the Alliance Graduate School of Counseling and a \$35 non-refundable application fee payable to Nyack College and designated to the Alliance Graduate School of Counseling.
3. An official transcript from each college or university attended since high school. A transcript must come from each, even though the work appears as transfer credit on another transcript.
4. The Statement of Christian Life and Experience must be submitted.
5. Statement of Faith and Standard of Conduct forms signed and returned.
6. A pastor's recommendation and one character recommendation must be submitted.
7. Satisfactory results for the Minnesota Multiphasic Personality Inventory (MMPI-2). The personality profile and complete interpretive report must be submitted.
8. If pursuing licensure or recertification, must have transcripts evaluated by the National Board of Certified Counselors (NBCC) ([www.nbcc.org](http://www.nbcc.org)) and by the respective state licensing boards.

### **International Applicants**

Please read all instructions carefully.

1. International students must comply with all AGSC standard criteria for admissions. International applicants must have completed a bachelor's degree or the equivalent with a minimum of 2.8 GPA (on a 4.0 scale) from an appropriately accredited college or university.
2. Applicants whose primary language is not English must take a Test of English as a Foreign Language (TOEFL) with a minimum score of 550. An official score report no more than five years old must be submitted.
3. All foreign language documents must be accompanied by an official translation into English. Official international transcripts must be sent to the following for evaluation: World Education Service, Inc., P.O. Box 745, Old Chelsea Station, New York, NY 10113-0745. Contact information: 1-800-937-3895; in New York: call (212) 966-6311, fax (212) 966-6395, e-mail: [info@wes.org](mailto:info@wes.org), website: [www.wes.org](http://www.wes.org).
4. The initial application deadline for the following fall semester is February 15; for the following spring semester is July 15.
5. International students must be fully admitted before beginning the I-20 process.

Classes necessary for national certification exams will be offered to non-degree seeking students on the same credit basis, price, and course requirements as degree-seeking students. Transcript evaluations for the NCE or other certification exams must be submitted to their administering bodies by the students. AGSC does not provide those evaluations. NBCC can be contacted at (336) 547-0607 or at their website: [www.nbcc.org](http://www.nbcc.org).

**Program Requirements for Graduation**

1. A minimum of 66 or 67 (depending on program) semester hours of graduate-level coursework as defined by the program. Transfer credit from accredited colleges or universities may not exceed 15 semester hours. Graduate transfer credits may not be used both for transfer credit and prerequisites. Students must take 55 of their 66/67 credits at their designated primary site. New York City students in the Master of Arts in Counseling program must take GCN 506 (Career Development) at the Nyack site.
2. Students must engage in individual, marital, or family counseling *at their own expense* with a professional therapist for a minimum of 15 sessions. Students should be prepared to pay for their 15 therapy sessions. This must be completed within the first year of school and before the first day of class for GCN 791 Internship I (summer). No more than two hours per week of personal counseling may be counted toward the requirement. Group therapy as part of GCN 604 may not be counted. Both the student and therapist must submit the necessary forms.
3. A minimum of 700 clock hours of supervised internship experience in an approved setting, 40% of which must be direct client contact.
4. A minimum grade point average of 2.8 must be maintained each semester. Students who earn a GPA below this will be placed on academic probation for one semester. If the student continues to fall below this average after that semester, they will be dropped from the program. Students may reapply after one semester if they can adequately demonstrate that they can perform at the appropriate level.
5. Satisfactory completion of a professional exit interview with the faculty of the Alliance Graduate School of Counseling. The interview is to be scheduled by the student during the spring semester of the student's final term. Prior to the exit interview students will be given periodic evaluation by the faculty with regard to their professional potential.
6. After completing all required coursework, students will be required to take GCN 799 (Comprehensive Exam) in the spring prior to

graduation. A grade of Pass, Pass with Distinction, or Fail will be noted on the student's final transcript. Students will only be allowed to take the CPCE one time. GPA is not affected by the results of the comprehensive exam. There is no credit granted, but students must register and pay the appropriate examination fee.

7. All degree requirements are to be completed before the student may participate in the commencement ceremony.
8. Graduation applications must be submitted to the Registrar's Office in the semester prior to the student's last semester.
9. At the end of each semester, all students will be subject to review by the AGSC faculty.
10. Complete payment of all financial obligations.

It is each student's responsibility to remain informed of all requirements, prerequisites, deadline dates and procedures within the program. It is also the responsibility of each student to maintain contact with her or his advisor and to remain current with class and schedule changes.

*\*ATS students accepted into AGSC must pay the tuition difference of \$100 for each credit transferred. For maximum number of transferable credits, see program requirements.*

Admission into the AGSC program is **not** a guarantee of graduation. Admission is an opportunity for the student to successfully accomplish all requirements established in order to graduate from the program with a M.A. degree. Failure to successfully meet all requirements means that the student will not receive the M.A. degree.

## **Counseling – M.A.**

### **Pre-requisite Courses for Internship (24 credits)**

GCN 502 – Theories & Foundations of Counseling*	3
GCN 503 – Research Methods & Analysis	3
GCN 504 – Psychopathology*	3
GCN 505 – Theories of Personality*	3
GCN 601 – Principles & Methods of Counseling*	3
GCN 602 – Measurement & Assessment*	3
GCN 603 – Counseling & Human Development	3
GCN 605 – Marriage & Family Counseling*	3

### **Internship (12 credits)**

GCN 702 – Ethics & Professional Issues	3
GCN 791 – Counseling Internship I (Summer)	3
GCN 792 – Counseling Internship II (Fall)	3

GCN 793 – Counseling Internship III (Spring) ..... 3

**Counseling Courses (18 credits)**

GCN 501 – Perspectives on Counselor Formation ..... 3

GCN 506 – Career Development ..... 3

GCN 604 – Group Dynamics & Therapy ..... 3

GCN 606 – Counseling for the Urban Context ..... 3

GCN 607 – Domestic Abuse: Intervention & Reporting ..... 3

GCN 701 – Psychology & Theology (*capstone*) ..... 3

**Electives (6 credits)**

GCN – Elective ..... 2

GCN – Elective ..... 2

GCN – Elective ..... 2

**Bible / Theology Courses (6 credits)**

TH 601 – Systematic Theology I: God & Humanity ..... 3

OT/NT/TH – Elective (language / exegesis excluded) ..... 3

**CPCE Comprehensive Exam (0 credits)**

GCN 799 – CPCE Comprehensive Exam ..... 0

**Marriage and Family Therapy – M.A.**

**Required Core Courses for MFT Internship (21 credits)**

MFT 501 – Perspectives on Counselor Formation ..... 3

MFT 502 – Theories & Foundations of Counseling\* ..... 3

MFT 503 – Research Methods & Analysis\* ..... 3

MFT 504 – Psychopathology\* ..... 3

MFT 601 – Principles & Methods of Counseling\* ..... 3

MFT 602 – Measurement & Assessment\* ..... 3

MFT 604 – Group Dynamics & Therapy\* ..... 3

**Required Marriage and Family Therapy Courses (24 credits)**

MFT 508 – Conflict Resolution and the Family\* ..... 3

MFT 603 – Counseling & Human Development\* ..... 3

MFT 605 – Marriage & Family Foundations\* ..... 3

MFT 607 – Domestic Abuse: Intervention & Reporting ..... 3

MFT 608 – Ethnicity & Family Therapy\* ..... 3

MFT 703 – Family Law ..... 3

MFT 704 – Theoretical Approaches to Marital Therapy\* ..... 3

MFT 705 – Theoretical Approaches to Family Therapy\* ..... 3

**Internship and Ethics & Professional Issues (12 credits)**

MFT 702 – Ethics & Professional Issues ..... 3

*Master of Arts in Counseling and Marriage & Family Therapy*

MFT 791 – Marriage & Family Therapy Internship & Supervision I.....3  
MFT 792 – Marriage & Family Therapy Internship & Supervision II.....6

**Electives (4 credits)**

MFT – Elective.....2  
MFT – Elective.....2

**Required Bible / Theology Courses (6 credits)**

TH 601 – Systematic Theology I: God & Humanity.....3  
MFT 701 – Psychology & Theology (Capstone) .....3

\*Required before Internship

*AGSC reserves the right to alter the sequence of courses.*

**Course Descriptions**

**GCN 501 Perspectives on Counselor Formation (3)**

Focuses on the nature of spiritual formation and the various ways that Christians have sought to deepen their relationship with God. Emphasis given to: integration of the AGSC Core Values, the nature and practice of prayer, self-understanding, educational endeavors, as well as the more intimate and in-depth process of spiritual formation. Offered summer or fall.

**GCN 502 Theories and Foundations of Counseling (3) \*RBI**

An investigation of the major theories of counseling with an emphasis on integrative approaches to the helping profession. Offered fall.

**GCN 503 Research Methods and Analysis (3) \*RBI**

A survey course of the concepts and techniques of hypothesis testing, research design and analysis used in clinical research and program evaluation. Offered fall and summer. Note: an elementary (undergraduate) course in statistics is required prior to taking this course.

**GCN 504 Psychopathology (3) \*RBI**

An overview of the major theories, concepts, issues, and data of psychopathology, including an introduction to the official diagnostic nomenclature. Offered fall.

**GCN 505 Theories of Personality (3) \*RBI**

The course explores the concepts of personality and behavior change through consideration of a variety of contemporary theories of personality development. Offered fall.

**GCN 506 Career Development (3)**

An in-depth study of the theories, concepts, and issues regarding career counseling including an introduction to various career assessment inventories. Offered at Nyack campus only. Offered fall and spring.

**GCN 601 Principles and Methods of Counseling (3) \*RBI**

This course introduces a variety of methods used in counseling with an emphasis on integrative approaches to the helping profession. Offered spring.

**GCN 602 Measurement and Assessment (3) \*RBI**

A survey of basic concepts and tests used in diagnosis and treatment of individual, marriage, and family problems with selective training in the use of several major instruments. Prerequisite: GCN 504, GCN 503 and must view "The Standard Deviants: Statistics, Parts 1, 2, 3" prior to the start of the semester in which the class is taken. Offered spring.

**GCN 603 Counseling and Human Development (3) \*RBI**

An overview of the major theories, issues, and data of developmental psychology covering early childhood through late adulthood. Offered spring.

**GCN 604 Group Dynamics and Therapy (3)**

An overview of the major theories, issues, and data of the psychology of small groups and group therapy. Topics considered include group communication, leadership, facilitation, decision making, conflict resolution, and focal group counseling. Participation in group therapy outside of class required at the student's expense. Students need to be prepared to pay for their (12) group therapy sessions as part of the requirements for this class. Prerequisite: GCN 502 and individual therapy requirement completed. Offered fall.

**GCN 605 Marriage and Family Counseling: Foundations (3) \*RBI**

Examination of marriage and family systems and dynamics, including the causes of conflict and dysfunctional relational patterns, and the understanding of counseling principles and processes designed to aid the counselor in resolving conflict and in the healing of relationships. Offered spring.

**GCN 606 Counseling for the Urban Context (3)**

Overview of counseling principles and methods for the cross-cultural urban context. Offered spring or summer.

**GCN 607 Domestic Abuse: Interventions and Reporting (3)**

This course considers in detail the etiology, dynamics and therapy of child, elder and spouse abuse and maltreatment. Attention, equivalent to a two-hour course, paid to the identification and reporting of child abuse and

maltreatment. The dynamics underlying marital violence and processes of therapeutic intervention examined.

**GCN 701 Psychology and Theology † (3)**

An examination of relationships between psychology and theology, and an evaluation of underlying assumptions and purposes. Integrative approaches to various significant issues are explored with the aim of clarifying understanding of human beings. *Capstone class*. Prerequisites: 6 credits of Bible, GCN 502, GCN 505, GCN 601, GCN 603. Offered spring.

**GCN 702 Ethics and Professional Issues (3)**

An overview of the legal, ethical, and professional issues currently facing counselors. Particular attention is given to matters involving confidentiality, informed consent, conflicts of interest, counselor values, transference and countertransference issues, advertising, and potential church/state conflicts. Variation in state mental health laws will also be discussed (predominately focused on NY, NJ and CT, but may include states that students are considering for future licensure). Prerequisites: GCN 502, GCN 503, GCN 504, GCN 505, GCN 601, GCN 602, GCN 603, GCN 605, 15 personal counseling sessions. Must be taken with GCN 791. Offered summer.

**GCN 710 Counseling Issues & Human Sexuality (2)**

An overview of physiological, psychological, and social-cultural variables associated with sexual identity, sexual behavior, and the diagnosis and treatment of sexual disorders. Offered spring.

**GCN 711 Treating the Post-Abortive Client (2)**

A look at the many complexities of treating the post-abortive client with its emphasis on the post-abortive woman. Consideration will be given to the political implications of post-abortive treatment and the establishment of post-abortive trauma. The overarching objective will be the acquisition of a redemptive model of treatment. Prerequisites: see AGSC office. Offered summer.

**GCN 712 Geriatric Counseling (2)**

An exploration of the theory and application of assessment and intervention techniques with older adults and their families. Topics will include treatment modalities, psychopathology, ethical and legal matters, and brain disorders. Offered fall.

**GCN 713 Gender Issues (2)**

An examination of the major issues in working with men and women, both in counseling and in the work of the church. Topics will include womanhood, the role of mentoring, crisis pregnancy counseling, the role of fatherhood, infertility, and depression. Education toward biologically, psychologically, and spiritually healthy practices will be presented. Offered spring.

**GCN 714 Counseling for Survivors of Abuse (2)**

A comprehensive study of treatment for survivors of family violence and sexual abuse. Integrated study of the impact of trauma and abuse, faith-based practice and an overview of important issues and concerns. Students will participate in the counseling experience as part of the learning process. Offered winterim.

**GCN 715 Critical Incidents & Stress Management (2)**

Offered summer.

**GCN 716 Disorders of Childhood & Adolescence (2)**

An in-depth study of the major theories, concepts, issues and data in the diagnosis and treatment of disorders usually first evident in children and adolescents. Prerequisite: GCN 504. Offered alternate winterim.

**GCN 717 Play Therapy (2)**

An overview of a counseling approach called “play therapy” which is applicable within both school and clinical practice settings. While targeted for use with pre-school and school-aged children, play therapy can also be adapted to work with adolescent, adult, and geriatric populations. Offered spring.

**GCN 718 Addictive Behaviors (2)**

An in-depth study of the major theories, concepts, issues, and data in the diagnosis and treatment of addictive behaviors including psychoactive substances, sexual addictions, and other addictive behaviors. Offered spring.

**GCN 719 Marriage & Family Counseling: Theories and Strategies (2)**

A continuation of GCN 605 with the focus on the theoretical and practical application of therapy with married couples and families. Prerequisite: GCN 605. Offered spring.

**GCN 720 Christian Approach to Life-Threatening Illnesses (2)**

A course designed to help students gain theoretical and experiential understanding, and beginning competence in working with patients, their families and caregivers who are dealing with life-threatening and life-debilitating illnesses. Offered spring.

**GCN 721 Crisis Counseling (2)**

Consideration of crises faced by the counselor and appropriate approaches for helping those in crisis. Crises such as death, debilitating illness, illegitimate pregnancy, child and/or spouse abuse, drug abuse, suicide and accident/disaster trauma are considered. Offered fall.

**GCN 722 Anxiety and Mood Disorders (2)**

An in-depth study of the major theories, concepts, issues, and data in the diagnosis and treatment of the anxiety and mood disorders. Offered fall.

**GCN 723 Personality & Dissociative Disorders (2)**

An in-depth study of the major theories, concepts, issues, and data in the diagnosis and treatment of personality and dissociative disorders. Prerequisite: GCN 504. Offered May.

**GCN 724 Counseling & Divorce Recovery (2)**

A clinical and practical study for the counseling of people going through a divorce. An integrated study of the impact of divorce upon the person, their family and community. Students will participate in counseling experiences in the classroom. Offered summer.

**GCN 732 Eating Disorders (2)**

A course to help students gain theoretical and experiential understanding, and beginning competence in working with patients, their families and significant others who are dealing with eating disorders. The role of culture and societal norms as it impacts this issue will be explored. Various factors, as well as modes of treatment, will be discussed.

**GCN 791, 792, 793 Counseling Internship I, II, III (3 each)**

Practical counseling experience in a clinical setting. There will be 1 supervisory hour for each 15 hours of internship. Prerequisites: GCN 502, GCN 503, GCN 504, GCN 505, GCN 601, GCN 602, GCN 603, GCN 605, 15 personal counseling sessions. Must be taken with GCN 702. Offered summer, fall, and spring.

**GCN 770's Counseling Seminar (2)**

These courses covers topics of interest. Presentations will be made by prominent therapists/professors in the field of counseling. Offered spring, fall or summer.

**GCN 799 Comprehensive Examination (0)**

Offered spring.

**MFT 501 Perspectives on Counselor Formation (3)**

Focuses on the nature of spiritual formation and the various ways that Christians have sought to deepen their relationship with God. Emphasis given to: integration of the AGSC Core Values, the nature and practice of prayer, self-understanding, educational endeavors, as well as the more intimate and in-depth process of spiritual formation. Offered summer or fall.

**MFT 502 Theories and Foundations of Counseling (3) \*RBI**

An investigation of the major theories of counseling with an emphasis on integrative approaches to the helping profession. Offered fall.

**MFT 503 Research Methods and Analysis (3) \*RBI**

A survey course of the concepts and techniques of hypothesis testing, research design and analysis used in clinical research and program evaluation. Offered fall. Note: an elementary (undergraduate) course in statistics is required prior to taking this course.

**MFT 504 Psychopathology (3) \*RBI**

An overview of the major theories, concepts, issues, and data of psychopathology, including an introduction to the official diagnostic nomenclature and emphasis on family dysfunction. Offered fall.

**MFT 507 Stress and the Family (2)**

A review is given of the most common everyday and sudden stressors that families frequently encounter. Overview of major theoretical orientations and treatment approaches to address specific family stressors. Specific family stressors include intra-family child sexual abuse, adolescent family abuse, step parenting, chronic illness, death, disaster, unemployment and rape, among others. Examination is made of both normative and sudden, catastrophic stressors which may trigger functional and dysfunctional methods of attempting to cope on the part of family members.

**MFT 508 Conflict Resolution and the Family (3) \*RBI**

This course will examine the nature of conflict within the family and present approaches for intervention that leads to resolution. Focus on normal and problematic family conflict will help the student to put into perspective how conflict can be growth producing or harmful. Forgiveness and reconciliation will be studied for its utility in helping families to find resolutions to conflict. The spousal relationship will be considered and methods of intervention will be offered. Other configurations of family relationships such as children to parents and parents to other related adults will also be explored. The focus will be on brief crisis oriented interventions that lead to solving conflict. Prerequisite MFT 605.

**MFT 601 Principles and Methods of Counseling (3) \*RBI**

This course introduces a variety of methods used in counseling with an emphasis on integrative approaches to the helping profession. Offered spring.

**MFT 602 Measurement and Assessment (3) \*RBI**

A survey of basic concepts and tests used in diagnosis and treatment of individual, marriage, and family problems with selective training in the use of several major instruments. Prerequisite: MFT 504, MFT 503 and must view "The Standard Deviants: Statistics, Parts 1, 2, 3" prior to the start of the semester in which the class is taken. Prerequisite: MFT 503. Offered spring.

**MFT 603 Counseling and Human Development (3) \*RBI**

An overview of the major theories, issues, and data of developmental psychology covering early childhood through late adulthood. The course will study human development within the context of the family life cycle. Offered spring.

**MFT 604 Group Dynamics and Therapy (3) \*RBI**

An overview of the major theories, issues, and data of the psychology of small groups and group therapy. Topics considered include group communication, leadership, facilitation, decision making, conflict resolution, and focal group counseling. Participation in group therapy outside of class required at the student's expense. Students need to be prepared to pay for their (12) group therapy sessions as part of the requirements for this class. Prerequisite: MFT 502 and individual therapy requirement completed. Offered fall.

**MFT 605 Marriage and Family Counseling: Foundations (3) \*RBI**

Examination of marriage and family systems and dynamics, including the causes of conflict and dysfunctional relational patterns, and the understanding of counseling principles and processes designed to aid the counselor in resolving conflict and in the healing of relationships. Offered spring.

**MFT 607 Domestic Abuse: Interventions and Reporting (3)**

This course considers in detail the etiology, dynamics and therapy of child, elder and spouse abuse and maltreatment. Attention, equivalent to a two-hour course, paid to the identification and reporting of child abuse and maltreatment. The dynamics underlying marital violence and processes of therapeutic intervention examined.

**MFT 608 Ethnicity and Family Therapy (3) \*RBI**

The effective counselor has an understanding of human behavior within relevant contexts. Here we have defined for study at least two important contexts—ethnicity, and the family. This course will study both the implication for ethnicity as it relates to individual thinking and behavior, and the relevance of family dynamics as it relates to the counseling setting. The course will explore ethnicity and its ramifications for clinical areas such as diagnosis, clinical analysis and treatment. Students will be introduced to the thinking, history, religious beliefs and cultures of a variety of ethnic populations living within the USA. Issues such as racism, prejudice, religion and spirituality, assimilation and immigration etc. will be looked at historically, as a means of better understanding the diverse needs and realities of US ethnic populations. In addition to selected readings, students will be exposed to a variety of cultures by way of films which present an involved group and family overview of selected ethnic groups.

**MFT 701 Psychology and Theology † (3)**

An examination of relationships between psychology and theology, and an evaluation of underlying assumptions and purposes. Integrative approaches to various significant issues are explored with the aim of clarifying understanding of human beings. Prerequisites: TH 601, MFT 502, MFT 601, MFT 603. Offered spring.

**MFT 702 Ethics and Professional Issues (3)**

MFT 702 is a *co-requisite course* with the beginning of the Internship, MFT 791 and MFT 792. This course is an investigation of the ethical principles pertaining to the practice of professional counseling, and their application in such settings. The ethical standards of the American Psychological Association, the American Counseling Association, the American Association of Christian Counselors, the AAMFT Code of Ethics, and others will be reviewed and used as a backdrop to all that is addressed in this course. Along with this, the state laws will be explored as an example of how the legal system applies professional ethics, and these laws will be compared and contrasted with other state codes. An overview of the legal, ethical, and professional issues currently facing counselors. Particular attention is given to matters involving confidentiality, informed consent, conflicts of interest, counselor values, transference and counter-transference issues, advertising, and potential church/state conflicts. Offered summer.

**MFT 703 Family Law (3)**

This course will familiarize students in the management and treatment of family and marital issues within the legal framework. Students must show competencies in the areas of specialization: ethics and legal implications of practice. Students will learn how to read NY State statutes and case law to enhance their skills as advocates for families they service for mental health needs. *Prerequisites: MFT 504 and MFT 607 or permission of instructor.*

**MFT 704 Theoretical Approaches to Marital Therapy (3) \*RBI**

This course focuses on theory of practice for marital therapy. Theoretical approaches will be viewed from cognitive-behavioral, structural-strategic, emotional and spiritual frameworks. Among the various special problems will be a focus on marital infidelity, forgiveness, and treatment approaches where one or both partners have personality disorder(s). A special consideration of family theory related to Christian believing families will also be examined.

**MFT 705 Theoretical Approaches to Family Therapy (3) \*RBI**

Working with families requires a conceptual base in understanding the importance of transactions and patterns between family members, and development of practice application in family therapy techniques. This course extends knowledge in current theoretical thinking about family interaction, and methods of direct intervention. Among the various theoretical perspectives that are examined, emphasis will be placed on

systemic theories such as structural family therapy and strategic family therapy. A special consideration of family theory related to Christian believing families will also be examined.

**MFT 710 Counseling Issues & Human Sexuality (2)**

An overview of physiological, psychological, and social-cultural variables associated with sexual identity, sexual behavior, and the diagnosis and treatment of sexual disorders. Offered spring.

**MFT 711 Treating the Post-Abortive Client (2)**

A look at the many complexities of treating the post-abortive client with its emphasis on the post-abortive woman. Consideration will be given to the political implications of post-abortive treatment and the establishment of post-abortive trauma. The overarching objective will be the acquisition of a redemptive model of treatment. Offered summer.

**MFT 712 Geriatric Counseling (2)**

An exploration of the theory and application of assessment and intervention techniques with older adults and their families. Topics will include treatment modalities, psychopathology, ethical and legal matters, and brain disorders. Offered fall.

**MFT 713 Gender Issues (2)**

An examination of the major issues in working with men and women, both in counseling and in the work of the church. It is designed to cover gender issues affected by the current times as well as integrating Theological Perspectives. Topics will include womanhood, the role of mentoring, crisis pregnancy counseling, the role of fatherhood, infertility, as it affects the couple, and depression as it affects both sexes. Education toward biologically, psychologically, and spiritually healthy practices will be presented. Offered spring.

**MFT 714 Counseling for Survivors of Abuse (2)**

A comprehensive study of treatment for survivors of family violence and sexual abuse. Integrated study of the impact of trauma and abuse, faith-based practice and an overview of important issues and concerns. Students will participate in the counseling experience as part of the learning process. Offered winterim.

**MFT 716 Disorders of Childhood & Adolescence (2)**

An in-depth study of the major theories, concepts, issues and data in the diagnosis and treatment of disorders usually first evident in children and adolescents. Prerequisite: MFT 504. Offered alternate winterim.

**MFT 718 Addictive Behaviors (2)**

An in-depth study of the major theories, concepts, issues, and data in the diagnosis and treatment of addictive behaviors including psychoactive substances, sexual addictions, and other addictive behaviors. Offered spring.

**MFT 725 Divorce Mediation (2)**

To examine and explore principles, methodologies, and dynamics in family and divorce mediation. Focus primarily with various methods of third party intervention with an emphasis on mediation and facilitation. Practical applications, case studies and experiences will focus on mediation in specialized settings. Divorce mediation will provide students with a mediation structure, emphasizing mediator tools and strategies for effective communication and resolution.

**MFT 726 Counseling Blended Families (2)**

Students will learn how to counsel blended families relative to their family system dynamics and the counselor's theology of the family and theoretical orientation. A brief introduction to a theology of family and theories of family counseling. Also consider family blending, relative to adoption, cultural, ethnic, and religious issues. Consideration of extended family members will be included. Students will learn through class discussion, lecture, research, experiential exercises (counseling and media analysis), and fellow-student oral presentations.

**MFT 791 Marriage & Family Therapy Internship & Supervision I (3)**

This is the first internship course of the MFT program. The objective of the course is to provide a strong foundational orientation and beginning mastery of direct supervised clinical work with couples and families. Students will begin their internship program in the summer by taking this course (3 credits), which requires 15 hours at the placement per week and a university class for 11/2 hours per week and completion of assignments. The student will do clinical work in a marriage and family placement under the direct supervision of a qualified mental health clinician licensed by the state. The student will be expected to integrate previous coursework material and experiences by both seeking practice development at the internship and through a regular classroom experience that is a part of this course.. After each 15 hours at the internship, students will meet as a class. This class will provide discussions, assignments, and other training methods that will allow each student to further develop the foundational integration between theory of interventions and actual direct practice. This course must be taken with MFT 702. Prerequisite for this course is successful completion of all other MFT courses (except MFT 792). Offered summer, fall, and spring.

**MFT 792 Marriage & Family Therapy Internship & Supervision II (6)**

This is the second internship course of the MFT program. The objective is to build from MFT 791 and provide advanced mastery of direct supervised

clinical work with couples and families. The student will continue in the internship for 15 hours per week where he/she will continue with the clinical caseload from the previous semester and be closely trained, monitored and supervised by a qualified licensed mental health clinician. The student will be expected to integrate previous coursework material and experiences at an advanced level by both seeking further practice development at the internship and through the regular classroom experience that is also a part of this course. This class will provide discussions, assignments, and other training methods that will allow each student to further develop and master integration between theory of interventions and actual direct practice. Prerequisite for this course is successful completion of all other MFT course requirements, including a passing grade in MFT 791.

**TH 601 Systematic Theology 1: God and Humanity (3)**

Examines the foundations of Christian theology, revelation, and Holy Scripture, the nature and work of God, and the nature of humanity and its need.

*NOTE: As the Marriage and Family Therapy program develops, the MFT courses and their sequence may be subject to change.*

\* *RBI=Required Before Internship*

† *To be taken the semester of graduation.*

**The following GCN courses are open to ATS students:**

- GCN 506 Career Development
- GCN 605 Marriage & Family Counseling: Foundations
- GCN 701 Psychology & Theology
- GCN 710 Counseling Issues & Human Sexuality
- GCN 711 Treating the Post-Abortive Client
- GCN 712 Geriatric Counseling
- GCN 713 Gender Issues
- GCN 714 Counseling for Survivors of Abuse
- GCN 715 Critical Incidents & Stress Management
- GCN 718 Addictive Behaviors
- GCN 719 Marriage & Family Counseling: Theories & Strategies
- GCN 720 Christian Approach to Life-Threatening Illnesses
- GCN 721 Crisis Counseling
- GCN 722 Anxiety & Mood Disorders
- GCN 724 Counseling & Divorce Recovery

**Faculty**

*(Year indicates appointment to faculty)*

**Freddy Baez**, *Half-time Assistant Professor of Counseling*. M.S.W., Fordham University; LCSW-R; CASAC. Credentialed as a Substance Abuse and Alcoholism Counselor. Director of Psycho-Social Services and is Psychotherapist at Full Circle Health, Bronx, NY; Associate Pastor; vital part of Bronx Coalition for Christian Counseling. 1997.

**James Chin**, *Professor of Counseling (NYC Campus)*. B.A., State University of New York at Stony Brook; M.A., City University of New York (Queens College); Ph.D., Hofstra University; Post Doctoral Fellowship, Institute for Behavioral Therapy. Current Director of Agape Psychological Services, NYC; Clinical Director of Psychiatric and Addictions Recovery Services; Staff Psychologist, The Hollisood Hospital; Research Scientist for the Bureau of Research and Evaluation; Instructor, New York School of the Bible; Adjunct Professor, St. John's University; published author. 1999.

**Craig W. Ellison**, *Distinguished Professor Emeritus of Urban Studies and Counseling*. B.A., The King's College; M.A., Wayne State University; Ph.D., Wayne State University; Special Studies, Nat. Science Foundation, Harvey Mudd College. Former Executive Director, New Hope Counseling Center; Professor of Psychology and Urban Studies, Simpson College; Associate Professor of Psychology, Westmont College; Visiting Assistant Professor, State University of New York, Binghamton; published author of various books, articles, and papers. 1983.

**Michael W. Gillern**, *Assistant Professor of Pastoral Counseling*. B.S., University of New Haven; M.Div., Trinity Divinity; M.A., New School for SR; D.Min., Gordon Conwell. Therapist, Southern Connecticut Christian Counseling Center; Oncology Chaplain, Lake Forest Hospital and the Department of Mental Health in Lake County, Illinois. 2004.

**Deanna Kwan**, *Assistant Professor of Counseling*. S.B., Massachusetts Institute of Technology; M.S., Ph.D., Pennsylvania State University; Post-Doctoral Fellowship, New York Presbyterian Hospital – Weill Cornell Medical College. Clinical expertise in the areas of psychotherapy for personality disorders, anxiety disorders, psychotic disorders, mood disorders, and neuropsychological/psychological assessment. 2006.

**Marcia Lucas**, *Assistant Director, Assistant Professor of Counseling (NYC Campus)*. B.S., CUNY; M.S., Yale University; Psy.D., Yeshiva University/Ferkauf Graduate School of Psychology. Senior Clinical

Consultant, Full Circle Health, LLC; fifteen years combined experience in psychology, medicine, and education; work in the community focuses on sexual abuse, working with difficult children, depression, inner healing, culture, listening recovery, and trauma. 2002.

**Andrew T. Mercurio**, *Director, Marriage and Family Therapy Program, Professor of Marriage and Family Therapy*. B.S., Nyack College; M.Div., Asbury Theological Seminary; D.Min., Eastern Baptist Theological Seminary. Post-graduate certificate (Marriage and Family Therapy), Council for Relationships, Jefferson Medical College; Post-graduate training in clinical sex therapy. Professor of Pastoral Care and Counseling and Director of Marriage and Family Therapy Program, Evangelical Theological Seminary; Adjunct Faculty, Eastern Baptist Theological Seminary and Bethel Seminary of the East; Licensed Marriage and Family Therapist; Clinical member and approved supervisor of the American Association for Marriage and Family Therapy; published author of journal article, 2001. Ordained minister (C&MA) with 10 years of pastoral experience. 2008.

**Elissa Lin Rathe**, *Associate Professor of Counseling (NYC Campus)*. Ph.D. in Psychoanalysis from Heed University. Experienced psychotherapist in private practice with extensive experience working with dysfunctional family upbringings, emotional and sexual abuse, gender identity issues, schizophrenia, borderline personality disorder, eating disorders, as well as marital and pre-marital issues; clinical consultant at a community-based organization, serving the HIV/AIDS, Asian Pacific Islander populations. 2004.

**Carol Robles**, *Director, Alliance Graduate School of Counseling; Professor of Counseling*. B.A., New York University; M.S.W., New York University; M.A., Adelphi University; Ph.D., Adelphi University. Psychologist, NY City Board of Education, Fordham-Tremont Mental Health Clinic, Albert Einstein College of Medicine, and the NY Foundling Hospital; Licensed NYS Psychologist, NYS Certified Social Worker, and the NYC Bilingual School Pathologist. 1994.

**Donald Skinner**, *Assistant Professor of Counseling*. B.S., William Paterson University; M.S., Ph.D., Alliant International University. Licensed in both New York and New Jersey. 2008.

## **School of Business and Leadership**

### **BUSINESS ADMINISTRATION - M.B.A.**

*Primary Faculty:* Dr. Anita Underwood (Dean), Dr. David Ahn, Dr. Ralph Grant, Dr. John Laski, Prof. James Muckell, Prof. Connett Powell, Dr. Jesse Stevens

#### **Mission**

Under the mission and vision of Nyack College, the Nyack MBA exists to provide graduate level business education that trains and equips students to engage and transform the business community through:

- a graduate level understanding of management, finance, marketing, human resource management, economics, and research.
- a personal capacity to think clearly, creatively, and comprehensively about business issues, designs, and solutions.
- a passionate desire to connect the business community to the issues of the local and global community.

#### **Admissions**

The admission process is designed to identify applicants who have the ability, interest, and qualities necessary to complete the program, and the potential to contribute to the fields of business, management and leadership.

#### **Admission Requirements**

To be eligible for admission, an applicant will be required to present the following:

- Baccalaureate degree conferred by a regionally-accredited institution.
- Official transcripts of all academic work previously undertaken and submitted to the Graduate Studies Office.
- Graduate Management Aptitude Test (GMAT) as established by the college. Scores must be provided directly by the testing authority. This test may not be required if the applicant has completed a graduate degree from a regionally-accredited institution.
- Three letters of recommendation from individuals acquainted with the applicant's academic and professional experience. Letters must be from individuals sufficiently acquainted with the applicant to be able to comment on his/her level of competency and the potential to successfully complete a graduate program.

- A letter from the applicant indicating why he/she desires this particular degree. The letter should demonstrate strong writing skills, a clear ability to reason, commitment to completing the degree, and be carefully crafted.
- For graduates of institutions where English is not the native language: official scores of the Test of English as a Foreign Language (TOEFL) to include the Test of Written English (TWE). Minimum score 550 TOEFL, 220 if by computer.
- Documentation of adequate vaccination for measles, mumps and rubella must be provided by the student in accordance with New York state health regulations for colleges. In addition, a meningitis vaccination response form must be submitted. (See “Immunizations” under “Academic Policies”.)
- Academic committee interview to further qualify the applicant’s ability to succeed in the graduate program may be required.

Priority will be given to applicants who:

- Have a baccalaureate degree in Business, Leadership, Public Administration, Finance, Accounting or an applicable field from a regionally-accredited institution. Applicants will be considered who have minored, specialized or have a strong background in an applicable field. Other academic and professional preparation will be considered if it is deemed appropriate to the degree.
- Achieved an undergraduate GPA of 3.0 or higher (on a 4.0 scale).
- Demonstrated work experience in an appropriate field, including management or supervisory experience.
- Have authored a professional, academic or technical publication(s).

Students who do not meet the admissions criteria may be considered for admission on a provisional or conditional basis with terms and stipulations defined in the acceptance letter.

### **Transfer of Graduate Credits**

A maximum of nine (9) credits of equivalent graduate course work may be transferred from other regionally-accredited institutions. A minimum grade of “B” is required in such courses. Transfer credit is granted by petition to, and approval by, the Graduate Registrar. It is the student’s responsibility to initiate the petition and justify the acceptance of the courses. The Registrar will determine whether the courses are equivalent. Transfer credit is by approval only and not an obligation of the college.

### **Degree Requirements**

The degree requires 42 semester hours with either a final practical project or thesis to be completed. There are two project extension courses available at no credit, but at full tuition, which allow a student additional time to complete their project or thesis.

**Program Requirements:**

Program requirements include a 36-credit core, followed by two 3-credit capstone courses and either a practical research project or thesis. Classes are primarily offered over three trimesters, with four consecutive courses each trimester, each course completed in five weeks. Additional courses may be taken during winter session and summer session, allowing the student to complete program course requirements within 18-20 months.

Students may choose between a thesis or a practical research project. The thesis will prepare students who intend to do further graduate work to engage in scholarly research and to write an academic document. The practical research project will require significant research, including a literature review, but will emphasize practical application to the student's area of work. Students must declare whether they will pursue a thesis or a project by the end of BUS 700: Business Research Methods and Communication. At that point, students will submit a project topic for approval by their advisor and the MBA Program Director. Complete project topic approval requires an outline of the work proposed, the name of the project mentor, and a completed thesis approval form.

A minimum grade point average of 3.0 is required for graduation.

**Prerequisites:** undergraduate 3-credit courses in Marketing, Introduction to Business, Basic Accounting, Basic Finance, Introduction to Computers, Macro/Micro Economics, and Statistics. (Satisfied by "MBA Fundamentals" seminars).

**Core Requirements (36 credits):**

Foundations

BUS 601 – Business Ethics, Management & Cultural Integration .....	3
BUS 602 – Managerial Accounting.....	3
BUS 603 – Managerial Economics.....	3
BUS 604 – Business Research Methods and Communication.....	3

Operations

BUS 605 – Operations Management.....	3
BUS 606 – Strategic Global Marketing Management .....	3
BUS 607 – Financial Management.....	3
BUS 608 – Human Resource Management.....	3

Integration

*Master of Business Administration*

BUS 701 – Global Analysis with Finance .....3  
BUS 702 – Creativity and Design for Business .....3  
BUS 703 – Community and Business Integration .....3  
BUS 704 – Information Technology for Business Leadership.....3

**Capstone Requirements** (6 credits):

BUS 780 – Global Business Immersion Experience .....3  
BUS 705 – Entrepreneurial Leadership\* .....3  
BUS 799 – Thesis / Final Project .....0

\* Offered at the Rockland campus only (fulfills the residency requirement for NYC students)

NOTE : Final project is due as an item of completion and condition for graduation (due March 1st for May graduation)

ETS MFAT examination will be given following capstone completion

**Total credits required.....42**

**Course Descriptions**

**BUS 601 Business Ethics, Management, and Cultural Integration (3)**

The course provides an historical context for the study of business by reviewing the evolution of management thought and the ethical implications of each stage of thinking from scientific to behavioral to systems/management systems. Through class discussion, debate and student research, the class will review current issues and speculate on the evolution of management thought through the information age. The course also uses fine art as an expression of ethical tensions in society, providing business leaders with managerial insight.

**BUS 602 Managerial Accounting (3)**

Students will engage the use of financial/accounting information as a source for managerial decision-making, planning and evaluating performance. Topics will include profit planning, cost analysis, activity-based costing and management, expense and capital budgeting, contribution and value chain analysis, and product costing. Concepts will be applied to case studies to be done both individually and in groups.

**BUS 603 Managerial Economics (3)**

The course is a practical application of microeconomic and macroeconomic theory as it applies to decision making in the firm. Students will use a practical economic approach, combining the two views to give insight into the basic economic factors affecting a company’s market, from the level of

the consumer to international economic policy. Students will apply concepts to intensive case studies which can include elements of risk, uncertainty and forecasting.

**BUS 604 Business Research Methods and Communication (3)**

The course provides the necessary skills and tools to do proper research work both for the academic and the corporate sectors. Topics covered in the course include research methods, designs, statistical analysis and reviews of the current issues on research studies. Students will conduct a detailed literature review of a business topic of interest to them, but approved by their faculty mentor.

**BUS 605 Operations Management (3)**

The course applies prior learning in operations and change management, as well as supply chain theory. The course emphasizes problem resolution by means of linear programming, sensitivity analysis, decision tree analysis, quality issues and the quality house trade-off matrix. Use of Excel Solver for optimization analysis and resolution is used. Thus familiarity with spreadsheet use and Microsoft Excel is required. Topics include: the logistic issues of firms conducting business and specific operational and strategic concerns of multinational players.

**BUS 606 Strategic Global Marketing Management (3)**

The course trains students in global marketing management by engagement in current and evolving strategic marketing processes and decision tools. The elements of globalization are integrated into the learning to develop a comprehensive global marketing strategy, inclusive of environment, forecasting, advertising, target marketing and budgetary/financial issues. The course will also assess the role of consumerism in American society, helping students to understand the ethical issues inherent in marketing strategies.

**BUS 607 Financial Management (3)**

The course builds on prior learning in financial management (including time value of money, security evaluation, project assessment, investment and asset management, capital structure and policy) by integrating tools through group-based case analysis. Cases are used extensively so that students use their knowledge to develop comprehensive financial strategies that include, among other things, assessment of mergers and acquisitions, project and portfolio evaluation, financing and other current issues in financial management.

**BUS 608 Human Resource Management (3)**

After briefly reviewing prior learning in HR Management, students will define best practices and research on motivational theory, recruitment and learning, employment law, and global management practices. Students will

explore how these theories and practices can be tied to meeting the contemporary challenges of the organization and enhancing the community in which the business functions.

**BUS 701 Global Analysis with Finance (3)**

The course reviews international business subjects (political, economic, cultural factors underlying international business, international trade theories, etc.) and uses these in analyzing international business operation cases. Advanced issues that concern multinational corporations will be discussed. Topics include: the logistic issues of firms conducting business beyond their domestic markets, NAFTA countries, the Pacific Rim business environment including South and East Asia, Latin America, European Union countries, and specific operational and strategic concerns of multinational players.

**BUS 702 Creativity and Design for Business (3)**

The course will study the role of creativity and design in current business practice. Through a variety of cases and course facilitators (such as fine artists, film producers, and recording artists), students will gain understanding of the artistic process and its use in adding value to a product and a company. Outcomes will include the ability to create and assess strategy innovativeness, analyze key issues in product transfer and marketing, and facilitate new venture creation. Tasks will be assigned to “innovation teams” for analysis, re-engineering and then presented to the class via media integration.

**BUS 703 Community and Business Integration (3)**

The course will assist students to explore the interrelationship between business and community from a variety of perspectives, including economic, humanitarian and strategic. Students will define a personal understanding of the role of community in business, including community facilitation among employees, specific business contributions to the local community, and community development among businesses. Cases defining best practice will be studied, providing current insight into best practice of corporate social responsibility and business integration.

**BUS 704 Information Technology for Business Leadership (3)**

The course will assist students in understanding and using information technology tools in order to improve and position a firm’s operations and management, finding an ideal fit with the firm’s competitive strategy, marketing priorities, and financial parameters. Students will understand how appropriate information technology unveils new business models and operations. Students will learn how to use information technology as business leaders, in developing products, assessing and designing organizational structures, improving customer care, and achieving optimal operations.

**BUS 705 Entrepreneurial Leadership (3)**

The course synthesizes prior academic work, integrating practical experiences, academic content, and personal development throughout the program. Students will study contemporary leaders, current writing on personal development, and entrepreneurial business cases. Students will appreciate critical thinking, comparative analysis, and self-awareness as key tools in resolving issues and challenges. Students will also review goals established at the beginning of the MBA program, reviewing life direction and vocational fulfillment. (Offered at the Rockland campus only – fulfills the residency requirement for NYC students).

**BUS 780 Global Business Immersion Experience (3)**

Students will be exposed to real-world issues of global business ethics, global marketing, risk management, and entrepreneurship in non-western nations. Students will live in community at the level of the average income in the nation they visit. The course will include meetings with local business leaders, government officials and nonprofit managers. Students will practice local customs while engaging in risk-management in a local context. The course requires pre-reading, additional writing and research before and after the experience.

**BUS 799 Thesis / Final Project (0)**

***Faculty***

*(Year indicates appointment to faculty)*

**David S. Ahn**, *Head, Department of Computer Science; Professor of Computer Science.* B.E., SUNY Stony Brook; M.S., Columbia University; Ph.D., CUNY. Executive level IT industry experience in banking and finance; financial and technical advisor of venture capital firms; research interests in e-Commerce, webservices, strategic IT planning and management, wireless networking, and network security; published numerous papers in Networking and Webservices; member of Eta Kappa Nu, ACM/IEEE, and KOCSEA. 1997.

**Ralph T. Grant**, *Head, Department of Business, Economics and Accounting, NYC Campus; Professor of Business.* B.S., B.A., Shaw University; M.B.A., M.Sc. Chadwick University; Ph.D., The Union Institute. Councilman/Executive Director of Newark Human Rights Commission and other public services organizations; President, City Council, Newark, NJ; active in civil rights movement; Board of Trustees, Shaw University. 2001.

**John Laski**, *Associate Professor of Finance.* B.S., Nyack College; M.B.A., St. Thomas Aquinas College; D.B.A. Finance and International Business, Nova Southeastern University. Extensive sales, investment management and

operations experience in the financial services and heavy equipment industries; series 7 and 24 certified; operations management engineering and consulting; Certified Manufacturing Engineer; US military experience. Published and Who's Who listings. 2002.

**James G. Muckell**, *Associate Professor of Accounting*. B.S. Accounting, Fordham University; M.B.A. Management, Pace University. C.P.A.; owns and operates C.P.A. firm. 1996.

**Connett Powell**, *Associate Professor of Accounting*. B.B.A. Accounting, Baruch College; M.A. Accounting/Economics, Brooklyn College. C.P.A.; Enrolled Agent (IRS); government and industry accounting positions. 2002.

**Jesse Stevens**, *Assistant Professor of Finance and Economics*. B.S., Theology/Christian Ministry, Eastern Mennonite; M.S.W. Social Administration, Columbia University; M.B.A. Finance, Pace University; D.B.A. Management and International Business, University of Sarasota. Vice President of Investments and other in financial services industry; series 7 and 24 certified. 2004.

**Anita Underwood**, *Dean of the School of Business and Leadership; Associate Professor*. B.A., Spelman College; M.A., Fisk University; Ph.D., University of Michigan. 2004.

## **ORGANIZATIONAL LEADERSHIP – M.S.**

*Primary Faculty:* Dr. Anita Underwood (Director), Dr. Karen Fenton-LeShore (D.C. Campus), Dr. Claire Henry (New York City Campus)

### **MISSION STATEMENT AND LEARNING GOALS**

#### **Mission Statement**

The mission of the Master of Science in Organizational Leadership (MSOL) is to educate adult students with a values-based leadership studies program using a dialogue learning methodology, undergirded with a solid foundation in servant leadership principles, theoretical frameworks, and applied research skills that provide a context for enhancing leadership and organizational transformation.

#### **Student Learning Outcomes**

Through theoretical models, research and application:

- Design and complete an action research thesis that contributes to positive organizational change.
- Demonstrate information literacy competencies through successful completion of online courses, ability to access articles from scholarly journals via electronic databases and ability to accurately document references using APA Publications guidelines.
- Demonstrate knowledge, tools and processes that indicate a self-reflective awareness of one's leadership values, skills and development needs to enhance leadership potential.
- Understand how to embody and lead from a values-based leadership framework that facilitates human and organizational potential in non-profit, faith-based, business or community settings.

#### **MSOL PROGRAM STRUCTURE**

The Master of Science in Organizational Leadership is a graduate studies program offered through the School of Adult and Distance Education. It is offered in three locations: Nyack, NY; New York City, NY; and Washington, D.C. The 12-month program is comprised of 10 courses, 3 thesis seminar classes, and an action research thesis. To maximize student learning and the quality of the student faculty exchange, students are divided into small cohort groups and remain together throughout the MSOL program. Students enrolled in NYC or DC take classes on two 4-hour weekday evenings. Student enrolled at the Nyack campus take classes on Saturdays for an 8-hour period. Students enrolled in the NYC cohorts must meet a New York state residency requirement by enrolling in the 3-credit "Principles of Research Methods" class on the Nyack campus on Saturdays.

Each cohort has a lead instructor who serves as the student's academic and thesis advisor.

### **Thesis**

The thesis is a major independent action research study that is required for completion of the degree. This research project is designed to provide students with an opportunity to identify a leadership need within an organization, which could benefit from positive organizational change. The academic advisor for the thesis is the cohort Lead Faculty member. This individual is the student's primary contact and advisor throughout the entire thesis process. The student's cohort Lead Faculty assigns all feedback and grades.

The thesis is considered an essential component of the MSOL program that helps the student:

- Integrate and apply theoretical knowledge and skills acquired through the course work.
- Integrate theory and practice.
- Understand the policy regarding protection of human subjects in conducting research.
- Develop skills in recognizing, stating and solving problems objectively and systematically.
- Enhance the ability to read and evaluate research articles from scholarly journals.
- Understand the value of database change management strategies.
- Improve skills in evaluating proposals for change as well as their subsequent outcomes.
- Refine oral and written presentation techniques.
- Enhance critical thinking skills.

Finally, the thesis is intended to create a positive change in the organization for which it is designed.

The format and details for the thesis requirements are distributed by the MSOL Lead Faculty.

### **ADMISSION REQUIREMENTS**

The MSOL program admits students twice a year –January and September. Applicants applying for admission to the MSOL program must provide the following:

1. **Application and application fee:** Applicants must turn in a completed application for admission with a \$30.00 application fee.
2. **Official undergraduate transcript:** An applicant must have completed a bachelor's degree from an accredited institution with a GPA of 3.0 or higher in order to be eligible for the master's program. In

order to certify their academic eligibility the student is required to submit official college transcripts from the college or university that awarded the degree. If the applicant attended more than one college or university, official transcripts must be submitted from those institutions.

3. **Writing proficiency:** Applicants to the MSOL program must demonstrate college-level writing proficiency in order to assure their ability to successfully complete the master's degree. Writing samples are completed by applicants and evaluated by the admissions committee of SADE.
4. **Computer software and information literacy knowledge:** Applicants must complete a skill-level assessment on the use of Microsoft Office, PowerPoint, Excel and online research databases.
5. **Letters of Recommendation:** Each applicant is required to provide two (2) letters of recommendation on official letterhead.
  - a. **Supervisor recommendation:** Each applicant is required to provide one (1) reference letter from a current or former supervisor who can accurately assess the candidate's leadership capabilities and potential to successfully complete a graduate-level program.
  - b. **Academic recommendation:** Each applicant is required to provide one (1) academic reference letter from a professor who can accurately assess the applicant's academic performance and ability to successfully complete a graduate-level program. If an applicant has been out of school five (5) years or more and is unable to obtain an academic reference, an additional reference letter from an individual in a leadership role, who can assess the applicant's leadership capabilities and potential to successfully complete a graduate-level program is required. Individuals who are applying from ADCP must include a letter from their primary instructor.
6. **Resume:** Each applicant is required to submit a current resume detailing academic and professional achievements.
7. **Immunizations:** Documentation of adequate vaccination for Measles, Mumps, and Rubella must be provided by the student in accordance with the New York State health regulations for colleges. In addition, a meningitis vaccination response form must be submitted. (See "Immunizations" under "Academic Policies".)
8. **Interview with the Director:** Applicants must be interviewed by the Director of the MSOL program prior to entering the program.
9. **FAFSA (Free Application For Student Aid):** Prior to registration, students are required to submit a current FAFSA (pertains to students who intend to receive financial aid of any kind).

Applicants are requested to attend an information session, an open house, or an advisement conference to facilitate their acceptance into the program.

### **International Applicants**

1. International students must comply with all MSOL standard criteria for admissions. International applicants must have completed a bachelor's degree or the equivalent with a minimum of 3.0 GPA (on a 4.0 scale) from an appropriately accredited college or university.
2. Applicants whose primary language is not English must take a Test of English as a Foreign Language (TOEFL) with a minimum score of 550. An official score report no more than five years old must be submitted.
3. All foreign language documents must be accompanied by an official translation into English. Official international transcripts must be sent to the following for evaluation: World Education Services, Inc., P.O. Box 745, Old Chelsea Station, New York, NY 10113-0745. Contact information: 1-800-937-3895; in New York, call (212) 966-6311; fax (212) 966-6395; e-mail: [info@wes.org](mailto:info@wes.org); website: [www.wes.org](http://www.wes.org).

Students who do not meet the admissions criteria may be considered for admission on a provisional or conditional basis with terms and stipulations defined in the acceptance letter.

To request an application or brochure, go to [www.nyack.edu/MSOL](http://www.nyack.edu/MSOL).

### **PROGRAM REQUIREMENTS FOR GRADUATION**

1. A total of 33 credits with a minimum GPA of 3.0.
2. Successful completion of a written thesis that meets the requirements of MSOL and APA publication guidelines. The final version must be professionally edited to ensure compliance with APA guidelines, and submitted to and approved by the MSOL lead professor.
3. Successful completion of a scheduled oral thesis defense with a grade of B or above.
4. All tuition and fees paid in full.

All of the above requirements must be completed six weeks prior to the graduation date.

Students who do not meet the requirements for graduation after being enrolled in the 52-week MSOL program have up to one (1) additional year to complete any unfinished course work or thesis requirements. Students working on their thesis must register for LDG 798 (Thesis Continuation) for the duration of time needed. If all academic requirements are not completed following the 1-year extension, students wishing to continue must apply for re-admission, re-take all classes and pay the full tuition costs for the entire program.

### **Course Descriptions**

**First Trimester**

**LDG 640 Foundations of Organizational Leadership (3)**

This course provides a comprehensive analysis of major leadership theories, with a specific emphasis on servant leadership. An integral part of the learning involves students assessing their own leadership philosophy and then analyzing the relationship between their philosophy and selected theories of leadership. A final outcome of this course is a leadership journey assessment and development plan for each student.

**LDG 650 Ethical Leadership (3) (Online Class)**

In this course, students develop an understanding of the theories, practices, and ethics of leadership. This course examines how leaders can evaluate, promote and maintain ethical behavior in the work environment. Students examine their own ethical values and determine their own position as ethical leaders. Case studies are used to analyze and review ethical decision-making process and to understand the consequences of unethical behavior in the workplace.

**LDG 660 Principles of Research Methods (3) (*offered at Nyack campus only*)**

This course provides an in-depth review of critical research principles to prepare students to complete a master-level thesis. Specifically, students learn to think critically, to analyze data, identify statistical models, and to examine research methodology, instruments and measures. (This course is offered on Saturdays at the Nyack campus and is a residency requirement for all New York students.)

**LDG 670 Thesis Seminar I (1)**

In this course, students are required to turn in a thesis proposal that includes a draft of Chapter I (Introduction), Chapter III (Methodology), Survey Instrument and IRB form.

**Second Trimester**

**LDG 680 Global Leadership and Diversity (3)**

This course provides an understanding of the requirements of doing business outside of the United States in countries of Africa, Asia, Europe, Latin America and Middle East. The course content, discussion and assignments provide valuable insights into understanding and overcoming cross-cultural differences. Students conduct and prepare a research project to understand the requirements to be successful in an expatriate assignment.

**LDG 690 Organizational Communication and Leadership (3) (*Online Class*)**

This course examines the theoretical and empirical literature addressing the function of communication within the context of complex organizations.

Particular emphasis is placed on the evaluation of the roles and responsibilities of leaders as communicators and agents of change, while focusing on a variety of communication problems typically experienced in organizations.

**LDG 770 Organizational Culture and Team Building (3)**

Through research, case studies and discussion, students learn the importance of organizational culture and its impact on building teams, shaping behavior and career success in an organization. The critical role that the leader's management style plays in shaping and changing the culture is explored.

**LDG 710 Thesis Seminar II (1)**

In this segment of Thesis Seminar, students are required to turn in Chapter II (Literature Review) and Chapter IV (Results) of their thesis.

***Third Trimester***

**LDG 720 Organizational Redesign and Innovation (3)**

Through research and case studies, this course examines the core principles for redesign and innovation within an organization. Students learn to identify the conditions that determine when an organizational redesign and innovation are necessary and the criteria for determining the type of organizational structure required to meet business needs.

**LDG 730 Transformational Leadership (3) (Online Class)**

Students examine the theories, research and practice of transformational leadership. In this course, students study best practices for developing effective transformational leadership skills. Using case studies, students learn to identify the conditions when, how and where transformational leadership is most needed. Using a team consultant model, students are provided an opportunity to assess an individual, team or organizational situation that requires transformation, followed by developing a proposal to address those needs.

**LDG 740 Strategic Planning and Implementation (3)**

An organization is able to compete more effectively when there is a shared understanding between the leaders and employees regarding the strategic direction and the requirements needed to achieve the goals. This course provides a comprehensive understanding of various strategic planning models used in organizations. Case studies are used to demonstrate how strategy is developed and implemented. The critical role of the leader, employees and consultants in the strategic planning process is also examined.

**LDG 750 Thesis Seminar III (1)**

The third segment of Thesis Seminar is the final submission of Chapters I-V of the master thesis. The chapters must be turned in prior to Thesis Seminar III. In this class, the students receive feedback on the chapters. The feedback

determines the content and extent of revisions required for successful completion. Once the revisions are completed, students prepare for thesis oral defense.

**LDG 798 Thesis Continuation (0)**

Students are required to enroll in thesis continuation if they have not completed the thesis by the time of LDG 750 (Thesis Seminar III). Students are allowed 2 consecutive semester enrollments in LDG 798. Students enrolled in this class pay a thesis continuation fee equal to 1 credit hour of tuition.

**LDG 799 Thesis Completion (3)**

Students receive a grade for thesis completion once they have successfully completed the thesis and passed the oral defense.

***Faculty***

*(Year indicates appointment to faculty)*

**Karen Fenton LeShore**, *Director MSOL (D.C. campus); Assistant Professor.* B.A., SUNY Stony Brook; M.A., Columbia University; Ph.D., Regent University. 2006.

**Claire P. Henry**, *Director MSOL (Manhattan campus); Associate Professor.* B.A., University of Guyana; M.A., Wheaton College; Ph.D., Michigan State University. 2002.

**Anita Underwood**, *Dean of the School of Business and Leadership; Associate Professor.* B.A., Spelman College; M.A., Fisk University; Ph.D., University of Michigan. 2004.

## **School of Education**

*Primary Faculty:* Dr. JoAnn Looney (Dean), Susan Bucci (Dir., MSE/CE), Dr. Stuart Knapp (Dir., Inclusive Ed.), Dr. Art Attwell, Dr. Dion Harrigan, Dr. James Nichols, Dr. Eleanor Pease, Dr. Bennett Schepens

The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE).

### **MASTER'S PROGRAMS IN EDUCATION**

Nyack College offers a variety of master's programs for educators. Qualified students seeking to obtain the initial level of New York State teacher certification may pursue the program for Initial Certification in Childhood Special Education or in Childhood Education. Initially certified teachers seeking to obtain the professional level of New York State teacher certification may pursue the Inclusive Education Curriculum program and may also choose a track to extend their certification to include teaching middle school, gifted, or bilingual students. Initially certified teachers may also pursue additional certification through the Childhood Education or Childhood Special Education programs.

All graduate education programs are offered in a new modular format that expedites program completion. Each of the courses will be offered according to a prescribed schedule over a five-week block or "module" that will require students attend class two nights per week (4 hours per night). Subsequently, students will begin a new course approximately every five weeks until they have completed all course requirements for their program. Relevant fieldwork and independent research will be conducted during the semester immediately following the completion of all coursework, allowing for successful completion of the program in as little as 20 months. Students enrolled at the NYC campus must meet a residency requirement by taking either EDG 500 or EDG 501 at the Nyack campus.

General admission requirements and financial assistance information for the master's programs in education are stated in the paragraphs below. See specific admission requirements under the section for the desired program.

Pass rates for the School of Education of this institution (graduate and undergraduate combined) are published in compliance with Title II regulations:

<u>Year</u>	<u>LAST</u>	<u>ATS-W</u>	<u>CST</u>	<u>Overall</u>
2006-2007	100%	100%	71%	72%
3rd Year Out 2003-2004*	94%	97%	95%	88%

\*Catalog changes are submitted before official Title II reports are received.

### **Mission and Learning Goals**

The Graduate Division of the School of Education is committed to prepare candidates with practiced, research-based methodology that is character based, integrating the historical evangelical Christian tradition of the college, so they are ready to enter the inclusive classroom. To fulfill these values, the unit is committed to the preparation of professional educators who are capable of working effectively with diverse populations in a constantly changing global community.

Our conceptual framework guides the curriculum, instruction, structure and assessment for the professional education programs in the School of Education. The framework, based on the SALT acronym representing Service, Academics, Leadership, and Teaching, is comprised of a standards-driven, student-centered, assessment-based, collaborative approach.

Teacher candidates are instructed to be “the salt of the earth.” This summarizes the belief that candidates and professional faculty in the School of Education strive to become, by God’s grace, individuals who reflect the properties of salt. They are to season and enrich the lives of others. They are to become the preservative of hope and encouragement to others. They are to become a healing agent serving others who need help overcoming the difficulties of life. Therefore, it becomes the goals of this unit to:

#### ***Service***

- Equip candidates with a competency in working with diverse student groups by the use of effective teaching methods.
- Instill within the candidates sensitivity to individual and cultural diversity as they work within a variety of contexts and communities and understand the benefits of partnering to improve education.
- Guide candidates to an understanding of the impact of teaching on the greater community and the world.

#### ***Academics***

- Enable candidates to articulate and apply appropriate competency-based standards and principles addressing teaching,

curriculum, assessment, equity, and technology, and to demonstrate the associated ethical dispositions.

- Empower candidates to articulate, demonstrate, and value the interconnectedness of academic standards, dispositions related to academics, and the broad philosophical connections, resulting in well-rounded academic preparedness for the teaching profession.
- Prepare candidates with research-based understandings and skills to create a bridge among educational theory, research, and practice in response to the educational, social and psychological needs of society.

### ***Leadership***

- Develop candidates as transformative leaders as they envision and implement a nurturing, stimulating, inclusive, international environment for students, schools and communities.
- Prepare candidates to effectively communicate with diverse populations in a variety of media and modes, as they voice ethical dispositions regarding issues of justice, access, and equity while employing a filter of a Christian worldview.
- Engage candidates in professional growth activity so they may respond to educational needs of diverse learners, schools and communities with insight, vision and collaborative effort.

### ***Teaching***

- Develop candidates who are able to design, implement, and evaluate the appropriateness of instruction and refine practices.
- Prepare candidates willing to work strategically together with professional partners, colleagues and community to facilitate the implementation of collaborative learning environments in professional education and K-12 settings.
- Equip candidates with an understanding of effective ways to utilize appropriate assessment-based approaches for the improvement of student learning and educational practice.

### **General Graduate Education Admission**

1. Complete an application, including a \$30 non-refundable application fee.
2. Submit a brief autobiography and statement describing the reasons for pursuing graduate study in education, including professional and personal goals (no more than two typed pages).
3. Please photocopy the Request for Transcript form as needed, complete the top section, and present one to each college or university attended since high school graduation. An official transcript must be provided from each institution, even though the courses taken appear as transfer credit on another transcript. The

transcripts must show evidence of an accredited baccalaureate degree, a minimum grade point average of 3.0 on a scale of 4.0, and proof of completion of the education prerequisites. At least 30 credits in one subject area of liberal arts or sciences are required for admittance to the Middle School Extension program. At least 30 credits in the range of liberal arts and sciences are required for admittance to the Childhood Education and Childhood Special Education programs, as outlined in those program sections.

4. Submit two academic recommendations and one professional reference (all from non-family members) on the forms provided. If the applicant is currently teaching, the professional reference should be from the building-site principal or immediate supervisor when possible. Those not currently teaching should supply the professional reference from the last principal/immediate supervisor or a cooperating teacher from the most recent fieldwork.
5. Schedule an interview with the Nyack College Graduate Education Office prior to admission. A 30-minute writing sample will be required as part of the interview process.
6. Either appropriate previous certification or completion of prerequisites for certification/entrance to the certification program offered. See specific program requirements for details. In addition, all candidates are required to attain a passing score (220 points) New York State Teacher Education Liberal Arts and Sciences Test (LAST) as a prerequisite to admission. (Please contact Graduate Admissions Office or the NYS Education Department web site for the current schedule of test dates.)
7. Documentation of adequate vaccination for measles, mumps and rubella must be provided by the student in accordance with New York state health regulations for colleges. In addition, a meningitis vaccination response form must be submitted. (See “Immunizations” under “Academic Policies”.)

Five-year program applicants do not need to supply proof of a baccalaureate degree or *Graduate Record Examination* scores; passing scores on the New York State Teacher Certification Examinations are required instead.

Applicants should submit all required documents by April 1 (fall semester) or August 1 (spring semester). Admission decisions are made on completed application files only. The Admissions Committee of the Nyack College Graduate Division of the School of Education will make evaluation of applications on an on-going basis.

Up to 12 hours of transfer credit towards a degree program may be accepted from accredited institutions if the grades were 3.0 or better on a 4-point scale.

Students who do not meet the admissions criteria may be considered for admission on a provisional or conditional basis with terms and stipulations defined in the acceptance letter.

### **International Students**

International students must comply with all standard criteria for admissions.

1. International applicants must have completed a bachelor's degree or the equivalent with a minimum of 3.0 GPA on a scale of 4.0.
2. Applicants whose native language is not English must take a *Test of English as a Foreign Language (TOEFL)* and a *Test of Written English (TWE)* with minimum scores of 550 for *TOEFL* and 4 for *TWE*. Scores must be official score reports and no more than two years old.
3. All foreign language documents must be accompanied by an official translation into English.
4. International students will be admitted for the fall only (except Canadians). The initial application deadline is January 1.
5. Financial requirements: Students are responsible for financing their own education. Financial assistance is selectively available through the Graduate Education Office. A Declaration of Finance Form and an *Affidavit of Support* must be completed and received by April 15 before the *Immigration Form I-20* will be issued.
6. All international students who submit an application for admission will be sent a *Declaration of Finance Form* on which to show the financial status of the family and sources of support while enrolled at Nyack. Financial sponsors will be required to sign an *Affidavit of Support* and submit the required advance deposit before clearance can be given to issue the *Immigration Form I-20*.

### **Classification of Students**

*Admitted Students* are fully accepted to the M.S. program and may become candidates for the degree.

*Non-Matriculated Students* are applicants who do not initially matriculate in a graduate program of study or who do not intend to complete the degree. Up to 12 credit hours taken by non-matriculated students may be applied to a formal degree program at a later time, within a six-year time period. However, Nyack College is not obligated in any way to accept a non-matriculated student for degree status. Non-matriculated students must file the appropriate application form with the Nyack College Graduate Education Office.

### **Grading Standards**

Candidates must maintain a B (3.0) average. Failure to do so will result in academic probation. Dismissal will follow if a student fails to attain a grade of B in each of the next two courses.

Student academic standing is indicated by the grade point average as noted:

A	4.00	A-	3.70	B+	3.30
B	3.00	B-	2.70	C+	2.30
C	2.00	F	Failure	W	Withdrawal

I Incomplete (requires a written request from student before finals start.)

In order to preserve the integrity of scholarship, changes in grades (other than Incomplete) will not be permitted.

The Incomplete (I) indicates that students have met all requirements and have attended class regularly, but must postpone the completion of final assignments for a serious reason (i.e. serious/prolonged illness or circumstances beyond a student's control). An Incomplete will not be granted if a student merely has not finished the work on time, as that is not fair to the students who have. The student and the professor must agree on a date by which the work is to be completed. Incomplete grades that are not changed by this time automatically revert to F. Students are not permitted to take a second incomplete where the first one has reverted to F.

Students who receive a grade of F, or when an I reverts to an F, must repeat the course the first time it is offered. Students should meet with their advisors to work out a mutually satisfactory plan to eliminate the F and move toward the completion of their degree.

### **Grading Appeal Process**

If a student desires to appeal a course grade with sufficient cause, they must put their appeal in writing and submit it to the instructor of the course in question. If the student desires to appeal further, a letter may be submitted, with supporting documentation, to the Director of the student's respective master's program. A letter may then be submitted to the Dean of the School of Education for a final decision if agreement has not been reached.

### **SOE Electronically Collected Material Policy**

In an effort to monitor the quality of the SOE courses and programs, samples of student work will be electronically retained by the SOE on Livetext, an electronic management system, or as hard copies. These artifacts may be randomly selected for NCATE or external accreditation review as well. The retention period for these electronic materials is indefinite.

In addition to the student's work, electronically collected and archived materials may include the following information:

Student name  
Course name  
Instructor name  
Course information

Questions or concerns about this process may be directed to the Dean of the School of Education.

### **CHILDHOOD EDUCATION - M.S.**

The Childhood Education curriculum has been designed to meet the academic requirements for obtaining initial and professional teaching certificates in New York State. The program fulfills the provisions and regulations of the Commissioner of Education and the Division of Teacher Education and Certification of the Department of Higher Education of the State of New York. Students who complete the program will meet the New York State requirements for teacher certification in classrooms grades 1-6. The State of New York certification procedures require that recommended candidates also make personal application for a certificate.

The program and course schedule are offered in a new modular format that expedites program completion.

#### **Admission Prerequisites for Initial or Additional Certification**

1. BA/BS in English, Foreign Language, History, Mathematics, Social Studies, or one of the sciences; or 30 credits of C or better in one of the previously listed fields; or 30 credit hours at a grade of C or better in the liberal arts and sciences, which must include coursework as follows: 9 credits in Artistic Expression, Humanities, Communication, Written Expression, Information Retrieval, 6 credits or more of Historical & Social Science Concepts, 6 credits or more of Scientific Processes, and 6 credits or more of Mathematical Processes, totaling 30 credits of grade C or better.
2. 6 credits of a language other than English (or the college level equivalent).
3. An introductory course in Psychology.
4. Passing score (220 or higher) on the Liberal Arts and Sciences Test (LAST).
5. Evidence of computer literacy.

#### **Program Requirements**

*Master Degrees in Education*

1. A minimum of 39 or 45 credit hours of graduate-level coursework. Transfer credit from regionally accredited colleges or universities may not exceed 12 credit hours and must be 3.0 or better.
2. A minimum grade point average in the program of 3.0 on a scale of 4.0.
3. Satisfactory completion of a written comprehensive exam with the faculty of the Nyack College Graduate Education Department.
4. Satisfactory demonstration of teaching competencies through the construction of a *Teacher Work Sample*.
5. Satisfactory completion of Student Teaching and Seminar or research component EDG 602.

All degree requirements are to be completed before the student may participate in the commencement ceremonies.

**CHILDHOOD EDUCATION - M.S.  
Initial or Additional Certification**

**CHILDHOOD EDUCATION CURRICULUM (39-45 credits)**

**Required Courses (12 credits)**

Educational Research and Statistics.....	3
EDG 501 - Introduction to Research and Statistics (1)	
EDG 502 - Using Research and Statistics (1)	
EDG 503 - Analysis and Reporting of Research and Statistics (1)	
(or 3-cr single course format EDG 500–Ed Research and Statistics)	
EDG 512 - Character Education.....	3
EDG 520 - Learning Theories.....	3
EDG 530 - The Inclusive Classroom.....	3

**Language and Literacy (9 credits)**

EDG 511 - Integrating Curricular Literacy Skills.....	3
EDG 545 - Literacy.....	3
co-requisite EDG 645 – Field Experience for Literacy.....	0
EDG 652 - Teaching Eng. Lang. Learners and Bilingual Students.....	3

**Content and Curriculum (12 credits)**

EDG 563 - Methods of Social Studies.....	3
co-requisite EDG 663 - Field Experience for Methods of Social Studies.....	0
EDG 564 - Methods of Science.....	3
co-requisite EDG 664 - Field Experience for Methods of Science.....	0
EDG 565 - Methods of Math.....	3
co-requisite EDG 665 - Field Experience for Methods of Math.....	0

EDG 615 – Practicum for Childhood Education..... 3

**Special Education (3 credits)**

EDG 533 - High Incidence Disabilities..... 3

**Capstone Component**

**Option A: seeking a recommendation for certification (9 credits)**

EDG 547 - Health Issues for Educators ..... 1

EDG 590 - Seminar for Professional Experience..... 2

EDG 594 - Internship for Childhood Education Grades 1-3..... 3

EDG 595 - Internship for Childhood Education Grades 4-6..... 3

**Option B: not seeking a recommendation for certification (3 credits)**

EDG 602 - Independent Research in the Childhood Ed Classroom ..... 3

**Required Assessments (0 credits)**

EDG 675 - Comprehensive Exam..... 0

**Field Experiences**

Field experience is integrated with specific courses throughout the program, plus a 50-hour practicum, for a total over 100 hours. An additional internship at each of the lower and upper elementary levels is required for initial certification.

**Assessments**

In addition to course-level assessments (units, teacher work samples, papers, exams, etc.) and state certification examinations, three program-level assessments are prerequisites to graduation. 1) Either a research project (in conjunction with EDG 602) or internships are required. 2) At least one teacher work sample is required of each candidate, which will be produced through the internship experience. 3) A final comprehensive exam, based on coursework selected during the program, will be administered in the semester prior to graduation.

**Admission to Student Teaching/Internship**

Candidates will be required to satisfy the following before registering for student teaching/internships:

1. The candidate must be a fully-admitted matriculated student and present recommendations that his/her dispositions (such as personality and social maturity) are such as to insure his/her readiness to work with children and the supervisory staff.
2. The candidate must submit a Student Teaching Application and Resumé to the Director of Student Teaching for the School of Education by March 15 or November 1 the semester prior to

student teaching, or student teaching placements may not be arranged.

3. All prerequisite coursework must be satisfied.
4. The candidate must have passing scores on the certification exams for New York State: Liberal Arts and Sciences Test (LAST), Elementary Assessment of Teaching Skills-Written (ATS-W), and the Multi-Subject Content Specialty Test (CST).
5. Some districts require interviews between the student teacher and cooperating teacher. The student must meet with the cooperating teacher (and/or principal) preceding the student teaching semester.
6. The candidate must complete a physical examination, including a Mantoux tuberculin test, within the 60 days prior to student teaching and present a health certificate indicating that he/she is free from physical and health conditions that might be detrimental to teaching. The health certificate is to be on file in the Graduate Education Office prior to the beginning of student teaching.

**Childhood Education Initial Certification**

**Suggested Program Plan**

**SEMESTER I**

EDG 500-Ed Research.....	3
EDG 520-Learning Theories .....	3
EDG 530-Incl Classroom. ....	3

**SEMESTER II**

EDG 545-Literacy .....	3
EDG 645-Field for Literacy .....	0
EDG 533-High Inc Disabilities .....	3
EDG 547-Health Issues .....	1
EDG 564-Methods of Science .....	3
EDG 664-Field for Methods Science.....	0

**SEMESTER III**

EDG 511-Int. Curr. Lit. Skills .....	3
EDG 563-Methods of Social Studies .....	3
EDG 663-Field for Methods Soc Stud .....	0
EDG 652-Tching ELLs and Bilingual .....	3

**SEMESTER IV**

EDG 512-Character Education .....	3
EDG 565-Methods of Math .....	3
EDG 665-Field for Methods Math.....	0
EDG 615-Practicum in Child Ed.....	3

**SEMESTER V**

EDG 590-Professional Seminar.....	2
EDG 594-Internship Ch Ed 1-3 .....	3
EDG 595-Internship Ch Ed 4-6.....	3

**Childhood Education Additional Certification**

**Suggested Program Plan**

**SEMESTER I**

EDG 500-Ed Research.....	3
EDG 520-Learning Theories.....	3
EDG 530-Incl Classroom.....	3

**SEMESTER II**

EDG 545-Literacy .....	3
EDG 645-Field for Literacy .....	0
EDG 533-High Inc Disabilities .....	3
EDG 564-Methods of Science.....	3
EDG 664-Field for Methods Science .....	0

**SEMESTER III**

EDG 511-Int. Curr. Lit. Skills.....	3
EDG 563-Methods of Social Studies.....	3
EDG 663-Field for Methods Soc Stud.....	0
EDG 652-Tching ELLs and Bilingual .....	3

**SEMESTER IV**

EDG 512-Character Education.....	3
EDG 565-Methods of Math.....	3
EDG 665-Field for Methods Math .....	0
EDG 615-Practicum in Child Ed.....	3

**SEMESTER V**

EDG 602-Independent Research .....	3
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**CHILDHOOD SPECIAL EDUCATION - M.S.**

The Childhood Special Education curriculum has been designed to meet the academic requirements for obtaining initial and professional teaching certificates in New York State. The program fulfills the provisions and regulations of the Commissioner of Education and the Division of Teacher Education and Certification of the Department of Higher Education of the State of New York. Students who complete the program will meet the New York State requirements for teacher certification in special education classrooms grades 1-6. The State of New York certification procedures require that recommended candidates also make personal application for a certificate.

The program and course schedule are offered in a new modular format that expedites program completion (also offered as an integrated 5-year bachelor's-master's program).

**Admission Prerequisites for Initial or Additional Certification**

1. BA/BS in English, Foreign Language, History, Mathematics, Social Studies, or one of the sciences; or 30 credits of C or better in one of the previously listed fields; or 30 credit hours at a grade of C or better in the liberal arts and sciences, which must include coursework as follows: 9 credits in Artistic Expression, Humanities, Communication, Written Expression, Information Retrieval, 6 credits or more of Historical & Social Science Concepts, 6 credits or more of Scientific Processes, and 6 credits or

more of Mathematical Processes, totaling 30 credits of grade C or better.

2. 6 credits of a language other than English (or the college level equivalent).
3. An introductory course in Psychology.
4. Passing score (220 or higher) on the Liberal Arts and Sciences Test (LAST).
5. Evidence of computer literacy.

**Program Requirements for Initial or Additional Certification**

1. A minimum of 36 or 48 credit hours of graduate-level coursework. Transfer credit from regionally accredited colleges or universities may not exceed 12 credit hours and must be 3.0 or better.
2. A minimum grade point average in the program of 3.0 on a scale of 4.0.
3. Satisfactory completion of a written comprehensive exam with the faculty of the Nyack College Graduate Education Department.
4. Satisfactory demonstration of teaching competencies through the construction of a *Teacher Work Sample*.
5. Satisfactory completion of Student Teaching and Seminar or research component EDG 601.
6. Passing scores (220 or higher) on the Elementary Assessment of Teaching Skills-Written (ATS-W), the Students with Disabilities Content Specialty Test (CST), and the Multi-Subject CST.

**Program Requirements for Five-Year Program with Dual Certification in Childhood Education (1-6) and Childhood Special Education (1-6)**

Application for the five-year program is made in Junior year.

1. A minimum of 113 credit hours undergraduate-level coursework and 36 credit hours of graduate-level coursework. Transfer credit from regionally accredited colleges or universities may not exceed 12 credit hours and must be 3.0 or better.
2. A minimum grade point average in the program of 3.0 on a scale of 4.0.
3. Passing grades (220+) on all four New York State Certification Examinations (LAST, Elementary ATS-W, Students with Disabilities CST, Multi-Subject CST).
4. Satisfactory completion of a written comprehensive exam with the faculty of the Nyack College Graduate Education Department.
5. Satisfactory demonstration of teaching competencies through the construction of a *Teacher Work Sample*.
6. Satisfactory completion of Student Teaching and Seminar.

All degree requirements are to be completed before the student may participate in the commencement ceremonies.

### **Field Experiences**

Field experience is required at the level of certification sought prior to student teaching. For a first certification, 100 hours plus an internship are required; for a second certification, 50 hours are required. Candidates in the integrated 5-year program must complete 100 hours of field experience in grades 1-6, an additional 50 hours with special education students in special education classrooms, and student teaching in both special education and general education classrooms.

### **Assessments**

In addition to course-level assessments (units, teacher work samples, papers, exams, etc.) and state certification examinations, three program-level assessments are prerequisites to graduation. 1) Either a research project (in conjunction with EDG 601) or student teaching is required, depending on previous certification or lack thereof. 2) At least one teacher work sample is required of each candidate, which will be produced through both student teaching and the 50-hour practicum. 3) A final comprehensive exam, based on coursework selected during the program, will be administered in the semester prior to graduation.

### **Admission to Student Teaching/Internship**

Candidates will be required to satisfy the following before registering for student teaching/internships:

1. The candidate must be a fully-admitted matriculated student and present recommendations that his/her personality and social maturity are such as to insure his/her readiness to work with children and the supervisory staff.
2. The candidate must submit a Student Teaching Application and Resumé to the Director of Student Teaching for the School of Education by March 15 or November 1 the semester prior to student teaching, or student teaching placements may not be arranged.
3. All prerequisite coursework must be satisfied.
4. The candidate must have passing scores on the certification exams for New York State: Liberal Arts and Sciences Test (LAST), Elementary Assessment of Teaching Skills-Written (ATS-W), and the Students with Disabilities Content Specialty Test (CST). The dual certification candidate must have a passing score on the Multi-Subject CST as well as the Students with Disabilities CST.

5. Some districts require interviews between the student teacher and cooperating teacher. The student must meet with the cooperating teacher (and/or principal) preceding the student teaching semester.
6. The candidate must complete a physical examination, including a Mantoux tuberculin test, within the 60 days prior to student teaching and present a health certificate indicating that he/she is free from physical and health conditions that might be detrimental to teaching. The health certificate is to be on file in the Graduate Education Office prior to the beginning of student teaching.

**CHILDHOOD SPECIAL EDUCATION - M.S.**

***Initial or Additional Certification***

**CHILDHOOD SPECIAL EDUCATION CURRICULUM (36-48 Credits)**

**Required Courses (9 credits)**

Educational Research and Statistics .....	3
EDG 501–Introduction to Research and Statistics (1)	
EDG 502–Using Research and Statistics (1)	
EDG 503–Analysis and Reporting of Research and Statistics (1) (or 3-cr single course format EDG 500–Ed Research and Statistics)	
EDG 512 - Character Education .....	3
EDG 530 - The Inclusive Classroom.....	3

**Special Education (24 credits)**

EDG 532 - Exceptional Child.....	3
EDG 533 - High Incidence Disabilities .....	3
EDG 534 - Autism Spectrum Disorder and Other Low Incidence Disabilities: Understanding and Intervention .....	3
EDG 536 - Special Education Behavior Management .....	3
EDG 562 - Collab. & Consult. w/Parents, Professionals, & Comm. Agencies	3
EDG 619 - Special Education Practicum.....	3
EDG 632 - Special Education Law.....	2
EDG 644 - Technology for Special Education .....	1
EDG 654 - Special Ed. Assess., Eval., Diagnosis and IEP Development .....	3

**Option for those with Childhood certification (3 credits)**

EDG 601 - Independent Research in Special Education .....	3
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**Option for those seeking an initial recommendation for certification (15 cr.)**

EDG 545 - Literacy .....	3
<i>One of the following courses that address reading:</i>	
EDG 511 - Integ. Learning Stand. For Curric. Literacy Skills into Curric.	3
EDG 652 - Teaching English Language Learners & Bilingual Students....	3

*Master Degrees in Education*

EDG 547 - Health Issues for Educators ..... 1  
EDG 590 - Seminar for Professional Experience..... 2  
EDG 592 - Internship for Special Education in Grades 1-3 ..... 3  
EDG 593 - Internship for Special Education in Grades 4-6..... 3

**Required Assessments (0 credits)**

EDG 675 - Comprehensive Exam ..... 0

**Childhood Special Ed. Initial Certification**

**Suggested Program Plan**

**SEMESTER I**

EDG 500-Ed Research ..... 3  
EDG 530-Incl Classroom..... 3  
EDG 562-Collaboration ..... 3

**SEMESTER II**

EDG 545-Literacy ..... 3  
EDG 533-High Inc Disabilities ..... 3  
EDG 547-Health Issues ..... 1  
EDG 532-Exceptional Child..... 3

**SEMESTER III**

EDG 652-Tching ELLs and Bilingual ..... 3  
EDG 534-Autism/Low Inc Disabilities ..... 3  
EDG 536-Sp Ed Beh Man..... 3  
EDG 644-Tech in Spec Ed..... 1

**SEMESTER IV**

EDG 512-Character Education..... 3  
EDG 654-Assessment Eval IEP ..... 3  
EDG 632-Sp Ed Law ..... 2  
EDG 619-Practicum in Sp Ed..... 3

**SEMESTER V**

EDG 590-Professional Seminar ..... 2  
EDG 592-Internship Sp Ed 1-3 ..... 3  
EDG 593-Internship Sp Ed 4-6..... 3

**Childhood Special Ed. Additional Certification**

**Suggested Program Plan**

**SEMESTER I**

EDG 500-Ed Research ..... 3  
EDG 530-Incl Classroom..... 3  
EDG 562-Collaboration ..... 3

**SEMESTER II**

EDG 533-High Inc Disabilities ..... 3  
EDG 532-Exceptional Child..... 3

**SEMESTER III**

EDG 534-Autism/Low Inc Disabilities ..... 3  
EDG 536-Sp Ed Beh Man..... 3  
EDG 644-Tech in Spec Ed..... 1

**SEMESTER IV**

EDG 512-Character Education..... 3  
EDG 654-Assessment Eval IEP ..... 3  
EDG 632-Sp Ed Law ..... 2  
EDG 619-Practicum in Sp Ed..... 3

**SEMESTER V**

EDG 601-Independent Research ..... 3

**CHILDHOOD SPECIAL EDUCATION -- B.S./M.S.**  
**Five-Year Program with Dual Certification in Childhood Education**  
**(1-6) and Childhood Special Education (1-6)**

**UNDERGRADUATE LIBERAL ARTS AND SCIENCES CURRICULUM**  
**(81-84 Credits)**

**Liberal Arts and Science Core Component^ (51\* credits)**

*^ Childhood Special Education Majors have specific courses replacing some courses in the standard core, as well as additional requirements counted as core:*

BIO 217 - Survey of the Life Sciences (as Laboratory Science elective) .....	4
EDU 445 - Educating a Diverse Society (in place of SOC 347 Multicult Amer)	3
ENG 101,102 - College Writing I and II .....	6
ENG 201/202 - Global Literature I or II .....	3
FNA 240 - Fine Arts in the Elementary Classroom (as FNA elective) .....	3
HIS 113 - History of World Civilization I (no HIS 114) .....	3
HIS 213,214 - U.S. History I and II (additional core requirement) .....	6
INT 101 - Information Literacy .....	1
INT 112 - Foundations for Excellence .....	2
Mathematics elective .....	3
MAT 211 - Math for Elementary Teachers (in addition to MAT elective) .....	3
PED 211 - Physical Education for Educators (additional core requirement) .....	1
PSC 218 - Survey of the Physical Sciences (additional core science) .....	4
PSY 101 - General Psychology (as Social Science elective) .....	3
(PHI 101 is replaced with additional liberal arts requirement within the major.)	
*Foreign language component (1 year (2 semesters) of the same language) .....	6

**Bible and Ministry Minor Curriculum (15 credits)**

BIB 102 - Old Testament Literature .....	3
BIB 201 - New Testament Literature .....	3
BIB 301 or 302 - Biblical Doctrine I or II .....	3
BIB elective (including BIB 301/302—whichever not taken to fulfill Doc req).	3
PMN 101 – Introduction to Spiritual Formation .....	2
PMN 201 - Nyack Heritage .....	1

**Areas of Specialization (15-18 credits)**

Arts and Humanities .....	15
Communication and the Arts .....	15
Culture and Civilizations .....	15
English .....	15
English with TESOL Emphasis .....	18
Health and Science .....	15
Math and Social Studies .....	15
Math/Science/Technology .....	15
Social Studies .....	18
Social Studies and English .....	15

**UNDERGRADUATE PEDAGOGICAL CURRICULUM (32 credits)**

EDU 221 - Teaching with Technology .....	1
EDU 246 - Foundations of Education .....	3
EDU 247 - Health Issues .....	0
EDU 258 - Development and Learning Theory.....	3
EDU 259 - Teaching and Learning Strategies .....	3
EDU 321 – Technology Applications for Teachers.....	1
EDU 331 - Methods in Teaching Science.....	3
EDU 332 - Methods in Teaching Social Studies .....	3
EDU 333 - Methods of Teaching Literacy I.....	3
EDU 334 - Methods of Teaching Literacy II.....	3
EDU 335 - Methods of Teaching Literacy III.....	3
EDU 336 - Methods in Teaching Math.....	3
EDU 441 – The Christian Teacher.....	3
Field Experience – EDU 191, 291, 292, 391 and 392.....	0

**GRADUATE PEDAGOGICAL CURRICULUM (36 credits)**

**General Education Courses (12 credits)**

Educational Research and Statistics .....	3
EDG 501–Introduction to Research and Statistics (1)	
EDG 502–Using Research and Statistics (1)	
EDG 503–Analysis and Reporting of Research and Statistics (1)	
(or 3-cr single course format EDG 500–Ed Research and Statistics)	
EDG 512 - Character Education.....	3
EDG 530 - The Inclusive Classroom .....	3
EDG 652 – Teaching English Language Learners and Bilingual Students.....	3

**Special Education (24 credits)**

EDG 532 - Exceptional Child .....	3
EDG 533 - High Incidence Disabilities .....	3
EDG 534 - Autism Spectrum Disorder and Other Low Incidence Disabilities: Understanding and Intervention .....	3
EDG 536 - Special Education Behavior Management .....	3
EDG 562 - Collab. & Consult. w/ Parents, Prof., & Comm. Agencies .....	3
EDG 619 - Special Education Practicum .....	3
EDG 632 - Special Education Law .....	2
EDG 644 - Technology for Special Education.....	1
EDG 654 - Special Ed. Assess., Evaluation, Diagnosis and IEP Development	3

**Required Assessments (0 credits)**

EDG 675 - Comprehensive Exam .....	0
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**STUDENT TEACHING AND SEMINAR (12 Credits)**

EDG 590 - Seminar for Professional Experience.....	2
EDG 591 - Student Teaching Special Education 1-3/4-6.....	5
<i>Choose one of the following:</i>	

**Master Degrees in Education**

EDU 492 - Student Teaching: Lower..... 5  
EDU 493 - Student Teaching: Upper..... 5

**Academic Areas of Specialization**

*Note: Areas of Specialization that are followed by an \* are also available at the New York City Campus.*

**English (15 credits) \***

ENG 353 - English Grammar and Phonology ..... 3  
ENG 372 - Writing Theory ..... 3  
ENG-electives (upper-level)..... 9

**English with TESOL Emphasis (15 credits)**

ENG 201 or 202 - Global Literature (whichever was not taken in the core) ..... 3  
ENG 352 - History of the English Language..... 3  
ENG 353 - English Grammar and Phonology ..... 3  
ENG 354 - Second Language Acquisition..... 3  
ENG-elective ..... 3

In this concentration, the following two courses would replace two other courses in the Major Field Component: EDT 342-Methods in TESOL: Language Arts replaces EDU 334. EDT 343-Methods in TESOL: Math, Science, Social Studies replaces the EDU elective.

Note: Teacher candidates interested in additional TESOL certification may opt to take BIB 102 Old Testament Literature and BIB 201 New Testament Literature cross-listed as ENG 102 and ENG 201 in order to fulfill the English core credit requirement.

**Social Studies (18 credits) \***

HIS 114 - World Civilization I..... 3  
HIS 215 - American Government ..... 3  
HIS 255 - World Cultural Geography..... 3  
Social Science electives ..... 9

**Math/Science/Technology (15 credits) \***

MAT - elective..... 3  
Science elective..... 4  
Math, Science, or Technology Electives..... 8

**Social Studies and English (15 credits) \***

ENG 353 - English Grammar and Phonology or ENG 372 - Writing Theory .... 3  
HIS 255 - World Cultural Geography..... 3  
ENG - Electives ..... 3 or 6\*\*  
Social Science electives..... 3 or 6\*\*

\*\*Total 9 credits of electives

**Math and English (15 credits) \***

ENG 353 - English Grammar and Phonology or ENG 372 - Writing Theory .... 3  
ENG - Electives ..... 6  
MAT - Electives ..... 6

**Math and Social Studies (15 credits) \***

HIS 255 -World Cultural Geography .....	3
MAT-Electives .....	6
Social Science electives .....	6

**Culture and Civilizations (15 credits)**

HIS 255 - World Cultural Geography .....	3
HIS 343 - History of Political and Social Thought.....	3
History or Sociology electives.....	9

**Arts and Humanities (15 credits) \***

Music History electives .....	4
Art, Literature, Drama, or Music electives.....	11

**Communication and the Arts (15 credits)**

COM 108 - Public Speaking .....	3
COM 217 - Dramatic Arts or COM 212 - Mass Media and Society.....	3
Music History elective.....	2
Drama, Writing, Communications, Art, or Music electives .....	7

**Health and Science (18 credits)**

BIO 115 - Principles of Nutrition.....	3
SOC 241 - The Family.....	3
PSY 346 - Social Psychology or PSY 354 Health Psychology.....	3
Physical Education, Sociology, Psychology, or Science electives .....	9

**B.S./M.S. Childhood Special Education Major Suggested Program Plan**

**FIRST YEAR: Fall**

EDU 191-1 <sup>st</sup> Yr Field Experience	3
EDU 246-Found. of Education .....	3
ENG 101-College Writing I.....	3
HIS 113-Hist. of West. Civ. I.....	3
INT 112-Found. for Excellence .....	2
LAN-Elective .....	3
PED 211-PE for Educ .....	1
PMN 101-Intro to Spiritual Form .....	2

**FIRST YEAR: Spring**

BIB 102-Old Testament Lit.....	3
ENG 102-College Writing II .....	3
INT 101-Information Literacy.....	1
LAN-Elective.....	3
MAT-Elective .....	3
PMN 201-Nyack Heritage.....	1
PSY 101-General Psychology .....	3

**SECOND YEAR: Fall**

EDU 221-Teaching w/ Techno.....	1
EDU 258-Dev & Lrng Theory.....	3
EDU 291-2 <sup>nd</sup> Yr Field Experience	3
ENG 201 or 202-Global Lit. I or II.....	3
HIS 213-U.S. History I.....	3
BIO 217-Survey Life Sciences .....	4
Liberal Arts Elective .....	3

**SECOND YEAR: Spring**

BIB 201-New Testament Lit. ....	3
EDU 259-Tchg & Lrng Strategies.....	3
EDU 292-2 <sup>nd</sup> Yr Field Experience	3
FNA 240-Fine Arts in Elem. Class.....	3
HIS 214-U.S. History II.....	3
PSC 218-Surv. Physical Sciences.....	4

**Master Degrees in Education**

**THIRD YEAR: Fall**

BIB 301 or 302-Biblical Doc I or II ..... 3  
EDU 321-Tech Apps for Tchrs..... 1  
EDU 331-Meth. in Science..... 3  
EDU 332-Meth. in Soc. Stud..... 3  
EDU 333-Teaching Literacy I ..... 3  
EDU 391-3<sup>rd</sup> Yr Field Experience  
MAT 211-Math Elem. Teachers..... 3  
Liberal Arts Elective..... 3

**FOURTH YEAR: Fall**

EDG 500-Ed Research..... 3  
EDG 512-Character Education ..... 3  
EDG 530-Incl Classroom. .... 3  
EDG 562-Collaboration..... 3  
EDG 632-Sp Ed Law ..... 2

**FOURTH YEAR: Summer**

EDG 536-Sp Ed Beh Man ..... 3  
EDG 534-Autism/Low Inc Disabilities ..... 3  
EDG 619-Sp Ed Prac ..... 3  
EDG 644-Tech in Spec Ed ..... 1  
EDG 652-Teaching ELLs/Bilingual..... 3

**THIRD YEAR: Spring**

BIB-Elective .....3  
EDU 334-Teaching Literacy II .....3  
EDU 335-Teaching Literacy III.....3  
EDU 336-Methods in Math.....3  
EDU 392-3<sup>rd</sup> Yr Field Experience  
EDU 445-Educ. Div. Pop.....3  
Liberal Arts Electives .....3

**FOURTH YEAR: Spring**

EDU 247-Health Issues .....0  
EDU 441-Christian Teacher.....3  
EDG 532-Exceptional Child. ....3  
EDG 533-High In Dis.....3  
Liberal Arts Electives .....6/9\*\*

**FIFTH YEAR: Fall**

EDG 654-Assessment Eval IEP .....3  
EDG 590-Professional Seminar .....2  
EDG 591-Stu Teaching Spec Ed 1-3/4-6...5  
EDU 492/493-Stu Tchg: Upper/Lower.....5

NOTE: Program plan for B.S./M.S. in Childhood Special Education is subject to change pending graduate cohort schedule.

\*\*Some specializations require 18 credits of liberal arts electives as opposed to 15 credits.

**INCLUSIVE EDUCATION CURRICULUM – M.S.**

The Inclusive Education Curriculum program has been designed to meet the academic requirements for obtaining a professional teaching certificate in New York State. The program fulfills the provisions and regulations of the Commissioner of Education and the Division of Teacher Education and Certification of the Department of Higher Education of the State of New York. Students who complete the program with an extension will meet the New York State requirements for either an extension in middle school education (5-6 ext or 7-9 subject area ext), Gifted Education (K-12), or Bilingual Education (in the area of your initial certification) through this program. The State of New York certification procedures require that recommended candidates also make personal application for a certificate extension and/or a professional teaching certificate.

This Master of Science focuses on Inclusive Education Curriculum, emphasizing meeting the educational needs of all learners. The program and course schedule are offered in a new modular format that expedites program completion.

### **Admission Prerequisites**

Initial/Provisional New York State or ACSI teaching certification or evidence of having met all requirements for a teaching certificate is necessary for admission to the Inclusive Education Curriculum programs; at least one score report for a teacher certification test (LAST, Praxis I if out-of-state) should be submitted; students with equivalent out-of-state certification may be accepted.

### **Program Requirements**

1. A minimum of 36 credit hours of graduate-level coursework. Transfer credit from regionally accredited colleges or universities may not exceed 12 credit hours and must be 3.0 or better.
2. A minimum grade point average of 3.0 on a scale of 4.0.
3. Satisfactory completion of a written comprehensive exam with the faculty of the Nyack College Graduate Education Division.
4. Satisfactory demonstration of teaching competencies through the construction of a *Teacher Work Sample*.
5. Satisfactory completion of a research study in inclusive, gifted, bilingual, or middle school education (as part of EDG 600).
6. All degree requirements are to be completed before the student may participate in commencement ceremonies.

### **Field Experiences**

Field experiences are required for the track leading to the Gifted Education and Bilingual Education certification extensions. If a candidate has no prior field experience at the middle school level, then a 50-hour practicum is required.

### **Assessments**

In addition to course-level assessments (units, teacher work samples, papers, exams, etc.) and state certification examinations, three program-level assessments are prerequisites to graduation. 1) An independent research project is required in conjunction with EDG 600. 2) A *Teacher Work Sample* is required of each candidate, which will be produced through the practicum experience. 3) A final comprehensive exam, based on coursework selected during the program, will be administered in the semester prior to graduation.

## **INCLUSIVE EDUCATION CURRICULUM - M.S.**

### **Core Component (15 credits)**

Educational Research and Statistics.....	3
EDG 501–Introduction to Research and Statistics (1)	
EDG 502–Using Research and Statistics (1)	
EDG 503–Analysis and Reporting of Research and Statistics (1)	
(or 3-cr single course format EDG 500–Ed Research and Statistics)	
EDG 512–Character Education .....	3
EDG 530–The Inclusive Classroom .....	3
EDG 600–Independent Research in the Inclusive Classroom.....	3
<i>Group Requirement (Choose one):</i>	
EDG 520–Learning Theories .....	3
EDG 540–Curriculum Theory, Design and Development .....	3
EDG 610–Instructional Leadership for Teachers .....	3
EDG 633–Models of Teaching .....	3

### **Content and Curriculum (12 credits)**

EDG 511–Integrating Curricular Literacy Skills.....	3
EDG 514–Integrating Learning Standards for Soc. Stud. into the Curriculum .....	3
EDG 515–Integrating Learning Standards for Math and Tech. into the Curriculum ..	3
EDG 516–Integrating Learning Standards for Sci. and Tech. into the Curriculum.....	3

**Approved Electives (9 credits)** One elect. Must be either EDG 533 or EDG 652..... 9

### **Required Assessments (0 credits)**

EDG 675--Comprehensive Exam.....	0
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**Total credits required** ..... **36**

### **Inclusive Education Curriculum: Suggested Program Plan**

#### **SEMESTER I**

EDG 500-Ed Research.....	3
EDG 520-Learning Theories .....	3
EDG 530-Incl Classroom. ....	3

#### **SEMESTER II**

EDG 532-Exceptional Child .....	3
EDG 533-High Inc Disab.....	3
EDG 516-Integrating Sci & Tech .....	3

#### **SEMESTER III**

EDG 514-Integrating Soc Stud.....	3
EDG 652-Tching ELLs .....	3
EDG 511-Int. Curr. Lit. Skills .....	3

#### **SEMESTER IV**

EDG 512-Character Education .....	3
EDG 515-Integrating Math & Tech.....	3
EDG 600-Independent Research.....	3

**INCLUSIVE EDUCATION CURRICULUM - M.S.**

**Track Leading to Gifted Education Extension**

<b>Core Component (12 credits)</b>	<b>Credits</b>
Educational Research and Statistics.....	3
EDG 501–Introduction to Research and Statistics (1)	
EDG 502–Using Research and Statistics (1)	
EDG 503–Analysis and Reporting of Research and Statistics (1)	
(or 3-cr single course format EDG 500–Ed Research and Statistics)	
EDG 530–The Inclusive Classroom.....	3
EDG 600–Independent Research in the Inclusive Classroom.....	3
<i>Group Requirement (Choose one):</i>	
EDG 520–Learning Theories.....	3
EDG 540–Curriculum Theory, Design and Development.....	3
EDG 610–Instructional Leadership for Teachers.....	3
EDG 633–Models of Teaching.....	3
 <b>Gifted Content and Curriculum (15 credits)</b>	
EDG 512– Character Education.....	3
EDG 517–The Gifted Child.....	3
EDG 527–Curriculum for the Gifted.....	3
EDG 617–Practicum in Gifted Education.....	3
<i>Group Requirement (Choose one):</i>	
EDG 511–Integrating Curricular Literacy Skills.....	3
EDG 514–Integrating Soc. Stud. Learning Standards into the Curriculum.....	3
EDG 515–Integrating Lrng Standards for Math and Tech. into the Curriculum ...	3
EDG 516–Integrating Lrng Standards for Sci. and Tech. into the Curriculum.....	3
 <b>Approved Electives (9 credits)</b> One elect. must be either EDG 533 or EDG 652 ....	9
 <b>Required Assessments (0 credits)</b>	
EDG 675--Comprehensive Exam.....	0
 <b>Total credits required.....</b>	<b>36</b>

**Inclusive Education Curriculum—Track Leading to Gifted Education Extension: Suggested Program Plan**

<b>SEMESTER I</b>	<b>SEMESTER II</b>
EDG 500-Ed Research..... 3	EDG 532-Exceptional Child..... 3
EDG 520-Learning Theories..... 3	EDG 533-High Inc Disab ..... 3
EDG 530-Incl Classroom..... 3	EDG 517-Gifted Child..... 3
 <b>SEMESTER III</b>	<b>SEMESTER IV</b>
EDG 527-Curriculum for the Gifted..... 3	EDG 512-Character Education..... 3
EDG 652-Tching ELLs..... 3	EDG 617-Practicum in Gifted Education.. 3
EDG 511-Int. Curr. Lit. Skills..... 3	EDG 600-Independent Research..... 3

**INCLUSIVE EDUCATION CURRICULUM - M.S.**

**Track Leading to a Middle School Extension**

<b>Core Component (12 credits)</b>	<b>Credits</b>
Educational Research and Statistics.....	3
EDG 501–Introduction to Research and Statistics (1)	
EDG 502–Using Research and Statistics (1)	
EDG 503–Analysis and Reporting of Research and Statistics (1)	
(or 3-cr single course format EDG 500–Ed Research and Statistics)	
EDG 530–The Inclusive Classroom .....	3
EDG 600–Independent Research in the Inclusive Classroom.....	3
<i>Group Requirement (Choose one)</i>	
EDG 520–Learning Theories .....	3
EDG 540–Curriculum Theory, Design and Development .....	3
EDG 610–Instructional Leadership for Teachers .....	3
EDG 633–Models of Teaching .....	3
<b>Middle School Content and Curriculum (12 credits)*</b>	
EDG 512– Character Education .....	3
EDG 522–Methods for Teaching the Middle School Child.....	3
EDG 542–Middle School Philosophy and Curriculum.....	3
<i>Group Requirement (Choose one)</i>	
EDG 511–Integrating Curricular Literacy Skills.....	3
EDG 514–Integrating Soc. Stud. Learning Standards into the Curriculum .....	3
EDG 515–Integrating Lrng Standards for Math & Tech. into the Curriculum.....	3
EDG 516–Integrating Lrng Standards for Sci. & Tech. into the Curriculum .....	3
EDG 618–Practicum at the Middle School Level .....	3
<b>Approved Electives (12 credits)</b> One elect. must be either EDG 533 or 652.....	12
<b>Required Assessments (0 credits)</b>	
EDG 675--Comprehensive Exam.....	0
<b>Total credits required</b> .....	<b>36</b>

\* A certificate at the Adolescent or Childhood level is required to grant an extension to the middle school level. Candidate must have at least 30 credits in the subject area for which certification is sought.

**Inclusive Education Curriculum—Track Leading to a Middle School Extension: Suggested Program Plan**

<b>SEMESTER I</b>	<b>SEMESTER II</b>
EDG 500-Ed Research..... 3	EDG 532-Exceptional Child .....3
EDG 520-Learning Theories ..... 3	EDG 533-High Inc Disab .....3
EDG 530-Incl Classroom. .... 3	EDG 522-Methods for Tchg MS Child .....3
<b>SEMESTER III</b>	<b>SEMESTER IV</b>
EDG 542-MS Philos & Curriculum ..... 3	EDG 512-Character Education .....3
EDG 652-Tching ELLs ..... 3	EDG 618-Practicum at the MS Level .....3
EDG 511-Int. Curr. Lit. Skills ..... 3	EDG 600-Independent Research.....3

**INCLUSIVE EDUCATION CURRICULUM - M.S.**  
**Track Leading to Bilingual Education Extension**

<b>Core Component (15 credits)</b>	<b>Credits</b>
Educational Research and Statistics.....	3
EDG 501–Introduction to Research and Statistics (1)	
EDG 502–Using Research and Statistics (1)	
EDG 503–Analysis and Reporting of Research and Statistics (1)	
(or 3-cr single course format EDG 500–Ed Research and Statistics)	
EDG 512– Character Education .....	3
EDG 530–The Inclusive Classroom .....	3
EDG 600–Independent Research in the Inclusive Classroom.....	3
<i>Group Requirement (Choose one)</i>	
EDG 520–Learning Theories .....	3
EDG 540–Curriculum Theory, Design and Development .....	3
EDG 610–Instructional Leadership for Teachers .....	3
EDG 633–Models of Teaching .....	3
<b>Bilingual Content and Curriculum (15 credits)</b>	
EDG 511–Integrating Curricular Literacy Skills .....	3
EDG 552–Bilingual Education .....	3
EDG 652–Teaching English Language Learners and Bilingual Students .....	3
EDG 656–Language, Literacy, & Learning in the ELL and/or Bilingual Classrm ....	3
EDG 616–Practicum in Bilingual Education .....	3
<b>Approved Electives (6 credits) .....</b>	<b>6</b>
<b>Required Assessments (0 credits)</b>	
EDG 675–Comprehensive Exam.....	0
<b>Total credits required .....</b>	<b>36</b>

**Inclusive Education Curriculum—Track Leading to Bilingual Education**  
**Extension: Suggested Program Plan**

**SEMESTER I**

EDG 500-Ed Research.....	3
EDG 520-Learning Theories.....	3
EDG 530-Incl Classroom.....	3

**SEMESTER II**

EDG 532-Exceptional Child.....	3
EDG 533-High Inc Disab .....	3
EDG 552-Bilingual Education .....	3

**SEMESTER III**

EDG 656-Lang, Lit, & Lrng in ELL/Bil .....	3
EDG 652-Tching ELLs & Bilingual.....	3
EDG 511-Int. Curr. Lit. Skills.....	3

**SEMESTER IV**

EDG 512-Character Education.....	3
EDG 616-Practicum in Bilingual Ed.....	3
EDG 600-Independent Research .....	3

## **Course Descriptions**

### **EDG 500 Educational Research and Statistics (3)**

The candidate will develop the skills for and be able to apply the theories of educational research to educational practice in schools. The candidate will develop an introductory competency in research statistics. A variety of types of research will be studied and applied to the planning and execution of action research in schools. The candidate will write and evaluate research reports. *(Must be taken at the Nyack campus to meet residency requirements.)*

### **EDG 501 Introduction to Research and Statistics (1)**

An introduction to educational research that includes the use of the LRC, an introduction to quantitative and qualitative research, identifying a research problem, reviewing the literature, and an introduction to SPSS and descriptive statistics. An introduction to research design using experimental and correlation design. *(Must be taken at the Nyack campus to meet residency requirements.)*

### **EDG 502 Using Research and Statistics (1)**

A development of educational research that includes the hypothesis, collection and analysis of quantitative and qualitative data using appropriate statistical processes and SPSS. Additional study and use of research designs by looking at grounded theory and survey designs. Prerequisite EDG 501

### **EDG 503 Analysis and Reporting of Research and Statistics (1)**

An introduction to educational research that includes the use of research, reporting and evaluating research, and research designs. Additional statistics processes will be used with SPSS and candidates will review final formatting and presentation of research. Prerequisite EDG 501 and EDG 502

### **EDG 509 Writing Workshop for Childhood Education (3)**

Design of practical, research-based writing activities applicable to teachers' individual classrooms. The content and pedagogy are clearly linked to national, state, and professional organization standards.

### **EDG 510 Advanced Writing Workshop for Childhood Education (3)**

A course for educators who are well versed in teaching the writing process and are prepared for the challenges of achieving mastery of this methodology. The agenda format will follow that of EDU 509 but with higher level content and pedagogy. Graduate students will be required to develop practical writing units based on case studies linked to their classroom assignments. Prerequisite of EDG 509 or professor's permission.

**EDG 511 Integrating Learning Standards for Curricular Literacy Skills into the Curriculum (3)**

A model of and specific activities for integrating literacy skills into the four major academic subject areas will be developed in EDU 511. Participants will learn how to effectively implement techniques that will lead to student mastery of skills and content, both in class and on New York State testing.

**EDG 512 Character Education (3)**

Candidates will investigate the history, philosophy and practice of character education in US public and private schools. Candidates will investigate current research and views on character education. Candidates will also plan and share a number of character-based lessons using a variety of media, virtues and approaches. Candidates will discuss the importance of a moral (virtuous) learning community and their personal role as a model in that community.

**EDG 514 Integrating Learning Standards for Social Studies into the Curriculum (3)**

A model of and specific activities for integrating New York State learning standards into social studies curriculum will be developed in this course. Participants will learn how to effectively implement techniques that will lead to student mastery of skills and content, both in class and on New York State testing. Candidates will be taught how to teach their students to meet Learning Standards Social Studies at all three levels identified by New York State Department of Education. This course will include strategies for teaching skills and content in the following areas identified in the standards: History of the United States and New York, World History, Geography, Economics, Civics, Citizenship, and Government.

**EDG 515 Integrating Learning Standards for Math and Technology into the Curriculum (3)**

The focus of this course is to develop a model and specific activities for integrating New York State learning standards in math, with technology applied as a tool and vehicle for accessing, generating, processing and transferring needed information. Participants will learn how to effectively implement techniques which lead to student mastery of skills and content, both in class and on New York State testing. Masters program students will learn how to teach their students to meet the seven Learning Standards for Mathematics, Science, and Technology (MST), with an emphasis on standards 1, 3, 6, and 7, at all three levels (elementary, intermediate, commencement) as identified by the New York State Department of Education. Strategies for teaching skills and content for all seven standards will, however, be addressed.

**EDG 516 Integrating Learning Standards for Science and Technology into the Curriculum (3)**

A model and specific activities for integrating New York State learning standards in science, using technological knowledge and skills as a vehicle to guide student understanding of scientific concepts and theories. Participants will learn how to effectively implement techniques which will lead to student mastery of skills and content, both in class and on New York State testing. Students will learn how to teach their students to meet Learning Standards for Mathematics, Science, and Technology, with an emphasis on 2, 4, 5, 6, and 7, at all three levels (elementary, intermediate, commencement) as identified by the New York State Department of Education. Strategies for teaching skills and content for all seven standards will, however, be addressed.

**EDG 517 The Gifted Child (3)**

This course is designed to introduce candidates to the historical development of and trends in gifted education. Topics will include in-classroom support, assessment, concurrent gifted/learning disabilities, and the use of technology as a vehicle for enrichment.

**EDG 520 Learning Theories (3)**

A study of the major schools of learning theory. Current research into the brain, learning and memory will be emphasized. A major focus of the course will be on practical applications of the theory to classroom practice.

**EDG 522 Methods for Teaching the Middle School Child (3)**

A study of teaching at the middle school level, including an introduction to middle school theory and curriculum, age appropriate instructional strategies, diverse strategies and assessments, and the developmental characteristics of early adolescent children. The unique role of the middle school teacher will be examined.

**EDG 527 Curriculum for the Gifted (3)**

This course will explore a variety of ways for the candidate to adjust his/her perspective on curriculum content with respect to diverse student needs in order to develop individualized and active methods of teaching and grouping, to utilize authentic assessment techniques, and to find options to promote student progress. The minimum 50-hour requirement of classroom practicum in EDU 617 will help the candidate implement these strategies and acclimate to the diverse 21<sup>st</sup> Century inclusive classroom.

**EDG 530 The Inclusive Classroom (3)**

Introduction to curricular adaptations and management strategies necessary to meet the needs of all learners in the inclusion classroom.

**EDG 532 The Exceptional Child (3)**

This course introduces the foundations of special education including the history, philosophy, legal mandates, the rights of students with disabilities

and their families, and the responsibilities of teachers and other professionals. Emphasis on enhancing the learning of all students in inclusive settings employing a non-categorical rather than a disabilities oriented approach to special education embedded in a Christian worldview. Current trends, critical issues and research relevant to individuals with special learning needs as full members of their communities will be examined. 20 hours of field experience.

**EDG 533 High Incidence Disabilities (3)**

Current trends in program organization, curriculum development and adaptation, teaching strategies for students along the higher incidences, specifically learning disabilities, etc are reviewed and evaluated. Emphasis is on research-based best practices compatible with various learning styles, environments, and cultures. The course focuses on selecting and developing curricula based on learner's academic and social abilities, attitudes, and interests; applying adaptive methods including use of technologies for instruction and effective management of teaching and learning. Methods to facilitate social interaction skills for school and in transition to other environments will be explored. Students will be required to perform 20 hours of individualized instruction with a student with special learning needs.

**EDG 534 Autism Spectrum Disorder and Other Low Incidence Disabilities: Understanding and Intervention (3)**

The focus of the course is to develop an understanding of autism spectrum disorders as well as other low incidence disabilities and acquiring effective academic and social interventions to help affected students learn and participate fully in the classroom. The course provides an overview of autism spectrum disorders, their identification and etiology and best practices in programs and services for students identified as autistic as well as other low incidence disabilities. Each student must complete a total of 20 clock hours of observation in a classroom that has students with moderate and/or severe disabilities. Prerequisite: EDG 532.

**EDG 536 Special Education Behavior Management (3)**

This course provides the student with practical strategies and techniques in both behavior modification and developing positive classroom communities that support learning for all students. Emphasis is placed on teaching students across the full range of exceptionalities and developmental levels self-monitoring skills that empower them to take ownership for their learning as well as social behavior. Further, these behavior management skills are contingent on effective assessment methodologies, which are also studied and practiced as an integral part of the course. 10 hours of field experience.

**EDG 540 Curriculum Theory, Design and Development (3)**

This course is designed for people currently engaged in or planning for careers in education. In this course, candidates examine current issues involved in the implementation and assessment of curriculum in learning environments with particular emphasis on K-12 schools. These issues include: content and curriculum, evaluation and assessment; social, cultural, and philosophical factors; and change in schools. We will examine these issues through case studies, curriculum design, and cooperative projects within the class, as well as with other educators in different parts of the country.

**EDG 542 Middle School Philosophy and Curriculum (3)**

An in-depth look at the current trends and philosophies of middle level education. Included will be current research on effective middle level education, the use of teams, and curriculum design. Special emphasis will be placed on the development of interdisciplinary thematic units.

**EDG 545 Literacy (3)**

This course prepares teacher candidates in developing the reading, writing and language skills of children in special education and/or inclusive settings. 10-12.5 hours of field experience, depending on the program of enrollment.

**EDG 547 Health Issues for Educators (1)**

Provides candidates with the means to identify and prevent tobacco, drug/substance abuse, child abuse and maltreatment, and child abduction. Candidates will be able to provide safety education and provide instruction in fire and arson prevention. Candidates will also be trained in violence prevention and communicable disease awareness/prevention, including AIDS awareness. All components will be presented with the time and content as required by New York State Education requirements for certification.

**EDG 552 Bilingual Education (3)**

This introductory course will explore the history as well as legal and political issues in bilingual education programs in the United States from a sociolinguistic and psycholinguistic perspective. Students will examine models of bilingual education programs and compare them to other approaches to the education of English language learners.

**EDG 562 Collaboration and Consultation with Parents, Professionals, and Community Agencies (3)**

This course focuses on the principles and practices of collaboration to strengthen family-teacher and community agency partnerships. Students will examine ways of developing cultural competency, communicating effectively with parents, building collaborative partnerships between parents and educators, as well as serving as advocates for children with special

needs. The course will discuss the legal right and resources available to parents and the issues facing families of children with disabilities across developmental levels and the range of disabilities. 10 hours of field experience.

**EDG 563 Methods of Teaching Social Studies (3)**

Provides teacher candidates with the principles and techniques of instructing children in the skills and knowledge of the grade 1-6 curriculum. Candidates will utilize both the NCSS (National Council for the Social Studies) thematic standards and the New York State standards in designing and presenting lesson and unit plans. 12.5 hours of field experience is required.

**EDG 564 Methods of Teaching Science (3)**

Methods and materials in teaching science for grades 1-6. Candidates will utilize both the NSTA (National Science Teachers Association) thematic standards and the New York State standards in designing and presenting lesson and unit plans. 12.5 hours of field experience is required.

**EDG 565 Methods of Teaching Math (3)**

Methods and materials in teaching math for grades 1-6. Candidates will utilize NCTM standards in planning, instruction and assessment. The candidate will investigate the use of manipulatives and developmental math strategies. 12.5 hours of field experience is required.

**EDG 590 Seminar for Professional Experience (2)**

Philosophical and practical problems of the classroom experience of student teaching. Analysis of curricular theory, classroom management and decision-making, and consideration of other contemporary issues in Christian and public school education.

**EDG 591 Student Teaching Special Education Grades 1-3/4-6 (5)**

Designed for students in the BS/MS Childhood Special Education Initial Certification program to provide practice within an educational setting with students with exceptionalities at the childhood developmental level. Students are placed in special education grades 1-3 if their childhood education placements were in grades 4-6; or, they are placed in special education grades 4-6 if their childhood education placements were in grades 1-3. Weekly seminars are held. Students are required to maintain a log describing and reflecting on their teaching activities, individual case studies and/or collaborative consultation techniques that they employ.

**EDG 592 Internship for Special Education Grades 1-3 (3)**

Designed for students in the MS Childhood Special Education Initial Certification program to provide practice within an educational setting with students with exceptionalities childhood developmental level. Weekly seminars are held. Students are required to maintain a log describing and reflecting on their teaching activities, individual case studies and/or

collaborative consultation techniques that they employ. Internships are a minimum of 25 full days in each placement or 4 hours a day for 38 days in each placement.

**EDG 593 Internship for Special Education in Grades 4-6 (3)**

Designed for students in the MS Childhood Special Education Initial Certification program to provide practice within an educational setting with students with exceptionalities childhood developmental level. Weekly seminars are held. Students are required to maintain a log describing and reflecting on their teaching activities, individual case studies and/or collaborative consultation techniques that they employ. Internships are a minimum of 25 full days in each placement or 4 hours a day for 38 days in each placement.

**EDG 594 Internship for Childhood Education in Grades 1-3 (3)**

Application of professional knowledge and skills in an assigned class at the Grades 1-3 school level under the direction of a fully certified cooperating teacher and with the supervision of Nyack College Education faculty. Internships are a minimum of 25 full days in each placement or 4 hours a day for 38 days in each placement.

**EDG 595 Internship for Childhood Education in Grades 4-6 (3)**

Application of professional knowledge and skills in an assigned class at the Grades 4-6 school level under the direction of a fully certified cooperating teacher and with the supervision of Nyack College Education faculty. Internships are a minimum of 25 full days in each placement or 4 hours a day for 38 days in each placement.

**EDG 600 Independent Research in the Inclusive Classroom (3)**

Supervised inquiry into the practice and effectiveness of inclusive classrooms. This is a mentored experience with the goal of producing a paper suitable for publication. Prerequisite: EDG 500.

**EDG 601 Independent Research in the Special Education Classroom (3)**

A mentored, independent study course designed to produce an applied research paper, based on and applicable to the graduate educator's classroom situation. An approved proposal growing out of EDG 532 Exceptional Child, is a prerequisite for EDU 601. The research project must include a problem or hypothesis, implementation plan, and assessment.

**EDG 602 Independent Research in the Childhood Education Classroom (3)**

A mentored, independent study course designed to produce an applied research paper, based on and applicable to the graduate educator's classroom situation. The research project must include a problem or hypothesis, implementation plan, and assessment.

**EDG 610 Instructional Leadership for Teachers (3)**

The candidate will develop the skills and be able to apply the theories of instructional leadership to educational practice in schools. The candidate will develop an introductory competency in pedagogy. The candidate will then explore a variety of topics related to the teacher as instructional leader in the school including peer supervision using the clinical supervision model, interpersonal skills in working with individuals and groups, staff development, curriculum development, and the Biblical foundations for leadership.

**EDG 615 Childhood Education Practicum (3)**

Practicum is for candidates seeking a masters as well as certification in childhood education. Students are placed in an educational setting that corresponds to their area of certification. University supervisors visit periodically during placement. Mandatory weekly seminars focus on the analysis of teaching behavior using research-based practice theory as well as the development of reflective practice skills. Required: 1<sup>st</sup> and 2<sup>nd</sup> certificate, 50 hrs.

**EDG 616 Practicum in Bilingual Education (3)**

A teaching experience of at least 50 hours in the bilingual classroom in which the teacher candidate assists, tutors, and teaches lessons in the students' first language and English. This experience will include the skills of lesson planning, classroom teaching, student assessment, the structuring of effective learning environments, and personal reflection.

**EDG 617 Practicum in Gifted Education (3)**

A diverse experience of at least 50 hours. The experience will give exposure to teaching students who learn at a pace and level significantly different from that of their classmates. The experience should include the skills of planning, coordinating and evaluating gifted teaching and learning environments and assist in providing individualized instruction. Prerequisites: EDG 517 and EDG 527.

**EDG 618 Practicum at the Middle School Level (3)**

A formal internship at the middle school level of at least 50 hours. The experience will give exposure to teaching and teacher teams in the middle school. The candidate will observe and participate in a variety of disciplines within the team and a variety of instructional strategies during the experience.

**EDG 619 Special Education Practicum (3)**

Practicum is for candidates seeking a masters as well as certification in special education at the childhood level. Students are placed in an educational setting that corresponds to their area of certification. University supervisors visit periodically during placement. Mandatory weekly seminars focus on the analysis of teaching behavior using research-based practice theory as well as the development of reflective practice skills. Required: 1<sup>st</sup> and 2<sup>nd</sup> certificate, 50 hrs.

**EDG 632 Special Education Law (2)**

The role of the federal, state, and local government in special education issues will be covered with special emphasis on case and regulatory law, including NY and NJ regulations. Focus will be placed on the six major principles of the Individuals with Disabilities Education Act as they relate to the free appropriate public education for all students.

**EDG 633 Models of Teaching (3)**

A study of teaching methods from a models approach. Beginning with a review of the process of planning for instruction, the student will experience and investigate a variety of models for instruction including cooperative learning models, direct instruction, inductive models, and problem solving models. The course includes discussion and analysis of situations through case studies or role-playing.

**EDG 643 Integrating Technology into the Classroom (3)**

This course is designed to provide the classroom teacher with the skills necessary to master the use of technology as a tool for instruction. Emphasis will be on developing facility in the use of the major software packages and educational websites used by schools. The utilization of technology to attainment of the NYS Learning Standards will be a major focus of this course.

**EDG 644 Technology for Special Education (1)**

Technology and Assistive Technology in Special Education are emphasized. Overview and hands-on experience with low- and high-tech products, including: PC accessibility, listservs, Web pages, online curricula, software, and local resources. The emphasis will be on meeting special needs in the classroom (English, Math, Science, Social Studies, etc.) and in helping parents using assistive technology devices and assistive technology services.

**EDG 645 Field Experience for Literacy (0)**

A 12.5-hour field experience co-requisite to EDG 545 Literacy.

**EDG 652 Teaching English Language Learners and Bilingual Students (3)**

Designed to prepare classroom teachers in inclusive and bilingual settings by developing the knowledge, strategies, and dispositions necessary. This will be achieved by examining key topics such as second language acquisition, strategies, assessment, and placement methods. Primary focus will be on content-based instruction, cooperative learning techniques, scaffolding, and the Cognitive Academic Language Learning Approach.

**EDG 653 Classroom Assessment Techniques (3)**

This course is designed to provide candidates with the expertise to select, administer, interpret, and utilize formal and informal assessment. Information, strengths, and limitations of standardized and teacher-made, informal evaluation methods will be reviewed. Emphasis will be placed on utilizing authentic assessment and portfolio—both for diagnosis and identification of needs and for evaluation of student learning. Methodology for formally and informally assessing student progress toward the New York State content standards will be a major force of this course.

**EDG 654 Special Education Assessment, Evaluation, Diagnosis and IEP Development (3)**

This course examines the construction, use, and interpretation of clinical and educational measurements used to assess learning. The course familiarizes students with the foundations of multidisciplinary assessment used to determine eligibility for special education services. Basic descriptive statistics, perspective teaching and the diagnostic-remediation process are examined with emphasis on individual assessment. Components of functional assessment, alternate assessments and classroom assessment are incorporated.

**EDG 656 Language, Literacy, and Learning in the ESL/Bilingual Classroom (3)**

The primary purpose of this course is to examine the relationship between language and literacy learning by exploring the sociolinguistic context of our linguistically and culturally diverse society. Students will apply this knowledge to the teaching of the four language skills (listening, speaking, reading, and writing) through the medium of content-based instruction.

**EDG 660 Current Issues in Education (3)**

A survey of educational issues using current literature. Focus of the course will be on the issues affecting NY state, New York City, and local schools.

**EDG 663 Field Experience for Methods of Social Studies (0)**

A 12.5 hour field experience co-requisite to EDG 563 Methods of Social Studies.

**EDG 664 Field Experience for Methods of Science (0)**

### *Master Degrees in Education*

A 12.5 hour field experience co-requisite to EDG 564 Methods of Science.

#### **EDG 665 Field Experience for Methods of Math (0)**

A 12.5 hour field experience co-requisite to EDG 565 Methods of Math.

### **Faculty**

**Arthur P. Attwell**, *Professor of Education*. B.A., M.A., California State University; Ed.D., University of Northern Colorado. 2000.

**Dion T. Harrigan**, *Associate Professor of Education*. B.A., Caribbean Union College; M.Div., DSA Theological Seminary, Andrews University; M.A., Ph.D., Andrews University. 2001.

**Stuart M. Knapp**, *Professor of Education*. B.A., M.A., Jacksonville University; C.A.S., State University of New York Cortland; M.Ed., Johnson State College; Ph.D., State University of New York, Albany. 2002.

**JoAnn M. Looney**, *Professor of Education*. B.A., Rosemont College; M.A., William Patterson University; Ed.D., Seton Hall University. 2004.

**James N. Nichols**, *Associate Professor of Education*. B.A., M.A., Montclair State College; Ph.D., Trinity College and Seminary. 1998.

**Eleanor J. Pease**, *Associate Professor of Education*. B.A., Gordon College; M.Ed., Westfield State; Ph.D., Indiana University. 1995.

**Bennett J. Schepens**, *Professor of Education*. B.A., University of Montana; M.Div., Bethel Theological Seminary; M.A., Ph.D., University of Alabama. 1995.

## **Library**

*Linda Poston, Associate Dean of Library Services*

*Cheryl Felmlee, ATS Library*

*Myungja Kim, Wilson Library*

*Sunya Notley, Bailey Library*

*Mick Williams, Bailey Library*

### **Student Learning Goals**

- Students will be able to successfully access print and online library materials to support their respective programs, courses and assignments.
- Students will be able to retrieve materials having a variety of perspectives, including a foundational Christian world-view and a broad perspective of cultures, peoples, and environments of the world.
- Students will be able to access appropriate research assistance, both in person and online, to successfully accomplish course assignments.
- Students will understand the various aspects of information literacy, including the importance of evaluation of information, critical thinking, and ethical and legal use of information.

Resources of the three Nyack/ATS libraries—the ATS Library in Rockland, the Bailey Library on Nyack’s Rockland campus, and the Henry Wilson Library in the 361 Broadway building in Manhattan—support the academic research needs of ATS and Nyack graduate students and faculty. Combined, these collections contain approximately 190,000 books, 500 current print journal subscriptions, and resources in other media formats. Nearly 100 electronic databases direct student research to additional e-books, online full-text journals, and research resources that have been selected to support each academic degree program at Nyack and ATS. From home or in the library (including wireless service at ATS and Bailey), students search the combined online catalog of all three libraries and research across a broad assortment of multidisciplinary and subject-specific (e.g. religion, business, psychology) electronic databases. An intercampus delivery service allows students at one Nyack location to electronically request library material from another and have it delivered to their primary location. The interlibrary loan service, in which the library requests material from other libraries on behalf of an individual student, broadens access to the wealth of national and international resources. Students may also individually avail themselves of their local public libraries and nearby academic libraries (including approximately 30 regional libraries in the WALDO Consortium).

### *Library*

The library staff is comprised of approachable professional librarians and library support staff who are committed to excellence in the quality of the library and the level of service provided for the Nyack/ATS graduate community. Online services and guides, hours, contact information, and library policy descriptions are provided through the website. Individualized reference assistance and group instruction (the latter often in cooperation with faculty) address immediate information needs but also emphasize skills of the lifelong learner and focus on developing new skills and increased confidence in each student's ability to tap into a diverse array of information sources. *Visit [www.nyack.edu/library](http://www.nyack.edu/library).*

### ***The Graduate Writing and Research Center (Rockland)***

The Graduate Writing and Research Center is located in the Alliance Theological Seminary library, just to the left of the reference desk. Designed to assist students with the necessary tools for writing and research, the center is staffed with a Coordinator of Writing and Research, and Writing and Research Assistants. The assistants have scheduled hours and are also available by appointment.

## **Academic Policies**

### **ACADEMIC PROBATION AND DISMISSAL**

The academic progress of students is evaluated at the close of each semester. Students must meet the minimum cumulative grade point average for his/her program (see below) as evidence of satisfactory progress toward graduation.

- Master of Business Administration – 3.0
- Master of Science in Education – 3.0
- Master of Science in Organizational Leadership – 3.0
- Master of Arts in Counseling – 2.8
- Master of Arts in Marriage and Family Therapy – 2.8

A student whose cumulative GPA falls below the required minimum will automatically be placed on academic probation the following semester and notified of such. A student on academic probation who fails to attain the minimum cumulative GPA will be dismissed from his/her program. (It should be noted that the standards of satisfactory academic progress for financial aid purposes may differ. Please refer to the “Financial Aid” section of the catalog.)

A student who has been dismissed may apply for reinstatement through the respective program director. The director’s decision is final.

### **ADVISEMENT**

Students admitted into degree programs will be assigned a faculty advisor to assist them in planning their studies. Faculty-student partnering is designed to provide professional, as well as academic guidance. However, ultimate responsibility for reaching satisfactory completion of all academic requirements (including both the selection and scheduling of courses) rests with the student.

### **CLASS ATTENDANCE POLICY**

Class attendance is fundamental to good scholarship and is expected of all students. Attendance policies are outlined in the syllabi of each course.

### **DEGREE REQUIREMENTS**

Students are responsible for completing the degree requirements outlined in the catalog in effect at the time of matriculation. A student may elect to adopt the degree requirements of a subsequent catalog by submitting a “Change of Program” form to the Registrar’s Office. If a student breaks matriculation, he/she will assume the degree requirements in effect at the time of re-enrollment. Matriculation is broke by changing programs or not attending for a year or more (unless a “leave of absence” has been filed – see “Leave of Absence”). Any curricular changes mandated by New York State (e.g. for purposes of licensure) will supercede this policy.

### ***DIRECTED STUDIES***

Every credit of directed study must demonstrate that the student has done at least 45 hours of work; therefore, a 3-credit directed study requires 135 hours of work. No more than 20% of a degree program may be fulfilled through courses taken independently.

In addition to regular tuition and fees, a professor stipend must also be paid by the student. Directed study applications are available in the Registrar's Office.

### ***DISABILITIES SUPPORT SERVICES POLICY STATEMENT***

It is the policy and practice of Nyack College to comply with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and state and local laws regarding students with disabilities. Under these laws, no disabled, but otherwise qualified student shall be denied access to, or participation in services, programs and activities at Nyack College. For the complete policy statement, go to the Nyack College web site at: <http://www.nyackcollege.edu/?page=DSS>.

Any student eligible for and requesting academic accommodations due to a disability, is required to provide a letter of accommodation from the Office of Disabilities Support Services within the first six weeks of the beginning of classes. All communications between students and the Office of Disabilities Support Services staff are confidential, as is any supporting documentation maintained on file.

At the Rockland campus contact: [Elona.Collins@nyack.edu](mailto:Elona.Collins@nyack.edu). At the NYC campus contact: [Adelaide.Pabon@nyack.edu](mailto:Adelaide.Pabon@nyack.edu).

### ***DUAL DEGREES / CONCENTRATIONS***

In accordance with New York State regulations, Nyack College allows students who wish to pursue a second Master's degree to do so if that degree is in a subject area markedly different from the first one. In addition, for those degree programs that offer multiple concentrations, students may complete more than one concentration and have that noted on their transcripts, though only one degree will be awarded.

For instance, inasmuch as the Master of Arts in Counseling and the Master of Arts in Marriage and Family Therapy are derived from the same field (and licensure in one area permits work in the other), only one degree may be awarded. In the case of the Master's program in education, only one degree may be awarded, but degree graduates are permitted to pursue additional concentrations within the program.

Students are not permitted to pursue more than one degree simultaneously.

## **EXTENSIONS**

Extensions for late work are granted solely due to circumstances clearly beyond the student's control. In all cases, faculty retain the right to refuse to accept, or lower the grade on, such work submitted past the scheduled deadlines for the course.

An extension request must be filed with the Registrar's Office no later than the last day of the class (or by the final due date of course work in the case of fast-track/intensive courses). The length of the extension is determined by the professor, but may not exceed 30 days. A grade of "I" (Incomplete) will be recorded for the extension period. An incomplete will be converted to an "FX" (failure) after 30 days, after which time no further grade changes are permitted.

If an extension request is not filed with the Registrar's Office by the deadline, instructors will submit a grade based on work submitted which will remain final.

## **FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA)**

In accordance with federal law, students are hereby notified of the Family Educational Rights & Privacy Act of 1974, as amended. This Act was designed to protect the privacy of education records, to establish the right of students to inspect and review such records, and to provide guidelines for the correction of inaccurate information within the records.

Nyack's full policy is available in various student handbooks and from the Registrar's Office.

## **GRADING SYSTEM**

Students may view their grades online through password-secured access. A letter system is used in evaluating the work for a course as follows (NOTE: not all programs use all of the following options):

**A/A-** *Excellent* - Distinction in understanding of subject matter, prompt and thorough preparation of assignments, outstanding ability manifested in readings or projects, evidences of original thinking, and sustained interest in the work of the class, with constructive participation therein.

**B+/B/B-** *Above Average* - Understanding of subject matter, prompt and thorough preparation of assignments, very good performance in readings and projects, and an interest in the work of the class, with constructive participation therein.

**C+/C** *Average Expected of College Students* - Acceptable knowledge of the subject matter, understanding of the fundamental principles and a reasonable ability to apply them, and promptness in preparation of assignments.

**C-/D+/D/D-** *Below Average* - Minimally adequate understanding of subject matter, irregular and inadequate preparation of assignments, and uncertain prospect of success in subsequent courses.

**F** *Failure* - Inadequate knowledge and understanding of subject matter.

**FX** - Failing grade given when students do not officially withdraw from a course but stop attending, or fail to complete the work for an incomplete.

## *Academic Policies*

**I Incomplete** - May be given when students, because of prolonged illness or other circumstances beyond their control, are unable to complete their work by the end of the semester.

**P Pass** - Pass grade indicates adequacy in summative experience. This grade is not included in grade point averaging.

**RP/RF Remedial Pass/Fail** - This grade is given in remedial courses only. Remedial courses carry no academic credit. RP indicates successful completion of the course. RF indicates failure due to inadequate knowledge and understanding of subject matter.

**WD Withdrawal** - Grade given when students officially withdraw from a course before the deadline for official withdrawal indicated on the academic calendar. "WD" will be recorded on the permanent record card for official withdrawals after the one-week add/drop period.

**AWD Administrative Withdrawal** - Grade given when a student has been administratively withdrawn.

### **GRADE POINT SYSTEM**

Graduation is based not only upon the accumulation of appropriate credits, but also upon the quality of work performed. A minimum grade point average is established for each program. Grade points are granted per semester hour on the following basis:

A (93-100)	= 4.0 points	C (73-77)	= 2.0 points
A- (90-92)	= 3.7 points	C- (70-72)	= 1.7 points
B+ (88-89)	= 3.3 points	D+ (68-69)	= 1.3 points
B (83-87)	= 3.0 points	D (63-67)	= 1.0 points
B- (80-82)	= 2.7 points	D- (60-62)	= 0.7 points
C+ (78-79)	= 2.3 points	F (0-59)	= 0.0 points

\*Note: Professors may use an alternate percentage scale in the assignment of letter grades if published in the course syllabus.

### **GRADUATION DATES**

A student's graduation date coincides with his/her degree completion date (normally the last day of the student's final semester). Diplomas are issued three times per year: May, September and January. Graduation ceremonies, however, are held annually in May.

### **GRADUATION REQUIREMENTS**

Only students who have completed all degree requirements and fulfilled all financial obligations will be permitted to participate in commencement activities and receive a diploma.

Applications for graduation should be submitted to the Registrar's Office in the semester prior to the student's final semester.

### **GRIEVANCE PROCEDURES**

Nyack College utilizes a grievance procedure that complies with the Higher Education Act of 1965, Section 494C(j). This procedure applies to all

cases dealing with discrimination by race, handicap, or gender, including harassment, or to any other grievance. In no case will any adverse action be taken against a student for filing a grievance. The final determination of each formal grievance will be made by a person or persons not directly involved in the matter. Because different grievance procedures apply to faculty, staff, and students, consultation of the appropriate handbooks is advised.

Students who have a grievance relative to academic policies, grades given or other academic judgments should first seek to resolve their complaints with the professor. If resolution is not reached, the matter may be directed to the department head or program director of the class in question. If this does not solve the problem, a formal complaint may be made in writing to the respective Academic Dean whose judgment is final.

In the case of a grade dispute, adjustments must be made within 45 days of the close of the semester.

### **IMMUNIZATIONS**

In accordance with New York State Public Health Law 2165, Nyack College requires degree-seeking (or certificate-seeking) students born on or after January 1, 1957 to submit proof of immunity to measles, mumps and rubella.

In accordance with New York State Public Health Law 2167, Nyack College requires all students (regardless of age or matriculation status) be provided with information about meningococcal disease and vaccination. Students are required to submit either a certificate of immunization, or a signed acknowledgement of risks and refusal of immunization.

Students enrolled for less than 6 credits per semester, or who are enrolled exclusively in online or distance education courses, are exempt from the above regulations. Students attending off-campus programs in group settings with other students are not exempt.

### **LEAVE OF ABSENCE**

Students enrolled in a degree program who need to suspend their studies for medical, military, educational (to fulfill outstanding requirements) or related reasons may file for a formal "leave of absence" with the Registrar's Office within the first semester of absence. Supporting documentation is required. A "leave of absence" may not extend beyond 3 years, at which time complete re-application must be made to the program through the Office of Admissions.

A "leave of absence" is not considered a break in matriculation when determining the catalog year that a student is following (see "Degree Requirements"). However, program modifications may be necessary to fulfill the original degree requirements in the event of curricular changes.

### **PLAGIARISM**

Students are expected to display the highest standards of personal and academic integrity in the development of research papers and other academic projects. Perhaps the most critical issue in exhibiting integrity in academic

assignments is student compliance with accepted practices for providing his/her professor with resources and references used to develop his/her paper or project.

Plagiarism is defined as an act of “Literary Theft,” when the work of another is misrepresented as the original work of the student. This may be done intentionally or unintentionally. *When excerpts, thoughts, writings, or statements of others are used in papers, essays, or other projects, they must be acknowledged through footnotes, bibliography and other accepted practices and standards.*

Expanded definitions of plagiarism, and its consequences, are available in program handbooks and/or course syllabi.

## **REGISTRATION**

Graduate students must register through their individual graduate programs.

**Schedule Changes and Dropping Courses:** During the add/drop period, which runs through the first week of classes, a student may officially add or drop a course by completing a Course Change Request form and bringing it in person to the Registrar’s Office. The student must secure an advisor’s signature before the request will be considered. Course Change Request forms are available from the Student Development Office, Registrar’s Office, and the student’s faculty advisor.

Courses may not be added after the end of the add/drop period. If a student officially withdraws from a course during the add/drop period, the course will not be recorded on the permanent record card. Courses officially dropped after that time are considered “withdrawals” and a grade of “WD” is recorded on the permanent record card. The deadline for official withdrawal from an individual course is the three-quarter point of the semester and is indicated on the college calendar. The date on which a course is considered dropped is the date given on the notification sent to the instructor from the Registrar’s Office.

No refunds are made for a course dropped after registration closes. **NOTE:** *When withdrawal from courses reduces the total credit load below 12 credits, eligibility may be jeopardized for financial aid, scholarships, athletics, college housing, immigration status, and veteran’s benefits.*

Responsibility for adding, dropping and/or withdrawing from courses rests entirely upon the student. Failure to do so in a timely manner because of an oversight, ignorance or possibility of low grades is *not* sufficient grounds to petition for permission to add, drop or withdraw after the deadline. It is the policy of the college that no petitions for retroactive actions will be accepted except under extenuating circumstance beyond the student’s control. *No credit will be given for a course in which the student is not properly enrolled. Failure to attend a class for which a student is registered, or unofficial notification to the instructor, does not constitute dropping a course and will result in a grade of ‘FX.’*

**Administrative Withdrawal of a Student from Class:** If the semester is at least one-third over and a student has stopped attending a class (determined either by attendance or failure to complete assignments and course activities), that student may be administratively withdrawn from that class. The

withdrawal date shall be recorded as the last date of attendance. If that date is indeterminable, the withdrawal date shall be the midpoint of the period for Title IV aid eligibility purposes. The Registrar's Office, in consultation with Student Financial Services, shall determine if a student shall be administratively withdrawn based on gatherable evidence of non-attendance. A grade of AWD shall be recorded for each administratively withdrawn class. The student shall be notified of this administrative withdrawal via certified campus mail.

**Withdrawal from College:** Students desiring to withdraw from the college must complete a Withdrawal Form, available in the Registrar's Office.

**Sequence of Courses:** Credit may not be received for lower level study in an area in which credit for higher level of study has already been received.

### **REPEAT COURSES**

Each degree program establishes its own policy outlining the circumstances under which a course may be repeated. In all cases, when a course is repeated, only the second grade (regardless of what it is) will be calculated into the student's GPA. However, both grades will remain on the permanent record. In the case of a student repeating a course in which a passing grade acceptable within his/her program has already been received, the course will not be included as part of his/her course load for financial aid purposes.

### **RESIDENCY REQUIREMENT**

All students who are enrolled in a Nyack College program within the state of New York are required by the New York State Education Department to complete a minimum of one complete course at the Rockland campus. For each degree program, one course is designated for instruction in Rockland. Online courses do not meet this requirement.

### **TRANSCRIPTS**

Requests for transcripts must be made in writing to the Registrar's Office. Students should allow a minimum of one week for processing. A charge of \$5.00 is made for the first transcript and \$1.00 for each additional copy ordered at the same time. Transcripts will not be issued if student accounts or loan payments are not up-to-date.

### **TRANSFER OF CREDITS**

Although a certain degree of uniformity exists among colleges and universities, it is also important to recognize that each institution is a unique entity in the academic world. For this reason it is not possible to guarantee absolute equivalency of credit in the transfer process. Nyack College, however, will seek to provide the most equitable transfer of credit possible within the framework of the following policies:

1. Credits will be accepted only on the basis of official transcripts. In some cases, course descriptions from academic catalogs or course syllabi may also be required.

*Academic Policies*

2. Course work will be evaluated on the basis of a number of factors, including, but not limited to, accreditation, equivalency of content and/or learning outcomes, and overall fit within the ethos of the program.
3. Transfer credit is not given for courses below a “B” grade.
4. Only credits, not grades or grade points, are transferred.
5. Credits are acceptable for transfer only if they were earned within the past 7 years. This is calculated from the date the credits were earned, not from the graduation date.
6. Credits are transferred to meet the degree requirements of a specific program. A change of program may significantly affect the number of transferable and applicable credits.

Each program has established the maximum number of transfer credits allowed:

Master of Arts in Counseling – 15  
Master of Arts in Marital and Family Therapy - 15  
Master of Business Administration – 9  
Master of Science in Education – 12  
Master of Science in Organization Leadership - 0

Requests for transfer of credits should be made through the Registrar’s Office.

## Tuition and Fees 2008-2009

*Nyack College and Alliance Theological Seminary reserve the right to adjust tuition, fees, resident fees, and academic offerings without notice.*

### **GRADUATE PROGRAM BASIC FEES (per semester)**

MA in Counseling (Alliance Graduate School of Counseling) –	
Tuition (per credit).....	\$600.00
MS in Education - Tuition (per credit) .....	\$600.00
MS in Organizational Leadership - Tuition (per credit).....	\$600.00
MBA - Tuition (per credit) .....	\$725.00

### **ADDITIONAL FEES**

**(non-refundable)**

Transcript (one copy) .....	5.00
Each additional copy ordered at the same time.....	1.00
Rush transcript fee .....	10.00
Motor Vehicle Registration (commuter/per semester) .....	25.00

## **Financial Aid and Payment Information**

Financial Aid consists of student loans and limited grants that assist students in meeting the costs of attending college. These funds are offered to those students who meet eligibility criteria as established by the federal and/or state governments and Nyack College.

All prospective students and returning students who are interested in receiving financial aid must:

1. **Complete the FAFSA** (Free Application for Federal Student Aid). [www.fafsa.ed.gov](http://www.fafsa.ed.gov)
  - The Title IV code for Nyack College is **002790**.
2. **Complete the NY State Express TAP Application** (Tuition Assistance Program). [www.tapweb.org](http://www.tapweb.org)--Nyack TAP Code for Graduate Programs is 5075
  - **Must be a New York State resident to apply.**

### **GRADUATE PROGRAM GRANTS**

*Alliance Graduate School of Counseling (AGSC)*

**Alliance Heritage Grant:** awarded to members of C&MA churches. A letter from the senior pastor verifying membership is required.

**Academic Scholarship:** awarded to students with a prior academic GPA of 3.25 or higher.

**Undergraduate Psychology or Counseling Major Grant:** provided to students who completed their undergraduate degree in psychology or counseling.

**Christian College Graduates Grant:** awarded to students who graduated from a Christian College Coalition school.

**Eastern U.S. Regional Grant:** awarded to students from any state east of Mississippi, excluding NY, NJ or CT.

**International Student Grant:** awarded to F-1 non-immigrant international students.

**Christian Ministries Grant:** awarded to people involved in church or parachurch ministries, or their spouse.

**Firefighter / Policeman Grant:** awarded to those who have been or are currently employed as firefighters or policemen.

***Master of Science in Organizational Leadership***

**Academic Excellence Grant:** \$500 awarded at the beginning of a student's third semester if he/she has maintained a 3.75 GPA or higher during the first two tri/semesters of his/her graduate program.

**Nyack College Alumni Grant:** \$650/trimester or \$2,000/program

**MTA Employee:** \$650/trimester or \$2,000/program

***Master of Business Administration***

**Academic Excellence Grant:** \$500 awarded at the beginning of a student's third semester if he/she has maintained a 3.75 GPA or higher during the first two tri/semesters of his/her graduate program.

**Nyack College Alumni Grant:** \$1,000/semester - \$3,000/program

**MTA Employee:** \$1,000/semester - \$3,000/program

***Master of Science in Education***

**Academic Excellence Grant:** \$500 awarded at the beginning of a student's fourth semester if he/she maintained a 3.75 GPA during the first three semesters of course work.

Program Based Grants – see matrix below – awards are based on number of credits enrolled in the program. By design, the program offers 9 credits maximum or 3 courses per semester.

**Nyack College Alumni Grant:** awarded to students graduating from a Nyack undergraduate program and enrolling in the MSE program. Because it is desirable to retain Nyack undergraduates in the Master of Education program, this grant is the largest of all grants. This grant cannot be combined with any other grant offered through the MSE program.

**Christian School Teacher Grant:** awarded to any student who is currently employed as a teacher in a Christian school. This grant can be combined with the Cooperating Teacher Grant.

**Public School Teacher Grant:** awarded to any student who is currently employed as a teacher in a public school. This grant can be combined with the Cooperating Teacher Grant or the Rockland County Teach. Assoc. Grant.

**Cooperating Teacher Grant:** awarded per credit to teachers who were cooperating teachers for Nyack College student teachers – approximately \$150/course. This grant can be combined with the Christian or Public School Teacher Grant.

**Rockland County Teacher’s Association Grant:** awarded per credit to teachers who are members of the Teacher’s Association – approximately \$150/course. This grant can be combined with the Christian or Public School Teacher Grant.

**Master of Education Grants**

	<u>3-5 cr.</u>	<u>6-8 cr.</u>	<u>9-11 cr.</u>
NC Alumni	\$500	\$1,000	\$1,500
Christian School Teacher	\$250	\$500	\$750
Public School Teacher	\$250	\$500	\$750
Cooperating Teacher	\$150	\$300	\$450
Rockland Cnty. Teach. Assoc.	\$150	\$300	\$450

**TITLE IV Federal Student Loan Program**

Eligibility for the student loan program is determined by completing the FAFSA (Free Application for Federal Student Aid). You can apply online at [www.FAFSA.ed.gov](http://www.FAFSA.ed.gov). After completion of the FAFSA, a Student Aid Report (SAR) will be sent to the applicant. The applicant must read through the report to verify that the information on the SAR is complete and correct. If the student lists Nyack College on the SAR, the Office of Student Financial Services will receive the information electronically.

**Federal Family Educational Loan Program (FFELP)**

**Subsidized Stafford Loan:** This is a need-based loan, guaranteed by the federal government. The federal government pays the interest as long as the student is taking 6 credits. Once the student graduates or ceases to be enrolled at least half-time (6 credits), he/she has a 6-month grace period before repayment begins and interest starts to accrue.

**Unsubsidized Stafford Loan:** This is a non-need-based loan, guaranteed by the federal government. The government does not subsidize this loan, and the interest on this loan will start to accrue immediately. Principal payments may be deferred until 6 months after graduation or the student drops below 6 credits.

**Graduate PLUS Loan:** Eligibility has been extended to graduate students who required additional loan funds. The graduate student must be enrolled at least half-time (6 credits) and approval for a PLUS loan is determined by the student’s credit worthiness. Repayment begins 30 days after the loan is disbursed. Contact the Office of Student Financial Services for more information on loan limits and interest rates and/or an application.

**STATE ASSISTANCE FOR NEW YORK RESIDENTS ONLY**

**Tuition Assistance Program (TAP):** Eligibility is limited to full-time students and is based upon NYS taxable income. Students apply annually by first completing the FAFSA and then the ETA (Express TAP Application).

**STANDARDS FOR SATISFACTORY ACADEMIC PROGRESS (SAP)**

In order to receive Title IV (federal) and state aid, a student must demonstrate that he/she is making acceptable progress toward earning a degree. There are different criteria of academic progress for different forms of financial aid. The following schedules represent minimum academic standards that must be met to be eligible for Title IV (federal) and state aid.

**Nyack College Graduate Programs: Standard of Satisfactory Academic Progress Policy—Title IV (Federal) Student Assistance Programs**

**Institutional Policy:** The Registrar’s Office evaluates student academic progress three times during the academic year. This occurs after fall, spring, and summer semester, and after each trimester for the MBA program. Students are evaluated on the basis of cumulative grade point average (GPA), credit hour completion, and maximum time frame limitations.

**Notification:** The following schedules represent minimum academic standards that must be met in order to be eligible for Title IV federal student aid. Students are notified in writing if they have failed to meet the standards and are not eligible to receive federal aid.

**Appeal Process:** Any student denied financial aid because he/she did not meet SAP and is placed on limited academic probation or who can prove special circumstances (i.e. serious injury, illness, or death in the family) is allowed to appeal their case. An appeal letter may be submitted with supporting documentation, if required, to the Academic Office to request a waiver of the SAP standards for a semester. The Academic Dean, Registrar, and Assistant Treasurer will make the final determination if federal student aid will be restored for one semester or if the appeal will be denied.

***Master of Science in Education and Master of Science in Organizational Leadership***

**Grade Point Average and Credit Hour Completion:**

After ‘X’ Semester(s)	1	2	3	4	5	6
Credits Earned	6	12	18	24	30	36
Cumulative GPA	2.85	2.90	2.95	3.0	3.0	3.0

**Degree Completion:** Students in the MS in Education program and MS in Organizational Leadership will have no longer than six calendar years in which to complete the degree requirements for graduation and be eligible for federal student aid.

***Master of Business Administration***

**Grade Point Average:** To receive financial aid, an MBA student must maintain a minimum qualitative measure of progress defined as cumulative GPA. The minimum cumulative GPA should be 3.0 following completion of the fourth course of each trimester.

**Credit Hour Completion:** Students are also required to meet a measure of incremental progress. Students in the MBA program must complete a minimum of 6 credits per trimester in order to be eligible for federal student loans.

**Degree Completion:** A student in the MBA program will have no longer than three calendar years in which to complete the degree requirements for graduation.

***Master of Arts in Counseling***

**Grade Point Average:** Students must maintain a GPA of 2.8.

**Credit Hour Completion:** Students are also required to meet a measure of incremental progress. Students in the AGSC program must complete a minimum of 14 hours per academic year or within 12 consecutive months from the date of enrollment in order to be eligible for federal student loans the following year.

**Degree Completion:** Students are eligible for federal student aid for seven calendar years from the time of matriculation.

**Nyack College Graduate Programs: Standard of Satisfactory Academic Progress Policy – State Student Aid**

**NY State TAP Grants: Master of Business Administration**

Before being certified for this payment*	1	2	3	4	5	6	7	8
A student must have accrued at least this many credits	0	6	12	21	30	45	60	75
With at least this grade point average	0	2.25	2.5	2.75	3.0	3.0	3.0	3.0

\*Including semesters transferred from another institution.

**NY State TAP Grants: Master of Arts in Counseling**

Before being certified for this payment*	1	2	3	4	5	6	7	8
A student must have accrued at least this many credits	0	6	12	21	30	45	60	75
With at least this grade point average	0	2.25	2.5	2.75	2.8	2.8	2.8	2.8

*\*Including semesters transferred from another institution.*

Students in the Master’s in Education program are not eligible to receive New York State TAP.

**PAYMENT OPTIONS**

Payment for each semester's charges is due, in full before a semester begins. All financial aid processing requirements need to be complete in order to count pending loans as payment toward semester charges. The remaining balance can be paid by check; cash; or master, visa or discover credit card.

**PAYMENT POLICY**

Payment for semester enrolling in is due by specified deadlines. If balance has not been paid in full or all financial aid paperwork been completed and submitted, students WILL NOT be permitted to enroll in any future semesters at Nyack, receive their grades, receive transcripts, or participate in graduation ceremonies.

**REFUNDS**

Upon registration, students assume full financial responsibility for all charges for the semester.

Sometimes a student finds it necessary to withdraw from Nyack College before completing the semester. In this case, it is important to officially withdraw from the college. See **Registration** section of the catalog for withdrawal procedures and determination of withdrawal dates.

**Withdrawal / Refund Policy for Graduate Programs (Traditional Semester Calendar):**

- By the end of the registration period..... 100% refund
- By the end of the second week.....80% refund
- By the end of the third week .....60% refund
- By the end of the fourth week .....40% refund
- By the end of the fifth week .....20% refund
- More than five weeks ..... no refund

The above policy applies to both withdrawals from the semester and withdrawals from individual courses. Refunds for intensive / fast-track courses are made proportionately. Thus, three class hours in a three-credit course is considered one week in a semester.

Grants may be prorated or removed according to tuition charged. All other fees will not be refundable once the registration period closes.

**Withdrawal / Refund Policy for Graduate Programs (Cohort/Modular Format):**

- Students register for a full term of modular classes at the beginning of the term.
- The withdrawal date for tuition liability is not the date the student stops attending. Tuition liability for the term is determined by the date the student contacts the graduate registrar office and officially withdraws from the program.
- Full tuition liability for the term incurs at the midpoint of the term—9<sup>th</sup> week, 1<sup>st</sup> night of the 3<sup>rd</sup> class of the term.
- Prior to the point of incurring full tuition liability, the student is liable for all modules that the student has attended as follows:
  - No Tuition liability if the student withdraws after attending the first night of the class.
  - 100% Tuition liability if the student withdraws after attending the second night of the class.
- Federal, State, and institutional financial aid regulations will determine loan and grant eligibility due to a change in enrollment because of the student's withdrawal. All or part of loans and/or grants may need to be returned. These regulations are separate from the tuition liability policy.

**Return of Title IV Funds:**

Federal regulations dictate a repayment policy for students who are receiving Title IV aid. The Office of Student Financial Services will calculate the amount of Title IV assistance earned by a student by determining the percentage of the period of enrollment that was completed. Nyack College and/or the student must return the unearned aid by repaying the loan funds up to the total net amount disbursed.

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