



## *Nyack College Graduate Catalog 2009-10*

**Nyack, New York Campus**  
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New York, NY 10013-3904  
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*[www.nyack.edu](http://www.nyack.edu)*

*Cover photo by Island Photography*

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## **WELCOME**

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

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

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

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

Sincerely,

Michael Scales, Ed.D.  
*President*

## **OFFICERS OF THE COLLEGE**

Michael G. Scales, Ed.D., President

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

David C. Jennings, Executive Vice President and Treasurer

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

Jeffrey G. Cory, Vice President of Advancement

## **BOARD OF TRUSTEES**

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

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Rev. J. Wayne Spriggs, Middletown, PA

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Mrs. Carolyn A. Tonge, Coral Springs, FL

Mr. Mark R. Wellman, Princeton, NJ

Mr. Duane A. Wheeland, Easton, PA

## **TRUSTEES EMERITI**

Dr. Walter J. Helsing, Beaver, PA

## **HISTORY**

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

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

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

## **STATEMENT OF FAITH**

We believe...

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

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

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

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

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

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

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

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

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

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

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

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

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

### **MISSION STATEMENT**

Nyack College, a Christian and Missionary Alliance educational institution, through its undergraduate, graduate and seminary programs, pursues its historic mission of preparing men and women to take the whole Gospel to whole world.

### **CORE VALUES**

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

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

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

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

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

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

## **PHILOSOPHY OF EDUCATION**

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

Philippians 4:8

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

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

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

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

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

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

## **ACCREDITATION**

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

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

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

Commission on Higher Education  
Middle States Association of Colleges and Schools  
3624 Market Street

## *History and Mission*

Philadelphia, Pennsylvania 19104  
(215) 662-5606

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

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

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

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

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



## Academic Structure 2009-2010

*President: Dr. Michael G. Scales*

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

**Assistant Provost:** Dr. Bennett Schepens

**Director of Institutional Research:** Renee Quintyne

**Dean of Community Life:** Mark Meehan

### **Alliance Theological Seminary**

*Dr. Ronald Walborn, Dean*

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

**Faculty:** Dr. Julio Acosta Aponte, Dr. Barbara Austin-Lucas, Dr. Stephen Bailey, Julianne Cox, Dr. William Crockett, Dr. Janet Dale, Dr. Elias Dantas, Dr. Louis DeCaro, , Dr. John Ng, Dr. Cleotha Robertson, Dr. Martin Sanders, Dr. Paul Siu, Dr. Glen Shellrude, Dr. Bryan Widbin

**Partnering Faculty:** Dr. Jang Ki Lim (Interim Director of Korean Studies Program), Ellenberger (Missionary in Residence), Davis, Dost

**Alliance Graduate School of Mission (MA in IC),** Stephen K. Bailey, Ph.D., Director

**Master of Arts (Biblical Literature): Old Testament and New Testament Emphases,** Glen Shellrude, Ph.D., Director

**Master of Divinity/Master of Professional Studies,** Barbara Austin-Lucas, Ph.D., Director

**Program and Curriculum Assessment,** Jan Dale, Ph.D., Director

**Office of Special Programs,** Julio A. Aponte, D.D., Director, ATS/Puerto Rico; Sergiy Tymchenko, Director of REALIS, the partnering organization for the ATS/Eastern European (Kiev, Ukraine) degree program.

### **College of Biblical and Christian Ministry**

*Dr. Frank Chan, Associate Dean*

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

**CrossCultural Studies and Missiology:** Scott Reitz (Dept. Chair; Dir., Global Service Lrng), J. Spurling

**Pastoral Ministry:** Orlando River (Dept. Chair), Dr. Russell McLeod, Jeffrey Quinn, Carlos Velez

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

**College of Arts and Science**

*Dr. Fernando Arzola Jr., Associate Dean*

**Biology and Chemistry:** Dr. Jacqueline Washington (Dept. Chair), Stephen Perry  
**Communications:** Darlene Pinkerton (Dept. Chair), Dr. Sharron Greaves  
**English:** Dr. Jonathan Gates (Dept. Chair), Dr. Elaine Lux (Deputy Dept. Chair),  
Dr. Charles Beach, Dr. Louise McCreery, Bradley McDuffie, Kevin Pinkham,  
Christine Warrington  
**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, Raquel Reynoso  
**Interdisciplinary Studies:** Dr. Josue Perez, Dr. Stephen Ware  
**Mathematics:** Dr. In Hak Moon (Dept. Chair)  
**Modern Languages and Linguistics:** Dr. Frank Tuzi (Dept. Chair), Sally Stuart,  
Margaret Bowen, Kula Thompson  
**Philosophy:** Dr. James Danaher (Dept. Chair/Rockland), Alfredo Cid  
**Physical Sciences:** Dr. Yili Liu (Dept. Chair)  
**Psychology:** Dr. Agnia Assur (Dept. Chair/Rockland), Amy Flavin, Denise  
Hirschlein, Dr. Stephen Maret (Dept. Chair/NYC), Dr. Jack Wiltshire  
**Religion:** Dr. Larry Poston (Dept. Chair)  
**Sociology and Criminal Justice:** Dr. Charles Awasu (Dept. Chair), Miguel  
Sanchez

**School of Human Services**

*TBA, Dean*

**Social Work:** Dr. Kwi-Ryung Yun (Dept. Chair), Dr. Carol Awasu (Deputy  
Dept. Chair), Mayra Lopez-Humpreys, James Long  
**Alliance Graduate School of Counseling:** Dr. Carol Robles (Director), Dr. James  
Chin, Dr. Michael Gillern, Dr. Deanna Kwan, Dr. Marcia Lucas (Director/NYC),  
Dr. Donald Skinner, Dr. Elissa Lin Rathe, Dr. Andrew Mercurio (Director, MFT)

**School of Education**

*Dr. JoAnn Looney, Dean*

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

**School of Music**

*Dr. Glenn Koponen, Dean*

**Music**  
**Music Composition**  
**Music Education**

*Academic Structure*

**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)

**School of Business and Leadership**

*Dr. Anita Underwood, Dean*

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

**Accounting:** James Muckell

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

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

**Organizational Leadership:** Blondell Anderson, Julie Hood-Baldomir (Dept. Chair), Dr. Doug LePelley, Dr. Jerry Becker

**Master of Business Administration:** Dr. Jesse Stevens (Dir.), Dr. John Laski

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

**School of Nursing**

*Dr. Teresa Wood, Director*

*Dr. Inseon Hwang, Program Development*

**Division of Library Services**

*Linda Poston, Dean of Library Services*

**ATS:** Cheryl Felmlee (Director)

**NCMC:** Myung Ja Kim

**NCRC:** Sunya Notley, Mick Williams, Christy Choi

**Division of Student Development**

*Michele Pinkham, Dean of Students*

*Charles Hammond, Director of Student Life and Spiritual Formation, NYC*

**Wellness Services:** Drusila Nieves (Director)

**Residence Life:** Wanda Velez (Director)

**Spiritual Formation:** Wanda Walborn (Director), Kelvin Walker

**Division of Student Success**

*Dr. Gwen Parker-Ames, Associate Dean*

**Disability Support Services:** Elona Collins

**Developmental Education:** Phlaine Toliao (Dept. Head)

**HEOP:** Dr. Gwen Parker-Ames (Director), Cheryl Thurman (Assistant Director)

**Academic Advisement:** Adelaide Pabon (Director)

**Writing Center:** Beverly Locke (Dir./Rockland), Millicent Waterman (Dir./NYC)

**Division of Enrollment Services**

*Dr. Andrea Hennessy, Vice President for Enrollment*

**Registrar:** Evangeline Couchey (Undergraduate Registrar), Elizabeth Hanson (OL Associate Registrar), Rebecca Noss (Graduate Registrar)

## Programs of Study

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

Major	Degree	Page
<b>Master Degree Programs</b>		
* Accounting (0502) .....	M.B.A. ....	43
* Biblical Literature: N.T. Emphasis (2301) .....	M.A. ....	ATS Catalog
* Biblical Literature: O.T. Emphasis (2301) .....	M.A. ....	ATS Catalog
* Business Administration (0506) .....	M.B.A. ....	40
* Childhood Education (0802) .....	M.S. ....	61
* Childhood Special Education (0808) .....	M.S. ....	66
Christian Ministry (2301) .....	M.P.S. ....	ATS Catalog
* Mental Health Counseling (2104.1) .....	M.A. ....	13
* Inclusive Education (0802)		
Gifted Education Extension .....	M.S. ....	80
Middle School Extension .....	M.S. ....	81
Intercultural Studies (2301) .....	M.A. ....	ATS Catalog
Marriage and Family Therapy (2104.1) .....	M.A. ....	13
Missions (2301) .....	M.P.S. ....	ATS Catalog
* Organizational Leadership (0506) .....	M.S. ....	51
* Theology and Missions (2301) .....	M.Div. ....	ATS Catalog
* Urban Ministry (2301) .....	M.P.S. ....	ATS Catalog

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

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

*Primary Faculty:* Dr. Craig Ellison, *Distinguished Professor Emeritus of Urban Studies and Counseling*, Dr. Carol Robles (Director), Dr. Marcia Lucas (Director / NYC), Dr. Andrew Mercurio (Director / MFT), Mr. Freddy Baez, Dr. James Chin, Dr. Michael Gillern, Dr. Deanna Kwan, Dr. Elissa Lin Rathe, Dr. Donald Skinner, Ms. Jacqueline Texidor.

The Alliance Graduate School of Counseling offers two degrees: a 66-credit Master of Arts in Mental Health Counseling, and a 67-credit Master of Arts in Marriage and Family Therapy. Whereas the M.A. in Mental Health Counseling is offered at both campuses, the M.A. in Marriage and Family Therapy is only offered at the Rockland campus.

**Purpose:**

The purpose of the Master of Arts in Mental Health Counseling and the Master of Arts in Marriage and Family Therapy is to provide a comprehensive academic and training program to prepare individuals seeking employment as mental health clinicians in mental health settings such as hospitals, social service agencies, private practice, and church counseling centers. These programs are designed to meet the educational requirements for licensure as a Mental Health Counselor or a Marriage and Family Therapist in New York State. Graduates of both programs are eligible to seek employment towards meeting the supervised experience required for licensure. Graduates will have up to two years to meet the experience requirement and must pass a licensure qualifying examination in order to complete New York State licensure requirements. For further information see: <http://www.op.nysed.gov/mhp.htm> .

**Mission Statement:**

The Alliance Graduate School of Counseling is committed to preparing students for the role of mental health clinicians who are emotionally mature, intellectually sound, professionally competent, and spiritually vibrant, to do God's healing work in broken lives, couples and families.

Mental Health Counselor Licensure by year:

*(Note: MFT program began in 2008. First graduating class will be in spring 2010.)*

Graduation Year	Independently Licensed	Permits to practice	Doctoral Study	Working overseas	Percentage Ind. Lic.
2001	4 (NY, NJ)				50%
2002	6 (NY, NJ, TX)				66%
2003	6 (NY, NJ, CT)				66%
2004	8 (NY, NJ, PA, NC, SC)	1	2	2	28%
2005	3 (NY, NJ)	3			9%
2006	12 (NY, NJ, CT, WI)	7	2		24%
2007	1 (CT)	5		2	1%
2008	0	2	1		0%
2009	Data not available	at this time			

**Learning Objectives:**

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

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

**Program Assessment Plan:**

The following assessments are used to assess program effectiveness.

Assessment	Context	Location in Program
1. Counselor Preparation Comprehensive Examination	National test	March of student's Senior Year
2. GCN 702: Ethics & Professional Issue	Course	Summer, beginning of Internship placement
3. GCN 701: Psychology and Theology	Course	Capstone course: Senior year

4. Senior Class Exit Interviews	Survey	Prior to Graduation
5. Alumni Evaluation Survey	Survey	1 to 2 years after Graduation
6. Characteristics of Admitted Students	Questionnaire	Application Information
7. Site Supervisor Evaluations of Interns	Survey	End of Fall and Spring semester of Internship

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.

#### **Alliance Graduate School of Counseling 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.

### **Admission Requirements**

In addition to the General Admissions Requirements, following are specific requirements for admissions and matriculation into the Alliance Graduate School of Counseling:

1. The official transcripts submitted from each college and/or university attended since high school must show evidence of an accredited baccalaureate degree with a minimum cumulative grade point average of 3.0 (on a 4.0 scale) and the completion of 9 semester hours with a grade of at least a C (2.0), in the following mandatory undergraduate courses:

#### A) For Mental Health Counseling applicants:

- Introduction to Psychology (General Psychology)
- Abnormal Psychology (Psychopathology)
- Theories of Personality

#### B) For Marriage and Family Therapy applicants:

- Theories of Counseling
- Abnormal Psychology (Psychopathology)
- Human Development or Family Studies

2. The Statement of Christian Life and Experience and the Calling to Counsel indicating why the applicant desires the particular degree. The statements should demonstrate satisfactory writing skills, an ability to reason, and a commitment to completing the respective degree.
3. Statement of Faith and Standard of Conduct forms.
4. Satisfactory profiles of the MCMI-III and MMPI-2. These tests may be taken at a professional testing service or administered by a licensed clinical psychologist. Contact the AGSC office for local testing sites.

Note: These tests are used for admissions purposes only. They will not be discussed or released to the applicant. Applicants who wish to receive the results of their psychological tests must contact the psychometrician.

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

**Program Requirements for Graduation - MA Mental Health Counseling**

1. A minimum of 66 semester hours of graduate-level coursework as defined by the program. Transfer coursework credit from accredited colleges or universities with a minimum grade of B (3.0) which have been completed within seven years of admission into the program may be requested. These transfer coursework credits 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 in the Master of Arts in Mental Health Counseling program must take GCN 610 Career Development at the Rockland site.
2. Students must engage in counselor-in-training therapy (individual, marital, or family counseling) with a professional therapist for a minimum of 15 sessions. Students are responsible for fees for service. This requirement should be completed within the first calendar year of enrollment at AGSC. Counseling must be completed before the first day of class for GCN 791 Practicum (summer). No more than two hours per week of counselor-in-training therapy may be counted toward the requirement. See office for necessary forms to verify compliance and completion of therapy.
3. Participation in group therapy is required as a part of GCN 604 Group Dynamics and Therapy. This therapy may not be counted as meeting the requirement for counselor-in-training (see above). Student is responsible for fee for service. The student and therapist must submit the necessary forms to verify completion. Further details provided by Group Dynamics faculty.
4. At the end of each semester, all students will be subject to review by the AGSC faculty. A minimum grade point average of 3.0 must be maintained each semester. Students whose GPA falls below level will be placed on academic probation for one semester. If the student's GPA continues to be below 3.0 after that semester, they may be dismissed from the program. Students who are dismissed due to academic performance may reapply the following year.

Readmission into the program is determined following an interview with faculty.

5. A minimum of 700 clock hours of supervised practicum and internship experience in an approved setting, 40% of which must be direct client contact.
6. 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.
7. After completing all required coursework, students will be required to take GCN 799 Counselor Preparation Comprehensive Exam in the spring semester prior to graduation. A grade of Pass or Fail will be noted on the student's final transcript. Students will only be allowed to take the CPCE one time. GPA is not affected by the results of the comprehensive exam. See below for description of the CPCE.
8. The degree will be granted when all of the program requirements have been satisfactorily met. Participation at the Nyack College Commencement ceremony is contingent on completion of all requirements. All AGSC graduates will be invited to participate in the AGSC Hooding Ceremony Banquet where the student's academic performance will be recognized and scholarly and internship awards will be granted.
9. Graduation applications must be submitted to the Registrar's Office in the fall semester of the student's last year.
10. Complete payment of all financial obligations.

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

### **Program Requirements for Graduation - MA Marriage & Family Therapy**

1. Satisfactory completion of 61 semester hours of graduate-level coursework as defined by the program. Transfer credit from accredited colleges or universities with a minimum grade of B (3.0) which has been completed within seven years of admission into the program may be requested. These transfer coursework credits may not exceed 15 semester hours. ATS student's transfer credits will be charged an additional fee of \$100.00 per credit. Graduate transfer credits may not be used both for transfer credits and prerequisites.

2. Students must engage in counselor-in training therapy (individual, marital or family counseling) with a professional therapist for a minimum of 15 sessions. Students are responsible for fees for service. This requirement should be completed within the first calendar year of enrollment at AGSC. No more than two hours per week of counselor-in-training therapy may be counted toward this requirement. See AGSC office for necessary forms to verify Compliance and Completion of therapy.
3. Satisfactory completion of a 500 hour Internship over a minimum of 15 consecutive months. Direct Client Contact (counseling) will comprise 400 hours while Live Clinical Observation will comprise 100 hours. A minimum of 50% of the total direct client contact hours (counseling hours) must be relational therapy (couples and families), while 50% of the counseling hours may involve individual and/or group therapy. [In the case of an Extended Program Option, students may extend their Internship to 21 months]
4. At the end of each semester, all students will be subject to review by the AGSC faculty. A minimum grade point average of 3.0 must be maintained each semester. Students whose GPA falls below this level will be placed on “Academic Probation” for one semester. If the student’s GPA continues to be below 3.0 after that semester, they might be dropped from the program. Students who are dismissed due to academic performance may reapply the following year. Readmission into the program is determined following an interview with faculty.
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.
6. All degree requirements are to be completed before the student may participate in the commencement ceremony. Graduation applications must be submitted to the Registrar’s Office in the semester prior to the student’s last semester.
7. Complete payment of all financial obligations.

**MFT Cohort Structure**

The MA in Marriage and Family Therapy is organized with a cohort structure. Each entering class will journey together through this program

by taking a sequenced progression of coursework. Courses are scheduled primarily on Tuesday afternoon (2-5pm) and evening (6-9pm); and Thursday afternoon (2-5 pm) and evening (6-9 pm). Internship times will be scheduled during other days throughout the week.

### **MFT Program Sequences**

Students may enter the MFT program in one of three unique sequences (tracks)

- 1) Full-Time Sequence – a 2 year intense program of study with a 15 month Internship (12-13 credit hours per Fall/Spring Semesters)
- 2) Part-Time Sequence – a 3 year program of study with a 15 month Internship (8-9 credit hours per Fall/Spring Semester)
- 3) Extended – a 4 year program of study with a 21 month Internship (with an average of 7 credit hours per Fall/Spring Semester). The 6 months of extra group supervision for this sequence will incur an Extended Program Fee.

For each sequence above, students are scheduled to attend courses year-round (Fall/Winterim/Spring/Summer) with small breaks between semesters. There are no courses during the month of August. The Internship for each sequence runs for 15 consecutive months (or 21 consecutive months in the Extended Sequence). Though not encouraged, it is possible for students to switch their program sequence after they have started their course of study.

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

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 Master of Arts degree.

### ***Mental Health Counseling – M. A.***

#### **Core Courses for Internship (24 credits)**

GCN 502 – Theories & Foundations of Counseling .....	3
GCN 503 – Research Methods & Analysis.....	3

**Master of Arts In Mental Health Counseling and Marriage & Family Therapy**

GCN 504 – Psychopathology .....	3
GCN 601 – Principles & Methods of Counseling .....	3
GCN 602 – Measurement & Assessment .....	3
GCN 603 – Counseling & Human Development .....	3
GCN 604 – Group Dynamics & Therapy .....	3
GCN 605 – Marriage & Family Counseling: Foundations .....	3

**Ethics & Internship (12 credits)**

GCN 702 – Ethics & Professional Issues .....	3
GCN 791 – Counseling Practicum (Summer) .....	3
GCN 792 – Counseling Internship (Fall/Spring).....	6

**Counseling Courses (12 credits)**

GCN 501 – Perspectives on Counselor Formation .....	3
GCN 606 – Counseling for the Urban Context .....	3
GCN 607 – Domestic Abuse: Intervention & Reporting.....	3
GCN 610 – Career Development.....	3

**Capstone Course (3 credits)\_**

GCN 701 – Psychology & Theology .....	3
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**Electives (9 credits)**

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

TH 601 – Systematic Theology I: God & Humanity .....	3
OT/NT/TH – Elective (language / exegesis excluded).....	3

**CPCE Comprehensive Exam (0 credits)**

GCN 799 – CPCE Comprehensive Exam.....	0
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**Marriage and Family Therapy – M. A.**

**Required Core Courses for MFT Internship (15 credits)**

MFT 504 – Psychopathology .....	3
MFT 505B – Theories of Marriage and Family Therapy I.....	3
MFT 508B – Theoretical & Personal Foundations of MFT .....	3
MFT 509 – Premarital Counseling .....	1
MFT 603B – Individual & Family Development .....	3
MFT 605B – Theories of Marriage and Family Therapy II.....	1
MFT 691 – Marriage and Family Therapy Practicum.....	1

**Required Marriage and Family Therapy Courses (29 credits)**

MFT 501 – Perspectives on Counselor Formation .....	2
<i>Alternatively, any NT /OT / TH Elective may be substituted for MFT 501</i>	
MFT 503B – Research in Marriage and Family Therapy .....	3

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

MFT 602 – Measurement & Assessment .....1  
MFT 608 – Ethnicity & Family Therapy .....3  
MFT 609 – Marital Therapy: Assessment and Treatment.....3  
MFT 610 – Family Therapy: Assessment and Treatment .....3  
MFT 705B – Theories of Marriage and Family Therapy III.....1  
MFT 706 – Sex Therapy .....3  
MFT 707 – Children & Adolescents in Marriage & Family Therapy .....2  
MFT 708 – Abusive & Addictive Family Systems .....2  
MFT 709 – Marriage & Family Enrichment .....2  
MFT 733 – Medical & Mental Illness in Family Therapy .....2  
MFT 734 – Spirituality in Marriage & Family Therapy.....2

**Internship (15 credits)**

MFT 604B – MFT Ethics, Family Law and Professional Issues .....3  
MFT 737 – Clinical Observation.....3  
MFT 794 – Class Supervision .....2  
MFT 795 – Group Supervision/Clinical Consultation .....3  
MFT 796 – Dyadic Supervision/Clinical Consultation .....4

**Electives (2 credits)**

MFT – Elective.....2

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

**Course Descriptions**

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

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

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

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

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

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

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

An overview of the major theories, concepts, issues, and data of psychopathology, including an introduction to the official diagnostic nomenclature. Offered fall. *Note: an elementary (undergraduate) course in Abnormal Psychology is required prior to taking this course.*

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

This course introduces a variety of methods used in counseling with an emphasis on integrative approaches to the helping profession. Offered spring. Prerequisite: GCN 502

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

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

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

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

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

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

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

*Open to ATS students, cross-listed as CN 605*

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

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

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

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

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

hour course, paid to the identification and reporting of child abuse and maltreatment. The dynamics underlying marital violence and processes of therapeutic intervention examined. Prerequisite: GCN 605. Offered spring.

**GCN 610 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 701 Psychology and Theology (3)**

*(Capstone class to be completed during student's senior year)*

An examination of relationships between psychology and theology, and an evaluation of underlying assumptions and purposes. Integrative approaches to various significant issues are explored with the aim of clarifying understanding of human beings. *Capstone class*. Prerequisites: 6 credits of Bible, GCN 502, GCN 504, GCN 601, GCN 603, GCN 604. Offered spring.

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

An overview of the legal, ethical, and professional issues currently facing mental health counselors as addressed by the American Counseling Association (2005) Code of Ethics. Particular attention is given to matters involving confidentiality, informed consent, conflicts of interest, counselor values, transference and countertransference issues, advertising, and potential dual relationship conflicts. Variation in state mental health laws will also be discussed (predominately focused on NY, NJ and CT, but may include states that students are considering for future licensure). Prerequisites: GCN 502, GCN 503, GCN 504, GCN 601, GCN 602, GCN 603, GCN 604, GCN 605, and 15 counselor-in-training counseling sessions. Concurrent course with GCN 791: Counseling Practicum. Offered summer.

**Elective Courses: Mental Health Counseling students must complete a minimum of 9 credits of elective courses.**

*Courses with an # symbol are open to ATS students and cross-listed as CN.*

**GCN 710 Counseling Issues & Human Sexuality (3)# (CN 710)**

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

**GCN 711 Treating the Post-Abortive Client (3)# (CN 711)**

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

**GCN 713 Gender Issues (3)# (CN 713)**

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 (3)# (CN 714)**

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 716 Disorders of Childhood & Adolescence (3)**

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 (3)**

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. Not available for audit students.

**GCN 718 Addictive Behaviors (3)# (CN 718)**

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 (3)# (CN 719)**

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 (3)# (CN 720)**

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 (3)# (CN 721)**

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 (3)# (CN 722)**

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 (3)**

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 spring.

**GCN 724 Counseling & Divorce Recovery (3)# (CN 724)**

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 731 Cognitive Behavior Therapy – CBT (3)**

Introduction and discussion of the philosophy and theory underlying cognitive behavior therapy (CBT) with training and practice in selected empirically supported CBT interventions including attention to integration issues of CBT and evangelical Christian faith. Offered biannually, fall.

**GCN 732 Eating Disorders (3)**

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. Offered spring.

**GCN 770 Counseling Seminars (1, 2, or 3)**

These courses cover topics of interest such as: grief counseling, brief solution-focused therapy, PTSD, life coaching, sand tray. Presentations will be made by prominent therapists/professors in the field of counseling. Offered fall, spring or summer.

**GCN 780 Study Abroad (1, 2 or 3)**

These courses cover topics of interest such as Cross Cultural Communication and Counseling in the Ukraine, Global Engagement: Europe, or Perspectives on Counselor Formation: Israel

**GCN 791 Counseling Internship I (3)**

This course focuses on essentials of the counseling process in a mental health setting. The student will complete 100 hours in a mental health setting over a 10-week academic term which will constitute their practicum. There will be 1 supervisory hour by an on-site licensed mental health clinician for each 15 hours of internship. Students will participate in a weekly seminar class at AGSC where they will discuss ethical and professional issues. Offered summer. Concurrent requisite class: GCN 702: Ethics and Professional Issues.

**GCN 792 Counseling Internship II (6)**

Student will complete 600 hours in a mental health setting providing counseling services in a variety of modalities. Supervision will be provided by an onsite licensed mental health clinician. There will be 1 supervisory hour for each 15 hours of internship. The 600 hours are to be completed in a minimum of two academic terms. Credit hours will be assigned in accordance with the number of academic terms (fall, spring, summer) needed to complete the required clinical hours. Prerequisites: GCN 702, GCN 791.

**GCN 799 Counselor Preparation Comprehensive Examination (0)**

The CPCE is administered by the National Board for Certified Counselors and “is designed to assess counseling students’ knowledge of counseling information.” It is not intended as an alternate credentialing examination to the NCE. The NCE and the CPCE test the following content areas: Human Growth and Development; Helping Relations; Social and Cultural Foundations; Group Work; Career and Lifestyle Development; Appraisal; Research and Program evaluation; and Professional Orientation and Ethics. Offered spring, last semester in student’s program.

***Course Descriptions for Marriage & Family Therapy Program***

**MFT 501 Perspectives on Counselor Formation (2)**

This course will be a subjective work focusing on the person of the counselor. It will emphasize the personal experience and spiritual development of the individual as a Christian in the process of becoming a helping professional, and how their development translates into caring for others. Offered summer.

**MFT 503B Research in Marriage & Family Therapy (3)**

This course provides an overview of the purpose, methodology, and process of marital and family therapy research. Students will learn various methodologies (both quantitative and qualitative) toward the process of developing an effective research protocol. Students will become “consumers

of MFT research literature” by gaining a working knowledge of scholarly resources, an ability to evaluate those resources and basic skills toward the application of scholarly research for effective clinical practice. Offered spring.

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

The student is to acquire a critical appreciation for the basis of describing, categorizing, explaining, and understanding human psychopathology. The course seeks to provide an overview of the different classes of mental disorders including diagnostic criteria, theories of etiology, and treatment modalities. Offered fall.

**MFT 505B Theories of Marriage & Family Therapy I (3) \*RBI**

This course is designed to facilitate a basic, introductory understanding of the various schools of family systems theory. Historical origins of systemic constructs shall be explored along with key pioneers in the movement of this distinct therapeutic orientation. Seven “classical” MFT sub-schools will be studied (*Bowenian; Object Relations; Contextual; Experiential; Strategic; Structural; Cognitive-Behavioral*). Students will begin the process of developing a systemic theoretical framework for intentional and effective clinical practice. Offered fall.

**MFT 508B Theoretical & Personal Foundations of MFT (3) \*RBI**

This course will provide a theoretical foundation for effective marriage and family therapy. Students will be exposed to basic family systemic constructs such as circular causality, process dynamics, differentiation, family structure and intergenerational influences upon family functioning. These concepts will be further internalized as students engage a core motto of this program: “You cannot lead people to places you are unwilling to go to yourself.” Students will apply and personalize core systemic concepts to their respective families of origin and current nuclear families. Further, “self-of-therapist” issues will be examined by an assessment of one’s interpersonal skills that may enhance or impede professional effectiveness. In addition, self-exploration will involve a discovery of personality-type theory that will impact both personal and professional life. Offered fall.

**MFT 509 Pre-Marital Counseling (1) \*RBI**

This course is designed to facilitate a basic knowledge of premarital counseling. Theoretical and Biblical foundations shall be explored and practical skills shall be developed as students examine various premarital counseling approaches. As a result of this course students will be trained and qualified to use the Prepare/Enrich Inventory. Offered spring.

**MFT 602 Measurement and Assessment (1)**

This course is a continuation of the study of modern approaches to diagnosis and assessment of psychopathology and other mental health issues such as intelligence, personality, vocation and career, and psycho-education and achievement. Emphasis is placed on understanding and utilizing a variety of basic assessment tools to aid in the diagnosis and evaluation process of mental health disorders and other counseling issues. Exploration of assessment tools used for evaluating intelligence, educational achievement, neuropsychological domains, personality, psychopathology, and career interests will be covered in this course. Offered fall.

**MFT 603B Individual and Family Development (3) \*RBI**

The course will provide an overview of the major theories, developmental issues, and data of developmental psychology, covering the prenatal stage through late adulthood. The course will study human development within the context of the family life cycle.

The texts and other course materials and learning activities provide the background and the tools to enable professionals to view their clients from a developmental perspective and increase awareness and knowledge of the many interrelated factors involved in developmental dynamics within the family milieu. Offered fall.

**MFT 604B MFT Ethics, Family Law and Professional Issues (3)**

This course is designed to promote an understanding of crucial ethical and legal issues that pertain to the field of marriage and family therapy. Students will be exposed to these issues for the purposes of providing a foundation for professional competence, safety and integrity. In addition, there will be an exploration of professional identity and affiliation, licensure, self-care and areas of specialization within the MFT field. Offered spring.

**MFT 605B Theories of Marriage & Family Therapy II (1) \*RBI**

This course is designed to build on and continue the study of MFT theories in MFT 605. Here, students will be exposed to the post-modern schools of MFT with particular focus on Solution-focused theory and Narrative theory. Offered spring.

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

This course focuses on the impact of ethnicity upon the clinical practice of marital and family therapy. Students will gain diversity awareness and sensitivity for effective clinical assessment and treatment of various family

issues. Families from African origin and European descent will be explored along with various Asian and Latino family systems. Throughout this course, diversity issues will be examined from the family systems and biblical perspectives. Offered fall.

**MFT 609 Marital Therapy: Assessment & Treatment (3)**

This course is designed to provide a basic theoretical foundation for effective marital therapy. Students will explore a variety of family systems theories for both the conceptualization and the application of systemic interventions. Basic therapy skills will be examined along with typical mistakes that are made by beginning therapists. Gender issues that impact marital therapy will be presented along with an evaluation of the clinical issues of divorce and extramarital affairs. Offered spring.

**MFT 610 Family Therapy: Assessment & Treatment (3)**

This course is designed to introduce students to theoretical and practical approaches for effective family therapy. A variety of family systemic models will be utilized with special attention upon the construction of treatment plans that are consistent with theoretical assessment. Various assessment strategies will be offered along with specific focus upon the impact of abuse and divorce upon the family system. In addition, students will examine various methodologies for involving children in the clinical process of family work. Offered spring

**MFT 691 MFT Practicum (1) \*RBI**

This course provides an entry into the Internship experience by providing 20 hours of clinical observation/co-therapy with senior MFT students or other licensed clinicians. Students will be orientated to the clinical processes of Internship and Supervision. Expectation, procedures and evaluative methods will be examined. The course will minimize student anxiety about their Internship by providing a transitional experience at a variety of professional clinical sites. Offered fall.

**MFT 705B Theories of Marriage and Family Therapy III (1)**

This course is designed to assist students in the process of learning how to integrate the various models/theories of marriage and family therapy. A meta-model of theory-selection will be explored to provide a conceptual framework of factors that contribute toward finding the best theoretical “fit” for optimum clinical effectiveness. Students will learn this theory as it is applied to a variety of clinical case studies. Offered summer.

**MFT 706 Sex Therapy (3)**

This course is designed to explore normal sexual development and function across the life span. Students will examine physiological, theological, sociological and psychological issues related to couple's sexuality. Assessment skills for common sexual difficulties and disorders will be offered along with basic systemic treatment interventions. Offered summer.

**MFT 707 Children & Adolescents in Marriage & Family Therapy (2)**

This course is designed to build upon the basic Family Therapy course and further students training in working with children and adolescents. Therapy with youth will be explored within the context of family therapy and within the context of individual therapy with children and adolescents. Particular MFT theories (i.e. Structural; Strategic; Solution-Focused and Narrative) will be revisited and reinforced as they are practically applied to clinical work with youth. Students will explore the usefulness of "playfulness" and play therapy in this clinical area. Offered fall.

**MFT 708 Abusive & Addictive Family Systems (2)**

This course is designed to provide students with theoretical knowledge and clinical skills for various types of domestic violence. We will explore child abuse, intimate partner violence between adults and elder abuse. Emphasis will be placed upon the systemic dynamics related to current abuse issues. Gaining competence in reporting and providing meaningful interventions will be a focus of this course. Students will further learn how to treat adults who were victims of childhood abuse. In addition, this course will provide foundational assessment and treatment skills for dealing with addicted individuals within the family context. The addictive family system will be examined with a key focus upon the impact and treatment of sexual addiction. Offered summer.

**MFT 709 Marriage and Family Enrichment (2)**

This course will explore various approaches for intentional marriage and family enrichment in the context of family ministry within the local congregation. Students will examine both cultural hindrances and biblical principles that influence an enrichment approach. Enrichment psycho-education will be explored in the areas of parenting and sex education of children. In addition, the congregational family system will be examined as a context for enrichment. Both personal and professional application of course material will be encouraged as students examine their own marriages and families in view of the ongoing need for growth and enrichment. Offered summer.

**Elective Courses: Marriage & Family Therapy students must complete a minimum of 2 credits of elective courses.**

*Courses with an # symbol are open to ATS students and cross-listed as CN.*

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

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

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

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

**MFT 713 Gender Issues (2) # CN 713**

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

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

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 spring.

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

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

**MFT 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. Not available for audit students.

**MFT 718 Addictive Behaviors (2) # CN 718**

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

**MFT 724 Counseling & Divorce Recovery (2)# (CN 724)**

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.

**MFT 725 Divorce Mediation (2)**

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

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

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

**MFT 733 Medical & Mental Illness in Marriage & Family Therapy (2)**

This course is designed to explore the recursive interaction of medical and mental illness with marital and family life. The circular influence of individual illness upon marriages and families will be examined. Conversely, there will be a study of the influence of family health or dysfunction upon individuals who have medical or mental illness. Medical family therapy will be examined as a specialization within the field of MFT and students will seek to integrate the treatment of medical illness with family systemic dynamics and interventions. Offered fall.

**MFT 734 Spirituality in Marriage & Family Therapy (2)**

This course is designed to explore the integration of spirituality with the practice of marriage and family therapy. Students will be exposed to current

writing and research within the MFT field regarding such integration and will learn how to effectively and respectfully utilize a client's spirituality to further their growth and healing. Specific evaluation of the intersection of Christian spirituality and MFT will be offered. In addition, students will be introduced to an overview of the historic treatment of the Christian Church regarding a variety of family issues (i.e. gender; celibacy; marital roles; sexuality; children-parenting; etc.) Offered spring.

**MFT 737 Clinical Observation (3)**

This is an experiential learning event that is part of each student's Internship. It is one course that is divided into 3 separate units, covering the last 12 months of the 15-month Internship. (*During the first 3 months of the Internship students will also engage in one hour of clinical observation per week. This is embedded in the course: 794 Class Supervision*). Each Clinical Observation Unit will be held on campus and run for an entire semester. Students will be involved in "reverse observation" where they will observe a professor, LMFT or supervisor involved in a live clinical case. This observation will happen behind a one-way mirror and/or via live videotaping. In addition to a professor/supervisor doing the actual therapy, another instructor will engage students in discussion as they observe the live session. When helpful and appropriate, students will have the opportunity to be involved in the live cases by "case consultation" and "reflecting team" enactments. This clinical observation is part of each student's Internship as the hours count toward the needed 500 clinical Internship hours. Offered summer, fall and spring.

**MFT 770 MFT Seminars (1 or 2)**

These courses cover topics of interest such as: Premarital Counseling. Presentations will be made by prominent therapists/professors in the field of MFT. Offered fall, spring, or summer.

**MFT 794 Class Supervision (2)**

This course is designed to provide an entry group supervision experience for students starting their Internship. A review of clinical skills, assessment and case formation will be offered along with case presentations of students regarding their initial clinical work. Students will also weekly engage in one hour of "clinical observation." This is an experiential opportunity for students to be involved in "reverse observation" where they will observe a professor, LMFT or supervisor involved in a live clinical case. This observation will happen behind a one-way mirror and/or via live videotaping. The instructor of this "Class Supervision" course will engage students in discussion as they observe the live session. When helpful and appropriate, students will be involved in the live cases by "case

consultation” and “reflecting team” enactments. The hours experienced in clinical observation-participation will count toward the student’s 500 clinical Internship hours. Offered spring.

**MFT 795 Group Supervision ~ Clinical Consultation (3)**

This is a 6-month clinical supervision/consultation group consisting of 4-6 students. The group will begin at the start of the fourth month of a student’s Internship and conclude at the end of the ninth month. (May 1 – October 31). Students will meet on average of 2 hours per week. A total of 40 minimum hours of supervision will be met by this experience. Students will engage in the process of clinical self-evaluation and evaluation from their supervisor. Offered fall.

**MFT 796 Dyadic Supervision ~ Clinical Consultation (4)**

This is a 6-month clinical supervision/consultation experience consisting of 2 student interns meeting with a LMFT and/or AAMFT Approved Supervisor. The dyad will begin meeting at the beginning of the tenth month of a student’s Internship and conclude at the end of the fifteenth month. (November 1 – April 30). Students will meet on average for 2 hours per week. A total of 40 minimum hours of supervision will be met by this experience. Students will engage in the process of clinical self-evaluation and evaluation from their supervisor. Offered spring.

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

\* *RBI=Required Before Internship*

† *To be taken the semester of graduation.*

**Faculty**

*(Year indicates appointment to faculty)*

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

**James Chin**, *Professor of Counseling (NYC Campus)*. B.A., State University of New York at Stony Brook; M.A., City University of New York (Queens College); Ph.D., Hofstra University; Post Doctoral Fellowship, Institute for Behavioral Therapy. Current Director of Agape

Psychological Services, NYC; Clinical Director of Psychiatric and Addictions Recovery Services; Staff Psychologist, The Holliswood Hospital; Research Scientist for the Bureau of Research and Evaluation; Instructor, New York School of the Bible; Adjunct Professor, St. John's University; published author. 1999.

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

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

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

**Marcia Lucas**, *Assistant Director, Assistant Professor of Counseling (NYC Campus)*. B.S., CUNY; M.S., Yale University; Psy.D., Yeshiva University/Ferkauf Graduate School of Psychology. Senior Clinical Consultant, Full Circle Health, LLC; fifteen years combined experience in psychology, medicine, and education; work in the community focuses on sexual abuse, working with difficult children, depression, inner healing, culture, listening recovery, and trauma. 2002.

**Andrew T. Mercurio**, *Director, Marriage and Family Therapy Program, Professor of Marriage and Family Therapy*. B.S., Nyack College; M.Div., Asbury Theological Seminary; D.Min., Eastern Baptist Theological Seminary. Post-graduate certificate (Marriage and Family Therapy), Council for Relationships, Jefferson Medical College; Post-graduate training in clinical sex therapy. Professor of Pastoral Care and Counseling and Director

of Marriage and Family Therapy Program, Evangelical Theological Seminary; Adjunct Faculty, Eastern Baptist Theological Seminary and Bethel Seminary of the East; Licensed Marriage and Family Therapist; Clinical member and approved supervisor of the American Association for Marriage and Family Therapy; published author of journal article, 2001. Ordained minister (C&MA) with 10 years of pastoral experience. 2008.

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

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

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

## **School of Business and Leadership**

*Dr. Anita Underwood, Dean*

The School of Business and Leadership is committed to developing thought leaders with an entrepreneurial spirit through an interdisciplinary curriculum that is grounded in five core values: Social Relevance, Academic Excellence, Global Engagement, Intentional Diversity, and Personal Transformation.

Through our undergraduate and graduate programs, SBL seeks to foster learning environments that prepare students for a career of service and leadership that enables them to positively transform organizations, individuals and society.

Our pedagogical approach focuses on an action-based learning model that integrates theory, research and application to real world issues.

Our academically rigorous curriculum is taught by highly qualified faculty who bring a mixture of scholarship, and applied experience in business, faith-based and non-profit organizations.

The School of Business and Leadership consists of four academic programs; A.S./B.S. in Business Administration or Accounting, Organizational Management (OM - adult degree program) (see undergraduate catalog), Master in Business Administration (M.B.A.), and Master of Science in Organizational Leadership (MSOL).

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

*Primary Faculty:* Dr. Jesse Stevens (MBA Director), Dr. David Ahn, Dr. Ralph Grant, Dr. John Laski, Prof. James Muckell.

### **Mission Statement**

The MBA program is committed to provide students with an academic curriculum that focuses on an action-based learning model that integrates theory, research and application to real world issues. Through the courses, the MBA program seeks to foster learning environments that prepare students for careers of service and leadership that enables them to utilize their knowledge of business to positively lead and transform organizations and communities.

### **MBA Program Structure**

The Master of Business Administration is a graduate studies program that is offered in two locations: Nyack, NY and New York City, NY. The 18-month program is comprised of 12 courses, 3 research seminars, and an Entrepreneurial (EP). To maximize students learning and the quality of the student faculty exchange, students are divided into small cohort groups and remain together throughout the MBA program. Students enrolled in NYC take classes on two 4-hour weekday evenings. Students enrolled at the Nyack campus take classes on Saturdays for an 8-hour period. Students enrolled in the NYC cohorts must meet a New York state residency requirement by enrolling in the 3-credit “Business Research Methods” class on the Nyack campus on Saturdays.

### **Entrepreneurial Project (EP)**

The Entrepreneurial Project 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 and analyze a business need within an organization, that if addressed could lead to positive organizational change. The academic advisor for the EP will be assigned by the MBA Director. This individual is the student’s primary contact and advisor throughout the entire thesis process.

The Entrepreneurial Project is considered an essential component of the MBA program that helps the student:

- Integrate and apply theoretical knowledge and skills acquired through the course work.
- Integrate business theory and practice.
- 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.
- Refine oral and written presentation techniques.
- Enhance critical thinking skills.

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

The format and details for the EP requirements are distributed by the MBA Director.

### **Admission Requirements**

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

for the MBA degree program must provide the following to be eligible for admission:

1. **Resume:** Each applicant is required to submit a current resume detailing academic and professional achievements.
2. **GMAT score:** You must have an acceptable score on the Graduate Management Admission Test (GMAT) taken within the last five years. Please have your official GMAT score sent to Nyack College Graduate Admissions Office. For further information about the GMAT and how to prepare for the test visit: [www.mba.com/mba/thegmat](http://www.mba.com/mba/thegmat).

**Program Requirements for Graduation**

1. A total of 42 credits with a minimum GPA of 3.0
2. Successful completion of a written EP that meets the requirement of MBA and APA publication guidelines. The final version must be professionally edited to ensure compliance with APA guidelines, and submitted to and approved by the MBA lead professor.
3. Successful completion of a scheduled oral EP defense with a grade of B or above.
4. Completion of ETS MFAT examination.
5. All tuition and fees paid in full.

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

Students who do not meet the requirements for graduation after being enrolled in the 18-month MBA program have up to one (1) additional year to complete any unfinished course work or EP requirements. Students working on their EP must register for BUS 798 (EP Continuation) for the duration of time needed. If all academic requirements are not completed following the 1-year extension, students wishing to continue must apply for re-admission, re-take all classes and pay the full tuition costs for the entire program. (Unless a leave of absence has been approved)

BUS 601 – Business Ethics, Management, and Cultural Integration .....	3
BUS 602 – Managerial Accounting .....	3
BUS 603 – Managerial Economics .....	3
BUS 604 – Business Research Methods .....	3
BUS 605 – Operations Management .....	3
BUS 606 – Strategic Global Marketing Management .....	3
BUS 607 – Financial Management .....	3
BUS 609 – Entrepreneurship.....	3

**Specializations:**

**Marketing**

BUS 661 – Consumer & Organizational Buyer Behavior ..... 3  
BUS 662 – Market Research ..... 3  
BUS 663 – Advertising & Promotion ..... 3  
BUS 664 – Channel Management ..... 3

**Human Resource Management**

BUS 671 – International Finance ..... 3  
BUS 672 – Mergers & Acquisitions ..... 3  
BUS 673 – Investments & Portfolio Management ..... 3  
BUS 674 – Financial Engineering ..... 3

**General Management**

BUS 620 – Human Resources Strategy & Organizational Structure ..... 3  
BUS 630 – Managerial Accounting ..... 3  
BUS 660 – Strategic Market Management ..... 3  
BUS 680 – Case Studies in Managerial Economics ..... 3

**Accounting**

BUS 710 – Account Information Systems: Control & Audit ..... 3  
BUS 720 – Advanced Issues In Taxation ..... 3  
BUS 730 – Advanced Accounting II & Research ..... 3  
BUS 740 – Contemporary Problems / Public Accountancy Practice ..... 3  
  
BUS 771 – EP Seminar I ..... 1  
BUS 772 – EP Seminar II ..... 1  
BUS 773 – EP Seminar III ..... 1  
BUS 799 – EP Completion ..... 3

**Course Descriptions**

**Foundations**

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

The course provides an historical context for the study of business by reviewing the evolution of management thought and the ethical implications of each stage of thinking from scientific to behavioral to systems/management systems. Through class discussion, debate and student research, the class reviews current issues and speculate on the evolution of management thought through the information age.

**BUS 602 Managerial Accounting (3)**

Students engage 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, and product costing. Concepts are applied to case studies both individually and in groups.

**BUS 603 Managerial Economics (3)**

The course is a practical application of microeconomic and macroeconomic theory as it applies to decision making in the firm. Students use a practical economic approach, combining the two views to give insight into the basic economic factors affecting a company's market, from the level of the consumer to international economic policy. Students apply concepts to intensive case studies which can include elements of risk, uncertainty and forecasting.

**BUS 604 Business Research Methods (3)** (*offered at Nyack campus only*)

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

**BUS 771 EP Seminar I (1)**

In this course, students are taught research proposal writing and are required to turn in a thesis proposal that includes a draft of Chapter I (Introduction), Chapter III (Methodology). (*Additional class time will be required*)

Operations

**BUS 605 Operations Management (3)**

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

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

The course trains students in global marketing management by engagement in current and evolving strategic marketing processes and decision tools. The elements of globalization are integrated into the learning to develop a comprehensive global marketing strategy, inclusive of environment,

forecasting, advertising, target marketing and budgetary/financial issues. The course assesses the role of consumerism in American society, helping students to understand the ethical issues inherent in marketing strategies.

**BUS 607 Financial Management (3)**

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

**BUS 609 Entrepreneurship (3)**

This course will examine the nature of entrepreneurship, the factors for success in venture creation and growth, and the pitfalls that increase the likelihood of failure. This course provides the opportunity to apply the business knowledge and skills acquired in previous courses in an integrative fashion while emphasizing the development of values-centered leadership skills. Students learn to integrate knowledge from all functional areas of business and to apply those skills to complex business problems arising out of changing technology, competitive market conditions, social changes, and governmental actions.

**BUS 772 EP Seminar II (1)**

In this segment of EP Seminar, the focus is on researching and writing critical literature reviews and the format for writing research findings. Students are required to turn in Chapter II (Literature Review) and Chapter IV (Results) of their research project. *(Additional class time will be required)*

**Specializations**

*(Choose a specialization; you will take four (4) courses under that specialization, some courses will be given online)*

**Marketing**

**BUS 661 Consumer & Organization Buyer Behavior (3)**

This course reviews the concepts and techniques learned from behavioral science (such as: psychology, sociology, anthropology, economics) to marketing management. This course relies on lectures, readings, and case studies to develop application skills for consumer and commercial buyer behavior.

**BUS 662 Market Research (3)**

The course provides students with the understanding and tools that are useful to managers for decision making. This will include the review and use

of data collection techniques, data tabulation analysis, interpretation of results, and marketing implications.

**BUS 663 Advertising and Promotion (3)**

This course examines the management of advertising and sales promotions. Through class discussions students will understand the role of the communication process in marketing efforts. Topics to be covered will include measurement and research, objectives, targets, budgets, and media.

**BUS 664 Channel Management (3)**

The objective of this course is to review the alternative channels use to market products and services. Discussion topics include direct and indirect sales, direct mail, direct response, telemarketing, e-commerce, and other channel conflicts.

**Management**

**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 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 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 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.

**Finance**

**BUS 671 International Finance (3)**

The purpose of this course is to provide an analytical framework on the financial environment, risks, goals, and problems of multinational firms or firms with international affiliates, suppliers, or markets. The focus is on risk and forecasting, monetary systems, exchange rates, interest rates, and economical growth.

**BUS 672 Mergers and Acquisitions (3)**

This course examines the motives and the process of mergers, business valuations, and business financing. Students will understand the managerial and operational implications that come from leveraged buyouts, junk bond financing, and other forms of corporate restructuring.

**BUS 673 Investments and Portfolio Management (3)**

This course establishes the foundations for security analysis and procedures for an investor's portfolio of securities. Core concepts in this course include futures, options, measures of risk, and expected return.

**BUS 674 Financial Engineering (3)**

The purpose of this course is to enable students to develop skills in the creation of financial instruments. The major emphasis of this course is market structure, price determination, risk/return characteristics of options contracts, forward and future contracts, and swaps.

**Accounting**

**BUS 710 Accounting Information Systems: Control & Audit (3)**

This course provides students with a thorough understanding of the design of information systems that support the accounting function of a firm. Topics to be covered include auditing techniques, computer control and audit, survey of computer software, and test data.

**BUS 720 Advanced Issues in Taxation (3)**

This course focuses on federal laws regarding individual taxation. The topics covered include entities such as C Corporations, S corporations, Partnerships, LLC's/LLP's, estates, and trusts. The course is taught by using research cases that require students to suggest strategies and compute alternative liabilities.

**BUS 730 Advanced Accounting II & Research (3)**

This course is designed as a continuation of advanced accounting. Students will understand special accounting procedures and problems with respect to entities such as partnerships, estates, trusts, governmental units, and receiverships. Other topics of study include the interrelationships between SEC requirements and those of the FASB and GASB. Students are assigned cases that require researching FASB pronouncements and securities law in order to arrive at an opinion regarding the facts.

**BUS 740 Contemporary Problems in Public Accountancy Practice (3)**

This course focuses on problem solving as well as AICA practice changes and announcements. Topics include partnership liquidation, corporate fiduciary, individual tax worksheets, and process and job costs.

**BUS 773 EP Seminar III (1)**

The third segment of CAP Seminar is the final submission of Chapters I-V of the master thesis. The chapters must be turned in prior to CAP Seminar III. In this class, the students receive feedback on the chapters. The feedback determines the content and extent of revisions required for successful completion. Each student is required to prepare a power point presentation of their CAP and participation in a mock defense. Once the revisions are completed, students prepare for oral defense. *(Additional class time will be required)*

**BUS 798 EP Continuation (0)**

Students are required to enroll in CAP continuation if they have not completed the corporate action project by the time of BUS 000 (CAP Seminar III). Students are allowed 2 consecutive semester enrollments in BUS 798. Students enrolled in this class pay a CAP continuation fee equal to 1 credit hour of tuition.

**BUS 799 EP Completion (3)**

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

***Faculty***

*(Year indicates appointment to faculty)*

**David S. Ahn**, *Head, Department of Computer Science; Professor of Computer Science.* B.E., SUNY Stony Brook; M.S., Columbia University; Ph.D., CUNY. Executive level IT industry experience in banking and finance; financial and technical advisor of venture capital firms; research

interests in e-Commerce, webservices, strategic IT planning and management, wireless networking, and network security; published numerous papers in Networking and Webservices; member of Eta Kappa Nu, ACM/IEEE, and KOCSEA. 1997.

**Ralph T. Grant**, *Head, Department of Business, Economics and Accounting, NYC Campus; Professor of Business.* B.S., B.A., Shaw University; M.B.A., 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**, *Associate Professor of Finance.* B.S., Nyack College; M.B.A., St. Thomas Aquinas College; D.B.A. Finance and International Business, Nova Southeastern University. Extensive sales, investment management and operations experience in the financial services and heavy equipment industries; series 7 and 24 certified; operations management engineering and consulting; Certified Manufacturing Engineer; US military experience. Published and Who's Who listings. 2002.

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

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

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

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

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

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

#### **Mission Statement**

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

#### **Student Learning Outcomes**

Through theoretical models, research and application:

- **Socially Relevant**

- Students participation in the Leadership institute, with opportunities to design and facilitate leadership seminars, workshops or conferences for community leaders
- Opportunity for students to present their thesis research findings to the client organization
- Understand how to embody and lead from a values-based leadership framework that facilitates human and organizational potential in non-profit, faith-based, business or community settings.

- **Academic Excellence**

- Students design and conduct research an action research thesis that contributes to Positive Leadership and Organizational Publication of research project in Proquest – an academic online thesis and dissertation database (optional)
- 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
- Graduates accepted in Ph.D. programs

- **Globally Engaged**

- Global focus and enhanced awareness of requirements to work outside the US, through designing an expatriate portfolio for an international leadership assignment

- **Intentionally Diverse**
- Opportunity for current and emerging leaders to enhance their leadership perspectives by engaging in a learning dialogue with professionals from diverse organizational backgrounds
  - **Personally Transforming**
- Provide self assessment tools and process to help leaders have a better self awareness of leadership strengths and weaknesses
- Demonstrate knowledge, tools, and process that indicate a self-reflective awareness of one’s leadership values, skills, and development needs to enhance leadership potential
- Offer a holistic approach to leadership, through an integration of Christian and spiritual practices with theories and research on leadership

### **MSOL PROGRAM STRUCTURE**

The Master of Science in Organizational Leadership is a graduate studies program offered through the School of Business and Leadership.

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

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

### **Thesis**

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

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

- Integrate and apply theoretical knowledge and skills acquired through the course work.

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

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

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

### **ADMISSION REQUIREMENTS**

The MSOL program admits students twice a year – January and September. Applicants applying for admission to the MSOL program must provide the following, in addition to the Required Admissions Materials:

1. **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.
2. **Resume:** Each applicant is required to submit a current resume detailing academic and professional achievements.

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

### **PROGRAM REQUIREMENTS FOR GRADUATION**

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

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

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

**First Trimester**

LDG 640 – Foundations of Organizational Leadership.....	3
LDG 650 – Ethical Leadership .....	3
LDG 660 – Principles of Research Methods .....	3
LDG 670 – Thesis Seminar I .....	1

**Second Trimester**

LDG 680 – Global Leadership and Diversity.....	3
LDG 690 – Organizational Communication and Leadership .....	3
LDG 770 – Organizational Culture and Team Building.....	3
LDG 710 – Thesis Seminar II .....	1

**Third Trimester**

LDG 720 – Organizational Redesign and Innovation .....	3
LDG 730 – Transformational Leadership.....	3
LDG 740 – Strategic Planning and Implementation.....	3
LDG 750 – Thesis Seminar III .....	1
LDG 798 – Thesis Continuation .....	0
LDG 799 – Thesis Completion .....	3

**Course Descriptions**

**First Trimester**

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

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

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

In this course, students develop an understanding of the theories, practices, and ethics of leadership. This course examines how leaders can evaluate,

promote and maintain ethical behavior in the work environment. Students examine their own ethical values and determine their own position as ethical leaders. Case studies are used to analyze and review ethical decision-making process and to understand the consequences of unethical behavior in the workplace.

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

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

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

In this course, students are taught research proposal writing and are required to turn in a thesis proposal that includes a draft of Chapter I (Introduction), Chapter III (Methodology), Survey Instrument and IRB form. (*Additional class time will be required*)

**Second Trimester**

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

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

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

This course examines the theoretical and empirical literature addressing the function of communication within the context of complex organizations. Particular emphasis is placed on the evaluation of the roles and responsibilities of leaders as communicators and agents of change, while focusing on a variety of communication problems typically experienced in organizations.

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

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

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

In this segment of Thesis Seminar, the focus is on researching and writing critical literature reviews and the format for writing research findings. Students are required to turn in Chapter II (Literature Review) and Chapter IV (Results) of their thesis. *(Additional class time will be required)*

**Third Trimester**

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

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

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

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

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

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

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

The third segment of Thesis Seminar is the final submission of Chapters I-V of the master thesis. The chapters must be turned in prior to Thesis Seminar III. In this class, the students receive feedback on the chapters. The feedback determines the content and extent of revisions required for successful completion. Each student is required to prepare a power point presentation of their thesis and participation in a mock defense. Once the revisions are completed, students prepare for thesis oral defense. *(Additional class time will be required)*

**LDG 798 Thesis Continuation (0)**

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

**LDG 799 Thesis Completion (3)**

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

**Faculty**

*(Year indicates appointment to faculty)*

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

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

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

## School of Education

*Primary Faculty:* Dr. JoAnn Looney (Dean, Dir., Childhood Ed & Childhood Special Ed), Dr. Stuart Knapp (Dir., Inclusive Ed.), Dr. Dion Harrigan, Dr. James Nichols, Dr. Bennett Schepens

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

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

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

Students enrolled at the NYC campus must meet a residency requirement by taking either EDG 500 or EDG 501 at the Nyack campus.

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

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

<u>Year</u>	<u>LAST</u>	<u>ATS-W</u>	<u>CST</u>	<u>Overall</u>
2007-2008	100%	100%	96%	96%
3rd Year Out 2004-2005*	92%	100%	100%	92%

## **Mission and Learning Goals**

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

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

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

### ***Service***

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

### ***Academics***

- Enable candidates to articulate and apply appropriate competency-based standards and principles addressing teaching, curriculum, assessment, equity, and technology, and to demonstrate the associated ethical dispositions.
- Empower candidates to articulate, demonstrate, and value the interconnectedness of academic standards, dispositions related to academics, and the broad philosophical connections, resulting in well-rounded academic preparedness for the teaching profession.
- Prepare candidates with research-based understandings and skills to create a bridge among educational theory, research, and

practice in response to the educational, social and psychological needs of society.

***Leadership***

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

***Teaching***

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

**General Graduate Education Admission**

In addition to the General Admissions Requirements, following are further details and specific requirements for admissions into the Master of Education degree program:

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. Official transcripts from colleges or universities previously attended 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. 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.)

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

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

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

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

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

- Student name
- Course name
- Instructor name
- Course information

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

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

The Childhood Education curriculum has been designed to meet the academic requirements for obtaining initial and professional teaching certificates in New York State. The program fulfills the provisions and regulations of the Commissioner of Education and the Division of Teacher Education and Certification of the Department of Higher Education of the State of New York. Students who complete the program will meet the New York State requirements for teacher

certification in classrooms grades 1-6. The State of New York certification procedures require that recommended candidates also make personal application for a certificate.

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

**Admission Prerequisites for Initial or Additional Certification**

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

**Program Requirements**

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

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

**CHILDHOOD EDUCATION - M.S.**

**Initial or Additional Certification**

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

**Required Courses (12 credits)**

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

**Language and Literacy (9 credits)**

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

**Content and Curriculum (12 credits)**

EDG 563 - Methods of Social Studies .....	3
co-requisite EDG 663 - Field Experience for Methods of Social Studies	0
EDG 564 - Methods of Science .....	3
co-requisite EDG 664 - Field Experience for Methods of Science.....	0
EDG 565 - Methods of Math .....	3
co-requisite EDG 665 - Field Experience for Methods of Math.....	0
EDG 615 – Practicum for Childhood Education.....	3

**Special Education (3 credits)**

EDG 533 - High Incidence Disabilities.....	3
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**Capstone Component**

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

EDG 547 - Health Issues for Educators .....	1
EDG 590 - Seminar for Professional Experience.....	2
EDG 594 - Internship for Childhood Education Grades 1-3.....	3
EDG 595 - Internship for Childhood Education Grades 4-6.....	3

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

EDG 602 - Independent Research in the Childhood Ed Classroom .....	3
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**Required Assessments (0 credits)**

EDG 675 - Comprehensive Exam.....	0
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**Field Experiences**

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

**Assessments**

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

**Program Assessment**

The following assignments are used to assess program effectiveness.

Assessment	Context	Location in Program
1. Content Specialty Test (CST)	Licensure Test	End of Program
2. Standards-Based Observation Form	Practicum	End of Program
3. Teacher Work Sample (TWS)	Practicum	End of Program

Assessment results are evaluated on an annual basis for program improvement. No individual student is identified in the evaluation of the program data. Results for past years are reported below with percentage of students in each performance category.

Assessment	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
1. CST 08-09		100%		-
07-08		100%		-
2. SBOF 08-09	NA	NA	NA	NA
07-08	NA	NA	NA	NA
3. TWS 08-09		75%	-	25%
07-08		100%	-	-

**Admission to Student Teaching/Internship**

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

1. The candidate must be a fully-admitted matriculated student and present recommendations that his/her dispositions (such as personality and social maturity) are such as to insure his/her readiness to work with children and the supervisory staff.
2. The candidate must submit a Student Teaching Application and Resumé to the Director of Student Teaching for the School of Education by March 15 or November 1 the semester prior to student teaching, or student teaching placements may not be arranged.
3. All prerequisite coursework must be satisfied.
4. The candidate must have passing scores on the certification exams for New York State: Liberal Arts and Sciences Test (LAST), Elementary Assessment of Teaching Skills-Written (ATS-W), and the Multi-Subject Content Specialty Test (CST).
5. Some districts require interviews between the student teacher and cooperating teacher. The student must meet with the cooperating teacher (and/or principal) preceding the student teaching semester.
6. The candidate must complete a physical examination, including a Mantoux tuberculin test, within the 60 days prior to student teaching and present a health certificate indicating that he/she is free from physical and health conditions that might be detrimental to teaching. The health certificate is to be on file in the Graduate Education Office prior to the beginning of student teaching.

**Childhood Education Initial Certification  
Suggested Program Plan**

**SEMESTER I: Fall**

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

**SEMESTER II: Spring**

EDG 511-Int. Curr. Lit. Skills.....	3
EDG 533-High Inc Disabilities.....	3
EDG 547-Health Issues.....	1
EDG 564-Methods of Science.....	3
EDG 664-Field for Methods Science.....	0

**SEMESTER III: Summer**

EDG 512-Character Education.....	3
EDG 565-Methods of Math.....	3
EDG 665-Field for Methods Math.....	0

**SEMESTER IV: Fall**

EDG 545-Literacy.....	3
EDG 645-Field for Literacy.....	0

**SEMESTER V: Spring**

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

**Master Degrees in Education**

EDG 563-Methods of Social Studies .....	3	EDG 595-Internship Ch Ed 4-6.....	3
EDG 663-Field for Methods Soc Stud .....	0		
EDG 615-Practicum in Child Ed.....	3		
EDG 652-Tching ELLs and Bilingual .....	3		

**Childhood Education Additional Certification**

**Suggested Program Plan**

**SEMESTER I: Fall**

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

**SEMESTER III: Summer**

EDG 512-Character Education.....	3
EDG 565-Methods of Math.....	3
EDG 665-Field for Methods Math .....	0

**SEMESTER IV: Fall**

EDG 545-Literacy .....	3
EDG 645-Field for Literacy .....	0
EDG 563-Methods of Social Studies .....	3
EDG 663-Field for Methods Soc Stud .....	0
EDG 615-Practicum in Child Ed.....	3
EDG 652-Tching ELLs and Bilingual .....	3

**SEMESTER II: Spring**

EDG 511-Int. Curr. Lit. Skills.....	3
EDG 533-High Inc Disabilities .....	3
EDG 564-Methods of Science .....	3
EDG 664-Field for Methods Science.....	0

**SEMESTER V: Spring**

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

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

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

**Admission Prerequisites for Initial or Additional Certification**

1. BA/BS in English, Foreign Language, History, Mathematics, Social Studies, or one of the sciences; or 30 credits of C or better in

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

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

**Program Requirements for Initial or Additional Certification**

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

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

Five-year students in the B.S./M.S. program apply Spring of junior year.

1. Minimum undergraduate grade point average of 3.0, and proof of completion of the prerequisites
2. Passing scores (220 or higher) on the *Elementary Assessment of Teaching Skills—Written* and the *Multi-Subject Content Specialty Test*
3. Two academic references and one professional reference from the third year field experience cooperating teacher

4. A brief autobiography and statement describing reasons for pursuing graduate study in education, including professional and personal goals
5. Interview and writing sample with the Nyack College Graduate Education Office

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

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

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

**Field Experiences**

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

**Assessments**

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

**Program Assessment**

The following assignments are used to assess program effectiveness.

Assessment	Context	Location in Program
1. Content Specialty Test (CST)	Licensure Test	End of Program
2. Standards-Based Observation Form	Practicum	End of Program
3. Teacher Work Sample (TWS)	Practicum	End of Program

Assessment results are evaluated on an annual basis for program improvement. No individual student is identified in the evaluation of the program data. Results for past years are reported below with percentage of students in each performance category.

Assessment	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
1. CST 08-09		67%		33%
07-08		No grads		No grads
2. SBOF 08-09	NA	NA	NA	NA
07-08	No grads	No grads	No grads	No grads
3. TWS 08-09		17%	50%	33%
07-08		No grads	No grads	No grads

**Admission to Student Teaching/Internship**

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

6. 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.
7. The candidate must submit a Student Teaching Application and Resumé to the Director of Student Teaching for the School of

Education by March 15 or November 1 the semester prior to student teaching, or student teaching placements may not be arranged.

8. All prerequisite coursework must be satisfied.
9. The candidate must have passing scores on the certification exams for New York State: Liberal Arts and Sciences Test (LAST), Elementary Assessment of Teaching Skills-Written (ATS-W), and the Students with Disabilities Content Specialty Test (CST). The dual certification candidate must have a passing score on the Multi-Subject CST as well as the Students with Disabilities CST.
10. 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.
11. The candidate must complete a physical examination, including a Mantoux tuberculin test, within the 60 days prior to student teaching and present a health certificate indicating that he/she is free from physical and health conditions that might be detrimental to teaching. The health certificate is to be on file in the Graduate Education Office prior to the beginning of student teaching.

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

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

**Required Courses (9 credits)**

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

**Special Education (24 credits)**

EDG 532 - Exceptional Child.....	3
EDG 533 - High Incidence Disabilities .....	3
EDG 534 - Autism Spectrum Disorder and Other Low Incidence Disabilities: Understanding and Intervention .....	3
EDG 536 - Special Education Behavior Management .....	3
EDG 562 - Collab. & Consult. w/Parents, Professionals, & Comm. Agencies	3
EDG 619 - Special Education Practicum.....	3
EDG 632 - Special Education Law.....	2

*Master Degrees in Education*

EDG 644 - Technology for Special Education.....1  
EDG 654 - Special Ed. Assess., Eval., Diagnosis and IEP Development.....3

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

EDG 601 - Independent Research in Special Education .....3

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

EDG 545 - Literacy .....3

*One of the following courses that address reading:*

EDG 511 - Integ. Learning Stand. For Curric. Literacy Skills into Curric. ....3

EDG 652 - Teaching English Language Learners & Bilingual Students .....3

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

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

EDG 592 - Internship for Special Education in Grades 1-3 .....3

EDG 593 - Internship for Special Education in Grades 4-6.....3

**Required Assessments (0 credits)**

EDG 675 - Comprehensive Exam .....0

**Childhood Special Ed. Initial Certification**

**Suggested Program Plan**

**SEMESTER I: Fall**

EDG 500-Ed Research.....3

EDG 530-Incl Classroom.....3

EDG 562-Collaboration .....3

**SEMESTER II: Spring**

EDG 545-Literacy ..... 3

EDG 547-Health Issues ..... 1

EDG 532-Exceptional Child..... 3

EDG 654-Assessment Eval IEP ..... 3

**SEMESTER III: Summer**

EDG 512-Character Education ..... 3

EDG 533-High Inc Disabilities..... 3

EDG 632-Sp Ed Law .....2

**SEMESTER V: Spring**

EDG 590-Professional Seminar ..... 2

EDG 592-Internship Sp Ed 1-3 ..... 3

EDG 593-Internship Sp Ed 4-6 ..... 3

**SEMESTER IV: Fall**

EDG 534-Autism/Low Inc Disabilities ..... 3

EDG 536-Sp Ed Beh Man.....3

EDG 619-Practicum in Sp Ed.....3

EDG 644-Tech in Spec Ed..... 1

EDG 652-Tching ELLs and Bilingual .....3

**Childhood Special Ed. Additional Certification**

**Suggested Program Plan**

**SEMESTER I: Fall**

**SEMESTER II: Spring**

**Master Degrees in Education**

EDG 500-Ed Research.....	3	EDG 532-Exceptional Child .....	3
EDG 530-Incl Classroom. ....	3	EDG 654-Assessment Eval IEP .....	3
EDG 562-Collaboration.....	3		

**SEMESTER III: Summer**

EDG 512-Character Education .....	3
EDG 533-High Inc Disabilities .....	3
EDG 632-Sp Ed Law .....	2

**SEMESTER IV: Fall**

EDG 534-Autism/Low Inc Disabilities .....	3
EDG 536-Sp Ed Beh Man .....	3
EDG 619-Practicum in Sp Ed.....	3
EDG 644-Tech in Spec Ed .....	1

**SEMESTER V: Spring**

EDG 601-Independent Research.....	3
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**CHILDHOOD SPECIAL EDUCATION -- B.S./M.S.**  
**Five-Year Program with Dual Certification in Childhood Education**  
**(1-6) and Childhood Special Education (1-6)**

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

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

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

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

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

BIB 102 - Old Testament Literature.....	3
BIB 201 - New Testament Literature .....	3
BIB 301 or 302 - Biblical Doctrine I or II.....	3

*Master Degrees in Education*

BIB elective (including BIB 301/302—whichever not taken to fulfill Doc req). 3  
PMN 101 – Introduction to Spiritual Formation..... 2  
PMN 201 - Nyack Heritage..... 1

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

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

**UNDERGRADUATE PEDAGOGICAL CURRICULUM (32 credits)**

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

**GRADUATE PEDAGOGICAL CURRICULUM (36 credits)**

**General Education Courses (12 credits)**

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

**Special Education (24 credits)**

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

**Master Degrees in Education**

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.

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

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

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

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

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

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

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

\*\*Total 9 credits of electives

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

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

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

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

**Culture and Civilizations (15 credits)**

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

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

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

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

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

**Health and Science (18 credits)**

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

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

**FIRST YEAR: Fall**

EDU 191-1 <sup>st</sup> Yr Field Experience	
EDU 246-Found. of Education .....	3
ENG 101-College Writing I.....	3

**FIRST YEAR: Spring**

BIB 102-Old Testament Lit.....	3
ENG 102-College Writing II.....	3
INT 101-Information Literacy.....	1

**Master Degrees in Education**

HIS 113-Hist. of West. Civ. I ..... 3  
INT 112-Found. for Excellence..... 2  
LAN-Elective..... 3  
PED 211-PE for Educ ..... 1  
PMN 101-Intro to Spiritual Form..... 2

**SECOND YEAR: Fall**

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

**THIRD YEAR: Fall**

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

**FOURTH YEAR: Fall**

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

**FOURTH YEAR: Summer**

EDG 512-Character Education ..... 3  
EDG 533-High In Dis ..... 3  
EDG 632-Sp Ed Law ..... 2

**FIFTH YEAR: Fall**

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

LAN-Elective .....3  
MAT-Elective.....3  
PMN 201-Nyack Heritage..... 1  
PSY 101-General Psychology.....3

**SECOND YEAR: Spring**

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

**THIRD YEAR: Spring**

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

**FOURTH YEAR: Spring**

EDU 247-Health Issues ..... 0  
EDU 441-Christian Teacher..... 3  
EDG 532-Exceptional Child. .... 3  
EDG 654-Assessment Eval IEP ..... 3  
Liberal Arts Electives ..... 6/9\*\*

**FIFTH YEAR: Spring**

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

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

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

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

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

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

### **Admission Prerequisites**

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

### **Program Requirements**

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

**Field Experiences**

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

**Assessments**

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

**Program Assessment**

The following assignments are used to assess program effectiveness.

Assessment	Context	Location in Program
1. Comprehensive Exam	Exit Exam	End of Program
2. Standards-Based Observation Form	Practicum	End of Program
3. Teacher Work Sample (TWS)	Practicum	End of Program

Assessment results are evaluated on an annual basis for program improvement. No individual student is identified in the evaluation of the program data. Results for past years are reported below with percentage of students in each performance category.

Assessment	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
1. Comp 08-09		100%		-
07-08		100%		-
2. SBOF 08-09	50%	50%	-	-
07-08	-	75%	25%	-
3. TWS 08-09		100%	-	-
07-08		NA	NA	NA

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

**Core Component (15 credits)**

- Educational Research and Statistics..... 3
- EDG 501–Introduction to Research and Statistics (1)

*Master Degrees in Education*

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

**Content and Curriculum (12 credits)**

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

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

**Required Assessments (0 credits)**

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

**Inclusive Education Curriculum: Suggested Program Plan**

**SEMESTER I: Fall**

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

**SEMESTER II: Spring**

EDG 516-Integrating Sci & Tech.....	3
EDG 532-Exceptional Child.....	3

**SEMESTER III: Summer**

EDG 512-Character Education .....	3
EDG 515-Integrating Math & Tech.....	3
EDG 533-High Inc Disab.....	3

**SEMESTER V: Spring**

EDG 600-Independent Research .....	3
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**SEMESTER IV: Fall**

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

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

***Track Leading to Gifted Education Extension***

**Core Component (12 credits)**

**Credits**

Educational Research and Statistics.....	3
EDG 501–Introduction to Research and Statistics (1)	

**Master Degrees in Education**

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

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

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

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

<b>Core Component (12 credits)</b>	<b>Credits</b>
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*Master Degrees in Education*

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 514–Integrating Soc. Stud. Learning Standards into the Curriculum ..... 3  
EDG 515–Integrating Lrng Standards for Math & Tech. into the Curriculum..... 3  
EDG 516–Integrating Lrng Standards for Sci. & Tech. into the Curriculum ..... 3  
EDG 618–Practicum at the Middle School Level ..... 3

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

**SEMESTER I: Fall**

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

**SEMESTER II: Spring**

EDG 522-Methods for Tchg MS Child..... 3  
EDG 532-Exceptional Child..... 3

**SEMESTER III: Summer**

EDG 512-Character Education ..... 3  
EDG 533-High Inc Disab..... 3

**SEMESTER V: Spring**

EDG 600-Independent Research ..... 3

**SEMESTER IV: Fall**

EDG 511-Int. Curr. Lit. Skills..... 3  
EDG 542-MS Philos & Curriculum..... 3  
EDG 618-Practicum at the MS Level ..... 3

*Master Degrees in Education*

EDG 652-Tching ELLs ..... 3

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

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

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

**SEMESTER I: Fall**

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

**SEMESTER II: Spring**

EDG 532-Exceptional Child .....3  
EDG 552-Bilingual Education .....3

**SEMESTER III: Summer**

EDG 512-Character Education ..... 3  
EDG 533-High Inc Disab ..... 3

**SEMESTER V: Spring**

EDG 600-Independent Research.....3

**SEMESTER IV: Fall**

EDG 511-Int. Curr. Lit. Skills ..... 3

EDG 652-Tching ELLs & Bilingual.....3  
EDG 656-Lang, Lit, & Lrng in ELL/Bil .....3  
EDG 616-Practicum in Bilingual Ed .....3

## **Course Descriptions**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**EDG 512 Character Education (3)**

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

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

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

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

The focus of this course is to develop a model and specific activities for integrating New York State learning standards in math, with technology applied as a tool and vehicle for accessing, generating, processing and transferring needed information. Participants will learn how to effectively implement techniques which lead to student mastery of skills and content, both in class and on New York State testing. Masters program students will

learn how to teach their students to meet the seven Learning Standards for Mathematics, Science, and Technology (MST), with an emphasis on standards 1, 3, 6, and 7, at all three levels (elementary, intermediate, commencement) as identified by the New York State Department of Education. Strategies for teaching skills and content for all seven standards will, however, be addressed.

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

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

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

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

**EDG 520 Learning Theories (3)**

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

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

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

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

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

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

This course is designed to provide the general and special education classroom teacher with the knowledge, skills, and dispositions needed for successful inclusive teaching. This is an introduction to the nature and characteristics of the learning and behavior challenges that students with special needs face in the general education classroom, and the practical procedures, collaborative practices, and instructional strategies that lead to successful inclusion. The emphasis will be on co-teaching models, differentiated instruction, accommodations for instruction and assessment, and collaboration among professionals and parents. A documented 10 hours of field experience are required in an inclusive setting.

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

This online course, which includes campus-based classes, 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 (embedded in a Christian worldview) will be placed on enhancing the learning of all students with disabilities by employing a non-categorical rather than a disabilities oriented approach to special education. Current trends, critical issues and research relevant to individuals with special learning needs as full members of their communities will be examined. A documented 20 hours of field experience are required.

**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. A documented 20 hours of field experience are required in individualized instruction of 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. A documented 20 hours of field experience observation in a classroom that has students with moderate and/or severe disabilities are required. Prerequisite: EDG 532. 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 are explored. Further, these behavior management skills are contingent on effective assessment methodologies, which are also studied and practiced as an integral part of the course. A documented 10 hours of field experience in a classroom that has students with emotional/behavioral issues are required.

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

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

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

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

**EDG 545 Literacy (3)**

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

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

Provides candidates with the means to identify and prevent tobacco, drug/substance abuse, child abuse and maltreatment, and child abduction. Candidates will be able to provide safety education and provide instruction in fire and arson prevention. Candidates will also be trained in violence prevention and communicable disease awareness/prevention, including AIDS awareness. All components will be presented with the time and

content as required by New York State Education requirements for certification.

**EDG 552 Bilingual Education (3)**

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

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

This course focuses on the principles and practices of collaboration to strengthen family-teacher and community agency partnerships. Students will examine ways of developing cultural competency, communicating effectively with parents, building collaborative partnerships between parents and educators, as well as serving as advocates for children with special needs. The course will discuss the legal right and resources available to parents and the issues facing families of children with disabilities across developmental levels and the range of disabilities. A documented 10 hours of field experience covering the roles of professionals in collaboration are required.

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

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

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

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

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

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

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

Philosophical and practical problems of the classroom experience of student teaching. Analysis of curricular theory, classroom management and

decision-making, and consideration of other contemporary issues in Christian and public school education.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**EDG 603 Independent Research Continuation (0)**

Students are required to enroll in 'independent research continuation' if they have not completed EDG 600, EDG 601 or EDG 602 at the end of the initial semester. Students are allowed one semester enrollment in EDG 603 and will pay a research continuation fee equal to one credit hour of tuition.

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

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

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

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

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

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

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

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

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

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

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

This course offers opportunities for candidates to work and observe in an educational setting that corresponds to their area of certification and specialization. Candidates are expected to experience the student developmental spectrum in grades 1–6, including students with mild to severe disabilities. Classroom observation and participation are integral to the field experience. Students are required to maintain a reflection journal where they record observations related classroom management, the learning environment, lesson planning, collaborative teaching and assessment of all learners. The candidates are supervised by Nyack College faculty as they document fieldwork through observational logs and Teacher Work Samples. The College supervisor visits each practicum student for 2 formal and 2 informal observations. Mandatory weekly seminars focus on the analysis of teaching using research-based practice theory as well as the development of reflective practice skills. Each student must complete a total of 50 clock hours of observation.

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

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

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

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

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

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

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

Technology and Assistive Technology in Special Education are emphasized. Overview and hands-on experience with low- and high-tech products, including: PC accessibility, listservs, Web pages, online curricula, software, and local resources. The emphasis will be on meeting special needs in the

classroom (English, Math, Science, Social Studies, etc.) and in helping parents using assistive technology devices and assistive technology services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

***Faculty***

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

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

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

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

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

## **Library**

*Linda Poston, Associate Dean of Library Services*

*Cheryl Felmlee, ATS Library*

*Myungja Kim, Wilson Library*

*Sunya Notley, Bailey Library*

*Mick Williams, Bailey Library*

### **Student Learning Goals**

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

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

### *Admissions*

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

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

The Graduate Writing and Research Center is accessed through the ATS library. Designed to assist students with the necessary tools for writing and research, the center is staffed with a Writing and Research Assistant.

## **Graduate School Admissions**

The following provides general information on graduate school programs at Nyack College. For additional information on policies and procedures for a specific degree program, please refer to that section of the catalog.

### Contact Information

To apply for admission to Nyack College, prospective students may apply directly to the Admissions Office for a specific graduate program representing your graduate program of choice. Application forms may be downloaded from the website, obtained by mail, or completed online.

To apply for admission to the Alliance Graduate School of Counseling, contact:

Rockland and NYC campuses:  
Alliance Graduate School of Counseling  
Admissions Office  
350 N. Highland Avenue  
Nyack, NY 10960  
1-800-541-6891

To apply for admission to the Master of Business Administration or the Master of Science in Organizational Leadership, contact:

NYC campus:  
Nyack College School of Business and Leadership  
Admissions Office  
361 Broadway  
New, York, NY 10013  
212-625-0500

Rockland campus:  
Nyack College School of Business and Leadership  
Admissions Office  
1 South Boulevard  
Nyack, NY 10960  
1-800-UR-NYACK

To apply for admission to the Master of Science in Education, contact:

Rockland and NYC Campuses:  
Nyack College School of Education  
Admissions Office  
1 South Boulevard  
Nyack, NY 10960

## *Admissions*

1-845-675-4538

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

### Admissions Standards

Generally, admission to a master's or professional degree program at Nyack College requires a completed four-year bachelor's degree from a regionally accredited post-secondary institution. Applicants with a bachelor's degree from a non-regionally accredited institution will be considered on an individual basis.

Please refer to the degree program for specific standards regarding admission into the Master of Arts in Mental Health Counseling, Master of Arts in Marriage & Family Therapy, Master in Education, Master in Business Administration, and Master in Organizational Leadership programs.

## **Graduate Application Process**

### **Required Admission Materials**

*All applicants must submit the following:*

- Completed and signed application form (forms in admissions packet).
- Nonrefundable application fee
- Personal Goals statement, including long range professional goals.
- Recommendations (academic and professional) attesting to the applicant's ability to pursue and complete graduate work as an independent student and applicant's leadership potential. (Forms in admissions packet).
- Transcripts. Official transcripts from all previous colleges or universities attended at the undergraduate or graduate level. Photocopies or unofficial student copies are not acceptable.
- Students for whom English is not the first language must be certified in English proficiency. Certification requires a minimum score of 220 on the CELT test, or for the Test of English as a Foreign Language (TOEFL) a minimum score of 550 (paper); 220 (computer version), or 83 (internet version) on the TOEFL examination.
- Entrance exams. Not all Nyack College graduate programs require entrance exams. If the prospective student's school of interest requires test scores, the prospective student must register for and take the test required by that school. An official copy of the score results should be sent to the school Admissions Office.
- Interviews. Each school determines if an interview is required. In-person interviews are preferred, but telephone interviews may be arranged.

- Writing samples. Some Nyack College schools require a writing sample. See the School section for more information.
- Immunizations: Documentation of adequate vaccination for measles, mumps and rubella must be provided by the student in accordance with New York state health regulations for colleges. In addition, a meningitis vaccination response form must be submitted. (See “Immunizations” under “Academic Policies”.)
- Additional material as required by schools.
- All items submitted become the property of Nyack College and cannot be returned. Students should retain a photocopy of their application materials for their records.

## **Admission Processes**

### *Processing and Notification*

It is the applicant’s responsibility to ensure that all required information is submitted to Nyack College. The Director of Admissions will refer the applicant’s file to the Dean of the Graduate Program when all information is complete. Admission decisions will be communicated to applicants in writing as soon as possible after the decision has been made, typically within one or two weeks.

### *Readmission*

Former students who have not been enrolled for one calendar year or more and who desire to re-enroll in Nyack College should apply for readmission through the Admissions Office. Readmission is based on the students’ academic record and previous involvement at Nyack. Students who have not been enrolled for more than one year will follow the degree requirements at the time they were last enrolled in Nyack College.

### *Reactivation*

Students who have been inactive for less than one (1) calendar year and who wish to re-enroll in Nyack College must submit a reactivation application prior to being permitted to register. This application is handled through the Office of the Graduate Registrar.

## **Enrollment Status Classification**

### *Regular*

Applicants who meet the above admissions criteria, who satisfy all admissions requirements, and who intend to obtain a degree from Nyack College may be admitted with a regular enrollment status. If other eligibility criteria are met, students admitted with a regular status are eligible for all forms of scholarships and financial aid.

### *Provisional*

### *Admissions*

If the Office of Admissions in consultation believes that the applicant has the potential for success, but he or she does not meet all of the regular standards for admissions, the applicant may be accepted on a provisional enrollment status. Provisional students are matriculated for one semester. A student's provisional status will be evaluated after the student has attempted their first semester at Nyack College. If a student achieves a 3.0 at the end of the first semester, the provisional admit status will be changed to regular.

### *Conditional*

Applicants who have not submitted all official, required documents for admission, or who have submitted one or more unofficial documents, may be admitted with a conditional enrollment status. Students admitted on a conditional basis are matriculated for one semester. Students must submit all required admissions material by the end of the first semester of study. Students will not be eligible to register for the second semester with a conditional enrollment status. When all required documents have been received by the college, the student's enrollment classification will be changed to regular status.

### **Admissions Classifications**

1. Matriculated (degree) students are those who are pursuing a degree either full or part-time.
2. Non-degree students are those who meet all the requirements for admission to a degree program, but who are not currently pursuing a degree at Nyack College. They may be full or part-time students.
3. Transfer students are students transferring from recognized graduate schools who may be given transfer credit if comparable courses are included in the curriculum of NC (please see Transfer of Credits).
4. Reactivating students are those who have not been enrolled for at least one semester. Such students must complete a "Request for Reactivation Form" available in the Office of Admissions. Note: students being absent from NC for more than three years will need to complete the admissions application again.
6. Auditors are students who take courses at NC but will not receive credit. Auditors must complete an audit application.
7. Visiting students are those matriculated in a degree program in another graduate school that intend to enroll in courses at NC in order to complete their degree at their home institution.

### **Nondiscrimination Policy**

Students, faculty and staff represent a diverse college community. Nyack College does not discriminate on the basis of race, color, national and ethnic origin, age, sex, or physical disability in admission, participation, or employment in campus programs or activities. The programs are operated in compliance with the Title IX of the Education Amendments of 1972, Section

504 of the Rehabilitation Act of 1983, Americans with Disabilities Act (ADA), Title VI of the Civil Rights Act of 1964, and all other relevant statues and regulations.

## **Academic Policies**

### **ACADEMIC PROBATION AND DISMISSAL**

The academic progress of students is evaluated at the close of each semester. Students must meet the minimum cumulative grade point average of 3.0 for his/her program as evidence of satisfactory progress toward graduation.

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

A student who has been dismissed may apply for reinstatement through the Academic Appeals Committee. The Committee’s decision is final.

### **ADVISEMENT**

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

### **CLASS ATTENDANCE POLICY**

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

### **DEGREE REQUIREMENTS**

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

### **DIRECTED STUDIES**

Every credit of directed study must demonstrate that the student has done at least 50 hours of work; therefore, a 3-credit directed study requires 150 hours of work. No more than 20% of a degree program may be fulfilled through courses taken independently.

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

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

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

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

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

### **DUAL DEGREES / CONCENTRATIONS**

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

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

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

### **EXTENSIONS**

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

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

an “FX” (failure) after 30 days, after which time no further grade changes are permitted.

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

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

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

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

### ***GRADING SYSTEM***

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

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

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

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

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

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

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

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

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

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

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

### **GRADE POINT SYSTEM**

Graduation is based not only upon the accumulation of appropriate credits, but also upon the quality of work performed. A minimum cumulative grade point average of 3.0 is required for each program. Grade points are granted per semester hour on the following basis:

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

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

### **GRADUATION DATES**

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

### **GRADUATION REQUIREMENTS**

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

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

### **GRIEVANCE PROCEDURES**

Nyack College utilizes a grievance procedure that complies with the Higher Education Act of 1965, Section 494C(j). This procedure applies to all cases dealing with discrimination by race, handicap, or gender, including harassment, or to any other grievance. In no case will any adverse action be taken against a student for filing a grievance. The final determination of each formal grievance will be made by a person or persons not directly involved in the matter. Because different grievance procedures apply to faculty, staff, and students, consultation of the appropriate handbooks is advised.

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

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

### **IMMUNIZATIONS**

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

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

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

### **LEAVE OF ABSENCE**

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

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

### **PLAGIARISM**

Students are expected to display the highest standards of personal and academic integrity in the development of research papers and other academic projects. Perhaps the most critical issue in exhibiting integrity in academic assignments is student compliance with accepted practices for providing his/her professor with resources and references used to develop his/her paper or project.

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

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

## REGISTRATION

Graduate students must register through their individual graduate programs.

*Changes in Registration:* Students desiring to change their registration must submit a Change of Registration form available in the Registrar's Office. After the Add/Drop Period, the only allowable change is withdrawal. Changes permitted once the Add/Drop Period ends will bear financial repercussions.

To withdraw from a course, a student must complete the Change of Registration form, or an alternative written notification. This change is only permitted through the 75% point of the semester (as indicated on the academic calendar), or the equivalent in the case of a short-term course. Withdrawal from a course does not relieve the student of the tuition charges for the course, unless the change is completed before the Add/Drop Period ends.

Courses may not be added after the end of the add/drop period. If a student officially withdraws from a course during the add/drop period, the course will not be recorded on the permanent record card. Courses officially dropped after that time are considered "withdrawals" and a grade of "WD" is recorded on the permanent record card. NOTE: *When withdrawal from courses reduces the total credit load below full Time status, eligibility may be jeopardized for financial aid, scholarships, athletics, college housing, immigration status, and veteran's benefits.*

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

**Administrative Withdrawal of a Student from Class:** If the semester is at least one-third over and a student has stopped attending a class (determined either by attendance or failure to complete assignments and course activities), that student may be administratively withdrawn from that class. The withdrawal date shall be recorded as the last date of attendance. If that date is indeterminable, the withdrawal date shall be the midpoint of the period for Title IV aid eligibility purposes. The Registrar's Office, in consultation with Student Financial Services, shall determine if a student shall be administratively withdrawn based on gatherable evidence of non-attendance. A grade of AWD shall be recorded for each administratively withdrawn class. The student shall be notified of this administrative withdrawal via certified campus mail.

**Withdrawal from College:** Students desiring to withdraw from the college must complete a Withdrawal Form, available in the Registrar's Office.

**Sequence of Courses:** Credit may not be received for lower level study in an area in which credit for higher level of study has already been received.

### **REPEAT COURSES**

Each degree program establishes its own policy outlining the circumstances under which a course may be repeated. In all cases, when a course is repeated, only the second grade (regardless of what it is) will be calculated into the student's GPA. However, both grades will remain on the permanent record. In the case of a student repeating a course in which a passing grade acceptable within his/her program has already been received, the course will not be included as part of his/her course load for financial aid purposes.

### **RESIDENCY REQUIREMENT**

All students who are enrolled in a Nyack College program within the state of New York are required by the New York State Education Department to complete a minimum of one complete course at the Rockland campus. For each degree program, one course is designated for instruction in Rockland. Online courses do not meet this requirement.

### **SCHOLASTIC HONORS**

Graduate students of outstanding scholarship are selected for graduation honors as follows: Honors: Cumulative GPA at least 3.85, and Honors With Distinction: Cumulative GPA at least 3.95.

### **TRANSCRIPTS**

Requests for transcripts must be made in writing to the Registrar's Office. Students should allow a minimum of one week for processing. A charge of \$5.00 is made for the first transcript and \$1.00 for each additional copy ordered at the same time. Transcripts will not be issued if student accounts or loan payments are not up-to-date.

### **TRANSFER OF CREDITS**

Although a certain degree of uniformity exists among colleges and universities, it is also important to recognize that each institution is a unique entity in the academic world. For this reason it is not possible to guarantee absolute equivalency of credit in the transfer process. Nyack College, however, will seek to provide the most equitable transfer of credit possible within the framework of the following policies:

1. Credits will be accepted only on the basis of official transcripts. In some cases, course descriptions from academic catalogs or course syllabi may also be required.
2. Course work will be evaluated on the basis of a number of factors, including, but not limited to, accreditation, equivalency of content and/or learning outcomes, and overall fit within the ethos of the program.
3. Transfer credit is not given for courses below a "B" grade.

4. Only credits, not grades or grade points, are transferred.
5. Credits are acceptable for transfer only if they were earned within the past 7 years. This is calculated from the date the credits were earned, not from the graduation date.
6. Credits are transferred to meet the degree requirements of a specific program. A change of program may significantly affect the number of transferable and applicable credits.

Each program has established the maximum number of transfer credits allowed:

Master of Arts in Counseling – 15  
Master of Arts in Marital and Family Therapy - 15  
Master of Business Administration – 9  
Master of Science in Education – 12  
Master of Science in Organization Leadership - 0

Requests for transfer of credits should be made through the Registrar's Office.

## Tuition and Fees 2009-2010

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).....	\$625.00
MS in Education - Tuition (per credit) .....	\$625.00
MS in Organizational Leadership - Tuition (per credit).....	\$625.00
MBA - Tuition (per credit) .....	\$750.00

### ADDITIONAL FEES

(non-refundable)

Transcript (one copy) .....	5.00
Each additional copy ordered at the same time.....	1.00
Rush transcript fee .....	10.00
Motor Vehicle Registration (commuter/per semester) .....	25.00

## Financial Aid and Payment Information

Financial Aid consists of student loans and limited grants that assist students in meeting the costs of attending college. These funds are offered to those students who meet eligibility criteria as established by the federal and/or state governments and Nyack College.

All prospective students and returning students who are interested in receiving financial aid must:

1. **Complete the FAFSA** (Free Application for Federal Student Aid). [www.fafsa.ed.gov](http://www.fafsa.ed.gov)
  - The Title IV code for Nyack College is **002790**.
2. **Complete the NY State Express TAP Application** (Tuition Assistance Program). [www.tapweb.org](http://www.tapweb.org)--Nyack TAP Code for Graduate Programs is 5075
  - **Must be a New York State resident to apply and only the AGSC program is TAP eligible.**

### GRADUATE PROGRAM GRANTS

#### Alliance Graduate School of Counseling (AGSC)

**Alliance Heritage Grant:** awarded to members of C&MA churches. A letter from the senior pastor verifying membership is required.

**Academic Scholarship:** awarded to students with a prior academic GPA of 3.25 or higher.

**Undergraduate Psychology or Counseling Major Grant:** provided to students who completed their undergraduate degree in psychology or counseling.

**Christian College Graduates Grant:** awarded to students who graduated from a Christian College Coalition school.

**Eastern U.S. Regional Grant:** awarded to students from any state east of Mississippi, excluding NY, NJ or CT.

**International Student Grant:** awarded to F-1 non-immigrant international students.

**Christian Ministries Grant:** awarded to people involved in church or parachurch ministries, or their spouse.

**Firefighter / Policeman Grant:** awarded to those who have been or are currently employed as firefighters or policemen.

***Master of Science in Organizational Leadership***

**Academic Excellence Grant:** \$500 awarded at the beginning of a student's third semester if he/she has maintained a 3.75 GPA or higher during the first two tri/semesters of his/her graduate program.

**Nyack College Alumni Grant:** \$650/trimester or \$2,000/program

**MTA Employee:** \$650/trimester or \$2,000/program

***Master of Business Administration***

**Academic Excellence Grant:** \$500 awarded at the beginning of a student's third semester if he/she has maintained a 3.75 GPA or higher during the first two tri/semesters of his/her graduate program.

**Nyack College Alumni Grant:** \$1,000/semester - \$3,000/program

**MTA Employee:** \$1,000/semester - \$3,000/program

***Master of Science in Education***

**Academic Excellence Grant:** \$500 awarded at the beginning of a student's fourth semester if he/she maintained a 3.75 GPA during the first three semesters of course work.

Program Based Grants – see matrix below – awards are based on number of credits enrolled in the program. By design, the program offers 9 credits maximum or 3 courses per semester.

**Nyack College Alumni Grant:** awarded to students graduating from a Nyack undergraduate program and enrolling in the MSE program. Because it is desirable to retain Nyack undergraduates in the Master of Education program, this grant is the largest of all grants. This grant cannot be combined with any other grant offered through the MSE program.

**Christian School Teacher Grant:** awarded to any student who is currently employed as a teacher in a Christian school. This grant can be combined with the Cooperating Teacher Grant.

**Public School Teacher Grant:** awarded to any student who is currently employed as a teacher in a public school. This grant can be combined with the Cooperating Teacher Grant or the Rockland County Teach. Assoc. Grant.

**Cooperating Teacher Grant:** awarded per credit to teachers who were cooperating teachers for Nyack College student teachers – approximately \$150/course. This grant can be combined with the Christian or Public School Teacher Grant.

**Rockland County Teacher’s Association Grant:** awarded per credit to teachers who are members of the Teacher’s Association – approximately \$150/course. This grant can be combined with the Christian or Public School Teacher Grant.

**Master of Education Grants**

	<u>3-5 cr.</u>	<u>6-8 cr.</u>	<u>9-11 cr.</u>
NC Alumni	\$500	\$1,000	\$1,500
Christian School Teacher	\$250	\$500	\$750
Public School Teacher	\$250	\$500	\$750
Cooperating Teacher	\$150	\$300	\$450
Rockland Cnty. Teach. Assoc.	\$150	\$300	\$450

**TITLE IV Federal Student Loan Program**

Eligibility for the student loan program is determined by completing the FAFSA (Free Application for Federal Student Aid). You can apply online at [www.FAFSA.ed.gov](http://www.FAFSA.ed.gov). After completion of the FAFSA, a Student Aid Report (SAR) will be sent to the applicant. The applicant must read through the report to verify that the information on the SAR is complete and correct. If the student lists Nyack College on the SAR, the Office of Student Financial Services will receive the information electronically.

**Federal Family Educational Loan Program (FFELP)**

**Subsidized Stafford Loan:** This is a need-based loan, guaranteed by the federal government. The federal government pays the interest as long as the student is taking 6 credits. Once the student graduates or ceases to be enrolled at least half-time (6 credits), he/she has a 6-month grace period before repayment begins and interest starts to accrue.

**Unsubsidized Stafford Loan:** This is a non-need-based loan, guaranteed by the federal government. The government does not subsidize this loan, and the interest on this loan will start to accrue immediately. Principal payments may be deferred until 6 months after graduation or the student drops below 6 credits.

**Graduate PLUS Loan:** Eligibility has been extended to graduate students who required additional loan funds. The graduate student must be enrolled at least half-time (6 credits) and approval for a PLUS loan is determined by the student’s credit worthiness. Repayment begins 30 days after the loan is disbursed. Contact the Office of Student Financial Services for more information on loan limits and interest rates and/or an application.

**STATE ASSISTANCE FOR NEW YORK RESIDENTS ONLY**

**Tuition Assistance Program (TAP):** Eligibility is limited to full-time students and is based upon NYS taxable income. Students apply annually by

first completing the FAFSA and then the ETA (Express TAP Application). Only programs under the Alliance Graduate School of Counseling are eligible for New York State TAP.

### **SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY**

Federal and New York State regulations require Nyack College to establish and apply reasonable standards of satisfactory progress for the purpose of the receipt of financial assistance under the programs authorized by Title IV of the Higher Education Act. The law requires institutions to develop policies regarding satisfactory academic progress (SAP). Each institution must design criteria, which outlines the definition of student progress towards a degree and the consequences to the student if progress is not achieved. Nyack College graduate students who wish to be considered for financial aid must maintain satisfactory progress in their selected course of study as set forth in this policy.

**Academic Policy:** Incomplete course grades and withdrawals are not counted toward the grade point average component of the standard but along with course repetitions are used in measuring the academic progress of credits completed. Only the second grade of a repeat course counts in the calculation of the student's GPA. Refer to the Academic Policy section of the Nyack College Graduate catalog for more detailed information regarding courses, grading standard and graduation.

**Institutional Policy:** Satisfactory academic progress includes both a qualitative (grade point average) and quantitative (number of credit hours completed) measure of the student's progress plus a maximum time frame to not exceed 150% of the program measured in academic terms and credit hours attempted. The Student Financial Services/Registrar Offices will assess the student academic progress at the end of every term for all federal and institutional aid programs.

**Transfer Students:** When a student transfers to Nyack College Graduate School the academic office will determine the number of credit hours acceptable toward a graduate degree program at Nyack. The standard of progress will begin at the appropriate point on the SAP chart according to the number of credit hours transferred.

**Financial Aid Probation and Termination for Title IV FSA :** The first time a student does not meet the standards of satisfactory progress at the end of the academic term, they will automatically be placed on financial aid probation for the following academic term. Federal financial aid may still be received during the probation period. At the end of the probation period, the

student must again be making satisfactory academic progress or financial aid will be terminated. If the student doesn't meet the satisfactory progress standards as of the end of the probationary term they lose eligibility for any subsequent terms until the student has reestablished financial aid eligibility.

**Reestablishing Financial Aid Eligibility:** Students who have had their financial aid terminated due to lack of satisfactory academic progress may choose to enroll without benefit of financial aid. Students may also choose to attend another institution and transfer in the specified needed number of credits earned toward a graduate degree at Nyack that will bring them in line with the quantitative standards of the SAP policy. Transfer credits will not be used to meet the qualitative or GPA standards of the policy. Such students may request a review of their academic record after any term in which they are enrolled without the receipt of financial aid to determine whether they have met the satisfactory academic progress standards. If the standards are met, financial aid eligibility is restored for subsequent terms of enrollment. Students should consult with a financial aid counselor in the Office of Student Financial Services if they have any questions about this policy, the appeal process, or reinstatement of financial aid eligibility.

**Appeal Process:** Any student who is denied Federal financial aid at the end of the financial aid probationary period or does not meet the SAP standard and who can prove special circumstances i.e. serious injury or 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 Provost Office to request a waiver of the SAP standards for a semester. The Provost, Registrar, and Assistant Treasurer will make the final determination if Federal Aid will be restored for one semester or if the appeal will be denied. If the appeal is approved the SAP standards are suspended for that student.

**Notification:** The following schedules represent minimum academic standards that must be met by fulltime students (12 or more credits) in order to be eligible for Title IV Federal Student Aid (Stafford Loans). Students are notified in writing if they have failed to meet the standards along with implications and actions required to maintain or reestablish financial aid eligibility. Students taking a part-time load are pro-rated based on the full-time standards.

## **Nyack College Graduate Programs**

### **For Federal Loans—Alliance Graduate School of Counseling**

*Financial Policies*

After 'X' Semester(s)	1	2	3	4	5	6	7	8
Credits Earned	6	12	18	27	36	45	54	66
Cumulative GPA	2.8	3.0	3.0	3.0	3.0	3.0	3.0	3.0

**TAP (NYS) Grants—Alliance Graduate School of Counseling** (only graduate programs eligible for NYS Aid)

Before being certified for this payment*	1	2	3	4	5	6	7	8
A student must have accrued at least this many credits	0	6	12	21	30	45	60	75
With at least this grade point average	0	2.2	2.5	2.8	3.0	3.0	3.0	3.0

**For Federal Loans—Master of Science in Education**

After 'X' Semester(s)	1	2	3	4	5	6
Credits Earned	6	12	18	27	36	45
Cumulative GPA	2.8	3.0	3.0	3.0	3.0	3.0

**For Federal Loans—Master of Science in Organizational Leadership**

After 'X' Semester(s)	1	2	3	4	5
Credits Earned	6	12	18	24	33
Cumulative GPA	2.8	3.0	3.0	3.0	3.0

**For Federal Loans—Master of Business Administration**

After 'X' Semester(s)	1	2	3	4	5	6
Credits Earned	6	12	18	27	36	45
Cumulative GPA	2.8	3.0	3.0	3.0	3.0	3.0

*\*Including semesters transferred from another institution.*

**Master of Arts in Counseling**

**Grade Point Average:** Students must maintain a GPA of 3.0.

**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.

Students in the Master of Science in Education, Masters of Business Education, and Master of Science in Organizational Leadership are not eligible to receive New York State TAP.

**PAYMENT OPTIONS**

Payment for each semester's charges is due, in full before a semester begins. All financial aid processing requirements need to be complete in order to count pending loans as payment toward semester charges. The remaining balance can be paid in full by check; cash; or master, visa or discover credit card or through an automatic payment plan

**Automatic Payment Plan**

Nyack College is pleased to offer a convenient interest-free monthly payment plan through Nelnet Business Solutions. This Automatic Payment Plan provides students with a low cost option for budgeting tuition costs for the full academic year as well as for each semester. Cost for the payment plan is \$60 for the annual plan and \$32.50 for the semester plan. Payments will be charged on the 5<sup>th</sup> or 20<sup>th</sup> of every month. Once enrolled, all payments are made automatically from a checking, savings, or credit card account.

**PAYMENT POLICY**

Payment for semester enrolling in is due by specified deadlines. If balance has not been paid in full or all financial aid paperwork been completed and submitted, students WILL NOT be permitted to enroll in any future semesters

at Nyack, receive their grades, receive transcripts, or participate in graduation ceremonies.

**REFUNDS**

Upon registration, students assume full financial responsibility for all charges for the semester.

Sometimes a student finds it necessary to withdraw from Nyack College before completing the semester. In this case, it is important to officially withdraw from the college. See **Registration** section of the catalog for withdrawal procedures and determination of withdrawal dates.

**Withdrawal / Refund Policy for Graduate Programs (Traditional Semester Calendar):**

By the end of the registration period .....	100% refund
By the end of the second week.....	80% refund
By the end of the third week.....	60% refund
By the end of the fourth week .....	40% refund
By the end of the fifth week .....	20% refund
More than five weeks .....	no refund

The above policy applies to both withdrawals from the semester and withdrawals from individual courses. Refunds for intensive / fast-track courses are made proportionately. Thus, three class hours in a three-credit course is considered one week in a semester.

Grants may be prorated or removed according to tuition charged. All other fees will not be refundable once the registration period closes.

**Withdrawal / Refund Policy for Graduate Programs (Cohort/Modular Format):**

- Students register for a full term of modular classes at the beginning of the term.
- The withdrawal date for tuition liability is not the date the student stops attending. Tuition liability for the term is determined by the date the student contacts the graduate registrar office and officially withdraws from the program.
- Full tuition liability for the term incurs at the midpoint of the term—8<sup>th</sup> week, 1<sup>st</sup> night of the 3<sup>rd</sup> class of the term.
- Prior to the point of incurring full tuition liability, the student is liable for all modules that the student has attended as follows:
  - No Tuition liability if the student withdraws after attending the first night of the class.
  - 100% Tuition liability if the student withdraws after attending the second night of the class.
- Federal, State, and institutional financial aid regulations will determine loan and grant eligibility due to a change in enrollment because of the student’s withdrawal. All or part of loans and/or grants may need to be returned. These regulations are separate from the tuition liability policy.

**Return of Title IV Funds:**

Federal regulations dictate a repayment policy for students who are receiving Title IV aid. The Office of Student Financial Services will calculate the amount of Title IV assistance earned by a student by determining the percentage of the period of enrollment that was completed. Nyack College and/or the student must return the unearned aid by repaying the loan funds up to the total net amount disbursed.

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