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*This catalog is for informational purposes only and does not constitute a contract between the student and Nyack College/Alliance Theological Seminary. While every effort is made to provide accurate and current information, Nyack reserves the right to delete, modify or alter without notice statements in the catalog concerning rules, policies, fees, curricula, courses or other matters.*
**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 for Enrollment
Jeffrey G. Cory, Vice President of Advancement

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TRUSTEE EMERITUS
Dr. Walter J. Helsing, Beaver Falls, PA
Mr. Robert L. Sanford, Ft. Myers, FL
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
History and Mission

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**

“When 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
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 in candidacy status with the Council for Social Work Education (CSWE).
## 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.

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

President: Dr. Michael G. Scales
Provost & Vice President for Academic Affairs: Dr. David F. Turk

Alliance Theological Seminary
Dr. David Turk, Interim 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), Julianne Cox, Dr. William Crockett, Dr. Janet Dale, 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

College of Arts & Science
Division of Bible and Christian Ministry
Dr. Ronald Walborn, Associate Dean

Biblical and Theological Studies: Dr. Frank Chan (Dept. Chair), Gary Alley, Sharon Alley, Dr. Stephen Bennett, Dr. Elio Cuccaro, Amy Davis, Dr. Thomas Donworth, Dr. Dongsu Kim, Dr. Steven Notley
InterCultural Studies and Missiology: Scott Reitz, Dr. Edward Stuart, Trent Thornton
Pastoral Ministry: Dr. Ronald Walborn (Dept. Chair), Dr. Russell McLeod (Deputy Dept. Chair), Jeffrey Quinn, Carlos Velez
Religion: Dr. Larry Poston (Dept. Chair)
Youth Ministry and Christian Education. Dr. Leonard Kageler (Dept. Chair), Dr. Ronald Belsterling

College of Arts & Science
Division of Liberal Arts and Science
Dr. Lyndell O’Hara, Associate Dean

Biology and Chemistry: Dr. Jacqueline Washington (Dept. Chair), Dr. Thomas Conena
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
Academic Structure

Interdisciplinary Studies: Dr. Fernando Arzola (Dept. Chair), Dr. Josue Perez, Dr. Stephen Ware
Mathematics: Dr. In Hak Moon (Dept. Chair), Frederick Stoppelkamp
Modern Languages and Linguistics: Dr. Eleanor Pease (Dept. Chair), Sally Stuart
Philosophy: Dr. James Danaher (Dept. Chair), Alfredo Cid
Physical Sciences: Dr. Yili Liu (Dept. Chair)
Theatre: Zeta Dawson-Godboalt (Dept. Chair), Paul Bolin

College of Arts & Science
Division of Social and Behavioral Science
Dr. Carol Robles, Associate Dean

Physical Education: Keith Davie (Dept. Chair)
Psychology: Dr. Agnia Assur (Dept. Chair), Denise Hirschlein (Acting Deputy Dept. Chair), Kerry Callender, Dr. Stephen Maret, Laura Spincola, Dr. Jack Wiltshire
Sociology: Dr. Charles Awasu (Dept. Chair), Miguel Sanchez
Social Work: Dr. Kwi-Ryung Yun (Dept. Chair), Dr. Carol Awasu (Deputy Dept. Chair), Scott Dixon, Mayra Lopez-Humphreys
Alliance Graduate School of Counseling: Dr. Craig Ellison (Director), Freddie Baez, Dr. James Chin, Dr. Michael Gillern, Dr. Deanna Kwan, Dr. Marcia Lucas (Assistant Director), Dr. Frank MacArthur, Dr. Elissa Lin Rathe

School of Adult and Distance Education
Daphne Eastwick, Dean

Dr. Patricia Johnson, Associate Dean of Nyack College, Washington, D.C.
Dr. Dan Noel, Associate Dean of Nyack College, Miami Valley

Distance Education
Organizational Management: Blondell Anderson, Ann Barr, Michele Bird, Julie Hood-Baldomir, Sherrie Lawson, Elena Murphy, Dr. Doug LePelley
Master of Science in Organization Leadership: Dr. Anita Underwood (Director), Dr. Claire Henry, Dr. Karen Fenton-LeShore

School of Business, Computer Science and Communications
Mark W. Meehan, Dean

Accounting: James Muckell, Connett Powell
Business Administration: Susanne Hartl (Dept. Chair/Rockland), Dr. Ralph Grant (Dept Chair/NYC), Dr. Jesse Stevens
Computer Science: Dr. David Ahn (Dept. Chair)
Communications: Darlene Pinkerton
Master of Business Administration: Dr. John Laski (Director), Dr. George Stratis
**Academic Structure**

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**School of Education**  
*Dr. Bennett Schepens, Associate Dean*

**Adolescent Education:** Dr. James Nichols (Dept. Chair), Dr. Dion Harrigan  
**Childhood Education:** Marie White (Dept. Chair/NYC), Dr. JoAnn Looney (Dept. Chair/Rockland), Dr. Arthur Attwell, Susan Bucci, Christine Buel, Peter Olsen, Miriam Velez  
**Early Childhood Education:** Sherry Jarrett  
**TESOL:** Dr. Eleanor Pease  
**Masters in Education:** Dr. Stuart Knapp (Director, Inclusive Education), Dr. Vance Austin (Director, Childhood Special Education)

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**School of Music**  
*Dr. Glenn Koponen, Associate Dean*

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

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

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**Division of Academic Support Services**  
*Dr. Joyce Simons, Dean*

**Disability Support Services:** Elona Collins  
**ESL:** Margaret Bowen (Director), Janice Shynn (Assistant Director)  
**First Year Studies:** Dr. Gwen Parker Ames (Director), Vitorio Aversa, Phlaine Toliao  
**HEOP:** Linda Delerme (Director), Cheryl Thurman (Assistant Director)  
**Learning Assistance Services:** Beverley Crawford-Locke (Director)  
**NIA:** Linda Turner (Director)  
**Academic Development:** Adelaide Pabon (Director), Millicent Waterman

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**Division of Library Services**  
*Linda Poston, Associate Dean of Library Services*

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

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Director of Institutional Research: Renee Quintyne

Division of Academic Records

Institutional Registrar: Gregory Beeman
Undergraduate Registrar: Evangeline Couchey
SADE Registrar: Elizabeth Hanson

Division of Student Development

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

Career Services: Elisabeth Hoffman (Director)
Counseling Services: Drusila Nieves (Director)
Health Services: Luz Yanez (Director)
Residence Life: Wanda Velez (Director)
Spiritual Formation: Wanda Walborn (Director), Kelvin Walker
College of Arts & Science  
Division of Social and Behavioral Science  
Alliance Graduate School of Counseling

Primary Faculty:  
Dr. Craig Ellison (Director), Dr. Marcia Lucas (Assistant Director), Mr. Freddy Baez, Dr. James Chin, Dr. Michael Gillern, Dr. Deanna Kwan, Dr. Elissa Lin Rathe, Dr. Frank MacArthur, Dr. Carol Robles

COUNSELING — M.A.

The Alliance Graduate School of Counseling (AGSC) offers a 66-credit Master of Arts, Counseling program. The M.A. program is designed to academically prepare students for the role of a professional counselor able to work effectively in private practice, within clinics, and with local evangelical churches. Upon completion of the program, candidates for the Master of Arts, Counseling degree are expected to have acquired a strong academic course of study which is biblically based; attained a high level of knowledge regarding basic counseling skills commensurate with the degree offered; and to have acquired a working understanding of personal ethics and values essential for the practice of effective counseling.

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 a M.A. Counseling degree either full or part-time. Students who have satisfactorily completed all admission requirements (completed application, letters of recommendation, bachelor’s degree transcript(s) from accredited undergraduate college(s) showing adequate GPA and date degree was conferred, satisfactory MMPI-2 and MCMI-III results and 9 credits of undergraduate psychology courses: Introduction to Psychology, Abnormal Psychology, and Human Development (or Theories of Personality) may be admitted for the M.A. Counseling 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. Part-time status requires at least 14 credits per calendar year. Full-time status requires at least 12 credits per semester.

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 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 Alliance Theological Seminary 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.


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.

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.

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.

There is an Early Bird Grant of $250 available to those students who are fully admitted by July 1st for the fall semester and November 1st for the spring semester.

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 retreat takes place at the beginning of each semester. The date is available from the admissions office. Because of the importance of this one-day retreat, 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 Alliance Theological Seminary 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.
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).

**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, website: 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.

**Program Requirements for Graduation**

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Master of Arts in Counseling

1. A minimum of 66 semester hours of graduate-level coursework, including 60 hours of required courses and 6 hours of electives. 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 credits at their designated primary site. New York City students 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 (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 a comprehensive exam in the spring prior to graduation. A grade of Fail, Pass, or Pass with Distinction will be noted on the student’s final transcript. Students will only be allowed to take the comprehensive exam 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 Alliance Graduate School of Counseling’s commencement ceremonies.
8. Graduation applications must be submitted to the Registrar's Office by October 15 (for December graduation) or February 15 (for May graduation).

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.

*ATS students accepted into AGSC must pay the tuition difference of $100 for each credit transferred.

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.

**M.A. in Counseling**

**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 501 – Principles & Methods of Counseling ............................................3
- GCN 502 – Measurement & Assessment .........................................................3
- GCN 503 – Counseling & Human Development ............................................3
- GCN 505 – Marriage & Family Counseling ...................................................3

**Internship (12 credits)**
- GCN 702 – Ethics & Professional Issues ........................................................3
- GCN 791 – Counseling Internship I .................................................................3
- GCN 792 – Counseling Internship II .................................................................3
- GCN 793 – Counseling Internship III .................................................................3

**Counseling Courses (18 credits)**
- GCN 501 – Perspectives on Counselor Formation ........................................3
- GCN 506 – Career Development ..................................................................3
- GCN 504 – Group Dynamics & Therapy .........................................................3
- GCN 606 – Counseling for the Urban Context ...............................................3
- GCN 607 – Domestic Abuse: Intervention & Reporting ...................................3
Master of Arts in Counseling

GCN 701 – Psychology & Theology ......................................................... 3

Electives (6 credits)
GCN – Elective ...................................................................................... 2
GCN – Elective ...................................................................................... 2
GCN – Elective ...................................................................................... 2

Bible / Theology Courses (6 credits)
TH 601 – Systematic Theology 1: God & Humanity ................................. 3
OT/NT/TH – Elective .............................................................................. 3

CPCE Comprehensive Exam (0 credits)
GCN 799 – CPCE Comprehensive Exam ............................................... 0

Course Descriptions

Required Bible and Theology Curriculum (6 credits)
Systematic Theology 1: God and Humanity is required. In addition, another Theology (TH), Old Testament (OT), or New Testament (NT) course must be taken. Languages and/or exegesis are excluded.

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.

Required Cross-Cultural Counseling Curriculum (3 credits)

GCN 606 Counseling for the Urban Context (3)
Overview of counseling principles and methods for the cross-cultural urban context. Offered spring or summer.

Required Counseling Curriculum (51 credits)

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

GCN 503 Research Methods and Analysis (3)
A survey course of the concepts and techniques of hypothesis testing, research design and analysis used in clinical research and program evaluation. Offered fall RBI.* Note: an elementary (undergraduate) course in statistics is required prior to taking this course.

GCN 504 Psychopathology (3)
An overview of the major theories, concepts, issues, and data of psychopathology, including an introduction to the official diagnostic nomenclature. Offered fall RBI.*

GCN 505 Theories of Personality (3)
The course explores the concepts of personality and behavior change through consideration of a variety of contemporary theories of personality development. Offered fall RBI.*

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

GCN 602 Measurement and Assessment (3)
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 RBI.*

GCN 603 Counseling and Human Development (3)
An overview of the major theories, issues, and data of developmental psychology covering early childhood through late adulthood. Offered spring RBI.*
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)
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 RBI.*

GCN 607 Domestic Abuse: Interventions and Reporting (3)
This course considers in detail the etiology, dynamics and therapy of child 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. 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. Prerequisites: GCN 502, GCN 601. Must be taken with GCN 791. Offered summer.
GCN 799 Comprehensive Examination (0)
Offered spring.

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 505, GCN 601, GCN 602, GCN 605, GCN 702, 15 session personal counseling. Must be taken with GCN 702. Offered summer, fall, and spring.

Elective Counseling Curriculum (8 credits)

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. 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 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.

* RBI=Required Before Internship  
† To be taken the semester of graduation.
Faculty
(Year indicates appointment to faculty)

Freddy Baez, Half-time Assistant Professor in Counseling. M.S.W., Fordham University; LCSW-R; CASAC. Credentialied 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, Associate 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, Director, Alliance Graduate School of Counseling, Professor 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. 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 in Counseling. Ph.D. in Clinical Psychology, Pennsylvania State University; undergraduate degree, Massachusetts Institute of Technology. Predoctoral internship at New York Presbyterian Hospital, Payne Whitney Manhattan. Currently a Postdoctoral Psychology Fellow at New York Presbyterian Hospital, Payne Whitney Westchester. Clinical expertise in the areas of psychotherapy for personality
disorders, anxiety disorders, psychotic disorders, mood disorders, adjustment disorders, and neuropsychological/psychological assessment.

**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.

**Franklin MacArthur,** Assistant Professor of Counseling. B.A., The King’s College; M.A., Biola University/Rosemead School of Psychology; Psy.D., Biola University/Rosemead School of Psychology. Director of Psychology, Ramapo Ridge Psychiatric Hospital; Licensed Clinical Psychologist; twelve years experience in group and individual psychotherapy at the inpatient, outpatient, and partial hospitalization levels of care. 2002.

**Elissa Lin Rathe,** Assistant 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,** Professor of Counseling (NYC Campus). 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. 2003.
Master of Science in Organizational Leadership

School of Adult and Distance Education

ORGANIZATIONAL LEADERSHIP – M.S.

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

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.
- Provide students with knowledge, tools and processes that enables them to engage in a self-reflective awareness of their leadership values, skills and development needs to enhance their leadership potential.
- Provide a values-based leadership framework to strengthen the capabilities of MSOL graduates that enables them to serve more effectively in leadership roles in non-profit, faith-based organizations, business or the community.

Admission Requirements

The MSOL program admits students twice a year, in January and September, for those attending classes at the Nyack, Manhattan and DC campuses. Applicants applying for admission at the Albany campus are admitted in January.
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.

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.
8. **Interview with the Director and faculty**: Applicants must be interviewed by the Director and faculty 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 who apply are requested to attend an information session, an open house, or an advisement conference to facilitate their acceptance into the program.

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.

To request an application or brochure, go to www.nyack.edu/MSOL.

**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, New York (Nyack campus), New York City (NYC Campus) and Washington, D.C. (D.C. campus). The 12-month program is comprised of 12 courses 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 Albany, D.C. or NYC 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 Nyack, NYC and Albany must meet a residency requirement by attending three (3) Integrative Research classes on the Nyack campus, that are held 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 with 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 master thesis requirements are distributed by the MSOL Lead Faculty.

**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)
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.

LDG 670 Integrative Research I (2)
In this course, students are required to turn in a draft of chapter I (Introduction) and chapter II (Review of Literature) of their thesis. This course is offered on a Saturday at the Nyack Campus and is a residency requirement for all students, except for the D.C. campus.

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 Integrative Research II (2)
In this segment of Integrative Research, students are required to turn in a final copy of chapter III (Methodology) and chapter IV (Results) of their thesis. This course is offered on a Saturday at the Nyack campus and is a residency requirement for all students, except for the D.C. campus.

Third Trimester
LDG 720 Organizational Redesign and Innovation (3)
Through research and case studies, this course examines the core principles for redesigning the infrastructure of an organization. Students learn to identify the conditions that determine when an organizational redesign is 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 and develop 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 Integrative Research III (2)
The third segment of Integrated Research is the final submission of chapters I-V of the master thesis. The chapters must be turned in prior to Integrated Research 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. This course is offered on a Saturday at the Nyack campus and is a residency requirement for all students, except for the D.C. campus.

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, Director of the MSOL Program (Nyack campus); Assistant Professor. B.A., Spelman College; M.A., Fisk University; Ph.D., University of Michigan. 2004.
School of Business, Computer Science and Communication

MASTER OF BUSINESS ADMINISTRATION (M.B.A.)
7 Specializations

Primary Faculty: Prof. Mark W. Meehan (Dean), Dr. David Ahn, Dr. Ralph Grant, Dr. John Laski, Prof. James Muckell, Prof. Connett Powell, Dr. Jesse Stevens, Dr. George Stratis

The Master of Business Administration program provides students graduate training in diverse business-related disciplines. The MBA degrees are based on the program’s mission of providing:

- Value-based ethics
- Academic excellence
- Commercially-ready graduates

To achieve that mission, the MBA program has embraced the following learning goals which are implemented throughout the program:

1. Be prepared for doctoral level or advanced graduate level work.
2. Communicate effectively to business professional and highly educated individuals.
3. Demonstrate competence in academic areas in the specified major.
4. Demonstrate practical competence in the major.
5. Be prepared to integrate within the workplace value-based ethics grounded in evangelical Christian traditions, and other sources of intrinsic value.

Within the Master’s in Business Administration, students may choose to specialize in Human Resources, Accounting, Finance, Marketing, Management, International Business or Computer Information Systems. The 36-credit programs are offered in cohort style. Qualified students can expect to finish this accelerated program in 16 months. Classes are conducted either in an 8-hour Saturday format at the Nyack campus, or in a 4-hour format on two weekday evenings at the NYC campus. Students must meet the NY state residency requirement by taking at least one course, the Global Strategic Business Policy course (BUS 690) at the Nyack campus. Students are expected to provide their own transportation to the Nyack campus.
Specializations and accounting major courses may be taught at one or both campuses at the discretion of Nyack College. In addition, Nyack reserves the right to offer specializations as independent study under the direction of a faculty member or schedule specializations in alternating years based on student interest. Generally, the MBA program will offer the Human Resources, Finance, Marketing and Management specializations for students starting in September. For students starting in January, the Management specialization will be available. The MBA – Accounting, as well as the International Business and Computer Information Systems specializations, will be offered based on student interest level or in alternate years. Students must declare a specialization upon entry to the MBA program. Change in specialization must be approved by the MBA Director.

Accounting students may conclude their studies with a fifth year consisting of graduate level courses which will satisfy both New York State’s educational requirements for licensure as well as requirements for a graduate degree. Licensure requires students to complete an undergraduate accounting degree. Students deficient in undergraduate accounting courses must complete these courses before taking graduate-level accounting courses or have permission from the MBA Director and accounting faculty advisor.

Non-business college graduates who are fully accepted as matriculated students may be required, subject to transcript evaluation, to take additional courses beyond the 36-credit core and specialization-based graduate-level curriculum. See “Additional Courses for Non-Business Major Students” later in this section. Business major college graduates who are fully accepted as matriculated students may also be required, subject to transcript evaluation, to take additional courses. Students may use CLEP or other eligible means to demonstrate competency in these additional courses. The additional graduate courses must be completed before graduate level core or specialization-based courses may be taken.

Students who have completed the MBA may obtain additional specializations at half the tuition rate applicable at the time.

**Admission to the MBA Program**

A 3.0 GPA at the undergraduate level is required along with the GMAT, except for those who apply for and receive a waiver based on evaluation of the student's past work experience in business. The standard for admission is the attainment of a total of at least 1000 points based on the following formula:

\[
200 \times \text{Overall GPA or Major GPA (on a 4.0 scale)} + \text{GMAT score}
\]
As a reference, the mean national GMAT score in 2004 was 529. The Nyack MBA admissions committee accepts candidates for admission based on the totality of the application.

The following table demonstrates the index based on a range of GPAs.

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An official transcript noting evidence of a baccalaureate degree from an accredited institution is required for admission. Additional courses may be required subject to transcript evaluation. Those courses are described below. All prospective students should submit transcripts and resume for a "pre-evaluation" to determine additional courses needed, and waivers. Lastly, three references are required, one of which must be an academic reference. These guidelines may be modified at the discretion of the college.

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.

Transfer MBA students may be granted waivers for up to 12 credits excluding thesis, strategy and ethics courses. Transfer courses are evaluated upon receipt of an official transcript; only grades of B or higher are eligible for consideration.

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.

Applicants whose primary language is not English must take a Test of English as a Foreign Language (TOEFL) and earn a minimum score of
M.B.A. Accounting and Business Administration

550 (220 for the computer version). An official score report no more than five years old must be submitted (Nyack’s TOEFL code is 8273).

* Curriculum and course scheduling are subject to change at the discretion of the college.

MBA Program Curriculum (36 credits)

1st Trimester (all students take this track)
BUS 610 - Managerial Thought & Ethical Implications ............................. 3
BUS 619 - E-Commerce Business Models .................................................. 3
BUS 650 - Global Business & Operations ................................................... 3
BUS 700 – Thesis Writing ........................................................................... 3

2nd Trimester (Choice of Specialization)

Computer Information Systems Specialization
  BUS - 611 Strategic IS Management
  BUS - 612 IS and Technical Management
  BUS - 613 Database & Knowledge Management Systems
  BUS - 614 Business Systems Analysis & Design

Finance Specialization
  BUS - 671 International Finance
  BUS - 672 Mergers and Acquisitions
  BUS - 673 Investment and Portfolio Management
  BUS - 674 Financial Engineering

Human Resource Management Specialization
  BUS - 621 Organizational Theory
  BUS - 622 Training and Development
  BUS - 623 Managing Change
  BUS - 624 Employment Law, Recruitment & Selection

International Business Specialization
  BUS - 651 International Economics
  BUS - 671 International Finance
  BUS - 653 International Marketing
  BUS - 654 International Legal and Cultural Implications

Management Specialization
  BUS - 620 Human Resources Strategy & Organizational Structure
  BUS - 680 Case Studies in Managerial Economics
  BUS - 660 Strategic Market Management
  BUS - 630 Managerial Accounting
Marketing Specialization
- BUS - 661 Consumer & Organization Buyer Behavior
- BUS - 662 Market Research
- BUS - 663 Advertising and Promotion
- BUS - 664 Channel Management

Accounting Specialization
- BUS 710 - Accounting Information Systems: Control and Audit
- BUS 720 - Advanced Issues in Taxation
- BUS 730 - Advanced Accounting II and Research
- BUS 740 - Contemporary Problems in Public Accountancy Practice

3rd Trimester (all students take this track)
- BUS 640 - Operations Management .........................................................3
- BUS 670 - Case Analysis in Financial Management....................................3
- BUS 690 - Global Strategic Business Policy................................................3
- BUS 760 - Entre/Intrapreneurship.................................................................3

Total credits required each degree ..........................................................36

Additional Courses for Non-Business Major Students
(up to 18 credits)
- BUS 506 - Accounting...................................................................................3
- BUS 508 - Corporate Finance..........................................................................3
- BUS 501- Management Concepts.............................................................3
- BUS 503 - Principles of Economics ............................................................3
- BUS 504 - Computer Information Systems .....................................................3
- BUS 505 - Marketing........................................................................................3

Total credits required for degree .................................................................54

Academic Probation
To preserve the academic integrity of the MBA Program, students are required to follow the guidelines and policies of the college, adhere to the program entrance requirements, and maintain a 3.0 grade point average, referred to as Satisfactory Academic Standing (SAS). Any student falling below a 3.0 GPA following completion of their first semester (the 4th course), will be notified of their status of academic probation. A second notification of failure to meet SAS will result in dismissal from the program. It is the student’s responsibility to monitor their course grades, overall progress and cumulative grade point average. Students should initiate action and seek guidance from their advisor or the program director.
With MBA Director and advisor approval, students may retake a course with less than a B grade at their own expense at Nyack College in an effort to raise their GPA to SAS. A specific course may only be repeated once. Students may be advised by faculty or the Director to change their specialization if the student’s SAS would be better served.

Upon successful restoration of the required minimum GPA (no longer than two courses into the next trimester), the student will receive notification of their non-probationary status.

**Attendance**

Students are required to attend all classes. Prior notification and approval is required for ALL missed classes. The professor may give an alternative assignment at his/her discretion for a single class missed in a course. Any subsequent missed classes require approval from the Director of the MBA program to be able to continue.

**Appeals**

Appeals are first submitted in writing to the professor and then to the MBA Director. Final determination of MBA Program policy issues will be directed to the Director of the MBA Program for further action.

Appeals of an academic nature must be submitted in writing to the MBA Program Director within five business days of the academic event in question (i.e. test, presentation, grade notification, etc.). The student will be notified of the process (dates of meetings, hearings, etc.). If the decision of the Program Director is to be appealed further, that appeal must be made in writing to the Dean of the School of Business. Further appeals beyond the Dean of the School of Business shall be submitted in writing to the Provost and Vice President for Academic Affairs, who makes the final decision.

Any questions of appeal that arise beyond the five business days at any step in the process, shall be considered a waiver of further appeal. The last decision rendered, if any, shall be deemed a final resolution. It is the responsibility of the student to adhere to the appeal process. Bypassing the process will not be tolerated.

**Time Limitation on Program Completion**

A student in the MBA Program will have three years to complete the degree requirements for graduation, including the thesis. After three years no degree shall be awarded, and the permanent student record will reflect the student as dismissed.

Completion of a course previously paid for must take place within three years. After three years, the full price of the course will be charged.

**Thesis**
Students who miss the March 1 deadline for thesis completion will be charged one credit hour for extensions each lasting the equivalent of one course (five weeks) subject to the three-year limitation described above. Students completing their thesis after March 1 may be precluded from participating in commencement exercises.

A thesis defense may be required at the discretion of the MBA Director. Students are expected to follow all thesis guidelines and should retain an editor familiar with APA format to screen the document for compliance, style, English and grammar. The thesis advisor assists the student with subject matter and scholarly issues relating to the thesis. The APA editor is subservient to the thesis advisor.

**Final Assessment Testing**

Upon completion of coursework for the MBA program, all students must take the ETS MBA Assessment Test. This is for evaluation purposes only and will not affect student grades. This test may be waived under special circumstances with approval from the Program Director.

**Plagiarism**

Plagiarism or cheating of any kind is not tolerated. Remedies for such offenses may include, but are not limited to, a grade of “F” for the item in question, a grade of “F” for the course, dismissal from the program, dismissal from the school per Nyack College’s policy on plagiarism as noted in the graduate catalog.

**Classroom Etiquette**

MBA students are expected to behave in a professional manner in class and at MBA activities. Harassment, as defined in the college’s policy manuals, of fellow students, faculty and staff will not be tolerated. Faculty may ask a student to leave a class session if, in their opinion, the student is engaging in harassment or behaving in an unprofessional manner. This can include, but is not limited to, the use of cell phones, MP3 or other audio and/or video devices, disruptive or rude behavior that is not conducive to learning.

Students may appeal this action by following appeal procedures outlined above. The MBA Director and/or Dean may take action which could include the student’s dismissal from the program.

College policy prohibits children or other dependents in the classroom. The Dean of the School of Business must approve any exceptions.

**Course Descriptions**
BUS 501 Management Concepts (3)
Covers the basic managerial functions of planning, organizing, motivating, and controlling. Includes a review of organization and management theories and methods.

BUS 503 Principles of Economics (3)
Survey of current applications of economic theories for the US economy and for the individual firm and household.

BUS 504 Computer Information Systems (3)
The course is intended to improve the prospective manager’s ability to make competitively advantageous decisions at the operational, tactical and strategic level through the use of information systems.

BUS 505 Marketing (3)
An overview of the marketing function for business examining pricing strategies, promotional techniques, distribution networks, and product development with an emphasis on consumer behavior.

BUS 506 Accounting (3)
Fundamentals of theory and practice, principles of double entry, design and use of books of account and costing typical transactions, balances, work sheets, preparation of statements and balance sheets. Introduction to cost accounting, budgeting, and managerial concepts, relationships, transfer of real and personal property, partnerships, corporations, and related topics.

BUS 508 Corporate Finance (3)
Principles of financial planning for the organization. Topics included are capital budgeting, risk analysis, ratio analysis, financial planning and control budgeting.

BUS 610 Managerial Thought and Ethical Implications (3)
This 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 and student research, the class will debate current issues and speculate on the evolution of management thought through the information age. The Christian worldview will be used to frame the discussion and case analysis.

BUS 611 Strategic IS Management (3)
This course explores the impact and integration of information technology (IT) and information systems (IS) on business strategies to achieve corporate
objectives and improve organizational effectiveness. Topics include IS/IT concepts, models and frameworks, investment, planning and evaluation of information systems for strategic purposes and the role of IS/IT in transforming the organization to gain a competitive edge.

BUS 612 IS & Technical Management (3)
Explores all aspects of principles of management and the human resource implications as they apply to technical professionals and project management of IS applications.

BUS 613 Database & Knowledge Management Systems (3)
Surveys database and knowledge concepts, tools, models, design and applications. Topics include adoption, implementation, management and business model impacts.

BUS 614 Business Systems Analysis & Design (3)
Methods and techniques for analyzing existing systems and designing new ones are reviewed. A framework based on the stages of the systems development lifecycle including project definition, feasibility study and systems design is used.

BUS 619 E-Commerce Business Models (3)
The course studies how e-commerce is conducted and managed and its major opportunities, limitation issues and risks. The applications cover B2C, B2B and intra-business. It also reviews Information Technology, MIS and DSS systems and their managerial impact on the firm. The evolution of these systems into e-commerce will be explored as they impact current business models and assumptions. Students will pick an industry and examine the relevance of e-commerce on current business models and on the structure and competitiveness of that industry. Lecturers and seminar-like discussions will allow students to think through implications.

BUS 620 Human Resources Strategy & Organizational Structure (3)
This course briefly reviews prior learning in Human Resources Management (e.g. best practices and research on motivation, recruitment & learning, compensation & benefits, job analysis & evaluation, etc.) and expounds/explores how these theories and practices can be tied to meeting competitive challenges of the organization. Discussion includes, among others, the application of the HRM theories on global, quality, social and technological challenges facing very dynamic U.S. businesses today.

BUS 621 Organization Theory and Development (3)
Surveys theories of organizational systems, diagnostic frameworks, development, and remediation. Examines trends and impacts of technological,
e-commerce, economic, behavioral, political, and communication issues on organizational systems.

**BUS 622 Training & Development (3)**
Explores training and development concepts and practices for human resources including managerial development. Cases and exercises are used to assess training and development needs, set training and development objectives, deliver training programs, and evaluate aspects of post-delivery effectiveness.

**BUS 623 Change Management (3)**
Examines the roles of change agents and human resource professionals in the implementation of organizational change. The course surveys methodologies, tools, and skills used in change management. Cases and exercises will be used to reinforce concepts taught.

**BUS 624 Employment Law, Recruitment and Selection (3)**
The course surveys methodologies for forecasting, recruitment and selection of personnel, the administration of compensation systems, the legal aspects of human resource management and compliance issues. Ethical issues are integrated into the course content.

**BUS 630 Managerial Accounting (3)**
This course focuses on the use of financial/accounting information as a source for managerial decision-making, planning and evaluating performance. Topics include profit planning, cost analysis, activity-based costing and management, expense and capital budgeting, contribution and value chain analysis, product costing, etc. Concepts will be applied to case studies to be done both individually and in groups.

**BUS 640 Operations Management (3)**
The course involves working with the contemporary themes of quality, competitiveness and strategy. While working with the functional topics such as product and service design, total quality management, facility layout, process planning, scheduling and supply chain management, the course ties each of these functional topics back to the major themes, quality, competitiveness and strategy.
**BUS 650 Global Business & Operations (3)**
This course briefly reviews prior learning in international business subjects at the undergraduate level (e.g. 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 651 International Economics (3)**
Examines the theory of international trade and international monetary economics as it is applied to corporate planning and operations. Topics include gains from trade, comparative advantage, tariffs and other trade interventions, balance of payments, models of adjustment, flexible vs. fixed exchange rates, and the role of institutions such as GATT, the IMF, the World Bank, the Eurodollar market and the role of central banks.

**BUS 653 International Marketing (3)**
Applies marketing concepts to the international arena and analyzes international marketing programs, focusing on cultural and institutional differences and the application of the marketing mix to adapt to and make use of these differences.

**BUS 654 International Legal and Cultural Implications (3)**
Reviews the national rules/regulations and institutions governing foreign transactions. The course covers licensing and joint ventures, financing, dispute resolution, IMF, the Common Market, GATT, antitrust, taxation and counter trade.

**BUS 660 Strategic Market Management (3)**
This course briefly reviews prior learning in marketing such as marketing basics (e.g., marketing mix), segmentation, market research, channel management, advertising, pricing, competitive analysis and positioning, consumer and industrial buyer behavior with a focus on creating market strategy, brand identity and positioning for the firm. It extends that learning through discussion on current & evolving strategic marketing processes and decision tools. Cases are used extensively so that students use their knowledge to develop comprehensive marketing strategies that include, among other things, an assessment of the environment, sales forecasts, advertising strategy, target marketing and a budget.

**BUS 661 Consumer & Organization Buyer Behavior (3)**
Reviews concepts and techniques from the behavioral sciences (psychology, sociology, anthropology, economics and marketing research) to marketing management. Case studies are used to develop application skills for consumer and commercial buyer behavior.

**BUS 662 Market Research (3)**
The course demonstrates how market research can be used as a tool in decision-making. Course is designed to provide a basic understanding of the research process which includes identifying and defining marketing problems with sufficient precision to permit the collection of the appropriate market data through data collection techniques, data tabulation, analysis, interpretation of results and marketing implications.

**BUS 663 Advertising and Promotion (3)**
Examines the techniques and tools of advertising and promotion within an integrated communications platform in the achievement of marketing management objectives. Topics include: objectives, targets, budgets, media, themes, measurement and research.

**BUS 664 Channel Management (3)**
Reviews the alternative channels used to market products and services. These can include direct and indirect sales, direct mail, direct response, telemarketing, e-commerce, etc. Issues of channel conflict are explored.

**BUS 670 Case Analysis in Financial Management (3)**
This course briefly reviews prior learning in financial management such as time-value of money, security evaluation, project assessment, investments, asset management, capital structure and policy with a focus on integration 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 671 International Finance (3)**
Surveys and analyzes the financial environment, risks, goals and problems of the multinational corporation. The course covers balance of payments accounting and analysis techniques, international monetary systems, foreign exchange rate determination, risk and forecasting, and risk management techniques.
BUS 672 Mergers and Acquisitions (3)
Examines the history, legal framework and motives of mergers, business valuation & financing, managerial & operational implications, as well as leveraged buyouts, junk bond financing and other forms of corporate restructuring.

BUS 673 Investments and Portfolio Management (3)
Topics include theories and techniques of security analysis and the evaluation of investment alternatives and portfolios. The use of futures, options and other derivative securities in portfolio management are discussed.

BUS 674 Financial Engineering (3)
The course reviews market structure, price determination and risk/return characteristics of options contracts, forward contracts, futures contracts, swaps and other financial derivatives. Students will develop skills in the creation of financial instruments.

BUS 680 Case Studies in Managerial Economics (3)
This course is a practical application of microeconomic theory as it applies to decision making in the firm. Students will apply concepts to intensive case studies which can include elements of risk, uncertainty and forecasting.

BUS 690 Global Strategic Business Policy (3)
This course is a capstone for the MBA program and seeks to integrate all prior courses. Students work on significant cross-disciplinary strategic cases in “consulting groups” to assess the current situation and based on case and other secondary material, prepare in-depth policy recommendations and present findings to “senior management” (a panel of MBA professors). Must be taken at the Nyack campus to fulfill the NY State residency requirement.

BUS 700 Research Methods (3)
Provides an overview of methodological and design strategies with which to conduct research work in the academic and the corporate sectors. Topics covered in the course include research methodology and design, fundamental statistical analyses application to research methodology. Qualitative and quantitative literature reviews will also be examined.

BUS 710 Accounting Information Systems: Control & Audit (3)
Designed to provide the advanced accounting student with an in-depth understanding of computerized accounting & auditing techniques. These include survey of available computer software, audit trails, test data, sampling techniques, etc.
BUS 720 Advanced Issues in Taxation (3)
As opposed to the undergraduate taxation course that focuses on federal laws regarding individual taxation, this course covers entities such as C Corporations, S Corporations, Partnerships, LLC’s/LLP’s, Estates and Trusts. Once these areas have been surveyed, students will be assigned research cases (many of which will involve individual taxation issues due to the inclusion of Partnerships, S Corporations and LLC’s) that require them to suggest strategies and compute alternative liabilities.

BUS 730 Advanced Accounting 2 & Research (3)
Designed as a continuation of the advanced accounting course taken during undergraduate studies, this course will cover special accounting procedures and problems with respect to entities not previously addressed, such as partnerships, estates, trusts, governmental units, and receiverships. Also, the course will cover the interrelationships between SEC requirements and those of the FASB and GASB. Cases will be assigned to students that require researching FASB pronouncements and securities law in order to arrive at an opinion regarding the facts in each assigned case.

BUS 740 Contemporary Problems in Public Accountancy Practice (3)
Reviews current AICA practice changes & announcements, and focuses on problem solving. Includes topics such as partnership liquidation, corporate, fiduciary & individual tax worksheets, process & job costs, etc.

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 & 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., MSc. 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, Director of MBA; 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.

Mark W. Meehan, Dean of the School of Business, Computer Science, and Communication. B.S., M.Ed., Columbia International University; Ph.D. candidate, University of South Carolina. Faculty, Assistant Academic Dean, Associate Dean for Extension Education, Vice President for Advancement, Columbia International University. Teaching and consulting in Asia, Africa, the Middle East, and Europe. Executive Vice President, President, Somerset Christian College. Board member, the Leadership Center of New York. 2007.

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 & International Business, University of Sarasota. Vice President of Investments and other in financial services industry; series 7 and 24 certified. 2004.

George Stratis, Professor of Business and Finance. B.S.E.E., Polytechnic Institute of Brooklyn; M.S.E.E., New York University; M.B.A. Finance, New York University; D.B.A. Finance, Nova Southeastern University. Significant telecommunication’s industry experience in marketing, sales, engineering, finance, strategy and consulting. Published and in numerous Who’s Who listings. Member of IEEE, Sigma Beta Delta–National Honor Society for Business, Management and Administration, Eta Kappa Nu Association–Electrical Engineering Honor Society. 1999.
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:
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 1-20 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 1-20.

**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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.70</td>
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<tr>
<td>B+</td>
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</tr>
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<td>B</td>
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<tr>
<td>C+</td>
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<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete (requires a written request from student before finals start.)</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
</tr>
</tbody>
</table>

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.
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

**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
Master’s Programs in Education

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 Résumé 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

<table>
<thead>
<tr>
<th>SEMESTER I</th>
<th>SEMESTER II</th>
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<tbody>
<tr>
<td>EDG 501-Intro Ed Research .................... 1</td>
<td>EDG 502-Using Ed Research ................ 1</td>
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<tr>
<td>or EDG 500-Ed Research ........................ 3</td>
<td>or EDG 500-Ed Research ..................... 3</td>
</tr>
<tr>
<td>EDG 512-Character Education .................. 3</td>
<td>EDG 533-High Inc Disabilities .............. 3</td>
</tr>
<tr>
<td>EDG 520-Learning Theories ...................... 3</td>
<td>EDG 547-Health Issues ........................ 1</td>
</tr>
<tr>
<td>EDG 530-Incl Classroom .......................... 3</td>
<td>EDG 563-Methods of Social Studies .......... 3</td>
</tr>
<tr>
<td>EDG 545-Literacy .................................. 3</td>
<td>EDG 663-Field for Methods Soc Stud .......... 0</td>
</tr>
<tr>
<td></td>
<td>EDG 564-Methods of Science ................. 3</td>
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<td>EDG 664-Field for Methods Science .......... 0</td>
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<tr>
<td></td>
<td>EDG 652-Tching ELLs and Bilingual ........... 3</td>
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<tr>
<th>SEMESTER III</th>
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<tr>
<td>EDG 503-Anal Report Ed Research .............. 1</td>
<td>EDG 590-Professional Seminar ............... 2</td>
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<tr>
<td>or EDG 500-Ed Research ........................ 3</td>
<td>EDG 594-Internship Ch Ed 1-3 ............... 3</td>
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<td>EDG 511-Int. Curr. Lit. Skills ................. 3</td>
<td>EDG 595-Internship Ch Ed 4-6 ............... 3</td>
</tr>
<tr>
<td>EDG 565-Methods of Math .......................... 3</td>
<td></td>
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<tr>
<td>EDG 665-Field for Methods Math ............... 0</td>
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</tr>
<tr>
<td>EDG 602-Independent Research .................. 3</td>
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### Childhood Education Non-Certification

#### 3-Semester Suggested Program Plan

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<tr>
<td>or EDG 500-Ed Research ........................ 3</td>
<td>or EDG 500-Ed Research ..................... 3</td>
</tr>
<tr>
<td>EDG 512-Character Education .................. 3</td>
<td>EDG 533-High Inc Disabilities .............. 3</td>
</tr>
<tr>
<td>EDG 520-Learning Theories ...................... 3</td>
<td>EDG 563-Methods of Social Studies .......... 3</td>
</tr>
<tr>
<td>EDG 530-Incl Classroom .......................... 3</td>
<td>EDG 663-Field for Methods Soc Stud .......... 0</td>
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<td>EDG 545-Literacy .................................. 3</td>
<td>EDG 564-Methods of Science ................. 3</td>
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<tr>
<td></td>
<td>EDG 664-Field for Methods Science .......... 0</td>
</tr>
<tr>
<td></td>
<td>EDG 652-Tching ELLs and Bilingual ........... 3</td>
</tr>
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<table>
<thead>
<tr>
<th>SEMESTER III</th>
<th>SEMESTER IV</th>
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<tbody>
<tr>
<td>EDG 503-Anal Report Ed Research .............. 1</td>
<td>EDG 590-Professional Seminar ............... 2</td>
</tr>
<tr>
<td>or EDG 500-Ed Research ........................ 3</td>
<td>EDG 594-Internship Ch Ed 1-3 ............... 3</td>
</tr>
<tr>
<td>EDG 511-Int. Curr. Lit. Skills ................. 3</td>
<td>EDG 595-Internship Ch Ed 4-6 ............... 3</td>
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<tr>
<td>EDG 565-Methods of Math .......................... 3</td>
<td></td>
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<tr>
<td>EDG 665-Field for Methods Math ............... 0</td>
<td></td>
</tr>
<tr>
<td>EDG 602-Independent Research .................. 3</td>
<td></td>
</tr>
</tbody>
</table>
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)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDG 501–Introduction to Research and Statistics</td>
<td>1</td>
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<tr>
<td>EDG 502–Using Research and Statistics</td>
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<tr>
<td>EDG 503–Analysis and Reporting of Research and Statistics</td>
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<tr>
<td>(or 3-cr single course format EDG 500–Ed Research and Statistics)</td>
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<tr>
<td>EDG 512 - Character Education</td>
<td>3</td>
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</tr>
<tr>
<td>EDG 530 - The Inclusive Classroom</td>
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</table>

**Special Education (24 credits)**

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<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>EDG 532 - Exceptional Child</td>
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<tr>
<td>EDG 533 - High Incidence Disabilities</td>
<td>3</td>
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<tr>
<td>EDG 534 - Autism Spectrum Disorder and Other Low Incidence Disabilities: Understanding and Intervention</td>
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<td>EDG 536 - Special Education Behavior Management</td>
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<tr>
<td>EDG 562 - Collab. &amp; Consult. w/Parents, Professionals, &amp; Comm. Agencies</td>
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<td>EDG 619 - Special Education Practicum</td>
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<td>EDG 632 - Special Education Law</td>
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<td>EDG 644 - Technology for Special Education</td>
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<tr>
<td>EDG 654 - Special Ed. Assess., Eval., Diagnosis and IEP Development</td>
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**Option for those with Childhood certification (3 credits)**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>EDG 601 - Independent Research in Special Education</td>
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**Option for those seeking an initial recommendation for certification (15 cr.)**

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<tr>
<th>Course</th>
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<tr>
<td>EDG 511 - Integ. Learning Stand. For Curric. Literacy Skills into Curric</td>
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<tr>
<td>EDG 652 - Teaching English Language Learners &amp; Bilingual Students</td>
<td>3</td>
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</tr>
<tr>
<td>EDG 547 - Health Issues for Educators</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>EDG 590 - Seminar for Professional Experience</td>
<td>2</td>
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<tr>
<td>EDG 592 - Internship for Special Education in Grades 1-3</td>
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<tr>
<td>EDG 593 - Internship for Special Education in Grades 4-6</td>
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**Required Assessments (0 credits)**

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<th>Course</th>
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<tbody>
<tr>
<td>EDG 675 - Comprehensive Exam</td>
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# Childhood Special Ed. Initial Certification
## 4-Semester Suggested Program Plan

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<th>SEMESTER II</th>
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<td>EDG 501-Intro Ed Research..................1</td>
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<td>or EDG 500-Ed Research ....................3</td>
<td>or EDG 500-Ed Research ....................3</td>
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<tr>
<td>EDG 512-Character Education ...............3</td>
<td>EDG 532-Exceptional Child .................3</td>
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<td>EDG 530-Incl Classroom ....................3</td>
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<td>EDG 547-Health Issues .....................1</td>
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# Childhood Special Ed. Additional Certification
## 4-Semester Suggested Program Plan

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</table>

Research
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
- 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

## 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
ENG 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 credits

**Arts and Humanities (15 credits)** *
- Music History electives
- 4 credits
- Art, Literature, Drama, or Music electives
- 11 credits

**Communication and the Arts (15 credits)**
- COM 108 - Public Speaking
- 3 credits
- COM 217 - Dramatic Arts or COM 212 - Mass Media and Society
- 3 credits
- Music History elective
- 2 credits
- Drama, Writing, Communications, Art, or Music electives
- 7 credits

**Health and Science (18 credits)**
- BIO 115 - Principles of Nutrition
- 3 credits
- SOC 241 - The Family
- 3 credits
- PSY 346 - Social Psychology or PSY 354 Health Psychology
- 3 credits
- Physical Education, Sociology, Psychology, or Science electives
- 9 credits

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

**FIRST YEAR: Fall**
- PMN 101-Christian Foundations
- 2 credits
- EDU 191-1st Yr Field Experience
- EDU 246-Found. of Education
- 3 credits
- ENG 101-College Writing I
- 3 credits
- HIS 113-Hist. of West. Civ. I
- 3 credits
- INT 112-Found. for Excellence
- 2 credits
- LAN-Elective
- 3 credits
- PED-Physical Education Elective
- 1 credit

**SECOND YEAR: Fall**
- EDU 221-Teaching w/ Techno
- 1 credit
- EDU 258-Dev & Lrng Theory
- 3 credits
- EDU 291-2nd Yr Field Experience
- EDG 201 or 202-Global Lit. I or II
- 3 credits
- HIS 213-U.S. History I
- 3 credits
- INT 112-Found. for Excellence
- 2 credits
- LAN-Elective
- 3 credits
- Liberal Arts Elective
- 3 credits

**THIRD YEAR: Fall**
- BIB 301-Biblical Doctrine I
- 3 credits
- EDU 321-Tech Apps for Tchers
- 1 credit
- EDU 331-Meth. in Science
- 3 credits
- EDU 332-Meth. in Soc. Stud
- 3 credits
- EDU 333-Teaching Literacy I
- 3 credits
- EDU 391-3rd Yr Field Experience
- MAT 211-Math Elem. Teachers
- 1 credit
- Liberal Arts Elective
- 3 credits

**FIRST YEAR: Spring**
- BIB 102-Old Testament Lit
- 3 credits
- ENG 102-College Writing II
- 3 credits
- INT 101-Information Literacy
- 1 credit
- LAN-Elective
- 3 credits
- THE 200-Nyack Heritage
- 1 credit

**SECOND YEAR: Spring**
- BIB 201-New Testament Lit
- 3 credits
- EDU 259-Tchg & Lrng Strategies
- 3 credits
- EDU 292-2nd Yr Field Experience
- FNA 240-Fine Arts in Elem. Class
- 3 credits
- HIS 214-U.S. History II
- 3 credits
- PHY 218-Surv. Physical Sciences
- 4 credits

**THIRD YEAR: Spring**
- BIB 302-Biblical Doctrine II
- 3 credits
- EDU 334-Teaching Literacy II
- 3 credits
- EDU 335-Teaching Literacy III
- 3 credits
- EDU 336-Methods in Math
- 3 credits
- EDU 392-3rd Yr Field Experience
- 3 credits
- Liberal Arts Electives
- 3 credits
**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: 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

**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

**FIFTH YEAR: Fall**
- EDG 590-Professional Seminar .................. 2
- EDG 592-Internship Sp Ed 1-3 .................... 3
- EDG 593-Internship Sp Ed 4-6 .................... 3

**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
  - 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
- EDG 530–The Inclusive Classroom
- EDG 600–Independent Research in the Inclusive Classroom

Group Requirement (Choose one):
- EDG 520–Learning Theories
- EDG 540–Curriculum Theory, Design and Development
- EDG 610–Instructional Leadership for Teachers
- EDG 633–Models of Teaching

Content and Curriculum (12 credits)
- EDG 511–Integrating Curricular Literacy Skills
- EDG 514–Integrating Learning Standards for Soc. Stud. into the Curriculum
- EDG 515–Integrating Learning Standards for Math and Tech. into the Curriculum
- EDG 516–Integrating Learning Standards for Sci. and Tech. into the Curriculum

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

Required Assessments (0 credits)
- EDG 675--Comprehensive Exam

Total credits required

Inclusive Education Curriculum: 4-Semester Suggested Program Plan

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

Core Component (12 credits)

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<td>EDG 530—The Inclusive Classroom</td>
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Group Requirement (Choose one):

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Gifted Content and Curriculum (15 credits)

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<td>EDG 517—The Gifted Child</td>
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<td>EDG 527—Curriculum for the Gifted</td>
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<td>EDG 617—Practicum in Gifted Education</td>
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<td>EDG 513—Methods of Integrating Learning Standards for Math, Sci, and Tech...</td>
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<tr>
<td>EDG 514—Integrating Soc. Stud. Learning Standards into the Curriculum</td>
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Approved Electives (9 credits) One elect. must be either EDG 533 or EDG 652

Required Assessments (0 credits)

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Total credits required .......................................................................................................................... 36

Inclusive Education Curriculum—Track Leading to Gifted Education Extension: 4-Semester Suggested Program Plan

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INCLUSIVE EDUCATION CURRICULUM - M.S.
Track Leading to a Middle School Extension

Core Component (12 credits) 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 530–The Inclusive Classroom ................................................................. 3
   EDG 600–Independent Research in the Inclusive Classroom ......................... 3

Group Requirement (Choose one)
   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

Middle School Content and Curriculum (12 credits)*
EDG 512–Character Education ......................................................................... 3
EDG 522–Methods for Teaching the Middle School Child ............................... 3
EDG 542–Middle School Philosophy and Curriculum ...................................... 3

Group Requirement (Choose one)
   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

Required Assessments (0 credits)
EDG 675–Comprehensive Exam .................................................................... 0

Total credits required .................................................................................... 36

* 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

<table>
<thead>
<tr>
<th>SEMESTER I</th>
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<tbody>
<tr>
<td>EDG 501-Intro Ed Research ................. 1</td>
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<td>or EDG 500-Ed Research .................... 3</td>
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<td>EDG 522-Methods M.S. Child ..................</td>
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<td>EDG 520-Learning Theories ...................</td>
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<td>or EDG 500-Ed Research .................... 3</td>
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<td>EDG 532-Exceptional Child ...................</td>
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<td>EDG 533-High In Dis ..........................</td>
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<td>EDG 652-Teaching ELLs Bilingual .......... 3</td>
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<th>SEMESTER III</th>
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<tr>
<td>EDG 503-Anal Report Ed Research ........... 1</td>
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<tr>
<td>EDG 600-Independent Research ............. 3</td>
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### Inclusive Education Curriculum - M.S.

**Track Leading to Bilingual Education Extension**  
*(pending approval by NYS)*

<table>
<thead>
<tr>
<th>Core Component (15 credits)</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Educational Research and Statistics</td>
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<tr>
<td>EDG 501 – Introduction to Research and Statistics (1)</td>
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<tr>
<td>EDG 502 – Using Research and Statistics (1)</td>
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<tr>
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<tr>
<td>(or 3-cr single course format EDG 500 – Ed Research and Statistics)</td>
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<tr>
<td>EDG 512 – Character Education</td>
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<td>EDG 530 – The Inclusive Classroom</td>
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<td>EDG 600 – Independent Research in the Inclusive Classroom</td>
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**Group Requirement (Choose one)**

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<tr>
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<tr>
<td>EDG 520 – Learning Theories</td>
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<tr>
<td>EDG 540 – Curriculum Theory, Design and Development</td>
<td>3</td>
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<tr>
<td>EDG 610 – Instructional Leadership for Teachers</td>
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<td>EDG 633 – Models of Teaching</td>
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**Bilingual Content and Curriculum (15 credits)**

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<tr>
<td>EDG 511 – Integrating Curricular Literacy Skills</td>
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<tr>
<td>EDG 552 – Bilingual Education</td>
<td>3</td>
</tr>
<tr>
<td>EDG 652 – Teaching English Language Learners and Bilingual Students</td>
<td>3</td>
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<tr>
<td>EDG 656 – Language, Literacy, &amp; Learning in the ELL and/or Bilingual Classroom</td>
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<tr>
<td>EDG 616 – Practicum in Bilingual Education</td>
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**Approved Electives (6 credits)**

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<tr>
<td>EDG 619 – Practicum in MS</td>
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**Required Assessments (0 credits)**

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<tr>
<td>EDG 675 – Comprehensive Exam</td>
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</table>

**Total credits required**

36

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*Inclusive Education Curriculum—Track Leading to Bilingual Education Extension: 4-Semester Suggested Program Plan (pending approval by NYS)*

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<td>EDG 533 – High In Dis.</td>
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<td>EDG 652 – Teaching ELLs Bilingual</td>
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<td>EDG 530 – Incl Classroom</td>
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Master's Programs in Education

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 21st 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: 1st & 2nd 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


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.


**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
Myungja Kim, Wilson
Suniya Notley, Bailey
Mick Williams, Bailey

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 150,000 books, 600 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).

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.
**Academic Policies and Degree Requirements**

**Academic Year Calendar**

The M.A. in Counseling follows the calendar below.

*The Alliance Graduate School of Counseling Calendar*

<table>
<thead>
<tr>
<th>FALL SEMESTER 2007</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Labor Day – Closed</td>
<td>Sept 3</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>Sept 4</td>
</tr>
<tr>
<td>Late Registration</td>
<td>Sept 4-11</td>
</tr>
<tr>
<td>Board of Trustees</td>
<td>Oct 10-12</td>
</tr>
<tr>
<td>Fall Break</td>
<td>Oct 21-28</td>
</tr>
<tr>
<td>Spring Registration Begins</td>
<td>Nov 1</td>
</tr>
<tr>
<td>NCE Registration Packet &amp; Payment Due</td>
<td>Nov 19</td>
</tr>
<tr>
<td>Thanksgiving Recess</td>
<td>Nov 20-25</td>
</tr>
<tr>
<td>Last Day to Withdraw from a Course (by 4:30 p.m.)</td>
<td>Nov 26</td>
</tr>
<tr>
<td>Fall Semester Ends</td>
<td>Dec 15</td>
</tr>
</tbody>
</table>

| WINTERIM 2008*                                          | Jan 7-19 |

<table>
<thead>
<tr>
<th>SPRING SEMESTER 2008</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Martin Luther King Day – Closed</td>
<td>Jan 21</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>Jan 22</td>
</tr>
<tr>
<td>Late Registration</td>
<td>Jan 22-29</td>
</tr>
<tr>
<td>Board of Trustees</td>
<td>Feb 13-15</td>
</tr>
<tr>
<td>Spring / Easter Break</td>
<td>Mar 15</td>
</tr>
<tr>
<td>Comprehensive Exam</td>
<td>Mar 16-23</td>
</tr>
<tr>
<td>Fall Registration Begins</td>
<td>Apr 1</td>
</tr>
<tr>
<td>Last Day to Withdraw from a Course (by 4:30 p.m.)</td>
<td>Apr 4</td>
</tr>
<tr>
<td>National Counselor’s Exam (Nyack for all)</td>
<td>Apr 12</td>
</tr>
<tr>
<td>Spring Semester Ends</td>
<td>Apr 28</td>
</tr>
</tbody>
</table>
The M.S. in Education follows the Nyack College calendar. The M.B.A. and M.S. in Organizational Leadership have start dates different from the traditional semester calendar.

Nyack College Calendar

<table>
<thead>
<tr>
<th>MAY TERM 2008*</th>
<th>May 5-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commencement</td>
<td>May 19</td>
</tr>
</tbody>
</table>

The above dates supersede any previously published dates.

*Winterim, May Term and June Term classes vary in length.

Nyack College Calendar

<table>
<thead>
<tr>
<th>FALL SEMESTER 2007</th>
<th>Rockland Campus</th>
<th>NYC Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin</td>
<td>Aug. 28</td>
<td>Aug. 27</td>
</tr>
<tr>
<td>Late Registration</td>
<td>Aug 29</td>
<td>Aug 29</td>
</tr>
<tr>
<td>Last Day to Register</td>
<td>Aug 31</td>
<td>Aug 31</td>
</tr>
<tr>
<td>Add/Drop Period</td>
<td>Aug 30-Sep 7</td>
<td>Aug 30-Sep 7</td>
</tr>
<tr>
<td>Labor Day (Sept. 3)</td>
<td>IN SESSION</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>Board of Trustees</td>
<td>Oct 10-12</td>
<td></td>
</tr>
<tr>
<td>Fall Break</td>
<td>Oct 20-22</td>
<td>IN SESSION</td>
</tr>
<tr>
<td>Classes Resume</td>
<td>Oct 23</td>
<td>Oct 23</td>
</tr>
<tr>
<td>Last Day WD Course</td>
<td>Nov 9</td>
<td>Nov 9</td>
</tr>
<tr>
<td>Thanksgiving Recess</td>
<td>Nov 21-25</td>
<td>Nov 21-25</td>
</tr>
<tr>
<td>Classes Resume @ 8:00 am</td>
<td>Nov 26</td>
<td>Nov 26</td>
</tr>
<tr>
<td>Last Day of Classes</td>
<td>Dec 10</td>
<td>Dec 10</td>
</tr>
<tr>
<td>Final Exams</td>
<td>Dec. 11-15</td>
<td>Dec 11-17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPRING SEMESTER 2008</th>
<th>Rockland Campus</th>
<th>NYC Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin</td>
<td>Jan 8</td>
<td>Jan 7</td>
</tr>
<tr>
<td>Late Registration</td>
<td>Jan 16-18</td>
<td>Jan 16-18</td>
</tr>
<tr>
<td>Last Day to Register</td>
<td>Jan 18</td>
<td>Jan 18</td>
</tr>
<tr>
<td>Add/Drop Period</td>
<td>Jan 17-25</td>
<td>Jan 17-25</td>
</tr>
<tr>
<td>MLKing (no classes)</td>
<td>Jan 21</td>
<td>Jan 21</td>
</tr>
<tr>
<td>Board of Trustees</td>
<td>Feb 13-15</td>
<td></td>
</tr>
<tr>
<td>Spring Break</td>
<td>Mar 13-24</td>
<td>Mar 13-23</td>
</tr>
<tr>
<td>Classes Resume @ 8:00 am</td>
<td>Mar 24 (6:00 pm)</td>
<td>Mar 24 (8:00 am)</td>
</tr>
<tr>
<td>Last Day WD Course</td>
<td>Mar 28</td>
<td>Mar 28</td>
</tr>
</tbody>
</table>
Academic Policies

<table>
<thead>
<tr>
<th>Last Day of Classes</th>
<th>May 5</th>
<th>May 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exams</td>
<td>May 6-10</td>
<td>May 6-12</td>
</tr>
<tr>
<td>Baccalaureate</td>
<td>May 18</td>
<td>May 15</td>
</tr>
<tr>
<td>Commencement 2:00 p.m.</td>
<td>May 19</td>
<td>May 19</td>
</tr>
</tbody>
</table>

The above dates supersede any previously published dates.

ACADEMIC CALENDAR

Nyack College operates under the early 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.

CLASS ATTENDANCE POLICY

Individual professors establish their own absence policy. The policy must include allowance for unexcused absences equivalent to the number of times the class meets each week. Excessive absence may lead to administrative withdrawal. (See “Administrative Withdrawal of a Student from Class” under Registration in this section.)

CREDIT LOAD

The minimum full-time course load is 12 credits per semester. The M.S. in Organizational Leadership is full-time at 11 credits.

Conditionally admitted students and students on academic probation are limited to 13 credits per semester.

To take more than 20 credits in a semester requires approval of the Vice President for Academic Affairs.

EXAMINATIONS POLICIES

Class Examinations: Students may not be absent from an announced examination period except for reasons beyond their control. In the event of an unavoidable absence, the student must arrange for a make-up examination with the instructor.

Final Examinations: The final examination policy is distributed to students each semester along with the final exam schedule.
GRADING SYSTEM
A letter system is used in evaluating the work for a course as follows:

**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 even though they stop attending.

**K Condition** - Grade deferred until completion of the second semester of a continuing subject at which time a grade of D or F will be assigned. Limited to elementary language, beginning music theory, and applied music in major and minor.

**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. Permission must be obtained in writing from the instructor. An incomplete grade is to be made up within 30 days from the close of the final examination period or the student will receive a failure (FX) for the course.

**P/NC Pass/No Credit** - Pass grade indicates an achievement of “C” level work or above and can be given for courses that are not required and not in the major. Achievement below “C” level is recorded as No Credit. This grade is not included in the grade point index. Students may register for only one P/NC course per semester.

**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 college calendar. “WD” will be recorded on the permanent record card for official withdrawals after the one-week registration period.

**AWD Administrative Withdrawal** - Grade given when a student has been administratively withdrawn based on evidence of non-attendance.
GRADE POINT SYSTEM
Graduation is based not only upon the accumulation of appropriate credits, but also upon the quality of work performed. The minimum standard established by the faculty is a cumulative grade point average of 2.00. In order to achieve this, the student must attain twice as many grade points as credits attempted. Grade points are granted per semester hour on the following basis:

- A = 4.00 pts./credit
- A- = 3.70 pts./credit
- B+ = 3.30 pts./credit
- B = 3.00 pts./credit
- B- = 2.70 pts./credit
- C+ = 2.30 pts./credit
- C = 2.00 pts./credit
- C- = 1.70 pts./credit
- D+ = 1.30 pts./credit
- D = 1.00 pts./credit
- D- = 0.70 pts./credit
- F = 0.00 pts./credit

GRADE REPORTS AND ADJUSTMENTS
The Nyack College Registrar reports grades directly to the student. In the event of misunderstanding or error, the student should consult with the Registrar's Office immediately. Grade adjustments must be made within six weeks of the final examination date.

POLICY ON PLAGIARISM
Students at Nyack College, as Christians, 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.

It is recognized that there exists some confusion or ambiguity regarding proper procedures and practices regarding integration of bibliographical references into assignments. In addition, there are, unfortunately, individuals who disregard academic integrity and deliberately plagiarize another’s work in their assignments. The following policy is intended to address both intentional and unintentional plagiarism. In addition, it recognizes that there are levels of plagiarism and that consequences must be aligned with the seriousness of the offense. All students are responsible to be familiar with this policy. Ignorance of plagiarism guidelines will not be accepted as a defense or excuse for violating these standards.

Definition of Plagiarism
Plagiarism is defined as an act of “Literary Theft,” when the work of another is misrepresented as the original work of the Nyack College 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 MLA or APA practices and standards.
Levels and Consequences

**Level One: Minimal Plagiarism**

The college recognizes that there is often no student intent to misrepresent borrowed material as one’s own, but he/she has simply been careless in complying with acceptable presentation and reference conventions. In this case, assignments will be returned to students who will be advised by their professors to rewrite assignments in acceptable form. No grade will be assigned until the professor is satisfied that the student has made adequate revisions meeting MLA or APA standards.

**Level Two: Substantial Plagiarism**

Substantial plagiarism exists where the writer gives no recognition to sources from which substantial material such as phrases, sentences or even ideas are drawn. The minimum penalty for this offense is the rewriting of the paper, and a one letter grade reduction being given to the offending work. Maximum penalty is failure of the course.

**Level Three: Complete Plagiarism**

Complete plagiarism exists when significant and/or substantial material, such as a paragraph, page, or an entire work, is copied from an author or composed by another person, and presented as original work. A failing grade for the course is automatically given. The professor will write a reprimand, a copy of which will be kept in the student’s file. A repeat offense may result in suspension or expulsion from the college.

**Other Plagiarism Offenses**

- Submitting the same essay, presentation or assignment for credit in more than one course, unless prior approval has been obtained. Minimum penalty: write a new paper with a full letter grade reduction being given to the work. Maximum penalty: failure of the course.
- Cheating on an examination or falsifying material subject to academic evaluation. Penalty is failure of the course.
- Submitting false records or information at the time of admission to the college, e.g., transcripts, letters of reference. Penalty appropriate to gravity of the offense, the likelihood being either suspension of studies or expulsion from the college.

Any Nyack College student who is unclear about what is required in writing a research-based assignment should speak with his/her professor for clarification. Cases of plagiarism and cheating are to be reported to the Vice President for Academic Affairs. Appeals may be made to the Academic Affairs Committee with the provision that the instructor involved and the Vice President for Academic Affairs be present when the case is considered.
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 professors or the department heads. If this does not solve the problem, a formal complaint may be made in writing to the respective Academic Dean. The college reserves the right not to discuss grades with parents in order to protect the student’s rights under FERPA.

ACADEMIC STANDING
A student is considered to be in good academic standing when she/he is matriculated for a degree in one of the majors offered at Nyack College and is making satisfactory progress toward receiving the degree.

The following chart indicates the minimum grade point averages that are considered evidence of satisfactory progress toward graduation. Insufficient academic progress may result in actions by Nyack College that range from notifying the student of his/her deficiency to dismissal from the college.

ACADEMIC PROBATION
Students on academic probation may not carry an academic load greater than 13 credit hours. Eligibility for participation in intercollegiate sports is determined according to the regulation of the relevant intercollegiate athletic associations. This information is available from the Athletic Department.

The academic progress of students on academic probation is evaluated at the close of each semester by the Committee on Academic Affairs to determine the advisability of their continuation. Any student dropped from Nyack College for scholastic reasons may apply for reinstatement after completing a semester of full-time study at another institution with a 2.00 average.

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. There is an added $3.00 charge per copy for faxing. Transcript requests will not be processed until payment is received. Transcripts will not be issued if student accounts or loan payments are not up-to-date.

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 one-week 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. If a student withdraws from the college by the last day of classes, the grade for the
courses will be WD. If the withdrawal occurs after that deadline, the grade for the courses will be FX.

**Repeating a Course:** When failed courses are repeated, only the second grade is used in calculating the grade point average. Courses in which a student received a grade of “D” may only be repeated with the prior permission of the Vice President for Academic Affairs, and may not be eligible for federal and state financial aid. Courses taken at other colleges may not be repeated at Nyack College for additional credit.

**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.

**DEGREE REQUIREMENTS**

Ultimate responsibility for both the selection and scheduling of courses lies with the individual student, not with Nyack College. However, the faculty, staff, and administration of Nyack College make every effort to assist students in the development of their academic programs. Each student is assigned to a faculty advisor who is available for counsel and consultation during the school year. These advisors are familiar with the requirements of the various programs of study and seek to advise students in such a way as to allow the fulfillment of these requirements within the standard amount of time allotted for specific programs. Should a student choose not to follow the counsel of the faculty advisor, it is understood that program requirements may not be fulfilled within the time usually allowed.

**GRADUATION REQUIREMENTS**

Approval for graduation means that all requirements for a degree have been completed. The appropriate degree is awarded upon completion of the requirements as specified by each individual graduate program.

A student may fulfill the program requirements of the Nyack College catalog under which he/she entered or any subsequent catalog in effect when they are registered students, unless matriculation is broken for an extended period.

**MODIFICATION OF PROGRAM**

Students who wish to modify their degree program in any way must complete a Modification of Program request, available from the Registrar’s Office or a faculty advisor. The Dean of the school for which the modification is requested shall have final approval.
Tuition and Fees 2007-2008

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) .................................................................................. $575.00
MS in Education - Tuition (per credit) .......................................................... $575.00
MS in Organizational Leadership - Tuition (per credit) .............................. $575.00
MBA - Tuition (per credit) ......................................................................... $690.00

ADDITIONAL FEES
  (non-refundable)
  Transcript (one copy) ........................................................................... $5.00
  Each additional copy ordered at the same time ...................................... $1.00
  Rush transcript fee ................................................................................. $10.00
  Faxing fee ............................................................................................... $3.00
  Motor Vehicle Registration (campus resident/per semester) .................. $75.00
  Motor Vehicle Registration (commuter/per semester) ............................ $25.00

A student registering part-time to complete graduation requirements in the final semester of study will be billed at the lower tuition rate if he/she has previously registered for at least four full-time semesters at Nyack College.
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
   - The Title IV code for Nyack College is **002790**.
2. **Complete the NY State Express TAP Application** (Tuition Assistance Program). www.tapweb.org--Nyack TAP Code for Graduate Programs is **5075**
   - **Must be a New York State resident to apply.**

**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. 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 New York State 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

Grade Point Average & Credit Hour Completion:

<table>
<thead>
<tr>
<th>After ‘X’ Semester(s)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits Earned</td>
<td>6</td>
<td>12</td>
<td>18</td>
<td>24</td>
<td>30</td>
<td>36</td>
</tr>
<tr>
<td>Cumulative GPA</td>
<td>2.85</td>
<td>2.90</td>
<td>2.95</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
</tr>
</tbody>
</table>
Financial Aid and Payment Information

Degree Completion: Students in the MS in Education program 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 Science in Organizational Leadership
Grade Point Average & Credit Hour Completion:

<table>
<thead>
<tr>
<th>After ‘X’ Semester(s)</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits Earned</td>
<td>6</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td>Cumulative GPA</td>
<td>2.5</td>
<td>2.75</td>
<td>2.9</td>
</tr>
</tbody>
</table>

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 and Master of Science in Education

| Before being certified for this |    |    |    |    |    |
Financial Aid and Payment Information

<table>
<thead>
<tr>
<th>payment*</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student must have accrued at least this many credits</td>
<td>0</td>
<td>6</td>
<td>12</td>
<td>21</td>
<td>30</td>
<td>45</td>
<td>60</td>
<td>75</td>
</tr>
<tr>
<td>With at least this grade point average</td>
<td>0</td>
<td>2.25</td>
<td>2.5</td>
<td>2.75</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
</tr>
</tbody>
</table>

*Including semesters transferred from another institution.

NY State TAP Grants: Master of Arts in Counseling

<table>
<thead>
<tr>
<th>Before being certified for this payment*</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
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<td>12</td>
<td>21</td>
<td>30</td>
<td>45</td>
<td>60</td>
<td>75</td>
</tr>
<tr>
<td>With at least this grade point average</td>
<td>0</td>
<td>2.5</td>
<td>2.5</td>
<td>2.75</td>
<td>2.8</td>
<td>2.8</td>
<td>2.8</td>
<td>2.8</td>
</tr>
</tbody>
</table>

*Including semesters transferred from another institution.

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
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. The following refund policies have been established for academic and medical withdrawals and dismissals.
Tuition Refund Schedule for Students Who Withdraw from Nyack College (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

Nyack College grants will be prorated according to tuition charged. All other fees will not be refundable once the registration period closes (this includes private music lessons). Students in cohort/modular programs should contact the Office of Student Financial Services for refund information related to their withdrawal.

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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