

## **School of Education**

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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 four-week block or "module" that will require students attend class two nights per week (4 hours per night) as well as one full Saturday (of 7.5 hours duration) during each four-week module. Subsequently, students will begin a new course approximately every four weeks until they have completed all course requirements for their program (usually accomplished in 10-12 months, depending on the 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 16 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 are published in compliance with Title II regulations:

<u>Year</u>	<u>LAST</u>	<u>ATS-W</u>	<u>CST</u>	<u>Overall</u>
2005-2006	98%	97%	81%	80%
3rd Year Out 2002-2003	92%	94%	100%	92%

### **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**

Complete an application, including a \$30 non-refundable application fee.

1. 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).
2. 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.

3. 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.
4. 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.
5. 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.)
6. 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.

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 at least two months prior to the beginning of the semester that admission is sought. 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 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.

*Conditionally Admitted Students* are lacking some of the admission requirements and may be admitted on a probationary basis. Students must resolve the lacking requirement and/or show a record of quality academic work by maintaining a 3.0 or above to be fully admitted.

*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.

## **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 (once approved) 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 Certification**

1. BA/BS degree in one of the liberal arts and sciences, such as 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 a BA/BS degree with a liberal arts background, with a minimum of 12 credit hours of English, 9 credit hours of mathematics, 8 credit hours of natural sciences, and 12 credit hours of social sciences, 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 & Sciences Test (LAST).
5. Evidence of computer literacy.

### **Program Requirements for Initial Certification**

1. A minimum of 37 or 42 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 600.

6. Passing scores (220 or higher) on the Elementary Assessment of Teaching Skills-Written (ATS-W) and the Multi-Subject Content Specialty Test (CST).

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 (37-42 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 652 - Teaching Eng. Lang. Learners and Bilingual Students .....	3
EDG 511 - Integrating Curricular Literacy Skills.....	3
EDG 545 - Literacy.....	3

##### **Content and Curriculum (9 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

##### **Special Education (3 credits)**

EDG 533 - High Incidence Disabilities.....	3
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##### **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 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 & 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**

**4-Semester Suggested Program Plan**

**SEMESTER I**

EDG 501-Intro Ed Research ..... 1  
or EDG 500-Ed Research..... 3  
EDG 512-Character Education ..... 3  
EDG 520-Learning Theories..... 3  
EDG 530-Incl Classroom..... 3  
EDG 545-Literacy..... 3

**SEMESTER II**

EDG 502-Using Ed Research..... 1  
or EDG 500-Ed Research ..... 3  
EDG 533-High Inc Disabilities ..... 3  
EDG 547-Health Issues ..... 1  
EDG 563-Methods of Social Studies ..... 3  
EDG 663-Field for Methods Soc Stud ..... 0  
EDG 564-Methods of Science..... 3  
EDG 664-Field for Methods Science ..... 0  
EDG 652-Tching ELLs and Bilingual ..... 3

**SEMESTER III**

EDG 503-Anal Report Ed Research ..... 1  
or EDG 500-Ed Research..... 3  
EDG 511-Int. Curr. Lit. Skills..... 3  
EDG 565-Methods of Math ..... 3  
EDG 665-Field for Methods Math..... 0

**SEMESTER IV**

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

**Childhood Education Non-Certification**

**3-Semester Suggested Program Plan**

**SEMESTER I**

EDG 501-Intro Ed Research ..... 1  
or EDG 500-Ed Research..... 3  
EDG 512-Character Education ..... 3  
EDG 520-Learning Theories..... 3  
EDG 530-Incl Classroom..... 3  
EDG 545-Literacy..... 3

**SEMESTER II**

EDG 502-Using Ed Research..... 1  
or EDG 500-Ed Research ..... 3  
EDG 533-High Inc Disabilities ..... 3  
EDG 563-Methods of Social Studies ..... 3  
EDG 663-Field for Methods Soc Stud ..... 0  
EDG 564-Methods of Science..... 3  
EDG 664-Field for Methods Science ..... 0  
EDG 652-Tching ELLs and Bilingual ..... 3

**SEMESTER III**

EDG 503-Anal Report Ed Research ..... 1  
or EDG 500-Ed Research..... 3  
EDG 511-Int. Curr. Lit. Skills..... 3  
EDG 565-Methods of Math ..... 3  
EDG 665-Field for Methods Math..... 0  
EDG 602-Independent Research ..... 3

## **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;
2. 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.
3. 6 credits of a language other than English (or the college level equivalent).
4. An introductory course in Psychology.
5. Passing score (220 or higher) on the Liberal Arts & Sciences Test (LAST).
6. 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 112 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 & 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 & 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**

**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. Agencies3  
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

**Option for those seeking an initial recommendation for certification (15 cr.)**

EDG 545 - Literacy .....3  
*One of the following courses that address reading:*  
EDG 511 - Integ. Learning Stand. For Curric. Literacy Skills into Curric..3  
EDG 652 - Teaching English Language Learners & Bilingual Students ....3  
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  
4-Semester Suggested Program Plan**

**SEMESTER I**

EDG 501-Intro Ed Research..... 1  
or EDG 500-Ed Research ..... 3  
EDG 512-Character Education ..... 3  
EDG 530-Incl Classroom. .... 3  
EDG 545-Literacy ..... 3  
EDG 562-Collaboration..... 3

**SEMESTER III**

EDG 503-Anal Report Ed Research..... 1  
or EDG 500-Ed Research ..... 3  
EDG 536-Sp Ed Beh Man ..... 3  
EDG 619-Sp Ed Prac ..... 3  
EDG 632-Sp Ed Law ..... 2  
EDG 654-Assessment Eval IEP ..... 3

**SEMESTER II**

EDG 502-Using Ed Research..... 1  
or EDG 500-Ed Research..... 3  
EDG 532-Exceptional Child. .... 3  
EDG 533-High In Dis..... 3  
EDG 534-Autism/Low Inc Disabilities..... 3  
EDG 547-Health Issues ..... 1  
EDG 644-Tech in Spec Ed..... 1  
Reading Elective..... 3

**SEMESTER IV**

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  
4-Semester Suggested Program Plan**

**SEMESTER I**

EDG 501-Intro Ed Research..... 1  
or EDG 500-Ed Research ..... 3  
EDG 512-Character Education ..... 3  
EDG 530-Incl Classroom. .... 3  
EDG 562-Collaboration..... 3

**SEMESTER III**

EDG 503-Anal Report Ed Research..... 1  
or EDG 500-Ed Research ..... 3  
EDG 536-Sp Ed Beh Man ..... 3  
EDG 619-Sp Ed Prac ..... 3  
EDG 632-Sp Ed Law ..... 2  
EDG 654-Assessment Eval IEP ..... 3  
Research

**SEMESTER II**

EDG 502-Using Ed Research..... 1  
or EDG 500-Ed Research..... 3  
EDG 532-Exceptional Child. .... 3  
EDG 533-High In Dis..... 3  
EDG 534-Autism/Low Inc Disabilities..... 3  
EDG 644-Tech in Spec Ed..... 1  
Reading Elective..... 3

**SEMESTER IV**

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**  
**(84-87 Credits)**

**Required Courses (69 credits)**

BIB 100 - Christian Foundations.....	2
BIB 102 - Old Testament Literature.....	3
BIB 201 - New Testament Literature .....	3
BIB 301,302 - Biblical Doctrine I and II.....	6
BIO 217 - Survey of the Life Sciences (formerly SCI 217) .....	4
EDU 441 - The Christian Teacher.....	3
EDU 445 - Educating a Diverse Society.....	3
ENG 111,112 - College Writing I and II.....	6
ENG 215/216 - Global Literature I or II .....	3
FNA 240 - Fine Arts in the Elementary Classroom (as FNA elective) .....	3
HIS 113 - History of Western Civilization I .....	3
HIS 213,214 - U.S. History I and II .....	6
INT 101 - Information Literacy.....	1
INT 112 - Foundations for Excellence.....	2
MAT 211 - Math for Elementary Teachers.....	3
PED 211 - Physical Education for Educators .....	1
PMN 200 - Nyack Heritage.....	1
PSC 218 - Survey of the Physical Sciences (formerly SCI 218).....	4
PSY 101 - General Psychology (as Social Science elective).....	3
Mathematics elective .....	3
1 year of a foreign language .....	6

**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.....	18
Math and Social Studies .....	15
Math/Science/Technology .....	15
Social Studies.....	18
Social Studies and English.....	15

**UNDERGRADUATE PEDAGOGICAL CURRICULUM (29 Credits)**

**General Education Courses (11 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

**Childhood Education Courses (18 credits)**

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

**GRADUATE PEDAGOGICAL CURRICULUM (33 Credits)**

**General Education Courses (9 credits)**

EDG 501, 502, 503 – Educational Research and Statistics .....	1
(or single course format EDG 500 – Ed Research & Statistics).....	3
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, 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
Choose one of the following:	
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.

**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

*Master's Programs in Education*

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**

PMN 101-Christian Foundations..... 2  
 EDU 191-1<sup>st</sup> Yr Field Experience  
 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-Physical Education Elective ..... 1

**SECOND YEAR: Fall**

EDU 221-Teaching w/ Techno..... 1  
 EDU 258-Dev & Lrng Theory ..... 3  
 EDU 291-2<sup>nd</sup> Yr Field Experience  
 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

**THIRD YEAR: Fall**

BIB 301-Biblical Doctrine I ..... 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

**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  
 PSY 101-General Psychology..... 3  
 THE 200-Nyack Heritage ..... 1

**SECOND YEAR: Spring**

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

**THIRD YEAR: Spring**

BIB 302-Biblical Doctrine II..... 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

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**FOURTH YEAR: Fall**

EDG 501-Intro Ed Research .....	1
or EDG 500-Ed Research.....	3
EDG 512-Character Education .....	3
EDG 530-Incl Classroom.....	3
EDG 562-Collaboration .....	3
Liberal Arts Electives.....	6/9**

**FOURTH YEAR: Spring**

EDU 247-Health Issues .....	0
EDU 441-Christian Teacher .....	3
EDG 502-Using Ed Research.....	1
or EDG 500-Ed Research .....	3
EDG 532-Exceptional Child.....	3
EDG 533-High In Dis .....	3
EDG 534-Autism/Low Inc Disabilities.....	3
EDG 644-Tech in Spec Ed .....	1
Reading Elective .....	3

**FOURTH YEAR: Summer**

EDG 503-Anal Report Ed Research .....	1
or EDG 500-Ed Research.....	3
EDG 536-Sp Ed Beh Man.....	3
EDG 619-Sp Ed Prac .....	3
EDG 632-Sp Ed Law .....	2
EDG 654-Assessment Eval IEP.....	3

**FIFTH YEAR: Fall**

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

\*\*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 a track 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, or Bilingual Education (pending approval) 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)

or graduate admissions test (GRE, Miller's Analogy) 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, including 18 hours of required courses, 9 hours of group requirements, and 9 hours of electives. 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 (pending approval), 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 (pending approval) 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: 4-Semester Suggested Program Plan**

**SEMESTER I**

EDG 501-Intro Ed Research .....	1
or EDG 500-Ed Research.....	3
EDG 512-Character Education .....	3
EDG 514-Int. Soc. Stud. into Curric.....	3
EDG 520-Learning Theories.....	3
EDG 530-Incl Classroom.....	3

**SEMESTER II**

EDG 502-Using Ed Research.....	1
or EDG 500-Ed Research .....	3
EDG 532-Exceptional Child.....	3
EDG 533-High In Dis.....	3
EDG 652-Teaching ELLs Bilingual.....	3

**SEMESTER III**

EDG 503-Anal Report Ed Research .....	1
or EDG 500-Ed Research.....	3
EDG 511-Int. Curr. Lit. Skills.....	3
EDG 515-Int. Math & Tech. into Curric. ....	3
EDG 516-Int. Sci & Tech. into Curric.....	3

**SEMESTER IV**

EDG 600-Independent Research .....	3
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**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 513–Methods of Integrating Learning Standards for Math, Sci, and Tech...3	
EDG 514–Integrating Soc. Stud. Learning Standards 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: 4-Semester Suggested Program Plan**

**SEMESTER I**

EDG 501-Intro Ed Research.....	1
or EDG 500-Ed Research .....	3
EDG 512-Character Education .....	3
EDG 517-Gifted Child.....	3
EDG 520-Learning Theories .....	3
EDG 530-Incl Classroom. ....	3

**SEMESTER III**

EDG 503-Anal Report Ed Research.....	1
or EDG 500-Ed Research .....	3
EDG 511-Int. Curr. Lit. Skills .....	3
EDG 527-Curriculum for the Gifted .....	3

**SEMESTER II**

EDG 502-Using Ed Research.....	1
or EDG 500-Ed Research.....	3
EDG 532-Exceptional Child. ....	3
EDG 533-High In Dis.....	3
EDG 652-Teaching ELLs Bilingual .....	3

**SEMESTER IV**

EDG 600-Independent Research.....	3
EDG 617-Practicum in Gifted Ed .....	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 513–Methods of Integrating Learning Standards for Math, Sci, and Tech... 3	
EDG 514–Integrating Soc. Stud. Learning Standards into the Curriculum..... 3	
EDG 618–Practicum at the Middle School Level.....	3

**Approved Electives (12 credits)** One elect. must be either EDG 533 or EDG 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: 4-Semester Suggested Program Plan**

<b>SEMESTER I</b>	<b>SEMESTER II</b>
EDG 501-Intro Ed Research..... 1	EDG 502-Using Ed Research..... 1
or EDG 500-Ed Research..... 3	or EDG 500-Ed Research..... 3
EDG 512-Character Education..... 3	EDG 532-Exceptional Child..... 3
EDG 522-Methods M.S. Child..... 3	EDG 533-High In Dis..... 3
EDG 520-Learning Theories..... 3	EDG 652-Teaching ELLs Bilingual..... 3
EDG 530-Incl Classroom..... 3	
 <b>SEMESTER III</b>	 <b>SEMESTER IV</b>
EDG 503-Anal Report Ed Research..... 1	EDG 600-Independent Research..... 3

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or EDG 500-Ed Research .....	3	EDG 619-Practicum in MS .....	3
EDG 511-Int. Curr. Lit. Skills .....	3		
EDG 542-M.S. Philos. & Curriculum .....	3		

**INCLUSIVE EDUCATION CURRICULUM - M.S.**  
**Track Leading to Bilingual Education Extension**  
**(pending approval by NYS)**

<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: 4-Semester Suggested Program Plan (pending approval by NYS)**

<b>SEMESTER I</b>	<b>SEMESTER II</b>
EDG 501-Intro Ed Research..... 1	EDG 502-Using Ed Research ..... 1
or EDG 500-Ed Research ..... 3	or EDG 500-Ed Research ..... 3
EDG 512-Character Education..... 3	EDG 532-Exceptional Child. .... 3
EDG 552-Bilingual Education..... 3	EDG 533-High In Dis..... 3
EDG 520-Learning Theories ..... 3	EDG 652-Teaching ELLs Bilingual ..... 3
EDG 530-Incl Classroom. .... 3	
<b>SEMESTER III</b>	<b>SEMESTER IV</b>

EDG 503-Anal Report Ed Research.....	1	EDG 600-Independent Research.....	3
or EDG 500-Ed Research.....	3	EDG 616-Practicum in Bilingual Ed.....	3
EDG 511-Int. Curr. Lit. Skills.....	3		
EDG 656-Lang, Lit, Lrng in ELL/Biling.....	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 513 Methods of Integrating Learning Standards for Math, Science, and Technology (3)**

A model of and specific activities for integrating New York State learning standards in math, science, and technology 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 for Mathematics, Science, and Technology at all three levels identified by the New York State Department of Education. This course will include strategies for teaching skills and content for all seven standards at the Elementary, Intermediate, and Commencement levels.

**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 & 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. A minimum of 10 hours of field experience.

**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 10 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 10 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. 20 hours of field experience.

**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. Twenty-five 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. Twenty-five 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. Twenty-five 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 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>& 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 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 New York State, New York City, and local school

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

A 25-hour field experience co-requisite to EDG 563 Methods of Social Studies.

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

A 25-hour field experience co-requisite to EDG 564 Methods of Science.

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

A 25-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.

**Vance L. Austin**, *Associate Professor of Education*. B.A., University of Victoria and SUNY Empire State College; MSE, College of New Rochelle; CAS, Hofstra University; Ph.D. Fordham University. 2005.

*Master's Programs in Education*

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

**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.