Table of Contents

Welcome.............................................................................................................. 1
Officers, Board of Trustees ................................................................. 2
History .............................................................................................................. 3
Statement of Faith ......................................................................................... 3
Mission Statement ......................................................................................... 5
Core Values .................................................................................................... 5
Student Learning Goals .............................................................................. 6
Philosophy of Education ........................................................................... 7
Accreditation ................................................................................................. 7

Academic Programs
  Academic Structure .................................................................................... 9
  Programs of Study ..................................................................................... 12
  Core Curriculum ........................................................................................ 14
  Center for Biblical and Ministerial Studies .......................................... 16
  College of Arts and Sciences .................................................................. 42
  School of Human Services ..................................................................... 86
  School of Business and Leadership .................................................... 91
  School of Education ............................................................................... 106
  School of Music ..................................................................................... 136
  Undergraduate Course Descriptions ................................................... 167

Academic Resources
  Division of Academic Support Services ............................................ 273
  Library ...................................................................................................... 278
  Off-Campus Study Programs ............................................................. 280
  Honors Program ..................................................................................... 285
  Academic Calendar .................................................................................. 287
  Academic Policies .................................................................................... 288
  Degree Requirements ............................................................................. 300
  Admissions ............................................................................................... 305
This catalog is for informational purposes only and does not constitute a contract between the student and Nyack College/Alliance Theological Seminary. While every effort is made to provide accurate and current information, Nyack reserves the right to delete, modify or alter without notice statements in the catalog concerning rules, policies, fees, curricula, courses or other matters.
WELCOME

In your hands you hold the academic catalog of Nyack College. There is not a more comprehensive description of Nyack’s academic program that exists anywhere. You cannot adequately understand what a Nyack College education involves without this book. Still, in one sense, this catalog is inadequate in its description of Nyack College.

This document does a good job describing Nyack’s various schools, our degree programs and our majors. It discusses the aspirations, policies and expectations that we hold for our students, and it is highly informative regarding our curriculum and the individual courses and experiences that comprise this curriculum. This is truly important information, and I hope you will review it carefully.

What this book cannot adequately portray, however, are the many people at Nyack who bring to life our schools, our programs, our curriculums and our relationships with our students. In this catalog you can read names, titles and qualifications. But only when you are here on one of our campuses can you meet and begin to fully appreciate the outstanding people who are represented by this catalog.

I’m pleased that you have chosen to read Nyack’s catalog. I trust that you will find it informative and helpful. Beyond this, I also hope that you will have an occasion to meet Nyack’s people. These dedicated men and women are the ones who bring this catalog to life.

Sincerely,

Dr. Michael G. Scales
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
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Mr. Dwight D. Safer, Colchester, VT
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Mr. Duane A. Wheeland, Easton, PA

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

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

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

While Nyack College retains its relationship with The Christian and Missionary Alliance (C&MA) and encourages its students to consider some form of service with that body, it should be understood that completion of a course of study at Nyack College does not in itself ensure a student's acceptability for such service. The Alliance takes into consideration one's doctrinal position, adherence to scripturally-consistent patterns of behavior and spirituality, and personal attributes that foster good interpersonal relationships. In some instances the C&MA will not credential persons who have been divorced and remarried, or are married to someone who has been divorced. For a more detailed statement of expectations, see the current Manual of The Christian and Missionary Alliance.

**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 that is an incentive to holy living and faithful service.
MISSION STATEMENT

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

CORE VALUES

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

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

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

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

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

Personally Transforming: Emphasizing the integration of faith, learning, and spiritual transformation.
UNDERGRADUATE STUDENT LEARNING GOALS
The undergraduate core curriculum coincides with the core values of Nyack College and Alliance Theological Seminary, with the following student learning goals:

Socially Relevant
• Students will recognize the value of economic, political, social, and organizational systems as tools for positive change.
• Students will apply a foundation of compassion and integrity to their chosen field of study.
• Students will demonstrate servant leadership as they engage the community and marketplace.

Academically Excellent
• Students will attain an educational foundation in arts and humanities, science, mathematics, and social science.
• Students will be able to communicate in oral and written form and demonstrate information and technological literacy.
• Students will demonstrate critical thinking, problem-solving, and research skills across the curriculum.

Globally Engaged
• Students will understand the interplay of historical, cultural, and geographical realities of the global community.
• Students will value diversity through an understanding of worldviews, languages, cultures, and peoples.
• Students will engage in service opportunities within the global community.

Intentionally Diverse
• Students will understand the heritages and traditions of diverse peoples and cultures.
• Students will appreciate the need to promote biblical principles of social equality.
• Students will engage in interactions and relationships with those from diverse backgrounds.

Emphasizing Personal Transformation
• Students will grow in their faith as they pursue God’s purpose in their lives.
• Students will integrate their Christian worldview into learning and service.
• Students will apply discipleship principles to assist in the personal transformation of others.
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, & 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
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), Teaching English to Speakers of Other Languages by Teachers of English to Speakers of Other Languages (TESOL), English Education by the National Council for Teachers of English (NCTE), 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
2008-2009

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

Assistant Provost: Dr. Bennett Schepens
Director of Institutional Research: Renee Quintyne
Dean of Community Life: Mark Meehan

Alliance Theological Seminary
Dr. Ronald Walborn, Dean
Dr. Luis Carlo, Associate Dean, ATS/NYC

Master of Divinity
Master of Arts in Biblical Literature
Master of Arts in Intercultural Studies
Master of Professional Studies

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

Center for Biblical and Ministerial Studies
Dr. Ronald Walborn, Dean

Biblical and Theological Studies: Dr. Frank Chan (Dept. Chair), Dr. Stephen Bennett, Dr. Elio Cuccaro, Amy Davis, Dr. Thomas Donworth, Dr. Dongsu Kim, Dr. Steven Notley
InterCultural Studies and Missiology: Scott Reitz (Acting Dept. Chair, Dir, Global Service Lrng), Barry Jordan, Patty Jordan
Pastoral Ministry: Dr. Russell McLeod, Jeffrey Quinn, Carlos Velez (Deputy Dep. Chair)
Youth Ministry and Christian Education: Dr. Leonard Kageler (Dept. Chair), Dr. Ronald Belsterling

College of Arts & Science
Dr. Lyndell O’Hara, Dean

Biology and Chemistry: Dr. Jacqueline Washington (Dept. Chair)
Communications: Darlene Pinkerton
English: Dr. Jonathan Gates (Dept. Chair), Dr. Elaine Lux (Deputy Dept. Chair), Dr. Charles Beach, Dr. Louise McCreery, Bradley McDuffie, Christine Warrington, Dr. Kevin Pinkham
Fine Arts: Dr. Sue Talley (Dept. Chair)
**History and Political Science:** Dr. Lyndell O’Hara (Dept. Chair), Dr. David Weir (Deputy Dept. Chair), Dr. Vilma Balmaceda  
**Interdisciplinary Studies:** Dr. Fernando Arzola, Dr. Josue Perez, Dr. Stephen Ware  
**Mathematics:** Dr. In Hak Moon (Dept. Chair)  
**Modern Languages and Linguistics:** Dr. Eleanor Pease (Dept. Chair), Sally Stuart, Margaret Bowen, Janice Yeoh  
**Philosophy:** Dr. James Danaher (Dept. Chair), Alfredo Cid  
**Physical Sciences:** Dr. Yili Liu (Dept. Chair)  
**Psychology:** Dr. Agnia Assur (Dept. Chair/Rockland), Denise Hirschlein, Kerry Callender, Dr. Stephen Maret (Dept. Chair/NYC), Dr. Jack Wiltshire  
**Religion:** Dr. Larry Poston (Dept. Chair)  
**Sociology:** Dr. Charles Awasu (Dept. Chair.), Miguel Sanchez

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

**School of Business and Leadership**  
*Dr. Anita Underwood, Dean*  
*Dr. Richard Gathro, Dean of Nyack College, Washington, D.C.*  
**Accounting:** James Muckell, Connett Powell  
**Business Administration:** Dr. Jesse Stevens (Dept. Chair/Rockland), Dr. Ralph Grant (Dept Chair/NYC), Dr. Gordon Boronow, Susanne Hartl  
**Computer Science:** Dr. David Ahn (Dept. Chair)  
**Organizational Management:** Blondell Anderson, Ann Barr, George Hairston, Julie Hood-Baldomir, Dr. Elena Murphy, Dr. Doug LePelley, Brian Peterson, Dr. Melvin Hadley, Dr. Patricia Johnson  
**Master of Business Administration:** Dr. John Laski  
**Master of Science in Organization Leadership:** Dr. Claire Henry, Dr. Karen Fenton-LeShore

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

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

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

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

**School of Nursing**  
*Dr. Teresa Wood, Director*  
*Dr. Inseon Hwang, Program Development*

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

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

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

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

**Division of Student Success**  
*Dr. Gwen Parker-Ames, Associate Dean*

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

**Division of Enrollment Services**  
*Dr. Andrea Hennessy, Vice President for Enrollment*

- **Registrar:** Vangie Couche (Undergraduate Registrar), Elizabeth Hanson (ADCP Registrar), Rebecca Noss (Graduate Registrar)
# Programs of Study

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

<table>
<thead>
<tr>
<th>Major</th>
<th>Degree</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Master Degree Programs (See Graduate Catalog/ATS Catalog)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Accounting (0502)</td>
<td>M.B.A.</td>
<td>Grad. Catalog</td>
</tr>
<tr>
<td>* Biblical Literature: N.T. Emphasis (2301)</td>
<td>M.A.</td>
<td>ATS Catalog</td>
</tr>
<tr>
<td>* Biblical Literature: O.T. Emphasis (2301)</td>
<td>M.A.</td>
<td>ATS Catalog</td>
</tr>
<tr>
<td>* Business Administration (0506)</td>
<td>M.B.A.</td>
<td>Grad. Catalog</td>
</tr>
<tr>
<td>* Childhood Education (0802)</td>
<td>M.S.</td>
<td>Grad. Catalog</td>
</tr>
<tr>
<td>* Childhood Special Education (0808)</td>
<td>M.S.</td>
<td>Grad. Catalog</td>
</tr>
<tr>
<td>* Counseling (2104.1)</td>
<td>M.A.</td>
<td>Grad. Catalog</td>
</tr>
<tr>
<td>* Inclusive Education (0802)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gifted Education Extension</td>
<td>M.S.</td>
<td>Grad. Catalog</td>
</tr>
<tr>
<td>Middle School Extension</td>
<td>M.S.</td>
<td>Grad. Catalog</td>
</tr>
<tr>
<td>Intercultural Studies (2301)</td>
<td>M.A.</td>
<td>ATS Catalog</td>
</tr>
<tr>
<td>Marriage &amp; Family Therapy (2104.1)</td>
<td>M.A.</td>
<td>Grad. Catalog</td>
</tr>
<tr>
<td>* Organizational Leadership (0506)</td>
<td>M.S.</td>
<td>Grad. Catalog</td>
</tr>
<tr>
<td>* Theology and Missions (2301)</td>
<td>M.Div.</td>
<td>ATS Catalog</td>
</tr>
<tr>
<td>* Urban Ministry (2303)</td>
<td>M.P.S.</td>
<td>ATS Catalog</td>
</tr>
<tr>
<td><strong>Bachelor Degree Programs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting (0502)</td>
<td>B.S.</td>
<td>91</td>
</tr>
<tr>
<td>Adolescent Education (2201,1701,1501)</td>
<td></td>
<td>108</td>
</tr>
<tr>
<td>English Specialization</td>
<td>B.S.</td>
<td>111</td>
</tr>
<tr>
<td>Mathematics Specialization</td>
<td>B.S.</td>
<td>113</td>
</tr>
<tr>
<td>Social Studies (History) Specialization</td>
<td>B.S.</td>
<td>115</td>
</tr>
<tr>
<td>Social Studies (Soc. Sci.) Specialization</td>
<td>B.S.</td>
<td>117</td>
</tr>
<tr>
<td>* Biblical and Theological Studies (1510)</td>
<td>B.A.</td>
<td>16</td>
</tr>
<tr>
<td>* Business Administration (0506)</td>
<td>B.S.</td>
<td>94</td>
</tr>
<tr>
<td>* Childhood Education (0802)</td>
<td>B.S.</td>
<td>123</td>
</tr>
<tr>
<td>Christian Education (2304)</td>
<td>B.S.</td>
<td>22</td>
</tr>
<tr>
<td>Communications (0601)</td>
<td>B.S.</td>
<td>42</td>
</tr>
<tr>
<td>Cross-Cultural Studies (2299)</td>
<td>B.A.</td>
<td>25</td>
</tr>
<tr>
<td>* Early Childhood Education (0823)</td>
<td>B.S.</td>
<td>126</td>
</tr>
<tr>
<td>* English (1501)</td>
<td>B.A.</td>
<td>45</td>
</tr>
</tbody>
</table>
# Academic Programs

* History (2205) .............................................................. B.A. ....................... 49
* Interdisciplinary Studies (4901) .................................. B.A./B.S. ..................... 52
  Mathematics (1701) ..................................................... B.A. ....................... 66
  Music Programs ............................................................. 136
* Church Music (2302) ............................................. S.M.B......................... 141
* Composition (1004) .................................................. Mus.B. ....................... 144
* Instrumental Performance (1004) ............................. Mus.B. ....................... 147
* Music (1005) .............................................................. B.A. ....................... 150
  Music Education (1004) .......................................... Mus.B. ....................... 153
* Piano Performance (1004) ......................................... Mus.B. ....................... 161
* Voice Performance (1004) ......................................... Mus.B. ....................... 164
* Organizational Management (0506)............................ B.S. ....................... 99
* Pastoral Ministry (2301) ........................................ B.S. ....................... 29
  Philosophy (1509) .................................................... B.A. ....................... 68
* Psychology (2001) .................................................... B.A. ....................... 70
  Religion (1510) ....................................................... B.A. ....................... 74
* Social Work (2104) ................................................ B.S. ....................... 86
  Sociology (2201) ..................................................... B.A. ....................... 78
  TESOL (1508) ......................................................... B.S. ....................... 131
  Youth Ministry (2399) ............................................. B.S. ....................... 36

**Associate Degree Programs (4)**

* Business Administration (5004) ................................ A.S. ....................... 104
* Christian Work (5502) ............................................ A.S. ....................... 40
* General Education (5699) ........................................ A.A. ....................... 81
  Liberal Arts and Sciences: Sciences (5649) ................ A.A. ....................... 83

* Indicates major also available at the New York City Campus. Part of these programs must be taken at the Rockland Campus.
CORE CURRICULUM

To achieve the goals and objectives of Nyack College with efficiency and precision, the curriculum has been divided into four separate components. The centerpieces of the academic program consists of a 43 – 49 credit Liberal Arts and Science Core Curriculum and a 15 credit Bible and Ministry Minor Curriculum. The Liberal Arts and Science Core is designed to give students a broad exposure to the humanities, social sciences, science and mathematics, as well as providing opportunity for students to explore western, world, and American civilizations. Nyack’s core in the liberal arts and sciences conforms to the standards of the Board of Regents of the State of New York. The Bible courses within the Bible and Ministry Minor constitute a well-rounded sequence designed to develop a biblically informed Christian lay person prepared to serve in an increasingly non-Christian society. All students enrolled in four-year degree programs must complete the requirements of the Core Curriculum, except as noted for specific programs. Requirements for Associate and Adult Completion degrees are adjusted in accordance with the needs of these specific programs. Detailed descriptions of the Core Curriculum courses can be found in the back of the catalog.

Liberal Arts and Sciences Core Component (43-49 credits)  

<table>
<thead>
<tr>
<th>Component</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Management:</td>
<td></td>
</tr>
<tr>
<td>INT 101 - Information Literacy</td>
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<tr>
<td>Basic Communication:</td>
<td></td>
</tr>
<tr>
<td>ENG 101-102 - College Writing I and II</td>
<td>6</td>
</tr>
<tr>
<td>Western and World Civilization:</td>
<td></td>
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<tr>
<td>HIS 113,114 - History of World Civilization I and II</td>
<td>6</td>
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<tr>
<td>Humanities:</td>
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<tr>
<td>ENG 201 or 202 - Global Literature I or II</td>
<td>3</td>
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<tr>
<td>PHI 101 - Introduction to Philosophy</td>
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<tr>
<td>American Civilization:</td>
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<tr>
<td>SOC 347 - Multicultural America</td>
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<tr>
<td>Fine Arts (an approved course in the Arts)</td>
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<tr>
<td>Laboratory Science (an approved course in the Sciences)</td>
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<tr>
<td>Mathematics elective (an approved course in Mathematics)</td>
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<tr>
<td>Social Science elective (an approved course in the Social Sciences)</td>
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</tr>
<tr>
<td>Foreign Language requirement*</td>
<td>6-12</td>
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</tbody>
</table>

*12 credits (4 semesters of the same language) required for most B.A. programs, unless otherwise specified; 6 credits (2 semesters of the same language) required in most B.S. programs, unless otherwise specified.

Additional requirements:

<table>
<thead>
<tr>
<th>Component</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INT 112 - Foundations for Excellence</td>
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Bible and Ministry Minor Curriculum (15 credits)  

<table>
<thead>
<tr>
<th>Component</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMN 101 - Introduction to Spiritual Formation</td>
<td>2</td>
</tr>
<tr>
<td>BIB 102 - Old Testament Literature</td>
<td>3</td>
</tr>
<tr>
<td>BIB 201 - New Testament Literature</td>
<td>3</td>
</tr>
<tr>
<td>BIB 301 or 302 - Biblical Doctrine I or II</td>
<td>3</td>
</tr>
</tbody>
</table>
The remaining credits of the curriculum are divided between a **Major Requirement Component (including a senior-level worldview course), and a Miscellaneous/Liberal Arts Elective Component.** Each department of Nyack College divides these credits in accordance with the needs of specific majors. For instance, a foreign language is not required in some programs, and the remaining credits are then devoted to major requirements and miscellaneous electives only. Some programs have more or less miscellaneous electives, depending on major requirements, and a limited number of majors require more than the standard 126-credits for degree completion.

All students registered at the New York City campus are required to take the course PMN 201, Nyack Heritage, at the Rockland campus in order to complete their degree requirements. This course is NOT offered at the New York City campus.
BIBLICAL AND THEOLOGICAL STUDIES MAJOR - B.A.

Primary Faculty, Rockland: Dr. Stephen Bennett, Dr. Frank Chan, Dr. Elio Cuccaro, Amy Davis
Primary Faculty, NYC: Dr. Thomas Donworth, Dr. Dongsu Kim, Dr. R. Steven Notley,

The Biblical and Theological Studies major studies the Bible in the light of its linguistic, geographical, historical, and cultural background and of its theological implications. This major is designed to prepare the student for a rich ministry in lay church leadership and teaching and to provide a sound basis for seminary and other graduate study in theology, biblical studies, religion, and related disciplines. It also satisfies the recommendations of the Association of Theological Schools for admission to study at the seminary level.

The program seeks to lay a firm biblical foundation for a Christian worldview that integrates faith and learning. In addition to a unified overview of Old and New Testament revelations, biblical book studies, the acquisition of interpretational tools, and theological interfacing with the liberal arts, the program also offers students the opportunity to study biblical Greek and/or biblical Hebrew. The department also regularly offers trips to Israel and Turkey for academic credit, which it strongly recommends to all majors. This major is unique in that it directly aims to lead the student to know, love, and obey God in preparation for living the Christian life in a variety of occupations. Some students may want to opt for an Interdisciplinary Major (B.A. or B.S.) that combines Bible with another field of study.

Student Learning Goals
By graduation, the Biblical and Theological Studies major should:

1. Know key information about:
   a. All Biblical Documents: the date, authorship, genre, purpose and occasion of all sixty-six books of the Protestant canon.
   b. The ancient world from which the Bible came: the Ancient Near East, First and Second Temple Judaism, the Greco-Roman world.
   c. Central Biblical Themes:
      i. The OT Pentateuch’s teaching on creation, fall, covenant, law and grace.
      ii. The OT Historical Books’ teaching on Israel’s temple and kingship.
      iii. The OT Prophetic Books’ teaching on judgment, restoration, the Messiah and the Day of the Lord.
iv. The OT Poetic Books’ teaching on wisdom, faith and worship.
v. The NT Gospels’ teaching on Jesus and the kingdom of God.
vi. NT Acts and Epistles’ teaching on redemption, the church, the Holy Spirit and the Christian life.
vii. The NT Book of Revelation’s teaching on the consummation of all things.
d. The Christian Heritage:
i. The historic doctrines of Protestant orthodoxy.
ii. Great Christian thinkers throughout church history, with a focus on the theology of at least one historical period.
iii. Traditional arguments and methods employed by apologists in defense of the Christian faith.
iv. The state of global Christianity at present.

2. Have the following skills:
a. Research skill: the ability to find, read and understand the writings of Bible commentators and other scholarly materials illuminating the Bible’s linguistic, geographical, historical, religious and social setting.
b. Interpretive skill: the ability to draw accurate inferences about the main concerns of the bible.
c. Applicational skill: the ability to glean principles for living (piety, ethics, social concern) from the Bible and apply them to contemporary life.
d. Writing skill: the ability to convey interpretation and application in college-level prose.
e. Oral communication skill: the ability to convey the content of the Bible in sermons and other talks that require Bible interpretation.
f. Creative and critical thinking: the ability to ponder old interpretative and theological questions from fresh and, at times, innovative, perspectives.

3. Have the following personal values and convictions:
a. Devotional Conviction: the conviction that meditation on the Bible is crucial in enhancing one’s personal relationship with God.
b. Missional Conviction: the passion to see the advancement of the kingdom of God as envisioned in the Bible.

Program: 126 credit hours, distributed as follows, are required for the Bachelor of Arts degree:

Liberal Arts and Science Core Component ................................................................. 49*  
*Foreign Language Component (12 credits)
GRK 101-102 or HEB 101-102 - Elementary Greek or Hebrew (6 credits)
GRK 231/312 or HEB 221/222 - Rdgs Greek/Exegesis or Hebrew Rdgs I/II (6 cr)

OR

English Bible
Biblical and Theological Studies

2 years or intermediate level (12 credits) of the same language

**Bible and Ministry Core Curriculum** ................................................................. 15

**Major Field Component (36 credits)**

- BIB 331 - Hermeneutics ...................................................................................... 3
- NT elective or BIB 365 - Romans ........................................................................... 3
- Old Testament elective .......................................................................................... 3
- Systematic Theology elective (any course from THE 342-350 or THE 441-450) ....... 3
- Historical Theology elective (any course from THE 321-328, or THE 428) ............. 3
- Bible or Theology elective .................................................................................. 12
- HIS 321 - Ancient History or HIS 342 – History of Christianity .......................... 3
- THE 470 - Seminar ............................................................................................ 3
- Worldview elective .............................................................................................. 3

**Miscellaneous Elective Component (26 credits)**

Miscellaneous electives ........................................................................................ 26

Recommended courses:

- PMN 340 - Alliance Doctrine and Polity (for those intending Alliance ministry)
- PMN 311-312 - Homiletics (for those intending Alliance ministry)

**Total credits required** .................................................................................... 126
# Biblical and Theological Studies Major
## Suggested Program Plan

<table>
<thead>
<tr>
<th>FIRST YEAR: Fall</th>
<th>FIRST YEAR: Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMN 101-Intro to Spiritual Form.</td>
<td>BIB 102-Old Testament Lit.</td>
</tr>
<tr>
<td>INT 112-Found. for Excellence</td>
<td>ENG 102-College Writing II</td>
</tr>
<tr>
<td>ENG 101-College Writing I</td>
<td>HIS 114-Hist. of World Civ. II</td>
</tr>
<tr>
<td>HIS 113-Hist. of World Civ. I</td>
<td>Language Requirement</td>
</tr>
<tr>
<td>Language Requirement</td>
<td>Social Science elective</td>
</tr>
<tr>
<td>MAT-elective</td>
<td>INT 101-Info Literacy</td>
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<table>
<thead>
<tr>
<th>SECOND YEAR: Fall</th>
<th>SECOND YEAR: Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIB 201-New Testament Lit</td>
<td>Language Requirement</td>
</tr>
<tr>
<td>ENG 201 or 202-Global Lit. I or II</td>
<td>PHI 101-Intro. to Philosophy</td>
</tr>
<tr>
<td>Language Requirement</td>
<td>Laboratory Science</td>
</tr>
<tr>
<td>PMN 201-Nyack Heritage</td>
<td>Electives</td>
</tr>
<tr>
<td>Electives</td>
<td>Electives</td>
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</table>

<table>
<thead>
<tr>
<th>THIRD YEAR: Fall</th>
<th>THIRD YEAR: Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIB 301 or 302-Biblical Doc I or II</td>
<td>BIB-Elective (for Core)</td>
</tr>
<tr>
<td>BIB 331-Hermeneutics</td>
<td>BIB/THE-Elective</td>
</tr>
<tr>
<td>HIS 321 or 342-Ancient Hist or Hist of Christianity</td>
<td>Fine Arts requirement</td>
</tr>
<tr>
<td>SOC 347-Multicultural America</td>
<td>Electives</td>
</tr>
<tr>
<td>Elective</td>
<td>Electives</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>FOURTH YEAR: Fall</th>
<th>FOURTH YEAR: Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>NT elect or BIB 365-Romans</td>
<td>BIB-Elective (O.T.)</td>
</tr>
<tr>
<td>Worldview elective</td>
<td>THE 470-Theology Seminar</td>
</tr>
<tr>
<td>BIB/THE-elective</td>
<td>THE-Systematic theology-elective</td>
</tr>
<tr>
<td>THE-Historical THE-elective</td>
<td>Electives</td>
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</table>
**BIBLICAL AND THEOLOGICAL STUDIES MAJOR - B.A.**

**Research Bible Concentration** *(available at the NYC Campus only, with faculty approval)*

<table>
<thead>
<tr>
<th>Component</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Liberal Arts and Science Core Component</strong></td>
<td>49*</td>
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<tr>
<td>Foreign Language Component (12 credits)</td>
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<tr>
<td>GRK 101-102 - Elementary Greek I and II (6 credits)</td>
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<tr>
<td>GRK 231 - Readings in Greek and GRK 312 - Exegesis (6 credits)</td>
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<tr>
<td><strong>Bible and Ministry Minor Curriculum</strong></td>
<td>15</td>
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<tr>
<td><strong>Major Field Component (39 credits)</strong></td>
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<tr>
<td>BIB 329 - Intro Intertestamental Literature</td>
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<tr>
<td>BIB 331 - Hermeneutics</td>
<td>3</td>
</tr>
<tr>
<td>BIB 369 - John or BIB 365 -Romans</td>
<td>3</td>
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<tr>
<td>HIS 321 - Ancient History</td>
<td>3</td>
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<tr>
<td>BIB 381 or 382 - Land of the Bible I or II</td>
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<tr>
<td>BIB 470 - Theology Seminar</td>
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<tr>
<td>Worldview elective</td>
<td>3</td>
</tr>
<tr>
<td>HEB 221-222 - Hebrew Readings I/II</td>
<td>6</td>
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<tr>
<td>GRK 331 - Septuagint</td>
<td>3</td>
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<tr>
<td>BIB 384 –Geographical/Historical Setting of the Bible (in Israel)</td>
<td>3</td>
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<td><strong>Miscellaneous Elective Component (23 credits)</strong></td>
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<td><strong>Total credits required</strong></td>
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### Biblical and Theological Studies Major - Research Bible Conc.
#### Suggested Program Plan

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<tr>
<th>Semesters</th>
<th>Course(s)</th>
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<tr>
<td><strong>FIRST YEAR:</strong></td>
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<tr>
<td><strong>Fall</strong></td>
<td>PMN 101-Intro to Spiritual Form.</td>
<td>2</td>
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<tr>
<td></td>
<td>INT 112-Found. for Excellence</td>
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</tr>
<tr>
<td></td>
<td>ENG 101-College Writing I</td>
<td>3</td>
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<tr>
<td></td>
<td>HIS 113-Hist. of World Civ. I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>GRK 101-Elem Grk I</td>
<td>3</td>
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<tr>
<td></td>
<td>MAT-elective</td>
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</tr>
<tr>
<td><strong>Spring</strong></td>
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<tr>
<td></td>
<td>BIB 102-Old Testament Lit.</td>
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<tr>
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<td>ENG 102-College Writing II</td>
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<tr>
<td></td>
<td>HIS 114-Hist. of World Civ. II</td>
<td>3</td>
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<tr>
<td></td>
<td>GRK 102-Elem Grk II</td>
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<td>Social Science elective</td>
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<tr>
<td></td>
<td>INT 101-Info Literacy</td>
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<td><strong>SECOND YEAR:</strong></td>
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<tr>
<td><strong>Fall</strong></td>
<td>BIB 201-New Testament Lit.</td>
<td>3</td>
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<td>ENG 201 or 202-Global Lit. I or II</td>
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<td>GRK 231-Greek Readings</td>
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<td>PMN 201-Nyack Heritage</td>
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<td>HEB 101-Elem Hebrew I</td>
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<td>Electives</td>
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<td><strong>Spring</strong></td>
<td>GRK 312-Exegesis</td>
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<td>PHI 101-Intro. to Philosophy</td>
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<td>Laboratory Science</td>
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<td>BIB 365 or 369-John or Romans</td>
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<td>HEB 102-Elem Hebrew II</td>
<td>3</td>
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<tr>
<td><strong>THIRD YEAR:</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Fall</strong></td>
<td>BIB 301 or 302-Biblical Doc I or II</td>
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<tr>
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<td>BIB 329 Intertestamental Lit.</td>
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<td>HIS 321-Ancient History</td>
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<td>SOC 347-Multicultural America</td>
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<tr>
<td></td>
<td>HEB 221 Hebrew Rdgs I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>4</td>
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<td><strong>Spring</strong></td>
<td>BIB 331-Hermeneutics</td>
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<td></td>
<td>BIB 381/2 Land of the Bible I/II</td>
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<td>HEB 222- Hebrew Rdgs II</td>
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<td>Electives</td>
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<tr>
<td><strong>FOURTH YEAR:</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td>BIB 34—Geo/Hist Setting (Israel)</td>
<td>3</td>
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<td>Worldview elective</td>
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<td></td>
<td>GRK 331-Septuagint</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>BIB/THE elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>THE 470-Theology Seminar</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
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</tbody>
</table>
CHRISTIAN EDUCATION MAJOR – B.S.

Primary Faculty, Rockland: Dr. Ronald Belsterling, Dr. Leonard Kageler

Mission
The mission/goals of the CE/Youth Ministry Department fit into the “…preparing students to serve in ministerial, educational, healing and community-building professions” portion of the Nyack College Mission Statement and Core Values.

The Mission of the Nyack College Department of CE and Youth Ministry is to enfold, encourage, equip, and unleash collegians to accomplish great goals in God’s power. Our core values are prayer, excellence, vision, and critical thinking.

Our Student Learning Goals flesh out the mission of both the Department and Nyack College.

Student Learning Goals
By the time a CE/YM Department major (included InterDisc with CE/YM) graduates, she or he will be able to:

• Know and articulate a coherent, biblically based philosophy of youth or Christian education ministry.
• Have experienced two years of supervised, documentable, experience in a church, Para church, or agency setting.
• Evidence being a person of living faith who loves kids and possesses the knowledge and skills to nurture the faith and lives of children/youth and their families.
• Engage, train, and support teams of children/youth and family lay leaders who minister in the congregation and reach out to the community.
• Understand and be able to function successfully within the supervisory/authority structure within the church/Para church/or agency.
• Successfully find employment in this field, having gained experience in resume and portfolio development, interviewing dynamics, and researching techniques helping he or she to evaluate a particular church/Para church/agency and its community context.

The curriculum of the program affirms Christian Education as a distinctive field of scholarship with its own history, theoretical framework, and philosophical underpinnings. The Christian Education Major seeks to integrate biblical/theological principles with educational theory.

Students who successfully complete the Christian Education Major should be able to:
• Understand and communicate the biblical, historical, philosophical, psychological and theological foundations of Christian Education. Special emphasis will be placed on the Evangelical theology within this theoretical framework. **Theory**

• Understand educational and pedagogical theories and methodologies. **Method**

• Understand and integrate the principles and practices of personal, spiritual, organizational and professional leadership of Christ-like character in Christian Education Ministries and other positions of influence. **Leadership**

• Demonstrate proficiency in the use of sound, age-appropriate, and contextually relevant methods of teaching through mentored internships. **Praxis**

• Develop a theoretically coherent and biblically based holistic philosophy of Christian Education integrating theory, method, leadership, and praxis. **Integration**

126 credit hours, distributed as follows, are required for the Bachelor of Science degree:

**Liberal Arts and Science Core Component** ................................................................. 37*
*The B.S. in Christian education has no foreign language requirement. These credits are replaced with additional liberal arts electives.

**Bible and Ministry Minor Curriculum**........................................................................... 15

**Major Field Component (57 credits)**

- BIB 331 - Hermeneutics ............................................................................................... 3
- CED 201 - Introduction to Christian Education ......................................................... 3
- CED 202 - Foundations of Teaching in the Church (Worldview course) ............... 3
- CED 331 - Children’s Ministry Leadership ................................................................. 3
- CED 333 - Introduction to Youth Ministry .................................................................... 3
- CED 335 - Adult Ministry Leadership ......................................................................... 3
- CED 346 - Personal Spiritual Formation ...................................................................... 3
- CED 349 - Introduction to Family Ministries ............................................................... 3
- CED 356 - History and Philosophy of Christian Education ....................................... 3
- CED 391,392 - Student Teaching I and II .................................................................. 4
- CED 441 - Leadership & Administration or CED 444 - Equipping Leadership ........ 3
- CED 491 - Seminar and Practicum I .......................................................................... 3
- CED 492 - Seminar and Practicum II ......................................................................... 2
- PSY 101 - General Psychology ................................................................................... 3
- CED Electives (concentration) ................................................................................. 15

(The CED electives may be any courses listed as CED or YMN. Also acceptable is any course that would complete a concentration under the Department of Youth Ministry and Christian Education. See concentrations listed below.)

**Miscellaneous/Liberal Arts Elective Component (17 credits)**

- Miscellaneous electives .............................................................................................. 5
- Liberal Arts .................................................................................................................. 12

**Total credits required** ............................................................................................. 126
Christian Education

Concentrations
While the CE degree, as it stands, prepares one well for future ministry, students may choose special concentrations. (For additional concentrations available to CE majors, see the Youth Ministry section.)

Family Ministry
PMN 310 - Pastoral Counseling or PSY 349 - Family Counseling ......................... 3
CED 335 - Adult Ministries Leadership ................................................................. 3
CED 340 - Parent Ministries Leadership ................................................................. 3
CED 444 - Equipping Leadership............................................................................. 3

Children’s Ministry
PSY 246 - Child Psychology .................................................................................... 3
CED 444 - Equipping Leadership............................................................................. 3
CED 353 - The Exceptional Child or EDU 312 - Classroom Management ............. 3
SOC 345 - American Youth Culture ....................................................................... 3

Christian Education Major Suggested Program Plan

FIRST YEAR:  Fall
PMN 101-Intro to Spiritual Form. ..2
INT 112-Found. for Excellence ......2
ENG 101-College Writing I ............3
HIS 113-Hist. Of World Civ. I.......3
CED 201-Found. of Christian Ed....3
PMN 201-Nyack Heritage...............1
INT 101-Info Literacy.....................1

SECOND YEAR:  Fall
BIB 201-New Testament Lit...........3
MAT-Math Elective........................3
CED 331-Children’s Min. Lead......3
CED 333-Intro. to Youth Min.......3
ENG 201 or 202-Global Lit. I or II.3
Liberal Arts Elective....................3

THIRD YEAR: Fall
BIB 301or 302-Biblical Doc I or II.3
BIB 331-Hermeneutics..................3
CED 391-Student Teaching I.........3
CED 441 or 444-Leadership Elec. .3
Social Science Elective.................3

FOURTH YEAR: Fall
CED 491-Seminar and Pract. I.......3
SOC 347-Multicultural America.....3
CED Electives..............................6
Liberal Arts Electives .................6

FIRST YEAR:  Spring
BIB 102-Old Testament Lit.........3
CED 202-Intro to CE .....................3
ENG 102-College Writing II........3
HIS 114-Hist. of World Civ. II.....3
PSY 101-General Psychology........3

SECOND YEAR:  Spring
CED 335-Adult Min. Lead...........3
CED 349-Intro. to Family Min......3
PHI 101-Intro. to Philosophy........3
Laboratory Science.................4
Fine Arts Requirement..............3

THIRD YEAR:  Spring
BIB-Elective.............................3
CED 346-Personal Spirit. Form......3
CED 356-His & Phil of Christn Ed 3
CED 392-Student Teaching II .......1
CED Electives.............................6

FOURTH YEAR:  Spring
CED Electives..........................3
Electives.................................6
Liberal Arts Electives...............2
CROSS-CULTURAL STUDIES MAJOR - B.A.

Primary Faculty, Rockland: Scott Reitz, Barry Jordan, Patty Jordan

Student Learning Goals

Cross-Cultural Studies graduate will:

1. Be acquainted with the social, economic, religious, and cultural diversity of the World’s people including:
   a. The foundation truths and doctrines that define the Christian faith.
   b. The tools to develop and understanding of various worldviews and cultures.
   c. The understanding of the core beliefs of the major religions of the world.
   d. The tools for communication across cultural, social and linguistic boundaries.
   e. The tools for cross-cultural adjustment and contextualization.
   f. The knowledge of current methods and models of the projects and ministries of organizations serving cross-culturally.

2. Demonstrate and apply the principles of development and change that affect world cultures in accordance with their specified concentration:
   a. Model the Christian life in the cross-cultural context.
   b. Demonstrate service to others with character, professionalism and integrity.
   c. Exemplary service in an effective, well-directed internship internationally.
   d. The successful completion of language program in country of internship.

3. Develop a professional placement folder, including:
   a. A personal testimony that evidences conversion and a call to cross-cultural service.
   b. A well-written resume.
   c. A completed application to appropriate humanitarian, community development, or mission organization.
   d. An expatriate portfolio highlighting international site of possible employment.

4. Evidence a working knowledge and competency in their chosen CCS Concentration area.

The Cross-Cultural Studies major is designed with the academic and professional equipping needed for international and intercultural service. The courses in this curriculum will acquaint students with the social, economic, religious, and cultural diversities of the world’s peoples and the principles of development and change that affect world cultures.
Students in the Cross-Cultural Studies major will be equipped to work in a variety of cultural contexts, to cope with cultural changes, to communicate with people of other worldviews, and to understand those whose life situations have forced them to cross cultural lines. Relief and development work in overseas situations are possible contexts for vocational pursuits.

Concentrations in Global Outreach, TESOL, Urban Context, Community Development, Leadership and Administration and Global Entrepreneur.

Students in the Cross-Cultural Studies major are required to take one semester of immersion language school and a twelve-week internship internationally during the semester of their junior year and are encouraged to engage in various courses offered by Nyack College and its partners during their time at Nyack.

126 credit hours, distributed as follows, are required for the Bachelor of Arts degree:

**Liberal Arts and Science Core Component** ............................................................ 49*

*Foreign Language Component (12 credits)

  2 years (4 semesters) of the same language

**Bible and Ministry Minor Curriculum** ................................................................. 15

**Major Field Component** (51 credits)

- ANT 201 - Cultural Anthropology ........................................................................ 3
- ICS 224 - Introduction to Global Mission .............................................................. 3
- LIN 343 - Culture and Communication .............................................................. 3
- PMN 346 – Personal Spiritual Formation (Worldview requirement) .................... 3
- ICS 346 - Cross-Cultural Adjustment .................................................................. 3
- REL 314 - World Religions (Worldview requirement) ......................................... 3
- ICS 434 – Intercultural Teams and Vibrant Communities ................................. 3
- ICS 470 – Intercultural Senior Seminar .............................................................. 3
- ICS 490 - Intercultural Internship ....................................................................... 3
- 2 Electives from the following Anthropology courses:
  - ANT 222 - Peoples and Cultures of Southeast Asia
  - ANT 223 - Peoples and Cultures of Sub-Saharan Africa
  - ANT 224 - Peoples and Cultures of Latin America
  - ANT 225 - Peoples and Cultures of the Arab World
  - ANT 255 - World Cultural Geography
  - ANT 260 – Topics in Peoples and Cultures ..................................................... 6
- 1 Elective from the following Religion courses:
  - REL 344 - Catholicism and Orthodoxy
  - REL 442 - South Asian Religions
  - REL 445 - Islam
  - REL 446 - History of Judaism
  - REL 448 - East Asian Religions ....................................................................... 3
- Concentration Component ................................................................................... 15

**Liberal Arts Electives** ....................................................................................... 11

**Total credits required** ...................................................................................... 126
Concentrations

Community Development: Designed for students with a desire to work with international NGO’s this course of study addresses the physical, economic, sociological and spiritual implications of poverty, disease and war. With emphasis on international work, this concentration approaches community development through both macro and micro lenses, examining problems and solutions from global policy to grass roots movements. May be taken both as a terminal program and as preparation for graduate studies.

Global Entrepreneur Concentration: Designed for students who look to develop a business cross culturally. With an emphasis on crossing cultures, students will be equipped through business courses with globally-minded faculty. Internship placement will be with international business partners. May be taken both as a terminal program and as preparation for graduate studies.

Global Outreach: Designed for students who desire to specialize in a ministry of evangelism, disciple making, and church planting. May be taken both as a terminal program and as preparation for graduate studies.

Leadership and Administration Concentration: Designed for students who feel desire to be equipped for leadership and administration in the global community. A special focus is given to the development of the young leader. May be taken both as a terminal program and as preparation for graduate studies.

TESOL (Teaching English to Speakers of Other Languages) Concentration: Designed for students who wish to work cross-culturally by teaching English as a second language. May be taken both as a terminal program and as preparation for graduate studies.

Urban Context Concentration: Designed for students with a clear vision for work in the Urban Context. Theological and sociological implications for urban ministry are emphasized throughout the course of study. May be taken both as a terminal program and as preparation for graduate studies.

Community Development Concentration
ICS 432 – Community Development In Context  OR
SOC 334 - International Relief and Development .......................................................... 3
BIB 314 - Theology of Social Justice .................................................................................. 3
PMN 441 - Leadership and Administration ..................................................................... 3
ICS 336 - Funding Projects And Ministries ................................................................. 3
ICS 359---International Public Health ............................................................................. 3

Global Entrepreneur Concentration
SOC 459 – Int’l Relations Pol. Economy ................................................................. 3
ECO 340 - The Econ. of Develop.Countries .............................................................. 3
ICS 336 - Funding Projects And Ministries ............................................................. 3
Cross-Cultural Studies

PMN 441 - Leadership and Administration............................................................. 3
PMN 311 - Introduction To Homiletics................................................................. 3

Global Outreach Concentration
ICS 432 - Principles of Church Growth................................................................. 3
ICS 341 - Principles of Evangelism................................................................. 3
PMN 311 - Introduction To Homiletics................................................................. 3
ICS 336 - Funding Projects And Ministries ............................................................ 3
ICS 348 - Theology in the Global Context............................................................ 3

Leadership and Administration Concentration
PMN 441 - Leadership and Administration............................................................. 3
PMN 311 - Introduction To Homiletics................................................................. 3
ICS 336 - Funding Projects And Ministries ............................................................ 3
PMN 329 - Organizational Leadership................................................................. 3
BUS 344 Human Resource Management............................................................. 3

TESOL - Teaching English to Speakers of Other Languages (21 credits)
EDU 259 - Teaching and Learning Strategies....................................................... 3
EDT 341 - TESOL: Methods and Materials......................................................... 3
EDT 342 - Methods in TESOL: Language Arts.................................................... 3
EDT 381 or 382 - TESOL Practicum ................................................................. 3
LIN 352 - History of the English Language......................................................... 3
LIN 353 or 342 - Eng Grammar & Phonology or Nature of Lang ......................... 3
LIN 354 - Second Language Acquisition............................................................. 3

Students choosing to take TESOL concentration with the Cross-Cultural Studies major will receive an Institutional TESOL certificate.

Urban Ministries Concentration
SOC 345 - American Youth Culture ................................................................. 3
SOC 250 - Sociology of the City................................................................. 3
ICS 435 - Introduction to Urban Ministries......................................................... 3
SOC 454 - Unders./Transform. Urb. Systems....................................................... 3
PMN 311 - Introduction To Homiletics................................................................. 3
## Cross-Cultural Studies Suggested Program Plan

### FIRST YEAR: Fall
- PMN 101-Intro to Spiritual Form.  
- INT 112-Found. for Excellence  
- ENG 101-College Writing I  
- HIS 113-Hist. of World Civ. I  
- Foreign Language  
- PMN 201-Nyack Heritage  
- INT 101-Info Literacy  

### FIRST YEAR: Spring
- BIB 102-Old Testament Lit.  
- ENG 102-College Writing II  
- HIS 114-Hist. of World Civ. II  
- Foreign Language  
- MAT-Math Elective  

### SECOND YEAR: Fall
- ANT 201-Cultural Anthropology  
- BIB 201-New Testament Lit.  
- ENG 201 or 202-Global Lit. I or II  
- ICS 224-Intro Global Mission  
- Foreign Language  
- Elective  

### SECOND YEAR: Spring
- Fine Arts requirement  
- Foreign Language  
- PHI 101-Intro, to Philosophy  
- Laboratory Science  
- Social Science Elective  

### THIRD YEAR: Fall
- BIB 301 or 302-Biblical Doc I or II  
- ICS 346-Cross-Cult. Adjustment  
- SOC 347-Multicultural America  
- SOC 334-Int. Rel & Develop.  
- REL-Elective  
- Elective  

### THIRD YEAR: Spring
- SOC 454 or SWK 254  
- BIB-Elective  
- REL 314-World Religions  
- Elect. from Peoples & Cultures  
- Elective  

### FOURTH YEAR: Fall
- Elect. from Peoples & Cultures  
- SOC 459 or ECO 340  
- Electives  

### FOURTH YEAR: Spring
- LIN 343-Cult & Comm.  
- REL-Elective  
- Electives  

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29
PASTORAL MINISTRY MAJOR - B.S.

Primary Faculty, Rockland:  Orland Rivera, Jeff Quinn
Primary Faculty, NYC:      Dr. Russell McLeod, Carlos Velez

Mission
The aim of the Pastoral Ministry Department at Nyack College is to educate with enriching truth, train with foundation skills, and impart spiritual gifts in order to bring personal transformation and help each student fulfill his or her destiny in God’s Kingdom.

Student Learning Goals
Pastoral Ministry majors will:

1. Evidence a working knowledge of the Scriptures, Biblical Theology, and Biblical Interpretation, including:
   a. The major themes of every book of the Bible.
   b. The major doctrines that define the Christian faith.
   c. The major characters, places, events, covenants and promises.
   d. The tools for Hebrew and Greek Biblical study.
   e. The hermeneutical principles necessary for preaching and teaching.
2. Demonstrate the practical skills, the applied know-how and the personal spiritual maturity to engage in ministry, including:
   a. Convincingly modeling the Christian life in empowered discipleship and holiness.
   b. Leading God’s people so they will follow through competency in skills and character.
   c. Preaching and teaching with power and persuasion.
   d. Ministering graciously to people’s needs.
3. Develop a professional placement folder, including:
   a. A personal testimony that evidences conversion and a call to ministry.
   b. A well-written resume.
   c. A completed doctrinal questionnaire appropriate for the student’s denomination.
   d. A 5-7 page philosophy of ministry statement highlighting spiritual gifts, passion and abilities.
4. Evidence a working knowledge and competency in their chosen PMN concentration area.

The Pastoral Ministry program is designed primarily for men or women who wish to become pastors, church planters, evangelists, or other ministry related professionals upon graduation, with or without further education. Under a faculty that is prepared both spiritually and intellectually, students receive concentrated studies in the Word of God and the essential doctrines of Christian faith. Approximately 50 percent of the subjects are in specialized
courses in Bible, theology, evangelism, church history, spiritual formation, leadership and other practical pastoral duties.

The co-curricular programs of Nyack College will seek to augment the formal course work by encouraging the development of wholesome spiritual values, the spirit of prayer and evangelism, and the missionary vision essential to the successful pastor or ministry leader.

Students in the Pastoral Ministry major will also earn 3 credits through Christian Service Internships in teaching, preaching, community service or worship leading.

In addition to the major field component, the Pastoral Ministry major at Nyack College will focus on one of 11 separate specializations or “concentrations.” These concentrations are interdisciplinary in that they include courses taught in other departments of the college, giving the student a broad foundation for ministry. Pastoral Ministry in the 21st century is a multi-faceted career. Education must be tailored for those called in specific areas. The goal of these concentrations is to provide a learning curriculum specific to the student’s gifts, passion, calling, and to provide practical experience in various ministry areas. In the event that none of the concentrations are suitable, an alternative program may be developed in consultation with the Department Head or the Deputy Department Head. The concentrations are as follows:

**Concentrations**

**Bible Concentration:** Designed for students who want to maximize their time in Biblical and Theological studies while retaining the practical ministry dimension of the Pastoral Ministry degree. Students completing this concentration will finish with 27 credits in Bible and Theology. May be taken both as a terminal program and as preparation for graduate studies.

**Cross-Cultural Studies Concentration:** Designed for students who anticipate ministry in an urban or cross-cultural setting. May be taken both as a terminal program and as preparation for graduate studies.

**Evangelism and Church Planting Concentration (Institute for Church Planting—ICP):** Designed for students who desire to specialize in a ministry of evangelism, disciple making, and church planting. May be taken both as a terminal program and as preparation for graduate studies.

**Leadership and Preaching Concentration:** Designed for students who feel a call to lead through the preaching ministry. A special focus is given to the development of the young leader. May be taken both as a terminal program and as preparation for graduate studies.

**Messianic Jewish Studies Concentration:** Designed for students who desire to serve in Messianic Jewish congregations. All streams of the Messianic movement will be welcomed and represented in the courses of
this concentration. May be taken as a terminal program and as preparation for graduate studies.

**Pastoral Counseling Concentration:** Designed for students who are interested in counseling within the local church or Para-church organization. May be taken both as a terminal program and as preparation for graduate studies.

**TESOL Concentration:** Designed for students who wish to minister cross-culturally by teaching English as a second language. May be taken both as a terminal program and as preparation for graduate studies.

**Urban Ministries Concentration:** Designed for students with a clear call to Urban Ministry. Theological and sociological implications for urban ministry are emphasized throughout the course of study. May be taken both as a terminal program and as preparation for graduate studies.

**Women in Ministry Concentration:** Designed for women with a call to pastoral (shepherding) ministry. These courses are designed to educate, release and empower women into their calling and destiny. May be taken both as a terminal program and as preparation for graduate studies.

**Worship and the Arts Concentration:** Designed for students with a call to worship ministries within the local church and beyond. A theology and practical philosophy of worship will be developed which includes preaching, music, drama, dance and the recapturing of all the arts for the Glory of God. May be taken both as a terminal program and as preparation for graduate studies.

**Youth Ministry Concentration:** Designed for students who anticipate starting their ministry in working with youth. Students completing this concentration will finish their 36 credits in CED/YNM courses and YMN required courses. May be taken both as a terminal program and as preparation for graduate studies.

126 credit hours, distributed as follows, are required for the Bachelor of Science degree:

**Liberal Arts and Science Core Component** ......................................................... 37

**Bible and Ministry Minor Curriculum** .............................................................. 15

**Major Field Component (36 credits)**
- **CED 202 - Foundations of Teaching in the Church** ........................................... 3
- **HEB 101 & 102 or GRK 101 & 102** ................................................................. 6
- **PMN 311-312 - Introduction and Intermediate Homiletics** ............................... 6
- **YMN 333 - Intro to Youth Ministry** ................................................................. 3
- **PMN 346 - Personal Spiritual Formation (Worldview requirement)** .................. 3
- **CED 349 - Intro to Family Ministry** ............................................................... 3
- **PMN 441 - Leadership and Administration** ................................................... 3
- **PMN 442 - Pastoral Methods** .......................................................................... 3
- **PMN 470 - Senior Seminar** ......................................................................... 3
Pastoral Ministry Experience (PMN 243,391,392,393,393 or PMN 490-Pastoral Internship or an approved substitute or Life experience credit ........................................ 3

Concentration/Generic Pastoral Ministry Elective Component (15 credits)

Miscellaneous/Liberal Arts Elective Component (23 credits)

Recommended courses:

PMN 243 - International Pastoral Ministry Experience ........................................ 1
PMN 252 - Leadership & Character Development ............................................... 3
PMN 310 - Pastoral Counseling ............................................................................. 3
PMN 340 - Alliance Doctrine and Polity (required of students intending C&MA ministry) .................................................. 1
PMN 341 - Principles of Evangelism ...................................................................... 3
PMN 343 - Divine Healing ..................................................................................... 3
PMN 414 - Applied Homiletics ............................................................................. 3
PMN 311 & 312 during junior year to qualify for PMN 414)

Bible Concentration- Recommended Courses

BIB 331 – Hermeneutics
1 OT Elective 300 level or above
1 NT Gospel Elective 300 level or above
1 NT Pauline Elective 300 level or above
1 Theology Elective 300 level or above

Cross-Cultural Studies Concentration- Recommended Courses

ICS 224 – Introduction to Global Mission
ICS 346 - Cross-Cultural Adjustment
ICS/ANT 201- Cultural Anthropology
ICS 336 – Funding Projects and Ministries
1 of ICS 222-225 (Peoples and Cultures)

Evangelism and Church Planting Concentration – Recommended Courses

PMN 341 - Principles of Evangelism
PMN 350 - Power Encounter or PMN 343 - Divine Healing
PMN 357 - Introduction to Church Planting
PMN 432 - Principles of Church Growth
YMN 336 - Youth Outreach

Leadership and Preaching Concentration – Recommended Courses

PMN 252 - Leadership & Character Development
PMN 321 - Leadership Development & Mentoring
PMN 414 - Advanced Homiletics
PMN 329 – Patterns of Organizational Leadership
CED 342 - Small Group Leadership

Total credits required ........................................................................................... 126
Pastoral Ministry

Messianic Jewish Studies Concentration – Recommended Courses
PMN 207 - Introduction to Messianic Ministry
MIS/REL/BIB 447 - The Jewish People and Prophecy
ICS 444 - Reaching Our Jewish World
PMN 315 - Developing the Messianic Ministry
PMN 480 - Independent Study (Internship in a Messianic Congregation)

Pastoral Counseling Concentration – Recommended Courses
PMN 310 - Pastoral Counseling
PMN 350 - Power Encounter or PMN 343 - Divine Healing
PSY 258 - Counseling Methods
CED 360 - At Risk Youth and Gangs or YMN 332 – Counseling Adolescents
PSY 349 - Family Counseling

TESOL Concentration – Recommended Courses
EDT 341 - Methods and Materials in TESOL
EDT 342 - Methods in TESOL: Language Arts
ENG 353 - English Grammar and Phonology or ANT 342 - Nature of Language
ENG 354 - Second Language Acquisition
PMN 350 - Power Encounter or PMN 343 - Divine Healing

Urban Ministries Concentration – Recommended Courses
PMN 435 - Introduction to Urban Ministries
PMN 454 - Understanding and Transforming Urban Systems
PMN 456 - Church in the Urban Context
CED 360 - At Risk Youth and Gangs
ICS 433 - Critical Issues in Urban Ministries

Women in Ministry Concentration – Recommended Courses
PMN 228 - Introduction to Women in Ministry
PMN 310 - Pastoral Counseling
PMN 421 - Developing the Woman’s Gifts and Calling
SOC 328 - Women in Society
CED 335 - Church Ministries to Adults

Worship and the Arts Concentration – Recommended Courses
PMN 233 - Theology of Worship & the Arts
PMN 327 - Meaningful Worship in the Video and Technological Age
CED 348 - Drama & the Church
PMN 445 - Developing the Worship Ministry in the Local Church
YMN 345 - Youth and Worship
(It is also recommended that the student in this concentration use some of their miscellaneous electives for music & voice lessons)

Youth Ministry Concentration – Recommended Courses
YMN 336 – Youth Outreach
YMN 360 – At Risk Youth
YMN 391 – Student Teaching I
YMN 434 – Advanced Youth Ministries
SOC 345 – American Youth Cultures
# Pastoral Ministry Major Suggested Program Plan

**FIRST YEAR: Fall**
- PMN 101-Intro to Spiritual Form. . 2
- INT 112-Found. for Excellence ..... 2
- ENG 101-College Writing I ........ 2
- HIS 113-Hist. of World Civ. I .... 2
- Social Science Elective.......... 2
- PMN 201-Nyack Heritage........... 1
- INT 101-Info Literacy ............. 1

**SECOND YEAR: Fall**
- BIB 201-New Testament Lit........ 3
- CED 202-Found. Tchg. in Church .. 3
- ENG 201 or 202-Global Lit. I or II 3
- MAT-Math Elective .................. 3
- HEB 101 or GRK 101 ............... 3
- PMN-Concentration Elective ...... 3

**THIRD YEAR: Fall**
- BIB 301or 302-Biblical Doc I or II 3
- SOC 347-Multicultural America... 3
- PMN 311-Intro. Homiletics........ 3
- Pastoral Min. Experience......... 1
- PMN-Concentration Elective ..... 3
- CED 349-Intro. to Family Min.... 3

**FOURTH YEAR: Fall**
- PMN 441-Leadership & Admin...... 3
- PMN-Concentration Elective ...... 3
- Pastoral Min. Experience......... 1
- Electives............................ 8

**FIRST YEAR: Spring**
- BIB 102-Old Testament Lit........ 3
- ENG 102-College Writing II...... 3
- HIS 114-Hist. of World Civ. II ... 3
- PHI 101-Intro to Philosophy ...... 3
- PMN-Concentration Elective ....... 3

**SECOND YEAR: Spring**
- YMN 333-Intro. to Youth Min...... 3
- Fine Arts requirement............... 3
- HEB 102 or GRK 102 ............... 3
- Laboratory Science................. 4
- Elective.............................. 3

**THIRD YEAR: Spring**
- BIB-Elective.......................... 3
- PMN 312-Interm Homiletics........ 3
- PMN 346-Pers. Spiritual Form..... 3
- PMN-Concentration Elective ....... 3
- Elective.............................. 3
- Pastoral Min. Experience .......... 1

**FOURTH YEAR: Spring**
- PMN 442-Pastoral Methods......... 3
- PMN 470-Senior Seminar.......... 3
- Liberal Arts Electives............. 9
YOUTH MINISTRY MAJOR - B.S.

Primary Faculty, Rockland: Dr. Ronald Belsterling, Dr. Leonard Kageler
Primary Faculty, NYC: Dr. Fernando Arzola Jr.

Mission
The mission/goals of the CE/Youth Ministry Department fit into the “…preparing students to serve in ministerial, educational, healing and community-building professions” portion of the Nyack College Mission Statement and Core Values.

The Mission of the Nyack College Dept. of CE and Youth Ministry is to enfold, encourage, equip, and unleash collegians to accomplish great goals in God’s power. Our core values are prayer, excellence, vision, and critical thinking.

Our Student Learning Goals flesh out the mission of both the Department and Nyack College.

Student Learning Goals
By the time a CE/YM Department major (included InterDis with CE/YM) graduates, she or he will be able to:

• Know and articulate a coherent, biblically based philosophy of youth or Christian education ministry.
• Have experienced two years of supervised, documented, experience in a church, Para church, or agency setting.
• Evidence being a person of living faith who loves kids and possesses the knowledge and skills to nurture the faith and lives of children/youth and their families.
• Engage, train, and support teams of children/youth and family lay leaders who minister in the congregation and reach out to the community.
• Understand and be able to function successfully within the supervisory/authority structure within the church/Para church/or agency.
• Successfully find employment in this field, having gained experience in resume and portfolio development, interviewing dynamics, and researching techniques helping he or she to evaluate a particular church/Para church/agency and its community context.

While the Youth Ministry degree, as it stands, prepares an individual for future ministry in the church, Para-church, international, or non-government agency ministry environment, students may choose to further specialize their study. Concentrations offered are:
**Retreat and Wilderness Leadership Concentration** is helpful for any student interested in ministry with youth missions organizations, traditional camping ministries, or with at-risk youth in wilderness challenge ministries.

**Media and Technology.** As the “emergent church” movement grows, youth workers are being called upon to give leadership in media and technology not only in youth ministry, but the entire church.

**Adolescent Social Welfare.** Focus is on those interested in helping youth and families through social service agency/non profit/non-governmental agency work.

**Family Ministry.** The position of “Family Ministries Pastor” is becoming more common. Some youth ministries are expanding their scope to include family ministry as well.

**Youth Worship and the Arts.** This is a natural choice for those feeling a call to youth ministry and are also gifted musicians and worship leaders.

(For additional concentrations available to Youth Ministry majors, see Christian Education section.)

126 credit hours, distributed as follows, are required for the Bachelor of Science degree:

<table>
<thead>
<tr>
<th>Liberal Arts and Science Core Component</th>
<th>37*</th>
</tr>
</thead>
</table>
*The B.S. in Youth Ministry has no foreign language requirement.

| Bible and Ministry Minor Curriculum                           | 15  |

<table>
<thead>
<tr>
<th>Major Field Component (55 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BIB 365 - Romans</td>
<td>3</td>
</tr>
<tr>
<td>CED 202 - Foundations of Teaching in the Church (Worldview requirement)</td>
<td>3</td>
</tr>
<tr>
<td>CED 344 - Teaching the Bible</td>
<td>3</td>
</tr>
<tr>
<td>CED 346 - Personal Spiritual Formation</td>
<td>3</td>
</tr>
<tr>
<td>CED/YMN 391,392 - Student Teaching I and II</td>
<td>4</td>
</tr>
<tr>
<td>CED 441 - Leadership &amp; Administration or CED 444 - Equipping Leadership</td>
<td>3</td>
</tr>
<tr>
<td>CED/YMN 491,492 - Seminar and Practicum in Youth Ministry</td>
<td>5</td>
</tr>
<tr>
<td>CED/YMN-Electives</td>
<td>4</td>
</tr>
<tr>
<td>CSC 242 - Webpage Design</td>
<td>3</td>
</tr>
<tr>
<td>PMN 311-312 - Introduction and Intermediate Homiletics</td>
<td>6</td>
</tr>
<tr>
<td>PSY 101 - General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 345 - American Youth Cultures</td>
<td>3</td>
</tr>
<tr>
<td>YMN 332 - Counseling Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>YMN 333 - Introduction to Youth Ministry</td>
<td>3</td>
</tr>
<tr>
<td>YMN 336 - Youth Outreach</td>
<td>3</td>
</tr>
<tr>
<td>YMN 434 - Advanced Youth Ministry</td>
<td>3</td>
</tr>
</tbody>
</table>

| Electives or Concentration (12 credits)                       | 12  |

| Liberal Arts Credits (7)                                      | 7   |

**Total credits required......................................................... 126**


**Concentrations**
Youth Ministry majors may elect to specialize in one of several concentrations.

**Retreat and Wilderness Leadership (12 credits)**
- YMN 342-Small Groups in Youth Ministry .................................................. 3
- YMN 355-Retreat and Camping Ministries .................................................. 3

Offered in May Term at Sacandaga Bible Conference in New York Adirondacks:
- YMN 321-Extreme Skills or YMN 322-Camping Programming ..................... 3
- YMN 323-Emergency Rescue ........................................................................ 3

**Adolescent Social Welfare Concentration (12 credits)**
- SOC 241-The Family or CED 340-Parent Ministries Leadership .................. 3
- SOC 243-Adolescent Sociology ..................................................................... 3
- YMN 339-Introduction to Adolescent Social Welfare .................................. 3
- YMN 360-At Risk Youth and Gangs ............................................................ 3

**Media and Technology Concentration (12 credits)**
- COM 236-Basic Audio Production ................................................................ 3
- COM 348-Film/TV Production ...................................................................... 3
- CSC 243-Computer Arts .............................................................................. 3
- CSC 245-Computer Graphics and Animation .............................................. 3

**Family Ministry Concentration (12 credits)**
- CED 335-Adult Ministries Leadership or CED 340-Parent Ministries Ldrshp. 3
- CED/YMN 349-An Introduction to Family Ministry ......................................... 3
- CED 444-Equipping Leadership ...................................................................... 3
- PMN 310-Pastoral Counseling or PSY 349-Family Counseling ..................... 3

**Youth Worship and the Arts Concentration (12 credits)**
- YMN 345-Youth and Worship .................................................................... 3
- PMN 328-Contemporary Worship Models .................................................. 3
- CED 348-Drama in the Church ..................................................................... 3
- CSC 243-Computer Arts or COM 338-Film/Video Production ...................... 3
### Youth Ministry Major Suggested Program Plan

**FIRST YEAR: Fall**
- PMN 101-Intro to Spiritual Form. .  .  2
- YMN 333-Intro. to Youth Min...... 3
- INT 112-Found. for Excellence ..... 2
- ENG 101-College Writing I ........... 3
- PMN 201-Nyack Heritage .......... 1
- HIS 113-Hist. of World Civ. I .... 3
- INT 101-Info Literacy ............. 1

**SECOND YEAR: Fall**
- BIB 201-New Testament Lit ........ 3
- CED 344-Teaching the Bible ..... 3
- ENG 201 or 202-Global Lit. I or II 3
- YMN 336 Youth Outreach ........... 3
- MAT-Math Elective .................. 3

**THIRD YEAR: Fall**
- BIB 301 or 302-Biblical Doc I or II 3
- BIB 365-Romans ..................... 3
- YMN/CED Elective .................... 3
- YMN 391-Student Teaching ........ 3
- SOC 347-Multicultural America ... 3
- YMN 332-Counseling Adol. ......... 3

**FOURTH YEAR: Fall**
- CED 441-Leadership & Admin ... 3
- YMN 491-Seminar and Pract. .... 3
- CSC 242-Webpage Design .......... 3
- PMN 311-Intro. Homiletics ......... 3
- CED/YMN-Elective ................... 1
- Electives ......................... 3

**FIRST YEAR: Spring**
- BIB 102-Old Testament Lit......... 3
- CED 202-Found. Teach. Church .... 3
- ENG 102-College Writing II ...... 3
- HIS 114-Hist. of World Civ. II ... 3
- Social Science Elective .......... 3

**SECOND YEAR: Spring**
- PHI 101-Intro. to Philosophy ..... 3
- PSY 101-General Psychology ..... 3
- Laboratory Science ................. 4
- Fine Arts Elective .................. 3
- Concentration Elective ............ 3

**THIRD YEAR: Spring**
- YMN 434-Adv. Youth Min. ......... 3
- CED 346-Personal Spirit. Form. .. 3
- CED/YMN 392-Student Teaching .. 3
- SOC 345-Amer. Youth Culture .... 3
- Concentration Electives .......... 6

**FOURTH YEAR: Spring**
- BIB Elective .......................... 3
- CED/YMN 492-Seminar and Pract. 2
- PMN 312-Interm Homiletics ....... 3
- Concentration Elective .......... 3
- Electives ......................... 4
CHRIStian Work

CHRISTIAN WORK MAJOR - A.S.

The Christian Work major is a two-year program designed to prepare persons for lay Christian ministry in local churches and religious organizations by developing a foundation in biblical knowledge and practical ministry skills. This program is especially suited to persons who are engaged in secular careers, but who wish to be equipped to aid in church ministry. This program is available at both the Rockland and New York City Campuses.

The co-curricular programs of Nyack College will seek to augment formal course work by encouraging the development of wholesome spiritual values, the spirit of prayer and evangelism, and the vision essential to Christian ministry.

Two semesters of weekly Christian Service ministry in church education programs or Bible class teaching are required.

Student Learning Goals
By graduation, the Christian Work major should:

- Be able to research and write college level papers and projects.
- Know the central themes of the Old and New Testaments and the historic doctrines of Protestant orthodoxy.
- Be able to glean principles for living from the Bible and apply them to contemporary life.
- Evidence a working knowledge and competency in their chosen major field ministry electives.
- Evidence a working knowledge and competency in their chosen miscellaneous electives.

63 credit hours, distributed as follows, are required for the Associate in Science degree:

Core Component (28 credits) Credits
PMN 101 - Intro to Spiritual Formation ........................................................................... 2
BIB 102 - Old Testament Literature ............................................................................. 3
BIB 201 - New Testament Literature .......................................................................... 3
INT 112 - Foundations for Excellence .......................................................................... 2
INT 101 - Information Literacy .................................................................................. 1
ENG 101, 102 - College Writing I and II .................................................................. 6
PMN 201 - Nyack Heritage ....................................................................................... 1
Laboratory Science elective ...................................................................................... 4
Social Science elective (100 or 200 level) ................................................................. 3
Core elective, choose one: ENG 201, 202, PHI 101, or math elective ...................... 3

Major Field Component (21 credits)
BIB 301 or 302 - Biblical Doctrine I or II .................................................................. 3
BIB elective (including BIB 301/302—whichever not taken to fulfill Doc req) .............. 3
Electives from Bible and Theology courses .................................................................. 6
Electives from CED, MIS, and PMN courses ........................................................... 9
Christian Service (2 semesters) ................................................................. 0
Christian Work

Miscellaneous Elective Component (14 credits)

Miscellaneous electives ................................................................. 14

Recommended: HIS 113, HIS 114, or core electives
PMN 340-Alliance Doctrine & Polity, if intending Alliance ministry

Total credits required ........................................................................ 63

Christian Work Major Suggested Program Plan

FIRST YEAR: Fall
PMN 101-Intro to Spiritual Form. . 2
INT 112-Found. for Excellence ..... 2
ENG 101-College Writing I ........... 3
Core elective (Math recommended)3
Social Science elective ............... 3
Elective ........................................... 3

SECOND YEAR: Fall
BIB 201-New Testament Lit.............3
BIB- or THE-Elective..................... 3
CED-, ICS-, or PMN-Electives ......3
Laboratory Science......................... 4
Elective ........................................... 3

FIRST YEAR: Spring
BIB 102-Old Testament Lit.........3
ENG 102-College Writing II...........3
Electives*.................................5
CED-, MIS, or PMN- Electives ......3
PMN 201-Nyack Heritage..............1

SECOND YEAR: Spring
BIB-Biblical Doctrine I or II.........3
BIB- or THE-Elective.....................3
CED-, ICS-, or PMN-Elective ........3
Electives*.................................6

*See previous page for recommended courses.
Communications

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

COMMUNICATIONS MAJOR – B.S.

Primary Faculty, Rockland: Darlene Pinkerton

Student Learning Goals

In keeping with Nyack College’s Core Values of Social Relevance, Academic Excellence, Global Engagement, Intentional Diversity, and Personal Transformation, the Business School seeks to fulfill the following goals for its students.

Graduates from the Communication major will:

• Demonstrate a clear understanding of the professional fields of Communication, including the ability to creatively apply techniques and theories to local and global situations.
• Appreciate global and intercultural forms of Communication, developing appropriate skills for the use of selected media forms in different cultures.
• Identify and evaluate principles of the communication arts and media from historic and contemporary practice.
• Communicate effectively and creatively with individuals, teams, and large groups, both in writing and orally.
• Integrate biblical, spiritual, and professional principles within a Christian world view.

The Communications major at Nyack is focused on mass media communications with specific emphasis on radio and television production, and digital media. In addition to a solid liberal arts and biblical perspective, students also receive a broad range of business and practical hands-on courses to prepare them for managerial and technical positions in mass media communications or corporate communications and for potential entry into Nyack’s MBA program. It is also the intent of this mix of course work to prepare Christian students as effective professionals and to provide a strong biblical ethical foundation.

In addition to traditional classroom activities, students will be given the opportunity for internships both on campus (WNYK) and off campus (local cable TV or other NYC venues). The New York metropolitan area offers vast opportunities for communications students within the film, advertising, TV and radio fields.

Students who major in communications may expect to be prepared for careers in areas that use speaking, writing and dramatic skills, such as broadcast production, public relations, sales and advertising, and more. The major is excellent preparation for graduate work in Education, Ministry, Law, Business or further concentration in an area of communications.
126 credit hours, distributed as follows, are required for the Bachelor of Science degree:

**Liberal Arts and Science Core Component** .................................................................................................................. 37*

**Foreign Language Component** ................................................................................................................................. 6

**Bible and Ministry Minor Curriculum** .......................................................................................................................... 15

**Major Field Component (39-42 credits)**
- **COM 107 – Introduction to Communications** ........................................................................................................ 3
- **COM 108 – Public Speaking** ..................................................................................................................................... 3
- **COM 210 – Storytelling for Communications** ........................................................................................................... 3
- **COM 212 – Mass Media and Society** ........................................................................................................................ 3
- **COM 243 – Interpersonal Communications** ............................................................................................................. 3
- **COM 307 – Aesthetics and Design** ........................................................................................................................... 3
- **COM 428 – Ethical Issues in Mass Communications** ................................................................................................. 3
- **COM 470 – Christian Worldview in Communications (Worldview Elective)** ......................................................... 3

One of the following four concentrations ................................................................. 15-18

**Miscellaneous/Liberal Arts Elective Component (26-29 credits)**
- **Miscellaneous Electives** ........................................................................................................................................ 17-20
- **Liberal Arts Electives** ...................................................................................................................................... 9

**Total credits required** ................................................................................................................................. 126

**Concentrations**

**General (15 credits)**
Taking 15 credits offered through the Communications Department will qualify a student for the General Communications Concentration if the following qualifications are met:
1. All 15 credits must be upper division credits.
2. At least one course from each concentration must be taken as part of the General Communication Concentration.
3. None of the credits apply as part of the student’s other requirements for Communications.

**Audio Production (15 credits)**
- **COM 440- Topics : Practicum** ................................................................................................................................. 3
- **COM Elective** ......................................................................................................................................................... 3
- **COM 236-Basic Audio Production** .......................................................................................................................... 3
- **COM 336-Advanced Audio Production** .................................................................................................................. 3
- **COM 490 – Internship** ........................................................................................................................................... 3

**Radio Production (15 credits)**
- **COM 195-Radio Workshop (3 semesters)** .................................................................................................................. 3
- **COM 115-Announcing for Electronic Media** ........................................................................................................... 3
- **COM 236-Basic Audio Production** .......................................................................................................................... 3
- **COM 337-Voice and Articulations** .......................................................................................................................... 3
- **COM 490 – Internship** ........................................................................................................................................... 3

**TV/Film Production (15 credits)**
- **COM TV Production Elective** ................................................................................................................................. 3
- **COM 244-Intro to Film and TV Production** .................................................................................................................. 3
- **COM 315-Scriptwriting for Film and TV** .................................................................................................................... 3
Communications

COM 344-Advanced Film and TV Production ....................................................... 3
COM 471-Video Workshop (3 semesters) .......................................................... 3

Communications Major Suggested Program Plan

FIRST YEAR: Fall
PMN 101-Intro to Spiritual Form. ..2
INT 112-Found. For Excellence ....2
ENG 101-College Writing I.........3
Fine Arts requirement...............3
HIS 113-Hist. Of World Civ. I....3
Elective ..................................3

SECOND YEAR: Fall
BIB 201-New Testament Lit.......3
Soc Sci elective........................3
ENG 201 or 202-Global Lit. I or II.3
Liberal Arts Electives ..............3
COM 307-Aesthetics & Design....3

THIRD YEAR: Fall
BIB 301 or 302-Biblical Doc I or II.3
Concentration Requirement.......6
Elective ..................................3
Laboratory Science .................4

FOURTH YEAR: Fall
COM 470- Worldview for Comm..3
Concentration Requirement.......3
Elective .................................3
Foreign Language....................3

FIRST YEAR: Spring
BIB 102-Old Testament Lit.......3
COM 212-Mass Media & Soc. .....3
ENG 102-College Writing II.....3
HIS 114-Hist. Of World Civ. II.3
COM 107-Intro to Comm. .........3
INT 101-Info Literacy...............1

SECOND YEAR: Spring
COM 108-Public Speaking ........3
COM 210-Storytelling for Comm..3
COM-Elect. ............................3
Math elective ..........................3
Liberal Arts Electives .............6

THIRD YEAR: Spring
BIB-Elective ..........................3
COM243-Interpersonal Comm. ....3
Concentration Requirement ......3
SOC 347-Multicultural America.3
Elective ................................3

FOURTH YEAR: Spring
PHI 101-Intro. To Philosophy.....3
PMN 201-Nyack Heritage ........1
COM 428-Ethical Iss Mass Com ...3
Concentration Requirement ......3
Electives ..............................2
Foreign Language..................3
ENGLISH MAJOR - B.A.

Primary Faculty, Rockland: Dr. Charles Beach, Dr. Jonathan Gates, Dr. Louise McCreery, Bradley McDuffie, Dr. Kevin Pinkham

Primary Faculty, NYC: Dr. Elaine Lux, Christine Warrington

Affirming the Nyack College Core Values, the English Department shapes English majors through reading, study, contemplation, and preparation to be image-bearers of the Word, who in humility, seek Godly wisdom, greater understanding of His vast creation, and service to a needy world. The Nyack College English major equips students to develop an appreciation for and facility with language, literature, creative expression, and critical inquiry. In pursuit of this mission, English majors study a diverse body of literature from around the world, past and present; develop competence in secondary documentation and research; communicate in the written word, and integrate God’s Word with the word.

Student Learning Goals

Graduating English Majors will be able to:

- Intelligently discuss the intersection and influence of the historical Christian faith and those works of literature examined in their coursework.
- Write well, that is, they will be able to express a worthwhile thesis, effectively develop it, and present it in such a way that it is clear and meaningful to others.
- Effectively conduct literary research of print and electronic sources with an emphasis on locating, evaluating, and learning from secondary resources.
- Identify and discuss major writers, literary movements, and genres of world literature in translation and English-language literature.
- Recognize and be able to distinguish essential literary techniques, central characters and be able to identify literary themes, appreciating the connection between literature’s form and content.
- Document primary and secondary sources in written work.
- Creatively express insight, experience, and knowledge in various kinds of written and spoken presentations.

The English major prepares students to understand their world, to interpret its various expressions and traditions as reflected in literature, and to communicate clearly, effectively, and creatively. Nyack College’s broad and varied program in English has been lauded as excellent preparation for graduate study in literature. It has also been viewed traditionally as a solid foundation for seminary study or graduate study in other professional
disciplines. Study in the English major effectively prepares students for participation in public life—whether the arts, education, law, politics, public service, ministry, or business.

English majors at Nyack College presently serve the world and the church as missionaries, pastors, linguists & Bible translators, college professors, business leaders, journalists, public relations writers, editors, and creative writers.

Senior English majors who qualify are strongly encouraged to participate in the internship program, applying their communication and interpretive skills in practical work-force experience. Interns may work as research or teaching assistants, public relations writers, public policy advocates, publication assistants, or in any number of other English-related positions.

126 credit hours, distributed as follows, are required for the Bachelor of Arts degree:

**Liberal Arts and Science Core Component** ............................................................ 49*

*Foreign Language Component (12 credits)
  2 years (4 semesters) of the same language

**Bible and Ministry Minor Curriculum** ................................................................. 15

**Major Field Component (36 credits)**
  ENG 201 or 202 (both required; one fulfills Core, one fulfills English) ............... 3
  ENG 312 - Literary Criticism .................................................................................. 3
  ENG 463 – Shakespeare or ENG 465 -Milton ....................................................... 3
  ENG 470 - Topics in Literature .............................................................................. 3
  Electives from upper level English (see below) .................................................... 21
  Worldview elective .............................................................................................. 3

**Miscellaneous Elective Component (26 credits)**
  Miscellaneous electives ....................................................................................... 26

**Total credits required** .................................................................................... 126
**Concentrations available at the Rockland Campus**

English majors take 30 hours above the 12 hours of English Core Curriculum requirements. Majors who enter with advanced placement in writing are required to take 6 hours of advanced writing courses. The major requires students to take ENG 470-Topics in Literature. The remaining hours should be selected from one of the following four concentrations or distributed among English electives:

**Concentration in British Literature**
Select at least 15 credits from the following:
- ENG 255-Legends of King Arthur
- ENG 259-Oxford Christian Writers
- ENG 321-Medieval Literature
- ENG 322-Renaissance Literature
- ENG 324-18th-Century English Lit.
- ENG 325-Romantic Literature
- ENG 259-Oxford Christian Writers
- ENG 326-Victorian Literature
- ENG 334-Modern Poetry
- ENG 336-19th Century Novel
- ENG 337-Modern Novel
- ENG 465-Milton or ENG 463 Shakespr

**Concentration in American Literature**
Select at least 15 credits from the following:
- ENG 231-Modern Drama
- ENG 328-American Romanticism
- ENG 329-American Realism
- ENG 331-African-American Lit.
- ENG 334-Modern Poetry
- ENG 336-19th Century Novel
- ENG 337-Modern Novel

**Concentration in TESOL:**
- EDT 341-General Meth. in TESOL
- EDT 342-Meth./TESOL: Lang. Arts
- ENG 353-Eng. Gram. & Phonology
- ENG 354-Second Lang. Acquisition

**Concentration in Writing**
Select at least 15 credits from the following:
- ENG 235-Introduction to Journalism
- ENG 311-Creative Writing
- ENG 339-Newswriting
- ENG 332-Magazine Writing
- ENG 340-Writing, Bio, Autobio, Memoir
- ENG 352-Hist. Of English Language
- ENG 364-Writing Theory
- ENG 441-Adv. Expository Writing
- ENG 443-Adv. Poetry Workshop
- ENG 445-Fiction Writing
### English Major Suggested Program Plan

#### FIRST YEAR: Fall
- PMN 101-Intro to Spiritual Form ........2
- INT 112-Found. for Excellence ..........2
- ENG 101-College Writing I ..............3
- HIS 113-Hist. of World Civ. I ..........3
- Foreign Language ........................3
- Social Science Elective .................3

#### SECOND YEAR: Fall
- ENG 201-Global Literature I ..........3
- Foreign Language ........................3
- MAT-Math Elective ........................3
- PHI 101-Intro. to Philosophy ..........3
- PMN 201-Nyack Heritage ...............1
  Elective ....................................3

#### THIRD YEAR: Fall
- BIB 301 or 302-Biblical Doc I or II ....3
- ENG 463-Shakespeare ....................3
- ENG-Elective ................................3
- SOC 347-Multicultural America .........3
  Elective ..................................3

#### FOURTH YEAR: Fall
- Worldview elective ......................3
- ENG-Elective ................................3
- Electives ..................................11

#### FIRST YEAR: Spring
- BIB 102-Old Testament Lit ............3
- ENG 102-College Writing II ..........3
- ENG-Elective ..............................3
- HIS 114-Hist. of World Civ. II .......3
- Foreign Language ........................3
- INT 101-Info Literacy .................1

#### SECOND YEAR: Spring
- BIB 201-New Testament Lit ...........3
- ENG 202-Global Literature II ..........3
- ENG-Elective ..............................3
- Laboratory Science ......................4

#### THIRD YEAR: Spring
- BIB-Elective ................................3
- ENG-Electives ............................3
- ENG 310-Literary Criticism ...........3
- Fine Arts requirement ...................3
  Elective ..................................3

#### FOURTH YEAR: Spring
- ENG 470-Topics in Literature ..........3
- ENG-Electives ............................6
  Electives ..................................6
HISTORY MAJOR - B.A.

Primary Faculty, Rockland: Dr. David Weir  
Primary Faculty, NYC: Dr. Lyndell O’Hara, Dr. Stephen Ware

The history department seeks to increase the student’s knowledge and understanding of the cultural, religious, political, economic, social and intellectual significance of both past and present civilizations.

Student Learning Goals
1. To become globally engaged: History offers a perspective on life and an opportunity to view our world in a socially responsible manner. Through the study of world history, we achieve a clearer perspective and deeper respect for peoples of diverse cultures, religions and political ideals.
2. To pursue academic excellence: The study of history involves the ability to:
   a. Evaluate and synthesize philosophical, political, religious and cultural ideas in both primary and secondary sources.
   b. Analyze and interpret various types of data.
   c. Identify patterns, similarities and differences which allow the student to illustrate both continuity and contrast in diverse civilizations and epochs.
3. To gain a sense of social relevance: To learn to view particular events in relation to previous and concurrent events; to examine the causes and effects, the consequences or impact of episodes, short termed and long; to comprehend events in relation to what influenced, caused and affected them; to evaluate the significance of the individuals and groups involved. To what extent do the themes of the past and the present influence the course of our lives, both as a person and as a part of a community? How does our knowledge of past and contemporary events translate into a response for social justice in our world?
4. To attain personal transformation: A study of history will assist each student to:
   a. Become more fully grounded in their faith through a deeper understanding of church history and God’s work in the world.
   b. Assume responsible roles as citizens of the local community, the nation and the world.
   c. Seek out and value a multi-cultural awareness that is essential to enhancing the quality of our public and private lives.

The History major at Nyack College is designed for those seeking the enrichment found in the discipline of history and the preparation needed for the pursuit of a broad range of career and educational goals. History develops and hones various skills essential to a full life such as trained, rational thought, clear expression, and cultural respect and appreciation. Students graduating with a History degree will find many opportunities for advanced study leading
to careers in history, political science, law, education, business, journalism, and ministry.

History majors who wish to pursue certification for Adolescent Education should consult with the coordinator of Adolescent Education.

126 credit hours, distributed as follows, are required for the Bachelor of Arts degree:

<table>
<thead>
<tr>
<th>Component</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts and Science Core Component</td>
<td>49*</td>
</tr>
<tr>
<td>*Foreign Language Component (12 credits)</td>
<td></td>
</tr>
<tr>
<td>2 years (4 semesters) of the same language</td>
<td></td>
</tr>
<tr>
<td>Bible and Ministry Minor Curriculum</td>
<td>15</td>
</tr>
<tr>
<td>Major Field Component (37 credits)</td>
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</tr>
<tr>
<td>HIS 213,214 - U.S. History I and II</td>
<td>6</td>
</tr>
<tr>
<td>HIS 210 - Careers in History</td>
<td>1</td>
</tr>
<tr>
<td>American History Sequence (Choose 3)</td>
<td>9</td>
</tr>
<tr>
<td>(HIS 330, HIS 340, HIS 350, or HIS 410)</td>
<td></td>
</tr>
<tr>
<td>European History Sequence (Choose 3)</td>
<td>9</td>
</tr>
<tr>
<td>(HIS 335, HIS 345, HIS 355, or HIS 415)</td>
<td></td>
</tr>
<tr>
<td>Electives from History courses</td>
<td>6</td>
</tr>
<tr>
<td>HIS 470 - Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Worldview elective</td>
<td>3</td>
</tr>
<tr>
<td>Miscellaneous Elective Component (25 credits)</td>
<td></td>
</tr>
<tr>
<td>Miscellaneous electives</td>
<td>25</td>
</tr>
<tr>
<td>Total credits required</td>
<td>126</td>
</tr>
</tbody>
</table>
## History Major Suggested Program Plan

**FIRST YEAR: Fall**
- PMN 101-Intro to Spiritual Form. .... 2
- INT 112-Found. for Excellence ..... 2
- ENG 101-College Writing I .......... 3
- HIS 113-Hist. of World Civ. I....... 3
- Foreign Language....................... 3
- PHI 101-Intro. to Philosophy ....... 3

**SECOND YEAR: Fall**
- BIB 201-New Testament Lit. ........ 3
- HIS 210-Careers in History .......... 1
- HIS 213-U.S. History I ............... 3
- European History elective .......... 3
- Foreign Language..................... 3
- MAT-Math Elective .................... 3

**THIRD YEAR: Fall**
- BIB 301 or 302-Biblical Doc I or II 3
- American History elective .......... 3
- European History elective .......... 3
- SOC 347-Multicultural America ..... 3
- Elective .................................. 4

**FOURTH YEAR: Fall**
- Worldview elective .................... 3
- American History elective .......... 3
- Electives ................................ 9

**FIRST YEAR: Spring**
- BIB 102-Old Testament Lit .......... 3
- ENG 102-College Writing II .......... 3
- HIS 114-Hist. of World Civ. II ..... 3
- Foreign Language....................... 3
- Social Science Elective .............. 3
- PMN 201-Nyack Heritage ............ 1
- INT 101-Info Literacy ................. 1

**SECOND YEAR: Spring**
- Fine Arts requirement ............... 3
- HIS 214-U.S. History II ............. 3
- HIS-Elective .......................... 3
- Foreign Language..................... 3
- Laboratory Science ................... 4

**THIRD YEAR: Spring**
- BIB-Elective .......................... 3
- ENG 201 or 202-Global Lit. I or II 3
- American History elective .......... 3
- European History elective .......... 3
- Elective ................................ 3

**FOURTH YEAR: Spring**
- HIS 470-Senior Seminar ............ 3
- HIS-Elective .......................... 3
- Electives ............................... 9
INTERDISCIPLINARY STUDIES

Primary Faculty, Rockland: Dr. Larry Poston (Coordinator) Dr. David Weir

Primary Faculty, NYC: Dr. Fernando Arzola Jr., (Director), Dr. Josue Perez, Dr. Stephen Ware

Overview
The Interdisciplinary Studies major at Nyack College offers students the opportunity to study specially designed areas that intentionally integrate two academic disciplines. The Bachelor of Arts integrates two disciplines from the arts and sciences. The arts and science options include Bible, Cross-Cultural Studies, English, History, Philosophy, Psychology, Religion, and Sociology. The Bachelor of Science integrates one discipline from the arts and sciences with a professionally oriented discipline. The professionally oriented options include Business Administration, Childhood Education, Music, Pastoral Ministry, Social Work, and Youth Ministry. Students who wish to study two separate academic disciplines without or instead of engaging in intentional integration are advised to either a) double major or b) major in a discipline and declare a minor.

Any incoming freshman or transfer student may enroll in one of the formally offered Interdisciplinary Studies options. Any student currently enrolled in Nyack College who wishes to change their major to Interdisciplinary Studies must apply to the program. Applications are available at the Office of the Registrar and by the Interdisciplinary Studies bulletin board at both campuses. The registrar will not change the major of any currently enrolled student unless the application has been approved.

Mission
The mission of the Department of Interdisciplinary Studies is to provide students with liberal arts based, cross disciplinary programs which critically draw upon 2 disciplines fostering interdisciplinary thinking and engaging interdisciplinary research, culminating in the writing of a 20 page paper which articulates the integration of disciplinary thought.

Student Learning Goals
- Academic Excellence: Students will foster interdisciplinary thinking, engage in the process of interdisciplinary research and participate in critical-analytical dialectic. This will be accomplished through the writing of a 20 page paper integrating two disciplines with a minimum of 12 sources (6 from each discipline) of which at least one is from the liberal arts within a senior seminar format (Integrative Capstone Seminar - INT 481).

- Personal Transformation: Students will engage in critical interdisciplinary self-reflection. This will be accomplished through identification of three
insights for personal, academic and spiritual growth based on the interdisciplinary research and written in the concluding chapter of the interdisciplinary paper.

- **Social Relevance:** Students will explore how these three insights might be translated into service for others. This will be accomplished through the writing of a 1-page essay, added to the concluding chapter of the interdisciplinary paper.

- **Global Engagement & Intentional Diversity:** Students will acquire an appreciation of social pluralism and a global understanding of culture, people and faith traditions. This will be accomplished through participation in one of the discipline specific worldview course options.

**Program Goals**

- Each student is oriented in the discipline of Interdisciplinary Studies. This will be accomplished by providing an introductory session on Interdisciplinary Studies at the beginning of the student’s admission into this major.

- Each student is engaged in the process of interdisciplinary research. This will be accomplished through enrollment in the senior level Integrative Capstone Seminar (INT 481) which requires the writing of a 20 page paper integrating the student’s pre-selected two disciplines with a minimum of 12 sources (6 from each discipline).

- Each student receives interdisciplinary studies advisement and support. This will be accomplished through the assignment of an Interdisciplinary Studies faculty member who will meet with the student at least once per semester and ongoing departmental student meetings.

- Each student is updated on Interdisciplinary Studies departmental matters. This will be accomplished via multiple communications, including email communiqué, bulletin board announcements and departmental student meetings.
### Interdisciplinary Studies – B.A.

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Partner Concentrations (RC) = Rockland campus only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bible</td>
<td>Cross Cultural Studies, Philosophy (RC)</td>
</tr>
<tr>
<td>Cross Cultural Studies</td>
<td>Bible, Religion (RC), Sociology (RC)</td>
</tr>
<tr>
<td>English</td>
<td>History</td>
</tr>
<tr>
<td>History</td>
<td>English, Philosophy (RC), Religion (RC)</td>
</tr>
<tr>
<td>Philosophy (RC)</td>
<td>Bible, History, Religion (RC)</td>
</tr>
<tr>
<td>Psychology</td>
<td>Religion (RC)</td>
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<tr>
<td>Religion (RC)</td>
<td>Cross Cultural, History, Philosophy (RC), Psychology</td>
</tr>
<tr>
<td>Sociology (RC)</td>
<td>Cross Cultural</td>
</tr>
</tbody>
</table>

### Interdisciplinary Studies – B.S.

<table>
<thead>
<tr>
<th>Major</th>
<th>Partner Concentrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration</td>
<td>Cross Cultural Studies, Music</td>
</tr>
<tr>
<td>Childhood Education</td>
<td>English, History</td>
</tr>
<tr>
<td></td>
<td>NB: The Interdisciplinary Studies B.S. major with Childhood Education does not lead to NYS Childhood Education Certification.</td>
</tr>
<tr>
<td>Music</td>
<td>I. Business Administration, Pastoral Ministry, II. Youth Ministry</td>
</tr>
<tr>
<td>Pastoral Ministry</td>
<td>III. Bible, Cross Cultural Studies, Music, IV. Philosophy (RC), Psychology, Sociology (RC)</td>
</tr>
<tr>
<td>Youth Ministry</td>
<td>Bible, Cross Cultural Studies, Music, Psychology, Philosophy (RC)</td>
</tr>
<tr>
<td>Social Work</td>
<td>Psychology, Sociology (RC)</td>
</tr>
</tbody>
</table>

### Advisement and Support

Students in the major will be assigned an Interdisciplinary Studies faculty advisor. The student must meet with the assigned advisor at least once every semester. This will ordinarily take place during the registration season. While students are encouraged to discuss academic and professional matters with teachers from their chosen concentrations/disciplines, only Interdisciplinary Studies advisors may pre-register/register students. The department will also host regularly scheduled Interdisciplinary Studies department meetings.

### Integrative Capstone Seminar (INT 481)

During their senior year, Interdisciplinary Studies majors enroll in the Integrative Capstone Seminar (INT 481). This seminar will guide students in the process of writing a 20-page interdisciplinary research paper. The capstone thesis should articulate an integration of disciplinary thought between the student’s identified two disciplines (of which at least one is from the liberal arts) and with a minimum of 12 sources (6 from each discipline). This course
Interdisciplinary Studies

will assist students with a step-by-step process in turning an initial idea into a clearly defined proposal and ultimately a well-crafted thesis. Each student selects two mentors – one from each chosen concentration/discipline. At their hearing, each student will be expected make a class presentation with time for questions and answers. The seminar will also dedicate one session to examine the lifelong value of a Christian liberal arts education.

Change of Major Application Process

Students currently enrolled in Nyack College who wish to change their major to Interdisciplinary Studies must apply to be admitted to the Interdisciplinary Studies program. The application process ensures that students have properly considered the integrational nature of the major. Generally speaking, students are encouraged to major in a traditional discipline. Therefore, the application process invites students to discern and consider future professional and graduate level goals as a result of majoring in Interdisciplinary Studies. The application process involves the following steps:

1. Currently enrolled interested students complete the Interdisciplinary Studies Major application form. Forms are available at the Registrar’s office and at the Interdisciplinary Studies bulletin board.

2. Students submit an essay--no less than 3 pages--explaining their reasoning and intended goals for changing their major to Interdisciplinary Studies. Applicants must address the following two questions:
   a. Why are you interested in studying and integrating these two disciplines? How is this more advantageous to you instead of majoring in one specific academic discipline? Explain. (1-2 page minimum)
   b. What are your intended graduate school and/or professional goals based on integrating these two academic disciplines? (1-2 page minimum)

3. The student submits the application package to the director or coordinator of Interdisciplinary Studies at the respective campus. The completed package includes the 1) application form, 2) essay, 3) updated Nyack transcript and 4) updated ratings sheet.

4. The student may be contacted for an appointment to meet with the director or coordinator of Interdisciplinary Studies. Students who are accepted into the Interdisciplinary Studies Major will receive a letter of acceptance. Students not accepted for the Interdisciplinary Studies major will receive a letter of regret with recommendations.
## Component Requirements

<table>
<thead>
<tr>
<th>Liberal Arts Disciplines</th>
<th>Concentration Courses</th>
<th>Worldview Options</th>
<th>Partner Concentrations (RC) = Rockland campus only</th>
</tr>
</thead>
</table>
| **Bible**                | (3) BIB 331 Hermeneutics  
(3) One Old Testament elective  
(3) One New Testament elective  
(6) Two Bible (BIB) electives  
(3) One Theology (THE) elective  
(3) Either HIS 321 Ancient History or HIS 342 History of Christianity | BIB 401 Christian Worldview, BIB 312 Bible & Science, or BIB/460 Topics in Bible and Theology | Cross Cultural Philosophy (RC)  
Pastoral Ministry  
Youth Ministry |
| **Cross Cultural**       | (3) ANT 201 Cultural Anthropology  
(3) ICS 224 Intro to Global Engagement  
(3) Select One of the following: ANT 222 Peoples & Cultures of Southeast Asia or ANT 223 Peoples & Cultures of Sub-Saharan Africa or ANT 224 Peoples & Cultures of Latin America or ANT 225 Peoples & Cultures of the Arab World or ANT 255 World Cultural Geography  
(3) ICS 343 Culture & Communication  
(3) ICS 346 Cross-Cultural Adjustment  
(3) Either ICS 432 Community Development In Context or ICS 334 International Relief & Development  
(3) Select One Cross Cultural (ICS) elect. | REL 314 World Religions | Bible  
Business  
Religion (RC)  
Pastoral Ministry  
Youth Ministry  
Sociology (RC) |
| **English**              | (3) Select One: ENG 201 Global Lit I or ENG 202 Global Lit II  
(3) ENG 312 Literary Criticism  
(3) ENG 463 Shakespeare  
(3) Select One in British Literature: ENG 321 Medieval Lit or ENG 325 Romantic Lit or ENG 326 Victorian Lit or ENG 334 Modern Poetry or ENG 336 19th Century Novel or ENG 337 Modern Novel  
(3) Select One in American Literature: ENG 231 Modern Drama or ENG 328 Amer. Romanticism or ENG 329 Amer. Realism or ENG 331 African-American Lit or ENG 334 Modern Poetry or ENG 338 Cont. American Novel  
(3) Select One in Writing: ENG 311 Creative Writing or ENG 340 Writing, Biography, Autobiography, Memoirs or ENG 441 Adv. Expository Writing or ENG 443 Adv. Poetry Workshop or ENG 445 Fiction Writing  
(3) ENG 470 Senior Seminar | ENG 241 Themes of Faith in Literature | History  
Childhood Ed  
(Specially designed Education-based English concentration) |
### Liberal Arts Disciplines

<table>
<thead>
<tr>
<th>Concentration Courses</th>
<th>Worldview Options</th>
<th>Partner Concentrations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History</strong></td>
<td></td>
<td>(RC) = Rockland campus only</td>
</tr>
<tr>
<td>(6) Select Two of the following: HIS 213 US History I or HIS 214 US History II or HIS 330 Colonial Amer. or HIS 340 Civil War &amp; Reconstruction or HIS 350 America: Gilded Age to Great Crash or HIS 410 Recent American History</td>
<td>HIS 342 History of Christianity or HIS 433 History of Religion in America</td>
<td>English Philosophy (RC) Religion (RC)</td>
</tr>
<tr>
<td>(3) Select One of the following: HIS 220 Studies in World Civilization or HIS 255 World Cultural Geography or HIS 331 Latin American History</td>
<td>PHIL 348 Philosophical Hermeneutics or PHI 470 Contemporary Continental Philosophy</td>
<td>Bible (RC) History (RC) Religion (RC) Pastoral Min (RC) Youth Min (RC)</td>
</tr>
<tr>
<td>(6) Select Two of the following: HIS 333 Europe: Renaissance to Reformation or HIS 345 Europe in an Age of Revolutions or HIS 355 Europe: Found. of the Modern World or HIS 415 Contemporary Europe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3) Select One of the following: HIS 325 Pentecostal Movement or HIS 346 African American History or HIS 357 Women in American History or HIS 326 The History of the City of NY</td>
<td></td>
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</tr>
<tr>
<td>(3) Select One History (HIS) elective</td>
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<tr>
<td><strong>Philosophy</strong></td>
<td></td>
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</tr>
<tr>
<td>(3) Select either one: PHI 321 Dialogues of Plato or PHI 322 Aristotle &amp; the Medievals</td>
<td>PHI 348 Philosophical Hermeneutics or PHI 470 Contemporary Continental Philosophy</td>
<td>Bible (RC) History (RC) Religion (RC) Pastoral Min (RC) Youth Min (RC)</td>
</tr>
<tr>
<td>(3) Select either one: PHI 323 The Empiricists or PHI 324 Modern Continental Philosophy</td>
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<td></td>
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<tr>
<td>(15) Select any five Philosophy (PHI) electives</td>
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<td></td>
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<tr>
<td><strong>Psychology</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3) PSY 253 Integration of Psych &amp; Theology</td>
<td>Any course which meets worldview requirement as listed in the catalog</td>
<td>Social Work Pastoral Min Religion (RC) Youth Ministry</td>
</tr>
<tr>
<td>(3) PSY 342 Abnormal Psych</td>
<td></td>
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<tr>
<td>(3) PSY 441 Theories of Personality</td>
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<td></td>
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<tr>
<td>(3) Select either one: PSY 246 Child Psych or PSY 248 Adolescent Psych</td>
<td></td>
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<tr>
<td>(3) Select either one: PSY 258 Counseling Methods or PSY 444 Psychotherapy &amp; Clinical Intervention</td>
<td></td>
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<tr>
<td>(3) Select either one: PSY 438 Physiological Psych or PSY 443 Psych of Learning</td>
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<tr>
<td>(3) Select any one Psych (PSY) Elect</td>
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<td></td>
</tr>
<tr>
<td>Liberal Arts Disciplines</td>
<td>Concentration Courses</td>
<td>Worldview Options</td>
</tr>
<tr>
<td>--------------------------</td>
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</tr>
<tr>
<td>Religion</td>
<td>(3) REL 310 Psychology &amp; Sociology of Religion&lt;br&gt;(3) REL 314 World Religions&lt;br&gt;(3) REL 342 History of Christianity&lt;br&gt;(3) REL 347 New Age and the Occult or REL 443 Alternative Religious Movements in America&lt;br&gt;(3) REL 448 East Asian Religions or REL 442 South Asian Religions&lt;br&gt;(3) REL 445 Islam or REL 446 History of Judaism&lt;br&gt;(3) REL 470 Topics in Religious Studies</td>
<td>PHI 441 Philosophy of Religion</td>
</tr>
<tr>
<td>Sociology</td>
<td>(3) SOC 101 Intro. to Sociology&lt;br&gt;(3) SOC 240 Social Theory&lt;br&gt;(3) SOC 344 Social Problems&lt;br&gt;(3) SOC 355 Social Stratification&lt;br&gt;(3) SOC 357 Social Science Research Methods&lt;br&gt;(3) SOC 470 Sociology Integrative Seminar&lt;br&gt;(3) SOC 491 Marriage and Family</td>
<td>SOC 366 Faith, Politics &amp; Society</td>
</tr>
<tr>
<td>Professional Disciplines</td>
<td>Concentration Courses</td>
<td>Worldview Options</td>
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<tr>
<td>--------------------------</td>
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</tr>
<tr>
<td>Business Admin</td>
<td>(3) BUS 101 Intro. to Business (3) BUS 201 Principles of Accounting (3) ECO 201 Macroeconomics or ECO 202 Microeconomics (3) BUS 232 Principles of Management (3) BUS 331 Principles of Marketing (3) BUS 428 Business Ethics (3) BUS 470 Business Policy and Strategic Management</td>
<td>BUS 315 Global Business</td>
</tr>
<tr>
<td>Childhood Education</td>
<td>(3) EDU 246 Foundations of Education (3) EDU 259 Teaching &amp; Learning Strateg. (3) EDU 333 Methods in Teaching Lit I (3) EDU 334 Methods in Teaching Lit II (3) EDU 335 Methods in Teaching Lit III (3) EDU 331 Meth in Teaching Sci in the Elem School or EDU 332 Meth in Teaching Social Studies in Elem School (0) Health Issues</td>
<td>EDU 441 The Christian Teacher</td>
</tr>
<tr>
<td></td>
<td>ENGLISH Concentration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3) Select either one: ENG 201 Global Lit I or ENG 202 Global Lit II (3) ENG 239 Adolescent Lit (3) ENG 311 Creative Writing (3) ENG 353 English Grammar &amp; Phonology (3) ENG 364 Writing Theory (3) ENG 463 Shakespeare (3) Select any one English (ENG) elect</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HISTORY Concentration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3) HIS 213 US History I (3) HIS 214 US History II (3) HIS 215 American Government (3) HIS 255 World Cultural Geography (6) Select any two: HIS 335 Europe: Renaissance to Reformation, HIS 345 Europe in an Age of Revolutions, HIS 355 Europe Found. of the Modern World, or HIS 415 Contemporary Europe (3) Select any one History (HIS) elective</td>
<td></td>
</tr>
<tr>
<td>Professional Disciplines</td>
<td>Concentration Courses</td>
<td>Worldview Options</td>
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<tr>
<td><strong>Music</strong></td>
<td><strong>If integrated with BUSINESS ADMINISTRATION</strong>&lt;br&gt; (1) MUS 122 Ear Training*&lt;br&gt; (3) MUS 124 Music Theory**&lt;br&gt; (6) MUS 213 Western Music to 1700, MUS 214 Music of 18th Cent., MUS 319 Music of 19th Century, or MUS 320 Music of 20th Century&lt;br&gt; (2) MUS 103 Fund of Singing, MUS 104 Basic Piano Skills, or MUS 105 Beginning Guitar Techniques&lt;br&gt; (3) MUS 125-149 Applied Music (Private lessons in one area)&lt;br&gt; (6) Select any two: (3) MUS 345 Entertainment Industry Economics, (3) MUS 347 Music Business I, (3) MUS 349 Music Business II or (2) MUS 354 Intro to Music Technology with (1) additional Applied Lesson</td>
<td>MUS 415 Music &amp; Worship</td>
</tr>
<tr>
<td></td>
<td><strong>If integrated with PASTORAL MIN or YOUTH MIN</strong>&lt;br&gt; (1) MUS 122 Ear Training*&lt;br&gt; (3) MUS 124 Music Theory**&lt;br&gt; (6) MUS 213 Western Music to 1700, MUS 214 Music of 18th Cent., MUS 319 Music of 19th Century, or MUS 320 Music of 20th Century&lt;br&gt; (2) MUS 103 Fund. of Singing, MUS 104 Basic Piano Skills, or MUS 105 Beginning Guitar Techniques&lt;br&gt; (3) MUS 125-149 Applied Music (Private lessons in one area)&lt;br&gt; (2) MUS 357 Hymnology&lt;br&gt; (1) MUS 333 Choral Cond&lt;br&gt; (3) PMN 233 Theo Worship &amp; the Arts</td>
<td>Special Notes: &lt;br&gt; *MUS 121 pre-requisite &lt;br&gt; **MUS 123 pre-requisite &lt;br&gt; (3) MUS 352 Music of Diverse Cultures (multicultural component)</td>
</tr>
<tr>
<td></td>
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<tr>
<td>Professional Disciplines</td>
<td>Concentration Courses</td>
<td>Worldview Options</td>
</tr>
<tr>
<td>--------------------------</td>
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</tr>
</tbody>
</table>
| **Pastoral Ministry**    | (3) PMN 311 Introduction to Homiletics  
(3) PMN 312 Intermediate Homiletics  
(3) PMN 346 Personal Spiritual Formation  
(3) PMN 441 Leadership & Administration  
(3) PMN 442 Pastoral Methods  
(3) PMN 414 Applied Homiletics  
(3) PMN 343 Divine Healing | PMN 350 Power Encounter | Bible  
Cross Cultural  
Philosophy (RC)  
Psychology  
Sociology (RC)  
Music  
(Specially designed ministry-based Music concentration) |
| **Youth Ministry**       | (3) YMN 201 Introduction to Youth Ministry  
(3) CED 202 Foundations of Teaching in the Church  
(3) SOC 345 American Youth Cultures  
(3) YMN 360 At-Risk Youth and Gangs  
(3) YMN 391 Student Teaching I  
(3) YMN 442 Discipling and Mentoring Youth  
(3) YMN 491 Seminar and Practicum I | YMN 434 Advanced Youth Ministry | Bible  
Cross Cultural  
Music  
Psychology  
Philosophy (RC)  
Music  
(Specially designed ministry-based Music concentration) |
| **Social Work**          | (3) SWK 101 Intro to Social Work & Social Welfare  
(3) SWK 246 Interpers. Comm. Skills  
(3) SWK 314 Human Behavior in the Social Env. I  
(3) SWK 316 Prin. of Social Work Practice  
(3) SWK 354 Human Behavior in Social Environment II  
(3) SWK 356 Social Work Practice Individuals & Families  
(3) SWK 357 Field Exper. & Pre-Practice Seminar Special Notes:  
(3) SWK 254 Understanding Diverse Populations (Multicultural America)  
SOC 101 Gen Sociology (SOC SCI elective when combined with Psych concentration)  
(4) SCI 216 Human Biology (lab science elective) | SWK 462 Social Work in Christian Context | Psychology  
Sociology (RC) |
**INTERDISCIPLINARY STUDIES – B.A.**

In the Bachelor of Arts program, students integrate two disciplines from the arts and sciences. The arts and science options include Bible, Cross Cultural Studies, English, History, Philosophy, Psychology, Religion, and Sociology. Bachelor of Arts Interdisciplinary Studies students may integrate the liberal arts discipline in the left column with one of the respective partner concentrations in the right column.

<table>
<thead>
<tr>
<th>Liberal Arts:</th>
<th>Partner Concentrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bible</td>
<td>Cross Cultural Studies, Philosophy (RC), Pastoral Ministry, Youth Ministry</td>
</tr>
<tr>
<td>Cross Cultural</td>
<td>Bible, Business, Religion (RC), Pastoral Ministry, Youth Ministry, Sociology (RC)</td>
</tr>
<tr>
<td>English</td>
<td>Childhood Education, History</td>
</tr>
<tr>
<td>History</td>
<td>Childhood Education, English, Philosophy (RC), Religion (RC)</td>
</tr>
<tr>
<td>Philosophy (RC)</td>
<td>Bible, History, Religion (RC), Pastoral Ministry, Youth Ministry</td>
</tr>
<tr>
<td>Psychology</td>
<td>Social Work, Pastoral Ministry, Religion (RC), Youth Ministry</td>
</tr>
<tr>
<td>Religion (RC)</td>
<td>Cross Cultural Studies, History, Philosophy (RC), Psychology</td>
</tr>
<tr>
<td>Sociology (RC)</td>
<td>Cross Cultural Studies, Pastoral Ministry, Social Work</td>
</tr>
</tbody>
</table>

126 credits hours, distributed as follows, are required for the Bachelor of Arts degree:

**Liberal Arts and Science Core Component** .......................................................... 49*

*Foreign Language Component (12 credits)
2 years (4 semesters) of the same language

**Bible and Ministry Minor Curriculum** ............................................................. 15

**Major Field Component (47 credits)**

- Area 1 (Liberal Arts Concentration) .......................................................... 21
- Area 2 (Liberal Arts Concentration) .......................................................... 21
- INT 481 Integrative Capstone Seminar .......................................................... 2
- Worldview Course.......................................................................................... 3

**Miscellaneous Elective Component (15 credits)**

- Miscellaneous electives ................................................................................. 15

**Total credits required** .................................................................................. 126
B.A. Interdisciplinary Studies Suggested Program Plan

**FIRST YEAR: Fall**
- PMN 101-Intro to Spiritual Form. . 2
- INT 112-Found. for Excellence .... 2
- ENG 101-College Writing I ........... 3
- HIS 113-Hist. of World Civ. I....... 3
- Foreign Language...................... 3
- PHI 101-Intro. to Philosophy ....... 3

**SECOND YEAR: Fall**
- ENG 201 or 202-Glob. Lit. I or II.. 3
- Foreign Language...................... 3
- Laboratory Science.................. 4
- Area 1 Elective ......................... 3
- Elective .................................. 3

**THIRD YEAR: Fall**
- BIB 301 or 302-Biblical Doc I or II 3
- SOC 347-Multicultural America.... 3
- Area 1 Elective ......................... 3
- Area 2 Electives ....................... 3
- Elective .................................. 3

**FOURTH YEAR: Fall**
- Worldview Elect* or Misc. Elect. . 3
- Area 1 Electives......................... 6
- Area 2 Elective ......................... 3
- Electives .................................. 3

**FIRST YEAR: Spring**
- BIB 102-Old Testament Lit........... 3
- ENG 102-College Writing II........... 3
- HIS 114-Hist. of World Civ. II..... 3
- Foreign Language...................... 3
- INT 101-Info Literacy............... 1

**SECOND YEAR: Spring**
- BIB 201-New Testament Lit......... 3
- Foreign Language...................... 3
- PMN 201-Nyack Heritage.............. 1
- Social Science Elective............. 3
- Area 1 Elective ......................... 3
- Area 2 Elective ......................... 3

**THIRD YEAR: Spring**
- BIB-Elective ................................ 3
- Area 1 Electives......................... 6
- Area 2 Electives......................... 6
- Elective .................................. 3

**FOURTH YEAR: Spring**
- Fine Arts requirement................ 3
- INT 481-Integ. Capstone Sem........ 2
- Area 2 Electives......................... 6
- Electives .................................. 3
**INTERDISCIPLINARY STUDIES – B.S.**

In the Bachelor of Science program, students integrate one discipline from the arts and sciences with a professionally oriented discipline. The arts and science options include Bible, Cross Cultural Studies, English, History, Philosophy, Psychology, Religion, and Sociology. The professionally oriented options include Business Administration, Childhood Education, Music, Pastoral Ministry, Social Work, and Youth Ministry. Bachelor of Science Interdisciplinary Studies students may integrate the liberal arts discipline in the left column with one of the respective professionally oriented partner concentrations in the right column:

<table>
<thead>
<tr>
<th>Professional:</th>
<th>Partner Concentrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration</td>
<td>Cross Cultural Studies, Music</td>
</tr>
<tr>
<td>Childhood Education</td>
<td>English, History</td>
</tr>
<tr>
<td>Music</td>
<td>Business, Pastoral Ministry, Youth Ministry</td>
</tr>
<tr>
<td>Pastoral Ministry</td>
<td>Bible, Cross Cultural Studies, Music, Philosophy (RC), Psychology, Sociology (RC)</td>
</tr>
<tr>
<td>Youth Ministry</td>
<td>Bible, Cross Cultural Studies, Music, Psychology, Philosophy (RC)</td>
</tr>
<tr>
<td>Social Work</td>
<td>Psychology, Sociology (RC)</td>
</tr>
</tbody>
</table>

The Interdisciplinary Studies B.S. major with Childhood Education does not lead to NYS Childhood Education Certification.

126 credits hours, distributed as follows, are required for the Bachelor of Science degree:

- **Liberal Arts and Science Core Component** ............................................... 43*
  *Foreign Language Component (6 credits)
  1 year (2 semesters) of the same language
- **Bible and Ministry Minor Curriculum** ..................................................... 15
- **Major Field Component (47 credits)**
  - Area 1 (Liberal Arts Concentration) .......................................................... 21
  - Area 2 (Professionally-Oriented Concentration) ........................................... 21
  - INT 481 Integrative Capstone Seminar ..................................................... 2
  - Worldview Course ....................................................................................... 3
- **Miscellaneous Elective Component (21 credits)**
  - Miscellaneous electives ............................................................................... 21
- **Total credits required** ............................................................................. 126
B.S. Interdisciplinary Studies Suggested Program Plan

FIRST YEAR: Fall
PMN 101-Intro to Spiritual Form. . 2
INT 112-Found. for Excellence ..... 2
ENG 101-College Writing I ........... 3
HIS 113-Hist. of World Civ. I...... 3
Fine Arts Requirement .............. 3
PHI 101-Intro. to Philosophy ...... 3

SECOND YEAR: Fall
ENG 201 or 202-Glob. Lit. I or II.. 3
BIB 201- New Test. Lit.............. 3
PMN 201-Nyack Heritage......... 1
Liberal Arts Conc. Elective ....... 3
Career Conc. Elective............. 3
Elective ................................. 3

THIRD YEAR: Fall
BIB 301 or 302-Biblical Doc I or II 3
Social Science Elective............ 3
Liberal Arts Conc. Elective ..... 3
Career Conc. Elective............. 3
Electives .............................. 6

FOURTH YEAR: Fall
Worldview Elect........................ 3
Liberal Arts Conc. Electives ...... 6
Career Conc. Elective .............. 3
Electives .............................. 6

FIRST YEAR: Spring
BIB 102-Old Testament Lit........... 3
ENG 102-College Writing II........ 3
HIS 114-Hist. of World Civ. II.... 3
Social Science Elective .......... 3
MAT-Math Elective .................. 3
INT 101-Info Literacy ............ 1

SECOND YEAR: Spring
Lab Science ........................... 4
Electives ............................. 6
Liberal Arts Conc. Elective ..... 3
Career Conc. Elective .......... 3

THIRD YEAR: Spring
BIB-Elective .......................... 3
SOC 347-Multicult. America .... 3
Career Conc. Elective .......... 3
Elective ............................. 3

FOURTH YEAR: Spring
Liberal Arts Conc. Elective .... 3
INT 481-Integ. Capstone Sem.... 2
Career Conc. Electives ......... 6
Electives ............................. 3
**MATHEMATICS MAJOR - B.A.**

*Primary Faculty, Rockland:* Dr. In Hak Moon

**Mission**

The goal of the Mathematics Department is to show God’s love through the study of mathematics as the student learns to address and solve problems that deepen our appreciation for the ordered universe of God’s creation.

**Student Learning Goals**

- **Academically Excellent:** Upon successfully completing mathematics course, the student will have increased their understanding of mathematics at the college level and will renew and sharpen their analytics skills.
- **Relevant Socially:** The study of mathematical concepts is vital to evaluating and comprehending our world, on both the personal and business level. Students will learn how to describe many relationships in our world and universe through the tools of mathematics.

The Mathematics major at Nyack College is designed for those interested in learning how to describe many relationships in our world and universe through the tools of mathematics. Besides deepening students’ understanding of mathematical concepts, this pursuit will sharpen organizational and analytical skills and improve students’ abilities in applying mathematics in a variety of areas. This major will prepare students for careers in business, government, and industry, and mathematics education. The program also will prepare students wishing to study at the graduate level in mathematics and other related areas. Students are encouraged to blend computer science studies into their major to equip themselves further for the needs of society.

126 credit hours, distributed as follows, are required for the Bachelor of Arts degree:

<table>
<thead>
<tr>
<th>Component</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts and Science Core Component</td>
<td>49*</td>
</tr>
<tr>
<td>*Foreign Language Component (12 credits)</td>
<td></td>
</tr>
<tr>
<td>2 years (4 semesters) of the same language</td>
<td></td>
</tr>
<tr>
<td>Bible and Ministry Minor Curriculum</td>
<td>15</td>
</tr>
<tr>
<td>Major Field Component (36 credits)</td>
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</tr>
<tr>
<td>MAT 236 - Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 237 - Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>MAT 238 - Calculus III</td>
<td>3</td>
</tr>
<tr>
<td>MAT 310 - Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MAT 330 - Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 345 - Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 401 - Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MAT 470 - Math Seminar</td>
<td>3</td>
</tr>
<tr>
<td>MAT-Electives</td>
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</tr>
<tr>
<td>Worldview elective</td>
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</tr>
<tr>
<td>Miscellaneous Elective Component (26 credits)</td>
<td></td>
</tr>
</tbody>
</table>

66
Mathematics

Miscellaneous electives ........................................................................................................................................ 26
Total credits required ..................................................................................................................................... 126

**Mathematics Major Suggested Program Plan**

<table>
<thead>
<tr>
<th>FIRST YEAR: Fall</th>
<th>FIRST YEAR: Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMN 101-Intro to Spiritual Form. 2</td>
<td>BIB 102-Old Testament Lit. 3</td>
</tr>
<tr>
<td>INT 112-Found. for Excellence 2</td>
<td>ENG 102-College Writing II 3</td>
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<td>ENG 101-College Writing I 3</td>
<td>Fine Arts requirement 3</td>
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<tr>
<td>HIS 113-Hist. of World Civ. I 3</td>
<td>HIS 114-Hist. of World Civ. II 3</td>
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<tr>
<td>MAT-Elective 3</td>
<td>MAT 236-Calculus I 3</td>
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<td>Elective 3</td>
<td>PMN 201-Nyack Heritage 1</td>
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<td>INT 101-Info Literacy 1</td>
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<th>SECOND YEAR: Fall</th>
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<tr>
<td>BIB 201-New Testament Lit. 3</td>
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<td>ENG 201 or 202-Global Lit. I or II 3</td>
<td>PHI 101-Intro. to Philosophy 3</td>
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<td>Foreign Language 3</td>
<td>Laboratory Science 4</td>
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<td>MAT 237-Calculus II 3</td>
<td>Social Science Elective 3</td>
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<td>BIB 301 or 302-Biblical Doc I or II 3</td>
<td>BIB-Elective 3</td>
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<td>Foreign Language 3</td>
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<tr>
<td>310-Linear Algebra 3</td>
<td>MAT 258-Calculus III 3</td>
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<td>MAT 345-Discrete Math 3</td>
<td>MAT 330-Statistics 3</td>
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<td>SOC 347-Multicultural America 3</td>
<td>Electives 4</td>
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<th>FOURTH YEAR: Fall</th>
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<tr>
<td>BIB 401-Christian Worldview 3</td>
<td>MAT 470-Seminar 3</td>
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<td>MAT 401-Differential Equations 3</td>
<td>MAT-Electives 6</td>
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<td>Electives 6</td>
</tr>
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<td>Electives 7</td>
<td></td>
</tr>
</tbody>
</table>

67
Mission
The mission of the philosophy department at Nyack College is to promote academic excellence and personal transformation by exposing the students to the history of ideas and the rigorous and deep thinking that is philosophy.

Student Learning Goals:
At Nyack College, the study of philosophy will:
1. Enhance the student’s ability to solve problems, write clearly, and reason cogently in order that they would be better prepared for the fullness of life to which God is calling them.
2. Acquaint the students with the history and methods of philosophy which, because philosophy is elementary to almost all areas of inquiry, will prepare students for graduate school and advanced study in whatever specific area they choose to pursue as Christian scholars.
3. Instill in the students an awareness of the deeper questions, and promote a desire for lifelong learning.

The philosophy curriculum at Nyack consists of course offerings in three major areas. The first area is that of the major branches or subdivisions of philosophy, such as: Epistemology, Ethics, Logic, Philosophy of Mind, Philosophy of Religion, and Social and Political Philosophy. The second area of the philosophy curriculum is the history of philosophy and includes such courses as: The Dialogues of Plato; Aristotle and the Medievals; Kant; The British Empiricist; Locke, Berkeley, and Hume; Modern Continental Philosophy from Descartes to Hegel; and Recent Philosophy. Finally, the curriculum also offers courses that center on particular philosophical movements or topics of interests to the students and faculty of the philosophy department. Such courses include: Existentialism, Pragmatism, Twentieth Century Continental Philosophy, and Philosophy of Love.

The philosophy major is particularly practical in providing an excellent basis for graduate school since philosophy explores all of the fundamental questions and issues that underlie many other disciplines and areas of inquiry. It is especially appropriate as a basis for advanced studies in law, teaching, educational administration, public service, health care, the social sciences, or as a preparation for seminary.

126 credit hours, distributed as follows, are required for the Bachelor of Arts degree:

Liberal Arts and Science Core Component ............................................................. 43*
*Foreign Language Component (6 credits)
## Philosophy Major Suggested Program Plan

### FIRST YEAR: Fall
- PMN 101 - Intro to Spiritual Form ........................................ 2
- INT 112 - Found. for Excellence ............................................. 2
- ENG 101 - College Writing I .................................................. 3
- HIS 113 - Hist. of World Civ. I .............................................. 3
- MAT - Math Elective ............................................................. 3
- PHI 101 - Intro. to Philosophy ................................................ 3

### SECOND YEAR: Fall
- BIB 201 - New Testament Lit .............................................. 3
- ENG 201 or 202 - Global Lit. I or II ........................................ 3
- Foreign Language ............................................................... 3
- PHI 321 - Plato or PHI 322 - Aristotle & the Medievals .......... 3
- Laboratory Science .............................................................. 4

### THIRD YEAR: Fall
- BIB 301 or 302 - Biblical Doc I or II ................................. 3
- SOC 347 - Multicultural America .......................................... 3
- Liberal Arts Elective ........................................................... 3
- PHI - Elective .................................................................. 3
- Elective ........................................................................ 3

### FOURTH YEAR: Fall
- PHI 348 - Philisophical Hermeneutics ................................. 3
- PHI - Elective .................................................................. 3
- Electives ........................................................................ 10

### FIRST YEAR: Spring
- BIB 102 - Old Testament Lit ............................................. 3
- ENG 102 - College Writing II ............................................... 3
- HIS 114 - Hist. of World Civ. II .......................................... 3
- PHI 202 - Logic ................................................................. 3
- Social Science Elective ...................................................... 3
- INT 101 - Info Literacy ....................................................... 1

### SECOND YEAR: Spring
- Fine Arts requirement ...................................................... 3
- Foreign Language ............................................................... 3
- PHI 323 - Empiricists or PHI 324 - Mod. Cont. Phil .......... 3
- PHI - Elective .................................................................. 3
- PMN 201 - Nyack Heritage ............................................... 1
- Elective ........................................................................ 3

### THIRD YEAR: Spring
- BIB - Elective ................................................................ 3
- PHI - Elective ................................................................ 3
- Liberal Arts Electives ....................................................... 9

### FOURTH YEAR: Spring
- PHI 470 - Philosophy Seminar .......................................... 3
- PHI - Elective ................................................................ 3
- Electives ........................................................................ 10
Mission
It is the mission of the Psychology Department to provide a context for investigating psychological issues as informed by a Christian worldview, to strengthen students’ understanding of persons in their diversity and their functioning in varied contexts, to empower students to act in the world in socially and spiritually responsible ways and to facilitate students’ personal journey and development.

Objectives
The mission of the Psychology Department will be accomplished through the following objectives:

1. Development of a Psychological Perspective Informed by a Christian Worldview. Students will be introduced to truths about persons and their functioning. We believe that “all truth is God’s truth.” Therefore, since any valid truths discovered in the world around us or in relation to persons are also truths as God knows them, it is essential that we be open to them.

2. Development of an Understanding of Self. The psychology major facilitates the development of a deeper understanding of self. Many courses generate insight as students are open to self-discovery, further development of self-identity and greater inner growth. Thus, the study of psychology is valuable to students interested in resolving their own personal struggles in an effort to be of greater service to others.

3. Development of Interpersonal Skills. The psychology major facilitates the development of a greater capacity to connect with others in deeper ways. Understanding and practice of such skills as personal exploration, empathetic listening, giving compassionate feedback and self expression are essential to a person’s ability to interact with others more intimately. These skills can enhance a student’s interpersonal life as well as form a useful foundation for work in many fields, including psychology, social work, social services, education, Christian ministries and business.

4. Preparation for Graduate Studies. The psychology major provides preparation and a solid foundation for graduate study in psychology and related areas.
The major core requirements offer study in essential areas within the scope of psychology and electives allow students to concentrate in areas of personal academic interest. Internships give students the opportunity to be exposed to the provision of psychological services in varied settings.

The psychology major is also very appropriate for entrance into graduate studies in other fields, such as ministry, law, business, healthcare and human resources, in which an understanding of human functioning is necessary.

5. Preparation for Careers. The psychology major provides preparation for work in psychology-related fields immediately upon graduation. Typically, graduates with a bachelor’s degree can obtain positions as caseworkers and psychology technicians.

The major is also appropriate for students entering careers such as church and missionary work, work in non-profit organizations, and work in the business world which may require an understanding of people. With its core requirements and diverse offering of electives, the psychology major is able to provide uniquely crafted preparation tailored to the diverse interests and desires of each individual student.

Student Learning Goals
The Psychology Department facilitates students to achieve the following specific learning goals:

1. Students will have knowledge of basic psychological principles, theories, and research in major areas of psychology.
2. Students will be familiar with how methodological, statistical and ethical issues apply to psychological research.
3. Students will be able to write literature reviews drawing on all current information formats and technologies.
4. Students will demonstrate the ability to assess critically psychological information and research.
5. Students will demonstrate the ability to integrate psychological principles and research with a Christian worldview in a critically sensitive manner.

126 credit hours, distributed as follows, are required for the Bachelor of Arts degree:

Liberal Arts and Science Core Component ............................................................. 43*

*Foreign Language Component (6 credits)

1 year (2 semesters) of the same language. One year of American Sign Language will also meet this requirement.

Bible and Ministry Minor Curriculum................................................................. 15

Major Field Component (45 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>PSY 101 - General Psychology</td>
<td>3</td>
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<tr>
<td>PSY 110 - Psychology Research Methods</td>
<td>2</td>
</tr>
<tr>
<td>PSY 253 - Integration of Psychology and Theology: A Survey</td>
<td>3</td>
</tr>
</tbody>
</table>
Psychology

PSY 321 - History of Psychology ............................................................... 3
PSY 337 - Statistics for Social Science ...................................................... 3
PSY 339 - Experimental Psychology ....................................................... 4
PSY 441 - Theories of Personality ............................................................... 3
PSY 438 - Physiological Psych or PSY 443 - Psych of Learning ................ 3
PSY 470 - Psychology Seminar ................................................................. 3
Psychology electives ................................................................................... 15
Worldview elective ..................................................................................... 3

Miscellaneous Elective Component (23 credits)
Miscellaneous electives ................................................................................. 23
(Students planning graduate study in Psychology are encouraged to elect additional courses in natural sciences, mathematics, philosophy and other social sciences.)

Total credits required .................................................................................. 126
## Psychology Major Suggested Program Plan

### FIRST YEAR: Fall
- PMN 101 - Intro to Spiritual Form. 2
- INT 112 - Found. for Excellence 2
- ENG 101 - College Writing I 3
- HIS 113 - Hist. of World Civ. I 3
- PSY 101 - General Psychology 3
- MAT - Elective* 3
- INT 101 - Info Literacy 1

### FIRST YEAR: Spring
- BIB 102 - Old Testament Lit. 3
- ENG 102 - College Writing II 3
- HIS 114 - Hist. of World Civ. II 3
- PMN 201 - Nyack Heritage 1
- PSY 253 - Integrat. of Psy. & Theo. 3
- PSY 110 - PSY Research Meth** 2

### SECOND YEAR: Fall
- BIB 201 - New Testament Lit. 3
- ENG 201 or 202 - Global Lit. I or II 3
- Foreign Language 3
- PHI 101 - Intro. to Philosophy 3
- PSY 337 - Stats. for Social Sci* 3

### SECOND YEAR: Spring
- ENG 201 or 202 - Global Lit. I or II or Elective 3
- Foreign Language 3
- PSY 339 - Experimental Psych* 4
- Fine Arts requirement 3

### THIRD YEAR: Fall
- BIB 301 or 302 - Biblical Doc I or II 3
- PSY 441 - Theories of Personality 3
- SOC 347 - Multicultural America 3
- Psychology Elective 3

### THIRD YEAR: Spring
- BIB - Elective 3
- PSY 321 - History of Psychology 3
- Laboratory Science 4
- Elective 3

### FOURTH YEAR: Fall
- Worldview elective 3
- PSY 438 - Physiological Psych or PSY 443 - Psych. of Learning 3
- Electives 6

### FOURTH YEAR: Spring
- PSY 470 - Psych. Seminar 3
- Electives 11

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* Any Math course is prerequisite for PSY 337, and PSY 337 is prerequisite for PSY 339.

** ENG 101 (or ENG 102 if student is exempted from ENG 101) is a prerequisite for PSY 110.

PSY 110 is a prerequisite for all 300 and 400 level psychology courses. Non-psychology majors will be exempt from this requirement with permission of the instructor.
RELIGION MAJOR - B.A.

Primary Faculty, Rockland: Dr. Larry Poston

Mission
The Religion major is designed to prepare students intellectually, emotionally, and spiritually for personal encounters with adherents of the major world religions as well as of the smaller groupings known as alternative religious movements. Intellectually, students will be equipped with a working knowledge of the histories, worldviews, doctrinal beliefs, and ritual practices of these peoples. Emotionally, students will be prepared to meet such persons fearlessly, empathetically, and compassionately. Spiritually, students will be able to recognize and evaluate similarities to and differences from their own faith, thereby enhancing their Christian experience.

Student Learning Goals
In keeping with Nyack College’s Core Values of Social Relevance, Academic Excellence, Global Engagement, Intentional Diversity, and Personal Transformation, the Religion Major seeks to fulfill the following goals for its students. By the final semester of his/her senior year, it is intended that each Religion major will:

1. Demonstrate familiarity with the basic concepts, themes, and approaches involved in comparative religious studies.
2. Be able to discuss in an organized and transferable manner the chief characteristics of and define the chief concepts involved in “primal religion.”
3. Be able to discuss in an organized and transferable manner the basic historical development of the religions of Hinduism, Buddhism, Jainism, Sikhism, Zoroastrianism, Daoism, Confucianism, Shinto, Judaism, Islam, and Christianity in its Roman Catholic, Eastern Orthodox, and Protestant forms.
4. Be able to discuss in an organized and transferable manner the basic doctrinal beliefs of each of the above-mentioned religions.
5. Be able to discuss in an organized and transferable manner the basic rituals and practices of each of the above-mentioned religions.
6. Be able to restate textual concepts from written literature dealing with comparative religious studies in his/her own words and select data accurately.
7. Be able to discuss in an organized and transferable manner the theories and postulates—including implications for his/her personal faith—of approximately twelve leading sociologists of religion.
8. Be able to discuss in an organized and transferable manner the theories and postulates—including implications for his/her personal faith—of approximately eight psychologists of religion.
9. Be able to discuss in an organized and transferable manner the effects of his/her social environment upon his/her personal faith and be able to make Biblically-informed decisions with respect to:
   a. His/her general participation in the social order of his/her country (i.e., his/her behavior “on the street”).
   b. His/her development of “family values.”
   c. His/her involvement in the institutional church.
   d. His/her convictions regarding a proper – read “Biblical” – socio-economic status.
   e. His/her views of race, ethnicity, and gender roles.
   f. His/her role as a Christian in the political process.
   g. His/her intake of and attitude toward audio-visual media.
   h. His/her understanding of the differences existing between “secularism” and “secularization,” “pluralism” and “pluralization,” and “privatism” and “privatization” (as essentially defined by Berger and Guinness).

10. Be able to discuss in an organized and transferable manner the effects of his/her psychological make-up upon his/her personal faith and be able to make Biblically-informed decisions with respect to:
   a. The distinction between “internal-personal” approaches to spirituality and “external-institutional” approaches.
   b. The distinction between the religious conversion process as described by the New Testament and the processes found in other religious systems.
   c. The development of his/her religious life, called in Christianity the process of “sanctification”.
   d. The observations of James Fowler with regard to “Stages of Faith.”
   e. The current search for and occurrences of the phenomenon known as “revival.”
   f. The current interest in the “supernatural,” “signs and wonders,” and “the miraculous” in general.
   g. The internal and emotional aspects of the approach to religion known as “mysticism.”
   h. The benefits and disadvantages of the states of asceticism and celibacy.

11. Be able to discuss in an organized and transferable manner five approaches that Christians have historically taken to the non-Christian religions.

12. Have produced at least ten essays of significant length dealing with some of the most basic questions involved in the study of non-Christian religions from the standpoint of evangelical Christianity.

13. Be able to initiate and lead discussions regarding issues of religious significance.
14. Be able to recite from memory at least fifty passages from the Bible and show how the content of those passages reflect upon the various topics covered in the courses.

15. Have developed a resume or *curriculum vitae* for the purpose of “marketing” himself/herself in an appropriate field related to his/her undergraduate education.

16. Have developed a set of short-term and long-term goals, as well as other instruments, pertinent to a productive and satisfying “life after college.”

The Religion major is designed to meet the needs of students who desire to understand the subject of religion from a comparative perspective. The program includes courses which consider the major religions of the world (Christianity, Islam, Hinduism, Buddhism, and Judaism), alternative religious movements, the New Age Movement, and occult religion from historical, phenomenological, sociological, psychological, philosophical, and theological points of view.

The program is suited for those who intend to enter a pastoral or missionary ministry and who anticipate attending seminary upon graduation from Nyack College. It is designed to satisfy the recommendations of the Association of Theological Schools for admission to study at the seminary level.

It is also designed as a foundational program for those who wish to pursue graduate work in the field of Comparative Religious Studies. It is not, however, recommended for those students who intend to enter the Christian ministry without taking further professional or graduate study.

126 credit hours, distributed as follows, are required for the Bachelor of Arts degree:

**Liberal Arts and Science Core Component** ................................................. 49*

*Foreign Language Component (12 credits)

2 years (4 semesters) of the same language

**Bible and Ministry Minor Curriculum** .......................................................... 15

**Major Field Component (30 credits)**

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<tr>
<td>REL 310 - Psychology and Sociology of Religion (Worldview requirement)</td>
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<tr>
<td>REL 314 - World Religions</td>
<td>3</td>
</tr>
<tr>
<td>REL 342 - History of Christianity</td>
<td>3</td>
</tr>
<tr>
<td>REL 441 - Philosophy of Religion</td>
<td>3</td>
</tr>
<tr>
<td>REL 470 - Topics in Religious Studies</td>
<td>3</td>
</tr>
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<td>Electives from upper level Religion courses</td>
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**Miscellaneous/Liberal Arts Elective Component (32 credits)**

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<td>Liberal arts electives</td>
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**Total credits required** ........................................................................ 126
## Religion Major Suggested Program Plan

### FIRST YEAR: Fall
- PMN 101-Intro to Spiritual Form. ....... 2
- INT 112-Found. for Excellence ......... 2
- ENG 101-College Writing I ............ 3
- HIS 113-Hist. of World Civ. I ........ 3
- Foreign Language....................... 3
- PMN 201-Nyack Heritage............... 1
- INT 101-Info Literacy .................. 1

### SECOND YEAR: Fall
- BIB 201-New Testament Lit ............ 3
- ENG 201 or 202-Global Lit. I or II ... 3
- Foreign Language....................... 3
- MAT-Math Elective ....................... 3
- REL 310-Psych. & Soc. of Rel. ....... 3

### THIRD YEAR: Fall
- BIB 301or 302-Biblical Doc I or II ... 3
- BIB 365-Romans.......................... 3
- SOC 347-Multicultural America........ 3
- REL-Elective ................................ 3
- Electives.................................... 5

### FOURTH YEAR: Fall
- REL 441-Phil. of Religion.............. 3
- REL-Elective ................................ 3
- Electives.................................... 9

### FIRST YEAR: Spring
- BIB 102-Old Testament Lit............. 3
- ENG 102-College Writing II............ 3
- HIS 114-Hist. of World Civ. II....... 3
- Foreign Language....................... 3
- PHI 101-Intro. to Philosophy......... 3

### SECOND YEAR: Spring
- Foreign Language....................... 3
- Laboratory Science..................... 4
- Social Science Elective................ 3
- Electives.................................. 6

### THIRD YEAR: Spring
- BIB-Elective.............................. 3
- Fine Arts requirement.................. 3
- REL 314-World Religions............... 3
- REL 342-History of Christianity..... 3
- Electives.................................. 3

### FOURTH YEAR: Spring
- REL 470-Topics in Rel Studies........ 3
- REL-Elective................................ 6
- Electives.................................. 9
Sociology

SOCIOLOGY MAJOR - B.A.

Primary Faculty, Rockland: Dr. Charles Awasu, Miguel Sanchez

Mission
The Sociology Department seeks to develop students who apply sociological knowledge and skills to understand, problem-solve, and transform society from God’s perspective.

Student Learning Goals
Sociology majors should be able to:
1. Demonstrate critical thinking skills and greater depth of knowledge about sociological concepts, methods, and theoretical analyses.
2. Comprehend the relationship between social situations, social behavior, and how people construct social meaning.
3. Understand the role of class, ethnicity, gender, and race in the formation and perpetuation of social inequality.
4. Identify how patterns of social life in the family and the global economy affect social behavior.

Sociology is the study of society and human social relationships, institutions, and organizations. The curriculum examines the fundamentals of sociology and investigates social issues, public policy, social change, and social justice. The curriculum takes advantage of the unparalleled New York City Metropolitan multicultural environment and offers students the opportunity to conduct supervised practice and research in community organizations. Sociology majors may choose concentrations in criminal justice, community development, ethnic studies, and family studies.

The sociology major prepares students to work effectively in professional careers with people and with social systems, including criminal justice, law, health and social services, urban and regional planning, social work, human resource management, advertising, public administration, and public policy. An undergraduate major in sociology is also excellent preparation for graduate programs in sociology, policy sciences, criminology, health and social service administration, demography, and other disciplines that study social behavior and society.

126 credit hours, distributed as follows, are required for the Bachelor of Arts degree:

Liberal Arts and Science Core Component ................................................................. 43*
*Foreign Language Component (6 credits)
1 year (2 semesters) of the same language

Bible and Ministry Minor Curriculum ................................................................. 15

Major Field Component (39 credits)
SOC101 - Introduction to Sociology ................................................................. 3
SOC 240 - Social Theory ........................................................................... 3
Sociology

SOC 337 - Statistics for Social Science ................................................................. 3
SOC 344 - Social Problems ................................................................................... 3
SOC 355 - Social Stratification ............................................................................. 3
SOC 357 - Social Science Research Methods ...................................................... 3
SOC 470 - Sociology Integrative Seminar .......................................................... 3
SOC 490 - Sociology Internship .......................................................................... 3
SOC 366 – Faith, Politics and Society (Worldview Elective) ................................ 3
Electives from upper level Sociology .................................................................. 12

Miscellaneous/Liberal Arts Elective Component (29 credits)
Miscellaneous electives ...................................................................................... 26
Liberal arts electives ......................................................................................... 3
Total credits required ......................................................................................... 126

Concentrations
These concentrations allow students the option to focus their electives on a particular area for an in-depth study. Students interested in pursuing one of the concentrations should declare their intention to do so by the end of their sophomore/junior year. Students who complete the requirements will have an area of concentration listed on their permanent transcripts.

Criminal Justice Concentration (12 credits)
SOC 204-Introduction to Criminal Justice ....................................................... 3
SOC 317- Crime and Deviance ....................................................................... 3
SOC 342- Punishment and Corrections .......................................................... 3
SOC 343- Police & Society ............................................................................. 3

Community Development Concentration (12 credits)
SOC 250- Sociology of the City ...................................................................... 3
SOC 316- Social Welfare Institutions.............................................................. 3
SOC 355- Social Stratification ......................................................................... 3
Either of the following:
SOC 334- International Relief and Development ........................................ 3
SOC 439- Strategies for Community Organizing ......................................... 3

Ethnic Studies Concentration (12 credits)
SOC 280- The Asian American Experience ................................................... 3
HIS 346- African American History ............................................................... 3
SOC 353- Latinos in the United States ............................................................ 3
Any one of the following:
ANT 222- People & Cultures of Southeast Asia ............................................ 3
ANT 233- People & Cultures of Africa ........................................................... 3
ANT 244- People & Cultures of Latin America .............................................. 3

Family Studies Concentration (12 credits)
SOC 241- Marriage and Family ....................................................................... 3
SOC 330- Work and Family ........................................................................... 3
PSY 349- Family Counseling ................................................................ .......... 3
Any one of the following:
SOC 341- Asian Families in America ............................................................ 3
### Sociology Major Suggested Program Plan

#### FIRST YEAR: Fall
- **PMN 101-Intro to Spiritual Form** ................................................. 2
- **INT 112-Found. for Excellence** .................................................. 2
- **ENG 101-College Writing I** ......................................................... 3
- **HIS 113-Hist. of World Civ. I** .................................................... 3
- **PHI 101-Intro. to Philosophy** ....................................................... 3
- **SOC 101-Intro. to Sociology** ....................................................... 3

#### SECOND YEAR: Fall
- **BIB 201-New Testament Lit** ....................................................... 3
- **ENG 201 or 202-Global Lit. I or II** ............................................... 3
- **SOC 240-Social Theory** ............................................................. 3
- **SOC-Elective** ............................................................................. 3
- **Elective** ................................................................................... 3

#### THIRD YEAR: Fall
- **BIB 301 or 302-Biblical Doc I or II** .............................................. 3
- **Foreign Language** ..................................................................... 3
- **SOC 337-Stats for Social Science** ............................................. 3
- **SOC 347-Multicultural America** .............................................. 3
- **SOC-Elective** ........................................................................... 3
- **Elective** .................................................................................. 3

#### FOURTH YEAR: Fall
- **SOC 366** .................................................................................. 3
- **SOC 355-Social Stratification** .................................................... 3
- **SOC 470-Sociology Integ Seminar** ........................................... 3
- **Electives** ................................................................................. 6

#### FIRST YEAR: Spring
- **BIB 102-Old Testament Lit** ...................................................... 3
- **ENG 102-College Writing II** ....................................................... 3
- **FNA-Fine Arts requirement** ....................................................... 3
- **HIS 114-Hist. of World Civ. II** ................................................ 3
- **MAT-Math Elective** ................................................................. 3
- **PMN 201-Nyack Heritage** ....................................................... 1
- **INT 101-Info Literacy** .............................................................. 1

#### SECOND YEAR: Spring
- **SOC 344-Social Problems** ....................................................... 3
- **SOC-Elective** ............................................................................ 3
- **Laboratory Science** ................................................................. 4
- **Electives** ................................................................................ 6

#### THIRD YEAR: Spring
- **BIB-Elective** ............................................................................ 3
- **Foreign Language** .................................................................. 3
- **SOC 357-Soc. Sci. Res. Meths.** .............................................. 3
- **SOC-Elective** ........................................................................... 3
- **Elective** .................................................................................. 3

#### FOURTH YEAR: Spring
- **SOC 490-Sociology Internship** ............................................... 3
- **Electives** ................................................................................. 11
GENERAL EDUCATION MAJOR - A.A.

Mission
The Associate Degree in General Education offers the student a solid foundation in the liberal arts and biblical studies as the base for either preparation for the work force or advancement to further education.

Student Learning Goals
• Socially Relevant: To provide the student with a solid educational opportunity to explore and discover aspects of both liberal arts and professional courses which will expand and solidify his/her impact in the community, church and chosen profession.
• Academically Excellent: To offer the student an authentic, although shortened, liberal arts education which will expand his/her knowledge and understanding of his/her faith, nation and world.
• Globally Engaged: To present the student with the literature, history, religious beliefs, culture and arts of civilizations, both past and present, from around the world to better understand and relate to diverse societies.
• Personally Transforming: To illustrate, through both liberal arts and professional courses, the importance of integrating faith into a learning experience.

The General Education major is a two-year program, designed to provide the academic foundation for further educational opportunities and for life. Requiring 9 hours of Bible and a solid core in liberal arts studies, the General Education Associate in Arts degree provides an authentic (but shortened) Nyack College Christian liberal arts education while allowing maximum flexibility to the student. After gaining the A.A. degree, for example, students may wish to go directly into the work force or into more specific professional career training. This program is available at both the Rockland and New York City Campuses.

The A.A. in General Education also provides for a smooth transfer into another academic program, even several years after completing the degree. Nyack College’s own Adult Degree Completion Program expects its students to have the equivalent of the A.A. degree and significant professional experience. In the future, such exciting educational opportunities will be increasingly open to adult students with this particular kind of preparation.

63 credit hours, distributed as follows, are required for the Associate in Arts degree:

<table>
<thead>
<tr>
<th>Core Component (28 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMN 101-Intro to Spiritual Formation</td>
<td>2</td>
</tr>
<tr>
<td>BIB 102 - Old Testament Literature</td>
<td>3</td>
</tr>
<tr>
<td>BIB 201 - New Testament Literature</td>
<td>3</td>
</tr>
<tr>
<td>INT 112 - Foundations for Excellence</td>
<td>2</td>
</tr>
<tr>
<td>INT 101-Information Literacy</td>
<td>1</td>
</tr>
<tr>
<td>ENG 101,102 - College Writing I and II</td>
<td>6</td>
</tr>
<tr>
<td>PMN 201 - Nyack Heritage</td>
<td>1</td>
</tr>
</tbody>
</table>
General Education

Laboratory Science elective........................................................................................................4
Social Science elective (100 or 200 level) ..................................................................................3
Core elective, choose one: ENG 201, 202, PHI 101, or math elective .................................3

Major Field Component (21 credits)
Liberal Arts electives ..................................................................................................................21

Miscellaneous Elective Component (14 credits)
Miscellaneous electives .............................................................................................................14

Total credits required .................................................................................................................63

General Education Suggested Program Plan

FIRST YEAR: Fall
PMN 101-Intro to Spiritual Form .... 2
INT 112-Found. for Excellence .... 2
ENG 101-College Writing I .... 3
PMN 201-Nyack Heritage .... 1
Core elective ........................................... 3
Liberal Arts elective ................ 1
Social Science elective ........ 3
INT 101-Info Literacy ........ 1

SECOND YEAR: Fall
BIB 201-New Testament Lit .... 3
Liberal Arts Electives ........ 3
Electives ............................................. 5

FIRST YEAR: Spring
BIB 102-Old Testament Lit .... 3
ENG 102-College Writing II .... 3
Liberal Arts Electives ........ 4
Electives ............................................. 6

SECOND YEAR: Spring
Laboratory Science ................. 4
Liberal Arts Electives ........ 9
Elective ................................................ 3
LIBERAL ARTS AND SCIENCES: SCIENCES - A.A.

Mission
The goal of the Liberal Arts & Sciences: Sciences program is to offer excellent academic preparation for a student to transfer to institutions offering further education in a variety of health care services.

Student Learning Goals
• Socially Relevant: To prepare the student, through courses in the liberal arts, bible and sciences, to address with compassion and knowledge the health care issues in our country today.
• Academically Excellent: To provide the student with a solid academic foundation in both the arts and sciences as he/she either transfers to another institution, or works in some capacity in his/her profession.
• Globally Engaged: To offer students a diverse learning experience through both academic study in the classroom and the building of social and professional relationships with peoples from varied backgrounds.
• Personally Transforming: To engage the student not only in the study of sciences and liberal arts, but also in the exploration of his/heir personal faith which will serve as a basis for his/her life journey.

The Liberal Arts and Sciences: Sciences (LASS) program is a 2-year program leading to an Associate in Arts degree which is designed to prepare students for transfer to institutions offering further education in a variety of health care services. Most students in this program intend to pursue a major in nursing. This program is only available at the Rockland Campus.

The program is a blend of three components: 1) the core of introductory liberal arts courses required by most institutions, 2) foundational Bible courses, and 3) twenty-five credits in the sciences. Thus, students gain their prerequisite knowledge for more advanced studies in the health care field while being grounded biblically. In addition students have opportunity to take introductory courses in health careers and nursing so that they may explore their interests. Local hospitals welcome volunteer work by the students.

Upon transfer to other institutions students typically enter courses and clinical work specific to their chosen profession. The Bachelor of Science degree is conferred by the institution to which transfer has been made. Since the amount of time needed to complete a B.S. degree after a student transfers varies, students are encouraged to choose their transfer institution as soon as possible so that appropriate elective course work at Nyack can be taken. Successful transfer is dependent upon meeting the admissions requirements established by the transfer institution, and admission to Nyack College does not automatically guarantee admission to the transfer school.

Students who are interested in nursing but wish to remain at Nyack for four years may combine their 2 year science program with a major in psychology. At the end of their four years at Nyack these students would hold a B.A. in psychology with a natural science concentration. These students would then be

83
able to pursue an accelerated 1-year nursing program available at many nursing schools where they would receive the bachelor of science in nursing degree. This combined approach prepares students for the 1-year BSN program and gives them added flexibility as they choose their career. Students who are interested in this approach should consult with their advisor and the Head of the Department of Psychology prior to registering for their fourth semester at Nyack College.

63 credit hours, distributed as follows, are required for the Associate in Arts degree:

### Core Component (28 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMN 101 - Intro to Spiritual Formation</td>
<td>2</td>
</tr>
<tr>
<td>BIB 102 - Old Testament Literature</td>
<td>3</td>
</tr>
<tr>
<td>BIB 201 - New Testament Literature</td>
<td>3</td>
</tr>
<tr>
<td>INT 112 - Foundations for Excellence</td>
<td>2</td>
</tr>
<tr>
<td>INT 101 - Information Literacy</td>
<td>1</td>
</tr>
<tr>
<td>ENG 101,102 - College Writing I and II</td>
<td>6</td>
</tr>
<tr>
<td>PMN 201 - Nyack Heritage</td>
<td>1</td>
</tr>
<tr>
<td>BIO 213 - Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>Social Science elective (100 or 200 level)</td>
<td>3</td>
</tr>
<tr>
<td>Core elective, choose one: ENG 201, 202, PHI 101, or math elective</td>
<td>3</td>
</tr>
</tbody>
</table>

### Major Field Component (25 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 101 - General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 201 - General Sociology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 214 - Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>CHE 113 - Inorganic Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHE 213 - Organic Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>BIO 115 - Principles of Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>BIO 220 - Microbiology</td>
<td>4</td>
</tr>
</tbody>
</table>

### Miscellaneous Elective Component (10 credits)

<table>
<thead>
<tr>
<th>Miscellaneous electives</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommended: ENG 201 or 202, PHI 101, HIS 113 or 114</td>
<td></td>
</tr>
</tbody>
</table>

**Total credits required** ................................................................. 63
## Liberal Arts and Sciences: Sciences Suggested Program Plan

### FIRST YEAR: Fall
- PMN 101-Intro to Spiritual Form. 2
- INT 112-Found. for Excellence .... 2
- ENG 101-College Writing I ........... 3
- PMN 201-Nyack Heritage.............. 1
- BIO 213-Anatomy & Physiol. I .... 4
- Social Science elective ............... 3
- INT 101-Info Literacy .................. 1

### FIRST YEAR: Spring
- BIB 102-Old Testament Lit............. 3
- ENG 102-College Writing II............. 3
- BIO 115-Princ. of Nutrition ............ 3
- BIO 214-Anatomy & Physiol. II .... 4
- Elective* .................................... 3

### SECOND YEAR: Fall
- BIB 201-New Testament Lit......... 3
- MAT-Elective (for core elective) ... 3
- CHE 113-Inorganic Chemistry...... 4
- Electives* ................................. 6

### SECOND YEAR: Spring
- PSY 101-General Psychology....... 3
- CHE 213-Organic Chemistry....... 4
- BIO 220-Microbiology ............... 4
- SOC 201-General Sociology .... 3
- Electives* ................................. 1

* Students planning to continue at Nyack College for a B.A. in Psychology with a concentration in the Natural Sciences should include PSY 321-History of Psychology. For additional details on this plan of study, students should consult their advisor and the Head of the Department of Psychology.
The mission of the Social Work Major is to prepare students in a Christian context to be social work professionals who can effectively enhance the well-being of diverse individuals, families, groups, organizations, and communities with competence, compassion and ethical integrity, and who are committed to promoting a just and caring society in a complex and interrelated world.

In order to fulfill the mission, the Social Work Major has two goals: first, to prepare students to be generalist social work practitioners who integrate the knowledge, values, and skills of the social work profession in an educational context rooted in a Christian worldview; second, to prepare students for graduate education for social work, other professional disciplines, and lifelong learning.

Student Learning Goals

Graduates of Nyack College’s Social Work Major will:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base and ethical standards & principles of the social work profession from the perspective of a Christian worldview, and practice accordingly.
3. Practice without discrimination, with respect, knowledge, and skills related to client’s age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation, and integrate a sound social work perspective on diversity with one's Christianity.
4. Understand the forms and mechanisms of oppression and discrimination, and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand the history, current structures, issues of the Social Work profession, the contribution of Christianity to the profession, and achieve their identity as Social Work professionals with faith.
6. Apply the knowledge and skills of generalist Social Work practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among and between individuals, families, groups, organizations, and communities from a bio-psycho-social-spiritual perspective.

8. Analyze, formulate, and influence social policies that promote a just and caring society.

9. Understand research methodologies, evaluate research studies, apply research findings to practice, and evaluate their own practice interventions to advance the social work profession.

10. Use appropriate oral and written communication skills differently across client populations, colleagues, and communities.

11. Function effectively within the structure of organizations and service delivery systems, including those that are religious and seek necessary organizational change.

12. Understand themselves, environment, society, world and their Creator with a holistic perspective, and demonstrate reflective and professional use of self skills.

13. Continue personal and professional development utilizing supervision, consultation, literature, conferences, and/or advancing to graduate school.

Admission to the Social Work Major

The Social Work Major encourages applicants who demonstrate both academic competency and characteristics that will serve as a sound base for professional development. It is important that students who apply for the Social Work Major have the motivation and ability to work effectively with people.

In addition to the general admission requirements listed in the catalog, admission to the Social Work Major requires the following items:

1. Completion of a substantial portion of the Nyack College core curriculum and most prerequisites listed below.
2. A minimum cumulative grade point average of 2.5.
3. Submission of departmental application.

Students may apply for program admission following completion of approximately 50 credit hours and most prerequisites, or March 1st of the sophomore year. Exceptions can be made only on recommendation by the adviser to the program director and subsequent approval by the program director.

Prerequisites for the Social Work Major

- SWK 101 - Introduction to Social Work & Social Welfare
- SWK 246 - Interpersonal Communication Skills
- SWK 254 - Understanding Diverse Populations
- INT 101 - Information Literacy
- ENG 101-102 - College Writing I and II
- PSY 101 - General Psychology
- SOC 101 - Introduction to Sociology
- POL 215 - American Government
Field Education
In the second semester of the junior year, students engage in field experiences combined with pre-practice seminar (SWK 357 Field Experience and Pre-practice Seminar). Students are required to work at social service agencies at least 60 hours during the semester. Placement begins in September and ends in December.
All students must have their own transportation for field experience.
During the senior year, students take two field instruction courses (SWK 417 and 457) working at least 400 hours at social service agencies under the supervision of professional social workers. It is combined with field instruction seminar. Placement begins in September and ends in July.
Note: A student whose grade point average is below 2.5 may not be allowed to start field instruction.

Degree Requirement
1. The Bachelor of Science in Social Work requires completion of 126 credits, including 55 credits in required Social Work courses, a minimum cumulative grade point average of 2.5, a minimum cumulative grade point average of 2.5 in the major, and completion of specific liberal arts requirements for the Dept of Social Work.
2. Students must also satisfy the college’s general education requirements.

Liberal Arts and Sciences Core (40 credits)
Social Work majors have specific courses replacing some courses in the standard core, as well as additional requirements counted as core.

Liberal Arts and Science Core Component

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INT 101 Information Literacy</td>
<td>1</td>
</tr>
<tr>
<td>ENG 101-102 College Writing I and II</td>
<td>6</td>
</tr>
<tr>
<td>PSY 101 General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 101 Intro to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>POL 215 American Government</td>
<td>3</td>
</tr>
<tr>
<td>BIO 216 Human Biology</td>
<td>4</td>
</tr>
<tr>
<td>INT 112 Foundations for Excellence</td>
<td>2</td>
</tr>
<tr>
<td>ENG 201 or 202 Global Literature I or II</td>
<td>3</td>
</tr>
<tr>
<td>HIS 113-114 World Civilization I and II</td>
<td>6</td>
</tr>
<tr>
<td>PHI 101 Intro to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Social Work Majors: take SOC 101 (Introduction to Sociology) as major-specific Social Science elective; replace SOC 347 (Multicultural America) with SWK 254 (Understanding Diverse Populations)

Language Requirements (6 credits)
Social work candidates can fulfill their language requirement through one of the following ways:
1. 6 credits in the same language
2. Competency shown through NY state-recognized exam
3. one course at the Elementary II level or above, plus 3 liberal arts for a total of 6 credits
4. one year of American Sign Language

### Bible and Ministry Minor Curriculum

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMN 101</td>
<td>Introduction to Spiritual Formation</td>
<td>2</td>
</tr>
<tr>
<td>BIB 101</td>
<td>Old Testament Lit</td>
<td>3</td>
</tr>
<tr>
<td>BIB 201</td>
<td>New Testament Lit</td>
<td>3</td>
</tr>
<tr>
<td>BIB 301 or 302</td>
<td>BIB Docs I or II</td>
<td>3</td>
</tr>
<tr>
<td>BIB or THE elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PMN 201</td>
<td>Nyack Heritage</td>
<td>1</td>
</tr>
</tbody>
</table>

### Social Work Major Component

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 101</td>
<td>Introduction to Social Work and Social Welfare</td>
<td>3</td>
</tr>
<tr>
<td>SWK 246</td>
<td>Interpersonal Communication Skills</td>
<td>3</td>
</tr>
<tr>
<td>SWK 254</td>
<td>Understanding Diverse Populations</td>
<td>3</td>
</tr>
<tr>
<td>SWK 314</td>
<td>Human Behavior in the Social Environment I</td>
<td>3</td>
</tr>
<tr>
<td>SWK 315</td>
<td>Social Welfare Policy and Economic Justice</td>
<td>3</td>
</tr>
<tr>
<td>SWK 316</td>
<td>Principles of Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK 354</td>
<td>Human Behavior in the Social Environment II</td>
<td>3</td>
</tr>
<tr>
<td>SWK 356</td>
<td>Social Work Practice with Individuals and Families</td>
<td>3</td>
</tr>
<tr>
<td>SWK 357</td>
<td>Field Experience and Pre-practice Seminar</td>
<td>3</td>
</tr>
<tr>
<td>SWK 358</td>
<td>Social Work Research and Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>SWK 416</td>
<td>Social Work Practice with Groups</td>
<td>3</td>
</tr>
<tr>
<td>SWK 417</td>
<td>Field Instruction and Seminar I</td>
<td>5</td>
</tr>
<tr>
<td>SWK 428</td>
<td>Social Work Research and Statistics II</td>
<td>3</td>
</tr>
<tr>
<td>SWK 456</td>
<td>Social Work Practice with Organizations and Communities</td>
<td>3</td>
</tr>
<tr>
<td>SWK 457</td>
<td>Field Instruction and Seminar II</td>
<td>5</td>
</tr>
<tr>
<td>SWK 462</td>
<td>Social Work in Christian Context</td>
<td>3</td>
</tr>
<tr>
<td>SWK 499</td>
<td>Integrative Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

### Miscellaneous Elective Component (16 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Miscellaneous electives</td>
<td>10</td>
</tr>
</tbody>
</table>

### Total credits required

| Credits | 126 |
## Social Work Major Suggested Program Plan

### FIRST YEAR: Fall
- PMN 101-Intro to Spiritual Form 2
- INT 101-Info. Literacy 1
- INT 112-Found. for Excellence 2
- ENG 101-College Writing I 3
- HIS 113-World Civilization I 3
- SWK 101-Intro. to Social Work 3
- SOC 101- Intro. To Sociology 3

### FIRST YEAR: Spring
- ENG 102-College Writing II 3
- HIS 114-World Civilization II 3
- FNA 101-Intro to Fine Arts 3
- PSY 101-General Psych. 3
- PHI 101-Intro. To Philosophy 3
- PMN 201-Nyack Heritage 1

### SECOND YEAR: Fall
- BIB 102-Old Testament Lit 3
- ENG 201 or 202-Global Lit. I or II 3
- BIO 216-Human Biology 4
- SWK 246-Interpersonal Comm. 3
- Foreign Language 3

### SECOND YEAR: Spring
- BIB 201-New Testament Lit 3
- Foreign Language 3
- POL 215-American Government 3
- SWK 254-Diverse Populations 3
- MAT-Mathematics Elective 3

### THIRD YEAR: Fall
- BIB 301 or 302-Biblical Doc I or II 3
- SWK 314-Human Behavior I 3
- SWK 315-Social Welfare Policy 3
- SWK 316-Prin of Social Work 3
- Electives 6

### THIRD YEAR: Spring
- BIB-Elective 3
- SWK 354-Human Behavior II 3
- SWK 356-SW Pract with Ind/Fam 3
- SWK 357-Field Experience 3
- SWK 358-SW Research & Stats 3

### FOURTH YEAR: Fall
- SWK 462-SWK in Christian Cont 3
- SWK 416-SW Practice w/Groups 3
- SWK 417-Field Instrn. & Sem. 1 5
- SWK 428-SW Research & Stats 3

### FOURTH YEAR: Spring
- SWK 456-SW Pract w/ Org/Comm. 3
- SWK 457-Field Instrn. & Sem. II 5
- SWK 499-Integrative Seminar 3
- Two Electives 4
School of Business and Leadership
Dr. Anita Underwood, Dean

ACCOUNTING MAJOR – B.S.

Primary Faculty, Rockland:  James Muckell
Primary Faculty, NYC:

Mission
Under the mission of Nyack College, the Accounting Department exists to develop creative leaders centered on biblical values for global practice. Educational programs will be entrepreneurial in spirit, ethical in focus, and global in orientation. The School of Business seeks to be a transformative influence that impacts local, national, and global communities, affirming a higher purpose for business and communication and seeking balance between individual profit and the collective good of society.

Student Learning Goals
In keeping with Nyack College’s Core Values of Social Relevance, Academic Excellence, Global Engagement, Intentional Diversity, and Personal Transformation, the Business School seeks to fulfill the following goals for its students.

Graduates from the Accounting Major will:
- Demonstrate a clear understanding of the major functional areas of accounting, including the ability to creatively apply techniques and theories from various areas of accounting to local and global business situations.
- Exhibit a thorough knowledge of accounting theory, terms, concepts, and practice.
- Articulate a global awareness of accounting, including its impact on global business ventures and global communities.
- Communicate effectively and creatively with individuals, teams, and large groups, both in writing and orally.
- Integrate biblical, spiritual, and professional principles within a Christian world view.

The Accounting major is designed to train future Christian business leaders as they become the financial managers, public accountants, and tax practitioners of tomorrow. Today’s complex business environment requires highly competent, well-trained management. It is this training, coupled with the strong Bible-based ethical foundation received at Nyack College, that will uniquely qualify our students to fill key roles in the business world of the coming millennium. By modeling exemplary behavior, our students will make a strong, positive impact for Jesus Christ on the business community and on the investing/consuming public at large. The focus of the curriculum is to
Accounting

prepare the student to complete successfully the examination to become a Certified Public Accountant. The curriculum, however, is broad enough to enable students interested in careers in other areas of accounting (for example, general accounting, tax preparation and consulting, cost accounting, internal auditing) to gain the knowledge required to enter these areas.

Nyack offers a graduate program that allows students with a Bachelor’s degree in Business Administration or Accounting the possibility of pursuing an M.B.A. with an additional year of study.

126 credit hours, distributed as follows, are required for the Bachelor of Science degree:

Liberal Arts and Science Core Component* ...............................................................37*

^Accounting majors: take ECO201 (Macroeconomics) and MAT 330 (Statistics) for major-specific Social Science and Math electives.

*The B.S. in Accounting has no foreign language requirement.

Bible and Ministry Minor Curriculum...........................................................................15

Major Field Component (72 credits)
BUS 101 – Introduction to Business. .................................................................3
BUS 201,202 – Principles of Accounting ..........................................................6
BUS 327 – Business Communications ..............................................................3
BUS 301,302 – Intermediate Accounting ..........................................................6
BUS 311 – Cost and Managerial Accounting ....................................................3
BUS 312 – Accounting with Computers ..............................................................3
BUS 331 – Principles of Marketing .................................................................3
BUS 232 – Principles of Management ...............................................................3
BUS 333,334 – Principles of Finance ...............................................................6
BUS 335,336 – Business Law .................................................................6
BUS 341 – Management Information Systems .................................................3
BUS 415 – Federal Income Tax ........................................................................3
BUS 403 – Auditing .........................................................................................3
BUS 411 – Advanced Accounting .....................................................................3
BUS 428 – Business Ethics .............................................................................3
BUS 470 – Business Policy and Strategic Management .....................................3
BUS 458 – Operations Management ...............................................................3
ECO 202 – Microeconomics ...........................................................................3
MAT 236 – Calculus .........................................................................................3
Worldview elective .................................................................3

Miscellaneous Elective Component (2 credits)
Liberal Arts elective ..........................................................................................2

Total credits required ......................................................................................126
### Accounting Major Suggested Program Plan

**FIRST YEAR: Fall**
- PMN 101-Intro to Spiritual Form. . 2
- BUS 101-Intro. To Business .......... 3
- INT 112-Found. For Excellence .... 2
- ECO 201-Macroeconomics ........... 3
- ENG 101-College Writing I .......... 3
- HIS 113-Hist. Of World Civ. I...... 3

**SECOND YEAR: Fall**
- BIB 201-New Testament Lit. ......... 3
- BUS 201-Accounting I................. 3
- ENG 201 or 202-Global Lit. I or II 3
- MAT 330-Stats. For Business ....... 3
- PHI 101-Intro. To Philosophy ........ 3

**THIRD YEAR: Fall**
- BIB 301or 302-Biblical Doc I or II 3
- BUS 301-Intermed. Accounting I ... 3
- BUS 331-Princ. Of Marketing ....... 3
- BUS 333-Princ. Of Finance I ....... 3
- BUS 335-Business Law I .......... 3

**FOURTH YEAR: Fall**
- BUS 403-Auditing...................... 3
- BUS 341-Mgmt. Of Info. Sys. ....... 3
- BUS 415-Federal Income Tax ....... 3
- BUS 428-Business Ethics............ 3
- SOC 347-Multicultural America.... 3

**FIRST YEAR: Spring**
- BIB 102-Old Testament Lit......... 3
- ECO 202-Microeconomics* ........... 3
- ENG 102-College Writing II ........ 3
- HIS 114-Hist. Of World Civ. II .... 3
- PMN 201-Nyack Heritage............ 1
- INT 101-Information Literacy ...... 1
- Liberal Arts Elective.............. 2

**SECOND YEAR: Spring**
- BIB 202-Accounting II .............. 3
- BUS 232-Princ. Of Management ... 3
- Fine Arts requirement............... 3
- Laboratory Science.................. 4
- BUS 327 Business Comm. .......... 3

**THIRD YEAR: Spring**
- BIB-Elective.......................... 3
- BUS 302-Intermed. Accounting II .. 3
- BUS 311-Cost/Managerial Acct. ... 3
- BUS 334-Princ. Of Finance II ....... 3
- BUS 336-Business Law II .......... 3
- MAT 335-Calculus.................... 3

**FOURTH YEAR: Spring**
- Worldview elective.................. 3
- BUS 312-Acct. with Computers .... 3
- BUS 411-Adv. Accounting......... 3
- BUS 470-Business Policy .......... 3
- BUS 458 – Operations Mgt......... 3
BUSINESS ADMINISTRATION MAJOR – B.S.

Primary Faculty, Rockland:  Mark W. Meehan, Dean,  Dr. Jesse Stevens, Susanne Hartl,
Primary Faculty, NYC: Dr. Ralph Grant

Mission
Under the mission of Nyack College, the Business Department exists to develop creative leaders centered on biblical values for global practice. Educational programs will be entrepreneurial in spirit, ethical in focus, and global in orientation. The School of Business seeks to be a transformative influence that impacts local, national, and global communities, affirming a higher purpose for business and communication and seeking balance between individual profit and the collective good of society.

Student Learning Goals
In keeping with Nyack College’s Core Values of Social Relevance, Academic Excellence, Global Engagement, Intentional Diversity, and Personal Transformation, the Business School seeks to fulfill the following goals for its students.

Graduates from the Business major will:

- Demonstrate a clear understanding of the major functional areas of Business, including the ability to creatively apply techniques and theories from various areas of business to local and global business situations.
- Display clear global awareness, including the role of business in shaping global community.
- Communicate effectively and creatively with individuals, teams, and large groups, both in writing and orally.
- Exhibit creative skills in leadership and interpersonal relations, including problem identification and solving, planning, decision-making, and other management functions.
- Integrate biblical, spiritual, and professional principles within a Christian world view.

The Business Administration major is designed to prepare students for professional careers in either the profit or nonprofit sectors. Skills in finance management, decision-making, marketing, information systems, and economics will enable the student to enter either sector. The major and related field requirements, along with the concentration requirements, will have as their goal to introduce business students to the various disciplines necessary in today’s environment. The curriculum also provides students with the background for advanced studies in business and other disciplines. Credit may also be awarded for the various internship opportunities offered by the department and for participation in The Council for Christian Colleges and
Universities’ Latin American Studies Program, International Business Track, and the Los Angeles Film Studies Program.

The curricular combination of liberal arts, Bible, and business requirements, will seek to develop an individual who is skilled in business, scripturally sound, socially aware, and true to the Great Commission.

Nyack offers a graduate program that allows students with a Bachelor’s degree in Business Administration or Accounting the possibility of pursuing an M.B.A. with an additional 16 months of study.

126 credit hours, distributed as follows, are required for the Bachelor of Science degree:

**Liberal Arts and Science Core Component**

Business majors: take ECO201 (Macroeconomics) and MAT 330 (Statistics) for major-specific Social Science and Math electives.

*The B.S. in Business Administration has no foreign language requirement.

**Bible and Ministry Minor Curriculum**

**Major Field Component (57 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 101 – Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 201,202 – Principles of Accounting</td>
<td>6</td>
</tr>
<tr>
<td>BUS 232 – Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 331 – Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 333 – Principles of Finance I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 335 – Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 341 – Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>BUS 428 – Business Ethics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 470 – Business Policy and Strategic Management</td>
<td>3</td>
</tr>
<tr>
<td>ECO 202 – Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 236 – Calculus</td>
<td>3</td>
</tr>
<tr>
<td>CSC-Elective (104 or above) or BUS 312-Accounting with Computers</td>
<td>3</td>
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<tr>
<td>Electives in upper level Business and Economics courses</td>
<td>15</td>
</tr>
<tr>
<td>Worldview elective</td>
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</tbody>
</table>

**Miscellaneous Elective Component (17 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miscellaneous electives</td>
<td>11</td>
</tr>
<tr>
<td>Liberal Arts elective</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total credits required**

**Concentrations (15 credits)**

The student has the option of concentrating in a particular area of interest within the B.S. in Business Administration degree by using their miscellaneous electives to focus on one area of study. These concentrations are only offered at the Rockland Campus.

**Accounting Concentration**

Choose any 5 of the following:

- BUS 246-Non-Profit Organ.
- BUS 301-Int. Accounting I
- BUS 302-Int. Accounting II
- BUS 311-Cost/Managerial Acct.
- BUS 334-Princ. Of Finance II
- BUS 403-Auditing
- BUS 411-Adv. Accounting
- BUS 415-Federal Income Tax
Business Administration

Economics Concentration
ECO 470-Topics in Economics
Plus any 4 of the following:
- ECO 312-Int. Macroeconomics
- ECO 313-Int. Microeconomics
- ECO 340-Econ. Development
- ECO 341-International Econ.
- ECO 345-Enter. Ind. Economics
- ECO 362-Money and Banking
- ECO 411-Urban Economics
- ECO 420-Industry Analysis
- ECO 440-Econ. Of Social Issues
- ECO 451-Comparative Econ.
- ECO 461-Enviromental Econ.

Finance Concentration
BUS 334-Principles of Finance II
BUS 410-Case Analysis in Financial Management
Plus any 3 of the following:
- BUS 242-Personal Finance
- BUS 310-Int’l. Trade & Fin.
- BUS 311-Cost/Managerial Acct.
- BUS 321-Risk Mgt. & Insurance
- BUS 362-Money & Banking
- BUS 441-Organ. Development
- BUS 444-Topics/HR Mgmt.
- BUS 462-Cross-Cultural Business

Human Resource Concentration
Choose any 5 of the following:
- BUS 326-Organ. Behavior
- BUS 327-Business Comm.
- BUS 337-Employment Law
- BUS 344-HR Mgmt.
- BUS 441-Organ. Development
- BUS 444-Topics/HR Mgmt.
- BUS 462-Cross-Cultural Business
- BUS 463-Organizational Behavior
- BUS 465-Urban Plng. & Strategies

Information Technology Concentration
CSC104 Intro to Computers II
CSC 112 Introduction to Programming I
CSC 341 Management Information Systems
CSC 444 Electronic Commerce
CSC 460 Special Topics in Computer Science

International Business Concentration
Choose any 5 of the following:
- BUS 310-Int’l. Trade & Finance
- BUS 315-Global Business
- BUS 339-International Law
- BUS 453-International Marketing
- BUS 455-International Trade
- BUS 461-Int’l. Operations
- BUS 462-Cross-Cultural Business
- BUS 463-Int’l. Economics
- BUS 464-Int’l. Operations
- BUS 465-Urban Plng. & Strategies
- BUS 466-Int’l. Economics
- BUS 467-Int’l. Operations

Management Concentration
Choose any 5 of the following:
- BUS 246-Non-Profit Organ.
- BUS 311-Cost/Managerial Acct.
- BUS 315-Global Business
- BUS 326-Organ. Behavior
- BUS 327-Business Comm.
- BUS 424-Sales Force Management
- BUS 441-Organizational Devlpmnt.
- BUS 454-Entrepreneurship
- BUS 457-Urban Plng. & Strategies
- BUS 458-Operations Mgmt.
BUS 344-HR Mgmt.  
BUS 348-Retail Mgmt.  
BUS 412-Project Management  
BUS 413-Product Management  
BUS 462-Cross Cultural Bus. Envir.  
ECO 411-Urban Economics  
SOC/BUS 439-Strategies of Community Organization  

**Marketing Concentration**  
BUS 338-Marketing Research  
BUS 456-Advanced Market Management  
Plus any 3 of the following:  
- BUS 315-Global Business  
- BUS 327-Business Comm.  
- BUS 346-Adv. & Sales Promo.  
- BUS 348-Retail Mgmt.  
- BUS 363-Public Relations  
- BUS 413-Product Mgmt.  
- BUS 424-Sales Force Mgmt.  
- BUS 443-Direct Marketing  
- BUS 453-International Marketing  

**Music Business Concentration**  
BUS 345-Enter. Ind. Economics  
BUS 347-Music Business I  
BUS 349-Music Business II  
BUS 460-Music Business Seminar  
Plus 3 credits from the following: radio workshop, applied music, communications, and approved internships in the music industry.  

**Pre-Law Concentration**  
BUS 336-Business Law II  
Plus any 4 of the following:  
- BUS 330-Constitutional Law  
- BUS 337-Employment Law  
- BUS 339-International Law  
- HIS 215-American Government  
- SOC 204-Intro. To Crim. Justice  

**Sports Management Concentration**  
PED 121-Foundations of Physical Education & Sport  
PED 247- Psychology of Sport  
PED 319-Introduction to Sports Management  
PED 329-History of Sports in Society  
ECO 334-Economics of Sport
## Business Administration Major Suggested Program Plan

**FIRST YEAR: Fall**
- PMN 101-Intro to Spiritual Form. ..2
- BUS 101-Intro. To Business ...........3
- INT 112-Found. For Excellence .....2
- ECO 201-Macroeconomics.............3
- ENG 101-College Writing I ............3
- HIS 113-Hist. Of World Civ. I.......3

**SECOND YEAR: Fall**
- BIB 201-New Testament Lit...........3
- BUS 201-Accounting I....................3
- ENG 201 or 202-Global Lit. I or II.3
- CSC-Elective or BUS 312...............3
- Liberal Arts elective ........................3
- Elective ............................................2

**THIRD YEAR: Fall**
- BIB 301or 302-Biblical Doc I or II.3
- BUS 331-Princ. Of Marketing ........3
- BUS 333-Princ. Of Finance I .........3
- BUS 335-Business Law I...............3
- Laboratory Science.........................4

**FOURTH YEAR: Fall**
- BUS 428-Business Ethics...............3
- BUS-electives .................................6
- Liberal Electives ............................3
- Elective ............................................3

**FIRST YEAR: Spring**
- BIB 102-Old Testament Lit. ..........3
- ECO 202-Microeconomics.............3
- ENG 102-College Writing II...........3
- HIS 114-Hist. Of World Civ. II ......3
- PHI 101-Intro. To Philosophy.........3
- INT 101-Info Literacy....................1

**SECOND YEAR: Spring**
- BUS 202-Accounting II .................3
- BUS 232-Princ. Of Management.......3
- MAT 330-Statistics ......................3
- BUS-elective.................................3
- PMN 201-Nyack Heritage ..............1

**THIRD YEAR: Spring**
- BIB-Elective ....................................3
- BUS 341-Mgmt. Of Info. Sys.........3
- Fine Arts requirement......................3
- MAT 335-Calculus..........................3
- SOC 347-Multicultural America.....3

**FOURTH YEAR: Spring**
- Worldview elective..........................3
- BUS 470-Business Policy ..............3
- BUS-electives ..................................6
- Elective ............................................3
ORGANIZATIONAL MANAGEMENT – B.S.

**Primary Faculty, New York State:** Daphne Estwick (A.B.D.), Dean; Blondell Anderson, Michele Bird, Julie Hood, Dr. Douglas LePelley, Dr. Elena Murphy, Alyson Willsie

**Primary Faculty, Washington, D.C.:** Dr. Patricia Johnson, Sherrie Lawson

**Primary Faculty, Dayton, Ohio:** Dr. Dan Noel, Director; Ann Barr

**Mission Statement**

The mission of the Adult Degree Completion Program at Nyack College is to help adults achieve their academic objectives, in a learning environment characterized by academic excellence; experiential relevance; interactive, adult-style learning; and emphasis on the importance of moral, ethical, and spiritual values, all under girded by an overall message of Christ’s love. We are committed to fostering, , for those delivering the mission, a Christian community nurtured by excellence, hard work, fairness in compensation, personal integrity, creativity, open communication, teamwork, continuing education, skill development, and fellowship and joy on the job.

**Student Learning Goals**

- Analyze and articulate learning from life and work experience, and apply this learning to new situations.
- Evaluate theories from current literature in the social sciences, management, and other academic disciplines, and integrate them with learning from life and work experience.
- Demonstrate skill in applied research and problem solving in the organizational work setting.
- Master the managerial and interpersonal skills required for organizational leadership.
- Understand historical and contemporary world views, especially Christian theism, and develop a world view fit for living with integrity in personal and professional life.
- Understand how the different ethical systems, especially the Judeo-Christian system, treat the ethical issues of the workplace, and elaborate a personal ethical system.
- Develop an appreciation and respect for the many cultures which make up modern American society and its work force.
- Learn to use the model of group interaction demonstrated in the classroom as a paradigm for productive group performance in the workplace.
- Reflectively manage personal life and career based on an awareness of personal resources and a commitment to life-long learning.
The B.S. in Organizational Management is an interdisciplinary degree program that combines social science theory with management praxis. In addition to social science theory and management applications, the curriculum is composed of research design, methodology and writing, and values and ethics. Student goals are as follows:

1. To relate knowledge from the social sciences and management fields to job-related experience;
2. To develop techniques and methods for analytic thought and independent study;
3. To develop communication, interpersonal and problem-solving skills through a cooperative model of interaction;
4. To provide context for the expression of ideas clearly, logically and conclusively;
5. To provide the intellectual foundation for the student to pursue advanced study.

In order for students to begin the program, they must meet the following requirements:

**Transferable college credits:** Students must have a minimum of 60 transferable college credits to begin the program. At least 11 of these transfer credits must be liberal arts credits.

**Life Experience:** Credit may be granted for life experience for students age 25 and over if that experience can be documented with an official transcript from either of the following agencies: ACE’s College Credit Recommendation Service (CREDIT) or the National Program on Noncollegiate Sponsored Instruction (National PONSI). These transcripts will be evaluated in light of the student’s specific program of study to determine if any credit may be granted. Any life experience credit must be applicable to the student’s program of study and may not be used as a substitution for any course in the major, unless evaluated and approved by the Chair of the specific department. The maximum number of transferable life experience credits is 28.

**Technology:** Students must own or have access to a computer and the internet.

**Writing proficiency:** Applicants to the program must demonstrate writing proficiency in order to ensure their ability to successfully complete the degree. Writing samples are completed by applicants and evaluated by the Admissions Committee.

**Mathematics proficiency:** Students must demonstrate mathematics proficiency at the level of college algebra before entering SOC 409 Research Methods and Statistics. Proficiency is demonstrated either through the successful completion of a college mathematics class at the level of College Algebra or higher, or by passing a mathematics proficiency examination given by the program.

**Principles of Management:** Students must transfer in an introductory course in Management, take such a course during Principles of Adult
Learning, or demonstrate proficiency in introductory principles of management, before beginning the major field component.

**Nyack College Policy for Prior Learning School of Adult and Distance Education (SADE)**

- Allows adult students enrolled in the ADCP to obtain college credit for post-secondary prior learning experience that occurs outside of the college classroom.
- Accepts college-equivalent credits from agencies such as American Council of Education (ACE) and National Program on Noncollegiate Sponsored Instruction (PONSI). ACE and PONSI were created to ensure that employment training programs that are evaluated for college-equivalent credits meet a certain standard.
- Accepts college credit for military training as indicated by ACE.
- Dictates that students can use ACE and PONSI credit toward liberal arts and general elective requirements, while prior learning credits are permitted only for use toward general elective credits.
- Allows students to develop a Portfolio of prior learning and have it assessed for potential elective credits by trained faculty evaluators. Nyack College faculty award potential credit for the demonstration of learning obtained from various life experiences.

Trained faculty evaluators review prior learning materials and identify key college-level learning concepts on the selected topic. College equivalency credits are then issued accordingly. Should supporting information be needed, in order to make a determination, individual interviews are scheduled with students.

**Principles of Adult Learning (8 Weeks)**

When students are enrolled in Principles of Adult Learning (PAL), they develop a degree plan, working with a faculty advisor, in preparation for entering the major field component of the program. Based on the individualized evaluation of transfer credit prepared by the Registrar for each student, this degree plan will outline the liberal arts and sciences core courses needed by each student as well as any remaining liberal arts or miscellaneous elective requirements. Each student is then advised as to how best to fulfill these courses and/or requirements. Liberal Arts and Sciences Core courses and liberal arts and miscellaneous electives may be satisfied through one of several options offered through the main campus:

1. Assessment of prior learning
2. Proficiency testing (CLEP, Dantes, etc.)
3. Weekend courses*
4. Online courses*

The student will move from PAL to Semester I of the Program when there is documented potential for 88 credits.
*These courses are offered through the School of Adult and Distance Education’s Adult Intensive Track (AIT).

**Seminars I and II**

After PAL, students are registered to begin work on the 32-credit major field component. These credits are completed through an intensive 52-week course of study that is divided into two semesters. The first semester typically begins in one of the following months: January, March, June and October; the second semester is completed 52 weeks later. Each course in the major is offered sequentially, with a cohort of 15 to 20 students progressing together through the program from one course to the next.

For all cohorts meeting at sites in New York State, two of the courses, INT 101, Information Literacy and SOC 413, Research Project I, are completed through class sessions that are held at the main campus. For all cohorts meeting in Ohio and Washington, D.C., these two courses are completed through class sessions that are held at the Fairhaven Church and the Hall of the States, respectively.

During the 52 weeks, students meet in one four-hour class session each week. These sessions provide an opportunity for students to integrate theoretical management concepts with the practical experience that students have learned in their current work settings. Students are given specific assignments related to their work settings and are expected to complete an additional twelve hours of class-work per week outside of the weekly class session.

**Research Project:** The culminating piece of work for the major is a research project that is introduced early in the program. This is an integrative paper that is developed in conjunction with other course work. Successful completion of the degree will depend on the quality of the project. It is essential, therefore, that the student work with the faculty member assigned to the project. Students may receive assistance, up to two hours each week, in developing and completing their research projects and course work.

120 credit hours, distributed as follows, are required for the Bachelor of Science degree:

**Liberal Arts and Sciences Core (26 credits)**

- Basic Communication elective (ENG) ................................................................. 3
- Western Civilization elective .............................................................................. 3
- World Civilization elective ................................................................................ 3
- American History elective .................................................................................. 3
- Humanities elective (ENG) .................................................................................. 3
- Social Science elective .......................................................................................... 3
- Arts elective .......................................................................................................... 2
- Science elective .................................................................................................... 3
- Mathematics elective ............................................................................................ 3

*Foreign Language (not required in B.S. Org. Mgmt)*

*Information Management competency (fulfilled by INT 101)*
Organizational Management

Critical Thinking competency (fulfilled by SOC 409)

Major Field Component (32 credits)

- PSY 401-Dynamics of Group Behavior .......................................................... 2
- COM 415-Organizational Communications .................................................. 3
- PSY 403-Adult and Career Development ..................................................... 3
- MGT 405-Organizational Behavior and Analysis ............................................ 3
- REL 407-World Views in the Global Market .................................................. 3
- INT 101 – Information Literacy ..................................................................... 1
- SOC 413-Research Project I .......................................................................... 2
- MGT 406-Strategic Management ................................................................... 3
- MGT 408-Diversity Management .................................................................. 2
- SOC 409-Research Methods and Statistics ................................................... 2
- MGT 410-Economic and Marketing Environment of Management ............... 3
- REL 412-Values and Ethics in the Workplace ................................................ 3
- SOC 414-Research Project II .......................................................................... 2

Liberal Arts/Miscellaneous Electives Component (62 credits)

- Liberal Arts electives .................................................................................... 13
- Miscellaneous electives ................................................................................ 49

Total credits required ...................................................................................... 120

Organizational Management Suggested Program Plan

<table>
<thead>
<tr>
<th>FIRST SEMESTER</th>
<th>SECOND SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 401-Group Behavior ...... 2</td>
<td>MGT 406-Strategic Mgt .................. 3</td>
</tr>
<tr>
<td>COM 415-Org Comm .......... 3</td>
<td>MGT 408-Diversity Management .... 2</td>
</tr>
<tr>
<td>PSY 403-Adult &amp; Career Dev ... 3</td>
<td>SOC 409-Research Meth &amp; Stats .... 2</td>
</tr>
<tr>
<td>SOC 405-Org Behavior &amp; Anlys .... 3</td>
<td>MGT 410-Eco/Mrktg Envir Mgmt .... 3</td>
</tr>
<tr>
<td>REL 407-World Views ........ 3</td>
<td>REL 412-Values &amp; Éthics ........... 3</td>
</tr>
<tr>
<td>SOC 413-Research Project I ...... 2</td>
<td>SOC 414-Research Project II ....... 2</td>
</tr>
<tr>
<td>INT 101-Information Lit ........ 1</td>
<td></td>
</tr>
</tbody>
</table>

THIRD SEMESTER

May be required to complete liberal arts core or electives.
BUSINESS ADMINISTRATION MAJOR – A.S.

The Business Administration major is a two-year program designed to provide intuitive, analytical, communications, and ethical skills that will provide a firm foundation for employment in the field of business or as a strong foundation for further studies in business or economics. This program is available at both the Rockland and New York City Campuses.

The A.S. degree may be of particular interest to those people already employed in the work force who desire both to complement and strengthen their business skills. The 63 credit hours also provide a smooth transition for adult students who are interested in the Nyack College Adult Degree Completion Program. The Business Administration A.S. may also appeal to students who want a credible but significantly shortened preparation for vocational employment.

63 credit hours, distributed as follows, are required for the Associate in Science degree:

Core Component (28 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIB 101 – Christian Foundations</td>
<td>2</td>
</tr>
<tr>
<td>BIB 102 – Old Testament Literature</td>
<td>3</td>
</tr>
<tr>
<td>BIB 201 – New Testament Literature</td>
<td>3</td>
</tr>
<tr>
<td>INT 101 – Information Literacy</td>
<td>1</td>
</tr>
<tr>
<td>INT 112 – Foundations for Excellence</td>
<td>2</td>
</tr>
<tr>
<td>ENG 101, 112 – College Writing I and II</td>
<td>6</td>
</tr>
<tr>
<td>PMN 201 – Nyack Heritage</td>
<td>1</td>
</tr>
<tr>
<td>Laboratory Science elective</td>
<td>4</td>
</tr>
<tr>
<td>Social Science elective (100 or 200 level)</td>
<td>3</td>
</tr>
<tr>
<td>Core elective, choose one:</td>
<td></td>
</tr>
<tr>
<td>ENG 201, 202, PHI 101, or math elective</td>
<td>3</td>
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</table>

Major Field Component (24 credits)

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>BUS 101 – Introduction to Business</td>
<td>3</td>
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<tr>
<td>BUS 201, 202 – Principles of Accounting</td>
<td>6</td>
</tr>
<tr>
<td>BUS 331 – Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 232 – Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>ECO 201, 202 – Economics</td>
<td>6</td>
</tr>
<tr>
<td>CSC-Elective (104 or above) or BUS 312</td>
<td>3</td>
</tr>
<tr>
<td>Accounting with Computers</td>
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</tbody>
</table>

Miscellaneous Elective Component (11 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miscellaneous electives</td>
<td>11</td>
</tr>
<tr>
<td>Recommended: HIS 113, HIS 114, or core electives</td>
<td></td>
</tr>
</tbody>
</table>

Total credits required ........................................... 63
### Business Administration Major (A.S.) Suggested Program Plan

**FIRST YEAR: Fall**
- PMN 101-Intro to Spiritual Form. ........ 2
- BUS 101-Intro. To Business ............ 3
- INT 112-Found. For Excellence ....... 2
- ENG 101-College Writing I............. 3
- Social Science elective .................. 3
- Elective ........................................... 3

**SECOND YEAR: Fall**
- BIB 201-New Testament Lit............. 3
- BUS 201-Princ. Of Accounting I....... 3
- ECO 202-Microeconomics............... 3
- BUS 331-Princ. Of Marketing .......... 3
- Elective ........................................... 3

**FIRST YEAR: Spring**
- BIB 102-Old Testament Lit............. 3
- ECO 201-Macroeconomics............... 3
- ENG 102-College Writing II........... 3
- Electives ........................................... 5
- INT 101-Info Literacy ................... 1

**SECOND YEAR: Spring**
- BUS 202-Princ. Of Accounting II ...... 3
- BUS 232-Princ. Of Management ....... 3
- MAT 330-Statistics (for core elec.) .. 3
- Laboratory Science ......................... 4
- PMN 201-Nyack Heritage ............... 1
- CSC-Elective (104 or above) .......... 3
School of Education
Dr. JoAnn Looney, Dean

Mission
The mission of the School of Education at Nyack College is to prepare and equip teacher candidates spiritually, intellectually, and socially to provide ethical, exemplary, equitable instruction to a diverse student population in a variety of cultures, contexts, and communities.

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 agents serving others who need help overcoming the difficulties of life.

Therefore, it becomes the goals of this unit to:

Student Learning Goals

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.

School of Education 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 NCATS 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 and Course Information. Questions or concerns about this process may be directed to the Dean of the School of Education.
ADOLESCENT EDUCATION MAJOR (GRADES 7-12) - B.S.

Primary Faculty, Rockland: Dr. Dion Harrigan, Dr. James Nichols, Dr. Eleanor Pease

The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). The Adolescent Education curriculum is an approved program under 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. This curriculum leads to recommendation for the initial certificate for teaching (7-12) adolescents in the schools of New York. The State of New York certification procedures require that recommended candidates make personal application for this initial certificate. Nyack College is not required to make recommendation for certification of a candidate not meeting the standards. For example, a grade of B- or better is required in Senior Seminar and both placements of Student Teaching or recommendation for certification will be withheld.

The regulations of the Commissioner of Education stipulate that initial certification will be granted in New York on the basis of passing scores on the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills-Written (ATS-W), and the Content Specialties Test (CST). The candidate must take the LAST at least once before the end of the sophomore year and pass the exam prior to admission to methods courses. It is recommended that the candidate take the ATS-W and CST during junior year, as passing scores are required for admission to student teaching. Pass rates for this institution are published in compliance with Title II regulations.

Students who intend to pursue certification in other states should be aware of the requirements for those states. Many states have a reciprocity agreement with New York State and by meeting another state's testing requirements a NYS certificate can be exchanged for a certificate in that state. Students should also be aware that Pennsylvania now requires teachers to have a 3.0 GPA and New Jersey has raised the requirement for GPA to 2.75 for certification. These GPA requirements are above the current minimum GPA requirements for Nyack College so graduation with a degree does not guarantee certification.

<table>
<thead>
<tr>
<th>Year</th>
<th>LAST</th>
<th>ATS-W</th>
<th>CST</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>100%</td>
<td>100%</td>
<td>71%</td>
<td>72%</td>
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<tr>
<td>3rd Year Out</td>
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<tr>
<td>2003-2004</td>
<td>94%</td>
<td>97%</td>
<td>95%</td>
<td>88%</td>
</tr>
</tbody>
</table>

*Catalog changes are submitted before official Title II reports are received.
The teacher education programs of Nyack College have also been accredited by the Association of Christian Schools International (ACSI) for the preparation of teachers for a ministry in Christian school education. Candidates, upon successful completion of the program of study, will also be awarded an ACSI teaching certificate.

Adolescent Education candidates must complete a minimum of 36 semester hours in an approved major field of study (specialization), a minimum of 18 hours in Education, a minimum of 6 credit hours or competency in the same foreign language, and a supervised student teaching experience. One semester of the senior year is devoted to full-time supervised student teaching in public, private and/or Christian school systems at two different levels.

Admission to the Adolescent Education Program
In addition to the general admission requirements listed in the catalog, admission to the Adolescent Education program requires the following items:
1. Submission of departmental application.
2. Completion of 30 hours of pre-approved independent field experience(s).
3. Satisfactory grade point average (overall GPA of 2.5, 2.75 in Education, and 2.75 in area of specialization). Specifically, a grade of C or better is required in each education course, or the course must be repeated.
4. Passing score on LAST certification exam for NY.
5. Recommendation by EDU 259 professor.
6. Approval by School of Education faculty.

Applicants will be expected to have satisfactory scores on the Scholastic Aptitude Test of the College Entrance Examination Board (generally 920 or more). Applicants wishing to transfer into the program in cases where the SAT scores are insufficient or not readily available will be expected to present a grade point average of not less than 2.50 on a four point scale.

Before admission to the department and to third-year Adolescent Education methods courses, the candidate must have a cumulative grade point average of at least 2.50, 2.75 in courses of the academic area of specialization, and 2.75 in education courses.

Field Experiences
In addition to 30 hours of independent field experience, candidates engage in field experiences in conjunction with most education courses. The candidate must accumulate a minimum of 100 hours of field experiences beyond the 30 hours of independent field experience.

All field experiences require access to one’s own transportation. The candidate must plan accordingly for this possibility.

Language Requirements
Education candidates can fulfill their language requirement through one of the following ways:
1. 6 credits in the same language.
2. Passing grade in an Advanced Placement exam.
3. Competency shown through NY State-recognized exam.
4. C or better at Elementary level II or one course at the Intermediate level or above.

Admission to Student Teaching (EDS 470, 494, 495)
Candidates enrolled in this curriculum will be required to satisfy the following before registering for student teaching:
1. The candidate must present recommendations that his/her personality and social maturity are such as to insure his/her readiness to work with children and the supervisory staff.
2. The candidate must complete a physical examination, including a Mantoux tuberculin test, within the 6 months 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.
3. All prerequisites to supervised student teaching must be satisfied, including 100 hours of supervised field experience. A grade of C or better is required in each education course, or the course must be repeated.
4. The candidate must have an overall cumulative grade point average of not less than 2.50, an average of not less than 2.75 in his or her area of specialization and, an average of not less than 2.75 in education.
5. The candidate must have passing scores on the Liberal Arts & Sciences Test (LAST), the Secondary Assessment of Teaching Skills-Written (ATS-W), and the Content Specialties Test (CST).
6. The candidate must submit an Application for Admission to Student Teaching and accompanying resume to the Education Office by March 1 or October 1 prior to the intended student teaching semester.

Other issues to consider with regard to student teaching include the following:
• The candidate must have access to his/her own means of transportation for the supervised student teaching experience. Transportation and other costs for student teaching are at the candidate's expense.
• The department advises extreme caution against engaging in any and all activities that usurp time/attention from the professional preparation of student teaching and Senior Seminar, including additional coursework, employment, and extra-curricular activities (e.g., sports, etc.). Planning ahead is expected in order to avoid the stress and distraction of being overscheduled during this capstone experience, where possible.

127 credit hours, distributed as follows, are required for the Bachelor of Science degree:

ADOLESCENT EDUCATION - B.S.
English Specialization
Primary Faculty, Rockland: Dr. Charles Beach, Dr. Jonathan Gates, Dr. Dion Harrigan, Dr. Louise McCreery, Dr. James Nichols, Brad McDuffie, Dr. Eleanor Pease

This program is nationally recognized by the National Council for Teachers of English (NCTE)

Liberal Arts and Science Core Component^ ........................................................... 40*

^Education majors take HIS 213 (U.S. History I) in place of HIS 114 (World Civilization II), EDU 445 (Educating a Diverse Society) in place of SOC 347 (Multicultural America), and PSY 101 (General Psychology) as the major-specific Social Science elective. PHI 101 is replaced with an additional liberal arts requirement within the major.

*Foreign Language Component (6 credits)
1 year (2 semesters) of the same language

Bible and Ministry Minor Curriculum........................................................................ 15

Major Field Component (36 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 202 - Global Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ENG 353 - English Grammar and Phonology</td>
<td>3</td>
</tr>
<tr>
<td>ENG 354 - Second Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 364 - Writing Theory</td>
<td>3</td>
</tr>
<tr>
<td>ENG 463 - Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>ENG 470 - Topics in Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 239 - Adolescent Literature</td>
<td>3</td>
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<tr>
<td>ENG electives (12 in a concentration, see English major)</td>
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Education Component (36 credits)

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>EDU 221 - Intro to Teaching with Technology</td>
<td>1</td>
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<tr>
<td>EDU 246 - Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 247 - Health Issues</td>
<td>1</td>
</tr>
<tr>
<td>EDU 258 - Development and Learning Theory</td>
<td>3</td>
</tr>
<tr>
<td>EDU 259 - Teaching and Learning Strategies</td>
<td>3</td>
</tr>
<tr>
<td>EDU 321 - Technology Applications for Teachers</td>
<td>1</td>
</tr>
<tr>
<td>EDU 441 - The Christian Teacher (Worldview requirement)</td>
<td>3</td>
</tr>
<tr>
<td>EDS 323 - Special Methods for Teaching English for Middle and Adolescent Ed....</td>
<td>3</td>
</tr>
<tr>
<td>EDS 334 - Literacy Integration in the 7-12 Curriculum</td>
<td>3</td>
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<tr>
<td>EDS 335 - Teaching the English Language Learner</td>
<td>3</td>
</tr>
<tr>
<td>EDS 494 - Supervised Student Teaching: Middle School</td>
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<tr>
<td>EDS 495 - Supervised Student Teaching: High School</td>
<td>5</td>
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<td>EDS 470 - Seminar in Student Teaching</td>
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<tr>
<td>Field Experience - EDU 191, 291, 292, EDS 391, and 392</td>
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</tbody>
</table>

Total credits required......................................................................................... 127

Adolescent Education Major Suggested Program Plan

English Specialization
### Adolescent Education

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td><strong>FIRST YEAR:</strong></td>
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<td>PMN 101</td>
<td>Intro to Spiritual Form</td>
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<tr>
<td></td>
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<td>ENG 101</td>
<td>College Writing I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>INT 112</td>
<td>Found. for Excellence</td>
<td>2</td>
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<tr>
<td></td>
<td></td>
<td>Foreign Language</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PSY 101</td>
<td>General Psychology</td>
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<tr>
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<td>PMN 201</td>
<td>Nyack Heritage</td>
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<td>INT 101</td>
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<tr>
<td></td>
<td>Spring</td>
<td>BIB 102</td>
<td>Old Testament Lit.</td>
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<tr>
<td></td>
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<td>EDU 191</td>
<td>1st Yr Field Experience</td>
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<td></td>
<td></td>
<td>EDU 246</td>
<td>Found. of Education</td>
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<td></td>
<td>ENG 102</td>
<td>College Writing II</td>
<td>3</td>
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<td></td>
<td>HIS 114</td>
<td>Hist. of World Civ. II</td>
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<td><strong>SECOND YEAR:</strong></td>
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<td>EDU 221</td>
<td>Teaching w/ Techno</td>
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<td></td>
<td>EDU 258</td>
<td>Dev &amp; Lrng Theory</td>
<td>3</td>
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<td></td>
<td>EDU 291</td>
<td>2nd Yr Field Experience</td>
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<td>ENG 201</td>
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<td>HIS 213</td>
<td>US History I</td>
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<td>Laboratory Science</td>
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<td>Spring</td>
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<td>New Testament Lit.</td>
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<td></td>
<td>EDU 259</td>
<td>Tchg &amp; Lrng Strategies</td>
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<td>2nd Yr Field Experience</td>
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<td>Global Literature II</td>
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<td>ENG-elective</td>
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<td></td>
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<td>FNA-Requirement</td>
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<tr>
<td><strong>THIRD YEAR:</strong></td>
<td>Fall</td>
<td>BIB 301-302</td>
<td>Biblical Doc I or II</td>
<td>3</td>
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<td></td>
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<td>EDS 391</td>
<td>3rd Yr Field Experience</td>
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<td>EDS 335</td>
<td>Teaching ELL Student</td>
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<td></td>
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<td>ENG 353</td>
<td>Eng. Gram. &amp; Phon.</td>
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<td>ENG 364</td>
<td>Writing Theory</td>
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<td>ENG 463</td>
<td>Shakespeare</td>
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<td>ENG-Elective</td>
<td></td>
<td>3</td>
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<tr>
<td></td>
<td>Spring</td>
<td>EDS 323</td>
<td>Special Methods</td>
<td>3</td>
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<td>EDS 334</td>
<td>Literacy Integration</td>
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<td>EDU 321</td>
<td>Tech Apps for Tchrs</td>
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<td>ENG 354</td>
<td>Second Lang. Acq.</td>
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<td><strong>FOURTH YEAR:</strong></td>
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<td>EDS 494</td>
<td>Student Teaching</td>
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<td>Student Teaching</td>
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<td>EDS 470</td>
<td>Seminar</td>
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<td>Spring</td>
<td>BIB-Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDU 247</td>
<td>Health Issues</td>
<td>1</td>
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<tr>
<td></td>
<td></td>
<td>EDU 441</td>
<td>Christian Teacher</td>
<td>3</td>
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<td></td>
<td></td>
<td>EDU 445</td>
<td>Educating Div Soc</td>
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<td></td>
<td></td>
<td>ENG-Elective</td>
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</table>
ADOLESCENT EDUCATION - B.S.
Mathematics Specialization

Primary Faculty, Rockland: Dr. Dion Harrigan, Dr. In Hak Moon, Dr. James Nichols, Dr. Eleanor Pease

This program is nationally recognized by the National Council for Teachers of Mathematics (NCTM)

Liberal Arts and Science Core Component

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HIS 213</td>
<td>U.S. History I</td>
<td>3</td>
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<tr>
<td>MAT 101</td>
<td>College Algebra</td>
<td>3</td>
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<tr>
<td>PHI 101</td>
<td>General Psychology</td>
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</tr>
</tbody>
</table>

*Foreign Language Component (6 credits)

1 year (2 semesters) of the same language

Bible and Ministry Minor Curriculum

Major Field Component (36 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MAT 231</td>
<td>Pre-Calculus</td>
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</tr>
<tr>
<td>MAT 236</td>
<td>Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 237</td>
<td>Calculus II</td>
<td>3</td>
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<tr>
<td>MAT 238</td>
<td>Calculus III</td>
<td>3</td>
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<tr>
<td>MAT 243</td>
<td>Modern Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MAT 311</td>
<td>Math History</td>
<td>3</td>
</tr>
<tr>
<td>MAT 310</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MAT 330</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 345</td>
<td>Discrete Mathematics</td>
<td>3</td>
</tr>
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<td>MAT 470</td>
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</table>

Education Component (36 credits)

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDU 221</td>
<td>Intro to Teaching with Technology</td>
<td>1</td>
</tr>
<tr>
<td>EDU 246</td>
<td>Foundations of Education</td>
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</tr>
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<td>EDU 247</td>
<td>Health Issues</td>
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<td>EDU 258</td>
<td>Development and Learning Theory</td>
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<td>EDU 259</td>
<td>Teaching and Learning Strategies</td>
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<td>EDU 321</td>
<td>Technology Application for Teachers</td>
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<td>EDS 321</td>
<td>Special Methods for Teaching Math for Middle &amp; Adol. Ed</td>
<td>3</td>
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<tr>
<td>EDS 334</td>
<td>Literacy Integration in the 7-12 Curriculum</td>
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<tr>
<td>EDS 335</td>
<td>Teaching the English Language Learner</td>
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<td>EDS 394</td>
<td>Supervised Student Teaching: Middle School</td>
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<tr>
<td>EDS 395</td>
<td>Supervised Student Teaching: High School</td>
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<tr>
<td>EDS 470</td>
<td>Seminar in Student Teaching</td>
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</tr>
</tbody>
</table>

Field Experience – EDU 191, 291, 292, EDS 391, and 392

Total credits required

127
# Adolescent Education Major Suggested Program Plan
## Mathematics Specialization

### FIRST YEAR: Fall
- PMN 101-Intro to Spiritual Form. ....2
- ENG 101-College Writing I ..........3
- INT 112-Found. for Excellence ......2
- Foreign Language ........................3
- MAT 110-College Algebra .............3
- PSY 101-General Psychology ........3

### FIRST YEAR: Spring
- BIB 102-Old Testament Lit ..........3
- EDU 191-1st Yr Field Experience
- EDU 246-Found. of Education ........3
- ENG 102-College Writing II ..........3
- HIS 114-Hist. of World Civ. II ......3
- Foreign Language ........................3
- PMN 201-Nyack Heritage ............1
- INT 101-Info Literacy .................1

### SECOND YEAR: Fall
- EDU 221-Teaching w/ Techno ..........1
- EDU 258-Dev & Lrng Theory ..........3
- EDU 291-2nd Yr Field Experience
- ENG 201 or 202-Global Lit. I or II.3
- HIS 213-US History I .................3
- MAT 231-Pre-Calculus .................3
- MAT 243-Modern Geometry ...........3

### SECOND YEAR: Spring
- BIB 201-New Testament Lit ..........3
- EDU 259-Tchg & Lrng Strategies ...3
- EDU 292-2nd Yr Field Experience
- Fine Arts requirement .................3
- MAT 236-Calculus I .................3
- Laboratory Science ........................4

### THIRD YEAR: Fall
- BIB 301 or 302-Biblical Doc I or II.3
- EDS 391-3rd Yr Field Experience
- EDS 335-Teaching ELL Student .....3
- MAT 237-Calculus II ..................3
- MAT 310-Linear Algebra ............3
- MAT 345-Discrete Math ...............3
- MAT-elective ...........................3

### THIRD YEAR: Spring
- EDS 321-Special Meth.: Math ........3
- EDS 334-Literacy Integration .......3
- EDS 392-3rd Yr Field Experience
- EDU 321-Tech Apps for Tchrs .....1
- MAT 238-Calculus III .................3
- MAT 311-Math History ...............3
- MAT – elective ..........................3

### FOURTH YEAR: Fall
- EDS 494-Student Teaching ..........5
- EDS 495-Student Teaching ..........5
- EDS 470-Seminar ........................2

### FOURTH YEAR: Spring
- BIB-Elective ............................3
- EDU 247-Health Issues ...............1
- EDU 441-Christian Teacher ..........3
- EDU 445-Educating Div Soc ..........3
- MAT 330-Statistics ........................3
- MAT 470-Mathematics Seminar ....3
ADOLESCENT EDUCATION - B.S.
Social Studies (History Specialization)

Primary Faculty, Rockland: Dr. Dion Harrigan, Dr. James Nichols, Dr. Lyndell O’Hara, Dr. Eleanor Pease, Dr. Steven Ware, Dr. David Weir

Liberal Arts and Science Core Component* ........................................................... 40*
^Adol Education/HIS majors take both HIS 113 and 114 (World Civilization I and II), as well as SOC 347 (Multicultural America), and PSY 101 (General Psychology) as the major-specific Social Science elective. PHI 101 is replaced with an additional liberal arts requirement within the major.
*Foreign Language Component (6 credits)
1 year (2 semesters) of the same language

Bible and Ministry Minor Curriculum ....................................................................... 15

Major Field Component (33 Credits)
ECO 201 - Macroeconomics .................................................................................. 3
HIS 213,214 - U.S. History I and II ....................................................................... 6
HIS 215 - American Government ......................................................................... 3
HIS 255 - World Cultural Geography .................................................................. 3
HIS 355 - Europe: Foundations of the Modern World ....................................... 3
HIS 415 - Contemporary Europe ......................................................................... 3
HIS 470 - Senior Seminar .................................................................................... 3
Electives (3 from upper level History courses) .................................................... 9

Education Component (39 credits)
EDU 221 - Intro to Teaching with Technology .................................................... 1
EDU 246 - Foundations of Education .................................................................. 3
EDU 247 - Health Issues ..................................................................................... 1
EDU 258 - Development and Learning Theory ................................................... 3
EDU 259 - Teaching and Learning Strategies ..................................................... 3
EDU 321 - Technology Application for Teachers ............................................. 1
EDU 441 - The Christian Teacher (Worldview requirement) ............................ 3
EDU 445 - Educating a Diverse Society ............................................................. 3
EDS 334 - Literacy Integration in the 7-12 Curriculum ...................................... 3
EDS 335 - Teaching the English Language Learner .......................................... 3
EDS 494 - Supervised Student Teaching: Middle School .................................. 5
EDS 495 - Supervised Student Teaching: High School ................................... 5
EDS 470 - Seminar in Student Teaching ............................................................ 2
Field Experience – EDU 191, 291, 292, EDS 391, and 392

Total credits required ............................................................................................ 127
### Adolescent Education Major Suggested Program Plan
#### Social Studies (History Specialization)

<table>
<thead>
<tr>
<th>FIRST YEAR: Fall</th>
<th>FIRST YEAR: Spring</th>
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<tbody>
<tr>
<td>PMN 101-Intro to Spiritual Form...2</td>
<td>BIB 102-Old Testament Lit.........3</td>
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<td>ENG 101-College Writing I.........3</td>
<td>EDU 191-1st Yr Field Experience</td>
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<td>HIS 113-Hist. of World Civ. I......3</td>
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<td>ENG 102-College Writing II........3</td>
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<td>Foreign Language............................3</td>
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<td>PSY 101-General Psychology.........3</td>
<td>Foreign Language........................3</td>
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<td>PMN 201-Nyack Heritage .............1</td>
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<td>EDU 221-Teaching w/ Techno ......1</td>
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<td>HIS 214-U.S. History II .............3</td>
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<td>MAT-Math elective.............................3</td>
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<tr>
<td>BIB 301 or 302-Biblical Doc I or II ..3</td>
<td>EDS 334-Literacy Integration.........3</td>
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<td>ECO 201-Macroeconomics..........................3</td>
<td>EDS 392-3rd Yr Field Experience</td>
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<tr>
<td>EDS 324-Special Methods ......................3</td>
<td>EDU 445-Educating a Div Soc........3</td>
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<tr>
<td>EDS 335-Teaching ELL Student ...............3</td>
<td>HIS 255-World Cult. Geography........3</td>
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<tr>
<td>EDS 391-3rd Yr Field Experience</td>
<td>HIS 415-Contemporary Europe........3</td>
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<tr>
<td>EDU 321-Tech Apps for Tchrs. ...............1</td>
<td>SOC 347-Multicultural America........3</td>
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<td>HIS 215-American Government ...............3</td>
<td>HIS-Elective ................................3</td>
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<td>EDS 470-Student Teaching...............5</td>
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<tr>
<td>EDS 494-Student Teaching...............5</td>
<td>EDU 247-Health Issues...............1</td>
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<td>EDS 495-Seminar .........................2</td>
<td>EDU 441-Christian Teacher ...........3</td>
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<td>Fine Arts requirement ..........3</td>
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<td>HIS 355-Europe/Mod. World .....3</td>
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<td></td>
<td>HIS 470-Senior Seminar ...........3</td>
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# Adolescent Education - B.S.  
Social Studies (Social Science Specialization)

**Primary Faculty, Rockland:** Dr. Charles Awasu, Dr. Dion Harrigan, Dr. James Nichols, Dr. Eleanor Pease

**Liberal Arts and Science Core Component**

<table>
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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<td>Adol Education/SocSci majors take both HIS 113 and 114 (World Civilization I and II), as well as SOC 347 (Multicultural America), and PSY 101 (General Psychology) as the major-specific Social Science elective. PHI 101 is replaced with an additional liberal arts requirement within the major.</td>
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**Foreign Language Component (6 credits)**

1 year (2 semesters) of the same language

**Bible and Ministry Minor Curriculum**

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**Major Field Component (33 credits)**

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<td>HIS 213,214</td>
<td>U.S. History</td>
<td>6</td>
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<td>POL 215</td>
<td>American Government</td>
<td>3</td>
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<tr>
<td>POL 343</td>
<td>History of Political and Social Thought</td>
<td>3</td>
</tr>
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<td>SOC 201</td>
<td>General Sociology</td>
<td>3</td>
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<td>SOC 337</td>
<td>Statistics</td>
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<td>Electives from upper level Social Science courses</td>
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**Education Component (39 credits)**

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<td>Intro to Teaching with Technology</td>
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<td>EDU 246</td>
<td>Foundations of Education</td>
<td>3</td>
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<td>EDU 247</td>
<td>Health Issues</td>
<td>1</td>
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<tr>
<td>EDU 258</td>
<td>Development and Learning Theory</td>
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<td>EDU 259</td>
<td>Teaching and Learning Strategies</td>
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<td>EDU 321</td>
<td>Technology Application for Teachers</td>
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<td>EDU 441</td>
<td>The Christian Teacher (Worldview requirement)</td>
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<td>EDU 445</td>
<td>Educating a Diverse Society</td>
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<td>EDS 324</td>
<td>Special Methods for Teaching Social Studies for Middle &amp; Adol. Ed</td>
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<td>Literacy Integration in the 7-12 Curriculum</td>
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<td>Teaching the English Language Learner</td>
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Field Experience – EDU 191, 291, 292, EDS 391, and 392

**Total credits required**

<table>
<thead>
<tr>
<th>Credits</th>
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<tbody>
<tr>
<td>127</td>
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</table>
## Adolescent Education Major Suggested Program Plan  
### Social Studies (Social Science Specialization)

#### FIRST YEAR: Fall
- PMN 101 - Intro to Spiritual Form .......................................................... 2
- ENG 101 - College Writing I ................................................................. 3
- HIS 113 - Hist. of World Civ. I ............................................................ 3
- INT 112 - Found. for Excellence ......................................................... 2
- Foreign Language .................................................................................... 3
- PSY 101 - General Psychology ............................................................ 3

#### FIRST YEAR: Spring
- BIB 102 - Old Testament Lit .............................................................. 3
- EDU 191 - 1st Yr Field Experience ..................................................... 1
- EDU 246 - Found. of Education .......................................................... 3
- ENG 102 - College Writing II ............................................................ 3
- HIS 114 - Hist. of World Civ. II ............................................................ 3
- PMN 201 - Nyack Heritage ................................................................. 1
- INT 101 - Info Literacy ........................................................................... 1

#### SECOND YEAR: Fall
- ECO 201 - Macroeconomics ............................................................... 3
- EDU 221 - Teaching w/ Techno .......................................................... 1
- EDU 258 - Dev & Lrng Theory ........................................................... 3
- EDU 291 - 2nd Yr Field Experience ..................................................... 3
- HIS 213 - US History I ......................................................................... 3
- SOC 201 - General Sociology ............................................................. 3
- Social Science Elective ....................................................................... 3

#### SECOND YEAR: Spring
- BIB 201 - New Testament Lit ............................................................ 3
- EDU 259 - Tchg & Lrng Strategies ..................................................... 3
- EDU 292 - 2nd Yr Field Experience ..................................................... 3
- ENG 201 or 202 - Global Lit. I or II ..................................................... 3
- HIS 214 - US History II ........................................................................ 3
- MAT - Math elective ............................................................................. 3

#### THIRD YEAR: Fall
- ANT 255 - World Cult. Geo ................................................................. 3
- EDS 335 - Teaching ELL Student ....................................................... 3
- EDS 324 - Special Methods ............................................................... 3
- EDS 391 - 3rd Yr Field Experience ..................................................... 3
- EDU 321 - Tech Apps for Tchrs ........................................................... 1
- SOC 337 - Statistics ................................................................................ 3
- SOC 347 - Multicultural America ....................................................... 3

#### THIRD YEAR: Spring
- BIB 301 or 302 - Biblical Doc I or II ..................................................... 3
- EDS 334 - Literacy Integration ............................................................ 3
- EDS 392 - 3rd Yr Field Experience ..................................................... 3
- EDU 445 - Educating a Div Soc ........................................................ 3
- POL 215 - American Govt ................................................................. 3
- POL 343 - Pol. & Soc. Thought ........................................................... 3
- Social Science Elective ....................................................................... 3

#### FOURTH YEAR: Fall
- EDS 494 - Student Teaching ............................................................. 5
- EDS 495 - Student Teaching ............................................................. 5
- EDS 470 - Seminar .............................................................................. 2

#### FOURTH YEAR: Spring
- BIB - Elective ...................................................................................... 3
- EDU 247 - Health Issues ................................................................. 1
- EDU 441 - Christian Teacher ........................................................... 3
- Laboratory Science ............................................................................. 4
- Fine Arts requirement ....................................................................... 3
- Social Science elective ..................................................................... 3
**CHILDHOOD/EARLY CHILDHOOD EDUCATION PROGRAMS**

The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). The Childhood Education (Grades 1-6) curriculum is an approved program under 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. The Early Childhood Education (Birth-Grade 2) and Early Childhood-Childhood Education (Birth-Grade 6) curricula lead to recommendation for the initial certificate for teaching in the elementary schools and early childhood facilities of New York. The State of New York certification procedures require that recommended candidates make personal application for this initial certificate. Nyack College is not required to make recommendation for certification of a candidate not meeting the standards. For example, a grade of B- or better is required in Senior Seminar and both placements of Student Teaching or recommendation for certification will be withheld.

The regulations of the Commissioner of Education stipulate that initial certification will be granted in New York on the basis of passing scores on the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills-Written (ATS-W), and the Content Specialties Test (CST). The candidate must take the LAST once by the end of the sophomore year and pass the exam prior to admission to methods courses. It is recommended that the candidate take the ATS-W and CST during junior year, as passing scores are required for admission to student teaching. Pass rates for this institution are published in compliance with Title II regulations.

Students who intend to pursue certification in other states should be aware of the requirements for those states. Many states have a reciprocity agreement with New York State and by meeting another state's testing requirements a NYS certificate can be exchanged for a certificate in that state. Students should also be aware that Pennsylvania now requires teachers to have a 3.0 GPA and New Jersey has raised the requirement for GPA to 2.75 for certification. These GPA requirements are above the current minimum GPA requirements for Nyack College so graduation with a degree does not guarantee certification.

<table>
<thead>
<tr>
<th>Year</th>
<th>LAST</th>
<th>ATS-W</th>
<th>CST</th>
<th>Overall</th>
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<tr>
<td>2006-2007</td>
<td>100%</td>
<td>100%</td>
<td>71%</td>
<td>72%</td>
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<tr>
<td>3rd Year Out</td>
<td>94%</td>
<td>97%</td>
<td>95%</td>
<td>88%</td>
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</table>

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

The Childhood Education teacher preparation program of Nyack College has also been accredited by the Association of Christian Schools International
(ACSI) for the preparation of teachers for a ministry in Christian school education. Candidates, upon successful completion of the program of study, will also be awarded an ACSI teaching certificate.

One semester of the senior year is devoted to full-time supervised student teaching experience in local public, private, or Christian schools at two different levels.

**Admission to the Childhood Education or Early Childhood Education Programs**

In addition to the general admission requirements listed in the catalog, admission to the Childhood Education or Early Childhood Education programs requires the following items:

1. Submission of departmental application.
2. Completion of 30 hours of pre-approved independent field experience (It is recommended that candidates complete this requirement immediately following completion of freshman year).
3. Satisfactory grade point average (overall GPA of 2.5, 2.75 in education, and 2.75 in the area of specialization). Specifically, a grade of C or better is required in each education and core related education course, or the course must be repeated.
4. Passing score on LAST certification exam for NY.
5. Recommendation by EDU 259 professor.
6. Approval by School of Education faculty.

Applicants will be expected to have satisfactory scores on the Scholastic Aptitude Test of the College Entrance Examination Board (generally 920 or more). Applicants wishing to transfer into the program in cases where the SAT scores are insufficient or not readily available will be expected to present a grade point average of not less than 2.50 on a four-point scale.

Before admission to the department and to third year education methods courses, the candidate must have an overall cumulative grade point average of 2.50, a 2.75 grade point average in education and core related education courses, and a 2.75 in courses of the academic area of specialization.

**Field Experiences**

In addition to 30 hours of independent field experience, candidates engage in field experiences in conjunction with most education courses. The candidate must accumulate a minimum of 100 hours of field experiences beyond the 30 hours of independent field experience.

All field experiences require access to one’s own transportation. The candidate must plan accordingly for this possibility.

**Language Requirements**

Education candidates can fulfill their language requirement through one of the following ways:

1. 6 credits in the same language.
2. Passing grade in an Advanced Placement exam.
3. Competency shown through NY State-recognized exam.
4. C or better at Elementary level II or one course at the Intermediate level or above.
Admission to Student Teaching
Candidates enrolled in this curriculum will be required to satisfy the following before registering for student teaching:

1. The candidate must present recommendations that his/her personality and social maturity are such as to insure his/her readiness to work with children and the supervisory staff.

2. The candidate must complete a physical examination, including a Mantoux tuberculin test, within the 6 months 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.

3. All prerequisites must be satisfied. A grade of C or better is required in each education course, or the course must be repeated.

4. The candidate must have an overall cumulative grade point average of not less than 2.50, an average of not less than 2.75 in all education and core related education courses, and an average of not less than 2.75 in courses in the academic area of specialization.

5. The candidate must have passing scores on the Liberal Arts & Sciences Test (LAST), the Elementary Assessment of Teaching Skills-Written (ATS-W), and the Multi-Subject Content Specialty Test (CST).

6. The candidate must submit an Application for Admission to Student Teaching and accompanying resume to the Education Office by March 1 or October 1 prior to the intended student teaching semester.

Other issues to consider with regard to student teaching include the following:
- The candidate must have access to his/her own means of transportation for the supervised student teaching experience. Transportation and other costs for student teaching are at the candidate's expense.
- The department advises extreme caution against engaging in any and all activities that usurp time/attention from the professional preparation of student teaching and Senior Seminar, including additional coursework, employment, and extra-curricular activities (e.g., sports, etc.). Planning ahead is expected in order to avoid the stress and distraction of being overscheduled during this capstone experience, where possible.

Core Related Education Courses
The minimum pass grade for the following courses will be C to graduate; each course with an earned grade below C must be repeated. In addition, these courses will be included in the calculation of the Education GPA.
- BIO 217-Survey of the Life Sciences
- MAT 211-Math for the Elementary School Teacher
- FNA 240-Fine Arts in the Elementary Classroom
- PED 211-Physical Education for Educators
- PSC 218-Survey of the Physical Sciences

Academic Areas of Specialization
Note: Areas of Specialization that are followed by an * are also available at the New York City Campus.
Childhood/Early Childhood Education

**English (15 credits)***
- ENG 353 - English Grammar and Phonology .................................................. 3
- ENG 364 - 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 333. EDT 343-Methods in TESOL: Math, Science, Social Studies replaces the EDU elective.

Candidates can apply for additional NY State certification in ESOL through the individual evaluation pathway if 6 additional credits of English are earned.

**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 364 - 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 364 - 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) *
Art and/or Music content 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
Physical Education, Sociology, Psychology, or Science electives............... 12

CHILDHOOD EDUCATION MAJOR - B.S.

Primary Faculty, Rockland:  Susan Bucci, Christine Buel, Dr. Dion Harrigan, Dr. JoAnn Looney, Dr. James Nichols, Peter Olsen
Primary Faculty, NYC: Dr. Arthur Attwell, Miriam Velez, Marie White

This program is nationally recognized by the Association for Childhood Education International (ACEI)

127-130 credit hours, distributed as follows, are required for the Bachelor of Science degree:

Liberal Arts and Science Core Component* ......................................................... 51*
* Childhood Education Majors have specific courses replacing some courses in the standard core, as well as additional requirements counted as core:
ENG 101-102 - College Writing I and II.............................................................. 6
ENG 201 or 202 - Global Literature I or II ........................................................ 3
HIS 113 - History of World Civilization I (no HIS 114) ..................................... 3
INT 101 - Information Literacy ........................................................................... 1
INT 112 - Foundations for Excellence ............................................................... 2
Mathematics elective......................................................................................... 3
EDU 445 - Educating a Diverse Society (in place of SOC 347 Multicult Amer) .... 3
FNA 240 - Fine Arts in the Elementary Classroom (as FNA elective) ............. 3
HIS 213,214 - U.S. History I and II (additional core requirement) .................... 6
MAT 211 - Math for Elementary Teachers (in addition to MAT elec) ............. 3
PSY 101 - General Psychology (as Social Science elective)............................. 3
BIO 217 - Survey of the Life Sciences (as Laboratory Science elective)......... 4
PSC 218 - Survey of the Physical Sciences (additional core science) ............ 4
PED 211 - Physical Education for Educators (additional core requirement) ..... 1
(PHI 101 is replaced with additional liberal arts requirement within the major.)

*Foreign Language Component (6 credits)
  1 year (2 semesters) of the same language
Childhood/Early Childhood Education

Bible and Ministry Minor Curriculum ................................................................. 15

Major Field Component (46 credits)

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<tr>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDU 221</td>
<td>Introduction to Teaching with Technology</td>
<td>1</td>
</tr>
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<td>EDU 246</td>
<td>Foundations of Education</td>
<td>3</td>
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<td>EDU 247</td>
<td>Health Issues</td>
<td>0</td>
</tr>
<tr>
<td>EDU 258</td>
<td>Development and Learning Theory</td>
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<td>EDU 259</td>
<td>Teaching and Learning Strategies</td>
<td>3</td>
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<td>EDU 321</td>
<td>Technology Applications for Teachers</td>
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<td>EDU 331</td>
<td>Methods in Teaching Science</td>
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<tr>
<td>EDU 333</td>
<td>Methods of Teaching Literacy I</td>
<td>3</td>
</tr>
<tr>
<td>EDU 334</td>
<td>Methods of Teaching Literacy II</td>
<td>3</td>
</tr>
<tr>
<td>EDU 335</td>
<td>Methods of Teaching Literacy III</td>
<td>3</td>
</tr>
<tr>
<td>EDU 336</td>
<td>Methods in Teaching Math</td>
<td>3</td>
</tr>
<tr>
<td>EDU 441</td>
<td>The Christian Teacher (Worldview requirement)</td>
<td>3</td>
</tr>
<tr>
<td>EDU 470</td>
<td>Senior Seminar</td>
<td>2</td>
</tr>
<tr>
<td>EDU 492 &amp; 493</td>
<td>Student Teaching</td>
<td>10</td>
</tr>
<tr>
<td>EDU electives</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

Field Experience - EDU 191, 291, 292, 391, and 392

Areas of Specialization (15-18 credits)

<table>
<thead>
<tr>
<th>Specialization</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
<td>15</td>
</tr>
<tr>
<td>Communication and the Arts</td>
<td>15</td>
</tr>
<tr>
<td>Culture and Civilizations</td>
<td>15</td>
</tr>
<tr>
<td>English</td>
<td>15</td>
</tr>
<tr>
<td>English with TESOL Emphasis</td>
<td>15</td>
</tr>
<tr>
<td>Health and Science</td>
<td>18*</td>
</tr>
<tr>
<td>Math and English</td>
<td>15</td>
</tr>
<tr>
<td>Math and Social Studies</td>
<td>15</td>
</tr>
<tr>
<td>Math/Science/Technology</td>
<td>15</td>
</tr>
<tr>
<td>Social Studies</td>
<td>18*</td>
</tr>
<tr>
<td>Social Studies and English</td>
<td>15</td>
</tr>
</tbody>
</table>

*Require 130 total credits

Total credits required ................................................................. 127-130
Childhood Education Major Suggested Program Plan

**FIRST YEAR: Fall**
PMN 101-Intro to Spiritual Form. . 2
EDU 191-1st Yr Field Experience
EDU 246-Found. of Education ..... 3
ENG 101-College Writing I........... 3
HIS 113-Hist. of World Civ. I....... 3
INT 112-Found. for Excellence .... 2
LAN-Elective............................ 3
PED 211-PE for Educ.................. 1

**FIRST YEAR: Spring**
BIB 102-Old Testament Lit..........3
ENG 102-College Writing II........3
LAN-Elective ............................3
MAT-Elective ............................3
PSY 101-General Psychology...... 3
PMN 201-Nyack Heritage ...........1
INT 101-Info Literacy ..............1

**SECOND YEAR: Fall**
EDU 221-Teaching w/ Techno ...... 1
EDU 258-Dev & Lrng Theory ...... 3
EDU 291-2nd 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

**SECOND YEAR: Spring**
BIB 201-New Testament Lit........3
EDU 259-Tchg & Lrng Strategies ..3
EDU 292-2nd 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: 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 391-3rd Yr Field Experience
EDU elective............................2
MAT 211-Math Elem. Teachers .... 3

**THIRD YEAR: Spring**
BIB-Elective ............................3
EDU 334-Teaching Literacy II .....3
EDU 335-Teaching Literacy III ... 3
EDU 336-Methods in Math ..........3
EDU 392-3rd Yr Field Experience
Liberal Arts Electives..............6

**FOURTH YEAR: Fall**
EDU 470-Senior Seminar ...........2
EDU 492-Student Teaching ....... 5
EDU 493-Student Teaching ....... 5

**FOURTH YEAR: Spring**
EDU 247-Health Issues .............0
EDU 441-Christian Teacher........3
Liberal Arts Electives.............6/9**

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

**CHILDHOOD SPECIAL EDUCATION MAJOR - B.S./M.S.**
Details available in the graduate catalog. Program plan for BS/MS Childhood Special Education is subject to change pending graduate cohort schedule.
EARLY CHILDHOOD EDUCATION MAJOR (Birth-Grade 2) - B.S.

Primary Faculty, Rockland: Christine Buel, Dr. Dion Harrigan, Sherry Jarrett, Dr. JoAnn Looney, Dr. James Nichols

127-130 credit hours, distributed as follows, are required for the Bachelor of Science degree:

Liberal Arts and Science Core Component* ........................................................... 51*

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

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

*Foreign Language Component 6 credits)

1 year (2 semesters) of the same language

Bible and Ministry Minor Curriculum .................................................................... 15

Major Field Component (46 credits)

EDU 221 – Introduction to 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 & Learning Strategies ......................................................... 3
EDU 321 – Technology Applications for Teachers ............................................. 1
EDU 333 - Methods of Teaching Literacy I ......................................................... 3
EDU 335 - Methods of Teaching Literacy II ....................................................... 3
ECE 250 - Early Childhood Observation and Assessment ................................... 3
ECE 337 - Infant Toddler Development and Environments ............................... 3
ECE 338 - Early Childhood Program and Curriculum ........................................ 3
ECE 339 - Childhood Health Safety and Nutrition .............................................. 2
ECE 342 - Early Childhood Leadership & Management ....................................... 3
EDU 441 - The Christian Teacher (Worldview requirement) ............................ 3
ECE 470 - Senior Seminar ................................................................................... 2
ECE 491,492 - Student Teaching: I & II ............................................................... 10

Field Experience - EDU 191, 291, ECE 293, 391, and 392

Areas of Specialization (15-18 credits)

Arts and Humanities ......................................................................................... 15
Communication and the Arts ............................................................................. 15
Culture and Civilizations ............................................................................... 15

126
**Childhood/Early Childhood Education**

English......................................................................................................................... 15
English with TESOL Emphasis.................................................................................. 15
Health and Science ................................................................................................. 18*
Math and English ..................................................................................................... 15
Math and Social Studies ......................................................................................... 15
Math/Science/Technology ....................................................................................... 15
Social Studies .......................................................................................................... 18*
Social Studies and English ..................................................................................... 15

*Require 130 total credits

Total credits required ............................................................................................ 127-130

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**Early Childhood Education Major Suggested Program Plan**

**FIRST YEAR: Fall**
- PMN 101-Intro to Spiritual Form. . . . 2
- EDU 191-1st Yr Field Experience
- EDU 246-Found. of Ed ................. 3
- ENG 101-College Writing I .......... 3
- HIS 113-Hist. of World Civ. I ...... 3
- INT 112-Found. for Excellence .... 2
- LAN-Elective............................. 3

**FIRST YEAR: Spring**
- BIB 102-Old Testament Lit......... 3
- ENG 102-College Writing II........ 3
- LAN-Elective............................ 3
- PSY 101-General Psychology....... 3
- PMN 201-Nyack Heritage........... 1
- Liberal Arts Elective................ 3
- INT 101-Info Literacy................. 1

**SECOND YEAR: Fall**
- EDU 258-Dev & Lrning Theory..... 3
- EDU 291-2nd Yr Field Experience
- EDU 221-Teaching w/ Techno ....... 1
- FNA 240-FA in Elem Class.......... 3
- HIS 213-U.S. History I ............. 3
- MAT-Elective........................... 3
- PED 211-PE for Educators........ 1
- BIO 217-Survey Life Sciences..... 4

**SECOND YEAR: Spring**
- BIB 201-New Testament Lit........ 3
- ECE 250-EC Observ. & Assess...... 3
- ECE 293- EC OE Field Experience
- EDU 259-Teh & Lrn Strategies..... 3
- HIS 214-U.S. History II .......... 3
- PSC 218-Surv. Physical Sciences ...4

**THIRD YEAR: Fall**
- BIB 301or 302-Biblical Doc I or II 3
- ECE 337-Inf Todd Dev. & Env ..... 3
- ECE 342-EC Ldrship & Mgt........ 3
- ECE 391-3rd Yr Field Experience
- EDU 321-Tech Apps for Tchrs..... 1
- EDU 333-Teaching Literacy I ..... 3
- MAT 211-Math Elem. Teachers... 3

**THIRD YEAR: Spring**
- BIB-Elective............................ 3
- ECE 338-EC Pro & Curriculum..... 3
- ECE 392-3rd Yr Field Experience
- EDU 335-Teaching Literacy II..... 3
- ENG 201 or 202-Global Lit. I or II 3
- Liberal Arts Electives.............. 6

**FOURTH YEAR: Fall**
- ECE 470-Senior Seminar ........... 2
- ECE 491-Student Teaching ........ 5
- ECE 492-Student Teaching ....... 5

**FOURTH YEAR: Spring**
- ECE 339-Child Health Safe Nutr.. 2
- EDU 247-Health Issues............. 0
- EDU 441-Christian Teacher....... 3
- Liberal Arts Electives............. 6/9*

*Some specializations require 18 credits of liberal arts electives as opposed to 15 credits.*
**EARLY CHILDHOOD-CHILDHOOD EDUCATION MAJOR**  
*(Birth-Grade 6) - B.S.*

**Primary Faculty, Rockland:** Christine Buel, Dr. Dion Harrigan, Sherry Jarrett, Dr. JoAnn Looney, Dr. James Nichols

139-142 credit hours, distributed as follows, are required for the Bachelor of Science degree:

**Liberal Arts and Science Core Component**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101-102 - College Writing I and II</td>
<td>6</td>
</tr>
<tr>
<td>ENG 201 or 202 - Global Literature I or II</td>
<td>3</td>
</tr>
<tr>
<td>HIS 113 - History of World Civilization I (no HIS 114)</td>
<td>3</td>
</tr>
<tr>
<td>INT 101 - Information Literacy</td>
<td>1</td>
</tr>
<tr>
<td>INT 112 - Foundations for Excellence</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics elective</td>
<td>3</td>
</tr>
<tr>
<td>EDU 445 - Educating a Diverse Society (in place of SOC 347 Multicult Amer)</td>
<td>3</td>
</tr>
<tr>
<td>FNA 240 - Fine Arts in the Elementary Classroom (as FNA elective)</td>
<td>3</td>
</tr>
<tr>
<td>HIS 213,214 - U.S. History I and II (additional core requirement)</td>
<td>6</td>
</tr>
<tr>
<td>MAT 211 - Math for Elementary Teachers (in addition to MAT elec)</td>
<td>3</td>
</tr>
<tr>
<td>PSY 101 - General Psychology (as Social Science elective)</td>
<td>3</td>
</tr>
<tr>
<td>BIO 217 - Survey of the Life Sciences (as Laboratory Science elective)</td>
<td>4</td>
</tr>
<tr>
<td>PSC 218 - Survey of the Physical Sciences (additional core science)</td>
<td>4</td>
</tr>
<tr>
<td>PED 211 - Physical Education for Educators (additional core requirement)</td>
<td>1</td>
</tr>
</tbody>
</table>

*Foreign Language Component (6 credits)  
1 year (2 semesters) of the same language

**Bible and Ministry Minor Curriculum**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15</td>
</tr>
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**Major Field Component (58 credits)**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 221 – Introduction to Teaching with Technology</td>
<td>1</td>
</tr>
<tr>
<td>EDU 246 - Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 247 - Health Issues</td>
<td>0</td>
</tr>
<tr>
<td>EDU 258 - Development and Learning Theory</td>
<td>3</td>
</tr>
<tr>
<td>EDU 259 - Teaching and Learning Strategies</td>
<td>3</td>
</tr>
<tr>
<td>EDU 321 - Technology Applications for Teachers</td>
<td>1</td>
</tr>
<tr>
<td>EDU 331 - Methods in Teaching Science</td>
<td>3</td>
</tr>
<tr>
<td>EDU 332 - Methods in Teaching Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>EDU 333 - Methods of Teaching Literacy I</td>
<td>3</td>
</tr>
<tr>
<td>EDU 334 - Methods of Teaching Literacy II</td>
<td>3</td>
</tr>
<tr>
<td>EDU 335 - Methods of Teaching Literacy III</td>
<td>3</td>
</tr>
<tr>
<td>EDU 336 - Methods in Teaching Math</td>
<td>3</td>
</tr>
<tr>
<td>EDU 441 - The Christian Teacher (Worldview requirement)</td>
<td>3</td>
</tr>
<tr>
<td>ECE 250 - Early Childhood Observation and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>ECE 337 - Infant Toddler Development and Environments</td>
<td>3</td>
</tr>
<tr>
<td>ECE 338 - Early Childhood Program and Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>ECE 339 - Childhood Health Safety and Nutrition</td>
<td>2</td>
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</tbody>
</table>
ECE 342 - Early Childhood Leadership & Management ........................................ 3
ECE 470 - Senior Seminar ...................................................................................... 2
ECE 491 or 492 - Student Teaching: I or II ......................................................... 5
EDU 493 - Student Teaching: Upper .................................................................... 5
Field Experience - EDU 191, 291, ECE 293, 391, and 392

**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 ......................................................................... 15
- Health and Science ............................................................................................. 15
- Math and English ................................................................................................ 15
- Math and Social Studies ...................................................................................... 15
- Math/Science/Technology .................................................................................. 15
- Social Studies ...................................................................................................... 15
- Social Studies and English ................................................................................ 15

*Require 141 total credits

**Total credits required** ....................................................................................... 139-142
**Early Childhood-Childhood Education Major Suggested Program Plan**

**FIRST YEAR: Fall**
- PMN 101-Intro to Spiritual Form. 2
- EDU 191-1st Yr Field Experience
- EDU 246-Found. of Ed. 3
- ENG 101-College Writing I 3
- HIS 113-Hist. of World Civ. I 3
- INT 112-Found. for Excellence 2
- LAN-Elective 3

**SECOND YEAR: Fall**
- EDU 221-Teaching w/ Techno 1
- EDU 258-Dev & Lrning Theory 3
- EDU 291-2nd Yr Field Experience
- ENG 201 or 202-Global Lit. I or II 3
- HIS 213-U.S. History I 3
- MAT-Elective 3
- BIO 217-Survey Life Sciences 4

**THIRD YEAR: Fall**
- BIB 301 or 302-Biblical Doc I or II 3
- ECE 337-Inf Todd Dev. & Env 3
- ECE 391-3rd Yr Field Experience
- EDU 321-Tech Apps for Tchrs. 3
- EDU 333-Teaching Literacy I 3
- FNA 240 Fine Arts in Elem. Class. 3
- MAT 211-Math Elem. Teachers 3

**FOURTH YEAR: Fall**
- ECE 342-EC Lrdship & Mgt. 3
- EDU 331-Meth. in Science 3
- EDU 332-Meth. in Soc. Stud. 3
- Liberal Arts Electives 6
- PED 211-PE for Educators 1

**FIFTH YEAR: Fall**
- ECE 470-Senior Seminar 2
- ECE 491/492-Student Teaching 5
- EDU 493-Student Teaching 5

**FIRST YEAR: Spring**
- BIB 102-Old Testament Lit. 3
- ENG 102-College Writing II 3
- LAN-Elective 3
- PSY 101-General Psychology 3
- PMN 201-Nyack Heritage 1
- Liberal Arts Elective 3
- INT 101-Info Literacy 1

**SECOND YEAR: Spring**
- BIB 201-New Testament Lit 3
- ECE 250-EC Observ. & Assess 3
- ECE 293- EC OE Field Experience
- EDU 259-Tch & Lrn Strategies 3
- HIS 214-U.S. History II 3
- PSC 218-Surv. Physical Sciences 4

**THIRD YEAR: Spring**
- BIB-Elective 3
- ECE 338-EC Pro & Curriculum 3
- ECE 392-3rd Yr Field Experience
- EDU 334-Teaching Literacy II 3
- Liberal Arts Electives 6

**FOURTH YEAR: Spring**
- ECE 339-Child Health Safe Nutr. 2
- EDU 247-Health Issues 0
- EDU 335-Teaching Literacy III 3
- EDU 336-Methods in Math 3
- EDU 441-Christian Teacher 3
- EDU 445-Educ. Div. Soc. 3
- (Liberal Arts Electives 3*)

*Some specializations require 18 credits of liberal arts electives as opposed to 15 credits.
TESOL MAJOR - B.S.

Primary Faculty, Rockland: Dr. Eleanor Pease

This program is nationally recognized by Teachers of English to speakers of Other Languages (TESOL)

The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). The Teaching English to Speakers of Other Languages (TESOL) curriculum is an approved program under the provision and regulations of the Commissioner of Education and the Division of Teacher Education and Certification of the Department of Higher Education in the State of New York. The TESOL program leads to provisional certification for teaching English to speakers of other languages in the pre-kindergarten, elementary, and secondary grades (PreK-12). The State of New York certification procedures require that recommended candidates make personal application for this provisional certificate. Nyack College is not required to make recommendation for certification of a student not meeting the standards. For example, a grade of B- or better is required in Senior Seminar and both placements of Student Teaching or recommendation for certification will be withheld.

The regulations of the Commissioner of Education stipulate that provisional certification will be granted in New York on the basis of passing grades on the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills-Written (ATS-W), and the Content Specialties Test (CST). The candidate must take the LAST once by the end of the sophomore year and pass the LAST prior to admission to methods courses. It is recommended that the candidate take the ATS-W and CST during junior year, as passing scores are required for admission to student teaching. Pass rates for this institution are published in compliance with Title II regulations.

Students who intend to pursue certification in other states should be aware of the requirements for those states. Many states have a reciprocity agreement with New York State and by meeting another state's testing requirements a NYS certificate can be exchanged for a certificate in that state. Students should also be aware that Pennsylvania now requires teachers to have a 3.0 GPA and New Jersey has raised the requirement for GPA to 2.75 for certification. These GPA requirements are above the current minimum GPA requirements for Nyack College so graduation with a degree does not guarantee certification.

<table>
<thead>
<tr>
<th>Year</th>
<th>LAST</th>
<th>ATS-W</th>
<th>CST</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>100%</td>
<td>100%</td>
<td>71%</td>
<td>72%</td>
</tr>
<tr>
<td>3rd Year Out</td>
<td>94%</td>
<td>97%</td>
<td>95%</td>
<td>88%</td>
</tr>
</tbody>
</table>

131
TESOL

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

TESOL candidates must complete 30 hours concentration in linguistics and English; 12 credit hours or competency of the same foreign language; and a supervised student teaching experience. One semester of the senior year is devoted to full-time supervised student teaching in public, private, and/or Christian school systems at two different levels. Students desiring training in TESOL, but who do not desire going through the state certification process may consider the alternative program: Cross Cultural Studies major with Institutional TESOL certificate. This program equips students for teaching English overseas.

Admission to the TESOL Program

In addition to the general admission requirements listed in the catalog, admission to the TESOL program requires the following items when applicable:

1. Submission of departmental application.
2. Completion of 30 hrs of pre-approved independent field experience(s).
3. Satisfactory grade point average (overall GPA 2.5; 2.75 in English, anthropology, and language, and 2.75 in Education). Specifically, a grade of C or better is required in each education course (including FNA 240 and Mat 211), or the course must be repeated.
4. Passing score on LAST certification exam for NY.
5. Recommendation by EDU 259 professor.
6. Approval by School of Education faculty.

Applicants will be expected to have satisfactory scores on the Scholastic Aptitude Test of the College Entrance Examination Board (generally 920 or more). Applicants wishing to transfer into the program in cases where the SAT scores are insufficient or not readily available will be expected to present a grade point average of not less than 2.50 on a four-point scale. In addition, all applicants must have proficiency in both written and oral English.

Field Experiences

In addition to 30 hours of independent field experience, candidates engage in field experiences in conjunction with most education courses. The candidate must accumulate a minimum of 100 hours of field experiences beyond the 30 hours of independent field experience.

All field experiences require access to one’s own transportation. The candidate must plan accordingly for this possibility.

Language Requirements

Education candidates can fulfill their language requirement through one of the following ways:
1. 12 credits in the same language.
2. Passing grade in an Advanced Placement exam.
3. Competency shown through NY State-recognized exam.
4. 6 credits at the Intermediate level or 3 credit hours above.

Admission to Supervised Student Teaching
Candidates enrolled in this curriculum will be required to satisfy the following before registering for supervised student teaching:
1. The candidate must present recommendations that his/her personality and social maturity are such as to insure his/her readiness to work with children and the supervisory staff.
2. The candidate must complete a physical examination and tuberculosis test within the 6 months 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.
3. All prerequisites to supervised student teaching must be satisfied. A grade of C or better is required in each education course, or the course must be repeated.
4. The candidate must have an overall cumulative grade point average of not less than 2.50, an average of not less than 2.75 in education classes, and not less than 2.75 in English, anthropology, and language.
5. The candidate must have passing scores on the Liberal Arts & Sciences Test (LAST), Assessment of Teaching Skills-Written (ATS-W), and Content Specialty Test (CST).
6. The candidate must submit an Application for Admission to Student Teaching and accompanying resume to the Education Office by March 1 or October 1 prior to the intended student teaching semester.

Other issues to consider with regard to student teaching include the following:
- The candidate must have access to his/her own means of transportation for the supervised student teaching experience. Transportation and other costs for student teaching are at the candidate's expense.
- The department advises extreme caution against engaging in any and all activities that usurp time/attention from the professional preparation of student teaching and Senior Seminar, including additional coursework, employment, and extra-curricular activities (e.g., sports, etc.). Planning ahead is expected in order to avoid the stress and distraction of being overscheduled during this capstone experience, where possible.

126 credit hours, distributed as follows, are required for the Bachelor of Science degree:

Liberal Arts and Science Core Component^ ........................................................... 49*
^TESOL majors take EDU 445 (Educating a Diverse Society) in place of SOC 347 (Multicultural America), FNA 240 as major-specific Fine Arts elective and PSY 101 (General Psychology) as major-specific Social Science elective; MAT 211 (Math for Elem. Teacher) is suggested for Math elective.
*Foreign Language Component (12 credits)
  2 years (4 semesters) of the same language

Bible and Ministry Minor Curriculum

Concentration Component: Linguistics and English (21 credits)
  ANT/LIN 342 - Nature of Language ................................................................. 3
  ANT/LIN 343 - Culture and Communication ..................................................... 3
  ENG 352 - History of the English Language ....................................................... 3
  ENG 353 - English Grammar and Phonology .................................................... 3
  ENG 354 - Second Language Acquisition .......................................................... 3
  ENG Elective Writing ......................................................................................... 3
  ENG Elective Literature ..................................................................................... 3

Major Field Component (41 credits)
  EDU-Technology Electives (EDU 221 and 1 at 300-level) .................................... 2
  EDU 246 - Foundations of Education .................................................................. 3
  EDU 247 - Health Issues .................................................................................. 1
  EDU 258 - Development and Learning Theory ................................................ 3
  EDU 259 - Teaching and Learning Strategies .................................................. 3
  EDU 333 - Literacy I ........................................................................................ 3
  EDU 441 - The Christian Teacher (Worldview requirement) .............................. 3
  EDU Elective ..................................................................................................... 2
  EDT 341 - TESOL: Methods and Materials ....................................................... 3
  EDT 342 - Methods in TESOL: Language Arts .................................................. 3
  EDT 343 - Methods in TESOL: Math, Science and Social Studies ..................... 3
  EDT 470 - Seminar in TESOL .......................................................................... 2
  EDT 495 - Supervised Student Teaching in Secondary School ......................... 5
  EDT 492 - Supervised Student Teaching in Elementary School ....................... 5

Field Experience - EDU 191, 291, 292, EDT 391, and 392

Total credits required ......................................................................................... 126
# TESOL Major Program Plan

## FIRST YEAR: Fall
- PMN 101-Intro to Spiritual Form. 2
- ENG 101-College Writing I 3
- HIS 113-Hist. of World Civ. I 3
- INT 112-Found. for Excellence 2
- Foreign Language 3
- PSY 101-General Psychology 3
- INT 101-Info Literacy 1

## SECOND YEAR: Fall
- ANT 343-Culture & Comm. 3
- EDU 221-Teaching w/ Techno 1
- EDU 258-Dev & Lrng Theory 3
- EDU 291-2nd Yr Field Experience
- HIS 213-US History I 3
- Foreign Language 3
- MAT 211-Math for Elem. Teach. 3

## THIRD YEAR: Fall
- BIB 301or 302-Biblical Doc I or II 3
- EDT 341-TESOL: Methods & Mat 3
- EDT 391-3rd Yr Field Experience
- EDU 321-Tech Apps for Tchrs. 1
- EDU 333-Literacy I 3
- ENG 353-Engl. Gram. & Phon. 3
- Laboratory Science 4

## FOURTH YEAR: Fall
- EDT 495-Stud. Tch.: Sec. Schl. 5
- EDT 492-Stud. Tch.: Elem. Schl. 5
- EDT 470-Seminar in TESOL 2

## FIRST YEAR: Spring
- BIB 102-Old Testament Lit. 3
- EDU 191-1st Yr Field Experience
- EDU 246-Found. of Education 3
- ENG 102-College Writing II 3
- HIS 114-Hist. of World Civ. II 3
- Foreign Language 3
- PMN 201-Nyack Heritage 1

## SECOND YEAR: Spring
- ANT 342-Nature of Language 3
- BIB 201-New Testament Lit. 3
- EDU 259-Tchg & Lrng Strategies 3
- EDU 292-2nd Yr Field Experience
- ENG 201 or 202-Global Lit. I or II 3
- Foreign Language 3

## THIRD YEAR: Spring
- BIB-Elective 3
- EDT 342-Meth. TESOL Lang. Arts 3
- EDT 343-Mth/TESOL Ma/Sc/SS 3
- EDT 392-3rd Yr Field Experience
- ENG 354-2nd Lang. Acquisition 3
- ENG-Elective literature 3
- FNA 240-Fine Arts in the Elem. 3

## FOURTH YEAR: Spring
- EDU 247-Health Issues 1
- EDU 441-Christian Teacher 3
- EDU 445-Educ. Div. Soc. 3
- EDU-Elective 2
- ENG 352-Hist. of the Eng. Lang. 3
- ENG-Elective writing 3
Music Programs

School of Music
Dr. Glenn Koponen, Associate Dean

MUSIC PROGRAMS

The School of Music provides professional training for qualified students enrolled in the following degree programs:

- Bachelor of Sacred Music
- Bachelor of Music in Composition
- Bachelor of Music in Performance
- Bachelor of Arts in Music
- Bachelor of Music in Music Education

All curricula stress sound musicianship, active musical experience, knowledge of theoretical and practical issues in the field of specialization, acquaintance with the professional literature, secular and sacred, and responsible participation in all phases of instruction.

Mission

The School of Music, in its various degree programs, is committed to excellence in personal, musical, and spiritual development, in an atmosphere which fosters creativity, dedication, energy and vision.

Goals and Objectives

The goals and objectives of the School of Music are determined primarily by the mission, goals, and objectives of Nyack College. They are further shaped by the National Association of Schools of Music (NASM) standards for accreditation and the desire to serve The Christian & Missionary Alliance.

Graduates will have prepared for careers as performers, ministers of music, organists, choir directors, composers, teachers of music in public and private elementary and secondary schools, and various music-related careers (music recording, publishing, music business, etc.). Graduates are also qualified for advanced studies in graduate schools.

Student Learning Goals

1. To graduate students who have acquired and developed the foundational academic skills of reading carefully and critically, communicating clearly and cogently, and thinking analytically and synthetically.
   a. By designing into music courses a cognitive approach to the language and syntax of harmony, form, and the structure of music.
   b. By designing into the music history sequence a comprehensive overview of western music and related religious, philosophical, political, scientific, and social developments.
   c. By designing into music literature courses the appreciation and understanding of non-Western music and music of the church, including research components and the analysis of contemporary phenomena in these areas.
d. By fostering the aural development, kinesthetic processes, and aesthetic sensitivities which form the basis of professional caliber musicianship.

2. To graduate students who have achieved a broad understanding of human learning.
   a. By fostering in our students the skills and motivation for life-long learning and participation in music.
   b. By encouraging all students to value the creativity of the human spirit and the aesthetic dimension of life.
   c. By promoting involvement in campus life through participation in aesthetic and cultural activities.

3. To graduate students who have achieved an in-depth understanding of one particular field of study by meeting the requirements of at least one major
   a. By training our students to acquire the theoretical and practical skills required by music educators, church musicians, performers and composers.
   b. By fostering a broad knowledge of music literature, both sacred and secular, through study and performance.
   c. By employing a competency-based approach for course design and requirements throughout the program while encouraging artistic creativity.
   d. By cultivating career programs and awareness in the various music and music-related fields.
   e. By utilizing the cultural resources of various metropolitan New York area institutions.

4. To graduate students who have achieved a basic Christian worldview understanding which can serve as a basis for interpreting experience
   a. By providing experiences in Christian ministry involving music in the Christian and Missionary Alliance and other churches.
   b. By promoting a sense of Christian love and caring throughout the endeavors of the School of Music.
   c. By building the self-esteem of the individual through musical achievement in the Christian context.
   d. By fostering a respect for diverse forms of music, worship, and culture.

5. To strengthen a sense of civic responsibility to the community
   a. By promoting in our students an appreciation for the opportunities and responsibilities which exist in a democratic society concerning the arts.
   b. By encouraging involvement in civic affairs through music and the allied arts.

Admission to Program
All students, freshmen and transfers, are admitted to the music degree programs on the basis of an audition, teacher recommendation, and written essay. Prospective students for the B.M. and B.S.M. degree programs should perform at least two compositions in addition to technical exercises, scales, arpeggios, and sight-reading. B.A. in Music majors may perform a selection of choice commensurate with their background, ability, and interests. The audition is generally scheduled following the student’s acceptance by the college. Prospective music majors may, upon request, audition for the music faculty prior to submitting an application for admission to the college. Prospective students who reside within a 200-mile radius of the college are expected to audition in person. Prospective students living outside a 200-mile radius may submit a recorded audio or video audition for review by the faculty, along with a letter explaining the contents of the recording and the conditions under which it was recorded. Applicants should consult the Recommended Repertoire section found in the Music Handbook for further audition guidelines. Transfer students should follow the repertoire suggestions for the appropriate year.

**Advanced Placement**

Placement tests in music theory, ear training, sight singing, and dictation are given to all new music majors during Freshman Orientation. For students who display competence in these areas, the first year courses may be waived. Credits for music courses waived by exam or audition must be replaced by music elective credits.

Nyack College also accepts Advanced Placement (AP) music credits earned during high school. Contact the School of Music for more information.

**Applied Music Requirements for Music Majors**

All music majors (except students in the B.A. in Music program) are required to satisfy a certain level of performance in addition to the completion of the minimum number of credits in applied music. Occasionally this may require taking additional credits of applied music to achieve the graduation standard.

Students enrolled in the Performance, Music Education, and Church Music degree programs are required to fulfill applied major requirements. Applied minor study is recommended and optional.

Composition majors are required to fulfill the second year level in their applied major. Instrumental and Piano Performance majors must also complete the Concerto requirement (MUS 476) as described in the Music Handbook.

Performance majors will present a Junior Recital in their third year, one-half hour of music, and a Senior Recital in the fourth year, one hour of music. Students enrolled in Music Education and Church Music are required to present a Senior Recital of one-half hour in length prior to graduation.

**Piano Proficiency**
All music majors not majoring or minoring in piano or Functional Piano are required to demonstrate Piano Proficiency (MUS 477) by audition or jury exam as described in the Music Handbook. (B.A. in Music majors are exempt from this requirement.)

Jury Examinations
Students will perform before the music jury each semester in their applied major area, Functional Piano, Piano Proficiency and in an optional applied minor when applicable. The purpose of the jury is to determine whether significant progress has been achieved or if the required level of competence has been attained to satisfy the degree requirement for graduation. The faculty will use the student’s initial applied minor jury to approve the minor. Piano and voice juries are to be performed by memory, however piano minor juries do not require memorization.

Students preparing junior or senior recitals will perform Recital Juries approximately four weeks before the recital, and are exempt from regular semester juries. Details concerning juries and recitals are found in the Music Handbook.

Accompanying Requirement
A minimum of two semesters of accompanying experience in instrumental and voice studios and in student recitals is required of all piano majors. Students are encouraged to receive coaching from their private piano instructor.

Ensemble Requirements
Music majors are required to participate in at least one musical organization each semester they are enrolled full-time in the program. Voice majors are required to participate in a choral organization and instrumental majors in an instrumental organization. Keyboard majors may select either a choral or instrumental organization. Students may register for zero or one credit. (Chamber music is not considered to be a musical organization.)

Ensemble Requirements for Orchestral Instrument Majors
- First Year: Membership in one of Nyack College’s instrumental ensembles in a second or third desk position.
- Second Year: Membership in one of the college’s instrumental ensembles, and capability of filling a second desk position in works of medium difficulty.
- Third Year: Membership in one of the college’s instrumental ensembles with sufficient ability to fill a first desk position.
- Fourth Year: Membership in one of the college’s instrumental ensembles, and sufficient experience and technique to hold a first or second desk in a professional instrumental ensemble. The candidate for graduation should have covered the standard literature of the various instrumental media, from chamber to symphony, and demonstrate proficiency to appear as soloist with a symphony orchestra.

Course Rotations
The following music courses are offered alternate years and must be taken when offered:
Music Programs

Music History courses:
- MUS 213 (West. Music to 1700) alternates with MUS 319 (Music/19th c.)
- MUS 214 (Music of the 18th c.) alternates with MUS 320 (Music/20th c.)
The Church Music major is designed to train musicians for leadership positions in the church as ministers of music, organists, and choir directors. The course of study includes two years of approved fieldwork in church music under the supervision of a faculty member.

Applied requirements for Church Music majors include a major area of performance. Applied minor areas are optional, and for graduation, proficiency in the applied minor shall be at the first year level (see Recommended Repertoire found in departmental handbook). Students not majoring or minoring in piano or organ are required to demonstrate Piano Proficiency (MUS 477) by audition or jury exam as described in the Music Handbook.

126 credit hours, distributed as follows, are required for the Bachelor of Sacred Music degree:

### Liberal Arts and Science Core Component
- HIS 114, Fine Arts elective, Math elective, Lab Science elective; no foreign language requirement. S.M.B. students take MUS 352 (Music of Diverse Cultures) in place of SOC 347 (Multicultural America).

### Bible and Ministry Minor Curriculum

### Major Field Component (75 credits)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MUS 103 - Fundamentals of Singing</td>
<td>1</td>
</tr>
<tr>
<td>MUS 121,122 - Elem. Ear-training and Sight-singing</td>
<td>2</td>
</tr>
<tr>
<td>MUS 123,124 - Elementary Theory</td>
<td>6</td>
</tr>
<tr>
<td>MUS 171.2, 271.2, 371.2, 471.2 - Major Jury Examinations</td>
<td>0</td>
</tr>
<tr>
<td>MUS 213 - Western Music to 1700</td>
<td>2</td>
</tr>
<tr>
<td>MUS 214 - Music of the 18th Century</td>
<td>2</td>
</tr>
<tr>
<td>MUS 221,222 - Adv. Ear-training and Sight-singing</td>
<td>2</td>
</tr>
<tr>
<td>MUS 223,224 - Advanced Theory</td>
<td>6</td>
</tr>
<tr>
<td>MUS 319 - Music of the 19th Century</td>
<td>2</td>
</tr>
<tr>
<td>MUS 320 - Music of the 20th Century</td>
<td>2</td>
</tr>
<tr>
<td>MUS 321 - Composition and Improvisation</td>
<td>2</td>
</tr>
<tr>
<td>MUS 323 - Form and Analysis</td>
<td>2</td>
</tr>
<tr>
<td>MUS 333,334 - Choral Conducting, Choral Conducting Methods</td>
<td>3</td>
</tr>
<tr>
<td>MUS 354 – Intro to Music Technology</td>
<td>2</td>
</tr>
<tr>
<td>MUS 355 - Church Music Administration</td>
<td>2</td>
</tr>
<tr>
<td>MUS 357 - Hymnology</td>
<td>2</td>
</tr>
<tr>
<td>MUS 375,376 - Field Work</td>
<td>2</td>
</tr>
<tr>
<td>MUS 415 – Worldview of Music and Worship (Worldview requirement)</td>
<td>3</td>
</tr>
<tr>
<td>MUS 433,434 - Orchestral Conducting</td>
<td>2</td>
</tr>
<tr>
<td>MUS 437 - Service Playing and Improvisation</td>
<td>2</td>
</tr>
<tr>
<td>MUS 470 - Senior recital</td>
<td>0</td>
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<tr>
<td>MUS 479 - Field Work</td>
<td>2</td>
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<td>Applied music major area</td>
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<td>Music electives</td>
<td>9</td>
</tr>
<tr>
<td>Music organization each term</td>
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</tbody>
</table>
### Church Music Major Suggested Program Plan

**FIRST YEAR: Fall**
- PMN 101-Intro to Spiritual Form ........2
- INT 112-Found. for Excellence ..........2
- ENG 101-College Writing I ............3
- MUS 121-Elem. Ear Training ..........1
- MUS 123-Elementary Theory ........3
- MUS 171-Major Jury ..................0
- Applied Music ..........................2
- Music Organization** ..................0
- MUS Elective ..........................1
- Elective ..................................1

**SECOND YEAR: Fall**
- BIB 201-New Testament Lit ...........3
- MUS 103-Fund. of Singing ............1
- MUS 213-Western Music to 1700 or MUS 319* ..................2
- MUS 221-Advanced Ear Train ..........1
- MUS 223-Advanced Theory ..........3
- MUS 271-Major Jury ..................0
- MUS Elective ..........................2
- MUS 333-Choral Conducting ..........1
- Applied Music ..........................2
- Music Organization** ..................0

**THIRD YEAR: Fall**
- BIB 301or 302-Biblical Doc I or II 3
- ENG 201or 202-Global Lit. I or II 3
- MUS 319-Music 19th Century or MUS 213* ..................2
- MUS 323-Form & Analysis ............2
- MUS 371-Major Jury ..................0
- MUS 375-Field Work ..................1
- Applied Music ..........................2
- MUS 354-Intro to Music Tech ........2
- Music Organization** ..................0
- Elective ..................................2

**FOURTH YEAR: Fall**
- HIS 113-World Civ I ..................3
- MUS 352-Music of Div. Cult ........3
- MUS 355-Church Music Admin ..........2

**FIRST YEAR: Spring**
- BIB 102-Old Testament Lit ...........3
- ENG 102-College Writing II ...........3
- MUS 122-Elem. Ear Training ..........1
- MUS 124-Elementary Theory ..........3
- MUS 172-Major Jury ..................0
- MUS-Elective ..........................2
- Applied Music ..........................2
- Music Organization** ..................0
- INT 101-Info Literacy ..................1

**SECOND YEAR: Spring**
- MUS 214-Music 18th Century or MUS 320* ..................2
- MUS 222-Advanced Ear Train ..........1
- MUS 224-Advanced Theory ..........3
- MUS 272-Major Jury ..................0
- MUS 334-Choral Cond. Meth ..........2
- PHI 101-Intro. to Philosophy ........3
- PMN 201-Nyack Heritage .............1
- Applied Music ..........................2
- Music Organization** ..................0
- Elective ..................................2

**THIRD YEAR: Spring**
- BIB-Elective ...........................3
- MUS 320-Music 20th Century or MUS 214* ..................2
- MUS 321-Composition&Improv .......2
- MUS 372-Major Jury ..................0
- MUS 376-Field Work .................1
- MUS 437-Service Playing ............2
- MUS Elective ..........................1
- Social Science Elective .............3
- Applied Music ..........................2
- Music Organization** ..................0

**FOURTH YEAR: Spring**
- MUS 357-Hymnology ..................2
- MUS 415-Music and Worship .........3
- MUS 434-Orchestral Conduct .......1
- MUS 470-Senior Recital ..............0
**Church Music**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MUS 433-Orchestral Conduct</td>
<td>1</td>
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<tr>
<td>MUS 471-Major Jury</td>
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</tr>
<tr>
<td>MUS 478-Field Work</td>
<td>1</td>
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<tr>
<td>Applied Music</td>
<td>2</td>
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<td>Elective</td>
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<td>Music Organization**</td>
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<tr>
<td>MUS 479-Field Work</td>
<td>1</td>
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<tr>
<td>MUS-Elective</td>
<td>3</td>
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<tr>
<td>Applied Music/Sr. Recital</td>
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<td>Music Organization**</td>
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<td>Electives</td>
<td>3</td>
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</table>

* May be taken, if desired, during the sophomore year if not enrolled in Learning Theory.
**Music Organizations may be taken for zero or for one credit.
~ Non-keyboard majors may substitute 2 semesters of Functional Piano for this course
# These courses are offered alternate years and must be taken when offered.
COMPOSITION MAJOR - MUS.B.

Primary Faculty, Rockland: Dr. Marie Kenote, Dr. Glenn Koponen,
Dr. Tammy Lum

Primary Faculty, NYC: Dr. Sue Talley, Dr. Dana Talley, Colin
Fowler, Dr. Lars Frandsen

This degree program is designed to prepare qualified students for careers in
the fields of composition and arranging, as well as graduate study in these
fields.

Applied requirements for Composition majors include a major area of
performance at the second year level. Students not majoring in piano are
required to demonstrate Piano Proficiency (MUS 477) by audition or jury
exam as described in the Music Handbook. In addition, each student will
present a senior recital (one hour in length) of original compositions organized,
conducted, or performed by the student.

126 credit hours, distributed as follows, are required for the Bachelor of
Music degree in Composition:

Liberal Arts and Science Core Component ........................................................... 24**
**The following core requirements are met through major field components: HIS 114,
Fine Arts elective, Math elective, Lab Science elective; no foreign language
requirement. Mus.B. students take MUS 352 (Music of Diverse Cultures) in place of
SOC 347 (Multicultural America).

Bible and Ministry Minor Curriculum .................................................................... 15

Major Field Component (75 credits)
MUS 121,122 - Elem. Ear-training and Sight-singing............................................ 2
MUS 123,124 - Elementary Theory ....................................................................... 6
MUS 171,2; 271,2 - Jury Examinations ................................................................ 0
MUS 213 - Western Music to 1700 ...................................................................... 2
MUS 214 - Music of the 18th Century ................................................................ 2
MUS 221,222 - Adv. Ear-training and Sight-singing............................................. 2
MUS 223,224 - Advanced Theory ....................................................................... 6
MUS 225 - Elementary Counterpoint ................................................................. 2
MUS 226 - Advanced Counterpoint .................................................................... 2
MUS 319 - Music of the 19th Century ................................................................. 2
MUS 320 - Music of the 20th Century ................................................................. 2
MUS 321,322 – Composition and Improvisation ............................................... 4
MUS 323 - Form and Analysis .......................................................................... 2
MUS 327 - Instrumentation and Orchestration .................................................. 2
MUS 333,334 - Choral Conducting, Choral Conducting Methods ....................... 3
MUS 354 - Intro to Music Technology ................................................................. 2
MUS 415 – Worldview of Music and Worship (Worldview requirement) ............ 3
MUS 421,422 - Advanced Composition ............................................................. 4
MUS 427 - Advanced Orchestration ................................................................... 2
MUS 433,434 - Orchestral Conducting ............................................................... 2
MUS 470 - Senior Recital .................................................................................. 0
Applied music major area .................................................................................. 14
Music electives ................................................................................................... 9
Music organization each term ......................................................................... 0
Composition

MUS 100- Concert Attendance each term.......................................................... 0

Miscellaneous Elective Component (12 credits)
  Miscellaneous electives.................................................................................... 12

Total credits required....................................................................................... 126

Composition Major Suggested Program Plan

FIRST YEAR: Fall
PMN 101- Intro to Spiritual Form. .... 2
INT 112- Found. for Excellence ..... 2
ENG 101- College Writing I ........... 3
MUS 121- Elem. Ear Training ...... 1
MUS 123- Elementary Theory ....... 3
MUS 171- Major Jury ................. 0
Applied Music ........................... 2
Music Organization* ................ 0
Elective .................................... 2

SECOND YEAR: Fall
BIB 201- New Testament Lit. ......... 3
MUS 213- Western Music to 1700
  Or MUS 319* ..................... 2
MUS 221- Advanced Ear Train. ..... 1
MUS 223- Advanced Theory ...... 3
MUS 271- Major Jury ............... 0
MUS 333- Choral Conducting ..... 1
Applied Music .......................... 2
Elective .................................. 2
Music Organization* ............... 0

THIRD YEAR: Fall
BIB 301 or 302- Biblical Doc I or II 3
ENG 201 or 202- Global Lit. I or II 3
MUS 319- Music 19th Century or
  MUS 213* ......................... 2
MUS 321- Composition & Improv. 2
MUS 327- Orchestration ............ 2
MUS 371- Major Jury ............... 0
MUS 433- Orchestral Conduct...... 1
Applied Music/Elective .............. 2
MUS 354- Intro to Music Tech.... 2
Music Organization* ............... 0

FIRST YEAR: Spring
BIB 102- Old Testament Lit........... 3
ENG 102- College Writing II ....... 3
MUS 122- Elem. Ear Training ...... 1
MUS 124- Elementary Theory ...... 3
MUS 172- Major Jury ............... 0
MUS-Elective ......................... 2
Applied Music ........................ 2
Music Organization* ............... 0
INT 101- Info Literacy ............... 1

SECOND YEAR: Spring
MUS 214- Music of 18th Century
  or MUS 320* ..................... 2
MUS 222- Advanced Ear Train. ..... 1
MUS 224- Advanced Theory ...... 3
MUS 225- Elem. Counterpoint ...... 2
MUS 272- Major Jury ............... 0
MUS 334- Choral Conducting ....... 2
PHI 101- Intro. to Philosophy ...... 3
PMN 201- Nyack Heritage .......... 1
Applied Music ........................ 2
Music Organization* ............... 0

THIRD YEAR: Spring
BIB- Elective .......................... 3
MUS 226- Adv. Counterpoint ....... 3
MUS 320- Music of 20th Century
  or MUS 214* .................... 2
MUS 323- Form & Analysis ...... 2
MUS 322- Adv. Composition ...... 2
MUS 372- Major Jury ............... 0
MUS 434- Orchestral Conduct .... 1
MUS-Elective ......................... 2
Applied Music ........................ 1
Music Organization* ............... 0

INT 101- Info Literacy ............... 1

145
<table>
<thead>
<tr>
<th>COURSE</th>
<th>Credits</th>
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<tr>
<td>HIS 113-Hist. of World Civ. I*</td>
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<tr>
<td>MUS 352-Music of Div. Cult.</td>
<td>3</td>
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<td>MUS 421-Adv. Composition</td>
<td>2</td>
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<td>MUS 427-Adv. Orchestration</td>
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<td>MUS 471-Major Jury</td>
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<td>Social Science Elective</td>
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<td>MUS-Elective</td>
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<td>Applied Music</td>
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<td>Music Organization**</td>
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<td></td>
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<td>COURSE</td>
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<td>MUS 415-Music and Worship</td>
<td>3</td>
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<tr>
<td>MUS 422-Adv. Composition</td>
<td>2</td>
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<tr>
<td>MUS 470-Senior Recital</td>
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<td>MUS-Elective</td>
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<tr>
<td>Elective</td>
<td>7</td>
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<tr>
<td>Music Organization**</td>
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</tbody>
</table>

* May be taken, if desired, during the sophomore year if not enrolled in Learning Theory.

** Music Organizations may be taken for zero or for one credit.

# These courses are offered alternate years and must be taken when offered.
**INSTRUMENTAL PERFORMANCE MAJOR - MUS.B.**

**Primary Faculty, Rockland:**  
Dr. Marie Kenote, Dr. Glenn Koponen,  
Dr. Tammy Lum

**Primary Faculty, NYC:**  
Dr. Sue Talley, Colin Fowler, Dr. Lars Frandsen

The experiences in this degree program are designed to prepare qualified students for graduate study and professional pursuits in these fields.

Applied requirements for performance majors include major area of performance. Applied minor areas are optional, and for graduation, proficiency in the applied minor level shall be at the first year level (see Recommended Repertoire found in departmental handbook). Students not minoring in piano are required to demonstrate Piano Proficiency (MUS 477) by audition or jury exam as described in the Music Handbook.

126 credit hours, distributed as follows, are required for the Bachelor of Music degree in Instrumental Performance:

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<thead>
<tr>
<th>Liberal Arts and Science Core Component</th>
<th>24**</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The following core requirements are met through major field components: HIS 114, Fine Arts elective, Math elective, Lab Science elective; no foreign language requirement. Mus.B. students take MUS 352 (Music of Diverse Cultures) in place of SOC 347 (Multicultural America).</strong></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Bible and Ministry Minor Curriculum</th>
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**Major Field Component (72 credits)**

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<th>Course Title</th>
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<tbody>
<tr>
<td>MUS 121,122</td>
<td>Elem. Ear-training and Sight-singing</td>
<td>2</td>
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<tr>
<td>MUS 123,124</td>
<td>Elementary Theory</td>
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<tr>
<td>MUS 171.2, 271.2, 371.2, 471.2</td>
<td>Major Jury Examinations</td>
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<tr>
<td>MUS 213</td>
<td>Western Music to 1700</td>
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<td>MUS 214</td>
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<tr>
<td>MUS 221,222</td>
<td>Adv. Ear-training and Sight-singing</td>
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<td>MUS 223,224</td>
<td>Advanced Theory</td>
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<tr>
<td>MUS 225</td>
<td>Elementary Counterpoint</td>
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<td>MUS 319</td>
<td>Music of the 19th Century</td>
<td>2</td>
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<tr>
<td>MUS 320</td>
<td>Music of the 20th Century</td>
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<tr>
<td>MUS 321</td>
<td>Composition and Improvisation</td>
<td>2</td>
</tr>
<tr>
<td>MUS 323</td>
<td>Form and Analysis</td>
<td>2</td>
</tr>
<tr>
<td>MUS 327</td>
<td>Instrumentation and Orchestration</td>
<td>2</td>
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<tr>
<td>MUS 333,334</td>
<td>Choral Conducting, Choral Conducting Methods</td>
<td>3</td>
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<tr>
<td>MUS 354</td>
<td>Intro to Music Technology</td>
<td>2</td>
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<td>MUS 370</td>
<td>Junior Recital</td>
<td>0</td>
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<tr>
<td>MUS 415</td>
<td>Worldview of Music and Worship (Worldview requirement)</td>
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<td>MUS 433,434</td>
<td>Orchestral Conducting</td>
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<td>MUS 470</td>
<td>Senior Recital</td>
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<td>MUS 475</td>
<td>Concerto Requirement</td>
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<td>MUS 480</td>
<td>Independent Study/Pedagogy</td>
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<td>Applied music major area</td>
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Instrumental Performance

<table>
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<td>Music organization each term</td>
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<tr>
<td>MUS 100-Concert Attendance each term</td>
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Miscellaneous Elective Component (15 credits)

| Miscellaneous electives                                    | 15 |

Total credits required .......................................................... 126

Instrumental Performance Major Suggested Program Plan

**FIRST YEAR: Fall**
- PMN 101-Intro to Spiritual Form ........................................ 2
- INT 112-Found, for Excellence ........................................... 2
- ENG 101-College Writing I ................................................. 3
- MUS 121-Elem. Ear Training ................................................. 1
- MUS 123-Elementary Theory .................................................. 3
- MUS 171-Major Jury .................................................................. 0
- Applied Music .......................................................................... 2
- Electives .................................................................................. 2
- Music Organization** .......................................................... 0

**SECOND YEAR: Fall**
- BIB 201-New Testament Lit .................................................. 3
- MUS 213-Western Music to 1700
  - Or MUS 319# ....................................................................... 2
- MUS 221-Advanced Ear Train .................................................. 1
- MUS 223-Advanced Theory ..................................................... 3
- MUS 271-Major Jury .................................................................. 0
- MUS 333-Choral Conducting .................................................... 1
- Applied Music .......................................................................... 2
- Elective .................................................................................... 3
- Music Organization** .......................................................... 0

**THIRD YEAR: Fall**
- BIB 301 or 302-Biblical Doc I or II ........................................ 3
- ENG 201 or 202-Global Lit. I or II .......................................... 3
- MUS 319-Music 19th Century or
  - MUS 213# ........................................................................... 2
- MUS 321-Composition & Improv .............................................. 2
- MUS 371-Major Jury .................................................................. 0
- MUS 433-Orchestral Conduct ................................................... 1
- Applied Music .......................................................................... 2
- MUS 354 – Intro to Music Tech ................................................ 2
- Electives .................................................................................. 2
- Music Organization** .......................................................... 0

**FIRST YEAR: Spring**
- BIB 102-Old Testament Lit .................................................... 3
- ENG 102-College Writing II ..................................................... 3
- MUS 122-Elem. Ear Training .................................................... 1
- MUS 124-Elementary Theory ..................................................... 3
- MUS 172-Major Jury .................................................................. 0
- MUS-Elective ............................................................................ 2
- Applied Music .......................................................................... 2
- Music Organization** .......................................................... 0
- INT 101-Info Literacy ............................................................. 1

**SECOND YEAR: Spring**
- MUS 214-Music of 18th Century
  - or MUS 320# ........................................................................ 2
- MUS 222-Advanced Ear Train ................................................... 1
- MUS 224-Advanced Theory ..................................................... 3
- MUS 272-Major Jury .................................................................. 0
- MUS 334-Choral Conducting .................................................... 2
- PHI 101-Intro. to Philosophy ................................................... 3
- PMN 201-Nyack Heritage ....................................................... 1
- MUS-Elective ............................................................................ 2
- Applied Music .......................................................................... 2
- Music Organization** .......................................................... 0

**THIRD YEAR: Spring**
- BIB-Elective ............................................................................. 3
- MUS 225-Elem. Counterpoint .................................................... 2
- MUS 320-Music 20th Century or
  - MUS 214# ........................................................................... 2
- MUS 323-Form & Analysis ....................................................... 2
- MUS 370-Junior Recital ........................................................... 0
- MUS 372-Major Jury .................................................................. 0
- MUS 434-Orchestral Conduct ................................................... 1
- MUS-Elective ............................................................................ 1
- Applied Music/Jr. Recital ......................................................... 3
- Elective .................................................................................... 3
- Music Organization** .......................................................... 0
FOURTH YEAR: Fall
HIS 113-Hist. of World Civ. I* ...... 3
MUS 327-Orchestration ............... 2
MUS 471-Major Jury .................... 0
MUS-Elective ............................. 3
Applied Music ............................ 2
Elective .................................. 3
Music Organization** .................. 0

FOURTH YEAR: Spring
MUS 415-Music and Worship......... 3
MUS 470-Senior Recital .............. 0
MUS 472-Major Jury ................. 0
MUS 480-Ind. Study/Pedagogy ...... 1
Social Science Elective .............. 3
MUS-Elective ............................ 3
Applied Music/Sr. Recital .......... 3
Elective .................................. 3
Music Organization** ............... 0

* May be taken, if desired, during the sophomore year if not enrolled in Learning Theory.
** Music Organizations may be taken for zero or for one credit.
* These courses are offered alternate years and must be taken when offered.
Music B.A.

MUSIC MAJOR - B.A.

Primary Faculty, Rockland: Joel Jameson, Dr. Marie Kenote, Dr. Glenn Koponen, Dr. Tammy Lum

Primary Faculty, NYC: Dr. Dana Talley, Dr. Sue Lane Talley, Colin Fowler, Dr. Lars Frandsen

The B.A. in Music program affords students the opportunity to study music primarily from a liberal arts perspective. It provides a strong foundation in music literature and history, theory and ear training, and consistent studies in performance areas, both individual and ensemble. This program is designed to serve students having solid intellectual interests and a commitment to aesthetic and artistic values. Students may also pursue significant studies in other liberal arts areas such as English, Psychology, Philosophy, Religion, or History.

Depending upon the secondary areas of concentration, graduates of this program are prepared for careers in music-related fields, such as church music ministries, music business, management, marketing, public relations, recording, radio and television, music theater, and communications. Students may also pursue graduate studies in musicology, music education, and other music-related fields.

An audition is required to enter the B.A. in Music program.

126 credit hours, distributed as follows, are required for the Bachelor of Arts degree in Music:

Liberal Arts and Science Core Component ............................................... 49*

*Music Majors: take MUS 352 (Music of Diverse Cultures) in place of SOC 347 (Multicultural America).

Foreign Language Component (12 credits)

2 years (4 semesters) of the same language

Bible and Ministry Minor Curriculum .......................................................... 15

Major Field Component (50 credits)

MUS 121,122 - Elementary Ear Training ..................................................... 2
MUS 123,124 - Elementary Theory* ............................................................. 6
MUS 213 - Western Music to 1700 ............................................................... 2
MUS 214 - Music of the 18th Century ........................................................ 2
MUS 221,222 - Advanced Ear Training .................................................... 2
MUS 223,224 - Advanced Theory ............................................................... 6
MUS 319 - Music of the 19th Century ........................................................ 2
MUS 320 - Music of the 20th Century ........................................................ 2
MUS 415 - Music and Worship (Worldview requirement) ......................... 3
MUS-Electives ......................................................................................... 15
Applied music major area .......................................................................... 8
Music Organization each semester ......................................................... 0
MUS 100 - Concert Attendance each semester ....................................... 0

* Students taking MUS 123-Elementary Theory (3) are required to take MUS 111-Basic Music Skills (3) if they fail to achieve a minimum score on the music theory placement test administered to all incoming music students.
Miscellaneous Elective Component (12 credits)
Miscellaneous electives................................................................. 12

Total credits required .................................................................. 126

Concentration (available at the NYC Campus only)
The following concentrations are open to students in the B.A. in Music program, using their music and miscellaneous elective credits. These concentrations are intended to prepare students for positions of leadership involving sacred music or vocal performance. Students are advised to declare their intention by the end of the sophomore year. Students completing these requirements will have the area of concentration listed on their permanent transcripts.

Sacred Music Concentration (15 credits)
MUS 103-Fundamentals of Singing .................................................. 1
MUS 333-Choral Conducting .......................................................... 1
MUS 334-Choral Conducting Methods ............................................. 2
MUS 355-Church Music Administration .......................................... 2
MUS 357-Hymnology ................................................................... 2
MUS 375, 376-Field Work ............................................................... 2
MUS 437-Service Playing and Improvisation ................................. 2
DRA/COM electives ......................................................................... 3
Recommended:
MUS 233-Singer’s Diction............................................................ 2

Vocal Performance Concentration (15 credits)
Applied Voice (in addition to the requirements in the major) ............... 6
MUS 104 or MUS127 – Basic Piano or Private Piano......................... 1
MUS 233-Singer’s Diction................................................................. 2
MUS 234 or MUS 235-Vocal Lit or Advanced Singer’s Diction ............. 2
MUS 365-Opera Theatre Workshop .............................................. 1
3 credits from the following: MUS 127, MUS333, MUS334, MUS365........ 3
MUS172/MUS 272/MUS 372/MUS 472- Jury .................................... 0
MUS 470-Senior Recital ................................................................. 0
Recommended:
MUS 370-Junior Recital ................................................................. 0

The above concentrations are available at the NYC campus only. These concentrations are not NASM approved.
### Music Major Suggested Program Plan

#### FIRST YEAR: Fall
- PMN 101-Intro to Spiritual Form ..........2
- INT 112-Found. for Excellence ..........2
- ENG 101-College Writing I ............3
- MUS 121-Elem. Ear Training ...........1
- MUS 123-Elementary Theory .......... 3
- MUS electives ..................................2
- Applied Music ..................................1
- Music Organization** .....................0

#### SECOND YEAR: Fall
- BIB 201-New Testament Lit ...........3
- ENG 201 or 202-Global Lit. I or II ....3
- MUS 213-Western Music to 1700 Or MUS 319# ................................ 2
- MUS 221-Advanced Ear Train. ........1
- MUS 223-Advanced Theory ........... 3
- MUS-Elective ..................................1
- Applied Music ..................................1
- Elective ............................................2
- Music Organization** .....................0

#### THIRD YEAR: Fall
- BIB 301or 302-Biblical Doc I or II ....3
- Foreign Language ......................... 3
- HIS 113-Hist. of World Civ. I* ........3
- MUS 319-Music 19th Century or MUS 213# ................................ 2
- MUS-Elective ..................................2
- Applied Music ..................................1
- Elective ............................................3
- Music Organization** .....................0

#### FOURTH YEAR: Fall
- Foreign Language ......................... 3
- MUS 352-Music of Div. Cult........... 3
- MUS-Elective ..................................2
- Applied Music ..................................1
- Music Organization** .....................0
- Elective ............................................6

#### FIRST YEAR: Spring
- BIB 102-Old Testament Lit ...........3
- ENG 102-College Writing II ...........3
- MUS 122-Elem. Ear Training ..........1
- MUS 124-Elementary Theory ..........3
- MUS-Elective ..................................2
- Electives ..........................................1
- Applied Music ..................................1
- Music Organization** .....................0
- INT 101-Info Literacy .....................1

#### SECOND YEAR: Spring
- Fine Arts requirement ....................3
- MUS 214-Music of 18th Century or MUS 320# ................................ 2
- MUS 222-Advanced Ear Train ..........1
- MUS 224-Advanced Theory .......... 3
- PHI 101-Intro. to Philosophy ..........3
- PMN 201-Nyack Heritage ...............1
- MUS-Elective ..................................2
- Applied Music ..................................1
- Music Organization** .....................0

#### THIRD YEAR: Spring
- BIB-Elective ....................................3
- HIS 114-Hist. of World Civ. II .......3
- Foreign Language ......................... 3
- MAT-Elective ..................................3
- MUS 320-Music of 20th Century Or MUS 214# ................................ 2
- MUS-Elective ..................................2
- Applied Music ..................................1
- Music Organization** .....................0

#### FOURTH YEAR: Spring
- Foreign Language ......................... 3
- MUS 415-Music and Worship ..........3
- Laboratory Science .................... 4
- Social Science Elective ................3
- MUS-Elective ..................................2
- Applied Music ..................................1
- Music Organization** .....................0

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* May be taken, if desired, during the sophomore year if not enrolled in Learning Theory.
** Music Organizations may be taken for zero or for one credit.
# These courses are offered alternate years and must be taken when offered.
MUSIC EDUCATION MAJOR - MUS.B.

Primary Faculty, Rockland: Dr. Glenn Koponen, Joan Mallory
Primary Faculty, NYC: Dr. Sue Talley, Dr. Dana Talley

This program is nationally recognized by the National Association of Schools of Music (NASM)

The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE) The Music Education major is designed for the training of teachers in elementary and secondary school music in accordance with the requirements of the Division of Teacher Education and Certification of the Department of Higher Education of the State of New York. In New York, permanent certification for teaching in the public schools is open only to those holding a master’s degree and having two years teaching experience; this curriculum, therefore, leads to recommendation for the provisional certificate for teaching (K-12) in the elementary, middle, and high schools of New York. The State of New York certification procedures require that recommended candidates make personal application for this initial certificate. Nyack College is not required to make recommendation for certification of a candidate not meeting the standards. For example, a grade of B- or better is required in Senior Seminar and both placements of Student Teaching or recommendation for certification will be withheld.

The regulations of the Commissioner of Education stipulate that initial certification will be granted in New York on the basis of passing scores on the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills-Written (ATS-W), and the Content Specialties Test (CST). The candidate must take the LAST at least once before the end of the sophomore year and pass the exam prior to admission to methods courses. It is recommended that the candidate take the ATS-W and CST during junior year, as passing scores are required for admission to student teaching. Pass rates for this institution are published in compliance with Title II regulations.

Students who intend to pursue certification in other states should be aware of the requirements for those states. Many states have a reciprocity agreement with New York State and by meeting another state's testing requirements a NYS certificate can be exchanged for a certificate in that state. Students should also be aware that Pennsylvania now requires teachers to have a 3.0 GPA and New Jersey has raised the requirement for GPA to 2.75 for certification. These GPA requirements are above the current minimum GPA requirements for Nyack College so graduation with a degree does not guarantee certification.
Graduates are also qualified to direct music in churches and to teach music on the mission field in schools for children of missionaries and government officials. The teacher education program of Nyack College has been accredited by the Certification Commission of the Association of Christian Schools International (ACSI) for the preparation of teachers for a ministry in Christian school education. Candidates, upon successful completion of the program of study, will also be awarded an ACSI teaching certificate.

Admission to the Music Education Methods (EDM 441, 444)
In addition to the general admission requirements listed in the catalog, admission to the Music Education program requires the following items:
1. Submission of departmental application.
2. Completion of 30 hrs of pre-approved independent field experience(s).
3. Satisfactory grade point average (overall GPA of 2.5, 2.75 in music courses, and 2.75 in education courses). Specifically, a grade of C or better is required in each education course, or the course must be repeated.
4. Passing score on LAST certification exam for NY.
5. Recommendation by EDU 259 professor.
6. Approval by School of Education faculty.

The focus of this course of study is the development of well-rounded and effective teachers. The inclusion of Bible courses makes an ideal program for one who wishes to serve both the community and church interests.

In addition to the general admission requirements listed in the Nyack College catalog, applicants will be expected to have satisfactory scores on the Scholastic Aptitude Test of the College Entrance Examination Board (generally 920 or more). Applicants wishing to transfer into the program in cases where the SAT scores are insufficient or not readily available will be expected to present a grade point average of not less than 2.5 on a four-point scale.

Applied Requirements
Students majoring in Music Education will select a major applied area by audition. Applied minors are optional. For graduation, proficiency in the applied major should be at the third year level in the Music Student Handbook. Proficiency in the optional applied minor should be equivalent to the first year level. Functional piano skills are required of all Music Education majors. Vocal and instrumental Music Education majors normally take the four-semester Functional Piano sequence unless waived by exam. For piano majors, a specially designed one-semester Advanced Functional Piano Course (MUS 301) is required.
Field Experiences
All music education candidates are required to complete 135 hours of supervised observations prior to beginning their student teaching experience. Part of these observations will be done in conjunction with EDU 246, EDU 258, and 259. Methods courses will provide 70 hours of observation in elementary, middle, and high school classrooms. The candidates will also be required to complete 30 hours of pre-approved, independent field experience prior to methods courses. All field experiences require access to one's own transportation.

Admission to Supervised Student Teaching
Candidates enrolled in this curriculum will be required to satisfy the following before registering for student teaching:

1. Candidates must present a recommendation from the department that their personality and social maturity are such as to insure their readiness to work with children and the supervisory staff.
2. Candidates must present a health certificate, including the results of a Mantoux tuberculin test, within 6 months prior to student teaching indicating that they are free from physical and health conditions which might be detrimental to teaching.
3. All course requirements except EDM 470, 493, 495, and MUS 352 must be satisfied prior to student teaching. A grade of C or better is required in each education course, or the course must be repeated.
4. Candidates must have a cumulative grade point average of not less than 2.5, not less than 2.75 in all of their Education courses, and not less than 2.75 in all of their Music courses.
5. Candidates must have the ability to sing in tune with tone quality worthy of imitation and sufficient command of the voice to teach rote songs effectively in the elementary classroom. In order to appraise the vocal quality of candidates not majoring or minoring in voice, a recommendation will be made by the Fundamentals of Singing instructor. Candidates must also pass vocal proficiency in EDM 441.
6. The candidate must have passing scores on the Liberal Arts & Sciences Test (LAST), the Assessment of Teaching Skills-Written (ATS-W), and the Music Content Specialty Test (CST).
7. The candidate must submit an Application for Admission to Student Teaching and accompanying resume to the Education Office by March 1 or October 15 prior to the intended student teaching semester.

Other issues to consider with regard to Student Teaching include the following:
- The candidate must have access to his/her own means of transportation for the supervised student teaching experience. Transportation and other costs for student teaching are at the candidate's expense.
- The department advises extreme caution against engaging in any and all activities that usurp time/attention from the professional preparation of student teaching and Senior Seminar, including additional coursework, employment, and extra-curricular activities (e.g., sports, etc.). Planning ahead is expected in order to avoid the stress and
Music Education

distraction of being overscheduled during this capstone experience, where possible.

140 credit hours, distributed as follows, are required for the Bachelor of Music degree in Music Education:

**Liberal Arts and Science Core Component**^ ..............................................................31*
*Music Ed majors students take EDU 445 (Educating a Diverse Society) in place of SOC 347 (Multicultural America) and PSY 101 (General Psychology) as major-specific Social Science elective.

*One semester foreign language requirement.

**Bible and Ministry Minor Curriculum** .................................................................15

**Major Field Component (94 credits)**

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<th>Course Title</th>
<th>Credits</th>
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<td>MUS 101,102</td>
<td>Functional Piano Class</td>
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<tr>
<td>MUS 103</td>
<td>Fundamentals of Singing (except voice majors)</td>
<td>1</td>
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<tr>
<td>MUS 105</td>
<td>Beginning Guitar Techniques (except guitar majors)</td>
<td>1</td>
</tr>
<tr>
<td>MUS 121,122</td>
<td>Elem. Ear-Training and Sight-singing</td>
<td>2</td>
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<tr>
<td>MUS 123,124</td>
<td>Elementary Theory</td>
<td>6</td>
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<td>MUS 171,2</td>
<td>Western Music to 1700</td>
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<td>MUS 180,3</td>
<td>Music of the 18th Century</td>
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<td>MUS 223,224</td>
<td>Advanced Theory</td>
<td>6</td>
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<td>MUS 333,344</td>
<td>Choral Conducting, Choral Conducting Methods</td>
<td>3</td>
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<td>MUS 352</td>
<td>Music of Diverse Cultures</td>
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<td>MUS 393,394</td>
<td>Orchestral Conducting</td>
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<td>EDM 345</td>
<td>Strings Methods</td>
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<td>EDM 346</td>
<td>Brass Methods</td>
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<td>EDM 347</td>
<td>Woodwinds Methods</td>
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<td>EDM 348</td>
<td>Percussion Methods</td>
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<td>EDM 441</td>
<td>Music in the Elementary School</td>
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EDM 444 - Music in the Secondary School ......................................................... 3
EDM 470 - Senior Seminar ................................................................................... 2
EDM 493 - Supervised Student Teaching of Music in the Elementary School... 5
EDM 495 - Supervised Student Teaching/Music in Middle and/or High School 5
Field Experience – EDU 191, 291, 292, EDM 391, and 392

Total credits required.......................................................................................... 140

Music Education Major Suggested Program Plan
(nine semester plan)

FIRST YEAR: Fall
PMN 101-Intro to Spiritual Form.Class ......................................................... 2
ENG 101-College Writing I ................................................................. 3
HIS 113-Hist. of World Civ. I. ............................................. 3
INT 112-Found. for Excellence ......... 2
MUS 101-Functional Piano* .......... 1
MUS 121-Elem. Ear Training......... 1
MUS 123-Elementary Theory ...... 3
MUS 171-Major Jury ................. 0
Applied Music** ............................. 2
Music Organization .................. 0

SECOND YEAR: Fall
BIB 201-New Testament Lit. ......... 3
EDU 258-Dev & Lrng Theory....... 3
EDU 291-2nd Yr Field Exp............. 0
MUS 103-Fund. of Singing# ......... 1
MUS 201-Functional Piano* .......... 1
MUS 213-Western Music to 1700  Or MUS 319#................................. 2
MUS 221-Advanced Ear Train. ....... 1
MUS 223-Advanced Theory ......... 3
MUS 271-Major Jury ................. 0
MUS 333-Choral Conducting ...... 1
Applied Music** ............................. 2
Music Organization .................. 0

THIRD YEAR: Fall
BIB 301or 302-Biblical Doc I or II 3
EDM 345-Strings Methods .......... 1
ENG 201 or 202-Global Lit. I or II 3
MAT-Elective................................. 3
MUS 319-Music 19th Century or
MUS 213#................................. 2
MUS 321-Comp. & Improv. ......... 2
MUS 371-Major Jury ................. 0
MUS 433-Orchestral Conduct. ..... 1

FIRST YEAR: Spring
BIB 102-Old Testament Lit........... 3
ENG 102-College Writing II........... 3
MUS 102-Functional Piano* .......... 1
MUS 122-Elem. Ear Training........ 1
MUS 124-Elementary Theory........ 3
MUS 172-Major Jury ................. 0
PSY 101-General Psychology....... 3
Applied Music** ............................. 2
Music Organization .................. 0
INT 101-Info Literacy .............. 1

SECOND YEAR: Spring
EDU 191-1st Yr Field Experience..0
EDU 246-Found. of Education ...... 3
EDU 259-Tchg & Lrng Strategies ..3
EDU 292-2nd Yr Field Experience..0
MUS 202/MUS 301-Func. Piano* .1
MUS 214-Music of 18th Century
or MUS 320#................................. 2
MUS 222-Advanced Ear Train. ....... 1
MUS 224-Advanced Theory......... 3
MUS 272-Major Jury ................. 0
MUS 334-Choral Conducting Methods.................. 2
Applied Music ............................. 2
Music Organization .................. 0

THIRD YEAR: Spring
BIB-Elective .................................... 3
EDM 346-Brass Methods .......... 1
EDU 233-Singer’s Diction .......... 2
MUS 105-Beg. Guitar Tech. ........ 1
MUS 320-Music 20th Century
or MUS 214#................................. 2
MUS 372-Major Jury ................. 0
MUS 434-Orchestral Conduct ..... 1
PMN 201-Nyack Heritage........... 1
Music Education

Applied Music .................................2
Music Organization ..........................0

FOURTH YEAR: Fall
EDM 347-Woodwinds Meth. ...............1
EDM 391-Methods Fld Exp. .................0
EDM 441-Music Elem. School ...............3
EDU 445-Educ Diverse Soc .................3
Foreign Language .............................3
MUS 327-Orchestration .....................2
MUS 352 Music of Diverse Cult. ..........2
MUS 471-Major Jury .........................0
Applied Music ...............................1
Music Organization ..........................0

FOURTH YEAR: Spring
EDM 348-Percussion Methods .............1
EDM 444-Music Sec. School ...............3
EDM 392-Methods Field Exp. ...............0
EDU 247-Health Issues .....................1
EDU 441-Christian Teacher .................3
MUS 370-Senior Recital .....................0
MUS 472-Major Jury .........................0
Laboratory Science elective .............4
Applied Music ...............................1
Music Organization ..........................0

MUS 323-Form and Analysis ...............2
Applied Music ...............................2
Music Organization ..........................0

FIFTH YEAR: Fall
EDM 470-Student Teaching Sem. ..........2
EDM 493-Student Teaching ..................5
EDM 495-Student Teaching ..................5

* Functional piano courses MUS 101, 102, 201, 202 are required of all non-keyboard majors unless waived by exam. Keyboard majors are required to take MUS 301-Advanced Functional Piano (1 credit). Non-keyboard majors who test out of any semester of Functional Piano will replace it with 1 credit in an applied area for each semester.

** Keyboard majors will take 2 credits in the applied major, plus 1 credit in an applied minor area, totaling 3 credits.

# These courses are offered in alternate years and must be taken when offered.

## MUS 103 – Fundamentals of Singing, is not required for Music Education voice majors. The credit is to replaced with one music elective credit.
### Music Education Major Suggested Program Plan
(eight semester plan)

#### FIRST YEAR: Fall
- PMN 101-Intro to Spiritual Form ........ 2  
- ENG 101-College Writing I ............ 3  
- HIS 113-Hist. of World Civ. I ....... 3  
- INT 112-Found. for Excellence ....... 2  
- MUS 101-Functional Piano* ........... 1  
- MUS 121-Elem. Ear Training .......... 1  
- MUS 123-Elementary Theory ........... 3  
- MUS 171-Major Jury .................... 0  
- Applied Music** .......................... 2  
- Music Organization .................... 0  
- INT 101-Info Literacy .................. 1

#### FIRST YEAR: Spring
- BIB 102-Old Testament Lit .......... 3  
- ENG 102-College Writing II ......... 3  
- MUS 102-Functional Piano* .......... 1  
- MUS 122-Elem. Ear Training .......... 1  
- MUS 124-Elementary Theory ........... 3  
- MUS 172-Major Jury .................... 0  
- PSY 101-General Psychology ......... 3  
- PMN 201-Nyack Heritage ............. 1  
- Applied Music** .......................... 2  
- Music Organization .................... 0

#### SECOND YEAR: Fall
- BIB 201-New Testament Lit ........... 3  
- EDU 258-Dev & Lrng Theory .......... 3  
- EDU 291-2nd Yr Field Exp ............. 0  
- MUS 103-Fund. of Singing## ........... 1  
- MUS 201-Functional Piano# .......... 1  
- MUS 213-Western Music to 1700 Or MUS 319* .................... 2  
- MUS 221-Advanced Ear Train. ......... 1  
- MUS 223-Advanced Theory ............ 3  
- MUS 271-Major Jury .................... 0  
- MUS 333-Choral Conducting .......... 1  
- Applied Music** ......................... 2  
- Music Organization .................... 0

#### SECOND YEAR: Spring
- EDU 191-1st Yr Field Experience ... 0  
- EDU 246-Found. of Education ......... 3  
- EDU 259-Tchg & Lrng Strategies ... 3  
- EDU 292-2nd Yr Field Experience ... 0  
- MUS 202/MUS 301-Func. Piano* .... 1  
- MUS 214-Music of 18th Century Or MUS 320* ..................... 2
- MUS 222-Advanced Ear Train ......... 1  
- MUS 224-Advanced Theory .......... 3  
- MUS 272-Major Jury .................... 0  
- MUS 334-Choral Conducting Methods .................................. 2  
- Music Organization .................... 0

#### THIRD YEAR: Fall
- BIB 301or 302-Biblical Doc I or II .... 3  
- EDM 345-Strings Methods ............. 1  
- MUS 319-Music 19th Century or MUS 213* ....................... 2
- MUS 321-Comp. & Improv. ............ 2  
- MUS 233-Singer’s Diction ............. 2  
- MUS 371-Major Jury .................... 0  
- MUS 433-Orchestral Conduct .......... 1  
- Laboratory Science elective .......... 4  
- Applied Music ........................... 2  
- Music Organization .................... 0

#### THIRD YEAR: Spring
- EDM 346-Brass Methods ............... 1  
- EDM 348-Percussion Methods .......... 1  
- EDM 392-Methods Fld Exp ............. 0  
- EDM 444-Music Sec. School .......... 3  
- EDU 441-Christian Teacher ........... 3  
- MAT-Elective ............................ 3  
- MUS 105-Beg. Guitar Tech ............ 1  
- MUS 323-Form & Analysis .............. 2  
- MUS 320-Music 20th Century Or MUS 214* ..................... 2
- MUS 372-Major Jury .................... 0  
- MUS 434-Orchestral Conduct ......... 1  
- Applied Music ........................... 2  
- Music Organization .................... 0
FOURTH YEAR: Fall
BIB-Elective .........................3
EDM 347-Woodwinds Meth. .......1
EDM 391 Methods Field Exp.......0
EDM 441-Music Elem. School ......3
EDU 445-Educ Diverse Soc. ......3
ENG 201 or 202-Global Lit. I or II 3
Foreign Language ..................5
MUS 327-Orchestration ............2
MUS 470-Senior Recital ............0
MUS 471-Major Jury ...............0
Applied Music ......................1
Music Organization ..............0

* Functional piano courses MUS 101, 102, 201, 202 are required of all non-keyboard majors unless waived by exam. Keyboard majors are required to take MUS 301-Advanced Functional Piano (1 credit). Non-keyboard majors who test out of any semester of Functional Piano will replace it with 1 credit in an applied area for each semester.
** Keyboard majors will take 2 credits in the applied major, plus 1 credit in an applied minor area, totaling 3 credits.
~ Music organizations may be taken for 0 or 1 credit.
# These courses are offered in alternate years and must be taken when offered.
## MUS 103 – Fundamentals of Singing, is not required for Music Education voice majors. The credit is to be replaced with one music elective credit.

FOURTH YEAR: Spring
EDM 470-Student Teaching Sem. ..2
EDM 493-Student Teaching .......5
EDM 495-Student Teaching .......5
EDU 247-Health Issues ............1
MUS 352-Music of Div. Cult. ......2
Applied Music .....................1
Music Organization ..............0
PIANO PERFORMANCE MAJOR - MUS.B.

Primary Faculty, Rockland: Dr. Tammy Lum
Primary Faculty, NYC: Dr. Sue Talley, Colin Fowler

The experiences in this degree program are designed to prepare qualified students for graduate study and professional pursuits in these fields.

Applied requirements for piano performance majors include their major area of performance. Applied minor areas are optional, and for graduation, proficiency in the applied minor level shall be at the first year level (see Recommended Repertoire found in departmental handbook).

126 credit hours, distributed as follows, are required for the Bachelor of Music degree in Piano Performance:

Liberal Arts and Science Core Component ........................................................... 24**
**The following core requirements are met through major field components: HIS 114, Fine Arts elective, Math elective, Lab Science elective; no foreign language requirement. Mus.B. students take MUS 352 (Music of Diverse Cultures) in place of SOC 347 (Multicultural America).

Bible and Ministry Minor Curriculum ...................................................................... 15

Major Field Component (72 credits)
MUS 121,122 - Elem. Ear-training and Sight-singing ............................................. 2
MUS 123,124 - Elementary Theory .......................................................................... 6
MUS 171,2; 271,2; 371,2; 471,2 - Major Jury Examinations ..................................... 0
MUS 206 - Piano Accompaniment .......................................................................... 2
MUS 213 - Western Music to 1700 .......................................................................... 1
MUS 214 - Music of the 18th Century ..................................................................... 2
MUS 215 - Music of the 19th Century .................................................................... 2
MUS 221,222 - Adv. Ear-training and Sight-singing ................................................ 2
MUS 223,224 - Advanced Theory ........................................................................... 6
MUS 225 - Elementary Counterpoint ..................................................................... 2
MUS 245 - Music of the 20th Century ................................................................... 2
MUS 319 - Music of the 19th Century ................................................................... 2
MUS 321 - Composition and Improvisation .............................................................. 2
MUS 323 - Form and Analysis ................................................................................ 2
MUS 327 - Instrumentation and Orchestration .......................................................... 2
MUS 333,334 - Choral Conducting, Choral Conducting Methods .............................. 3
MUS 350 - Piano Literature ................................................................................... 1
MUS 354 - Intro to Music Technology ..................................................................... 2
MUS 370 - Junior Recital ...................................................................................... 0
MUS 415 - Worldview of Music and Worship (Worldview requirement) ................. 3
MUS 433,434 - Orchestral Conducting .................................................................. 2
MUS 470 - Senior Recital ...................................................................................... 0
MUS 475 - Concerto Requirement ......................................................................... 0
EDM 349 - Piano Pedagogy ..................................................................................... 1
Applied music .......................................................................................................... 18
Music electives .......................................................................................................... 9
Music organization each term .................................................................................. 0
MUS 100- Concert Attendance each semester ....................................................... 0
**Piano Performance**

Miscellaneous Elective Component (15 credits)
- Miscellaneous electives: 15 credits

Total credits required: 126

**Piano Performance Major Suggested Program Plan**

<table>
<thead>
<tr>
<th>FIRST YEAR: Fall</th>
<th>FIRST YEAR: Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMN 101-Intro to Spiritual Form. .2</td>
<td>BIB 102-Old Testament Lit. .......3</td>
</tr>
<tr>
<td>INT 112-Found, for Excellence ......2</td>
<td>ENG 102-College Writing II.........3</td>
</tr>
<tr>
<td>ENG 101-College Writing I..........3</td>
<td>MUS 122-Elem. Ear Training..........1</td>
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<tr>
<td>MUS 121-Elem. Ear Training........1</td>
<td>MUS 124-Elementary Theory.........3</td>
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<td>MUS 123-Elementary Theory.........3</td>
<td>MUS 172-Major Jury..................0</td>
</tr>
<tr>
<td>MUS 171-Major Jury ..................0</td>
<td>MUS 174-Minor Jury ..................0</td>
</tr>
<tr>
<td>MUS 173-Minor Jury ..................0</td>
<td>MUS-Elective..........................2</td>
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<td>Applied Music .......................2</td>
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<td>Elective ................................3</td>
<td>Music Organization**.................0</td>
</tr>
<tr>
<td>Music Organization**................0</td>
<td>INT 101-Info Literacy...............1</td>
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<tr>
<th>SECOND YEAR: Fall</th>
<th>SECOND YEAR: Spring</th>
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<tbody>
<tr>
<td>BIB 201-New Testament Lit........3</td>
<td>MUS 206-Piano Accomp. ...........1</td>
</tr>
<tr>
<td>MUS 213-Western Music to 1700 Or MUS 319° ....................2</td>
<td>MUS 214-Music of 18th Century or MUS 320° ....................2</td>
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<tr>
<td>MUS 221-Advanced Ear Train. ....1</td>
<td>MUS 222-Advanced Ear Train. ....1</td>
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<td>MUS 223-Advanced Theory.........3</td>
<td>MUS 224-Advanced Theory.........3</td>
</tr>
<tr>
<td>MUS 271-Major Jury .................0</td>
<td>MUS 272-Major Jury .................0</td>
</tr>
<tr>
<td>MUS 273-Minor Jury ..........0</td>
<td>MUS 274-Minor Jury .................0</td>
</tr>
<tr>
<td>MUS 333-Choral Conducting ..........1</td>
<td>MUS 334-Choral Conducting ..........2</td>
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<tr>
<td>Applied Music .......................2</td>
<td>PHI 101-Intro. to Philosophy .....3</td>
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<tr>
<td>Elective ................................3</td>
<td>MUS-Elective..........................2</td>
</tr>
<tr>
<td>Music Organization**................0</td>
<td>Applied Music .......................2</td>
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<table>
<thead>
<tr>
<th>THIRD YEAR: Fall</th>
<th>THIRD YEAR: Spring</th>
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<tbody>
<tr>
<td>BIB 301or 302-Biblical Doc I or II.3</td>
<td>BIB-Elective .........................3</td>
</tr>
<tr>
<td>ENG 201 or 202-Global Lit. I or II.3</td>
<td>MUS 225-Elem. Counterpoint ........3</td>
</tr>
<tr>
<td>MUS 319-Music 19th Century or MUS 213° ....................2</td>
<td>MUS 320-Music 20th Century or MUS 214° ....................2</td>
</tr>
<tr>
<td>MUS 321-Composition &amp; Improv. ......2</td>
<td>MUS 323-Form &amp; Analysis ............2</td>
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<tr>
<td>MUS 350-Piano Lit. ..................1</td>
<td>MUS 349-Piano Pedagogy .............1</td>
</tr>
<tr>
<td>MUS 371-Major Jury ..................0</td>
<td>MUS 370-Junior Recital .............0</td>
</tr>
<tr>
<td>Applied Music .......................2</td>
<td>MUS 372-Major Jury ..................0</td>
</tr>
<tr>
<td>MUS 354 – Intro to Music Tech. .....2</td>
<td>PMN 201-Nyack Heritage ............1</td>
</tr>
<tr>
<td>MUS - Elective ......................1</td>
<td>Applied Music/Jr. Recital ..........3</td>
</tr>
<tr>
<td>Music Organization** ...............0</td>
<td>Elective ............................3</td>
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</tbody>
</table>

| ———— | ———— |
|——— | ———— |
|162 | ———— |
FOURTH YEAR:  Fall
HIS 113-Hist. of World Civ. I...... 3  
MUS 327-Orchestration ............ 2  
MUS 352-Music of Div. Cult........ 3  
MUS 433-Orchestral Conduct...... 1  
MUS 471-Major Jury ............... 0  
MUS-Elective .......................... 2  
Applied Music .......................... 2  
Elective ................................. 2  
Music Organization** ............... 0

FOURTH YEAR:  Spring
MUS 415-Music and Worship....... 3  
MUS 434-Orchestral Conduct .... 1  
MUS 470-Senior Recital .......... 0  
MUS 472-Major Jury ............... 0  
MUS-Elective ......................... 2  
Applied Music ....................... 3  
Social Science Elective .......... 3  
Elective ................................. 5  
Music Organization** .......... 0

** Music Organizations may be taken for zero or for one credit.  
* These courses offered in alternate years and must be taken when offered.
**VOICE PERFORMANCE MAJOR - MUS.B.**

*Primary Faculty, Rockland:* Joel Jameson

*Primary Faculty, NYC:* Dr. Dana Talley

This degree program is designed to prepare qualified students for professional performance in classical singing, graduate study in this field, or teaching voice privately.

Applied requirements for Vocal Performance include their major area of performance. Applied minors are optional, and for graduation, proficiency in the applied minor shall be at the first year level (see Recommended Repertoire found in departmental handbook). Students not minoring in piano are required to demonstrate Piano Proficiency (MUS 477) by audition or jury exam as described in the Music Student Handbook. Graduates of this program may function as professional singers in the field of opera, recital, and concert performing careers.

126 credit hours, distributed as follows, are required for the Bachelor of Music degree in Voice Performance:

<table>
<thead>
<tr>
<th>Component</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Liberal Arts and Science Core Component*</td>
<td>30**</td>
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<tr>
<td><strong>The following core requirements are met through major field components:</strong></td>
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<tr>
<td>HIS 114, Fine Arts elective, Math elective, Lab Science elective.</td>
<td>2</td>
</tr>
<tr>
<td>Mus.B. students take MUS 352 (Music of Diverse Cultures) in place of SOC 347 (Multicultural America).</td>
<td>2</td>
</tr>
<tr>
<td>Bible and Ministry Minor Curriculum</td>
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<tr>
<td>Major Field Component (72 credits)</td>
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<tr>
<td>MUS 121,122 - Elem. Ear-training and Sight-singing</td>
<td>2</td>
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<tr>
<td>MUS 123,124 - Elementary Theory</td>
<td>6</td>
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<tr>
<td>MUS 213 - Western Music to 1700</td>
<td>2</td>
</tr>
<tr>
<td>MUS 214 - Music of the 18th Century</td>
<td>2</td>
</tr>
<tr>
<td>MUS 223,224 - Advanced Theory</td>
<td>6</td>
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<tr>
<td>MUS 225 - Elementary Counterpoint</td>
<td>2</td>
</tr>
<tr>
<td>MUS 233 - Singer’s Diction</td>
<td>2</td>
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<tr>
<td>MUS 234- Vocal Lit. or MUS 351 History of Opera</td>
<td>2</td>
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<td>MUS 320 - Music of the 20th Century</td>
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<td>MUS 321 - Composition and Improvisation</td>
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<td>MUS 333,334 - Choral Conducting, Choral Conducting Methods</td>
<td>3</td>
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<td>MUS 354 - Introduction to Music Technology</td>
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<td>MUS 365 - Opera Theater Workshop (one semester minimum)</td>
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<td>MUS 370 - Junior Recital</td>
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<td>MUS 415 - Worldview of Music and Worship</td>
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<td>MUS 470 - Senior Recital</td>
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<td>MUS 480 - Independent Study/Pedagogy</td>
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<tr>
<td>Applied music major area</td>
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<tr>
<td>Music electives incl. MUS 365 Opera Theater Workshop (2 cr. min)</td>
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Music organization each term: 0
MUS 100 – Concert Attendance each term: 0

Miscellaneous Elective Component (9 credits)
- Miscellaneous electives: 9
Total credits required: 126

Voice Performance Major Suggested Program Plan

<table>
<thead>
<tr>
<th>FIRST YEAR: Fall</th>
<th>FIRST YEAR: Spring</th>
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<tbody>
<tr>
<td>PMN 101-Intro to Spiritual Form.</td>
<td>BIB 102-Old Testament Lit.</td>
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<td>ENG 101-College Writing</td>
<td>MUS 122-Elem. Ear Training</td>
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<td>MUS 121-Elem. Ear Training</td>
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<td>MUS 123-Elementary Theory</td>
<td>MUS 172-Major Jury</td>
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<td>Applied Music</td>
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<td>Elective</td>
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<tr>
<td>BIB 201-New Testament Lit.</td>
<td>MUS 214-Music of 18th Century</td>
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<td>MUS 213-Western Music to 1700</td>
<td>or MUS 320</td>
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<td>Or MUS 319</td>
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<td>MUS 223-Advanced Theory</td>
<td>MUS 272-Major Jury</td>
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<td>MUS 233-Singer’s Diction</td>
<td>MUS 334-Choral Conducting</td>
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<td>MUS 271-Major Jury</td>
<td>MUS 235- Singer’s Diction</td>
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<td>MUS 333-Choral Conducting</td>
<td>PHI 101-Intro. to Philosophy</td>
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<td>Applied Music</td>
<td>PMN 201-Nyack Heritage</td>
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<td>Elective</td>
<td>Applied Music</td>
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<td>Music Organization**</td>
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<tr>
<th>THIRD YEAR: Fall</th>
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<tbody>
<tr>
<td>BIB 301or 302-Biblical Doc I or II</td>
<td>BIB-Elective</td>
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<tr>
<td>MUS 213-Western Music to 1700</td>
<td>Foreign Language</td>
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<td>MUS 319-Music 19th Century or MUS 213</td>
<td>MUS 323- Form &amp; Analysis</td>
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<td>MUS 231-Composition &amp; Improv.</td>
<td>MUS 320-Music 20th Century</td>
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<tr>
<td>MUS 234- Vocal Literature</td>
<td>or MUS 214</td>
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<td>MUS 371-Major Jury</td>
<td>MUS 370-Junior Recital</td>
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<tr>
<td>Applied Music</td>
<td>MUS 372-Major Jury</td>
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<td>Applied Music</td>
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<td>MUS-Elective</td>
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### FOURTH YEAR: Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HIS 113-Hist. of World Civ. I</td>
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<tr>
<td>MUS 352-Music of Div. Cult.</td>
<td>3</td>
</tr>
<tr>
<td>MUS 354- Intro to Music Tech.</td>
<td>2</td>
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<tr>
<td>MUS 471-Major Jury</td>
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<tr>
<td>Social Science Elective</td>
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<td>Applied Music</td>
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<tr>
<td>Elective</td>
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<td>Music Organization**</td>
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### FOURTH YEAR: Spring

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>MUS 415-Music and Worship</td>
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<td>MUS 470-Senior Recital</td>
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<tr>
<td>MUS 472-Major Jury</td>
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<tr>
<td>MUS 480-Ind. Study/Pedagogy</td>
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<td>MUS 225- Elem. Counterpoint</td>
<td>2</td>
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<td>MUS-Elective</td>
<td>3</td>
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<td>Applied Music/Sr. Recital</td>
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<tr>
<td>Elective</td>
<td>3</td>
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<tr>
<td>Music Organization**</td>
<td>0</td>
</tr>
</tbody>
</table>

**Music Organizations may be taken for zero or for one credit.**

*These courses offered in alternate years and must be taken when offered.
ADULT DEGREE COMPLETION PROGRAM
(Note: The courses listed under this heading are offered only to students in the Adult Degree Completion Program)

Semester One

PSY 401/ Dynamics of Group Behavior (2 credits)
The course provides a framework for students to analyze different stages of group development by critiquing group behavior theories and through case studies’ analyses. Topics include various roles of group members, characteristics of groups such as cooperative, competitive, and individualistic, the nature of group leadership, problem diagnosis and assessment, communicating in teams, and how group functioning affects organizational effectiveness. Students not only learn the theoretical aspects of group behavior but also are able to apply and test them by working in different teams during this course.

INT101/ Introduction to Information Literacy (1 Credit)
This is a library utility - based course and is designed to assist students to develop skills that will enable them to define and articulate information needs, access various databases of information effectively and efficiently, evaluate information and its sources critically, integrate information into students’ knowledge base, use information effectively to accomplish a specific purpose, understand legal aspects of the use of information, all of which cultivate skills to promote life-long learning.

PSY 403/Adult and Career Development (3 credits)
The course evaluates various adult development and life cycle theories. Students compare and contrast their own development to the conceptual principles of one of the theories. Students explore their career development by reviewing and critiquing many career planning cycles. Students then synchronize their assessment of adult development and career planning theories by developing a career plan, which includes factors such as self-assessment, analysis of occupational information, and job search skills.

COM 415/Organizational Communications (3 credits)
The course explores and examines the classical process of communication. Students evaluate the major types of communication, such as verbal and non-verbal, and assess the appropriate media to utilize them effectively. Techniques to develop good listening skills are presented. The impact of culture on the communication process and its influence in today’s diverse workplace is critiqued. Students gain practical experience in developing excellent written and verbal communication skills by applying the writing process to produce various business documents, for example, summary reports, letters, e-mails and memos and by preparing and making oral presentations.

MGT 405/ Organizational Behavior and Analysis (3 credits)
The course examines systematically designed research studies that focus on work-related behaviors, attitudes and actions that take place in organizations. The course is comprised of several behavioral sciences such as Psychology, Sociology, Social Psychology, Anthropology, and Political Science. As a result such factors as emotions, personality, motivation, job satisfaction, individual and group decision making, cross- cultural analysis, organization systems, intra-
organizational politics and power are scrutinized and evaluated, utilizing required readings, case studies, and simulated class activities. The course exposes students to Weisbord’s methodology of Organizational Diagnosis. Students culminate their learning by examining and assessing an organization, preferably the one tied to their thesis, by applying the behavioral and analytical concepts taught in the course.

REL 407/ Worldviews in the Global Market (3 credits)
Students investigate common types of worldviews, with special emphasis on Christian theism. The worldviews of the major religions are examined, along with the so-called “secular” worldviews such as humanism and materialism. Students study the role beliefs and values play in the construction of worldviews; analyze the issues involved in the comparison of worldviews; and develop an individual worldview applicable to personal and professional life.

SOC 413/Research Project I (2 credits)
This course introduces students to the major independent research study that represents the thesis for the Bachelor of Science in Organizational Management. Students develop a project topic proposal, critically examine scholarly, classical and contemporary literature and research in order to gain insights in an organizational problem and to provide recommendations based upon findings from the literature reviewed. Students submit their findings in a written report that is incorporated in the final project, (SOC 414/Research Project II).

Semester Two
SOC 409/Research Methods and Statistics (2 credits)
Students learn how to design and conduct a research study. Students are taught how to perform various statistical tests and analyze the results. They learn how to use statistical methodology to enhance their ability to define, research, analyze, evaluate, and solve work related problems.

MGT 408/ Diversity Management (2 credits)
The course examines how diversity strategies impact an organization’s leadership, team performance, human resource management, marketing initiatives and profits. Introduces different diversity paradigms. Assesses the role of culture and its impact on the process of conducting international business. Critically examines the dimensions of diversity through case studies, diversity audits, articles and use of films.

MGT 406/ Strategic Management (3 credits)
The course is the capstone for the Organizational Management Program and seeks to synthesize major topics of other courses of the program. Examines the interdisciplinary core functions of management such as planning, organizing, leading and controlling. Presents classical theories on motivation and leadership styles and analyzes their impact on organizational management. Provides a broad understanding of financial statements, and negotiation as processes for managerial decision-making. Simulated managerial situations and self-scoring, analytical instruments are used to evaluate students’ potential abilities to manage and lead.

REL 412/ Values and Ethics in the Workplace (3 credits)
Students investigate various ethical systems and perspectives, including that of Christianity, and apply their learning about ethical theory and personal values to a range of ethical dilemmas in everyday life and work.
SOC 414/Research Project II (2 credits)
Prerequisite to this course is SOC 413.

SOC 413/Research Project I
The course culminates the requirements for the program’s thesis. Students prepare an academically written research project, that demonstrates analytical, critical, and problem-solving skills. The project includes review of literature pertinent to the thesis statement, collection and analysis of primary data, recommendations for change and for future research. To provide a quasi – business approach, a summary report of major findings and recommendations is also included. Upon completion of this written research, students are required to make formal oral presentations that focus on major findings, conclusions and recommendations of the research project.

Note: Not all courses listed below are offered annually and some are offered only at either the Rockland campus or the New York City Campus. Consult the appropriate department head for more information on course rotation and location.

ANTHROPOLOGY (ANT)

ANT 201-Cultural Anthropology (3)
Analysis of the different aspects of culture with reflection on cultures from around the world.

ANT 222-Peoples and Cultures of Southeast Asia (3)
An area study including history and social-cultural development. Particular reference to contemporary problems.

ANT 223-Peoples and Cultures of Africa (S. of Sahara) (3)
An area study including history and social-cultural development. Particular reference to contemporary problems.

ANT 224-Peoples and Cultures of Latin America (3)
An area study including history and social-cultural development. Particular reference to contemporary problems.

ANT 225-Peoples and Cultures of the Arab World (3)
An area study including history and social-cultural development. Particular reference to contemporary problems.

ANT 226-Peoples and Cultures of Latino Caribbean (3)
An area study of the three Latino countries in the Caribbean (Cuba, Dominican Republic, and Puerto Rico). We will study the history and social-cultural development of these three Latino countries. Particular reference will be made to contemporary problems that these countries face.

ANT 255-World Cultural Geography (3)
A survey of the major cultural regions of the world with emphases on resources, economic development, and demography. (Same as HIS 255)
ANT 260- Peoples and Cultures Topics (3)
An area study including history and socio-cultural development. Particular reference to specialty of Missionary-in-Residence specialization with reference to contemporary problems. Topics include but are not limited to Eastern Europe, Western Europe, Oceania, South Asia and East Asia.

ANT 342-Nature of Language (3)
An introduction to descriptive linguistics: how to “describe” a language, using English as a model, supplemented by examples from other languages. (Same as LIN 342)

ANT 343-Culture and Communication (3)
Problems of communication between people of different cultures and subcultures with applications to Christian missions, business, and diplomacy. (Same as LIN 342, and ICS 343)

ANT 345-The Anthropology of Religion (3)
A study from the Christian perspective of religious beliefs and behaviors theories, divination, witchcraft, magic, mythology, and the relationship of religious movements to other aspects of culture. Objectives are to learn about non-Western (animistic) religions, their deities, practices, and rationale; to learn more about the subject matter and methodology of anthropology; and to study religions in the light of cultural relativity and their function and meaning in the lives of non-Western peoples.

ANT 346-Cross-Cultural Adjustment (3)
An intensely practical course designed to introduce students to the various kinds of situations encountered in cross-cultural ministry. Note: does not fulfill the cross-cultural elective for the Core Curriculum. (Same as ICS 346)

ANT 352-Music of Diverse Cultures (3)
(For course description see MUS 352)

ANT 384-Geographical and Historical Setting of the Bible (3)
(For course description see BIB 384)

ANT 386-Greece/Turkey Field Study (3)
This course engages the historical, geographical, and cultural setting of ancient Asia Minor and modern Turkey. The program will visit archaeological sites important in the history of Greece and Rome during their domination of Antolia (Plain of Issus, Sagalassos, Ephesus), as well as historical and religious sites that mark the presence of Christianity in the days of the Apostles (Tarsus, Antioch, Laodicea) and the Byzantine era (Hagia Sophia). Students will be encouraged to encounter and understand aspects of modern Turkish life through personal contacts, dialog and visits to religious and cultural sites (Blue Mosque, Topkapi Palace). (Same as BIB 386 and HIS 386).

ANT 442-Social and Cultural Change (3)
The analysis of the processes of change in American society and culture and in other societies and cultures. The course includes demography and modernization trends in the Third World. Prerequisite: ANT 201.
ANT 480-Independent Study (1-3)
Independent study in an approved topic in Anthropology. Permission of the Department Head and Dean is required.

ANT 490-Internship (1-3)
The practical application of anthropological knowledge in an applied setting will be studied. The location and nature of the internship for the Learning Contract must be approved by the Department Head and the Dean.

ART

ART 101-Studio Drawing I (2)
Basic introduction to drawing media and techniques; exploration of concepts of form and space in varied subject matter.

ART 102-Studio Drawing II (2)
Elements, principles, and techniques of drawing. Emphasis on two and three-dimensional presentations as they relate to figure, still life, and natural environment. Prerequisite: ART 101.

ART 105-Introduction to Digital Photography (3)
A course for students interested in the basics of digital photography. Students must have a digital camera.

ART 110-Calligraphic Art (1)
The course will cover basic oriental drawing skills using feathering on rice paper (orchid, rose, chrysanthemum, etc.), observational skills, perspective, and drawing techniques of traditional art.

ART 112-Advanced Calligraphic Art (1)
This course will cover advanced oriental drawing skills in continuation of ART 110. Prerequisite: ART 110.

ART 201-Artistic Calligraphy (1)
An introduction of oriental brush painting, how to load the brush, basic strokes of bamboo, orchid, plum blossom and oriental landscape painting techniques.

ART 321-Art of the Ancient World (2)
A survey of the art of earliest human cultures through the classic civilizations of Sumeria, Egypt, India, China, Greece, and Rome.

ART 322-Medieval and Renaissance Art (2)
A survey of world art during the Middle Ages and the European Renaissance.

ART 323-18th and 19th Century Art (2)
A survey of world art during the 18th and 19th centuries.

ART 324-20th Century Art (2)
A survey of world art during the 20th century.
ART 341-Illustration and Graphic Design (2)
Introductory illustration course with emphasis on the fundamental techniques and
philosophies of the graphically-oriented art form. Exploration of two-dimensional
problems and interpretation of verbal to visual form.

ART 344-Painting I (2)
Introduction to the fundamentals of painting, including exercises in the use of color
to describe the reflection of light and shapes in space.

ART 345-Painting II (2)
This course will help students build on the foundation of color and design and
begin to develop their own approach and direction in painting.

BIBLE (BIB)

BIB 102-Old Testament Literature (3)
An examination of the history, cultural background, and worldview of the people
of God throughout the Old Testament period (c. 2000 - 400 B.C.). Key themes and
selected critical issues are discussed with a view to aiding students develop a
biblically-informed worldview. (fulfills core curriculum requirement)

BIB 201-New Testament Literature (3)
An examination of the development of redemptive history throughout the New
Testament in the context of its geographical and cultural background. Key themes
and selected critical issues are discussed with a view to aiding students develop a
biblically-informed worldview. (fulfills core curriculum requirement)

BIB 301-Biblical Doctrine I (3)
An inductive survey and analysis of major doctrines of the Christian faith:
revelation, inspiration of Scripture, God, creation, man, sin. Contains an
introduction to important theologians, theological literature, and systems of
thought. Special attention is given to these topics from the standpoint of the
Christian & Missionary Alliance. Prerequisite: BIB 201 (fulfills core curriculum
requirement)

BIB 302-Biblical Doctrine II (3)
A continuation of BIB 301. An inductive survey and analysis of the doctrines of
Christ, the atonement, salvation, the Church, and last things. Contains an
introduction to the important theologians, theological literature and systems of
thought. Special attention is given to these topics from the standpoint of the
doctrinal beliefs of the Christian & Missionary Alliance. Prerequisite: BIB 201
(fulfills core curriculum requirement)

BIB 310-Intro to Scholarly Society Meetings: ETS and SBL (1)
This course is designed to introduce the Bible and Theology major to the world of
scholarship by visiting the annual November meeting of either the Evangelical
Theological Society or the Society of Biblical Literature. Scholarly papers on
the program will be selected, based on student interest, for study before and after the
conference. Emphasis will be on orienting the student in cutting edge research and
in contemporary scholarly discussion. Offered only when the annual meetings are
within driving distance.
BIB 312-The Bible and Science (3)
A survey of current approaches to the relationship between Scripture and modern scientific methodologies. The apologetic value of such integrative thought will be covered. Prerequisite: BIB 102 or permission of instructor. (Same as THE 312) (fulfills worldview requirement)

Note: BIB 313 through BIB 324 (except for BIB 321), along with BIB 447 and BIB 448, fulfill the Old Testament elective requirement for the Biblical and Theological Studies Major.

BIB 313-Genesis (3)
Exposition of Genesis emphasizing its theological teaching; some attention to Pentateuchal criticism and parallel Near Eastern literature. Prerequisite: BIB 102.

BIB 314-Life and Teachings of Moses (3)
Survey of the main events in the life and career of Moses. An examination of the basic teachings of the Law of Moses with special emphasis upon the Ten Commandments and other laws that can be related to them. A consideration of the place of the Law of Moses in the life of the Christian as well as in the life of the Jew. Prerequisite: BIB 102.

BIB 315-Ruth and Esther (3)
A study of two often neglected gems of Old Testament literature that focus on two godly women who had significant roles in Old Testament history. Also an exploration of the relationship between theology and literature. Prerequisite: BIB 102.

BIB 316-Psalms (3)
The Psalter: its literary structures, theological themes and religious influence; selected psalms. Prerequisite: BIB 102.

BIB 317-Themes in Proverbs (3)
Exposition of selected texts that present the principles of wisdom concerning the major areas of life. Surveys some critical issues concerning the Proverbs and genre characteristics of wisdom literature. Prerequisite: BIB 102.

BIB 318 – Wisdom Literature (3)

BIB 319-Isaiah (3)
Isaiah’s message in its historical context; contribution to redemptive history; Messianic passages; issues regarding authorship. Prerequisite: BIB 102.

BIB 320-Jeremiah and Ezekiel (3)
Messages of two major prophets during Israel’s dark hour of disintegration and exile; prophecies of restoration and transformation of God’s people. Prerequisite: BIB 102.

BIB 321-Ancient History (3)
(For course description, see HIS 321)
BIB 322—Pre-Exilic Minor Prophets: Amos, Hosea and Micah (3)
Exposition of selected passages and themes from the pre-exilic Minor Prophets in their historical setting. Prerequisite: BIB 102.

BIB 323—Post-Exilic Minor Prophets: Haggai, Zechariah and Malachi (3)
Overview and analysis of Haggai, Zechariah, and Malachi with attention given to the historical, cultural, and theological issues of post-exilic Judah. Prerequisite: BIB 102.

BIB 324—Daniel (3)
An exegetical and biblical-theological approach to the text of the book of Daniel. The focus will be on the close reading of the book, but broader issues concerning the principles and methods of interpretation of apocalyptic literature will be discussed. Special focus will be given to the interpretation of the book’s imagery and its significance for biblical theology and eschatology. Prerequisite: BIB 102.

BIB 325—Old Testament Historical Books (3)
A study of the books of Joshua, Judges, Samuel, and Kings and with comparison with Ruth, Chronicles, Ezra, Nehemiah, and Esther. Special attention will be given to the historical and geographical setting of ancient Israel.

Note: BIB 328 through BIB 369 (except for BIB 331) fulfill the New Testament elective requirement for the Biblical and Theological Studies major.

BIB 328—Jewish Hermeneutics and New Testament Interpretation (3)
A study of the interpretation of the Hebrew Bible in rabbinic and other Jewish literature, with a view towards understanding better the New Testament’s interpretation of the Old Testament. This course is only offered at the New York City Campus.

BIB 329—Introduction to Intertestamental Literature (3)
An introduction to Jewish literature written between the Old and New Testament periods. Special attention will be given to ideas that proved influential in the development of early Christian thought and practice. Prerequisite: either BIB 102 or BIB 201. This course is only offered at the New York City Campus.

BIB 330—The Dead Sea Scrolls and Early Christianity (3)
A survey of the Dead Sea Scrolls. Particularly focus is given to the thinking of the Qumran Congregation and its contribution to our understanding of the religious expression, methods of biblical interpretation and practice in nascent Christianity. Prerequisite: BIB 201. This course is only offered at the New York City Campus.

BIB 331—Hermeneutics (3)
A survey of the principles of biblical interpretation and application. It covers the importance of literal interpretation, word studies, grammatical analysis, context, figurative language, and biblical genres. It includes issues of application, such as determining what is normative and the implications of cultural relativism. Prerequisite: BIB 102 or BIB 201.

BIB 332—Synoptic Gospels (3)
BIB 333-General Epistles (3)  
Exposition of selected passages and themes from the General Epistles. Prerequisite: BIB 201.

BIB 335-Prison Epistles (3)  
Overview and analysis of Ephesians, Philippians, Colossians, and Philemon with attention given to the historical and theological issues of the early church. Prerequisite: BIB 201.

BIB 361-Hebrews (3)  
Examination of the background, plan, and theology of the book with emphasis on inductive analysis of the text; selected themes such as the person of Christ, the philosophy of revelation, priesthood, atonement, covenant, and faith. Prerequisite: BIB 201.

BIB 363-Acts (3)  
Exposition of the argument of the Book of Acts, with consideration of hermeneutical principles involved in the interpretation of historical literature. Prerequisite: BIB 201.

BIB 364-Revelation (3)  
Introduction to the book of Revelation: critical issues, survey of the history and methods of interpretation, and detailed analysis of the text. Prerequisite: BIB 201.

BIB 365-Romans (3)  
Analytical treatment of the text, using hermeneutical principles and examining major theological themes. Prerequisite: BIB 201.

BIB 366-Corinthian Letters (3)  
Exposition of selected passages and themes from Paul’s Corinthian correspondence. Prerequisite: BIB 201.

BIB 367-Galatians (3)  
An exposition of selected passages and themes from Paul’s Letter to the Galatians. Course includes treatment of key critical issues. Prerequisite: BIB 201.

BIB 369-John (3)  
Exposition of selected passages and themes of the Fourth Gospel. Surveys some critical issues. Prerequisite: BIB 201.

BIB 381-Land of the Bible I (3)  
A course designed to introduce the student to the historical, geographical, and archaeological background to the biblical world through the Persian period.

BIB 382-Land of the Bible II (3)  
A course to introduce the student to the historical, geographical, and archaeological background to the biblical world during the Hellenistic and Roman periods.

BIB 384-Geographical and Historical Setting of the Bible (3)  
Introduction to the geography, history, and archeology of Israel in biblical times. (On location; considerable study prior to going to Israel is required.) (Same as ANT 384, HIS 384)
BIB 386-Greece/Turkey Field Study (3) (same as ANT 386 and HIS 386)
This course engages the historical, geographical, and cultural setting of ancient Asia Minor and modern Turkey. The program will visit archaeological sites important in the history of Greece and Rome during their domination of Antolia (Plain of Isus, Sagalassos, Ephesus), as well as historical and religious sites that mark the presence of Christianity in the days of the Apostles (Tarsus, Antioch, Laodicea) and the Byzantine era (Hagia Sophia). Students will be encouraged to encounter and understand aspects of modern Turkish life through personal contacts, dialog and visits to religious and cultural sites (Blue Mosque, Topkapi Palace). (same as ANT 386 and HIS 386).

BIB 401-Christian Worldview (3)
This course is designed to be the capstone and synthesis of a Christian student’s learning. It considers how objective our knowledge can actually be in view of the postmodern claim that all knowledge is subjective and relative; it compares Biblical Theism with competing theories of the universe; it surveys the theoretical basis for ethical decision-making; and it explores Theism’s outworking in key areas, such as the sanctity of life, stewardship of the earth’s resources, work, and leisure. Prerequisite: either BIB 301 or BIB 302 (provides Worldview credit).

BIB 447-The Jewish People and Prophecy (3)
A survey of hermeneutical issues surrounding biblical prophecies of the restoration of Israel and the considerations of the future of Israel as a theological question. Interdisciplinary discussion will address the re-establishment of the modern state of Israel in 1948 and the ongoing conflict over rights to the land, as well as the rise of Christian Zionism. (Same as PMN 447)

BIB 448-Old Testament Theology (3)
A study of the Old Testament as it was understood in ancient Israel. Theological themes such as God, humanity, sin, creation, salvation, law, covenant, and worship will be studied from the Old Testament perspective. The class will approach Old Testament as good news waiting to be heard.

BIB 450-The Holy Spirit and His Gifts (3)
A discussion of the gifts of the Holy Spirit for the upbuilding of the church, with a focus on prophecy, healing, tongues and interpretation. Discussion will focus on recent historical events, especially revival and renewal movements, that have contributed to the church’s understanding of the Holy Spirit, as well as biblical texts that describe these supernatural experiences. (Same as THE 450)Prerequisite: BIB 301 or BIB 302.

BIB 460-Topics in Bible and Theology (3)
Selected topics not currently offered in the areas of Biblical and Theological studies.

BIB 470 Theology Seminar (3)

BIB 480-Independent Study (1-3)
Independent study in an approved topic in Biblical Studies. Permission of the Department Head and Dean is required.
BIOLOGY (BIO)

BIO 105-Biology Lab Workshop (1)
Specifically designed as a stand-alone series of labs to facilitate the need of students who need a 1-credit lab component. Students who have taken BIO107 may not take BIO 105.

BIO 107-General Biology I (4)
A survey of the chemical, cellular, and genetic aspects of living organisms coupled with an examination of bacteria, fungi, and plants. Plant structure and identification are emphasized. Several field trips to local forest areas are planned, as well as a visit to the American Museum of Natural History as an introduction to concepts in ecology.

BIO 108-General Biology II (4)
A survey of the protist and animal kingdoms in addition to an introduction to the eleven organ systems in animals with an emphasis on human anatomy and physiology. Animal dissections are included and study of a local pond and a trip to the Bronx Zoo are included to demonstrate ecological concepts. Students who take this course may not take BIO216.

BIO 110-Seashore Ecology Workshop (1)
The study of the interactions of organisms with each other and their nonliving environment in various ecosystems at the seashore. A field trip to the seashore is used to provide direct observation and hands-on analysis of the subject. Students enrolled in BIO 112 or BIO 212 may not take this course.

BIO 111-Freshwater Ecology Workshop (1)
This course is a study of how freshwater organisms relate to each other and their environment. Field trips to local streams and/or ponds will provide opportunities for direct observation and first-hand analysis of the subject. Students enrolled in BIO 112 or BIO 212 may not take this course.

BIO 112-Ecology I (4)
A study of the relationships between organisms and their environment. Environmental influences such as climate, water, temperature, and light along with biotic factors such as predation, competition, and mutualism will be discussed. Ecosystem diversity, structure, and energy flow will be examined. The biblical basis for man's role in the environment and the need for creation awareness will be emphasized.

BIO 115-Principles of Nutrition (3)
Survey of the major themes in nutrition including dietary sources, usefulness of the major classes of nutrients, and associated disorders. Personal nutritional assessment is performed. Offered alternate years. (No lab component: does not satisfy Core Curriculum Laboratory Science requirement.)

BIO 213-Anatomy and Physiology I (4)
Examination of the structure of the human body and how it normally functions. Includes a study of the chemical, cellular, and tissue components of the body and four organ systems: the integumentary, skeletal, muscular and nervous systems. Prominent disorders and current medical developments related to these topics will
also be discussed. Laboratory components include microscopic work, dissection, and a field trip to a local health care facility.

BIO 214-Anatomy and Physiology II (4)
Study of seven organ systems in the human body: the endocrine, lymphatic, cardiovascular, respiratory, digestive, urinary, and reproductive systems. A research paper is required to facilitate understanding of disorders and current medical progress. Microscope work, cat dissection, and a variety of physiological experiments will be conducted during laboratory sessions. A trip to a local hospital or medical institution is incorporated.

BIO 216-Human Biology (4)
A survey and analysis of the systems of the human body: the structure and functions of the digestive, respiratory, structural, excretory, endocrine and nervous systems. Students who take this course may not take BIO 108.

BIO 217-Survey of the Life Sciences (4)
An introduction to biology, chemistry, anatomy and physiology, and ecology. A hands-on approach will be used to prepare students for science instruction in the elementary school. Childhood Education majors only.

BIO 220-Microbiology (4)
A comprehensive study of microorganisms, including bacteria, viruses, fungi, protozoa, and algae. Topics include microbial anatomy, physiology, genetics, ecology, taxonomy, methods of control, and the medical significance of microbiology. Laboratory exercises in basic microbiological techniques are designed to complement theories presented.

BUSINESS (BUS)

BUS 101-Introduction to Business (3)
A required course for all incoming Freshmen intending Accounting or Business as their major but also highly recommended for those seeking an overview of management, marketing, finance, accounting, and Business ethics.

BUS 201-202-Principles of Accounting (3-3)
Fundamentals of theory and practice, principles of double entry, design and use of books of account and costing typical transactions, balances, work sheets, preparation of statements and balance sheets. Second semester: Introduction to cost accounting, budgeting, and managerial concepts. (BUS 201 prerequisite for BUS 202)

BUS 211-The Successful Job Search (2)
A study of the job market and the job search process. Students will participate in a variety of exercises to gain knowledge of interests and skills. Students will develop their own job search materials as a part of this course. Open to all majors.

BUS 232-Principles of Management (3)
Covers the basic managerial functions of planning, organizing, motivating, controlling. Includes a review of organization and management theories and methods. Focuses on management problems in profit and not-for-profit sectors.
BUS 242-Personal Finance (3)
Examination of principles to prepare an individual to plan and manage personal finances. Topics surveyed are financial planning, savings and investment, insurance, personal taxes, consumer credit uses, sources, and costs, and estate planning.

BUS 246-Non-Profit Organizations (3)
A study of the formation, regulation, management, organization, accounting, and reporting of non-profit organizations. Prerequisite: BUS 201, or consent of the department chair.

BUS 301-302-Intermediate Accounting (3-3)
An intense examination of generally accepted accounting principles and their application to various items on the accepted general-purpose financial statements. Emphasis on pronouncements by accounting authorities and analytical application of accounting theory. Prerequisite: BUS 202.

BUS 310-International Trade and Finance (3)
This course focuses on multinational financial management that includes international financial markets, international cash management, foreign exchange exposure management, international aspects of capital budgeting and investment analysis, export-import transactions, and foreign direct investment. Prerequisites: BUS 333, ECO 202.

BUS 311-Cost and Managerial Accounting (3)
The fundamentals of the cost accounting information system, classification of costs, and basic cost reports. Responsibility accounting is incorporated in the analysis of material, labor, and overhead charges. Covers the job order and process cost systems as well as the standard cost system with variance analysis. Prerequisite: BUS 202.

BUS 312-Accounting with Computers (3)
Utilizing the latest version of a well-known accounting program, this course places the student in the position of accountant in a business in the process of computerizing its records. Conducted in a computer lab instead of a classroom, the course gives students hands-on experience in many areas of accounting, such as accounts receivable, cash receipts, accounts payable, cash disbursements, payroll, and preparation of bank reconciliations.

BUS 315-Global Business (3)
The course is a study of the international business environment along with strategies for diversification and the management of multinational enterprises. Topics include exporting, licensing, acquisitions, and joint ventures. Ethical standards for multinational corporations are emphasized. Prerequisite: BUS 232.

BUS 321-Risk Management & Insurance (3)
This course provides an overview of the principles of risk management and its analytical techniques of risk exposure, regulations and the functions of the insurance industry. It will meet the objectives of providing 1) a broad perspective on risk management, 2) a conceptual framework for decision-making and public policy; and 3) details on insurance contracts and markets. Prerequisites: BUS 202, BUS 333
Undergraduate Course Descriptions

BUS 326-Organizational Behavior (3)
Relates theory and research to an understanding and explanation of human behavior within organizations. Concepts covered include interpersonal communication and influence, small group behavior, and inter-group conflict and cooperation.

BUS 327-Business Communications (3)
An examination of the concepts and methods of communicating effectively in business and organizations. Emphasis on creating messages, writing letters and memos, preparing reports and proposals, and making oral presentations.

BUS 330-Constitutional Law (3)
The course is a study of the historical and contemporary principles of constitutional law. Subjects include separation of powers within the federal government, judicial review through the Supreme Court, and the relationship of the Bill of Rights to the states through the fourteenth amendment, with particular emphasis on due process and equal protection. Prerequisite: BUS 335.

BUS 331-Principles of Marketing (3)
An overview of the marketing function for business examining pricing strategies, promotional techniques, distribution networks, and product development with an emphasis on consumer behavior.

BUS 333-Principles of Finance I (3)
Principles of financial planning for the organization. Topics included are capital budgeting, risk analysis, ratio analysis, financial planning, and control-budgeting. Prerequisite: BUS 202.

BUS 334-Principles of Finance II (3)
Concepts and techniques used by organizations to raise capital through debt and equity markets. Topics include operating and financial leverage (break-even analysis), dividend policy, long-term debt, preferred stock, common stock, convertible securities, and mergers and acquisitions. Prerequisite: BUS 333.

BUS 335-Business Law I (3)
Analysis of the legal right and duties of businessmen with regard to contracts, agency, sales, negotiable instruments, employee and employer relationships, transfer of real and personal property, partnerships, corporations, and related topics.

BUS 336-Business Law II (3)
Includes a review of the unique legal considerations for the non-profit organization with topics such as equal opportunity laws, lobbying activities, securing and maintaining tax-exempt status. Prerequisite: BUS 335.

BUS 337-Employment Law (3)
A comprehensive analysis of employment law. Subjects include employment relations and liability, employment procedure, employment discrimination and employment regulations. Particular attention will be given to the employment contract, the civil rights act, affirmative action, religious discrimination, labor law, worker’s compensation, and termination of employment. Prerequisites: BUS 335, BUS 336.
BUS 338-Market Research (3)
Principles of marketing research concentrating on the gathering and recording of data. Topics also include how to set up a survey, interpretation of data, and cost effective means of conducting market research. Prerequisite: BUS 331.

BUS 339-International Law (3)
A study of the nature of international law: state jurisdiction; the individual legal system; statehood and recognition of states; diplomatic and consular immunity; international agreements; the use of force and an overview of various international organizations. Prerequisite: BUS 335.

BUS 341-Management Information Systems (3)
The course is intended to improve the prospective manager’s ability to make competitively advantageous decisions at the operational, tactical, and strategic level through the use of information systems. It will provide a survey of ICS terminology, issues, and theories critical to the manager and encourage an analytical perspective in understanding the application of those theories to the solution of representative current business problems. (Same as CSC 341)

BUS 344-Human Resources Management (3)
Through selected readings, case analysis, and class discussion, students study employer/employee relations, recruitment, job design, performance appraisal, training and development, compensation, communication, and union relations. Prerequisite: BUS 232, or consent of the department chair.

BUS 345-Entertainment Industry Economics (3)
This course is an overview of the business aspects of the entertainment industry using the principles of economics. The course will focus on supply, demand, and industry structure in the following areas: music, art, theater, and film. These cultural industries will also be looked at in terms of integration of faith and learning; that is, what is the Christian’s role in and response to entertainment. (Same as ECO 345, MUS 345)

BUS 346-Advertising and Sales Promotion (3)
A study of both the creative concepts of print and broadcast media along with discussions on the various channels and campaigns utilized. Prerequisite: BUS 331.

BUS 347-Music Business I: The Legal Aspects of the Music Industry (3)
This course covers the legal aspects of the music industry. It includes an overview of the music industry and discusses the following topics in detail: publishing, copyrights, the music business system, licensing, artist management, attorneys, and concert promotion. (Same as MUS 347)

BUS 348-Retail Management (3)
An examination of the framework of retailing, retail institutions, strategic planning, and organization. The course also covers merchandise and marketing management, control requirements, personnel development, management information systems, and other technological applications. Prerequisite: BUS 331.

BUS 349-Music Business II: Music Industry, Recording, Merchandising, Contracts, and Career Development (3)
This course surveys the pragmatic aspects of the music industry. Specifically, it looks at audio recording, merchandising, contracts, career development, record
markets, production, studios, and the use of music in broadcasting and film. (Same as MUS 349)

BUS 351-Securities & Investments (3)
This course provides an overview of financial institutions and markets and the financial instruments offered to investors. Financial instruments reviewed in the course include stocks, bonds, mutual funds, commercial paper, futures contracts, and other derivatives such as options and commodities. Portfolio theory, securities analysis, risk assessment and mitigation, and analytical techniques are reviewed. Prerequisite: BUS 202.

BUS 363-Public Relations (3)
An introduction to the nature, practices, and ethics of public relations. Emphasis on evaluating public attitudes, relating an organization to the needs and interests of its audiences, and planning and executing a program to promote public understanding, acceptance, and goodwill.

BUS 403-Auditing (3)
Topics of study include the basic concepts and techniques of auditing, quality control standards, audit applications, statistical sampling, and professional services. A central consideration of the course concerns ethical issues encountered by the professional accountant.

BUS 410-Case Analysis in Financial Management (3)
A capstone course for seniors in financial management which applies learning in finance to real or simulated case problems involving short and long-term financing, mergers and acquisitions, profit planning, capital structure and dividend policy. Prerequisites: BUS 334. Seniors only.

BUS 411-Advanced Accounting (3)
This final course in the accounting sequence covers specialized topics that the professional accountant encounters frequently, such as environmental issues in financial reporting, business combinations, consolidated statements, accounting for foreign transactions, corporate reorganization and liquidation, and the basic concepts of fund accounting.

BUS 412-Project Management (3)
This course is designed to teach students the basic principles of project management. Students will learn how to identify and schedule project resources, create project flow charts, and produce critical path planning and evaluation reports. Topics to be covered include: (1) project selection and scope definition, (2) work breakdown structures and statements of work, (3) risk management, (4) project scheduling, (5) project team selection and development, and (6) strengths and weaknesses of various project management tools. Prerequisite: Instructor's permission. (Same as CSC 412)

BUS 413-Product Management (3)
This course is prepares students for careers in product management and includes concepts such as new product introduction, positioning, product line management, pricing, strategy, product pruning, extensions and enhancements. Prerequisites: BUS 32, BUS 331.
BUS 415-Federal Income Tax (3)
The theory and application of the internal revenue code and regulations with emphasis on individual taxation. Includes returns, rates, gross income exclusions and inclusions, basis for gains and losses, allowable deductions, and principles of tax accounting. Prerequisites: BUS 201, 202.

BUS 424-Sales Force Management (3)
The course will cover personal selling practices and strategies and its role in the marketing mix. The sales function to be covered includes consultative selling, negotiation, customer types and interactions, recruiting & selection, training, compensation, quotas, supervision, motivation, forecasting and evaluation. Prerequisites: BUS 232, BUS 331.

BUS 428-Business Ethics (3)
Review of the development of ethics in the area of business. Discussion focuses on the current and developing ethical concerns facing business executives and managers. Case studies assist the student in developing a consistent and viable ethical system to face these concerns. Prerequisites: BUS 331, 332, ECO 201.

BUS 435-Media Law (3)
(For course description see COM 435)

BUS 439-Strategies of Community Organization (3)
Examines the theory and practice of community organizing. Emphasizes intervention at the community level that is oriented toward improving or changing organizations, businesses and other institutions. Addresses problem solving techniques and community activities of professionals engaged in business, social work, ministry and other fields/disciplines. (Same as SOC 439)

BUS 441-Organizational Development (3)
A study of organizational forms and their evolution in the context of formal and informal structures. It offers frameworks for analyzing effectiveness and for taking remedial actions. Prerequisites: BUS 332, BUS 333.

BUS 443-Direct Marketing (3)
This course investigates all aspects of direct marketing and includes Internet, direct mail, direct response, telemarketing and database usage. It also includes strategy and its role in the market mix/function. Seniors only.

BUS 444-Topics in Human Resource Management (3)
This is a seminar-based course covering current and leading edge topics in HR. Students are expected to research areas of interest and present findings to class. Discussions will include HR strategy development and its integration into the overall corporate plan. Prerequisites: BUS 332, BUS 333.

BUS 453-International Marketing (3)
This course extends marketing concepts to the international arena and includes issues of political, cultural and environmental elements to the marketing mix. Marketing strategy, pricing, promotion, distribution, and place issues are adapted to international markets. Prerequisite: BUS 331.
BUS 454-Entrepreneurship (3)
The course studies the role and definition of the entrepreneur and reviews business start-up issues as well as business planning and operation of a small business. Prerequisites: BUS 232, BUS 331, BUS 333.

BUS 455-Consumer Behavior (3)
This course is an introduction to the human element in purchasing and selling in the marketplace. It includes motivation, consumer learning, group dynamics, cultural and familial influence and other aspects that impact marketing decisions. Prerequisite: BUS 331.

BUS 456-Advanced Market Management (3)
This marketing capstone course is intended to draw together all of the marketing knowledge learned in prior courses in order to apply it to a variety of marketing situations. Cases are used extensively. Students use their knowledge to develop comprehensive marketing programs that include, among other things, an assessment of the environment, sales forecasts, advertising strategy, target marketing and a budget. Seniors only.

BUS 457-Urban Planning and Strategies (3)
This course explores the history of urban planning and current approaches. Issues covered include housing, transportation, development, policy, etc. Prerequisites: BUS 232, BUS 331, BUS 333.

BUS 458-Operations Management and Linear Programming (3)
The course reviews methods used for efficient production of goods and services. It covers inventory management, planning and scheduling, resource allocation, total quality management, quantitative techniques such as linear programming, transportation problems, etc. Prerequisites: BUS 332, BUS 202. (Same as MAT 458)

BUS 459-International Relations and Political Economy (3)
This course explores the political, diplomatic and economic problems facing developed, developing and transitional societies by 1) creating an understanding of relations between 3rd world, transitional societies and western countries, 2) examining the resolution of conflicts arising from globalization of trade and impacts on international business issues & operations, and 3) global trade agreements such as GATT and its international business implications. Prerequisites: BUS 331, BUS 333, BUS 315. (Same as SOC 459)

BUS 460-Music Business Seminar (3)
This course will examine a multitude of important & recently published newsworthy items relevant to the Music Business Industry, emphasizing moral & ethical Christian values in preparing the students for the rapidly changing & day-to-day experiences within the industry. Along with the textbook, videotapes & CDs will be used by students and instructor as context for in-depth discussions and analysis. (Same as MUS 460)

BUS 461-International Business Operations (3)
Advanced study of the operations of an international concern with its particular problems and opportunities. Discussion includes how both profit organizations and international charitable institutions must cope in the area of finance, personnel, marketing, and management. Prerequisites: BUS 331, 332.

184
BUS 462-Cross-Cultural Business Environment (3)
This course examines factors that impact business and managerial effectiveness in a cross-cultural setting by focusing on opportunities & challenges presented by an increasingly interdependent world of diverse cultures, economies and political systems. Course topics include language, religion, values, attitudes, educational structure, social organization, technology, and political and legal climate. Issues concerning conflict and peace, international political economy, global governance, the business culture and rituals, negotiations & the environment will also be covered. Prerequisites: BUS 331, BUS 333, BUS 315.

BUS 470-Business Policy and Strategic Management (3)
Comprehensive and integrated study of all major aspects of business organizations. Policy formulation of an organization is discussed and analyzed through case studies. To be taken last semester of the senior year or with instructor’s permission.

BUS 480-Independent Study (1-3)
Independent study in an approved topic in Business. Permission of the Department Head and Dean is required.

BUS 490-Internship (1-3)
The practical application of business knowledge in an applied setting will be studied. The location and nature of the internship for the Learning Contract must be approved by the Department Head and the Dean.

CHEMISTRY (CHE)

CHE 113-Inorganic Chemistry I (4)
Basic topics include measurements, matter and energy, the atomic theory, the periodic system of the elements, chemical bonds, quantitative relationships in chemical reactions, the kinetic theory, equilibria, radioactivity, and properties of water, acids, bases, and solutions.

CHE 213-Organic Chemistry I (4)
Basic topics include recognizing, naming, and learning representative reactions of molecules such as hydrocarbons, alcohols, phenols, ethers, aldehydes, ketones, carboxylic acids, esters, amines, and amides. Carbohydrates, lipids, proteins, and nucleic acids will also be surveyed.

CHRISTIAN EDUCATION (CED)

CED 201-Introduction to Christian Education (3)
This course examines basic models, theories, and practices in the field. It explores biblical, theological, and basic philosophical underpinnings of CE.

CED 202-Foundations of Teaching in the Church (3)
Principles and practices of Christian education as the teaching ministry of the church. Introduction to educational and administrative theory, leadership development, curricular materials, and teaching methods.

CED 211-Selected Topics in Urban Youth Ministry (1)
Course offered in conjunction with the Nyack College Institute of Urban Youth Ministry Studies conference held each semester. Speakers include nationally recognized experts in the field.
CED 228-Introduction to Women in Ministry (3)
(For course description see PMN 228)

CED 243-Sociology of Adolescence (3)
(For course description see SOC 243)

CED 252-Leadership and Character Development (3)
(For course description see ICS 252)

CED 331-Children’s Ministry Leadership (3)
The church’s objectives and program for children based on the principles of child development, with special consideration of such topics as the evangelism of children and the evaluation of curriculum materials.

CED 335-Adult Ministry Leadership (3)
Theory and practice of adult education in the church, including stages in the adult life cycle, programming for adult needs, and curriculum building.

CED 340-Parents of Adolescents (3)
How can a youth worker, especially one who is young, gain the respect of the parents of those in his/her youth group? This course deals with practical program models plus what it means to understand the parent point-of-view.

CED 341-Principles of Evangelism (3)
(For course description see ICS 341)

CED 344-Teaching the Bible (3)
Practical application of the principles of inductive Bible study. Extension of these principles to the teaching process with laboratory experience in planning and teaching Bible lessons in the classroom. Prerequisite: BIB 102. (Same as EDU 344)

CED 346-Personal Spiritual Formation (3)
(For course description see PMN 346)

CED 347-After School Programs and Child Evangelism (3)
After school programs for children and youth are widespread throughout New York City. This course concentrates on the philosophy, organization, and administration of church, Para church, or agency based after school programs. Field observation or participation is required.

CED 348-Drama and the Church (3)
(For course description see DRA 348)

CED 349-Introduction to Family Ministries (3)
While considering sociological and psychological analysis of families, this course offers theoretical, theological, and practical resources for developing needed family ministries within the local church. Student understanding of his/her own current and future family is also an outcome of this course.

CED 353-The Exceptional Child (2)
(For course description see EDU 353)
CED 356-History and Philosophy of Christian Education (3)
Explore the historical and philosophical foundations of Christian Education. This course surveys the educational underpinnings from Jesus through the early church, the Middle Ages, Renaissance, the Reformation, the Modern Age, to contemporary perspectives. Students will learn to make connections between historical roots to present day educational applications.

CED 358-Community Development in Context (3)
(For course description see ICS 358)

CED/YMN 391-Student Teaching I (3)
Teaching methodology and supervised field experience related to ministry courses; students teach one hour each week throughout the year. To be taken in the junior year. Prerequisite: CED 202

CED/YMN 392-Student Teaching II (1)
Advanced teaching methodology, supervised field experience, and construction of teacher training events related to ministry courses; students teach one hour each week throughout the year. To be taken in the junior year. Prerequisite: CED/YMN 391.

CED 441-Leadership and Administration (3)
(For course description see PMN 441)

CED 443-Arts and Crafts (2)
(For course description see EDU 443)

CED 444-Equipping Leadership (3)
Principles and practice of the development of Christian education curriculum, including scope, purpose, process, personnel, and timing. Examination and evaluation of published curricula; curriculum-building for the local church. Sunday School leadership and management issues will also be addressed.

CED 446-Educational Media (2)
An examination of the interrelated uses of technology in the classroom. The course will explore both the hardware and software utilized in K-6 classrooms via hands-on application. (Same as EDU 446)

CED/YMN 480-Independent Study (1-3)
Independent study in an approved topic in Christian education. Permission of the Department Head and Dean is required.

CED/YMN 490-Internship (1-3)
Available each summer for students involved in any full-time ministry for two or more weeks. Permission of the Department Head and Dean is required.

CED/YMN 491-492-Seminar and Practicum in Christian Education (3-2)
Class sessions involve the integration of the student’s knowledge in Christian education into a coherent whole. During the course, the student will be associated with a local church working with a pastor, youth pastor, director of Christian education, or a Sunday school superintendent. Open to Senior CED and YM majors only or by permission of Department Head.
COMMUNICATIONS (COM)

COM 105-Introduction to Digital Photography (3)
An introductory course to orient the student to digital photography. Fee included for equipment purchase.

COM 107-Introduction to Communication (3)
An introduction course in communication, focusing on the major theorists in communication.

COM 108-Public Speaking (3)
This course provides an overview of the theory, composition, delivery, and critical examination of public speeches.

COM 115-Announcing for Electronic Media (3)
This course is designed to cover the mechanics, tools, and techniques of radio announcing in the field and in the studio. Emphasis is placed on the delivery of news, commercials, and public service announcements, and on the art of interviewing.

COM 192-Practicum: Journalism (1)
An intensive study of the techniques and procedures of newspaper production. Involves the student as an active member of Nyack College’s student newspaper, The Forum. Instructor’s permission is required by the end of the registration period.

COM 193-Practicum: Yearbook Production (1-2)
An intensive study of the techniques and procedures of yearbook production, including a study of relevant desktop publishing computer programs. Involves the student as a active member of the Nyack College yearbook staff. Instructor’s permission required. (Same as ENG 182)

COM 195-Radio Workshop (1)
Involves the student as a responsible worker on the staff of the Nyack College radio station, WNYK. Entrance by audition.

COM 212-Mass Media and Society (3)
This course will examine the historical development of news, press, film, broadcasting, public relations, and advertising. Students will develop critical thinking and writing skills that are relevant to media professionals working in various areas of business. The course will also discuss the freedoms and responsibilities of mass communication.

COM 214-Speech Writing (3)
In Public Speaking (COM 108), emphasis is placed upon the theory, composition, delivery, and critical examination of public speeches. This course will emphasize particularly the skill of composition, concentrating on message preparation for a variety of audience types. There will be an exercise in ghostwriting in which the student will grapple with the ethics and practical complications of writing in the voice of another. Prerequisite: COM 108. (Same as ENG 214)

COM 222-Introduction to Cinema (3)
A survey of film history with special emphasis upon the development of film techniques and the role that certain directors have played in advancing cinema art.
COM 235-Introduction to Journalism (3)
(For course description see ENG 235)

COM 236-Basic Audio Production (3)
Survey of radio station theories in organization and programming, including show
production and special production, including news, remote broadcasts, and general
radio format.

COM 243-Interpersonal Communication (3)
Theoretical understanding of the communication process and practical application
of communication skills. Attention is given to such influences as perception, self-
concept, emotion, and cultural context on communication. Practical exercises will
develop such skills as perception checking, active listening, self-disclosure, and
assertiveness. (same as PSY 243)

COM 244-Intro to Film/TV Production (3)
The course covers the principles and practical application of television directing
and production. Techniques and concepts of video field production and video
editing are introduced

COM 245-Television Field Production (3)
Examines scripting, lighting, camera work, continuity, editing, logistics, and
budgeting for video production on location. Surveys various types of electronic
field production. Students complete and critique production exercises for
technical and aesthetic aspects of form and content.

COM 314-Television Directing (3)
Covers all elements of TV directing to include program design, writing,
visualization, production procedures and techniques, studio preparation,
production, and individual evaluation.

COM 315-Script Writing for Film and TV (3)

COM 319-Mass Media Research Methods (3)
Covers quantitative research methods in mass communications including sampling,
survey, experimental, and content analysis. Reviews the identification of basic
concepts, problems, responsibilities, and research ethics; procedures and basic
techniques of computer data analysis.

COM 320-Telecommunications Technologies (3)
Surveys new technologies and communication networks. Issues such as the
marketplace, government policy, the social impacts of new technologies,
globalization, computer security, privacy, and changes in regulations may be
covered.

COM 330-Media Writing (3)
This course is designed to cover the principles, forms, and latest techniques of
writing professionally for the media. Discussions and analysis of actual print and
broadcast writing are included along with journalistic writing assignments.
Prerequisite: COM 212 (Same as ENG 330)

COM 332-Magazine Writing (3)
(For course description see ENG 332)
COM 336 - Advanced Audio Production (3)
An advanced course that will provide information and experience in complex audio production and recording. The course includes hands-on experience with 32-track-recording studio production equipment in both analog and digital environments. Students will produce a variety of recorded projects to demonstrate appropriate understanding of typical production tasks. Prerequisite: COM 236.

COM 337 - Voice and Articulation (3)
Covers aspects of voice and articulation in radio production. Students will create and critique their own broadcasts as well as critique professional broadcasts.

COM 339 - Newswriting (3)
(For course description see ENG 339)

COM 405 - Video Workshop (1)
Students develop programs for telecast on local TV or other venues and demonstrate skills in writing and producing. May be produced in conjunction with a professor and/or other students.

COM 406 - Documentary Research (3)
Explores the necessary research skills used in documentary production and news reporting including the gathering of information from primary and secondary sources and evaluation of information. Students create a formal documentary proposal with accompanying research.

COM 411 – Film, Faith and Culture (3)
This course will explore the relationship between film, art and popular culture and the Christian faith. In addition to viewing films that are relevant to the Christian belief system, students will read, discuss and write about the listed course topics.

COM 420 – Senior Project in Communications (3)
This course will give students an opportunity to develop one final project that showcases their development and skill level in the chosen concentration. The specifics of the project that each student will create will vary. In addition, the course will give all students, regardless of concentration and project, an opportunity to develop their demo reel or portfolio for employment in the media field. (repeatable)

COM 428 - Ethical Issues in Mass Communications (3)
An examination of ethical questions related to human communication.

COM 434 - Electronic Media Management (3)
Broadcast formats, programming, production, market analysis and development, ratings and audience analysis, personnel management, budgeting, station ownership, and governmental regulations are examined from a managerial perspective. Prerequisite: COM 232.

COM 435 - Media Law (3)
The background and current protections for speech and media, with attention to libel, privacy, copyright, obscenity, commercial speech and other areas.

COM 438 – Advanced TV/Film Production (3)
COM 440 - Topics in Communications (1-3, depending on topic)
Examination of selected topics of current interest to Communications faculty offered within the concentrations of the Communications Department: Cinema, Drama, Journalism, Mass Media, Broadcasting, and Rhetoric. Study of some topics may require independent research on the part of the students and may include presentation of findings or projects to the class.

COM 470 – Christian Worldview for Communications (3)
This course explores the transition from Modernity to post-Modernity. Students will study why this transition is taking place, learn about the effects of Western culture on the world, and learn to predict worldwide trends. Students will become aware of world issues resulting from this cultural shift and will be challenged to engage culture to create change.

COM 480 - Independent Study (1-3)
Independent study in an approved topic in Communications. Permission of the Department Head and Dean is required.

COM 490 - Internship (1-3)
The practical application of communications knowledge in an applied setting will be studied. The location and nature of the internship for the Learning Contract must be approved by the Department Head and the Dean.

**COMPUTER SCIENCE (CSC)**

CSC 103 - Introduction to Computers I (3)
Fundamental concepts of computers. Topics include computer hardware, software, operating systems, programming, networking, varied uses of computers, and ethical considerations. Word processing, spreadsheet, and Internet applications will be used extensively to provide theoretical knowledge and hands-on experience.

*Students who are able to demonstrate an acceptable proficiency in the use of computers may fulfill this requirement by choosing a higher level computer applications course with the department head's permission.

CSC 104 - Introduction to Computers II (3)
Advanced introduction to the fundamentals of computers. Topics are the same as those for CSC 103 but will be explored at a higher level. Advanced treatment in word processing, spreadsheet, and Internet applications is included. In addition, students will gain practical knowledge in the areas of installation and maintenance of computers. Prerequisite: acceptable computer placement scores or department head’s permission.

CSC 112 - Introduction to Programming I (3)
An introduction to computer programming using Visual Basic of C computer language. The course will explore fundamentals of computer programming and implementation. The topics to be covered include algorithms, form design, object definition, event-driven procedures, types of variables, input/output, subroutines, arrays, graphics, as well as linking other computer applications to the program. Students will be required to complete a series of programming projects. Prerequisites: Math elective.
CSC 201-Introduction to Programming II (3)  
An introduction to programming language. An in-depth introduction to computer science at a level appropriate to those students considering a major or minor in computer science. Introduction to computer structure, problem-solving methods, and algorithm development. Software projects include design, coding, debugging, and documentation of programs in a high-level language. Emphasis will be on hands-on introduction to programming using JAVA. Prerequisites: CSC 104 and Math elective.

CSC 210-Computer Hardware Organization (3)  
This course is designed to introduce students to the basic components of a computer and how they work together under the control of an operating system. The course will cover an introduction to the organization, structure, installation, configuration, diagnosing and troubleshooting, preventive maintenance of the major hardware components of computers. Prerequisite: CSC 104.

CSC 242-Webpage Design (3)  
This course is designed for any student who wants to learn introductory web page design concepts and skills. Students will participate in a series of lectures/discussions and hands-on labs and projects that focus on HTML, CSS, and basic web page design and authoring skills. Students are required to complete a number of projects and a final website. Prerequisites: instructor's permission.

CSC 243-Computer Arts (3)  
This course is designed for both computer science and non-computer science students who want to learn computer graphic and image-editing techniques. Some of the topics to be covered include, image retouching, painting, drawing, coloring, Web tools, and media integration. Adobe Photoshop, Image-Ready, and media compression software applications will be used. Students are required to present final project for credit. Prerequisite: instructor’s permission.

CSC 245-Computer Graphics and Animation (3)  
An introductory animation and graphics class focusing on the elements of 2D animation, computer illustration, and 3D animation. Emphasis is placed on frame-by-frame animation, Flash ActionScript, exporting in various movie formats, and the creation of advanced interactive applications both for the web and for offline distribution (i.e., CD-Rom). Prerequisite: instructor’s permission.

CSC 311-Data Structures and Algorithms (3)  
A course in data types and structures including arrays, stacks, singly- and doubly-linked lists, queues, trees, sets, and graphs. Students will learn storage management and rudiments of the analysis of algorithms as well as programming techniques for processing structures. Also covered are the techniques for sorting and searching, hashing, and garbage collection. Prerequisite: CSC 201.

CSC 312-Database Concepts (3)  
A course in database design and management. Topics include a conceptual understanding of database systems, various database implementation methods, database design using client/server methodology, relational and object-oriented database technology, and database languages including SQL, 4GL, OLAP, and DB2. Students are required to complete a series of projects that explore various database environments. Prerequisites: CSC 112 or CSC 201.
CSC 340-Web Programming and Design (3)
This course is aimed at computer science students who want to learn serious web programming and design. Topics include HTML 4.0, CGI programming, JavaScript, ASP, SSI, Java Bean, JDBC, and Java. Students will learn to balance the demand for the latest features in webpage design with the need for multi-platform support and will develop the confidence to handle real-world problems. Prerequisite: CSC 112 or CSC 201.

CSC 341-Management Information Systems (3)
(For course description see BUS 341)

CSC 342-Internet Database Management (3)
A course in Internet database management. Topics include applying fundamental database design concepts to integrate databases in hybrid database environment, understanding different Web application architectures and technologies, including search engines, Active X, security, Web transaction processing, interface design, legacy access, push technology, JDBC, JavaBeans, Servlets, and RMI for database development. Students are required to complete a project. Prerequisite: CSC 112 or CSC 201.

CSC 343-Website Construction (3)
This course is designed for students who want to learn advanced website design concepts and skills. Topics include usability and accessibility issues, CSS, streaming web content, DHTML, scripting and user interface animation. Students are required to complete a number of projects and a final web site. Prerequisite: CSC 242 or instructor's permission.

CSC 345-Advanced Programming (3)
This is an advanced course designed for students who want to have an in-depth understanding of programming language principles. Topics to be covered include: (1) syntax and semantics, (2) survey of different programming language paradigms: procedural, object-oriented, functional, logic, concurrent and special purpose programming languages, (3) comparison between .Net and J2EE from the programming language perspective. Prerequisite: CSC 112 or CSC 201.

CSC 347-Advanced Computer Arts (3)
This course is designed to focus on advance topics in computer graphic and image-editing techniques. Some of the topics to be covered include, advanced Adobe Photoshop, Adobe Illustrator, QuarkXPress, and student portfolio design. Students are required to present final project for credit. Prerequisite: CSC 243.

CSC 348-Digital System Design (3)

CSC 411-Software Engineering (3)
This course introduces the fundamental concepts of software engineering. The topics to be covered include: (1) software development life cycle models, (1) software requirements and analysis, (3) software design, (4) software implementation, (5) unit testing and system testing, (6) validation and verification and (7) software maintenance. Prerequisite: CSC 112 or CSC 201.

CSC 412-Project Management (3)
(For course description see BUS 412)
CSC 441-Data Communications and Networks (3)
An introductory course in data communications and computer networks. Topics include the terminology and architecture of data communications systems, data transmission concepts, fundamentals of computer networking, OSI reference model, and applications issues in file transfer, electronic mail, remote job entry, and network directory services. Prerequisites: CSC 210.

CSC 442-Operating Systems (3)
A course in design and implementation of operating systems. Topics include process management, process synchronization and interprocess communication, memory management, virtual memory, interrupt handling, processor scheduling, device management, I/O, and file systems. A case study of the Windows NT operating systems and programming project are required. Prerequisites: CSC 210.

CSC 443-XML and XHTML (3)
The development of XML (eXtensible Markup Language) is one of the milestones in the history of the Web. XML and HTML represent a large family of related technologies and languages. This course covers the fundamental concepts of XML and HTML. Topics to be covered include: (1) history of markup language and introduction to SGML, (2) XML DTD, (3) XML Schema, (4) XSLT, (5) XHTML, (6) XPath and XPointer, (7) XML Query Language and XML Database. If time permits, advanced concepts such as XMI, DOM will be discussed. Prerequisite: CSC 112 or CSC 201.

CSC 444-Electronic Commerce (3)
Introduction to Electronic Commerce which is a specific application of computer science. This course is designed for students majoring in either Computer Science or Business. Topics include Dataweb technology and database infrastructure for EC, Security, and Workflow technology as it applies to EC, Multimedia Technology Standards in Middleware and data exchange, Mobile Computing platforms, and Electronic payment systems. The course will be composed of lectures and round table discussions. The discussion will be based on student projects in subjects identified in the lectures as well as the reading assignments. Prerequisites: CSC 112 or CSC 201.

CSC 445-Network Security (3)
The course will provide the necessary foundations for understanding network security, including encryption techniques, design of secure systems and protocols, and enhancements for existing protocols like electronic mail, WWW and the Internet protocol. While the majority of the material will be drawn from the text, additional topical areas such as electronic cash, the WWW security protocol SSL, and Java security issues will be covered. Prerequisite: CSC 112 or CSC 201.

CSC 446-Network Management (3)
This course focuses on SNMP (Simple Network Management Protocol) and RMON (remote monitoring), the theoretical underpinning of each, and how they are effectively implemented in modern enterprise networks. Students will learn the purpose and functionality of SNMP and RMON protocols as they relate to the management of enterprise networks. Topics include SNMP message types, proxy agents, SNMP MIB Tree, how to troubleshoot complex networks using SNMP, RMON probes and embedded RMON, RMON functional groups, packet filtering, analyzing and interpreting captured packets, and implementing RMON in a switched environment. Prerequisite: CSC 112 or CSC 201
CSC 447-Network Design and Implementation (3)
This course provides delegates with the information and skills needed to create and administer a networking services infrastructure design that supports the required network applications. Students will learn how to implement the components that make up the Windows 2000 network infrastructure. Topics to be covered include: (1) installing, configuring and supporting a network infrastructure that uses the Microsoft Windows 2000 Server (2) network applications interface (3) TCP/IP suite for Windows 2000 (4) Domain and Active Directory Services (6) security consideration. The course prepares candidates for Microsoft examinations 70-216 and 70-221. Prerequisite: CSC 210

CSC 460-Special Topics in Computer Science (3)
Special topics arranged as the need and availability arise. Topics are usually offered on a one-time basis. Instructor’s permission required.

CSC 470-Computer Science Seminar (3)
Topics of current interest in computer science. Through this class, students may (1) become familiar with recent developments in computer science, (2) critique research ideas and present their views in front of a technical audience, and (3) exchange and foster ideas for further research. All students are expected to read a list of research papers, actively contribute to discussions in class, and make a 50-minute presentation on a research paper/project of their choice. Prerequisite: instructor’s permission required.

CSC 472-Integrative Project (3)
This course is designed for juniors or seniors. Students will apply the knowledge and skills acquired from their previous courses to develop a complex project, in an area of their choice, with a faculty mentor. Prerequisite: instructor’s permission.

CSC 480-Independent Study in Computer Science (1-3)
Independent study in an approved topic in Computer Science. Prerequisite: instructor’s permission.

CSC 490-Computer Science Internship (3)
A supervised computer-related field in industrial, governmental, or private sector. Faculty supervisor advises the student where to focus the learning objective for the given internship. A project at the internship is to be at the level of research expected in junior/senior independent study in computer science. Prerequisite: instructor’s permission.

DEVELOPMENTAL STUDIES (DEV)

DEV 001-Developmental Writing (0)
Intensive review of English grammar, usage, syntax, mechanics, and principles of effective written expression. Enrollment by permission of the Department of Academic Development.

DEV 002-Developmental Reading (0)
Intensive study and practice of basic reading skills; emphasis in fluency of reading and close analysis of written texts; systematic instruction in vocabulary and comprehension strategies for understanding standard written English.
DEV 004-Developmental Math (0)
This course is a combination of arithmetic and elementary algebra. It includes the arithmetic of integers, fractions, decimals, and percentages. In addition, such topics as signed numbers, algebraic representation, operations with polynomials, factoring, the solution of simultaneous linear equations of two variables, and graphing are covered.

DEV 100-Computer Applications (0)
An introduction to personal computers, word processing and various applications. Taught in the summer only.

DEV 101-Fundamentals of Writing (1)
This writing process workshop emphasizes writing as a response to reading literature. The student will develop skill in revising and editing, writing for various audiences, research and grammar usage. 1 credit earned, 3 credits equivalent. Taught in the summer only.

DEV 103-Foundation of Literature (1)
A sampling of several genres of literature will be used to reinforce reading skills and to facilitate the apprehending and enjoyment of literature. College level vocabulary development and literal and interpretive comprehension will be emphasized. Students will be challenged to interact with literature by means of class discussion, group investigation, and personal response-journaling. 1 credit earned, 3 credits equivalent. Taught in the summer only.

DEV 107-Critical Thinking (1)
This problem-solving course will equip students with the tools to analyze current world events and philosophies from a Christian framework. Other topics will include: constructing arguments, discerning facts from opinion, using bias-free language, and believing vs. knowing. Students will engage in group discussion and team debates. 1 credit earned, 3 credits equivalent. Taught in the summer only.

DEV 110-Academic Life Skills (3)
A course in the techniques, tools, and strategies required for success in the college arena. Special emphasis is given to time management, study skills, and decreasing test anxiety. College majors and careers are planned. Students are required to read two books, write several short essays, and take four different types of tests. A field trip to the theater is also included. Admission by approval of the Office of Academic Development

DEV 111-Intermediate Writing (3)
This course is intended to help students achieve the skill “required for success” in freshman composition. Students will produce short compositions of 200-300 words developing abstract ideas with attention to logic, transition, and arrangement of ideas. Students will expand their vocabulary through an emphasis on usage required for work and everyday situations, as well as through the introduction of words and phrases for college study.

DEV 112-Introduction to College Readings (2)
This course will work on the development of reading proficiency. Attention will be given to word study and vocabulary. Both literal and figurative comprehension will be stressed. The objective is to introduce and examine a variety of readings in the area of Liberal Arts. Attention will also be given to useful strategies for study and test taking.
DRAMA (DRA)

DRA 104 Introduction to Dance (3)
An introduction to movement dance and choreography. Students will learn basic dance technique from a variety of dance styles, dance/movement terminology, research topics in dance history, a biblical foundation for dance, and principles of dance composition.

DRA 113-Oral Interpretation (3)
Study of the principles and techniques for effective oral interpretation of literature. Experience in such literary types as prose, poetry, dramatic monologues, Scripture reading, dramatic scenes, and theme programs. Meets general education speech requirement. (Same as COM 113)

DRA 171-Practicum: Performance (1)
Involves the student as an actor in the fall or spring dramatic production. Entrance by audition.

DRA 173-Practicum: Play Production (1)
Involves the student in a supervised project in an aspect of technical theater. In conjunction with fall or spring dramatic production. Instructor’s permission required.

DRA 205- Introduction to Theatre (3)
An overview of dramatic history, of techniques in acting, directing, staging, costume, make-up, lighting, publicity, and box office management, including instruction and training for staging ensemble dramatic productions in church or school.

DRA 206-Introduction to Musical Theatre (3)
An overview of the techniques essential to the performance, direction, and production of musical drama. Some attention is given to history of musicals, especially in the American scene.

DRA 219 African American Theatre (3)
In this course, students will read plays, attend performances, view videos and listen to music to discover the qualities that make theatre vital in the African American culture. The influences of the African American church, folklore, rituals, blues and jazz will also be incorporated.

DRA 230 World Drama (3)
(For course description see ENG 230)

DRA 316-Script Analysis for Performers (3)
This course teaches the processes for breaking scenes into playable beats and actions, character analysis techniques, playwriting styles and periods, and elements of design. Students will read and critically analyze dramas to gather clear, concise, and easily assimilated techniques tailored to actors’ needs and sensibilities. (Same as COM 316)

DRA 317-Playwriting I (3)
In this class, students will be revising scripts for live theatrical performances, resulting in the completion of a one-act play. (Same as ENG 317)
DRA 318-Playwriting II (3)
An extension of Playwriting I, this course gives increased emphasis on drafting and revising scripts for the stage. Students will complete a full-length play and submit to the appropriate theatrical house, school or church. Prerequisite: DRA/ENG 317. (Same as ENG 318)

DRA 335-Acting I (3)
Development of a viable acting technique through the coordination of thought, movement, and voice. Emphasizes textual and character analysis as the focal point of the acting process. Includes exercises, scene work, and keeping a journal.

DRA 336 Acting II (3)
A continuation of Acting I, with an emphasis on preparation for the professional stage. Prerequisite: DRA 335.

DRA 348-Drama and the Church (3)
An examination of theological, aesthetic, and historical factors involved in the relationship between the church and the theater. Investigation of and practice in materials and staging techniques for church drama. Recommended for WMIR and other college touring groups. (Same as CED 348, COM 348)

DRA 355-Theatre Performance in New York City (3)
Students analyze the difference between written and performative texts and learn to interpret acting and design modes. Trips will be taken to approximately 8-12 Broadway, off-Broadway, and church performances. Students are expected to pay for performances. (Same as COM 355)

DRA 472-Fundamentals of Play Directing (3)
Contains basic elements of directing with laboratory in theatrical problems and short scenes. Prerequisite: DRA 205. (Same as COM 472)

DRA 480 Topical Study (3)
Independent study in an approved topic in Theatre. Permission of the Department Head and Dean is required.

ECONOMICS (ECO)

ECO 201-Macroeconomics (3)
Survey and current applications of economic theories for the U.S. economy. Topics covered are unemployment, inflation, the simple Keynesian model, fiscal and monetary policies, money, banking, and international trade and finance.

ECO 202-Microeconomics (3)
Survey and current applications of economic theories for the individual firm and household. Topics include demand and supply in the product market, and the mechanisms of the labor and the capital markets. Prerequisite: ECO 201.

ECO 312-Intermediate Macroeconomics (3)
A classical, Keynesian, and contemporary analysis of income, employment, and price determination. Special topics include rational expectations in macro models and the dynamics of inflation. Prerequisite: ECO 201.
ECO 313-Intermediate Microeconomics (3)
Methodology, theory of consumer behavior and demand, theory of production and supply, determination of product and factor prices under varying market structures, welfare economics. Prerequisite: ECO 202.

ECO 327-History of Economic Thought (3)
A survey of the writings, theories, and lives of the major figures in the history of economic thought, starting with Adam Smith. The original works of Malthus, Ricardo, Mill, Marx, Jevons, The Austrian School, and Marshall will also be examined and put into perspective.

ECO 334-Economics of Sport (3)
Analysis of the economic process involved in sport management. Deals with economic theory to sports, sports marketing and sports finance. Touches on labor market issues, economics and the NCA and various issues in sports business.

ECO 340-The Economics of Developing Countries (3)
Theoretical and empirical investigation of economic development of underdeveloped countries. Includes a study into the nature and causes of poverty along with discussions on our role as Christians in the Third World developing countries.

ECO 341-International Economics (3)
A detailed study of international trade and finance with both macro and micro applications. Topics include balance of payments, foreign exchange markets, and the development of international economic institutions and the world economy. Prerequisites: ECO 201 and ECO 202 or by consent of the department chairperson.

ECO 345-Entertainment Industry Economics (3)
(For course description see BUS 345)

ECO 362-Money and Banking (3)
Advanced study of the financial markets and how they interact with a firm. Discussion and study of the structure of the financial markets and the banking systems past development and the future directions of the financial markets. Prerequisite: ECO 201.

ECO 411-Urban Economics (3)
Analyzes economic issues affecting urban areas and includes taxation, enterprise zones, development, poverty, transportation, housing, etc. Prerequisite: ECO 202.

ECO 420-Industry Analysis (3)
Examines firm behavior in selected industries using case studies. Includes assessment of government policies that impact industry economics, e.g., antitrust, regulation. Course prepares students seeking positions in government policy analysis or in industry. Prerequisite: ECO 202.

ECO 440-Economics of Social Issues (3)
Offers a review of contemporary social issues from the perspective of economic theory and analysis. Issues include crime, poverty, health care, environment, discrimination, unemployment and minimum wage, and trade. Prerequisite: ECO 202.
ECO 451-Comparative Economics (3)
This course analyzes various economic systems of economic organization including a comparison of socialist, centrally based economies and market economies. Prerequisite: ECO 202.

ECO 461-Environmental Economics (3)
Applies economic theory and practice to natural and environmental issues. Includes pollution and pollution control, natural resource issues, and cost/benefit analysis. Prerequisite: ECO 202.

ECO 470-Topics in Economics (3)
A capstone course that covers current economic thought and reviews the contributions of Nobel Laureates to economics. Prerequisites: ECO 202. Seniors only.

ECO 480-Independent Study (1-3)
Independent study in an approved topic in Economics. Permission of the Department Head and Dean is required.

ADOLESCENT EDUCATION (EDS)

EDS 321-Special Methods for Teaching Math for Middle Childhood and Adolescent Education (3)
Application and analysis of teaching competencies specific to the subject area of Mathematics. Topics covered are innovations in curriculum design, instructional practice, technology, and development of a unit of study. Prerequisite: EDU 258, 259, School of Education approval.

EDS 323-Special Methods for Teaching English in Middle Childhood and Adolescent Education (3)
This course prepares the teacher candidate to teach English/language arts in grades 7-12. Instruction is based around integration of NCTE (National Council of Teachers of English) and NYS content and pedagogical standards. Each teacher candidate designs and presents lessons and a unit plan reflecting NCTE standards. The emphasis is on preparing teacher candidates to attain the knowledge, skills, and dispositions to be successful in teaching English/language arts in grades 7-12. Prerequisite: EDU 258, 259, School of Education approval.

EDS 324-Special Methods for Teaching Social Studies for Middle Childhood and Adolescent Education (3)
This course prepares the teacher candidate to teach social studies in grades 7-12. Instruction is based around integration of NCSS (National Council for the Social Studies) and NYS content and pedagogical standards. Each teacher candidate designs and presents lessons and a unit plan reflecting the ten thematic NCSS standards and five social science disciplines. The emphasis is on preparing teacher candidates to attain the knowledge, skills, and dispositions to be successful in teaching social studies content and skills in grades 7-12. Prerequisite: EDU 258, 259, School of Education approval.

EDS 334-Literacy Integration in the 7-12 Curriculum (3)
Literacy preparation is a requisite for NYS certification of 7-12 educators. This course will prepare middle and secondary teacher candidates to integrate reading
and writing skills into the social studies and English curriculum. In addition, EDS 334 will demonstrate methods for meeting the needs of the at-risk and limited English proficient student within the regular classroom setting. Prerequisite: School of Education approval.

**EDS 335-Teaching the English Language Learner (3)**
Designed to assist 7-12 classroom teachers with the instruction of English language learners. This course provides an introduction to language acquisition and practical strategies in areas including testing, placement, establishing short and long term teaching goals, content area instruction, and cooperative learning techniques. Attention will be given to developing in the knowledge, strategies, and attitudes necessary for effective differentiated classroom teaching. Prerequisite: School of Education approval.

**EDS 391-Third Year Fall Field Experience: Adolescent (0)**
Thirty-five hours of field experience in grades 7-9 in the areas of English, Social Studies, or Mathematics.

**EDS 392-Third Year Spring Field Experience: Adolescent (0)**
Thirty-five hours of field experience in grades 10-12 in the areas of English, Social Studies, or Mathematics.

**EDS 470-Seminar in Student Teaching (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. Taken concurrently with EDS 494 and EDS 495. Prerequisite: School of Education approval.

**EDS 494-Supervised Student Teaching: Grades 7-9 (5)**
Directed observation and participation on a full-time basis for one placement in approved schools. The student teacher will be expected to demonstrate the competencies expected of a beginning teacher in his/her area of certification. Candidates will work with one or more cooperating teachers and a Nyack College supervisor. Taken concurrently with EDS 470. Prerequisites include EDS 391 and EDS 392, School of Education approval.

**EDS 495-Supervised Student Teaching: Grades 10-12 (5)**
Directed observation and participation on a full-time basis for one placement in approved schools. The student teacher will be expected to demonstrate the competencies expected of a beginning teacher in his/her area of certification. Candidates will work with one or more cooperating teachers and a Nyack College supervisor. Taken concurrently with EDS 470. Prerequisites include EDS 391 and EDS 392 and School of Education approval.

**EARLY CHILDHOOD EDUCATION**

**ECE 250-Early Childhood Observation and Assessment (3)**
This course examines the techniques and tools utilized in the early childhood setting, in order to understand the growth and development of young children, meet their individual needs and build upon their strengths. Students will examine formal and informal assessments and practice techniques of observation, assessment and documentation of a child’s development, for the
purpose of planning developmentally appropriate programs, environments, interactions and adaptations. Corresponding theory, critical issues, and curricula will be related to the fieldwork. Corequisite: ECE 293 Early Childhood Observation & Assessment Field Experience

ECE 293-Early Childhood Observation & Assessment Field Experience (0)
Required for ECE 250 Early Childhood Observation and Assessment and EDU 259 Teaching & Learning Strategies. Twenty hours of supervised field experience focusing on classroom observation and assessment. Students will observe children in two different age groupings and record findings. Topics include: separation; physical, social, emotional and cognitive development; attention span; literacy; creativity; play and exploration; self-concept. Professional observation and assessment tools include: class log; checklists; anecdotal and running records; frequency counts; time samples; cognitive task experiments; rating scales; work samples; technology; program assessments; portfolios.

ECE 337-Infant Toddler Development and Environments (3)
This course examines the education and care of young children birth – age three, utilizing developmental principles and research as a framework for group care that supports and meets the specific needs of infants and toddlers. Methods and materials for creating environments that provide safe exploration and play, meaningful experiences and stimulation, responsive routines and schedules, and continuity with family and culture will be studied. Prerequisite: School of Education approval. Corequisite: ECE 391 Third Year Fall Field Experience: Early Childhood

ECE 338-Early Childhood Program and Curriculum (3)
This course engages students in the process of developing and implementing curriculum for children from birth – grade 2 with an emphasis on the preschool child. The planning of developmentally appropriate learning experiences, the design of learning environments, the use of play and exploration for the purpose of expanding and nurturing the young child’s social, emotional, cognitive, linguistic, physical and aesthetic growth are covered. As part of an integrated approach to curriculum, students work with and develop materials and methods that address the content areas associated with domains of early childhood growth and development, based on observations of what is relevant to children and how they construct meaning. Content areas include: art and creative experiences; music and movement; dramatic play; block play; emergent language and literacy; math and science. The use and support of information and communication technologies is examined. Attention is given to children’s prior knowledge, diverse needs and cultural values. Prerequisite: School of Education approval. Corequisite: ECE 392 Third Year Spring Field Experience: Early Childhood

ECE 339-Childhood Health, Safety and Nutrition (3)
This course will prepare students to make appropriate decisions regarding first aid care and to act on those decisions. Students will learn how to take the appropriate action in providing care for a variety of injuries or sudden illnesses. Lifesaving skills instruction will include rescue breathing and Cardio Pulmonary Resuscitation (CPR) for infants, children, and adults. Topics include communicable diseases, immunizations, sanitation, recognition and prevention of child abuse, identifying problems and screening techniques for vision and hearing, teething and dental health, basic nutritional needs appropriate meal
planning. Students who successfully complete the course will be eligible for American Red Cross course completion certificates. Students will have the opportunity to receive state certification in child abuse and maltreatment reporting methods. Corequisite: EDU 247 Health Issues.

ECE 341-Web Design for Teachers (3)
This course introduces education majors to good principles of web design so they can develop professional web pages and create effective means of communication with students and parents. Candidates will learn the skills to develop and manage their own websites including basic HTML and uploading skills and will address privacy, copyright and fair use and accessibility issues. The course is designed to meet NETS standards.

ECE 342-Early Childhood Leadership and Management (3)
This course for the advanced early childhood student, presents theoretical and practical aspects of effectively guiding children's behaviors; dealing with challenging behavior; and fostering moral and spiritual development, in early childhood environments. This course examines the best practices for effective leadership in and current issues of Early Childhood Education; and acquaints early childhood students with practical matters involved in establishing and maintaining a high quality early childhood facility or program.

ECE 391-Third Year Fall Field Experience: Early Childhood (0)
Required for ECE 337 Infant Toddler Development and Environments. Twenty-five hours of supervised field experience in early childhood settings. Candidates progress from observers to full participants in the assigned infant/toddler settings. Candidates critically examine the ways in which the early childhood program meets the physical, intellectual, emotional and social needs of young children and parents. Attention is given to how the development of attachment, perception, motor skills, cognition, language, emotions, and social skills inform programming; integration of education and care-giving, play-based curriculum; physical environment; inclusion; anti-bias; linguistic and cultural diversity; relation and communication with staff and families.

ECE 392-Third Year Spring Field Experience: Early Childhood (0)
Required for ECE 338 Early Childhood Program and Curriculum Development. Thirty-five hours of supervised field experience in early childhood settings. Candidates progress from observers to full participants in the assigned preschool, kindergarten, grade 1-2. Attention is also given to child-initiated project investigations and documentation of those explorations. Candidates relate theory to practice in: environment design; lesson plan and curriculum implementation; guidance, discipline, and classroom management; communication skills; and staff/child/family relationships.

ECE 470-Senior Seminar (2)
Philosophical and practical problems of the early childhood experience of student teaching. Analysis of curricular theory, child guidance and decision-making, and consideration of other contemporary issues in Christian and public school education. Prerequisite: School of Education approval. Co-requisite: ECE 491 and ECE 492.
ECE 480-Independent Study (1-3)
Independent study in an approved topic in Early Childhood Education. Permission of the Department Head and Dean is required. Suggested Elective Courses: Supporting Young Children’s Emergent Language and Literacy (2), Instruction and Assessment for Teaching Young Children in an Inclusive Setting (2), Creative Learning Activities in the Early Childhood Classroom (2), Home, School, Community: Parent-Teacher Partnerships (2), Issues and Trends in Early Childhood Education (2).

ECE 491-Supervised Student Teaching I (5)
Application of professional knowledge and skills in an assigned early childhood setting at the infant-toddler, preschool or kindergarten-primary level under the direction of a fully certified cooperating teacher and with the supervision of Nyack College Education faculty. Prerequisite: School of Education approval.

ECE 492-Supervised Student Teaching II (5)
Application of professional knowledge and skills in an assigned early childhood setting at the infant-toddler, preschool or kindergarten-primary level under the direction of a fully certified cooperating teacher and with the supervision of Nyack College Education faculty. Prerequisite: School of Education approval.

EDUCATION (EDU)

EDU 191-First Year Field Experience (0)
Ten hours of supervised field experience focusing on classroom observation. Required for EDU 246 Foundations of Education.

EDU 221-Introduction to Teaching with Technology (1)
This course surveys the basic uses of technology, history of technology, trends in educational technology, and the hardware, software and methodologies used in today's classroom. The teacher candidate will experience learning with technology, use a variety of software, and explore various use of technology in the classroom. This course is designed to address the NETS (National Educational Technology Standards) for the General Preparation Level and is a prerequisite for taking EDU 300-level technology electives.

EDU 222-Educational Applications of Word Processing and Spreadsheets (1)
The basic tools of word processing and spreadsheets will be developed with special application to educational applications. Graphing and charting will be applied to classroom situations.

EDU 240-Fine Arts in Christian Perspective (3)
(For course description see FNA 242)

EDU 246-Foundations of Education (3)
This course is an introduction to the essential issues, trends, challenges and opportunities in pre-k–12 education. It provides an overview of the historical, philosophical, social and cultural roots of pre-k–12 education in America, and their impact upon current practices. Ethical issues and standards as well as the roles of the educator, are emphasized. Major theories of teaching and learning and their application to diverse learners, are incorporated into discussions, readings and assignments. Corequisite: EDU 191.
EDU 247-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.

EDU 258-Development and Learning Theory (3)
Explores the process of social, emotional, cognitive and physical development and change from birth through the adolescent years. Major development and learning theories and the way they inform childrearing and educational practices are critically examined. Students investigate and consider how history, culture, class and gender identification influence the child. A variety of research methods will be used in completing course assignments. Corequisite: EDU 291.

EDU 259-Teaching and Learning Strategies (3)
The study of effective teaching practice as it relates to application of learning theory in classroom instruction, management, and assessment. Also the study of diverse learners including gifted, learning disabled, and diverse intelligences. Social and cultural effects on learning will also be considered. A portfolio will be compiled during the course. Corequisite: EDU 292 or EDU 293.

EDU 291/292-Second Year Field Experience (0)
Ten hours each semester (Fall and Spring) of field experience with emphasis on tutoring. Required for EDU 258/259.

EDU 311-First Aid & Wellness for Educators (3)
This course will equip students with the skills and knowledge necessary for making decisions during emergency situations and for taking appropriate action in providing care for a variety of injuries and sudden illnesses. Situations and concerns specific to educational/childcare settings will be given special attention. Lifesaving skills instruction will include rescue breathing and Cardio Pulmonary Resuscitation (CPR) for infants, children, and adults. Students will develop a preparedness and emergency action plan as well as research and develop a personal wellness and fitness plan. Students who successfully complete the course will be eligible for American Red Cross course completion certificates in CPR and first aid or RTE. This course is not intended for those students who already hold certification in advanced first aid.

EDU 312-Classroom Management (2)
This course will enable the future teacher to create a positive learning environment for all students. Included will be such topics as organizational skills, theories of discipline, motivational techniques, parent/community resources, understanding student needs, etc. Research studies of pedagogy will be utilized as well as case studies.

EDU 319- Internet for Teachers (1)
Course emphasizes web-based resources as tools for curriculum and instructional improvement. Participants will design on-line lessons, develop units using available internet resources. Course design addresses the NETS (National
EDU 320-Internet for Teachers (1)
EDU 320 builds upon EDU 221 (prerequisite) in making teaching candidates technology literate via an emphasis on web-based resources as tools for curriculum and instructional improvement. Participants will design on-line lessons, combine them into a unit plan, and upload and link lessons into their teacher website. Teacher candidates are required to present their online unit plan to the class and submit it to their professor electronically via CD or DVD Rom. This course is designed to address the NETS (National Educational Technology Standards) for the Professional Preparation Level. Prerequisite: EDU 221.

EDU 321-Technology Applications for Teachers (1)
This course explores the use of technology as a teaching tool by expanding on the foundational skills learned in EDU 221. What does a technology literate teacher need to know in the 21st century classroom? Teacher candidates will meet the NETS (National Education Technology Standards) by designing a web-based unit and lesson plans and learning how to infuse technology into their classroom curriculum. Prerequisite: EDU 221. Corequisite: methods courses.

EDU 322-Publishing Tools for Teaching (1)
The course uses the tools of word processing, graphics, and digital imaging to develop products for the classroom through desktop publishing. Several types of publishing will be done using a variety of tools and programs.

EDU 325-Learning Disabilities: Characteristics & Teaching Strategies (2)
This course addresses the characteristics of children with learning disabilities, the causes of learning disabilities and the most reliable educational interventions for students with learning disabilities. Inclusive education is emphasized. Prerequisite: EDU 246.

EDU 331-Methods in Teaching Science in the Elementary School (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. In addition, teacher candidates will be prepared for the science component of the CST (Content Specialty Test) required for New York State certification. Laboratory experience. Prerequisites: MAT 101, EDU 258, EDU 259, School of Education approval. Corequisite: EDU 391.

EDU 332-Methods in Teaching Social Studies in the Elementary School (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. In addition, teacher candidates will be prepared for the social studies component of the CST (Content Specialty Test) required for New York State certification. Prerequisites: EDU 258, EDU 259, School of Education approval. Corequisite: EDU 391.
EDU 333-Methods of Teaching Literacy I (3)
This course examines principles of emergent literacy in young children (birth-grade 2) and introduces theories, practices, and materials for teaching language arts literacy in the diverse classroom. Prerequisite: School of Education approval.

EDU 334-Methods of Teaching Literacy II (3)
This course examines strategies for teaching, organizing and applying tools of literacy, and assessing reading and writing in diverse classrooms in grades 3-6. Corequisite: EDU 392. Prerequisite: School of Education approval.

EDU 335-Methods of Teaching Literacy III (3)
This course will build on the foundation provided in Literacy I and II to focus on students requiring differentiated in-class instruction and support services to succeed in the classroom. Interpreting and utilizing diagnostic information, classroom management and grouping for maximum learning, individualized literacy methods, and authentic assessment will enable candidates to effectively instruct a diverse body of learners. Prerequisite: School of Education approval. Corequisite: EDU 392.

EDU 336-Methods in Teaching Math in Elementary School (3)

EDU 341-Web Publishing (2)
The course will review basic WWW use and webpage design. Candidates will develop educational webpages for use in instruction or the classroom for student products.

EDU 344-Teaching the Bible (2)
(For course description see CED 344)

EDU 353-The Exceptional Child (2)
A study of the behaviors and needs of children whose learning patterns do not match the standard school curricula (i.e. gifted/talented children, mainstreamed children and children from homes where English is not spoken), examination of methods and resources for teaching, and review of alternative educational programs (Same as CED 353)

EDU 361-Assessment Methods for the Classroom (2)
This course gives future teachers procedures and methods that can be used to gather information to make decisions. Candidates will examine assessment models and legal issues. A study of statistics and the concepts of measurement introduce school assessment for ability, achievement, and the subject areas. Alternative assessment and current trends in assessment will also be discussed.

EDU 389-Teaching in a Cross-Cultural Environment (2/3)
This course is an integrated program of intercultural study/service/experience and reflection. For a minimum of two weeks, students will engage in intensive service/learning projects which expose students to local culture, environment, community and economic conditions. Teams will select and develop service learning projects and itinerary based on interests and areas of study. Areas include but are not limited to: education (early, childhood, adolescent, TESOL),
intercultural communication, business, foreign language, social science and natural science.

**EDU 391-Third Year Fall Field Experience: Childhood (0)**
Thirty hours of tutoring and other 1st-6th classroom responsibilities. Required for EDU 331 Methods of Science and EDU 332 Methods of Social Studies.

**EDU 392-Third Year Spring Field Experience: Childhood (0)**
Forty hours of field experience in 1st-6th grade school setting. Required for EDU 334 Literacy II, EDU 335 Literacy III, and EDU 336 Methods of Teaching Math in Elementary School. This field experience will include working with students in language arts and mathematics as well as developing a child study.

**EDU 441-The Christian Teacher (3)**
This course is designed to be a capstone class in the School of Education. The teacher candidate will examine how Christian Education has been emphasized and practiced historically. Areas of emphasis include highlighting how Jesus taught, the early church, the Reformation era, the religious education movement in America, the issues facing Christian teachers and Christian schools today. The teacher candidate will also explore the distinctives that are unique to Christian Schools. Further, an emphasis will be made to learn to communicate, model and teach the central values of the historic Christian faith in a contemporary classroom setting. A distinct focus of the course also include the faith, learning, and transformation concept, and the importance of a philosophy of Christian Education. Prerequisite: School of Education approval.

**EDU 442-Current Topics in Education (2)**
The study of various topics of current interest to the prospective classroom teacher. Topics that have been offered include Whole Language Learning and Classroom Management. Candidate requests for a specific topic will be given priority consideration.

**EDU 443-Arts and Crafts (2)**
Principles and methods of utilizing crafts in the elementary classroom. Study and creative experience in major craft area techniques will be explored. (Same as CED 443)

**EDU 445-Educating a Diverse Society (3)**
An introduction to problems of bilingual, multicultural, inclusive, and/or multi-age classrooms. This includes a study of federal and state laws and their applications in local school districts. Prerequisite: School of Education approval.

**EDU 446-Educational Media (2)**
(For course description see CED 446)

**EDU 448-Children’s Literature (2)**
Literature for children in the elementary school and guidance of children’s original literary efforts.

**EDU 470-Senior Seminar (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
EDU 480-Independent Study (1-3)
Independent study in an approved topic in Childhood Education. Permission of the Department Head and Dean is required.

EDU 492-Supervised Student Teaching in the Lower Elementary School (5)
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. Prerequisite: School of Education approval.

EDU 493-Supervised Student Teaching in the Upper Elementary School (5)
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. Prerequisite: School of Education approval.

**MUSIC EDUCATION (EDM)** – see MUSIC courses under School of Music

**TESOL (EDT)**

EDT 341-TESOL: Methods and Materials (3)
Demonstration, discussion, and practice in teaching English language skills in listening, speaking, and pronunciation. Application of techniques for teaching English to speakers of other languages using communicative and integrative approaches. Also included are the history of teaching methods and the evaluation of published materials. Prerequisite: School of Education approval. Corequisite for TESOL majors: EDT 391.

EDT 342-Methods in TESOL: Language Arts (3)
Techniques for teaching English language skills in reading, writing, grammar, and vocabulary will be demonstrated, discussed, and practiced. Principles of ESOL materials designed for reading and writing arts will also be covered. Prerequisite: School of Education approval. Corequisite for TESOL majors: EDT 392.

EDT 343-Methods in TESOL: Math, Science and Social Studies (3)
Techniques for teaching mathematics, science, and social studies in the ESL classroom. Focus on adapting materials and classroom practice for sheltered English instruction. A variety of assessment methods are examined. (Offered even years) Prerequisite: School of Education approval. Corequisite for TESOL majors: EDT 392.

EDT 381/2-TESOL Overseas Practicum (3)
Application of professional knowledge and skills in a supervised English for speakers of other languages classroom at any age level, child through adult or an approved ESOL program. The number of teaching hours, additional requirements, and location will be determined in consultation with the TESOL Department Chair. EDT 381 offered Fall, EDT 382 offered Spring.
EDT 391 - Third Year Fall Field Experience: TESOL* (0)
Supervised field experience with K-6th Limited English Proficiency students, focusing on literacy skills. Required for EDT 341. Must be with Limited English Proficiency students in the area of Social Studies. TESOL majors only.

EDT 392 - Third Year Spring Field Experience: TESOL* (0)
Supervised field experience with 7th-12th Limited English Proficiency students. Required for EDT 342 and EDT 343. Field experience for EDT 343 must be with Limited English Proficiency students in the areas of Social Studies, Science, and Math. TESOL majors only.

* TESOL majors are required to do a combined total of 70 hours of K-12 field experience as part of courses EDT 341, 342, and 343. Up to 35 hours (50%) may be obtained by teaching in English for speakers of other languages programs provided by faith-based organizations, community organizations, approved overseas English teaching programs, as well as those conducted by English Teachers for Christ teams. Alternatives to school-based experiences require instructor approval. The remainder of the field experience must be divided between elementary and secondary schools.

EDT 470 - Senior Seminar (2)
Culminating seminar related to the beginning teaching experience, using research on teaching to enhance effective practice. Attention to student-teacher relationships, motivation, perceptions of competence and control, coping styles, intervention strategies, and current topics in education. Taken concurrently with EDT 492 and EDT 495. Prerequisite: School of Education approval.

EDT 492 - Supervised Student Teaching in the Elementary School (TESOL) (5)
Application of professional knowledge and skills in an assigned class at the Grades K-6 school level under the direction of a fully certified cooperating teacher and with the supervision of Nyack College Education faculty. Taken concurrently with EDT 470. Prerequisite: School of Education approval.

EDT 495 - Supervised Student Teaching in Secondary School (TESOL) (5)
Directed observation and participation on a full-time basis for one placement in approved schools. The student teacher will be expected to demonstrate the competencies expected of a beginning teacher in his/her area of certification. Students will work with one or more cooperating teachers and a Nyack College supervisor. Taken concurrently with EDT 470. Prerequisite: School of Education approval.
ENGLISH (ENG)

Writing Courses

First time students who enter Nyack College with a 600 Verbal SAT Score (or 50 Test of Standard Written English Score) are exempt from College Writing I. College Writing II and 3 credits of upper-level writing or literature courses are required. Transfer students who enter without a research-based writing course (as determined by a college catalogue description) must take College Writing II even if they transfer 6 or more credits of writing courses. Students who enter with an Advanced Placement English score of 4 or 5 in the Language and Composition exam are exempt from ENG 101-College Writing I. A grade of “C” (not “C-“) or better in ENG 102 is necessary to fulfill the College Writing core requirement. Appeals to these policies may be made to the English Department head.

ENG 101-College Writing I (3)
In this course, devoted to helping students produce, revise, and edit effective prose, students learn to separate the creating from the criticizing process through a number of activities, including free-writing, brainstorming, discussion of writing samples, peer editing of rough drafts, and revision of essays. Students learn strategies for creating effective thesis statements, openings, closings, transitions, supporting middle paragraphs, sentence structures, and appeals to audience. Students also learn the rudiments of research using print and electronic sources.

In addition to in-class writing and prewriting activities, students will complete at least four informal papers and four formal papers. Students are required to write a short research paper that is grammatically correct, appropriately researched, and correctly documented according to MLA style.

This course is also offered in an ESL format (for those students whose first language is not English. Prerequisite: CELT 200/TOEFL 500.

ENG 102-College Writing II (3)
An extension of College Writing I, this course gives increased emphasis on drafting, revising, and editing essays which extend, explain, and evaluate human experience and thought. Students discuss and analyze evocative written texts, including literary works, and write an extended research paper.

Students will write literary analyses and position papers. The extended research project will be completed in stages, which will emphasize research skills, bibliographies, assessment of resources, rough drafts, and a final formal paper. Students will be expected to complete in-depth research using a full range of print and electronic sources. A grade of “C” or better (not “C-“) is necessary to fulfill the College Writing Core Curriculum requirement. Prerequisite: ENG 101. Corequisite or Prerequisite: INT 101.

This course is also offered in an ESL format for those students whose first language is not English. Prerequisite: CELT 200/TOEFL 500.

ENG 182-Practicum: Yearbook Production (1-2)
(For course description see COM 193)

ENG 214-Speech Writing (3)
(For course description see COM 214)
ENG 235-Introduction to Journalism (3)
Introduction to journalistic writing for print media; exploring, gathering, writing, and evaluating news events; newspaper and journal structure; production processes; basic legal issues of free speech and libel. Prerequisite: ENG 101 or equivalent. (Same as COM 235)

ENG 311-Creative Writing (3)
This writing course utilizes small-group and full class workshops in short fiction and poetry. (ENG 311 does not satisfy Core Curriculum Literature requirement.)

ENG 315-Scriptwriting (3)
In this class, students will participate in drafting and revising scripts for live theatrical performance. (Same as COM 315)

ENG 330-Media Writing (3)
(For course description see COM 330)

ENG 332-Magazine Writing (3)
How to write for national religious and secular magazines. Choice of articles: Bible exposition, personal discovery, academic-technical, humor, essays, satire, parables, reportorial features. Principles of editing are included. Prerequisite: ENG 235 (Same as COM 332)

ENG 339-Newswriting (3)
An overview of the various areas of broadcast and journalistic news writing including news, documentaries, music, drama, and advertising with assignments in each genre. Discussion and analysis of actual broadcasts are included along with journalistic writing assignments. Prerequisite: ENG 235 (Same as COM 339)

ENG 340-Writing Biography, Autobiography, Memoir (3)
In this advanced writing course, students will explore the theory and practice of the biographer, the autobiographer, and memoir writer. Writers will work on personal work as well as research to write others’ stories.

ENG 341-Writing Spiritual Autobiography (3)
This course involves an active reading of past and present spiritual autobiographies, as well as a challenging and interactive writing workshop, where students can hone their skills in communicating memoirs. Strong student material will be submitted to be considered for publication in Alliance Life. This course is only offered at the New York City Campus.

ENG 364-Writing Theory (3)
Students will examine contemporary theories of the writing process, with special emphasis on the writing-reading connection. Students will apply the theories discussed. ENG 364 is recommended for B.A. majors in English with concentration in Adolescent Education.

ENG 441-Advanced Expository Writing (3)
In this advanced workshop-styled course in rhetoric and essay writing, students will explore the relationships between audience, purpose, voice, and style of mature scholarly and popular discourse. Writing projects will be designed for possible publication.
ENG 443-Advanced Poetry Workshop (3)
Through written exercises and workshop discussions, students will learn the techniques of open and closed verse. Students are encouraged to submit poetry to contests and for publication. Prerequisite: ENG 311.

ENG 445-Fiction Writing (3)
In this course, students will learn the methods of writing the short story, combined with study of contemporary fiction.

Literature Courses

ENG 201-Global Literature I (3)
This class presents an overview of the masterworks of Eastern and Western cultures from the rise of ancient civilizations to the mid-seventeenth century. Students will focus on the differences between the literary traditions, social philosophies, and value systems of the East and West. Typical readings include Homer, Sophocles, Virgil, The Mahabharata, Confucius, Li Po, Dante, Petrarch, Omar Khayyam, Hafiz, de Pizan, Shakespeare, Cervantes, Milton, and Shikibu. Prerequisite: ENG 101.

ENG 202-Global Literature II (3)
Students will overview of the masterworks of the world from the 18th century to the present. Typical readings include Swift, Rousseau, Goethe, Austen, Flaubert, Tolstoy, Ibsen, Conrad, Achebe, Borges, Paton, Kingston, Angelou, Gordimer, Naipul, Markandaya, Morrison, and García Márquez. Prerequisite: ENG 101.

ENG 230-World Drama (3)
This course presents a chronological study of drama from the emergence of early society to the modern era. (Same as DRA 230)

ENG 231-Modern Drama (3)
Students will study selected world dramas from Ibsen to the present.

ENG 238-Short Story (3)
This class explores the short fiction of various cultural traditions, periods, themes, or individuals.

ENG 239-Adolescent Literature (3)
A survey of various genre in literature for young adults, including intensive reading in the best of this literature and application of both critical and pedagogical strategies to the reading.

ENG 241-Themes of Faith in Literature (3)
Students will examine the differing ways authors express their Christian faith in their writings. The course discusses authors from a variety of literary periods and cultures, including such authors as Bunyan, Donne, Herbert, T.S. Eliot, Dostoyevski, Tolstoy, O’Connor, Hugo, Percy, and Dante.

ENG 255-Legends of King Arthur (3)
This course presents a comparative study of the legends of King Arthur and the tales associated with the Camelot legend from early Welsh (or Celtic) times to the present. Special attention is given to historical development of the legends.
ENG 259-Oxford Christian Writers (3)
Students will study selected narratives of George MacDonald, G.K. Chesterton, Charles Williams, Dorothy Sayers, C.S. Lewis, and J.R.R. Tolkien, with a dual emphasis on literary craftsmanship and theological insight.

ENG 310-The Bible as Literature (3)
No writing has been more influential in Western literature than the Bible. This course will focus on the distinctive poetic and literary qualities of the King James Version of the Bible through discussions of theme, image, metaphor, simile, symbol, paradox, irony, dialogue, and narrative form. The books of the Bible to be covered include Genesis, Exodus, Job, Psalms, Proverbs, and Revelation, as well as the Gospels.

ENG 312-Literary Criticism (3)
This course comprehensively surveys theory and methodology in literary criticism with particular emphasis on major critics such as Plato, Aristotle, Sidney, Johnson, Arnold, Freud, Woolf, and Derrida.

ENG 317-Playwriting I (3)
(For course description see DRA 317)

ENG 318-Playwriting II (3)
(For course description see DRA 318)

ENG 321-Medieval Literature (3)
Students will study selected texts and the historical development of the Old and Middle English periods, giving special attention to Anglo-Saxon epic, Anglo-Norman romance, Chaucer, and Malory.

ENG 322-Renaissance Literature (3)
This class studies the English Renaissance writers (1500-1660) with special attention to Elizabethan drama, sonnet tradition, lyric verse, and religious poetry of the Metaphysicals.

ENG 323-Women’s Literature in English, through the Ages (3)
This course examines the rich and varied tradition of writing by women. It will trace the development of women’s literature in the English language from the Middle Ages to the present. This course explores the traditional genres (stories, poems, plays, novels) as well as the non-canonical genres (journals, memoirs, letters, speeches) in which women have expressed themselves over the centuries. Readings will emphasize the spiritual, historical, cultural, and social roots from which women’s writing emerged, so that students may appreciate women’s literature and the diversity not only of the women, but also the themes of women’s literary heritage.

ENG 324-Eighteenth Century English Literature (3)
Students will survey the major writers of the Restoration and Neo- Classical periods, with emphasis on the prose and poetry of Dryden, Pope, Swift, and Johnson.

ENG 325-Romantic Literature (3)
This course explores the prose and poetry of the revolutionary movement with particular attention to the works of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats.
ENG 326-Victorian Literature (3)
Students will examine selected prose and poetry with emphasis upon Tennyson, Browning, Arnold, Carlyle, Newman, and Ruskin.

ENG 328-American Romanticism (3)
Students will study the development of the Romantic mind and imagination in America, by reading selected works of Poe, Hawthorne, Melville, Emerson, Thoreau, Whitman, Douglass, and Dickinson.

ENG 329-American Realism (3)
The reaction to sentimental Romanticism in fiction, prose, and poetry, and the rise of literary realism and naturalism is the focus of this course. Students will read selected works of William Dean Howells, Bret Harte, Samuel Clemens, Stephen Crane, Theodore Dreiser, Henry James, Edith Wharton, Henry Adams, and Edwin Arlington Robinson.

ENG 331-African-American Literature (3)
This course presents a study of the Black American experience as expressed in poetry, drama, fiction, and autobiography. Authors include Phyllis Wheatley, Frederick Douglass, Langston Hughes, Richard Wright, Malcolm X, and Alice Walker.

ENG 334-Modern Poetry (3)
Students will participate in reading and discussing the writings of selected twentieth-century British and American poets.

ENG 336-The Nineteenth-Century Novel (3)
Students will study representative British novels of the Romantic and Victorian periods, including works by such authors as Scott, the Brontes, Thackeray, Dickens, Hardy, and Elliot.

ENG 337-The Modern Novel (3)
This course explores selected novels from British and American traditions of the twentieth century. Included are the works of authors such as Conrad, Joyce, Lawrence, Dreiser, Faulkner, Woolf, and Hemingway.

ENG 338-Contemporary American Novel (3)
Students will read selected novels from such 20th-century American authors as Bellow, Wright, O'Connor, Morrison, Updike, Ellison, Vonnegut, Nabokov, Kerouac, Mailer, Salinger, and Walker.

ENG 342-Special Topics in English Studies (3)
Students will examine issues, national literature, literary figures or practice writing in genres not covered elsewhere in the curriculum (eg. Russian writers, satire, novel writing). Course may be repeated for a maximum of six credit hours as long as the content for each semester differs.

ENG 351-Literary London (2 or 3)
This course involves a May study-tour in London, England with lectures, discussion, and travel focused on selected texts, figures, and background in the English literary tradition.
ENG 352-History of the English Language (3)
A study of the development of English grammar, syntax, and morphology from the Anglo-Saxon period to the present with an emphasis on the influences world languages have had on American English. World Englishes and American regional dialects are also included. (Same as LIN 352)

ENG 353-English Grammar and Phonology (3)
This class studies the basic components of linguistics and their application, including phonological and morphological analysis of contemporary American speech. Attention is given to the morphological and syntactic structure of standard English. Techniques for comparing and analyzing the structures of different languages and dialects will be considered. ENG 353 is recommended for B.A. majors in English with concentration in Adolescent Education. (Same as LIN 353)

ENG 354-Second Language Acquisition (3)
This course focuses on psycholinguistics of language learning and a survey of current theory and research in second language acquisition with particular reference to the acquisition of English. Students will study the basic principles of language learning theories as advanced by the proponents of the behavioral and cognitive models. First and second language acquisition are examined, including the role of attitude, motivation, perception, memory, and intelligence. (Same as LIN 354)

ENG 463-Shakespeare (3)
This class involves an intensive analysis of selected comedies, histories, and tragedies from the dramatic canon of William Shakespeare.

ENG 465-Milton (3)
This course concentrates on the major poetry and prose of John Milton, with emphasis upon Paradise Lost, Paradise Regained, Samson Agonistes, and selected polemic writings.

ENG 470-Topics in Literature (3)
This is the senior majors workshop in literary bibliography and research. Past topics have included the American Epic and Contemporary Literary Criticism.

ENG 480-Independent Study (1-3)
A student may choose an independent study in an approved topic in English. Permission of the Department Head and Dean is required.

ENG 490-Internship (1-3)
Students participate in supervised work experience on staff of area publications or other English related fields. Recent internships include work with World Relief Commission (research and advocacy), Rockland Pregnancy Counseling Center (community relations), and assisting teaching in Freshman writing and literature courses. Permission of the Department Head and Dean is required.
ENGLISH AS A SECOND LANGUAGE (ESL)

A score of at least 500 on the TOEFL (CELT 200) is required before a student can take College Writing I (ESL). The student must pass this exam before entering College Writing II (ESL). Transfer students who meet the requirements, including College Writing, but have not taken a research-based writing course, as determined by a college catalog description, must take ESL College Writing II. Successful completion of College Writing I (ESL) and II (ESL) is necessary to fulfill the college writing core requirement. A grade of C or better is required for College Writing II (ESL) (For course descriptions see English section.)

English Language Institute Courses

ELI 007-Academic Listening and Speaking Introductory (0)
A beginning listening and speaking course offered only in the English Language Institute. This course is only offered at the New York City campus.

ELI 008-Academic Reading and Writing Introductory (0)
A beginning reading and writing course offered only in the English Language Institute. This course is only offered at the New York City campus.

ELI 017-Academic Listening and Speaking Basic/Low Intermediate (0)
A listening and speaking course building on the skills of ELI 007 offered only in the English Language Institute. This course is only offered at the New York City campus.

ELI 018-Academic Reading and Writing Basic/Low Intermediate (0)
A reading and writing course building on the skills of ELI 008 offered only in the English Language Institute. This course is only offered at the New York City campus.

ELI/ESL 027-Academic Listening and Speaking Intermediate/II (0)
Intermediate level English as second language speakers will improve their comprehension and use of academic terms by participating in the types of activities and skills that students typically perform in college. Through the use of videos and tapes, students will develop note-taking and discussion skills. Prerequisite: CELT 140/TOEFL 425. This course is only offered at the New York City campus.

ELI/ESL 028-Academic Reading and Writing Intermediate/II (0)
Intermediate level English as second language speakers will improve reading and writing abilities by increasing their reading speed and comprehension, by writing summaries, and by writing paragraphs on academic topics. Activities will also include analyzing ideas, interpreting words and phrases, building vocabulary, and expressing opinions. Prerequisite: CELT 140/TOEFL 425. This course is only offered at the New York City campus.

ELI/ESL 037-Academic Listening and Speaking High Intermediate/III (0)
High intermediate to advanced level English as second language speakers will prepare to participate in classroom discussions on unfamiliar topics in the college classroom. Through listening and speaking activities, the students will prepare for successfully understanding college lectures in all subject areas. Prerequisite: CELT 160/TOEFL 465. This course is only offered at the New York City campus.
ELI/ESL 038-Academic Reading and Writing High Intermediate/III (0)
High intermediate to advanced level English as second language speakers will prepare for the reading and writing demands of the American college classroom. Students will read authentic materials about a variety of topics with greater speed and comprehension and write essays on more complex topics in preparation for College Writing I and English-only courses. Prerequisite: CELT 160/TOEFL 465. This course is only offered at the New York City campus.

ESL Courses

ESL 107-Oral Communication (3)
The study and practice of composing and delivering oral presentations with the special attention to developing effective public speaking skills and techniques. Pronunciation, accent reduction, and diction addressed as needed. Prerequisites: CELT 180/TOEFL 480. This course is only offered at the New York City campus.

ESL 108-Intensive Writing (3)
A writing course for advanced English as second language writers that focuses on the modes of development and organization, argument and persuasion, incorporating problem solving and critical thinking into the writing process. Prerequisites: CELT 180/TOEFL 480. This course is only offered at the New York City campus.

ESL 110-English Grammar and Syntax (3)
A study of the basic components of English grammar with attention given to the syntactic structure of standard English. Grammar will be taught with reference to its meaning, social function, and discourse structure. This course is only offered at the New York City campus.

For additional ESL courses, see ENG 101 and ENG 102.

FINE ARTS (FNA)

FNA 101-Introduction to Fine Arts (3)
A study of the major developments of music, art, architecture, and sculpture. The course includes class visits to museums, concert halls, and architectural sites in the New York metropolitan area. Emphasis is placed on standard art works and their reflection of religious, social, and cultural life.

FNA 115-Music Appreciation (3)
The course will trace the evolution of musical styles through history. It includes the primary elements of music, the instruments of the orchestra, highlights in music history, representative types of great composers and historic forms. Included are classical music, spirituals, American jazz, and the music of the Western hemisphere. The course is designed to promote greater enjoyment in listening for all students, as well as to provide an introductory survey course for music majors. (Same as MUS 115)

FNA 120-Arts in the City (3)
Lectures covering the history of a specific field of the fine and performing arts such as opera, ballet, theater, and fine art will be followed by a visit to an actual performance or exhibit, offering the student a first-hand experience with the art form.
FNA 231-Fine Arts in the 20th and 21st Centuries (3)
A study of the major developments in music, art, and architecture of the 20th and 21st centuries. Includes visits to various museums, concert halls, and architectural sites in the New York metropolitan area.

FNA 240-Fine Arts in the Elementary Classroom (3)
This course provides prospective teachers with an understanding and appreciation of the arts with a view to preparing them to become enthusiastic advocates of the fine arts in their future professional activity.

FNA 241-African-American Fine Arts in New York City (3)
A study of the major developments in African-American art in New York City from colonial times to the present. This course includes class visits to museums, concert halls, churches, galleries, and other sites of African-American cultural heritage. Students pay for entrance fees.

FNA 242-Fine Arts in Christian Perspective (3)
This course will survey painting, music, architecture and film, particularly Christian expressions of each form of aesthetic activity. Emphasis will be placed upon the visual arts in historical perspective, beginning with the earliest examples of representative art within the Catacombs and continuing through the Medieval and Renaissance periods, right up to the present, when the global implications of Christian aesthetics will be considered. Field trips to New York City museums and churches will be included.

FNA 252-Fine Arts Abroad (2)
An intensive course that is available either as a two-week class between Fall and Spring semesters or as a 3-4 week class offered in the summer session. Students will visit a city within Great Britain, Europe, Asia, or Latin America, which will serve as a laboratory for learning about the arts. They will explore world-class museums, concert halls, and architectural masterpieces within the selected city. Included in the survey will be major works of art, sculpture, architecture, decorative art, theater, and music, in relation to the broader cultural, political, historical and intellectual context of the country visited. No previous art or music history study is required. A course-related fee will be attached which will depend upon the travel costs involved.

FNA 261-The Architecture of New York City (3)
This course is a historical study of New York City’s major architectural developments from Colonial times to the present with emphasis on the aesthetic aspects of architecture, painting, and sculpture. Attention is also given to the socio-economic-political implications of New York City architecture. Includes visits to various museums and architectural sites, especially those which serve as settings for music, dance, and painting.

HISTORY (HIS)

HIS 113-History of World Civilization I (3)
This course is a study of the development of World Civilizations from the foundations in ancient Mesopotamia, Egypt, India and China to 1700 A.D. Emphasis will be placed upon the Western Civilizations as well as the rise of the Asian, Islamic, African and Indian civilizations. The study of the institutions, values and cultures of diverse civilizations of the world will provide the student with a
greater understanding and appreciation of the political, religious and economic relationships which define the present era.

**HIS 114-History of World Civilization II (3)**
This course continues the World Civilization sequence, beginning with the political and philosophical debates of the sixteenth century and continuing to the present day. Particular areas of concentration will include the European Enlightenment, Islamic Empires, Industrial Revolution, East Asian Development, European Supremacy and Imperialism, The African Experience, Latin American Independence and the Modern Global Society. Through this exploration, students will be more informed and culturally aware of the world in the twenty-first century.

**HIS 210-Careers in History (1)**
This course provides an introduction to a wide range of career possibilities for historians in such areas as archives, historical societies, editing projects, museums, business, libraries, historical preservation, teaching, and government service. Lectures, guest speakers, field trips, and individual projects will be assigned. May also introduce students to historical research and facilities. Required for History majors; non-majors by consent.

**HIS 213-United States History I (3)**
This course examines the basic political, economic, and social forces in formation and development of the United States before 1877. Emphasis is on national development from the Revolution and the ratification of the Constitution through the Civil War.

**HIS 214-United States History II (3)**
This course continues the examination of basic political, economic, and social forces in the development of the United States since the Civil War. Topics include the Gilded Age, the First World War, the Great Depression, World War Two, and the Cold War era.

**HIS 215-American Government (3)**
(For course description see POL 215)

**HIS 220-Studies in World Civilization (3)**
This class will offer study beyond the traditional parameters of Western culture. A rotation of non-Western courses will be offered covering a host of topics. Class may include: Medieval Civilization, East and West; The Peopling of the Americas, Science and Technology in World History; The Making of Modern Russia; The Middle East from Ottoman Empire through Arab-Israeli Wars; The Far East from Colonization until Today. May be repeated for a maximum of six credit hours as long as the content for each semester differs. Students should be advised that it will not be possible to retake this course if failed or dropped.

**HIS 225-Special Topics (3)**
May include classes organized around films, documentaries, and other non-traditional formats. May be repeated for a maximum of six credit hours as long as the content for each semester differs. Students should be advised that it will not be possible to retake this course if failed or dropped.
HIS 230-Historic Europe (2)
This class will offer an on-location study of one European city or country. Travel to places of cultural, political, and religious significance is an integral part of the course.

HIS 240-New York State History (3)
This class will offer an introduction to the history of New York State, using both traditional classroom presentations and on-site field trips. The course will also include an introduction to geography and other specialized information necessary for students considering a teaching career in the state of New York.

HIS 255-World Cultural Geography (3)
(For course description see ANT 255)

HIS 321-Ancient History (3)
From the pyramid builders of Egypt to the empire builders of Rome, this course studies the main features of ancient history from the beginnings of Western Civilization to c. 500 A.D. Special emphasis is placed on the history of the Hebrews and Christianity and on the development of democracy by the Greeks. (Same as BIB 321)

HIS 324-History of Missions (3)
(For course description see ICS 324)

HIS 325-The Pentecostal Movement (3)
An exploration of the historical roots, theological distinctives, missiological accomplishments, and sociological trends of the Pentecostal and charismatic movements since the late nineteenth century. Prerequisite: HIS/REL 342. This course is only offered at the New York City Campus. (Same as THE 325)

HIS 326-The History of the City of New York (3)
A study of the continual transformations of New York City from its early days as a seventeenth century Dutch trading community to its late twentieth century status as an international economic, political, and cultural capital. New York has always exemplified urban diversity, embracing within its boundaries people from all ethnic groups, religions, and social categories. This historical overview will incorporate a variety of biographical and autobiographical accounts of disparate peoples as we seek to explore various aspects of the city during its growth and development.

HIS 330-Colonial America (3)
This class will include discussions of the planting and maturation of the English colonies of North America. Relationships between Europeans and native peoples, the immediate origins and long-term consequences of the movement to gain independence from Great Britain will also be covered. Special attention will be paid to the formation and operations of the government under the Confederation and Constitution, and the development of political parties. Prerequisite: HIS 213.

HIS 331-Latin American History (3)
This course studies the history of Central and South America and the Caribbean. It begins with pre-European civilizations and proceeds through to the present day. It provides insight into colonial developments, movements for independence, relations with the U.S., and recent efforts to throw off U.S. hegemony.
HIS 335 - Europe: Renaissance to Reformation (3)
This class examines European civilization from the late Middle Ages through the
division of Christendom into rival religious confessions. Topics of study will
include: the Black Death, the Italian Renaissance, Protestantism, the Catholic
Reformation, European colonization, and the Thirty Years War. Prerequisite: HIS
113.

HIS 340 - Civil War and Reconstruction (3)
Details the causes, as well as constitutional and diplomatic aspects to the Civil
War. Will also discuss experience of African-Americans in slavery, war, and
freedom, as well as political and economic aspects of the Reconstruction.
Prerequisite: HIS 213.

HIS 342 - History of Christianity (3)
Development of institutions of the Christian church from its inception to the
present. (Same as REL 342)

HIS 343 - History of Political and Social Thought (3)
Critical analysis of selected readings in political and social thought from the
Greeks to the present. (Same as PHI 343, POL 343)

HIS 345 - Europe in an Age of Revolutions (3)
This class will examine early modern Europe, detailing such matters as royal
absolutism, the English civil wars, the Scientific Revolution, the Enlightenment,
the French Revolution, and the Napoleonic Wars, as well as select topics in
economic, social, and cultural history. Prerequisite: HIS 114.

HIS 346 - African-American History (3)
This course begins with the exploitation of African peoples as slaves in the U.S.
culminates in a study of the efforts by African-Americans to move beyond
their past. The study looks at the institution of slavery, its elimination in the Civil
War, the plight of Black people in the late 19th and early 20th century, and the
Civil Rights movement of the 1950s to the present.

HIS 350 - America: Gilded Age to Great Crash (3)
This course covers the United States from Reconstruction through the Stock
Market Crash. Development of the United States during the most intensive phase
of industrialization. Special emphasis on national, social, political, and economic
developments. Prerequisite: HIS 214.

HIS 353 - A History of the Islamic Middle East (3)
Same as REL 353

HIS 354 - Islam in the West (3)
Same as REL 354 and ICS 354

HIS 355 - Europe: Foundations of the Modern World (3)
This course covers European history from the post-Napoleonic era through the
First World War. Special topics will include the Congress of Vienna, the spread of
democracy, nationalism, imperialism, materialism, the Belle Epoch, and the First
World War. Prerequisite: HIS 114.

HIS 356 - The Next Christendom (3)
Same as REL 356

**HIS 357-Women in American History (3)**
This course is a historical study of the condition, status, and role of American women from colonial times to the present. Changes and continuities in women’s lives and in attitudes towards femininity will be examined in relation to the development of the religious, domestic, social, and political spheres in American society.

**HIS 358-The Social History of Gender (3)**
This course examines gender constructions in Western history, with attention to the social attitudes that defined roles for men and women and their respective activities. Special emphasis will be given to changing concepts of gender in eras of religious, social, and industrial change.

**HIS 359-The Arab-Israeli Conflict (3)**
Same as REL 359

**HIS 384-Geographical and Historical Setting of the Bible (3)**
(For course description see BIB 384)

**HIS 386-Greece/Turkey Field Study (3) (same as ANT 386 and BIB 386)**
This course engages the historical, geographical, and cultural setting of ancient Asia Minor and modern Turkey. The program will visit archaeological sites important in the history of Rome and Greece during their domination of Antolia (Plain of Issus, Sagalassos, Ephesus), as well as historical and religious sites that mark the presence of Christianity in the days of the Apostles (Tarsus, Antioch, Laodicea) and the Byzantine era (Hagia Sophia). Students will be encouraged to encounter and understand aspects of modern Turkish life through personal contacts, dialog and visits to religious and cultural sites (Blue Mosque, Topkapi Palace). (same as ANT 386 and BIB 386).

**HIS 410-Recent American History (3)**
This class studies the United States since the Great Depression. Topics of study will include: the 1920s, the New Deal, World War II, and post-War developments. Prerequisite: HIS 214. Junior status or permission of instructor required.

**HIS 411-Spiritual Autobiography (3)**
The course offers an investigation into the lives and ministries of dedicated men and women in the Christian tradition throughout the centuries. The prayers, diaries, letters and biographies of select saints will be examined to glean inspiration and instruction for 21st century ministry. (Same as PMN 411, REL 411)

**HIS 412-The Second World War (3)**
This upper division course examines the greatest conflict in human history, the Second World War. Students will examine the causes and events of the Second World War, the diplomatic and military trends of the period, the blitzkrieg, the Battle of Britain, D-Day, the Holocaust, the domestic front, and the roles played by individual leaders such as Mussolini, Hitler, and Churchill. Ultimately, the Second World War defined an entire epoch in world history, altering the international system, leading to the emergence of the United States and the Soviet Union as world powers.
HIS 413-History of Christian Spirituality (3)
A historical study of both the eastern and western traditions of Christian spirituality from the era of the Early Fathers to modern day practices. Forms and patterns of personal and group prayer will be explored and students will be encouraged to employ historical forms of devotion in their personal life and ministry. (Same as PMN 413, REL 413)

HIS 415-Contemporary Europe (3)
This class will cover European history from 1919 until today. Special emphasis will be placed upon the Treaty of Versailles, the rise of the Bolsheviks, the Great Depression, Nazi Germany, World War Two, the Cold War, and modern thought and culture. Prerequisite: HIS 114. Junior status or permission of instructor required.

HIS 430-Readings in American History (3)
This course offers directed reading and investigation of advanced topics not covered in regularly scheduled courses. Course can be molded to meet the needs of the student. Prerequisite: Six or more hours of 300-level credit in American history. Permission of instructor required.

HIS 433-History of Religion in America (3)
The history of Christian and non-Christian religions and the cults in America. (Same as REL 433)

HIS 440-Reading in European History (3)
This course offers directed reading and investigation of advanced topics not covered in regularly scheduled courses. Course can be molded to meet the needs of the student. Prerequisite: Six or more hours of 300-level credit in European history. Permission of instructor required.

HIS 470-Senior Seminar (3)
Analysis of selected problems in history, historiography, and philosophy of history. Prerequisite: Senior status or permission of instructor required.

HIS 480-Independent Study (1-3)
Independent study in an approved topic in History. Permission of the Department Head and Dean is required.

HIS 490-Internship (1-3)
The practical application of historical knowledge in an applied setting will be studied. The location and nature of the internship for the Learning Contract must be approved by the Department Head and the Dean.

HIS 499-Teaching Assistantship (3)
Directed practices in college teaching of history. This course is intended to insure that History majors are adequately prepared and supervised when they are given college teaching responsibilities, notably grading, sectional discussions, and review sessions. It will also present a mechanism for students to gain some teaching experience. Consent of instructor required.
INTERCULTURAL STUDIES (ICS)

ICS 224-Introduction to Global Engagement (3)
This course is designed to introduce the student to the Biblical and theological foundations, history and strategy for global evangelism in the world today. Special attention will be given to issues of personal calling and preparation as well as current trends in intercultural studies. (Same as PMN 224)

ICS 228-Introduction to Women in Ministry (3)
(For course description see PMN 228)

ICS 252-Leadership and Character Development (3)
(For course description see PMN 252)

ICS 314-World Religions (3)
An introduction to the cultural background, historical development, main tenets, and philosophical system of the leading living non-Christian religions as compared and contrasted with the Christian world view. (Same as PHI 314 and REL 314)

ICS 324-History of Missions (3)
A study of the development, growth, and worldwide expansion of the Church from the time of the Apostles to the present. Emphasis will be given to the men and women who were involved in carrying out the mission of the Church, to the philosophies of ministry they held, and to the strategies they employed. (Same as HIS 324)

ICS 334-International Relief and Development (3)
(For course description see SOC 334)

ICS 336- Funding Projects and Ministries (3)
This course is designed to assist and prepare students for effective fund raising in ministry and other non-profit organizations. With the emphasis on Biblical principles and the dignity of others, the students will explore, understand, internalize and exhibit effective fundraising strategies and methods. This course is centered on an active learning model and will provide the student with fundraising projects benefiting needy non-profit ministry projects.

ICS 341-Principles of Evangelism (3)
A course that focuses on the philosophy, methods, message, and objectives of personal evangelism both in America and overseas. Special attention is given to motivation, winning a hearing, starting conversations, presenting the Gospel, answering questions, and inviting decisions. Practical experience is an integral part of the course. (Same as CED 341, PMN 341)

ICS 343-Culture and Communication (3)
(For course description see ANT 343)

ICS 344-Catholicism and Orthodoxy (3)
(For course description see REL 344)

ICS 346-Cross-Cultural Adjustment (3)
(For course description see ANT 346)
ICS 347-New Age and the Occult (3)
A course designed to introduce students to the various facets of the New Age Movement and occult religious practices as contemporary phenomena in the Western world. (Same as REL 347)

ICS 348- Theology in Global Context (3)
Students will explore the root causes, values, influences, and scholars of contextualized theologies of Latin America, Asia, and Africa as well as theologies developing in post modern and post-Christian societies.

ICS 349-Theology of Missions (3)
A survey and exposition of fundamental biblical truths which constitute the heart of missionary theology, and which must be conceptualized in such a way that they become meaningful and motivational to the people of God for the fulfillment of the mission of the Church. Required of all Missiology majors. (Same as THE 349)

ICS 350-Power Encounter (3)
(For course description see PMN 350)

ICS 354-Islam in the West (3)
Same as REL 354 and HIS 354

ICS 358-Community Development in Context (3)
A service-learning intensive course that confronts the realities of contextual community transformation. Biblical foundations, challenges, and transformative theories will be studied, observed and applied on site. Faculty instruction will build the framework for students as they work directly with an International Community Development organization. Site will vary according to the instructor. Course fee will vary depending on location. (Same as CED 358/PMN 358/YMN 358)

ICS 359- International Public Health (3)
Students will be provided with a basic introduction to the issues of health facing the world in urban, rural, developing, and at-risk communities. Attention will be given to tools and training needed to assess and meet physical needs.

ICS 383-Latin America Overseas Summer Study Program (2)
This two-week course combines an overseas study trip to Latin America with classroom instruction. Students will have the opportunity to observe cross-cultural missions firsthand by visiting churches and other ministries such as Alliance Academy, Bible seminaries, radio, and evangelism outreach. Classroom instruction will examine the history of Catholic and Protestant missions and the Charismatic movement in Latin America, as well as models of ministry. (Same as REL 383)

ICS 432-Principles of Church Growth (3)
A study of people movements, homogeneous units, resistant and receptive peoples, the “bridges of God”, and other concepts intimately related to the growth of churches. Consideration will be given to special problems and techniques involved in planting churches cross-culturally. (Same as PMN 432)

ICS 433-Critical Issues in Urban Ministries (3)
This course is designed to introduce students to some of the major issues arising out of urban life in the United States and in world class cities. Issues such as poverty, crime, street children, homelessness, substance abuse, AIDS, sexual
exploitation, and the breakdown of the family will be examined. Special attention will be given to a Christian response to these problems. (Same as PMN 433, SOC 433)

ICS 434-Intercultural Teams and Vibrant Communities (3)
This course confronts conflict in interpersonal, intergenerational, intercultural, interdenominational, and mixed gender teams and leadership structures and provides resources and tools for engaging and resolving conflict biblically and contextually.

ICS 435-Introduction to Urban Ministries (3)
A study of urbanization and its significance for missions aimed at developing philosophy and strategy for church ministry in an urban setting. Emphasis will be given to the characteristics of cities from a sociological perspective, goals and methods of ministry, and the problems and opportunities for evangelism in the cities of the world. (Same as PMN 435)

ICS 442-South Asian Religions (3)
A detailed examination of the history, doctrines, and practices of the adherents of Hinduism, Jainism, Sikhism, and Zoroastrianism with a view to being able to contextualize and communicate the Gospel to these adherents effectively. (Same as REL 442)

ICS 443-Alternative Religious Movements in America (3)
An introduction to the doctrines and practices of Jehovah’s Witnesses, Mormonism, Christian Science, Seventh Day Adventism, Scientology, The Unification Church, and others. (Same as REL 443)

ICS 445-Islam (3)
A detailed examination of the history, doctrines, and practices of the adherents of Islam with a view to being able to contextualize and communicate the Gospel to these adherents effectively. (Same as REL 445)

ICS 446-History of Judaism (3)
A detailed examination of the history, doctrines, and practices of the adherents of Judaism from the destruction of Jerusalem in A.D. 70 to the present day. (Same as REL 446)

ICS 448-East Asian Religions (3)
A detailed examination of the history, doctrines, and practices of the adherents of Buddhism, Taoism, Confucianism, and Shintoism with a view to being able to contextualize and communicate the Gospel to these adherents effectively. (Same as REL 448, PHI 448)

ICS 454-Understanding and Transforming Urban Systems (3)
This course introduces students to the religious, cultural, political, economic, and social systems that make up urban areas today. The complex interworkings of these systems will be examined in detail. A special focus of the course will be to examine ways in which the Church can work towards transforming these systems. (Same as PMN 454, SOC 454)

ICS 470-Senior Seminar (3)
This course is designed to allow missions-interested students an opportunity to explore in detailed fashion issues of current interest and significance within the
field. Seminar will also interact with international agencies and prepare students for applications for service. This class is reserved for seniors.

ICS 480-Independent Study (1-3)
Independent study of an approved topic in Missions. Permission of the Dean of the Division of Bible and Christian Ministry is required.

ICS 490-Intercultural Studies Internship (3)
This course provides a semester of approved fieldwork in an intercultural service setting. The supervised ministry experience will be combined with reading assignments, along with being mentored by staff personnel to provide evaluation and mentoring. Also included will be 6 to 12 credits worth of language study in an accredited language school.

ICS 495/496-Urban Ministries Internship (3)
(For course description see PMN 495/496)

INTERDISCIPLINARY STUDIES (INT)

INT 101-Information Literacy (1)
This course will help the student construct a framework for effective learning by developing skills used to define and articulate information needs, to access both print and online information effectively and efficiently, to evaluate information into one’s knowledge base and Christian worldview, and to understand and comply with the legal and ethical standards of fair use of resources and ideas. Corequisite: ENG 102.

INT 102 Civic Engagement Seminar (3)
This course facilitates an engaged learning experience where students can begin to explore ways of integrating theory into practice within the world of work. Course examines the methods and strategies servant leaders who used their faith as a foundation for addressing challenges that have affected our communities to bring about social change.

INT 110-111-Applications of Learning Theory (3-3)
Examination and application of principles and strategies to enrich learning and the college experience. Admission by approval of the Office of Academic Development.

INT 112-Foundations for Excellence (2)
This course examines issues facing first-time Freshmen attending Nyack College. In general, students will explore what it means to live and learn as an individual in a Christian academic community. The course examines questions such as: What are the liberal arts and why should we study these subjects? How does Nyack College, as a Christian institution, distinctively address the liberal arts? What are the key components of lifelong learning and character formation? How can we develop career goals and four-year study plans?

INT 240-241-Seminar in Residence Life (1-1)
This course is designed to explore and promote the personal and paraprofessional development of each Resident Assistant. Emphasis is placed upon residence life philosophy and its role in college life, the developmental issues of college students, and various leadership theories. Skills are enhanced through the application of
these concepts to interpersonal relationships and group settings within the residence halls. (Open only to Resident Assistants)

INT 310-Foundations for Excellence Practicum (3)
Through this practicum, outstanding students will be allowed the opportunity to work alongside faculty members who teach Foundations for Excellence (INT 112). These students will receive training in peer leadership, mentoring, and small group dynamics and then will be allowed to develop their skills under the supervision of the Foundations for Excellence faculty and the practicum instructor.

INT 481-Integrative Capston Seminar (2)
This course will involve examination of the emergence of the academic disciplines in higher education and will involve the preparation and presentation of a well-written and academically substantial interdisciplinary research paper emanating from the student’s chosen disciplines. Pre-requisite: Discipline-specific research course in at least one of the fields of concentration.

LANGUAGE

LAN 100-Foreign Language Lab (0)
Required corequisite for all modern foreign languages.

LAN 180- Contracted Study in Modern Language-Elementary level.
The study of the essentials of conversation and culture of a modern language. The approach is communicative and integrates the four language skills, listening, speaking, reading, and writing.

LAN 280 Contracted Study in Modern language-intermediate level.
Continued study and practice in the language and culture. Practice includes the four language skills. The study of more complex structures of the language to acquire fluency. Prerequisite: LAN 180 or equivalent (3 or more years in high school with at least a B average).

French

FRE 101/102-Elementary French (3-3)
The study of the basic structures of French in both the spoken and written aspects so that students may communicate in French. Note: Students who have taken 3 or more years of French in high school should take FRE 201/202.

FRE 201/202-Intermediate French (3-3)
The study of the more complex structures of French to increase the student’s ability to communicate in the language. Oral communication in conversation is particularly emphasized the second semester. Prerequisite: FRE 102 for FRE 202; FRE 201 for FRE 202.

FRE 311/312-Advanced French Grammar (3-3)
A thorough study of French grammar, comprising syntax, gender, number, verb conjugations, and tenses in the active and subjunctive mood in all major past, present, and future tenses. Examination of differences between literary French and spoken French, with examples drawn from the La Sainte Bible (Louis Ségond) and Francophonic literature.
FRE 391-French Practicum (1-3)
This course provides a French immersion experience in a French-speaking country. For one credit students will interact with professors and when possible French Christians in local C&MA churches or if they go to a third world country, they will also teach French literacy. Additionally, for two credits students will write a 15-page research paper. For three credits, the students will also pass an oral or written exam after the immersion experience. Prerequisite: at least one semester, but preferably two semesters of French.

German

LAN 107/108-Elementary German I and II (3-3)
An introductory course in the essentials of German conversation and culture. The approach is communicative and each class will provide practice in the four language skills, listening, speaking, reading, and writing. Note: Students who have taken 3 or more years of German in high school should take LAN 201/208.

LAN 207/208-Intermediate German I and II (3-3)
Continued study and practice in German language and culture. Practice includes the four language skills. The study of more complex structures of German to increase the student’s ability to communicate in the language. Prerequisite: LAN 108 or equivalent.

Greek

GRK 101/102-Elementary Greek (3-3)
Introductory course in Koine Greek, emphasizing forms and vocabulary. Aims to provide foundation for further study of Greek.

GRK 231-Readings in Greek (3)
Consolidation of the grammar and syntax of Koine Greek through the reading of selected New Testament and other early church documents. The elements of intermediate Greek grammar will be introduced as encountered in the texts. A vocabulary of the one thousand most commonly used New Testament words will be learned. Prerequisite: GRK 102.

GRK 312-Exegesis (3)
Principles of exegesis applied to select passages of the Greek New Testament. Pre- or co-requisite: GRK 231.

GRK 331-Septuagint (3)
Selected readings in the Greek translation of the Hebrew Scriptures. Special attention is given to the issues of translation and their importance for the study of the Greek of the New Testament. Pre or Corequisite: GRK 231. Offered upon sufficient demand.

An advanced-level Greek readings course. Examines Luke’s writings and his use of literary sources in the composition of his narratives. Pre or Corequisite: GRK 231. Offered upon sufficient demand.

Hebrew
HEB 101-Elementary Hebrew I (3)
This course is designed to give the beginning Hebrew student a firm and confident grasp of the essentials of biblical Hebrew (with an emphasis on morphology, phonology, syntax, and vocabulary) and to introduce the beginning student to the basic linguistic tools of Old Testament research.

HEB 102-Elementary Hebrew II (3)
This course is designed to engage the beginning Hebrew student in a consideration of Hebrew grammar, syntax, and vocabulary at a more advanced level. Special attention is given to accurate identification of grammatical forms and accurate and meaningful translation using the basic tools of Old Testament research. Prerequisite: HEB 101.

HEB 221-Hebrew Readings I (3)
Selected readings in the Hebrew Bible to introduce students to the genre of narrative literature. Prerequisite: HEB 102.

HEB 222-Hebrew Readings II (3)
Selected readings in the Hebrew Bible to introduce students to the genres of poetic, prophetic and wisdom literature. Prerequisite: HEB 221.

HEB 321-Rapid Readings in Hebrew (3)
Selected readings in the Hebrew Bible and post-Biblical Hebrew literature. Pre/Corequisite: HEB 222. Offered upon sufficient demand.

HEB 322-Dead Sea Scrolls in Hebrew (3)
Selected readings from the sectarian library of Qumran. Pre/Corequisite: HEB 222. Offered upon sufficient demand.

Italian

LAN 103/104-Elementary Italian I and II (3-3)
A basic introduction to the grammar, pronunciation and reading of modern Italian. The most frequent vocabulary and idioms are incorporated to make common conversation possible.

Latin

LAN 205-Ecclesiastical Latin (4)
An accelerated language course intended for the well-prepared and well-motivated student intending further studies in an area that can profit from a reading knowledge of Latin. The basic grammar will be covered with selected readings of theological significance. Registration is by the instructor’s permission only. Offered upon sufficient demand.
Mandarin

LAN 195-196-Elementary Mandarin (3-3)
An introduction to sounds, structure, and the writing system of modern Mandarin; practice in the use of Mandarin as a communication tool.

Sign Language

ASL 101/102-Elementary American Sign Language I/II (3-3)
An introduction to American Sign Language; non-verbal techniques, basic vocabulary, grammar principles, and conversational skills. American Sign Language satisfies foreign language requirement only in the Childhood Education, Psychology, and Social Work majors.

ASL 201-Intermediate American Sign Language I (3)
Modeling a cooperative learning approach, this study of conversational American Sign Language (ASL) will develop skills in conversing in the “idiom” of the deaf adult by focusing on experiential activities. It offers a unique approach to using ASL and English in a bilingual setting by providing insights into the culture and everyday life of deaf people. Prerequisites: ASL 102 or equivalent.

ASL 202-Intermediate American Sign Language II (3)
This course continues instruction for those who have completed Intermediate ASL I in order to increase the student’s mastery of idiomatic ASL, enabling them to enter the world and culture of the deaf with knowledge and confidence. Prerequisites: ASL 201 or equivalent.

Spanish

SPA 101/102-Elementary Spanish I/II (3-3)
An introductory course in the essentials of Spanish grammar and conversation. Both spoken and written Spanish will be studied with the goal of developing good communication skills. Note: Students who have taken 3 or more years of Spanish in high school should take SPA 201/202.

SPA 105/106-Grammar for Spanish Speakers I/II (3-3)
An overview of the Spanish language. Intended for the Spanish-speaking student who has not studied the language formally and will benefit from a complete review of the basic grammatical structures. Permission of the Language faculty required.

SPA 201/202-Intermediate Spanish (3-3)
A review of Spanish grammar and composition, with continued study of the more complex structures of Spanish. Emphasis will be on developing fluency in oral and written work. Readings in Spanish will also be a key aspect of the course. Course conducted mainly in Spanish. Prerequisite: SPA 102 for SPA 201; SPA 201 for SPA 202.

SPA 311/312-Advanced Spanish Grammar I/II (3-3)
Advanced study of Spanish grammar and usage, with emphasis placed on the correct recognition and usage of tenses as applied to literary studies. Foundational for further study of Spanish literature.
SPA 323-324-Hispanic-American Literature I/II (3-3)
A survey of some of the most notable writings in the Spanish language.

SPA 391-Spanish Practicum (1-3)
This course provides a Spanish immersion experience in a Spanish-speaking country. For one credit, students will interact with native Spanish-speakers and teach Spanish literacy to illiterate native Spanish speakers. Additionally, for two credits students will write a 15-page paper. For three credits, students will also pass an oral and/or written exam after the immersion experience. Prerequisite: At least one semester, but preferably two semesters of Spanish.

LINGUISTICS (LIN)
LIN 342-Nature of Language (3)
(For course description see ANT 342)

LIN 343-Culture and Communication (3)
(For course description see ANT 343)

LIN 352-History of the English Language (3)
(For course description see ENG 352)

LIN 353-English Grammar and Phonology (3)
(For course description see ENG 353)

LIN 354-Second Language Acquisition (3)
(For course description see ENG 354)

MATHEMATICS (MAT)
MAT 101-College Mathematics (3)
Logical structure of the decimal system. Designed to acquaint the student with meaning, development, and communication of number ideas and the logical structure of number systems; the how and why of the basic algorithms of arithmetic. Fundamental concepts of elementary algebra and informal geometry. Prerequisite: Math SAT scores 200-400.

MAT 110-College Algebra (3)
The study of topics from Algebra including basic concepts, equations and inequalities of the first and second degree, functions and graphs, linear and quadratic functions, higher degree polynomial and rational functions, exponential and logarithmic functions, systems of equations and inequalities, sequences and series. Prerequisite: Math SAT 400-525.

MAT 211-Math for the Elementary School Teacher (3)
The study of topics from the National Council of Teachers of Mathematics for grades K-6 will be covered. Such topics will include math as problem solving, math as communication, estimation, numbers and numeration, probability and statistics. Education majors only. Prerequisite: MAT 101 or equivalent.

MAT 231-Pre-Calculus (3)
An in-depth study of mathematical ideas, concepts, and solutions relative to algebra, trigonometry, and functions. Prerequisite: Math SAT 525-800.
MAT 236-Calculus I (3)
An introductory course in the theory and applications of differential calculus including concept of limits, introduction to the derivative, techniques of differentiation, integration and integration methods, the fundamental theorem of the calculus, and the study of exponential and logarithmic functions. Prerequisite: MAT 110 or MAT 231 or instructor’s permission.

MAT 237-Calculus II (3)
A course in advanced techniques in the application of calculus to a better understanding of God’s world. Topics include calculating the areas bounded by curves, volumes of solids of revolution, arc lengths, and surface areas of various functions, trigonometric integrals, and L’Hospital’s Rule. Prerequisite: MAT 236.

MAT 238-Calculus III (3)
The study of infinite series, parametric curves and vectors in the plane, vectors, curves, and surfaces in space, partial differentiation, and multiple integration. Prerequisite: MAT 237.

MAT 243-Analytic Geometry (3)
A study of lines, curves, angles, and solids using algebraic principles. The student is introduced to conic sections, simplification of equations, trigonometric functions, and polar coordinates. Prerequisite: Math elective.

MAT 310-Lineart Algebra (3)
A study of advance topics in algebra. Topics will include: vector spaces and linear maps, matrices, linear mapping, determinants, linear systems, eigen vectors, and eigen values. Prerequisite: MAT 110 or higher.

MAT 311-History of Mathematics (3)
The study of ancient mathematics—Arabian, Babylonian, Chinese, Hindu and Greek. Topics include problem solving, numeral systems, number theory, arithmetic, algebra, geometry, trigonometry, algebraic geometry.

MAT 330-Probability and Statistics (3)
Statistical methods. Topics include probability, distributions, statistical estimation, hypothesis testing, regression analysis, sampling, and time-series. Emphasis will be given to the analysis of data. Prerequisite: Math elective or instructor’s permission.

MAT 343-Topology (3)
Abstract topological spaces, bases, convergence, filters and nets, separation axioms, continuity separatability, and compactness, Prerequisite: MAT 243 or MAT 310.

MAT 345-Discrete Mathematics (3)
The study of sets and logic, Boolean algebra, functions, algorithms, relations, combinatorics, trees and graphs, and the nature of proof. Prerequisite: MAT 236 or instructor’s permission.

MAT 401-Differential Equations (3)
A study of advanced topics in algebra, calculus, and differential equations. Topics include solution methods for ordinary, partial, and directional derivatives, special solution methods for 1st- and 2nd-order systems, infinite series, Laplace, and Fourier methods. Prerequisite: MAT 238 or instructor’s permission.
MAT 412-Advanced Linear Algebra (3)
The study of systems of linear equations, matrices, vector spaces, linear transformations, and scalar products. Topics selected from determinants, game theory, graph theory, marker chains, and linear programming. Prerequisite: MAT 310.

MAT 418-Numerical Analysis (3)
Elementary discussion of errors, polynomial interpolation, quadrature, linear systems of equations, solutions of non-linear equations, numerical differentiation, integration, and solutions to differential equations. Prerequisite: MAT 401.

MAT 440-Vector Calculus (3)
The study of vector algebra, properties of transformations, curves and surfaces, line and surface integrals, Greens’ theorem, Stokes’ theorem, and Gauss’s theorem. Prerequisite: MAT 238.

MAT 444-Mathematical Logic (3)
Informal and formal development of propositional calculus, predicate calculus, and predicate calculus with equality. The study of the completeness theorem and some consequences. Prerequisite: MAT 345.

MAT 458-Operations Management and Linear Programming (3)
(For course description see BUS 458)

MAT 470-Mathematics Seminar (3)
In-depth study of some topic or topics of current interest to Mathematics faculty and advanced students. Students will be expected to do independent research and to present their findings in a small-group setting. Instructor’s permission required.

MAT 490-Internship (1-3)
The practical application of mathematical knowledge in an applied setting will be studied. The location and nature of the internship for the Learning Contract must be approved by the Department Head and the Dean.

APPLIED MUSIC (CLASS)

MUS 101,102-Functional Piano Class (1,1)
A comprehensive course for beginners designed specifically for Music Education students who do not have the equivalent of at least one year of college piano. Emphasis is on harmonization, improvisation, sight reading, and development of elementary piano skills. Required for Music Education majors unless waived by examination.

MUS 103-Fundamentals of Singing (1)
Class instruction in basic vocal techniques including proper breathing, posture, basic diction skills, vocal hygiene, elementary repertoire, and audition preparation. Open to all students.

MUS 104-Basic Piano Skills (1)
Class instruction in elementary piano skills, designed for students having no previous keyboard instruction. The class will include scales, arpeggios, sight reading, and elementary levels of technique and repertoire. Open to all students.
MUS 105-Beginning Guitar Techniques (1)
Class instruction in the skills of playing and teaching the guitar for recreational and professional activities (church or school). The course is designed for students who have little or no previous experience in guitar performance. The class will also involve a study of elementary music theory, notation, transposition, song leading, the use of the capo, and care of the instrument. Prerequisite: Elementary knowledge of the treble clef.

MUS 171,172; 271,272; 371,372; 471,472-Jury Examination: Major (0)
All Music majors, except those enrolled in the B.A. in Music program, are required to register for Major Jury Examinations each semester. Expected repertoire is listed under “Recommended Repertoire” in the Nyack College Music Student Handbook.

MUS 173,174; 273, 274; 373,374; 473,474-Jury Examination: Minor (0)
All Music majors, except those enrolled in the B.A. in Music program, are required to register for Minor Jury Examinations each semester until the proficiency level in the applied minor is satisfied.

MUS 201-202-Functional Piano Class (1-1)
Emphasis on skills needed by the public school music teacher-harmonization, improvisation, transposition, modulation, and sight reading. Exploration and performance of piano literature representative of various musical periods and compositional styles. Necessary technical studies. Prerequisite: MUS 101,102 (first year) or entrance by examination. Required for Music Education majors unless waived by examination.

MUS 206-Piano Accompanying (1)
The principles of accompaniment as applied to the hymn, the art song from Schubert to DeBussy, operatic and oratorio excerpts, and the accompaniment of stringed and wind instruments.

MUS 301-Advanced Functional Piano (1)
The focus of this course is on the advanced concentration of the skills needed by the public school music teacher in the areas of harmonization, improvisation, transposition, sight reading, and accompanying. Open to piano majors only or by the permission of the instructor.

MUS 370-Junior Recital (0)
(See recital requirements, p. 138)

MUS 470-Senior Recital (0)
(See recital requirements, p. 138)

MUS 475-Concerto Requirement (0)
A complete concerto (normally three movements) from the standard repertoire is required of all keyboardists and instrumentalists in order to graduate from the Performance degree programs. The concerto may be performed in a recital or jury, and pianists are required to perform by memory.

MUS 477- Piano Proficiency Requirement (0)
All music majors not majoring or minoring in piano or Functional Piano (except B.A. in Music majors) are required to demonstrate Piano Proficiency by audition or jury exam as described in the Music Student Handbook.
APPLIED MUSIC (PRIVATE LESSONS) IN VOICE, KEYBOARD, FRETTED, OR ORCHESTRAL INSTRUMENTS

One 30-minute private lesson per week plus a minimum of three compositions or movements. 1 credit per semester.

One 60-minute private lesson per week plus a minimum of six compositions or movements. 2 credits per semester.

One 60-minute private lesson per week plus completion of a senior recital. 3 credits per semester.

All full-time music majors must take a minimum of one 60-minute lesson per week in the applied major.

The required numbers of compositions per credit may vary according to the instrument being studied and the method of a particular teacher. For instance, in voice the teacher may require a greater number of compositions than those listed above. A keyboard teacher may wish to make use of a complete sonata in which case the number of movements would be counted separately.

Although the music faculty does not require a weekly schedule of practice hours, it is understood that consistent practice habits are fundamental to sensitively performed repertoire. As a general guideline the music faculty consider a minimum of three hours of practice per week per credit to be essential.

CHURCH MUSIC

MUS 355-Church Music Administration (2)
Philosophy of music ministry with consideration of administration and development of total church music program, including a multiple-choir system and survey of choral and instrumental literature.

MUS 357-Hymnology (2)
A study of the development of Christian hymnody from its earliest times to the present; examination and criticism of hymns in the light of their function, spiritual values, and relevance in an age of change.

MUS 375/376-Field Work (1 per semester)
Under supervision of a faculty member, the student assumes the responsibility of a church music program during each semester of his final two years of residency.

MUS 415-Worldview of Music and Worship (3)
A capstone course for music majors which explores the Biblical theist worldview within the study of Old and New Testament music and worship. Historical traditions, modern liturgical traditions, non-liturgical traditions, New Testament ordinances, sacred versus secular music and competing ideologies will be studied, leading to a creative approach to music in Christian worship - the "living liturgy" of life as an ongoing "sacrifice of praise."

MUS 437-Service Playing and Improvisation (2)
A course in the practical aspects of service playing, including improvisation, modulation, choir accompaniment, anthem score reading, and congregational hymn playing.

MUS 478/479-Field Work (1 per semester)
A continuation of MUS 375/376.
MUSIC (MUS)

MUS 100-Concert Attendance (0)
Required for all music majors each semester.

MUS 115-Music Appreciation (3)
(For course description see FNA 115)

MUS 213-Western Music to 1700 (2)
A study of the music of Western Civilization from the beginning of the Christian era to the end of the seventeenth century.

MUS 214-Music of the Eighteenth Century (2)
A survey of musical style from that of the older contemporaries of Bach and Handel to the mature classicism of Haydn and Mozart.

MUS 234-Vocal Literature (2)
A broad study of art song literature, from Baroque to Contemporary, and significant repertoire from oratorios and operatic works. The course will include interpretation and foreign language diction. Prerequisite: MUS 233.

MUS 319-Music of the Nineteenth Century (2)
The music of Beethoven. The music of the Romantic Era, including those composers who belong primarily to the nineteenth century.

MUS 320-Music of the Twentieth Century (2)
A survey of musical trends from Debussy to the present, with special emphasis on Stravinsky, Schoenberg and his followers, Bartok, and Hindemith. Avant-garde and electronic music are introduced, and a brief overview of the American scene is included.

MUS 345-Entertainment Industry Economics (3)
(For course description see BUS 345)

MUS 347-Music Business I: The Legal Aspects of the Music Industry (3)
(For course description see BUS 347)

MUS 349-Music Business II: Music Industry, Recording, Merchandising, Contracts, and Career Development (3)
(For course description see BUS 349)

MUS 350-Piano Literature (1)
A broad study of the repertoire for solo piano and its compositional forms from the common practice period to include sonatas, variation form, preludes and fugues, the etudes, and character pieces. Composers like Bach, Czerny, Hummel, Beethoven, Liszt, Tomaszek, Henselt, and others are discussed. Score study is central to this course. Prerequisite: MUS 124.

MUS 351-History of Opera (2)
An exploration into the history of Western opera from its birth at the end of the 16th century through the present. The course includes an analysis of musical styles, characterization, staging, voice classification, interpretation, and technical aspects of opera production. Major opera composers such as Monteverdi, Rossini, Verdi, Puccini, Tchaikovsky, Wagner, and Berg will be studied.
MUS 352-Music of Diverse Cultures (3)
A survey of the musical culture of the non-Western world; selected areas from Africa, the Middle East, Central Asia, Southeast Asia, and the Far East; the role music plays in the social, economical, educational, religious, and political and areas of social justice in the lives of the people. (Same as ANT 352)

MUS 353-Introduction to Jazz (2)
Introduction to the diverse styles of the jazz genre. Emphasis on listening to jazz and recognizing its unique characteristics including identifying instruments and their roles in jazz ensembles. The course will cover a wide range of styles including some of its earliest forms. Additionally, the influence of folk and popular music from all cultures and their effect on the developing art form will be discussed, as well as social issues which affected the music’s growth.

MUS 354-Introduction to Music Technology (2)
An introduction to music technology and hands-on experience in the fundamentals of live music recording and music editing. The course will include basic music computer skills, microphones, principles of sound, digital editing, MIDI, computer-based sequencing and notation, mixers and mixing, cables, sampling, an introduction to digital audio, recording principles, effects processing and audio live performance.

MUS 450-Music History Seminar (3)
An in-depth study of significant aspects of music history. This course is intended to prepare students for graduate studies in music and includes advanced research techniques in musicology. Each course will cover topics in music history and will include stylistic and aesthetic principles, theoretical developments, performance practice, and major composers and their works. This course may be repeated for up to 6 credits. Prerequisites: MUS 213, 214, 224, 319, 320

MUS 460- Music Business Seminar (3)
(For course description see BUS 460)

MUS 480-Independent Study (1-3)
Independent study in an approved topic in music. Permission of the Department Head and Dean is required.

MUSIC EDUCATION (EDM)

EDM 345-String Methods (1)
Class instruction in playing and teaching the instruments of the string family.

EDM 346-Brass Methods (1)
Class instruction in playing and teaching the instruments of the brass family.

EDM 347-Woodwind Methods (1)
Class instruction in playing and teaching the instruments of the woodwind family.

EDM 348-Percussion Methods (1)
Class instruction in playing and teaching the percussion instruments of the band and orchestra.
EDM 349-Piano Pedagogy (1)
The psychology and principles of teaching the beginning and intermediate level student, together with consideration of suitable repertoire.

EDM 350-Vocal Pedagogy (1)
A survey and comparative study of pedagogical materials in the teaching of singing, both privately and for voice classes. Various vocal methods are analyzed, compared, criticized, and adapted to each individual’s use with an emphasis on standard repertoire, vocal exercises, physiology, acoustics, diction, and Bel Canto technique. For advanced voice students. Prerequisite: Permission of instructor.

EDM 391-Methods Field Experience: Music Ed (0)
Thirty-five hours of supervised field experience in grades 1-6 elementary music with emphasis on tutoring. Required prior to or in conjunction with EDM 441.

EDM 392-Methods Field Experience: Music Ed (0)
Thirty-five hours of supervised field experience in grades 7-12 secondary music with emphasis on tutoring. Required prior to or in conjunction with EDM 444.

EDM 441-Music in the Elementary School (3)
Techniques of teaching music to children, including the approaches of Dalcroze, Orff, and Kodaly. Survey of related materials. Prerequisite: EDU 258, EDU 259, School of Education approval. For Music Education and Music majors only.

EDM 444-Music in the Secondary School (3)
Methods, materials, and problems related to performing groups and classes in general music, theory, appreciation, and related arts. Prerequisite: EDU 258, EDU 259, School of Education approval. For Music Education and Music majors only.

EDM 470-Senior Seminar (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. Prerequisite: School of Education approval.

EDM 493-Supervised Student Teaching of Music in Elementary School (5)
Application of professional knowledge and skills in music in the elementary school (1-6) under the direction of a fully certified cooperating teacher and with the supervision of Nyack College Education faculty. Prerequisite: School of Education approval.

EDM 495-Supervised Student Teaching of Music in the Middle and/or High School (5)
Application of professional knowledge and skills in music in the middle or high school (7-12) under the direction of a fully certified cooperating teacher and with the supervision of Nyack College Education faculty. Prerequisite: School of Education approval.
MUSIC ENSEMBLES

MUS 161-Chorale (0-1)
The chorale is composed of approximately 75 men and women, selected by audition at the beginning of each semester. The repertoire includes major works and selected choral literature from major historical periods and styles. Activities include a fall retreat, Christmas concert, and annual spring tour, campus and community appearances, and periodic European tours. Pre-requisite: Audition required.

MUS 163-String Orchestra (0-1)
The Nyack College String Orchestra is comprised of students and community musicians. Music of all periods is performed on-campus and off-campus. Pre-requisite: Audition required.

MUS 207-Two-Piano Ensemble (0-1)
A performance/study-oriented course for keyboardists investigating the standard repertoire for pianos-four hands and two pianos during the common practice period. Prerequisite: MUS 124.

MUS 261-Wind Ensemble (0-1)
Emphasis on original works for wind ensemble and concert band. The Wind Ensemble performs in several concerts a year. Membership is open to all interested students by audition.

MUS 263-Brass Ensemble (0-1)
Performs at various concerts and other events of the college, as well as in churches in the New York metropolitan area. Major works for brass ensemble are performed, in addition to instrumental accompaniments for college choral ensembles. Membership by audition.

MUS 266-Percussion Ensemble (0-1)
Percussion ensemble utilizing a wide array of instruments such as marimba, vibraphone, xylophone, snare and bass drum, cymbals, timpani, orchestral percussion, drum set, congas, bongos, tabla, and berimbau. Includes a wide range of styles including contemporary percussion works, Brazilian samba, Afro-Cuban, and transcriptions ranging from string quartets to ballet music to jazz. May include piano, guitar, bass, and winds. Prerequisite: Audition required.

MUS 268- Small Jazz Ensemble (1)
An instrumental performance based course, including a study of jazz harmony, improvisation, and performance practices based on selected repertoire covering a wide variety of jazz styles.

MUS 361-Chamber Music (0-1)
Study and participation in duets, trios, quartets, and various kinds of chamber music. Pre-requisite: Instructor’s permission required.

MUS 362-Collegium Musicum (0-1)
Ensemble that specializes in instrumental and vocal music from the Medieval through the Baroque periods. Repertoire is chosen from a different area of concentration each semester, such as Renaissance madrigals and motets,
Baroque opera, concerti grossi, and anthems by Purcell and Handel. Instruments include strings, woodwinds, recorders, harpsichord, organ, guitar, and some percussion. Audition required, MUS 213 Western Music to 1700 recommended.

**MUS 363-Handbell Choir (0-1)**
Ensemble experience is provided in the development of musical skills and handbell technique in particular. The Handbell Choir performs on the annual Carol and Candlelight Tour and at other college functions, as well as in churches in and around the New York metropolitan area. Pre-requisite: Instructor’s permission required.

**MUS 365-Opera Theater Workshop (0-1)**
The study and performance of chamber operas, one-act operas, scenes from major operas, and selected Broadway musicals. Open to all students. Pre-requisite: Audition required.

**MUSIC METHODS**

**MUS 233-Singer’s Diction (2)**
An introduction to Singer’s and Actor’s Diction in English, French, Italian, German, and Latin. This is an introductory course, using IPA, in the essentials of pronunciation and communication of these five languages. Poetry, basic vocabulary, rudimentary grammar, and the study of regional idioms prepare the singer and church musician to perform and conduct all styles of music. Prerequisite: MUS 122.

**MUS 235-Advanced Singer’s Diction (2)**
Advanced diction study of French, Italian, German, English, Latin, and Russian art songs and operatic repertoire including intensive IPA study. Prerequisite: MUS 233

**MUS 333-Choral Conducting (1)**
An introduction to the basic techniques of choral conducting. Experience with a laboratory ensemble is provided. Consideration of philosophical and pragmatic issues relating to choral groups in varied circumstances. Prerequisite: MUS 123,124.

**MUS 334-Choral Conducting Methods (2)**
Continued development of conducting techniques, repertoire selection, and performance considerations. Rehearsal techniques, with a laboratory ensemble. Prerequisite: MUS 333.

**MUS 433,434-Orchestral Conducting (1,1)**
Modern baton technique, interpretation, and score reading using live music in the classroom as well as recorded works. Prerequisite: MUS 123,124.

**MUSIC THEORY and COMPOSTION**

**MUS 111-Basic Music Skills (2)**
Provides an introduction to music language skills of the Common Practice period understood as general knowledge. Enrollment to this course based on placement exams in Theory and ET/SS. Open to non-music majors as an elective.
MUS 112-Basic Ear Training and Sight Singing (1)
An introductory skills course teaching the basic concepts of rhythm, intervals, music notation, and solfege. Open to non-music majors as an elective and to music majors, based on placement.

MUS 121-122-Elementary Ear-training and Sight-singing (1-1)
The course emphasizes tonic sol-fa sight-singing, ear training, dictation in all clefs, diatonic melody, intervals, and basic chord identity. Study of double, triple, and quadruple division of the beat; the dotted note. Two hours weekly.

MUS 123-124-Elementary Theory (3-3)

MUS 221-222-Advanced Ear-training and Sight-singing (1-1)
Practiced and intermediate reading and hearing of music in one through four parts. Course content includes diatonic, chromatic, and twentieth-century harmonies. Drill in rhythm, intervals, clefs, and melodic and harmonic, dictation. Two hours weekly. Prerequisites: MUS 121,122.

MUS 223-224-Advanced Theory (3-3)
Review of diatonic theory, and continuing through chromatic and twentieth-century harmonies. Keyboard harmony. 3 hours weekly. Prerequisite: MUS 123,124

MUS 225-Elementary Counterpoint (2)
Introduction to 16th- and 18th-century contrapuntal techniques through the use of five species in two-part writing in major and minor modes. Canon, double counterpoint. Two-part invention. Attention is drawn to both instrumental and vocal texture problems. Prerequisite: MUS 123,124

MUS 226-Advanced Counterpoint (2)
A continuation of the study of contrapuntal techniques, including 19th- and 20th-century methods. Prerequisite: MUS 225

MUS 321-Composition and Improvisation (2)
Writing of original hymn tunes. Simple binary and ternary forms, leading into larger classical forms. Development and accompanimental devices are studied. Compositions to be written in which both contrapuntal and harmonic skill is demonstrated. Prerequisite: MUS 224

MUS 323-Form and Analysis (2)
Detailed structural analysis of homophonic forms with fugue and motive through simple and compound song form to larger forms of rondo and sonata form. Polyphonic forms of the invention, figure, and variations. Prerequisite: MUS 224

MUS 327-Instrumentation and Orchestration (2)
A study of the instruments of the orchestra and band together with practical work in orchestral and band scoring. Prerequisite: MUS 223,224
MUS 322, 421-422-Advanced Composition (2-2-2)
Private instruction in composition for composition majors, culminating in the Senior Recital of original pieces. Prerequisite: MUS 321

MUS 427-Advanced Orchestration (2)
Private instruction in orchestration for composition majors, including larger instrumental forms, chamber music, and arranging in preparation for the Senior Composition Recital. Prerequisite: MUS 327

PASTORAL MINISTRY (PMN)

PMN 101-Introduction to Spiritual Formation (2)
This course, the first in the Bible/Ministry core, is designed to introduce the student to a lifestyle of spiritual formation at Nyack College. The quadrant of spiritual formation will be taught in this course, emphasizing the areas of being, knowing, belonging and serving.

PMN 201-Nyack Heritage (1)
This course introduces the student to the history of Nyack College and A.B. Simpson. It seeks to recapture the heart of the early Christian and Missionary Alliance and its founder and release that entrepreneurial spirit and “movement” characteristics in our day. Part of the course will also teach non-C&MA students to value their own heritage and positively compare it with Nyack’s tradition.

PMN 207-Introduction to Messianic Ministry (3)
This is the first course in the Messianic Jewish Studies Concentration. It will introduce students to the history, sociology and theology of the modern Messianic Jewish Movement of today and its relationship to first century Messianic Judaism. We will examine the importance of "Restoring the Jewishness of the Gospel" to the larger Body of Messiah as well as its impact upon reaching our modern Jewish world.

PMN 224-Introduction to Global Mission (3)
(For description, see ICS 224)

PMN 228-Introduction to Women in Ministry (3)
This is the first course in the women in ministry concentration. It is a survey of the role and ministry of women in the Scripture, Church history and the contemporary setting. Attention will be given to the role of women in missions, Christian education, North American ministry and other ministry settings. One of the core objectives in this course is to release and empower women for their God-given Calling. (Same as CED,ICS 228)

PMN 230-Poetry as Ministry (3)
A reading of Christian religious verse of 20 centuries of the Christian Church, coupled with its place in varied counseling, teaching and preaching ministries. Techniques in writing Christian poetry will be investigated, coupled with the place of poetry workshops in ministry.

PMN 233-Theology of Worship and the Arts (3)
This is the first course in the Worship and the Arts concentration. The focus of this course is to build a biblical theology of worship and the arts from the Scriptures and church history. Attention will be given to the critical evaluation of contemporary issues in worship from a biblical foundation.
PMN 243-International Pastoral Ministry Experience (1)
This course consists entirely of an overseas ministry experience in a “two-thirds world” nation. Observation and analysis of pastoral ministry in an international setting will be prioritized. Ministry experience will also be a part of this course. Special Course Fee to cover cost of trip will be attached. Instructor permission required.

PMN 252-Leadership and Character Development (3)
This course is designed to develop knowledge of what characterizes a strong leader, help the student to assess his/her strengths and weaknesses as a leader, and engage him/her in practical and experiential leadership exercises. (Same as CED 252, ICS 252)

PMN 310-Pastoral Counseling (3)
This course is designed to provide a theological foundation for pastoral counseling. It will also include an overview of counseling skills necessary in pastoral ministry. Subjects will include crisis counseling, interventions, 12-step groups, premarital, marriage, and family counseling, inner healing, ethics and other necessary topics.

PMN 311-Introduction to Homiletics (3)
This entry-level course will focus on the construction and delivery of basic expository sermons. Each student will formulate and preach several short expository sermons followed by classroom evaluation. Juniors or seniors only. Instructor’s permission required for non-majors.

PMN 312-Intermediate Homiletics (3)
This second level course in homiletics will continue to focus on the construction of basic expository sermons with a greater emphasis on the actual delivery of the sermon. Students will be videotaped as they preach and will then be required to critique their own sermon. A basic topical sermon model will also be taught along with some elements of other approaches such as narrative, verse by verse, and teaching. Prerequisite: PMN 311. Juniors or seniors only. Instructor’s permission required for non-majors.

PMN 313-Pastoral Counseling in the Urban Setting (3)
This course is designed to provide the student with a theological foundation and practical skills for counseling both parishioners with social domestic problems and people in need in the wider community.

PMN 315-Developing the Messianic Ministry (3)
The course will examine the various models of modern Messianic Judaism and their relationship with historical Jewish Missions. We will compare and contrast the models to develop a working model for effective Messianic Jewish synagogue planting and walk students through all the stages of development. The course will equip students with the tools and methodologies for developing healthy and successful Messianic Jewish communities.

PMN 321-Leadership Development & Mentoring (3)
This course will examine the importance of the task of leadership development, and will explore various ways to approach this task. Biblical models and insights from human development theory will be discussed. Emphasis will be placed on helping students understand the environments in which effective leadership development occurs.
PMN 327 – Meaningful Worship in a Technological World (3)
This course seeks to assist worship leaders in planning worship services that use technology to enhance and not detract from the corporate worship experience. Included in this course will be the topics of video, lightning, sound, and worship production software (MediaShout, SongShow Plus, PowerPoint, etc.)

PMN 329 – Patterns of Organizational Behavior (3)
Understanding that Christian ministry is largely conducted in the context of groups and organizations, this course will study the predictable behavior of organizations. Special emphasis will be given to the impact of such dimensions as organizational mission, strategy, structure, culture, systems, and leadership on the performance and nature of the organization. Organizational change is also addressed. The course is also appropriate for students not seeking a ministry vocation.

PMN 340-Alliance Doctrine and Polity (1)
The history, the organization, the distinctive doctrines and practices, and the current emphasis of the Christian and Missionary Alliance denomination. Preparation for the denomination’s interview process.

PMN 341-Principles of Evangelism (3)
(For course description ICS 341)

PMN 343-Divine Healing (3)
An investigation of biblical, theological, and psychological perspectives on spiritual, emotional, physical, and relational healing. Special consideration will be given to the historic C&MA thought with regard to Jesus and Healer.

PMN 346-Personal Spiritual Formation (3)
Principles and practices of classic spiritual disciplines as the discipling tool of the church. Implications for Christian living and an agenda for continued growth are featured. (Same as CED 346)

PMN 348-Philosophical Hermeneutics (3)
(For course description PHI 348)

PMN 350-Power Encounter (3)
This course is designed to give an overview of spiritual warfare. It will cover topics such as Intercessory Prayer, strategic level spiritual warfare, personal warfare, deliverance and inner healing ministry. Because of the nature of the course, a theology of spiritual gifts and Kingdom ministry will also be developed. (Same as CED, ICS 350)

PMN 357-Introduction to Church Planting (3)
This course is designed to give an overview of the theology, methodology and history of church planting. Emphasis will also be given to contemporary models of church planting with a goal of helping the student adapt a methodology that will equip and serve him or her best in their future ministry.

PMN 358-Community Development in Context (3)
(For course description see ICS 358)
**PMN 391- Teaching Internship (1)**
Fulfilled by a teaching ministry of at least one semester (6 presentations) that involves weekly preparation and presentation.

**PMN 392-Preaching Internship (1)**
Fulfilled by a minimum of three preaching assignments beyond the homiletics requirements. Prerequisite: PMN 311.

**PMN 393-Christian Service: Internship in Community Service (1)**
Fulfilled by a semester of volunteer service rendered to the broader community.

**PMN 394-Christian Service: Internship in Worship Leading (1)**
The internship in Worship Leading will include the preparation, rehearsal and leading of no less than three worship services. The student is strongly encouraged to seek as many worship leading opportunities beyond this minimum as possible.
This internship is best fulfilled with the cooperation of a worship team and a preaching pastor. Please have the person in charge of the services fill out a confirmation report. This report is to be filed with the Pastoral Ministry Department Head.

**PMN 411-Spiritual Autobiography (3)**
(For course description see HIS 411)

**PMN 413-History of Christian Spirituality (3)**
(For course description see HIS 413)

**PMN 414-Applied Homiletics (3)**
The applied course in homiletics will expand upon the models learned in the previous courses. Emphasis will be given to cultural contextualization technology and leadership in preaching. Students will formulate and deliver full-length sermons. The outlining of sermon series will also be covered. Prerequisite: PMN 312.

**PMN 421-Developing the Woman’s Gifts and Calling (3)**
This course is designed to be the capstone of the Women in Ministry Concentration. It will examine the development of gifts and callings of women throughout Biblical and Church History. It will explore various ways women are being developed and released into ministry in the contemporary church, both in an urban and suburban setting. Emphasis will be placed on helping students understand and develop their own gifts and calling.

**PMN 432-Principles of Church Growth (3)**
(For course description see ICS 432)

**PMN 433-Critical Issues in Urban Ministries (3)**
(For course description see ICS 433)

**PMN 435-Introduction to Urban Ministries (3)**
(For course description see ICS 435)

**PMN 441-Leadership and Administration (3)**
Principles of the organization and administration of church ministries, including coordination of program and personnel, budgets and financing, personal time management, and leadership development. (Same as CED 441)
PMN 442-Pastoral Methods (3)
Guidance in the resources, methods, and practices in the primary functions and
duties of the pastoral office. Includes ordering services, funerals, wedding,
administering ordinances, conducting meetings, visitation, and pastoral care.

PMN 444-Evangelizing Jewish People (3)
A detailed examination of the strategies and methodologies used in the past and
currently being used to reach the Jewish people. Also included are discussions
regarding the discipling of Jewish believers in the Messiah and the incorporation
of these disciples into appropriate Messianic and traditional congregational
structures.

PMN 445-Leading the Worship Ministry in the Local Church (3)
This course is designed to be the capstone course of the Worship and the Arts
Concentration. It will examine the development of the gifts and calling of the
worship leader. This course will include instruction and practical lab time for
developing worship ministries. It will also cover the development of philosophy of
worship and practical ministry in the local church setting.

PMN 447-The Jewish People and Prophecy (3)
(For course description see BIB 447)

PMN 454-Understanding and Transforming Urban Systems (3)
(For course description see ICS 454)

PMN 456-The Church in the Urban Context (3)
The course examines the centrality of the Church in today's urban setting. The
ministry of the Church in terms of worship, proclamation of the Gospel,
fellowship, evangelism, and service is examined in depth, along with the role of
the urban pastor.

PMN 470-Senior Seminar (3)
This course is designed to be the capstone of the Pastoral Ministry Major.
Emphasis will be given to practical ministry preparation in the areas of vision-
casting and development, philosophy of ministry, resume preparation, and cultural
contextualization.

PMN 480-Independent Study in Pastoral Ministry (1-3)
Guided study in an approved topic in Pastoral Ministry. It may be done either as a
theoretical study or as an aspect of a full-time internship program with a local
church. Permission of the Department Head and Dean is required.

PMN 495/496-Urban Ministries Internship (3)
This course provides a semester of approved fieldwork in urban ministry in
metropolitan New York. The supervised ministry experience will be combined
with reading assignments, along with being mentored by staff personnel to provide
evaluation and mentoring. (Same as ICS 495/496)
PHILOSOPHY (PHI)

PHI 101-Introduction to Philosophy (3)
This course provides the student with a systematic introduction to the discipline of philosophy. It begins by examining some fundamental concepts and problems in the areas of metaphysics and epistemology, and then proceeds to consider other areas of philosophical inquiry including: social and political philosophy, ethics, philosophy of religion, philosophy of history, and aesthetics.

PHI 202-Logic (3)
This course begins with the fundamental concepts of logic, including truth, validity, induction, and deduction. The course progresses through the inferences of everyday language and problem-solving, and into formal deduction, including symbolic logic and quantification theory. Inductive inferences and probability will also be examined.

PHI 314-World Religions (3)
(For course description see ICS 314)

PHI 321-The Dialogues of Plato (3)
This course surveys the writings of Plato. We begin with the early dialogues that surround the life and death of Socrates such as Euthyphro, Apology, Crito, Phaedo, and Meno. We then examine some of the great middle dialogues, including the Parmenides and sections of the Republic. We conclude with the late dialogues such as the Sophist, Statesman, and Philebus.

PHI 322-Aristotle and the Medievals (3)
The first half of this course focuses on Aristotle, examining the Aristotelian system from the perspective of his metaphysics, logic, physics, and concept of the soul. In the second half of the course, attention is turned to the medievals, considering as the central theme the way they tried to Christianize the Aristotelian system.

PHI 323-The Empiricists: Locke, Berkeley, and Hume (3)
This course examines the three great British empiricists of the modern era and focuses on their respective treatment of questions concerning innate ideas, perception, universals, and the scope of human knowledge.

PHI 324-Modern Continental Philosophy: From Descartes to Hegel (3)
This course begins with 17th-century rationalism and traces that tradition from Descartes through Spinoza and Leibniz. In the 18th century, the tradition culminates in the German idealism of Kant. The course then traces German idealism from Kant to Hegel in the 19th century.

PHI 331-Pragmatism (3)
This course will examine the work of leading philosophical pragmatists (e.g. Dewey, James, Rorty), exploring the appropriateness of a pragmatic justification of Christian truth claims and the relevance of the interrelationship of faith and reason.

PHI 341-Philosophies of Love (3)
This course examines a variety of philosophers, both classic and contemporary, on the topic of love. The readings address questions concerning love’s relationship to reason, the emotions, romance, and duty. Readings include Plato, Aristotle,
PHI 342-Feminist Philosophy (3)
This course examines some of the major feminist philosophers and thinkers writing today including: Julie Kristeva, Luce Irigaray, and Carol Gilligan, just to mention a few. The readings will focus on how a woman’s sexuality, psychological development, and social experience create a perspective uniquely different from that of a man.

PHI 343-History of Political and Social Thought (3)
(For course description see HIS 343)

PHI 345-Epistemology (3)
A systematic examination of such subjects as perception, knowledge, belief, truth, universals, necessary truth, and meaning. Prerequisite: PHI 101.

PHI 346-Ethics (3)
This course examines contemporary moral problems in the context of classical ethical theories. The classical theories of Plato, Aristotle, Augustine, Aquinas, Kant, Bentham, and Mill are considered. Students will have opportunity to exercise their own moral thinking by applying those theories to a variety of contemporary moral issues. Prerequisite: PHI 101.

PHI 347-Perception (3)
A study of the physiological mechanisms underlying the perceptual process, psychological theories of perception (including stimulus-based, central and behavioral, interactionist and cognitivist theories), and philosophical and psychological research relating to the representation and processing of sensory data. Prerequisite PHI 101.

PHI 348-Philosophical Hermeneutics (3)
The historicism of the 19th century, along with the linguistic turn and cultural relativism of the 20th century has brought hermeneutics to the center stage of 21st century thought. We can no longer take interpretation for granted and must now face the philosophical questions which are at the base of the meaning that we attribute to texts or the world. The course begins with traditional notions of hermeneutics and then examines the factors which have brought hermeneutics to the center stage and the ways that Schleiermacher, Heidegger, Gadamer, and Derrida have attempted to deal with contemporary hermeneutic problems. (Same as PMN 348)

PHI 367-Christian Existentialism: The Philosophy of Søren Kierkegaard (3)
This course surveys the work of Kierkegaard, relying upon both primary and secondary texts. Students are encouraged to consider the implications of Kierkegaard’s ideas regarding faith and the subjectivity of experience for our role as Christians in a postmodern world. (Same as THE 367)

PHI 431-Recent Philosophy (3)
A study of selected works by Kant, Husserl, Heidegger, Moore, Russell, Wittgenstein, Sellars, and Quine.
PHI 433-Philosophy of Mind (3)
Discussion of the biblical view of man, dualism, behaviorism, the identity theory, and functionalism.

PHI 441-Philosophy of Religion (3)
The course centers on questions concerning the relationship between faith and reason, the attributes of God, and the nature of things like: miracles, evil, and religious experience. (Same as REL 441)

PHI 448-East Asian Religions (3)
(For course description see ICS 448)

PHI 461-Kant (3)
An in-depth study of Kant’s *Critique of Pure Reason*, omitting the Transcendental Doctrine of Method. Prerequisite: PHI 101.

PHI 470-Philosophy Seminar (3)
A capstone course which allows the student to do the lectures and lead the discussions concerning the various philosophical topics and questions they had encountered and explored throughout their college career. Students organize the course in the first two weeks and then take turns leading the class through the different topics chosen.

PHI 480-Independent Study (1-3)
Independent study in an approved topic in Philosophy. Permission of the Department Head and Dean is required.

**PHYSICAL EDUCATION (PED)**

**Physical Education Experience Credit Policy**
Veterans with two years of certifiable military experience are eligible for two physical education credits. Applications for such credit are available at the Athletic Office and after approval should be submitted to the Registrar’s Office. A charge of $50.00 will be made in addition to any instructional fees.

PED 124-Kickboxing (1)

PED 125-Lacrosse (1)

PED 128-Volleyball (1)

PED 121-Foundations of Physical Education and Sport (3)
A basic introduction to physical education dealing with the philosophical, historical, biological, physiological, sociological and political foundations of physical education. Emphasis is placed on helping the student become aware of the basis for sport in America through the development of physical education.

PED 211-Physical Education for Educators (1)
The course is designed to offer practical experience in activity planning, implementation, and evaluation. Candidates will develop an understanding of motor development and physical activity as central elements to foster active,
healthy lifestyles for N-6th grade students as well as their roles in academic learning.

**PED 222-Exercise Physiology (3)**
Basic metabolic processes occurring at rest and during exercise; dynamics of muscular contraction and circulation; the relationship of nutrition to physical performance; and effects of age, environment, and gender on physical activity.

**PED 234-Personal Health Strategies (3)**
Provide the necessary knowledge and skills to develop a personal fitness/wellness program and to achieve greater lifelong health. Includes component of first aid and CPR as directed by the American Red Cross.

**PED 319-Sport Management (3)**
Course intended to survey approach to the field of sports management. Topics covered include evolution of sports management, career opportunities, communications in sport, ethics in sport, technology in sport and basic management issues including scheduling, personnel, etc.

**PED 328-Principles of Coaching (3)**
A survey of the psychological, motivational, technical and tactical development of a sports coach. Includes practical application as well as administration and organization aspects of coaching interscholastic or recreational teams.

**PED 329-History of Sports in Society (3)**
A survey of past and present roles sport has played within our society including the impact on the educational system, the media, family and economic structures. Areas include heritage, social status, personality and race will be addressed.

**PED 490-Sports Internship (1-3)**
The practical application of business knowledge in an applied setting will be studied. The location and nature of the internship must be approved by the Department Chair and Dean.

**PHYSICAL SCIENCES (GEO, PHY, PSC)**

**GEO 110-Physical Geology (4)**
Examination of the physical aspects of geology relating to the earth’s formation, development, and composition. The composition, structure, characteristics, and origin of minerals, rocks, and land forms are studied. Interpretation of historical and active plate tectonics is also considered.

**GEO 111-Historical Geology (4)**
Examination of the historical aspects of geology covering the earth’s formation, development, and composition. Interpretation of earth history is unfolded through study of time periods, fossil evidence, and rock formations.

**PHY 121-Introduction to Physics (4)**
Covers classical physics that includes mechanics, electromagnetism, thermodynamics, and optics. Modern concepts such as quantum physics will also be discussed. Students will engage in experiments that demonstrate the concepts discussed in lectures using various equipment and the computer.
PSC 218-Survey of the Physical Sciences (4)
An introduction to astronomy, physics, and earth science. A hands-on approach will be used to prepare students for science instruction in the elementary school. 
*Childhood Education majors only.*

POLITICAL SCIENCE (POL)

POL 215-American Government (3)
American democratic system of government; ideological background; constitutional system; structure and problems. (Same as HIS 215 and SOC 215)

POL 339-International Law (3)
(For course description see BUS 339)

POL 343-History of Social & Political Thought (3)
(For course description see HIS 343)

POL 359-International Politics (3)
Analysis of state behavior and international political relations: how things happen in the international state system and why. Emphasizes the issue of war and how and in what circumstances states engage in violence. Topics include different historical and possible future systems of international relations, imperialism, game theory and deterrents, national interests, and world organization.

POL 410-Comparative Politics (3)
Major concepts, approaches, problems, and literature in the field of comparative politics. Methodology of comparative politics, the classical theories, and the more recent behavioral revolution. Reviews personality, social structure, socialization, political culture, and political parties. Major approaches such as a group theory, structural-functionalism, systems analysis, and communications theory and evaluation of the relevance of political ideology; national character; elite and class analysis; and problems of conflict, violence, and internal war.

PSYCHOLOGY (PSY)

PSY 101-General Psychology (3)
This course is an introduction to the scientific study of human behavior and experience. The student will be challenged to understand the rationale of psychological research and how it complements other ways of obtaining knowledge about behavior. Different theoretical perspectives regarding behavior will be considered, as well as the functions of the brain and nervous system. Topical surveys will include several areas from the following list: neuroscience and behavior; the developing person; sensation and perception; states of consciousness; learning; memory; thinking, language, and intelligence; motivation; emotions, stress, and health; personality; psychological disorders; therapy; social psychology. *This course is a prerequisite for all other Psychology courses.*

PSY 110-Psychology Research Methods (2)
This course is an introduction to bibliographic research skills in the field of psychology. It will focus on a review of information sources in psychology, selection of appropriate materials, the process of critical thinking and writing of
APA-style research papers. This course is a prerequisite for all 300 and 400 level PSY courses. Non-PSY majors will be exempt from this requirement by permission of instructor. Prerequisite: ENGL11.

**PSY 243-Interpersonal Communication (3)**
Theoretical understanding of the communication process and practical application of communication skills. Attention is given to such influences as perception, self-concept, emotion, and cultural context on communication. Practical exercises will develop such skills as perception checking, active listening, self-disclosure, and assertiveness. (same as COM 243).

**PSY 246-Child Psychology (3)**
Theories and research regarding the physical, cognitive, social, emotional, and spiritual growth of the child will be addressed.

**PSY 248-Adolescent Psychology (3)**
Theories and research regarding the physical, cognitive, social, emotional, and spiritual growth of the adolescent will be addressed.

**PSY 250-Adult Development (3)**
This course will explore the physical, cognitive, social, emotional, and spiritual aspects of development during adulthood. It will provide an understanding of the theories of adult development as well as recent research findings.

**PSY 253-Integration of Psychology and Theology: A Survey (3)**
This is a survey course of the principal models of integration regarding psychology and theology. The content includes a study of ways in which the scientific findings of psychology can be integrated with biblical truths for a better understanding of human behavior, experience, and relationships.

**PSY 258-Counseling Methods (3)**
The application of counseling theory and interpersonal dynamics to the counseling process will be explored. Practical training to develop counseling skills will be combined with theoretical study. (Same as CED 258)

**PSY 264-Group Dynamics (3)**
The nature of groups and the principles of group processes will be examined. Topics to be considered include group communication, leadership, facilitation, decision-making, and conflict resolution. Practical applications and the development of interpersonal group-related skills are emphasized. Prerequisite: at least Sophomore status.

**PSY 321-History of Psychology (3)**
The historical development of contemporary psychological concepts and theories will be reviewed.

**PSY 337-Statistics for Social Science (3)**
The basic concepts underlying and calculations used in statistical procedures for analyzing the results of research in the social sciences will be presented. Prerequisite: Any Math course. (Same as SOC 337 and SWK 337)
PSY 339-Experimental Psychology (4)
An introduction to the principles and procedures of research in psychology will be presented with an emphasis on the experimental method. Laboratory experience in conducting psychological experiments will be included. Prerequisite: PSY 337.

PSY 342-Abnormal Psychology (3)
This course presents descriptions and studies of the major behavior disorders including their origin, diagnosis, treatment, and prevention.

PSY 345-Addictions Theory and Counseling (3)
This course covers the theories of drug addictions and compulsive behavior patterns such as eating disorders, gambling, etc. A comprehensive assessment model will be presented. Additionally, specific counseling skills and counselor traits that have been shown to be effective in helping those with addictive behaviors will be covered. Prerequisite: PSY 258.

PSY 346-Social Psychology (3)
This course presents studies of the individual in social and cultural context, with attention given to attitude formation and change; interpersonal influence; person perception; and group dynamics. (Same as SOC 346)

PSY 348-Human Sexuality (3)
A study of sexuality as a fundamental quality of human personhood is presented. Topics will include sexual identity as an aspect of human development; the complex nature of sexual relationships; normality and abnormality in sexual behavior; male-female differences; gender roles; moral issues; and biblical perspectives. (Same as SOC 348)

PSY 349-Family Counseling (3)
This course is an in-depth study of the principles, theoretical approaches, specific objectives, and techniques currently used in the various approaches to family and marriage counseling. The focus will be on normal developmental problems rather than on psychopathology. This course will present both a systematic and strategic approach to therapy including family systems, behavioral, and cognitive approaches. Prerequisite: PSY 258.

PSY 354-Health Psychology (3)
This course investigates the psychological issues regarding health promoting and maintaining behaviors, prevention and treatment of illness, etiology and correlates of health, illness, and dysfunction, and an analysis of the health care system and the formation of health policy.

PSY 431-Psychological Tests (3)
The course will study the major intelligence, personality, and vocational interest tests used in educational and clinical settings. Prerequisite: PSY 337.

PSY 438-Physiological Psychology (3)
This course provides an in-depth study of the physiological basis of behavior. Emphasis is placed on acquiring a thorough knowledge of functional neuroanatomy, neural conduction, and synaptic transmission. At least one sense system, perception, learning and memory, motivation, and the neurophysiological correlates of mental illness are covered.
PSY 441-Theories of Personality (3)
The course will study the major personality theories, with emphasis on their consistency, completeness, relation to empirical data, and practical implications.

PSY 443-Psychology of Learning (3)
This is a survey course that investigates the theories and research in the experimental study of human and animal learning. This is not a course in education, but a study of basic psychological processes.

PSY 444-Psychotherapy and Clinical Intervention (3)
A survey of the major schools of thought and approaches to psychological therapy, including theoretical principles, techniques, and applications will be presented.

PSY 447-Psychopharmacology of Drug Abuse (3)
This course provides a study of the substances of abuse including alcohol, prescription medications, illegal drugs, and social drugs such as nicotine. The routes of ingestion, absorption, metabolism, and elimination will be studied. The psychopharmacological effects of each substance and the Substance-Related Disorders of DSM-IV will be reviewed.

PSY 460-Topics in Psychology (3)
Selected topics not currently included in course offerings will be presented in various fields of psychology. Possible topics include cross-cultural psychology, psychology of emotions, and the psychology of gender. This course may be repeated for credit. Prerequisite: three (3) courses in Psychology.

PSY 470-Psychology Seminar (3)
This is a seminar course that is an in-depth study of some topic or topics of contemporary interest in psychology, with an emphasis on the integration of psychology and theology. Students will be expected to do independent research. Prerequisite: PSY 253; open only to senior Psychology majors or minors.

PSY 480-Independent Study (1-3)
The student will complete an independent study in an approved topic in Psychology. Permission of the Department Head and Dean is required for the Learning Contract.

PSY 490-Internship (1-3)
The practical application of psychological knowledge in an applied setting will be studied. The location and nature of the internship for the Learning Contract must be approved by the Department Head and Dean. Four courses in Psychology should be completed prior to beginning an internship.

RELIGION (REL)
REL 310-The Psychology and Sociology of Religion (3)
This course introduces the student to various sociological and psychological approaches to the study of religion, as well as the effects that religion has upon these aspects of human existence. Such topics as the phenomenon of civil religion, attraction to cults, and the psychological aspects of the process of religious conversion will be examined in detail. (Same as SOC 310)
REL 314 - World Religions (3)
An introduction to the cultural background, historical development, main tenets, and philosophical system of the leading living non-Christian religions as compared and contrasted with the Christian world view. (Same as PHI 314 and ICS 314)

REL 321 - Reformation Thought (3)
(For course description see THE 321)

REL 323 - Early Christian Thought (3)
(For course description see THE 323)

REL 342 - History of Christianity (3)
(For course description see HIS 342)

REL 344 - Catholicism and Orthodoxy (3)
A study of the current state of the Roman Catholic Church and the Eastern Orthodox Churches, with a view to understanding contemporary doctrinal issues as well as the political and social issues which concern these divisions of the Christian Church. (Same as ICS 344)

REL 347 - New Age and the Occult (3)
A course designed to introduce students to the various facets of the New Age Movement and occult religious practices as contemporary phenomena in the Western world. (Same as ICS 347)

REL 351 - The Black Church in America (3)
The creation and development of the Black Church as a social institution in the United States. The influence of the church on the political, economic, social, and spiritual life of the Black community.

REL 352 - Religion in Latin America (3)
A history of the Roman Catholic Church in Latin America and the role it has played in shaping social and political institutions. Special attention will be given to the influences of indigenous religious movements, liberation theology, and Protestant missions.

REL 353 – A History of the Islamic Middle East (3)
This course will provide a brief summary of the pre-Islamic period, followed by a detailed account and analysis of the interactions that have existed between the various personages, people groups, nation states and religious systems in the Middle East from the late 6th century to the present. Particular attention will be paid to the events that have taken place since the Iranian revolution of 1979. (same as HIS 353)

REL 354 - Islam in the West (3)
This course will provide a detailed account and analysis of the arrival of Muslims in the West (i.e., Europe and America), the problems they have faced in terms of bias and prejudice, the ways in which they have adapted to living in countries that are not under Muslim law, and the ways in which they seek to convert others to their faith in those countries. (same as HIS 354 and ICS 354)

REL 356 - The Next Christendom (3)
This course will provide a detailed account and analysis of the globalization of Christianity, including its shift in terms of number of adherents and its influence to the South of the equator. Particular attention will be paid to the implications of this shift with respect to modifications and adaptations that will most likely be made in terms of theological precepts and lifestyle issues. (same as HIS 356)

**REL 359-The Arab-Israeli Conflict (3)**
This course will provide a detailed account and analysis of the interactions that have existed between the various personages, people groups, nation states, and religious systems in Palestine/Israel and its immediate environs, from the origins of the Zionist Movement in the 19th century to the present day. Particular attention will be paid to the various views that Christians have taken with respect to this conflict. (same as HIS 359)

**REL 392-Latin America Overseas Summer Study Program (2)**
(For course description see ICS 392)

**REL 411-Spiritual Autobiography (3)**
(For course description see HIS 411)

**REL 413-History of Christian Spirituality (3)**
(For course description see HIS 413)

**REL 428-Modern Christian Thought (3)**
(For course description see THE 428)

**REL 430-Contemporary Apologetics (3)**
(For course description see THE 430)

**REL 433-History of Religion in America (3)**
(For course description see HIS 433)

**REL 441-Philosophy of Religion (3)**
(For course description see PHI 441)

**REL 442-South Asian Religions (3)**
A detailed examination of the history, doctrines, and practices of the adherents of Hinduism, Jainism, Sikhism, and Zoroastrianism with a view to being able to contextualize and communicate the Gospel to these adherents effectively. (Same as ICS 442)

**REL 443-Alternative Religious Movements in America (3)**
An introduction to the doctrines and practices of Jehovah’s Witnesses, Mormonism, Christian Science, Seventh Day Adventism, Scientology, The Unification Church, and others. (Same as ICS 443)

**REL 445-Islam (3)**
A detailed examination of the history, doctrines, and practices of the adherents of Islam with a view to being able to contextualize and communicate the Gospel to these adherents effectively. (Same as ICS 445)
REL 446-History of Judaism (3)
A detailed examination of the history, doctrines, and practices of the adherents of Judaism from the destruction of Jerusalem in A.D. 70 to the present day. (Same as ICS 446)

REL 448-East Asian Religions (3)
A detailed examination of the history, doctrines, and practices of the adherents of Buddhism, Taoism, Confucianism, and Shintoism with a view to being able to contextualize and communicate the Gospel to these adherents effectively. (Same as ICS 448, PHI 448)

REL 449-Judaism in the Old and New Testaments (3)
(For course description see BIB 449)

REL 470-Topics in Religious Studies (3)
A seminar course that allows students to explore topics of particular relevance to the field of contemporary religious studies. Topics such as the following will be explored: Religion in Science Fiction, Religious Themes in Film, Neo-Paganism, Religious and Violence, Religion and the Environment.

REL 480-Independent Study (1-3)
Guided study in an approved topic in Religion. Permission of the Department Head and Dean is required.

REL 490-Internship (1-3)
The practical application of religious knowledge in an applied setting will be studied. The location and nature of the internship for the Learning Contract must be approved by the Department Head and the Dean.

**SOCIOLGY (SOC)**

SOC 101-Introduction to Sociology (3)
This course introduces beginning students to the scholarly discipline of sociology. The course provides students with knowledge of the primary orientations in sociology. The course will evaluate how human behavior is shaped by the groups to which we belong and by the social interaction that takes place within those groups. Three major themes will be covered: (1) how self and society are constructed and sustained through the course of life; (2) the symbolic and ritual nature of self and society; and (3) social inequalities with emphasis on issues of power, class, race/ethnicity, and gender. Attention will be given to the importance of Christian involvement in sociology and how this relates to the three major areas of the discipline: social interaction; social concerns; and social institutions.

SOC 204-Introduction to Criminal Justice (3)
This course introduces students to an understanding of the criminal justice system. It focuses on law enforcement, the administration of justice and punishment, and the treatment of criminals. Topics include: functions of the police, crime prevention programs, the prosecutorial and defense functions, judicial administration and decision-making, institutional and community-based corrections, probation, and parole. The course examines the effects of race, ethnicity, social class, and gender differences within the criminal justice system.
SOC 240—Social Theory (3)  
This course examines sociology from the points of view of 19th and early 20th century social theorists. Students read original sources by Tocqueville, Marx, Durkheim, Weber, Simmel, Mead, Parsons, and members of the Chicago School. The course focuses on the intellectual, social and political influences on their work, their concepts and systematic frameworks, and the development of their thought. The courses will examine the relationship of these “classical” theories and empirical works to contemporary theoretical efforts and programs of research.

SOC 241—Marriage and Family (3)  
This course examines marriage and family from a sociological perspective. The course will expose students to the many forms that marriages and families have taken in the past and are taking in the present. The course will examine how cultural values, historical context, economic and political changes, and structured relationships of race, class, gender, and age interact and affect marriage relationships. We will also examine the major changes affecting today's families: the changing global economy; the economic well-being of families; health, addictions; transracial and international adoptions; racism, gangs, terrorism, war, death and dying. The course will attempt to provide a Christian perspective on the various topics discussed.

SOC 243—Sociology of Adolescence (3)  
This course examines from a sociological theory and research perspective the phenomenon of adolescence. Rational choice theory, social learning theory, and attachment theory serve as a basis for understanding current sociological research regarding adolescents. (Same as CED 243)

SOC 250—Sociology of the City (3)  
The history and development of American urbanization and its impact on the American social system. Special consideration of New York City with field trips.

SOC 280—The Asian American Experience (3)  
This survey highlights past and contemporary experiences of Asian Americas. Based on research on Asians in America, students will use a sociological "eye" to view the historical, socioeconomic, political and cultural contexts that shape Asian America, examining issues including: immigration, community development, political empowerment, labor market status, gender relations, and civil rights.

SOC 310—The Psychology and Sociology of Religion (3)  
(For course description see REL 310)

SOC 316—Social Welfare Institutions (3)  
Course provides an analysis of major public and private bureaucratic organizations that provide services to urban citizens. Selected systems (e.g., medical, welfare, legal, and educational) and the political, social, and economic consequences for client populations and professionals are examined.

SOC 317—Crime and Deviance (3)  
Historical and current theories of the causes of deviance and crime will be examined. The focus of the course is on the offender, and the factors, circumstances or conditions that influence law-violating behavior. Emphasis will
be placed on the ways social structures generate and label deviance. Particular attention will be paid to various social institutions, including the church.

**SOC 328-Women in Society (3)**
This course explores the changing position of women as a social group, focusing on the contemporary United States. The sexual division of labor in the paid labor market and in the household, the relationship of women to family change and family crisis, the changing role of women in politics, and the changing social construction of female sexuality will be studied.

**SOC 330-Work and Family (3)**
This course examines the social and demographic changes that have put work and family on the policy agenda, the different strategies used to balance work and family, and the impact of those strategies on women, men, and children. The course will discuss social theories about employment decisions, social change, social norms, and issues of gender and socioeconomic equality. We conclude with a broad overview of the responses of employers and government to current work-family issues, followed by an in-depth examination of parental leave debates.

**SOC 334-International Relief and Development (3)**
This course will examine current approaches to international relief and development work. The focus will be on the socio-cultural dimensions of development that shape the process. The course will also examine the role of Non-Governmental Organizations (NGOs) in their quest to ease human suffering and improve the quality of life for the world’s poor. The course will review current debates and policy issues in international development. Topics will include: sustainable development, refugees, poverty reduction, foreign aid, disaster relief, rural development, project design and management. (Same as ICS 334)

**SOC 337-Statistics for Social Science (3)**
(For course description see PSY 337)

**SOC 342-Punishment and Corrections (3)**
The theoretical approaches to punishment, deterrence, rehabilitation, and treatment within the U.S. correctional system. The course will also cover the administrative and operational components of the corrections system, including jails, prisons, probation, parole, boot camps, and community-based correction programs. Special attention is given to the impact of religious movements historically and currently on the prison movement, and to the ethical, legal, and social issues that must be confronted when the system is expected to bring about social justice to offenders, victims, and society.

**SOC 343-Police and Society (3)**
An overview of the roles of the police as agents of formal social control. The course will survey the functions and responsibilities of the police at the local, state, and federal level. The course examines the philosophy, history, character, structure, and function of the police role in a democratic society. Topics include; police values and culture, police responsibilities, police organization and structure, police-community relations, and crime control.

**SOC 344-Social Problems (3)**
The course is designed to provide students the ability to view social problems from a sociological framework and to discuss possible solutions for change. In
this course, we will analyze some of the pressing issues in the United States and other parts of the world. We will examine the causes of tensions within society, the consequences of such tensions, and how they impact on people.

SOC 345-American Youth Cultures (3)
A study of youth attitudes, beliefs, and lifestyles of the various sub-cultures of young people. Demographic and stratification studies will be done. Significant movements like the culture of the 60’s will be noted.

SOC 346-Social Psychology (3)
(For course description see PSY 346)

SOC 347-Multicultural America (3)
This course deals with the outcome of the long history of cultural diversity in the United States. The various ethnic groups are considered with an emphasis on African-Americans, Asians-Americans, Hispanics, and Native Americans, along with various European-American groups. Personal identity and group identity issues will be considered, along with the “stages” of individual development. The complex processes of exclusion and incorporation that have taken place and are now taking place in America will be analyzed. Ordinarily taken by Juniors and Seniors. Check with the department head for exceptions.

SOC 348-Human Sexuality (3)
(For course description see PSY 348.)

SOC 349-Asian Families in America (3)
This course offers an analysis of the diversity of family forms in Asian families. The course will examine Asian family patterns around the following themes: (1) historical influences on the nature of family organization, (2) the influence of socio-economic factors on the family processes, (3) contemporary trends in family structure, and (4) issues facing Asian families in the United States of America.

SOC 352-Political Sociology (3)
The course explores the nature of political power and its distribution in society. The course will examine the dynamic relationship between society and politics and the effects of politics on society. The course will trace the history of the modern nation-state and ordinary recent global trends; explain the growth and changes in citizenship, nationalism, ideology, political culture, elite-mass parties, power, corporatism, and class-status politics; examine political behavior, political psychology, and generational politics. Alternative approaches to changing and transforming power structures will be examined.

SOC 353-Latinos in the United States (3)
A comprehensive study of the social, political, and economic processes affecting Latino groups in the United States. Discussion will focus on the variable adaptations made by Puerto Ricans, Chicanos, Dominicans, Cubans, Colombians, and other Latinos in their migration and settlement within American society.

SOC 354-The African-American Family (3)
An examination of the African-American family from slavery to the present. Discussion of family structures arising from the social organization of slavery and current characteristics of the African-American family.
SOC 355-Social Stratification (3)
Introduction to stratification analysis, theories of class structure and membership, class behavior and mobility.

SOC 356-Economic Sociology (3)
This course introduces students to major themes in economic sociology. The course will examine the economic theories of Marx, Weber, Simmel, Veblen, Pareto, Polanyi, Parsons, Smelser, and Schumpeter. Other topics will include: institutional prerequisites of markets, the nature and limits of rational choice, the social construction of economic behavior, and the role of trust as the basis for exchange.

SOC 357-Social Science Research Methods (3)
The purpose of this course is to develop a student’s ability to use and engage in both qualitative and quantitative research. This course introduces students to the basic principles, logic, and techniques social scientists employ to collect, process, analyze, and critically assess information about human social systems. Key research topics include ethnography, participant observation, survey, experimental design, and the integration of research and practice. The course will examine concepts such as problem formulation, research design, data collection, data analysis, and report preparation. The course also examines ethical issues in the conduct of social research; including informed consent, anonymity, confidentiality, and culturally sensitive research methods.

SOC 359-Working with La Familia: The Latino Family (3)
This course studies the nature of the Latino family as a social institution. We will study the importance, values, and functions of the Latino family. Particular emphasis will be placed on learning effective strategies for working with Latino families.

SOC 360-At-Risk Youth and Gangs (3)
(For course description see CED 360)

SOC 366-Faith, Politics, and Society (3)
The course will profile and probe the role of religious institutions as a focal point around issues of social and economic justice. The course will analyze the opportunities and dangers involved in the intersection of faith and politics, the relationship between morally based movements and the process of social change. The course will explore the appropriate role of faith and the involvement of faith-based organizations in the public arena. Course content will be examined from socio-political, cultural, and faith perspectives.

SOC 433-Critical Issues in Urban Ministries (3)
(For course description see ICS 433)

SOC 438-Asian Political Economy (3)
The course uses a cross-national approach to analyze alternative interpretations of Asian economic development. The course examines the social, economic, and political institutions in Japan, Korea, Taiwan, Hong Kong, Singapore, Thailand, Malaysia, Indonesia, the Philippines, China, and India. The course will also examine issues concerning identity, history, culture and prospects for regional integration. Lastly, we will review the relationships between the various states and the role of Asia in the broader international system.
SOC 439 - Strategies of Community Organization (3)
(For course description see BUS 439)

SOC 456 - The Church in the Urban Context (3)
(For course description see ICS 456)

SOC 459 - International Relations and Political Economy (3)
(For course description see BUS 459)

SOC 460 - Practicum in Community Development (3)
This course provides students the opportunity to use the methods and ideas of sociology in designing solutions to practical problems faced by communities. Students will be placed with community organizations and agencies where they carry out projects or conduct research on topics of concern to those organizations and agencies. This program allows students to gain community development experience under the direction of an on-site supervisor and participate in seminars on urban studies, research methods, and value perspectives. Class sessions will be devoted to the collective discussion of students’ field notes, journal entries, project summaries, and field experiences. The instructor, department chairperson, and faculty adviser must approve all proposals. Prerequisites: two sociology courses numbered 200 and above.

SOC 470 - Sociology Integrative Seminar (3)
The senior seminar provides students with the opportunity to consolidate the theoretical and substantive knowledge and research skills acquired in many sociology courses. To accomplish this goal, the course revisits the basic principles and practices of sociology, this time in a more holistic and integrative way. It is expected that this seminar will help to sharpen students’ sense of the sociological perspective and the enterprise of doing social research. Students are challenged to synthesize, integrate, and assess what they have learned in sociology and to reflect on the role and contributions of the discipline in understanding current social issues in a global context. Prerequisites: SOC 344.

SOC 480 - Independent Study (1-3)
Independent study in an approved topic in Sociology. Permission of the Department Head and Dean is required.

SOC 490 - Sociology Internship (3)
Students are placed in an internship setting related to an area of sociological practice or research. Students also meet regularly in class to discuss their internship experiences and integrate theory with sociological practice. Internship experiences will assist students in integrating previously acquired sociological knowledge and research skills. Class discussions and assignments focus on relating the internship experiences to a sociological perspective. Applied settings include organizations in the fields of criminal justice, family service, gerontology, social services, and urban planning. Each student will author a project that communicates learning through the internship. The instructor, department chair, the work site supervisor, and the student’s academic adviser must approve internship contracts. Seniors only.

SOCIAL WORK (SWK)
Note: Social Work majors are required to meet all prerequisite requirements. In order to meet those requirements students should consult with their advisors prior to registering for each semester.

SWK 101-Introduction to Social Work and Social Welfare (3)
An overview of the social work profession. Provides a brief history of social welfare and social work. Examines contemporary social problems and social services for meeting these problems, with emphasis on populations-at-risk. Different agencies and fields of practice are presented with a focus on the role of the generalist social worker and the social service delivery system. Fall term. Open to non-majors.

SWK 217-Community Volunteer Services (2)
Volunteer experience in a social agency or community program providing human service, upon approval by the instructor. Sixty(60) hours of agency-based participation is required as well as Faculty advisement on both a group and an individual basis. Elective course. Pass/no credit graded. Open to non-majors.

SWK 246-Interpersonal Communication Skills (3)
Promotes interpersonal sensitivity, observational skills, and interviewing ability. Content includes theories of the communication process and the basic tools of intervention such as attuned listening, appropriate questioning and support, empathic understanding. A variety of simulated and actual person-to-person situations are presented through utilization of audiovisual materials and experiential exercises. Open to non-majors.

SWK 254-Understanding Diverse Populations (3)
Provides a conceptual framework for social workers in understanding different racial and ethnic groups. Examines the meaning of ethnicity, race, culture, and prejudice. Also explores family and community life of immigrants and ethnic groups, and the development of culturally sensitive social services. Open to non-majors.

SWK 314-Human Behavior in the Social Environment I (3)
The first course of two interrelated courses extending over two semesters which stress multiple theoretical perspectives and critical thinking. Provides foundation level theories and knowledge of the biological, psychological, social, and spiritual dimensions of human development across the changing life course. Begins with an introduction to an understanding of HBSE and its relevance to social work. Studies the human life span from conception through childhood in the context of social systems and relevant theories. Fall term. Prerequisites: SWK 101, PSY 101, SÖC 201, BIO 216, and SWK 254.

SWK 315-Social Welfare Policies and Economic Justice (3)
Examines the current structure of social welfare programs in the United States, their historical evolution, and the role ideological, political, economic, and social forces have played in the development of the social welfare system and its present character focusing on social and economic injustice in the United States of America. Also discusses the impact of social welfare policies on clients, agencies, service delivery, and social work practice. Prerequisites: SWK 101 and POL 215.
SWK 316-Principles of Social Work Practice (3)
An overview of purpose, principles, values, skills and process in generalist social work practice. Uses an ecological systems framework to examine principles relevant to practice with individuals, families, groups, organizations, and communities. Integrates social work practice, theories, and values with a Christian perspective. Includes the professional use of self and application of the Social Work Code of Ethics in decision-making. Fall term. Prerequisites: SWK 101 and SWK 246.

SWK 354-Human Behavior in the Social Environment II (3)
Builds on the foundations acquired in SWK 314, and continues with a multilevel perspective on the human life cycle from adolescence to old age. Spring term. Prerequisite: SWK 314.

SWK 356-Social Work Practice: Individuals and Families (3)
Builds on SWK 316. Prepares students for generalist social work practice with individual and family systems. Course content emphasizes development of fundamental social work practice techniques for direct and indirect social work practice. Includes skill development for working with clients from differing social, cultural, racial, religious, and class backgrounds. Simulated exercises used to assist in the development of basic competencies. Spring term. Prerequisite: SWK 316. Corequisite: SWK 357.

SWK 357-Field Experience and Pre-practice Seminar (3)
Taken in the spring semester of the junior year, this course combines 60 hours of a direct agency-based experience, with a pre-practice seminar. Designed to introduce the student to the social worker's role and responsibilities and prepare them for senior-level field instruction. The student works under the supervision of a professional social worker. The pre-practice seminar is designed to promote the student's adaptational skills in the field of social work. Focuses on aspects of the student's role in field work, including the supervisory relationship, process recordings, and expectations for field performance. Pass/no credit graded. Spring term. Prerequisite: SWK 316. Corequisite: SWK 356.

SWK 358-Social Work Research and Statistics I (3)
Provides a basic understanding of the research process that includes both qualitative and quantitative methods. Helps students to use empirical evidence to guide their professional practice, to evaluate their own practice, and to evaluate social service programs in which they work. Designed to develop the skills needed for conducting small-scale studies and to enable future direct service practitioners to be intelligent consumers of research-based information. Focuses on developing skills needed to conceptualize a problem, making use of available literature, designing a research strategy. Basic statistical concepts will be introduced. Spring term. Open only to majors. Prerequisites: SWK 354 Corequisite: SWK 417.

SWK 416-Social Work Practice with Groups (3)
Builds on SWK 316 and SWK 356. Emphasizes the generalist approach in working with groups. Explores a variety of models of group work services available to practitioners and agencies. Focuses on identifying, building and utilizing intervention skills in the group process. Fall term. Prerequisite: SWK 356. Corequisite: SWK 417.

SWK 417-Field Instruction and Seminar I (5)
First course of two Field Instruction courses taken during the senior year (approximately 400 hours). Provides students with opportunities to acquire skill in social work practice, to try out social work practice roles in the field, and to test in the field setting the theories and principles learned in the classroom. Students are assigned to social agencies and learn by directly participating in the delivery of social work services under the supervision of professional social workers and faculty. Fall Term. Open only to majors. Prerequisite: SWK 357.

SWK 428 – Social Work Research and Statistics II (3)
Builds on the foundations acquired in SWK 358, the class implements a research project of its own design. Focuses on how to collect and analyze data, how to interpret the theoretical and practical meaning of findings for social work practice, and how to report on and present data. Basic computer skills (SPSS) and statistical concepts are covered through “hands on” training in the computer lab. Fall term. Prerequisite: SWK 358.

SWK 456—Social Work Practice with Organizations and Communities (3)
Examines the history, philosophies, principles, and intervention strategies common to community organization, social planning, and administration of social welfare agencies. Presents case materials to highlight some of the techniques used in these practice areas. Facilitates the development of practice skills that reflect an understanding of organizations and communities within a larger structural context of achieving social justice. Spring term. Open only to majors. Prerequisites: SWK 315, SWK 416, and SWK 418. Corequisites: SWK 457.

SWK 457—Field Instruction and Seminar (5)
A continuation of SWK 417. Spring Term. Open only to majors. Prerequisite: SWK 417. Corequisite: SWK 499.

SWK 462—Social Work in Christian Context (3)
Examines the integration of Christianity and Social Work. Addresses areas of strength and possible conflict or interest for Christian Social workers. Investigates social work practice in faith-based environments. Spring term. Open to non-majors. Prerequisites: SWK 316.

SWK 499—Integrative Seminar (3)
The capstone course designed to provide opportunities for students to integrate knowledge, values and skills gained from academic and field experiences and to help them to move into the role of professional social worker in generalist practice and/or the graduate studies. This process is facilitated particularly through the development of an initial professional portfolio. Spring term. Open only to majors. Prerequisites: SWK 417, SWK 418. Corequisite: SWK 457.

THEOLOGY (THE)

THE 312—The Bible and Science (3)
(For course description see BIB 312)
THE 313-Male and Female in Biblical Perspective (3)
An interdisciplinary examination of the nature of masculinity and femininity from a Christian perspective. Biblical studies will focus on the question of gender roles in marriage and in the church, especially the complementarian-egalitarian theological debate. Discussion will focus on related issues, such as the spiritual needs particular to each gender, sexual dysfunction and wholeness, and gender-related rites of passage. THE 314- Theology of Social Justice (3)
An interdisciplinary examination of Christian responses to historic and contemporary social injustices. Biblical studies will focus on the holistic nature of salvation and the call upon God’s people to speak and work on behalf of the powerless and the oppressed. Discussion will focus on the nature of social systems and social change.

THE 315- Brian McLaren and the Postmodern Gospel (3)
A survey of the thought of Brian McLaren, the lead thinker of the “Emerging Church Movement.” Discussion will focus on McLaren’s boldest and most controversial ideas regarding the need to recast the language and emphases of historic Christianity, with a view towards communicating more effectively to the emerging postmodern generation.

THE 316-Understanding Contemporary Atheism (3)
An analysis and response to the writings of three influential contemporary atheist authors: Richard Dawkins, Sam Harris and Christopher Hitchens.

THE 317-Evangelicals and American Politics (3)
An interdisciplinary examination of the complex relationship between the church and the American political process. Discussion will focus on the tension between biblical calls to social justice and to separatism, the success and failures of past Christian statesmen, and the history of the religious right and the religious left.

Note: THE 321 through THE 328, along with THE 428, fulfill the Historical Theology elective requirement for the Biblical and Theological studies major

THE 321-Reformation Thought (3)
Study of the chief doctrinal reformulations of the major wings of the Reformation: German, Swiss, English, Radical, and Counter. Primary attention given to Luther and Calvin. (Same as REL 321)

THE 322-Worship, Ancient and Future (3)
An introduction to liturgical studies, covering worship practices from earliest Christianity to today and their accompanying social history. Attention will be given to liturgical time, the sacraments and sacred space. Students will experience the practices of various branches of the Christian faith, with a view toward integrating ancient practices and theologies into the future of Christian worship.
THE 323-Early Christian Thought (3)
Study of the writings and theology of the fathers of the early Church from the time
of the Apostles to the period of the great ecumenical councils, and an analysis of
those ideas and events in the development of the earliest teachings of the Church.
(Same as REL 323)

THE 324-Classic Christian Spirituality (3)
An introduction to the history of Christian spiritual formation practices and
disciplines, with an emphasis on eastern and western monastic traditions.
Students will study the major spiritual players and practice their disciplines, with
a view toward contemporary learning and application.

THE 325-The Pentacostal Movement (3)
(For course description see HIS 325)

THE 326-Saints and Remembrance (3)
An introduction to Christian hagiography, the study of the lives of honored
Christians throughout church history, with a view towards remembering and
imitating their faith. Students will study the feast days of the church liturgical
calendar and learn to draw application for personal living.

THE 327-The History and Theology of Revival (3)
An interdisciplinary course examining the history of revivals in North America,
from the “First Great Awakening” to the “Toronto Blessing.” Students will
study not only the historical events, but also the thought of great revival
theologians, such as Jonathan Edwards and Charles Finney.

THE 328-Medieval Christian Thought (3)
A study of the main themes of theological development from the close of the
Patristic age to the eve of the Reformation (AD 500-1500) as reflected in Canon
Law, monasticism, the Ecumenical Councils and the primary writings of the
notable period figures including John Scotus, Anselm, Bernard of Clairvaux, Hugh
of St. Victor, Peter Abelard, Peter Lombard, Thomas Aquinas, Duns Scotus,
Meister Eckhart, Nicolas of Cusa, William of Ockam, Gabriel Biel, John Wycliffe
and John Huss.

THE 330-Christian Ethics (3)
An in-depth examination of ethics in the Holy Scriptures and Christian history.
Special emphasis is placed on the life and teaching of Jesus Christ and the letters of
Paul as the foundations of a Christian ethic and moral theology. Prerequisite BIB
201 or permission of instructor.

Note: THE 342 through THE 350, along with THE 441 through THE 450, fulfill
the Systematic Theology requirement for the Biblical and Theological Studies
major.

THE 342-Eschatology (3)
Biblical teaching on the present and future aspects of the kingdom, the return of
Christ, resurrection, judgment, millennium, new heavens and new earth; analysis
of evangelical systems of eschatology. Pre- or co-requisite: BIB 301 or BIB 302.
THE 347-Nature of the Bible (3)
Examines the doctrines of biblical revelation, inspiration, authority, and inerrancy; treats the canon of the Old and New Testaments, transmission of the texts, and Bible translations. Pre- or co-requisite: BIB 301 or BIB 302.

THE 349-Theology of Missions (3)
(For course description see ICS 349)

THE 350-Third World Theologies (3)
The study of the theological approach of minorities, non-Western peoples, and the oppressed.

THE 367-Christian Existentialism: The Philosophy of Soren Kierkegaard (3)
(For course description see PHI 367)

THE 428-Modern Christian Thought (3)
Study of the chief advocates and formulations of theological thought since the Enlightenment that have deviated from the historic Christian faith and contributed to the making of the modern mindset. A knowledge of orthodoxy is assumed. (Same as REL 428)

THE 430-Contemporary Apologetics (3)
A study of various approaches to Christian Apologetics, with special attention to the emergence of Postmodernism and its use in Christian thought. Pre or Corequisite: BIB 301 or BIB 302.

THE 441-Man, Sin and Salvation (3)
The Bible’s teaching on man, sin, and salvation with special emphasis on the relation of sin and grace, freedom and depravity, examination and analysis of selected theological thinkers and systems of salvation. Pre- or co-requisite: BIB 301 or BIB 302.

THE 445-Christology (3)
The analysis and critique of the modern “historical Jesus” research. Examination and systematizing of the biblical claims respecting the identity of Jesus and the study of current formulations of Christological doctrine. Pre-or Corequisite: BIB 302.

THE 446-The Church (3)
A biblical and historical study of the origin, purpose, function, and marks of the Church; its universal and local manifestations; how its struggles with the larger issues of the orthodoxy, unity, purity, and worldliness have affected its character and witness. Pre- or co-requisite: BIB 301 of BIB 302.

THE 450-Holy Spirit and His Gifts (3)
(For course description see BIB 450)

THE 470-Theology Seminar (3)
Analysis of selected problems and themes in biblical interpretation and theology by means of student research, presentation, and discussion.

THE 480-Independent Study (1-3)
Independent study in an approved topic in Theology. Permission of the Department Head and the Dean is required.
YOUTH MINISTRY (YMN)

YMN 291-Youth Missions Practicum (2)
Experience in planning, executing, analyzing and evaluating a youth missions trip. Permission of instructor required.

YMN 321-Extreme Skills (3)
Gain experience in mountain biking, kayaking, canoeing, sailing, water skiing, rock climbing, and archery. Demonstrate mastery and ability to teach three of these seven skills in a way that exemplifies spiritual truths.

YMN 322-Teaching High Altitude Challenge (3)
Experience the challenging thrill of group cohesion through the high ropes course and low ropes course. Students will then teach group initiatives and team building skills through the use of high and low ropes course, providing object lessons of biblical truths to campers in a one to five ratio.

YMN 323-Emergency Rescue (3)
Become Red Cross certified in RTE and CPR for the professional rescuer. Such training enables students to give first aid assistance or CPR for situations that require it. In addition, undergo child abuse training according to NY State regulations, in order to prevent and intervene in abusive situations.

YMN 324-Camp Programming (3)
Hands-on experience that begins with learning two major kinds of theories and philosophies for today’s Christian camping. Students will become familiar with the concept of decentralized and centralized programming, and will develop a decentralized overnight program, implementing it into two 10-day sessions.

YMN 332-Counseling Adolescents (3)
This course takes into consideration the unique developmental, familial, and cultural issues in the life of the adolescent today with a view toward helping students learn to counsel adolescents in pastoral situations. Students will cultivate practical skills, learn how to apply counseling principles in working with adolescents.

YMN 333-Introduction to Youth Ministry (3)
Meeting the needs of adolescents through local church methods and materials, with attention to discipleship, leadership development, and program design.

YMN 334-Para-church Youth Ministry (3)
The historical and theological background of Para-church ministries; an analysis of the methodological assumptions and procedures of the Para-church model in comparison to that of the church-based ministry. The policies, practices, and methodologies of key Para-church ministries will be examined in detail. Prerequisite: CED 333.

YMN 335-Ministry, Music, and Movies (3)
This course is an examination of music and movies and how they influence the lives of adolescents today. Analyses will include Christological, cultural (global and youth), heroic, etc. representations and considerations. The development of using these mediums as ministry tools is also explored.
YMN 336-Youth Outreach (3)
Study and practice methods of programming activities and processes to meet youth needs. Emphasis on reaching and ministering to non-church youth and training church youth for evangelism and discipleship.

YMN 339-Introduction to Adolescent Social Welfare (3)
An analytical and critical survey of the formal and informal means whereby society organizes to service the needs of youth. Both governmental and private sector non-profit agencies are considered. Materials for thought and discussion will be provided through readings, video, site visitations, and guest presenters.

YMN 342-Small Groups in Youth Ministry (3)
An analysis of the role and dynamic of the small group in youth ministry; its use and effectiveness in outreach, spiritual growth, ministry, and leadership. Students will develop and practice small group leadership skills. Prerequisite: CED 333.

YMN 343-International Youth Ministry (3)
Youth Ministry is being done around the world. This course surveys how youth ministry is developing on each continent. The class will visit (required) an international site to both observe and participate in youth ministry in places such as the UK and Taiwan. Special course fee to cover cost of trip. Instructor permission required.

YMN 345-Youth and Worship (3)
In youth ministries around the world renewal is coming to youth in worship. This course concentrates on the philosophy, principles, and practice of worship in the context of youth ministry.

YMN 355-Retreat and Camping Ministries (3)
Philosophy, organization, and administration of youth ministry retreats and camps. Mission and work trips are also covered.

YMN 358-Community Development in Context (3)
(For course description see ICS 358)

YMN 360-At-Risk Youth and Gangs (3)
This course examines theoretical constructs, empirical research, and field operationalization of programs related to those adolescents whom government and social service agencies deem “at risk” for delinquent or criminal behavior. (Same as SOC 360)

CED/YMN 391-Student Teaching I (3)
Teaching methodology and supervised field experience related to ministry courses; students teach one hour each week throughout the year. To be taken in the junior year. Prerequisite: CED202

CED/YMN 392-Student Teaching II (1)
Advanced teaching methodology, supervised field experience, and construction of teacher training events related to ministry courses; students teach one hour each week throughout the year. To be taken in junior year. Prerequisite: CED/YMN 391

YMN 434-Advanced Youth Ministry (3)
This course seeks to deepen understanding of vital issues related to youth ministry and give specialized training in major areas, such as youth development, youth group growth, and development of volunteer staff. Prerequisite: CED 333; juniors or seniors only.

YMN 442-Discipling and Mentoring Youth (3)
This course provides opportunity to gain understanding of discipling and mentoring youth beyond the level covered in CED 333. Different models will be explored and students will develop their own strategy applicable to a current or projected ministry. Prerequisite: CED 333.

CED/YMN 480-Independent Study (1-3)
Independent study in an approved topic in Christian education. Permission of the Department Head and Dean is required.

CED/YMN 490-Internship (1-3)
Available each summer for students involved in any full-time ministry for two or more weeks. Permission of the Department Head and Dean is required.

CED/YMN 491-492-Seminar and Practicum in Christian Education (3-2)
Class sessions involve the integration of the student’s knowledge in Christian education into a coherent whole. During the course, the student will be associated with a local church working with a pastor, youth pastor, director of Christian education, or a Sunday school superintendent. Open to Senior CED and YM majors only or by permission of Department Head.
The Office of Academic Development at Nyack College administers the following major academic programs for students: First-Year Studies, the Higher Education Opportunity Program (HEOP), the College Warm-Up Program, and the Learning Assistance Program.

The department offers students a preparatory program in academic skills to enable them to enter their chosen curricula with an improved chance for success. Applicants whose scores fall below the minimum requirements for entry-level courses are referred to Academic Development for course work. Developmental courses are offered in Math, Reading, English grammar, and Academic Skills. Upon completion of the developmental program the department administers a test to determine the student’s ability to function in a college level curriculum. This facilitates the movement of students from developmental courses into college-level courses. This program is designed to be completed in one year.

The department offers instruction in writing through the Writing Center on a case-by-case basis. Students discuss their writing assignments and are encouraged to read their papers aloud.

Program for Conditionally Admitted Students: All conditionally admitted students will take Applications of Learning Theory I (INT 110) in the fall semester. If they earn less that a 2.25 GPA during the fall semester, they must take Applications of Learning Theory II (INT 111) in the spring semester. If they earn above a 2.25 GPA they need not continue in Learning Theory.

Also, any regularly admitted freshman student who goes on academic probation at the end of the fall semester, earning less than a 1.7 GPA during the semester, must take Applications of Learning Theory I in the spring semester. Students who are conditionally admitted or are on academic probation may not take more than 13 credits a semester. If they are required to take Learning Theory, this course is included in the 13-credit limit.

COMPASS Services: Nyack College requires participation in the COMPASS Services program for students placed on Academic Probation for the first time. Participation is also required for selected students who have been academically reinstated by the College. Students in this program receive counseling and must register for either DEV 107 (Critical Thinking-1 credit) or DEV 110 (Academic Life Skills-3 credits). This program was designed to meet the needs of students whose overall GPA is 1.79 or below in the right direction and improve retention rates using the following modalities: improve reading comprehension, vocabulary, study and test-taking skills; improve academic and life management skills.
First-Year Studies serves the needs of all freshmen attending Nyack College by assisting them in making a smooth transition to the college environment. The primary vehicle of this support is the freshman seminar, Foundations for Excellence, a two-credit course limited to 20 or fewer students per section. Faculty from many different disciplines teach this course, and each faculty member becomes the advisor for all students in his or her section. These faculty members have been chosen for this role because of their love for students, and they have been trained to help first-time freshmen in all areas of adjustment, including academic, social, emotional, spiritual, and physical transitions. These faculty members are assisted in their roles in and out of the classroom by student peer leaders—upperclassmen chosen to be mentors because of the excellence they have demonstrated in all areas of their college performance.

First-year students are introduced to their Foundations for Excellence classmates, faculty advisors, and peer mentors when they arrive on campus for New Student Orientation. During those first significant days, freshmen have several opportunities to get acquainted with one another and their seminar leaders. During the semester, students not only see their classmates and advisor during class hours, but they also participate in workshops, consult with various service departments on campus, attend one-on-one appointments with both their student mentor and their faculty advisor, and meet informally for various events.

The efforts of the faculty advisors and peer leaders are supported and coordinated by the Director of First-Year Studies, who can provide additional assistance for students who encounter unusual difficulties during their first year at Nyack. First-Year Studies also works with other departments on campus to improve the quality of freshman advising, to foster retention, and to oversee the general well being of first-year students.

Higher Education Opportunity Program (HEOP): The Higher Education Opportunity Program (HEOP) at Nyack College was initiated at the college in the spring of 1975.

Open only to New York State residents who meet economic guidelines established by the State Education Department, the program serves students who have potential for success at Nyack College, but whose standardized test scores and/or previous academic performance may not fully demonstrate this potential.

The program provides eligible students with no-cost participation in the College Warm-Up Program, developmental courses, tutoring, academic advisement, counseling, career planning, financial aid, and a variety of student activities.

The College Warm-Up Program is an intensive five-week summer session that orients incoming freshmen to college life and assists them in strengthening their basic academic skills.

The program features courses in writing, reading, critical thinking, and/or computer applications. Additionally, a variety of workshops and activities are offered.

The Learning Assistance Program provides services and programs designed to help students build cognitive and affective skills for effective
learning performance. Peer tutoring is available for one-to-one and group assistance in all courses offered at Nyack College.

**Disability Support Services** 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.nyaackcollege.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. At the NYC campus contact: Adelaide.Pabon@nyack.edu.

**ESL DEPARTMENT: NEW YORK CITY CAMPUS**

The purpose of the ESL Department of Nyack College New York City is to assist students whose first language is not English to pursue English proficiency and/or to enroll in an undergraduate degree program at Nyack College New York City. The ESL Department offers several options for students to achieve these goals. Among the opportunities is our summer English Language Institute, which prepares students whose first language is not English for college acceptance. Intermediate ESL students are admitted to Nyack College New York City where they pursue their English proficiency in ESL classes, take courses at the 100 and 200 levels, and are assisted in their study by the English Language Immersion Program. ESL courses are designed to develop students’ academic listening, speaking, reading, and writing skills. Classes are sequential and integrated in nature. While students are mastering advanced English skills, they are also introduced to college study in introductory major courses and the core, some of which is taught in the English Language Immersion format. The ESL program seeks to instruct students in an authentic academic and caring atmosphere.

**English Language Institute:** The purpose of Nyack College’s English Language Institute is to prepare students whose first language is not English for college acceptance. This intensive English program, typically held during the summer, meets 24 hours a week for 8 weeks. The focus of ELI classes includes academic listening and speaking, reading and writing, vocabulary development, attention to pronunciation, and introduction to literature. As part of the program students attend labs that focus on accent reduction, structure, and listening skills. Field trips, activities, and conversation partners enrich the students’ first-hand experience of English.
**ESL Program:** To be accepted into the ESL program and undergraduate study at Nyack College New York City, students must score a minimum of 140 on the Comprehensive English Language Test (CELT). Currently there are two levels of non-credit ESL courses at NC/NYC: Intermediate and High Intermediate. Students with a CELT score of 140 (TOEFL 425) enter at the Intermediate Level. Students with a score of at least 160 (TOEFL 460) are placed at the High Intermediate level. With a score of 180 on the CELT (TOEFL 480), students are eligible for credit ESL courses such as Oral Communication (ESL 107), Intensive Writing (ESL108), and English Grammar and Syntax (ESL 110). All students in the program are encouraged to take English Language Immersion classes and courses at the 100 and 200 levels. Academic Life Skills is required of all ESL students. To be eligible for College Writing I (ESL), a student should score 200 or above on the CELT (500 TOEFL). To exit the ESL program, students must achieve English proficiency measured by a 220 score on the CELT (550 TOEFL).

**English Language Immersion Program:** In addition to ESL courses, Korean and Spanish speaking students at NC/NYC have the unique opportunity to take core courses in English language immersion classes designed to help them adjust to college study using English.

Courses in the core curriculum are offered in a language immersion format for students for whom English is a second language. The course is appropriately marked (S for Spanish or K for Korean), and is taught in English supplemented with the students’ first language. Supplementary texts are also used in the first language. Examinations are in English.

These courses are taught by fully bilingual professors who lecture in English, discuss the ideas of the course in English, and provide course materials in English, but who also provide specific support for ESL students. Support may include explanation of difficult concepts and supplemental materials in the students’ first language, all of which support their academic progress as they gain more confidence in English. Professors are especially sensitive to students’ language issues and understand their needs. English proficiency is not required for acceptance into the English Language Immersion Program.

Core courses that may be offered in the English language immersion format include the following:

- Christian Foundations and Nyack Heritage
- Old Testament Literature
- New Testament Literature
- General Psychology
- General Sociology
- History of World Civilization I and II
- Introduction to Computers I
- Introduction to Fine Arts

This program has been designed to complement ESL classes. Students typically take ESL and English language immersion courses during their first
two or three semesters at NC/NYC. At the same time, students who have demonstrated progress in English may take up to two courses taught with no bilingual support. By the third semester students are expected to have met their ESL requirements (220 on the CELT exam or 550 on the TOEFL exam) and to enroll in courses with no ESL restrictions.
Library
Linda Poston, Associate Dean of Libraries

Library Division Student Learning Goals
1. Students will be able to successfully access print and online library materials to support their respective programs, courses and assignments.
2. 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.
3. Students will be able to access appropriate research assistance, both in person and online, to successfully accomplish course assignments.
4. 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.

BAILEY LIBRARY
Located on the north end of the campus, Nyack College Bailey Library is the major academic resource for the college community. The primary mission of the library is to provide resources in all formats to support the curriculum of the programs taught at Nyack College. Consisting currently of approximately 96,000 volumes, the library continues to grow at about 2000 volumes per year. In addition, the library subscribes to approximately 380 current periodical titles. Reciprocal borrowing privileges with the nearby St. Thomas Aquinas College, Dominican College, and Salvation Army School for Officer Training expand the range of readily available materials to other libraries in Rockland County.

The library's web page provides online access to ATS, Bailey, and Wilson Library collections, access to the collections of approximately 30 regional libraries in the WALDO consortium (including Pace University, St. John's University, Sarah Lawrence College, Mercy College and others), online electronic form for reference services and interlibrary loan requests, access to a host of electronic subscription databases providing citations, abstracts, and/or full-text to thousands of journals in multi-discipline subject areas. These restricted databases are available on all networked computers on campus (including all computer labs and faculty and staff offices) and the majority of them can be accessed off-campus via remote password control. Students may print full-text articles at no extra charge from all public computers at ATS, Bailey and Wilson Libraries, and from any of the computer labs. In addition, wireless access is available using several laptops available for circulation at Bailey Library or personal student laptops equipped with wireless network cards.

The library staff has a strong commitment to providing excellent service to students. Reference services offer research guidance and library instruction to
individuals, as well as groups. The libraries offer information literacy instruction upon request by faculty for individual courses. A required one-credit information literacy course is required of all incoming students and covers the foundational information literacy skills including effective searching in online library resources, evaluation of information, and the legal and ethical use of information. Other library services include interlibrary loan, reserve materials for course assignments, audio course-related cassettes, CD's, videocassettes and equipment, as well as photocopier access.

During regular school hours, the library is open as follows:
- Monday-Thursday, 8:00 a.m. to 12:00 a.m.
- Friday, 8:00 a.m. to 9:00 p.m.
- Saturday, 10:00 a.m. to 9:00 p.m.
- Sunday, 1:00 p.m. to 5:00 p.m.

Summer and holiday hours are posted at the library entrance and on the library website.

In addition to the main library, there is the MacMillan Music Library, located on the balcony floor of Pardington Hall, which serves the needs of Music majors with a collection of music recordings and scores.

For additional information, visit the library’s homepage located at http://www.nyackcollege.edu/library.

HENRY WILSON LIBRARY

The Henry Wilson Library at the Manhattan Campus currently houses approximately 26,000 volumes. Students may visit the library in person for quiet study during the weekdays on Monday – Thursday from 9:00 a.m. to 9:00 p.m., Friday from 9:00 am to 7:00 pm and on Saturdays from 10:00 a.m. to 3:00 p.m. Please contact the library for summer and holiday hours.

Students may request books or periodical articles from ATS or Bailey Libraries from the library homepage (www.nyackcollege.edu/library) using Intercampus Delivery. Library patrons also have access to the online catalogs of other libraries within the Metropolitan area, including the collections of the New York Public Library. Interlibrary loan services are available through Wilson Library. Professional librarians offer information literacy instruction sessions as requested by teaching professors. Individual research assistance is provided as well for students, faculty and staff.
**Off-Campus Study Programs**

Dr. Larry Poston, Director

Nyack College offers a variety of off-campus study programs designed to give students the benefits of an educational experience in a professional or cross-cultural environment.

Most of the following semester-long programs are sponsored by the Council for Christian Colleges and Universities of which Nyack College is a member. Deadlines for applying and expenses for the different programs vary considerably. Additional information is available through the Academic Office or through the Off-Campus Program Director. The following regulations apply:

1. Participating students pay Nyack College costs for full tuition, room and board, and fees less any deposit paid to the organization sponsoring the program.
2. Payment in full is required at the beginning of the semester; payment plans extending over the whole semester are not permitted when participating in an off-campus program.
3. Nyack College will pay the costs of the program upon receipt of bill from the sponsoring organization.
4. All other costs, including transportation, are the responsibility of the student.
5. Nyack College will support only one semester of off-campus study per student.
6. Institutional financial aid is not applied against the expenses of these programs.
7. All applications for off-campus study must be approved by the Off-campus Program Director and the Registrar.

**American Studies Program:** The American Studies Program in Washington, DC, is an internship/seminar program for upper level students in most majors who are interested in having "real world" on-the-job experiences and in exploring current national and international issues with Washington professionals. Participants register at Nyack College for 16 credits as follows:

- SOC 490 Foundations for Involvement I & II 2 credits
- POL 490 Topics in Domestic Policy 3 credits
- POL 491 Topics in International Policy 3 credits
- POL 495 Internship in Government Agencies 8 credits

(Title can be more specific if student requests it)

**Australia Studies Centre:** The ASC seeks to prepare students to live the Christian life in a world that is religiously and culturally pluralistic. Students are encouraged to think through their role as kingdom builders in a Western world that is increasingly secular both intellectually and culturally. Students are further challenged to grapple with the meaning of being salt and light in the culture-shaping arena of the professional performing artist. (Course numbers TBD)

- The View from Australia 3 credits
Bavarian Reformation Studies: This program involves studies in the midst of the heartland of the German Reformation. The program includes a study tour either to The Land of Luther (Northern and Central Germany) or The Land of Calvin (France, Switzerland, Austria and Southern Germany). Participants register through the Ambex website for the following courses:

- Christian Worldview
- Reformation History
- Reformation Theology
- The History and Theology of Revival and New Birth
- Central European Geography, Culture and Society
- German Language Acquisition

China Studies Program: This program gives the student an opportunity to study China and its rich culture from the inside. The program contains both a Business Concentration and a China Studies Concentration. Study in the language, culture, and history of China as well as travel throughout the country combine to create this cross-cultural academic experience. Participants register at Nyack College for 16 credits as follows:

- ANT/HIS 395 Chinese History 3
- SOC 397 Intercultural Communication 3
- ECO 395 Public Policy & Economic Development 3
- Concentration (China Studies or Business) 7 or 8

Contemporary Music Program: Students live and work in community while seeking to understand how God will have them integrate music, faith and business. Students receive instruction, experience and a uniquely Christian perspective on creativity and the marketplace, while working together to create and market a recording of original music. Participants will complete course work, labs, directed study and a practicum, earning a total of 16 credits.

- Faith, Music and Culture 3 credits
- Inside the Music Industry 3
- Practicum 1
- Track Options (Artist or Executive) 9

Eduventure: EduVenture is a semester-abroad program based in Huapoca, Mexico, and on the island of Fiji. Its main purpose is to build strong cross-cultural skills; provide students with a better understanding of nature and themselves; provide practical, personal, social and spiritual disciplines; guide students into a deeper relationship with God; and make a positive impact among the local people of Mexico through cooperative development projects. Adventures will include trekking, rafting, equestrian instruction and other related activities. Students will receive college credit for 15 credits as follows:

- Community Development 3 credits
Cross Cultural Communication 3
Spiritual Formation 3
Applied Missions 3
Physical Education 3

**Focus on the Family Institute:** This study program exists to provide a unique Christian educational community that nurtures passionate and persuasive leaders who are committed to Jesus Christ, equipping them to produce healthy families, vibrant churches, and a civil society. Students pursue a semester-long program of study. By enrolling at Colorado Christian University while at FFI, students will receive college credit for 16 credits as follows (note that most of these courses may be cross-listed with other disciplines):

- PHI 426 Christian Worldview Studies 3 credits
- POL 427 Family, Church and Society Studies 3
- PSY 453 Marriage and Leadership Studies 3
- PSY 454 Family Life Studies 3
- PSY 450/490 Practicum 4

**Latin American Studies Program:** Participants in the Latin American Studies Program live for a semester in Latin America, San Jose, Costa Rica, while studying the political, social, economic, and religious issues that characterize this part of the world. Specialized tracks in Advanced Language and Literature, International Business and Management, and Environmental Science are available. Participants register at Nyack College for 16 credits as follows (note that most of these courses may be cross-listed with other disciplines):

- SPA 291 Intermediate Spanish 6 credits
- ANT 392 Latin American Hist., Cont. Iss., & Persp. 3
- ANT 397 Travel Practicum 1-3
- Concentration (Latin America Studies, Advanced Language and Lit., Int’l Business, Environmental Science) 6

**Los Angeles Film Studies Center:** The Los Angeles Film Studies Center offers students the opportunity to study techniques of film making on location at various motion picture studios in southern California. Students are required to complete a separate admission for this concentration. Participants register at Nyack College for 16 credits as follows:

- COM 329 Hollywood Production Workshop 3 credits
- COM 402 Theology in Hollywood 4
- COM 490 Internship: Inside Hollywood 6
- Elective 3

**Middle East Studies Program:** Participants in the Middle East Studies Program spend a semester living at the American University in Cairo, Egypt, studying the Arabic language as well as the history, politics, and religious faiths of the Middle East. The final two weeks of the program include a trip to Israel. Participants register at Nyack College for 16 credits as follows (note that most of these courses may be cross-listed with other disciplines):
LAN 191 Intro. To Arabic Language 4 credits
ANT 391 Peoples & Cultures of the M. East 4
REL 393 Islamic Thought and Practice 4
HIS 491 Conflict & Change in the M.E. Today 4
REL 390 Practicum 0

**Scholar’s Semester in Oxford:** Students spend a semester in Oxford, England, and through Oxford University develop an interdisciplinary course of study in art, history, politics, literature, music, science, and theology and participate in Oxford-style seminars/tutorials. Students also experience the richness of England by visiting relevant historic sites. Participants register at Nyack College for 16 credits as follows:
- Primary Tutorial 6 credits
- Secondary Tutorial 3
- Integrative Seminar 4
- The Shaping of the British Landscape 4

**Oxford Summer School Program:** Students spend six weeks at Oxford University’s Centre for Medieval and Renaissance Studies, listening to lectures surveying the art, history, politics, literature, music, science, and theology of the period and participating in Oxford-style seminars/tutorials. Students also experience the richness of England by going on several study trips to relevant historic sites.

**Russian Studies Program:** Participants in the Russian Studies Program divide their semester between Moscow, Nizhni Novgorod (formerly Gorky), and St. Petersburg. Particular attention is given to the recent events that have greatly transformed this part of the world. Participants register at Nyack College for 16 credits as follows (note that most of these courses may be cross-listed with other disciplines):
- LAN 193 Russian Language 4 or 6 credits
- ANT 398 Russian Peoples, Culture, & Literature 4
- HIS 493 Russia in Transition 3
- POL 493 International Relations & Business 2 (optional)
- REL 395 History and Sociology of Religion 3

**Uganda Studies Program:** The USP introduces students to the dynamic world of the Global South, focused in the vibrant East African nation of Uganda. Christianity here is joyful and growing rapidly, even as it engages Islam and secularization. USP students move through this society first in the classes and dormitories of Uganda Christian University and then as humble learners observing places and people of interest around the country. (Course numbers TBD)
- Faith and Action 4
- African Core Courses (2 of 3) 6
- Electives 6

**Washington Journalism Center:** The WJC is a semester-long study program in Washington, DC, created for students interested in the field of journalism. While in Washington students will take classes focusing on the
history and future of the media and how it relates to the public as well as to their personal writing skills. These classes, combined with an internship at a top news publication, will help students learn to integrate their faith in a journalism career. Students will also participate in service learning opportunities as well as live with families in home stays as part of the WJC experience. (Course numbers TBD)

- Foundations for Media Involvement 4
- Reporting in Washington 3
- Washington, News, & Public Discourse 3
- Internship 6
The Nyack College Honors Program offers qualified students an opportunity to participate in an interdisciplinary core curriculum, accelerated Bible classes, advanced creative writing and innovative symposiums which address contemporary issues. Additional activities will include participation in national honors conferences and trips to museums, theaters and lectures in New York City.

Students who are admitted to the honors program will replace five courses from the traditional core curriculum—Introduction to Philosophy, Fine Arts, Global Literature and World History I and II—with an interdisciplinary core consisting of: 1) The Ancient World, 2) The Medieval World, 3) The Modern World (1600-1800), 4) The Contemporary World (1800-present). Each section will examine the history, philosophy, literature, and art of the respective period to provide the student with a comprehensive and interdisciplinary liberal arts education.

Application to the program can be made by anyone with a high school grade point average of 3.5 or better. Transfer students with a 3.5 average may also apply to the program. The application is available online at www.nyack.edu.

The Honors Core Curriculum

Liberal Arts and Science Core (42-48 credits)
INT 211H-Honors Seminar ................................................................. 2
INT 212H-Honors Research ............................................................... 1
ENG 102H-College Writing for Honors ........................................... 3
HUM 101-Humanities Integrative Study: The Ancient World ....... 4
HUM 102-Humanities Integrative Study: The Medieval World ....... 4
HUM 201-Humanities Integrative Study: The Modern World ....... 4
HUM 202-Humanities Integrative Study: The Contemporary World ... 4
INT 101-Information Literacy ......................................................... 1
SOC/ANT - Social Science Electives ............................................... 6
*Math Elective ............................................................................... 3
*Lab Science Elective .................................................................... 4
Foreign Language requirement** ..................................................... 6-12

*MATH: The Mathematics requirement can be satisfied by having taken two college prep math courses in high school beyond Algebra I and having achieved a 3.5 GPA between those two or more classes.*

**SCIENCES: The Science requirement can be satisfied by having taken one physical science and one life science course in high school with a 3.5 GPA for those courses.*

**12 credits (4 semesters of the same language) required for most B.A. programs, unless otherwise specified. Six credits (2 semesters of the same language) required in most B.S. programs, unless otherwise specified.
Students who meet the above criteria to be exempted from math and science core courses will replace those credits with liberal arts electives.

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

- PMN 101H-Introduction to Spiritual Formation ................................................... 2
- BIB 102H-Honors Old Testament ........................................................................... 3
- BIB 201H-Honors New Testament ........................................................................... 3
- BIB 301/302-Bible Doctrines I or II ................................................................. 3
- BIB 300/400 level Bible Elective ........................................................................... 3
- PMN 201-Nyack Heritage ...................................................................................... 1
### Nyack College Academic Year Calendar:

<table>
<thead>
<tr>
<th>Event</th>
<th>Rockland Campus</th>
<th>NYC Campus</th>
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<tbody>
<tr>
<td><strong>FALL SEMESTER 2008</strong></td>
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<tr>
<td>Faculty Assembly</td>
<td>Aug 22</td>
<td>Aug 22</td>
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<td>New Student Orientation</td>
<td>Aug</td>
<td>Aug</td>
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<tr>
<td>Registration (New)</td>
<td>Aug 29</td>
<td>Aug</td>
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<tr>
<td>Registration (Returning)</td>
<td>Sept 1</td>
<td>Aug</td>
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<tr>
<td>Classes Begin @ 8:00 a.m.</td>
<td>Sept 2</td>
<td>Sept 2</td>
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<tr>
<td>Last Day to Register</td>
<td>Sept. 9</td>
<td>Sept. 9</td>
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<tr>
<td>Add/Drop Period</td>
<td>Sept 2-9</td>
<td>Sept 2-9</td>
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<tr>
<td>Spiritual Emphasis Week</td>
<td>Sept. 8-12</td>
<td>Sept. 16-18</td>
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<tr>
<td>Board of Trustees</td>
<td>Oct. 8-10</td>
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<tr>
<td>Founder’s Day</td>
<td>Oct 10</td>
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<tr>
<td>Homecoming Weekend</td>
<td>Oct 10-12</td>
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<td>Early Registration Spring Term Jr/Sr</td>
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<td>Early Registration Spring Term Fr/Soph</td>
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<tr>
<td>Last Day WD Course</td>
<td>Nov. 14</td>
<td>Nov. 14</td>
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<tr>
<td>School of Adult &amp; Distance Education</td>
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<tr>
<td>Graduation</td>
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<tr>
<td>Thanksgiving Recess/Fall Break</td>
<td>Nov 23-30</td>
<td>Nov 23-30</td>
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<tr>
<td>Classes Resume @ 8:00 am</td>
<td>Dec 1</td>
<td>Dec 1</td>
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<tr>
<td>Last Day of Classes</td>
<td>Dec 8</td>
<td>Dec 8</td>
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<tr>
<td>Final Exams</td>
<td>Dec 9-15</td>
<td>Dec 9-15</td>
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<tr>
<td><strong>SPRING SEMESTER 2009</strong></td>
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<tr>
<td>Winterim</td>
<td>Jan 5-16</td>
<td>Jan 5-16</td>
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<tr>
<td>Registration (check in)</td>
<td>Jan 19</td>
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<tr>
<td>Classes Begin @ 8:00 am</td>
<td>Jan 20</td>
<td>Jan 20</td>
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<tr>
<td>Add/Drop Period</td>
<td>Jan 20-27</td>
<td>Jan 20-27</td>
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<tr>
<td>MLKing (no classes)</td>
<td>Jan 19</td>
<td>Jan 19</td>
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SPRING SEMESTER 2009 (cont’d.) | Rockland Campus | NYC Campus |
---|---|---|
Faculty Assembly (@ ATS) | Jan. 16 | Jan. 16 |
Spiritual Emphasis Week | Jan 26-30 | Jan. 27-29 |
Board of Trustees | Feb. 11-13 | |
Spring Break | March 15-22 | March 15-22 |
Classes Resume @ 8:00 am | March 23 | March 23 |
Last Day WD Course | April 9 | April 9 |
Last Day of Classes | April 27 | April 27 |
Final Exams | April 28-May 4 | April 28-May 4 |
Baccalaureate | May 8 at 7:00pm | May 7 |
Commencement 2:00 p.m. | May 9 | May 9 |
Faculty Assembly (@ NYC) | May 12 | May 12 |
EASTER BREAK | April 10-12 | April 10-12 |

SUMMER SESSIONS 2009

<table>
<thead>
<tr>
<th></th>
<th>Rockland Campus</th>
<th>NYC Campus</th>
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<tbody>
<tr>
<td>Summer I</td>
<td>N/A</td>
<td>May 27-Aug 5</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>N/A</td>
<td>May 27</td>
</tr>
<tr>
<td>College Warm-Up Arrivals</td>
<td>N/A</td>
<td></td>
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<tr>
<td>College Warm-Up Program</td>
<td>N/A</td>
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</tbody>
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The above dates supersede any previously published dates.

ACADEMIC CALENDAR

Nyack College operates under the semester calendar system. The Fall semester ends before the Christmas recess and the Spring semester ends in early May. All credit given is semester credit.

CLASS ATTENDANCE POLICY

Individual professors establish their own absence policy. The policy must include allowance for unexcused absences equivalent to the number of times the class meets each week. Excessive absence in all classes may lead to administrative withdrawal of the student from the college.

CLASSIFICATION OF STUDENTS

Freshman ............................................................... Those having 0-27 credits
Sophomore ........................................................... Those having 28-59 credits
Junior ............................................................... Those having 60-94 credits
Senior ............................................................ Those having 95 or more credits
COURSE INFORMATION

Courses that Give Liberal Arts Credit
Anthropology
Art History
Bible
Biology
Chemistry
Communications 108 and when cross-listed with ENG
Economics
English
Fine Arts
History
Foreign Language

Math
Music History & Literature
Philosophy
Physical Sciences
Political Science
Psychology
Religion
Sociology
SWK 101, 246, 314, 354
Theology

Courses that Do Not Give Liberal Arts Credit
Applied Music, Music Theory, Music Groups
Applied Art
Business
Computer Science
Christian Education
Communications except as noted above
Developmental Courses

Education
Homiletics and Journalism
Interdisciplinary Courses
Missiology
Physical Education
Pastoral Ministry
Social Work (exceptions listed above)

Courses that Give Social Science Credit
Anthropology
Economics
History
Psychology

SWK 101
Sociology

Courses that meet Worldview requirements (for those programs without a specified Worldview course)
BIB 312 The BIB and Science
BIB 401 Christian Worldview
CED 202 Foundations of Teaching in the Church
CED/ICS/PMN 252 Leadership and Character Development
ICS/PMN 432 Principles of Church Growth
PMN 311 Introduction to Homiletics
PMN 343 Divine Healing
PMN 346 Personal Spiritual Formation
PMN 435 Introduction to urban ministry
REL/MIS 314 World Religions
REL/SOC 310 Psychology and Sociology of Religion
YMN 434 Advance Youth Ministry

Courses that Meet the Fine Arts Requirement
Any 3-credit Fine Arts (FNA) course
Or a combination of:
2 credits of Art History and 1 credit of applied music
2 credits of Music History and 1 credit of applied art
Systematic Theology Courses
Nature of the Bible
Man, Sin, and Salvation
Eschatology
Theology of Missions

Christology
The Church
Holy Spirit & Gifts
Third World Theologies

Historical Theology Courses
Theology of the Reformation
Early Christian Thought
Modern Christian Thought
Medieval Christian Thought

COURSE NUMBERING SYSTEM
Courses numbered below 299 are generally considered lower-level courses, primarily for freshmen and sophomores. Courses numbered 300 and above are considered upper-level courses.

Courses designated with hyphenated numbers (e.g., 111-112) extend through the year and successful completion of the first semester is a prerequisite to enrollment in the second semester. Courses that extend through the year, but carry credit for either semester, have the course numbers separated by a comma (e.g., 101,102).

Nyack College reserves the right to withdraw any course for which there is not sufficient demand and to adjust academic offerings without notice.

CREDIT LOAD
The minimum full-time course load is 12 credits per semester. Conditionally admitted students and students on academic probation are limited to 13 credits per semester. To take more than 20 credits in a semester requires approval of the Dean of the school or division.

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

Final Examinations: The final examination policy is distributed to students each semester along with the final exam schedule.

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
A letter system is used in evaluating the work for a course as follows:

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

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

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

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

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

**FX** - Failing grade given when students do not officially withdraw from a course even though they stop attending or if they 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. Permission must be obtained in writing from the instructor. An incomplete grade is to be made up within 30 days from the close of the final examination period or the student will receive a failure (FX) for the course.

**P/F Pass/Fail** - Pass grade indicates an achievement of “C” level work or above and can be given for courses that are not required and not in the major. Achievement below “C” level is recorded as “F”. This grade is not included in the grade point index.

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

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points per Credit</th>
<th>Grade Points per Credit</th>
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<tbody>
<tr>
<td>A</td>
<td>4.00 pts./credit (93-100)</td>
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<tr>
<td>A-</td>
<td>3.70 pts./credit (90-92)</td>
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<tr>
<td>B+</td>
<td>3.30 pts./credit (88-89)</td>
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</tr>
<tr>
<td>B</td>
<td>3.00 pts./credit (83-87)</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.70 pts./credit (80-82)</td>
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<tr>
<td>C+</td>
<td>2.30 pts./credit (78-79)</td>
<td></td>
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<tr>
<td>C</td>
<td>2.00 pts./credit (73-77)</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>1.70 pts./credit (70-72)</td>
<td></td>
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<tr>
<td>D+</td>
<td>1.30 pts./credit (68-69)</td>
<td></td>
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<tr>
<td>D</td>
<td>1.00 pts./credit (63-67)</td>
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</tr>
<tr>
<td>D-</td>
<td>0.70 pts./credit (60-62)</td>
<td></td>
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<tr>
<td>F</td>
<td>0.00 pts./credit (0-59)</td>
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*Note: Professors may use an alternate percentage scale in the assignment of grade letters if published in the course syllabus.

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

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

1. Students dismissed must attend another college for a full-time semester and achieve a GPA of 2.0 or above.
2. Students who are academically dismissed may appeal to the Dean of their respective school.
3. The appeal form is available from the Registrar’s Office.

<table>
<thead>
<tr>
<th>Total Credits Earned</th>
<th>Academic Probation if GPA below</th>
<th>Suspension if GPA below</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-12</td>
<td>2.00</td>
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</tr>
<tr>
<td>13-27</td>
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<td>28-42</td>
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<tr>
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<tr>
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<td>95-108</td>
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<td>1.90</td>
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<tr>
<td>over 108</td>
<td>2.00</td>
<td>1.90</td>
</tr>
</tbody>
</table>

GRADES AND ACADEMIC PROBATION
Students on academic probation may not carry an academic load greater than 13 credit hours. Eligibility for participation in intercollegiate sports is determined according to the regulation of the relevant intercollegiate athletic associations. This information is available from the Athletic Department.
The academic progress of students on academic probation is evaluated at the close of each semester by the Committee on Academic Affairs to determine the advisability of their continuation. Any student dropped from Nyack College for scholastic reasons may apply for reinstatement after completing a semester of full-time study at another institution with a 2.00 average.

**GRADE REPORTS AND ADJUSTMENTS**

Grades are available online as they are entered by professors. In the event of misunderstanding or error, the student should consult with the Registrar’s Office immediately. Grade adjustments must be made within six weeks of the final examination date.

**GRADES AND SCHOLASTIC HONORS**

**Dean’s List:** At the close of each semester, the Vice President for Academic Affairs will publish a list bearing the names of full-time students whose grade point averages for the semester were 3.50 or above. Incomplete grades or unsubmitted grades at the time the list of names is prepared will disqualify a student from inclusion.

**Honorable Mention:** At the close of each semester, a list will be published of full-time students whose grade point averages for the semester were 3.25 to 3.49. Incomplete grades at the time the list of names is prepared will disqualify a student from inclusion.

**Nyack Honor Society:** The Nyack Honor Society of Nyack College is composed of students selected annually by the faculty from the graduating class. The following criteria will constitute the basis for selection: scholarship, spirituality, and extracurricular activities. Each year at least one honorary member is elected to the society, usually from the ranks of the Alumni Association, and it is in recognition of significant achievement in the field of Christian service.

**Alpha Chi National Honor Society:** Alpha Chi National Honor Society is a nationally renowned organization that recognizes academic excellence. Nyack College’s chapter of Alpha Chi was established in 1986 and is known as New York Pi. New members are inducted annually from the junior and senior classes, induction being determined by the student’s cumulative GPA. Opportunities for travel to conferences and performance and publication are afforded to members. A nominal lifetime membership fee is required by Alpha Chi’s national office.

**Chi Alpha Epsilon** was formed to recognize the academic achievements of students admitted to colleges and universities through non-traditional criteria. Founded at West Chester University of Pennsylvania, Chi Alpha Epsilon was organized in 1989. Responding to an increased need to acknowledge the continuing successes of students in the Academic Development Program and recognizing that students who share similar experiences could serve as significant models for others, a Greek letter honor society was proposed by Dr. Elbert Saddler.
Graduation Honors: Students of outstanding scholarship are selected for graduation honors in the following manner:

Cum Laude .................................................................GPA at least 3.25
Magna Cum Laude ......................................................GPA at least 3.50
Summa Cum Laude ......................................................GPA at least 3.80

In order to be eligible for graduation honors, students must have completed 60 credits at Nyack College by the time honors are determined.

Associate degree graduates will be ranked separately from Bachelor degree graduates and are eligible for graduation honors based upon a completion of a minimum of 40 credits at Nyack College.

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.

POLICY ON PLAGIARISM

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

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

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

Levels and Consequences

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

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

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

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

Any Nyack College student who is unclear about what is required in writing a research-based assignment should speak with his/her professor for clarification.

Cases of plagiarism and cheating are to be reported to the Vice President for Academic Affairs. Appeals may be made to the Academic Affairs Committee with the provision that the instructor involved and the Vice President for Academic Affairs be present when the case is considered.

**REGISTRATION**

Only students who have formally applied and have been officially accepted by Nyack College may register for courses.

**Returning Students:** Advisement and registration for returning students are done during the preceding semester. Official enrollment for the semester is completed at during the Registration Check-in period designated on the calendar.

**New Students:** New students may be registered for courses once the Admissions Office has received a tuition deposit. Admissions staff work closely with the student and the respective department faculty to ensure proper course selection. Official enrollment for the semester is completed at new-student Registration Check-in, on the date designated on the calendar.

**Late Registration:** Late registration is permitted during the week following the first day of class. All students registering late will be charged a late registration fee.

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

Courses may not be added after the end of the one-week add/drop period. If a student officially withdraws from a course during the add/drop period, the course will not be recorded in the student’s official academic record. Courses officially dropped after that time are considered “withdrawals” and a grade of “WD” is recorded. The deadline for official withdrawal from an individual course is the three-quarter point of the semester and is indicated on the college calendar. The date on which a course is considered dropped is the date given on the notification sent to the instructor from the Registrar’s Office. No refunds are made for a course dropped after registration closes. **NOTE: When withdrawal from courses reduces the total credit load below 12 credits,**
eligibility may be jeopardized for financial aid, scholarships, athletics, college housing, immigration status, and veteran’s benefits.

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

Administrative Withdrawal from College: If the semester is at least one-third over and a student has stopped attending all of their classes (determined either by attendance or failure to complete assignments and course activities), that student may be administratively withdrawn from Nyack College. 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 mail.

Withdrawal from College: Students desiring to withdraw from the college must complete a Withdrawal Form, available in the Registrar's Office. If a student withdraws from the college by the last day to withdraw, the grade for the courses will be WD.

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

Sequence of Courses: Credit may not be received for lower level study in an area in which credit for higher level of study has already been received.

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. For the traditional undergraduate program, this course is PMN 201, Nyack Heritage.

SUMMER SCHOOL

298
Summer school is a vital part of the Nyack College program. During the summer school period it is possible to earn a full semester of work through online courses. Many Nyack College students accelerate their program through the summer school offerings.

**STUDY OPTIONS**

Nyack College offers several alternative study options. By design, these study options are no less rigorous than the regular classroom experience and as such will not be approved for students on academic probation, with the exception of those writing integrative papers for the Interdisciplinary programs.

**Directed Study:** a method of study whereby a student takes an established course independently, or pursues an individualized program of learning by entering into a binding agreement (learning contract) with a supervising professor to complete that program of study within a specific time frame.

A student must prepare a proposal for study in conjunction with a supervising professor. This is a collaborative effort in which the student and the professor will develop a mutually satisfactory plan of study. When both the student and the professor have agreed to and signed the proposal, it is to be presented to the Vice President for Academic Affairs for approval. It is the student’s responsibility to present the learning contract proposal to the Dean. When all required approvals have been received, the student will then be officially registered for the course. Learning contracts may not be developed for work already completed, nor may learning contracts be used for core curriculum courses, language courses, or courses offered during the semester in question.

Registration for a mentored study may be included in registration for any scheduled college term, providing the student registers for the mentored study no later than one week after the close of registration for that term. Such proposals must be completed no later than 14 weeks after registering for the mentored study.

All learning contracts are for a maximum of 14 weeks and a minimum of one week per credit. Learning contracts must be completed for all forms of non-classroom learning, including internships.

Every credit of Directed Study must demonstrate that the student has done at least 45 hours of work; therefore a 3-credit Directed study requires 135 hours of work.

**Guided Study:** In the case of Guided Studies, for every credit of that is earned independent of classroom instruction, 45 hours of work is required.

**Career Related Internships:** Several majors offer internship possibilities. Internships are work-related experiences in which the student, faculty member, and site supervisor develop a mutual agreement for student learning goals and activities.

Three credits may be applied to the major in a career-related internship. Students must have earned a minimum of 12 credits in the major prior to such an internship.
**Academic Policies**

**Study At Other Institutions:** A matriculated student must receive permission in advance from the Registrar to take courses at another institution and to apply credit toward Nyack College’s program by transfer of credit. A grade of “C-” or better must be earned. These grades are not included in the Nyack College grade point average. Forms to request off-campus study are available at the Registrar’s Office.

**TRANSCRIPTS**

Requests for transcripts must be made in writing to the Registrar’s Office. Students should allow a minimum of one week for processing. A charge of $5.00 is made for the first transcript and $1.00 for each additional copy ordered at the same time. There is an added $3.00 charge per copy for faxing. Transcript requests will not be processed until payment is received. Transcripts will not be issued if student accounts or loan payments are not up-to-date.
Degree Requirements

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

GRADUATION REQUIREMENTS

Approval for graduation means that all requirements for a degree have been completed. The appropriate degree is awarded upon completion of the following:

1. A minimum of:
   • 126 semester credits: Bachelor of Arts, Bachelor of Science, and Bachelor of Sacred Music Degrees (129 semester credits for Health & Science and Social Studies concentrations in Childhood Education, and 130 credits for a Bachelor of Arts in English: Adolescent Education.)
   • 140 semester credits: Music Bachelor’s Degree in Music Education
   • 63 semester credits: Associate in Arts, Associate in Science Degrees
2. A minimum cumulative grade point average of 2.00.
3. A minimum grade point average of 2.00 in the major. Some degrees carry an exception to this rule, requiring a higher gpa in the major.
4. All requirements in the core curriculum.
5. All requirements in the major program (individual program requirements are listed under the respective program description).
6. At least 30 credits must be earned at Nyack College for a Bachelor’s degree and 15 credits for an Associate’s degree.
7. At least 15 of the final 30 credits must be Nyack College credits.
8. Undergraduate Assessment Examinations as offered.
9. At least three courses and not less than six credits in the major must be taken at Nyack College. Credit earned through Independent Study in the major is excluded.
10. All students who are enrolled at the NC/NYC Campus are required by the New York State Education Department to complete a minimum of one complete course at the Rockland, New York
Degree Requirements

Campus. For the traditional Undergraduate program, this course is PMN 201, Nyack Heritage.
11. Submission of Application for Graduation to the Registrar’s Office no later than 2 semesters prior to anticipated graduation.
12. In order to be eligible to participate in the May commencement ceremonies, students must have all requirements completed by that Spring semester. Summer completers will be invited to participate in winter ceremonies.
13. Valedictorian must have all course work completed by graduation.
14. A student is not permitted to receive a Nyack College Associate’s degree subsequent to receiving a Nyack College Bachelor’s degree.

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

Second Bachelor’s Degree: Students may pursue a second Bachelor’s degree under the following conditions:
1. The degree must be in a degree category different from the first one.
2. The student must complete at least thirty (30) credits in the major field component of the second degree that are exclusive of any credits applied to the first degree requirements.
3. Students pursuing a second Associate’s degree must complete at least fifteen (15) credits in the major field component of the second degree that are exclusive of any credits applied to the first degree requirements.

Students should be aware that financial aid may not be applicable to a second degree on the same level as the first.

LANGUAGE REQUIREMENTS

Language requirements in most Nyack College programs are satisfied by the completion of the intermediate level. Students with extensive experience should confer with the Head of the Language Department regarding possible waiver of any portion of the language requirement. If a program requires only 6 credits, this is interpreted to mean competency at elementary level II. If language credits are waived, an equivalent number of credits must be taken as liberal arts electives. Students may choose to take CLEP or other proficiency examinations that may also provide college credit. Note: American Sign Language will only fill the language requirement for Childhood Education, Psychology, and Social Work majors.

MAJOR PROGRAM PLAN

A Major Program Plan follows each description of the major in the Nyack College catalog. Students are advised to take the required courses in the suggested sequence as there is no guarantee that a specific required course will not conflict with another required course if a particular requirement is deferred until a later semester.
MAJOR REQUIREMENTS

Students are encouraged to select a major as soon as they have determined their course of study. They must, however, make that decision in order to receive federal funds or by the time they have achieved junior status.

It is recognized that students may change their major during their program of study. Changes in a major will affect the courses required for graduation.

Senior Seminars: Most majors at Nyack College require students to take senior seminar. Senior seminars must be taken at Nyack College.

Double Major Option: Students who desire to complete double majors may do so under the advisement of the respective department heads. The following policies apply to the double major programs:

1. Students must officially request to matriculate for a double major through the Academic Office. The respective department heads and the Vice President for Academic Affairs must approve all requests for double majors.
2. All requirements for both majors in the degree program must be met.
3. The student must complete at least 20 credits in the second major that do not overlap with the first major.
4. Double majors must be in the same bachelor degree category. For example: A student cannot complete a double major in Bible (BA) and Missiology (BS).
5. Double majors may not be completed in related fields. The Vice President for Academic Affairs will decide what constitutes a “related” major.
6. Students may not declare a double major until they have completed a semester at Nyack College.

MINOR REQUIREMENTS

Note: all students who complete the Bible and Ministry Minor Curriculum as noted under the Core Curriculum (pg. 13) will have the option of having this minor notated on their official transcripts upon graduation. Students who receive a degree in Biblical and Theological Studies are exempt from this minor.

Minors may be developed in any major that Nyack offers. The following criteria apply to declaring a minor:

1. Application for the minor must be made before the close of registration of the last semester before graduation.
2. At least 15 credits must be accumulated in a discipline other than the student’s major. Nine (9) of these credits must be upper-level, 300 or above.
3. A minimum grade point average of 2.00 must be earned in the minor.
4. At least two courses in the minor must be taken at Nyack College.
5. Some minors require that specific course work be taken and that a specific number of credits be earned.
6. Core courses may not be used to fulfill minor requirements.
Specific Minors:

**American History Minor:** HIS 213-214-U.S. History I and II (6), HIS 210-Careers in History (1), 9 credits from the following courses: HIS 330-Colonial America (3), HIS 340-Civil War and Reconstruction (3), HIS 350-America: Gilded Age to Great Crash (3), HIS 410-Recent American History (3). Total Credits: 16.

**Business Minor:** BUS 201-Principles of Accounting (3), BUS 232-Principles of Management (3), CSC-Elective (3), BUS-Electives (6), ECO 201-Macroeconomics (3) or ECO 202-Microeconomics (3). Total credits: 18.

**Computer Science Minor:** CSC112-Introduction to Programming I (3) or CSC201-Introduction to Programming II (3) and any twelve (12) additional Computer Science credits from any 300+ level courses. (Students are recommended to focus on courses from one of the Computer Science concentrations.) Total credits: 15.

**Drama Minor:** DRA 205-Intro to Theatre (3), DRA 335-Acting I (3), DRA 317-Playwriting I (3), DRA 348 Drama and the Church (3), DRA 171 and or 173 (3 credits: 3 semesters). Total credits: 15.

**European History Minor:** HIS 210-Careers in History (1), 9 credits from the following courses: HIS 335-Europe: Renaissance to Reformation (3), HIS 345-Europe in an Age of Revolutions (3), HIS 355-Europe: Foundations of the Modern World (3), and HIS 415-Contemporary Europe (3), 6 credits of History electives. Total credits: 16.

**International Relief and Development Minor:** SOC 250-Sociology of the City (3), SOC 334-International Relief and Development (3), ECO 340-The Economics of Developing Countries (3), and any two People and Cultures courses (6). Total credits: 15.


**Missiology Minor:** ICS 341-Principles of Evangelism (3), ICS 349-Theology of Missions (3), ICS-Electives (9). Total credits: 15.

**Music Minor:** Students wishing to minor in music are required to audition prior to acceptance into the program. They will perform a selection of their choice commensurate with their ability, background, and interests, which should demonstrate their potential and readiness to enter the program. Sight reading may be included. Required courses: MUS123-Elem. Theory (3) [may require MUS 111(2)]; MUS 121-Elem. Ear Training (1); private instruction in one area (4); minor juries (0); music electives (6); Nyack College music organization-2 semesters minimum; and 4 credits from the following: MUS 213-Western Mus. to 1700 (2), MUS 214-Mus. of the 18th c. (2), MUS 319-Mus of the 19th c. (2), MUS 320-Mus. of the 20th c. (2). Total credits: 18-20.


Psychology Minor: PSY 253-Integration of Psychology and Theology (3), PSY 321-History of Psychology (3), PSY 346-Social Psychology (3) or PSY 441-Theories of Personality (3), PSY 438-Physiological Psychology (3) or PSY 443-Psychology of Learning (3), Psychology electives (6). Each of the courses listed above has a prerequisite of PSY 101-General Psychology. Total credits: 18.


Sports Management: PED 121-Foundations of Physical Education and Sport (3), PED 234-Personal Health Strategies (3) or PED 222-Exercise Physiology (3), PED 319-Sports Management (3); PED 329-History of Sport in Society (3) or PED 328-Principles of Coaching (3); PED 334-Economics of Sport (3) or PED 350-Sports Law (3); PED 490-Sports Management Internship (3). Total credits: 15.


MODIFICATION OF PROGRAM

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

Note: For information on admission to the Adult Degree Completion Program, refer to the School of Adult and Distance Education section.

If you are interested in attending the Nyack College residential undergraduate campus, please contact our Admissions Office at 1-800-33NYACK (336-9225). The Office of Admissions is open Monday through Friday, except holidays, from 8:30 a.m. to 5:00 p.m. Admissions interviews may be arranged on Saturday by special appointment.

If you are interested in attending Nyack College in NYC, please call 212-625-0500, or visit us at 361 Broadway in Tribeca. The Office of Admissions is open Monday through Friday from 10:00 a.m. to 6:00 p.m.

NOTICE OF NONDISCRIMINATORY POLICY

Students, faculty, and staff of a varied background make up the 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 Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act (ADA), Title VI of the Civil Rights Act of 1964, and all other relevant statutes and regulations.

ADMISSION POLICY

Nyack’s admission policy is directed toward seeking to admit for study students who are of sound Christian character and who evidence ability to do the work in the academic programs offered by the college. All candidates for admission to the undergraduate program (except applicants for the Adult Degree Completion Program in Organizational Management) must show evidence of a definite commitment to Christ as Savior and Lord. Consideration for admission is based upon the combined evidence of the candidate’s own testimony of Christian experience, secondary school record, prior college record if transferring, SAT or ACT scores, and personal recommendations.

High school graduation or its equivalent is essential for admission to matriculated status at Nyack College. No specific sequence of courses at the secondary level is required, but the college recommends the following course work as beneficial preparation for college study: English (4 units), Language (2 units), any combination of Mathematics and Science (3 units), History or Social Science (3 units), and electives (4 units). A minimum of 16 units is required.

SAT (Scholastic Aptitude Test) or ACT (American College Testing) scores are required for admission except in the following cases:

306
1. If a student has already graduated from high school when applying.
2. If a student is considered for admission after the registration deadline of the last scheduled SAT or ACT test for the academic year.
3. If a student submits a GED score.
4. If a student is an international student.

Nyack College’s ACT code number is 2846. The SAT code is 2560.

In certain circumstances the incoming student may have to take a series of tests before they can be admitted to the college. The students are tested in the areas of Algebra, Reading, and Conventions of Written English. Based on their scores, students will be allowed to take regular college classes, or have to take developmental classes.

**Immunization:** 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.

**ADMISSION PROCEDURES**

Forms for application for admission may be obtained directly from either the Office of Admissions, Nyack College, 1 South Boulevard, Nyack, New York 10960-3698 or the Office of Admissions, Nyack College, 361 Broadway, New York, New York 10003. Completed applications should be forwarded directly to the respective Office of Admissions. A non-refundable $25.00 fee must accompany the application.

Upon receipt of all required information, the application will be processed. In certain cases, the Director of Admissions may require a personal interview or testing. Forms for medical examination and secondary transcript release will be sent to the applicant.

Each applicant will receive, as soon as possible after the application is filed, a statement of action taken or anticipated and detailed instruction about any required procedures.

A $100.00 tuition deposit is required, and should be submitted within one month of acceptance. Deposits received for the Spring semester are non-refundable, and deposits for the Fall semester are refundable until May 1 of the enrollment year.
Admissions

Admission of Students from Outside the Continental United States:
1. Application forms for international students are available from the Office of Admissions. Official transcripts from all academic and professional preparation must be forwarded on the proper forms as instructed.
2. Students for whom English is not the first language must be certified in English proficiency unless accepted into the English Language Immersion Program (New York City Campus). Certification requires a minimum score of 220 on the CELT test, or a minimum score of 550-paper version; 220-computer version, or 83-internet version on the TOEFL examination. Nyack College’s TOEFL code number is 8273.
3. A certified affidavit from an individual or agency guaranteeing financial support to the student for education in the United States is also required.
4. After being accepted to Nyack College, international students are required to make a deposit of $1500 processing fee before the Certificate of Eligibility (I-20 form) will be issued by the Office of Admissions. The I-20 form is used to apply for the student visa (F-1).
5. The Director of Admissions and/or a designated school official will assist the student in matters pertaining to immigration, employment, etc.

Non-Matriculated Students and Visiting Students: A non-matriculated student is one who is not registered for a program leading to a degree at Nyack College. Students who have not completed a high school degree may be accepted as non-matriculated part-time students. Such students may not be eligible for certain forms of financial aid and scholarships and must be reviewed by the Admissions Office prior to being admitted to a degree program. Students accepted on a non-matriculated status may enroll for up to a maximum of 24 credits under that status. To enroll beyond 24 credits, students must be accepted into a matriculated status. Course work taken as a non-matriculant may not be applicable to certain majors if matriculated status is desired at a later time.

Army Concurrent Admissions Program: Nyack College is a member of the Servicemembers Opportunities Colleges (SOC). As a participant in the Army’s Concurrent Admissions Program (ConAp), Nyack College seeks to accommodate the educational needs of persons in the armed forces.

College Writing Requirements: First time students who enter Nyack College with a score of 600 on the Critical Reading section of the SAT (or 600 on the Writing section) are exempt from College Writing I. College Writing II is required and a 3 credit upper-level course. Transfer students who enter without a research-based writing course (as determined by a college catalog
description) must take College Writing II even if they transfer 6 or more credits of writing courses. Students who enter with Advanced Placement English credit may be exempt from College Writing I, depending on their AP score. However, they are required to take College Writing II.

**Credit By Examination:** Credit is granted for satisfactory performance on the College Proficiency Examinations offered through the New York State Education Department, the College Level Examination Program, and Advanced Placement Examinations. Students who wish to apply for such credit should consult the Office of the Registrar for further information. Nyack College’s CLEP code number is 2560.

Credit or placement for such examinations is subject to the following regulations:
1. A maximum of 60 credits may be earned by examination.
2. Credit for the CLEP General exams and Advanced Placement exams will be granted only to students who have taken these exams prior to their enrollment at Nyack College. After enrollment at Nyack College, only Subject examinations will be accepted. The number of credits awarded for Advanced Placement is determined by the test score and guidelines established by the various departments. Further information is available from the Registrar’s Office.
3. CLEP credit will not be accepted for College Writing I and II (ENG 101 and ENG 102).
4. Credit by examination is considered transfer credit and all policies that govern transfer of credit are applicable to credit by examination.
5. Minimum acceptable scores may change as examinations are revised and updated. Also, choice of major may determine whether or not credit will be granted without qualification.

Nyack College accepts the American Council on Education (ACE) credit recommendations for military training and experience and extra-institutional learning appropriate to the degree being sought.

**Transfer of Credit Policies:** 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. 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. Nyack College 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. To assist in the evaluation of transcripts from schools without regional accreditation, the prospective student should also submit a catalog from the previous institution(s).
2. Though many schools have regional accreditation, work from non-accredited schools will be evaluated in a manner appropriate to the particular institution.

3. Credits are transferred to meet the degree requirements of a specific major. The choice of major may substantially affect the number of transferable and applicable credits.

4. In order to be transferred, a course must carry a grade of at least C- (College Writing II equivalent courses and Education methods courses must have a grade of C or above to be transferable).

5. Only credits, not grades or grade points, are transferred.

6. Quarter credits are evaluated as 2/3 (two-thirds) of a semester credit. No fractional credit is transferred.

7. Students graduating with an Associate’s degree from an accredited institution may be admitted as candidates for the Bachelor’s degree at Nyack College. In some programs, a full transfer of credit may be possible provided that the earned associate’s degree required a minimum of a “C” average for completion. The student will still need to fulfill all Nyack College catalog requirements.

8. Transfer students who enroll in a Bachelor’s degree program at Nyack College with more than 45 applicable transfer credits may not need to meet the full 17-hour Bible core curriculum requirement. They may either complete the 17-hour Bible core requirement, or take an average of one Bible core course per semester while enrolled at Nyack College. For the latter option, no fewer than four Bible core courses must be taken, and one must be BIB 301 or BIB 302. This exception is not valid for majors in Bible, Christian Education, Church Music, Missiology, Pastoral Ministry, Religion, Youth Ministry, or an Interdisciplinary Studies major involving any of these.

**New Student Orientation:** All new students attend a special orientation program on the dates listed on the college calendar. A full program is arranged for the orientation days.
Tuition and Fees 2008-2009

Nyack College reserves the right to adjust tuition, fees, resident fees, and academic offerings without notice.

UNDERGRADUATE BASIC FEES 2008-2009 (per semester)
(non-refundable except as stated; adjusted annually)

Tuition:
- 12-18 credits .......................................................... $8750.00
- Less than 12 credits (per credit) ........................................... 730.00
- More than 18 credits (per credit) ...................................... 470.00
Auditing: Less than 12 credits (per credit) .............................. 100.00
Private Music Fee Audit (per credit) .................................... 400.00

Rockland Campus Comprehensive Fees:
- 1-6 credits ........................................................... 125.00
- 7-11 credits ......................................................... 200.00
- 12 or more credits (includes $100.00 administrative fee) .... 300.00
- Student Health Fee (12 or more credits) ......................... 100.00

New York City Campus Comprehensive Fees:
- 1-11 credits .......................................................... 150.00
- 12 or more credits .................................................. 250.00

TRADITIONAL UNDERGRADUATE RESIDENT FEES,
ROCKLAND: 2008-2009 (per semester)

Resident Fees: (room and 21 meal plan)
- Moseley, Christie, Simpson Halls
  - Double Room* .................................................. 3900.00
  - Single Room ..................................................... 4400.00
  - Double Room, Private Bath ................................. 4400.00

- Optional 14 Meal Plan Discount (per semester) .............. 100.00
- Room Reservation Deposit ........................................ 150.00
- Room Change Fee ................................................ 25.00
- New Student Orientation (Fall Semester only) ............... 100.00

COURSE FEES
(required with certain courses; non-refundable)
- Fine Arts ............................................................. 50.00
- Music Instrument Rental - Instrumental Methods Courses ........................................ 50.00
- Science Lab .......................................................... 50.00
- Student Teaching Placement per course/placement ........ 150.00
- Education Music in Elem. Schools ............................... 25.00
- Education Senior Seminar ........................................... 50.00
- Foundations of Education .......................................... 90.00
- Computer Design/Graphic Arts ................................. 100.00
- Music Education MENC membership fee .................... 25.00
(Refer to the latest Registration Course Listing from the Registrar for up-to-date course fee information.)

**CHARGES FOR PRIVATE MUSIC LESSONS**

After the close of the registration period, private music lesson fees are not refundable. Private lessons in Instruments, Voice, Advanced Composition (MUS 322, 421, 422), and Advanced Orchestration (MUS 427)

- **Half-hour lessons (1 credit)** ........................................400.00 plus tuition (per semester)
- **Hour lessons (2 credits)** .................................................800.00 plus tuition (per semester)

**ADDITIONAL FEES**

(non-refundable)

- Late registration fee .............................................................................................................. 50.00
- Transcript (one copy) .................................................................................................. 5.00
- Each additional copy ordered at the same time ....................................................... 1.00
- Rush transcript fee ...................................................................................................... 10.00
- Faxing fee ................................................................................................................... 3.00
- Motor Vehicle Registration (campus resident/per semester)............................... 75.00
- Motor Vehicle Registration (commuter/per semester) ........................................... 25.00
- Replacement of lost or stolen I.D. card ................................................................. 25.00
- Credit by examination per subject (i.e. CLEP exams) .......................................... 50.00
- Core Requirement Waiver fee ............................................................................... 15.00
- Damage of college property .................................................................................. Actual Cost
Financial Aid and Payment Information

Financial Aid consists of grants, scholarships, loans, and work opportunities 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. Financial Aid is awarded on a rolling basis beginning March 1.

All prospective students and returning students who are interested in receiving financial aid must:

1. **Complete the FAFSA** (Free Application for Federal Student Aid).
   - www.fafsa.ed.gov
   - The Federal School Code for Nyack College is 002790.

2. **Complete the NY State Express TAP Application** (Tuition Assistance Program).
   - www.tapweb.org
   - Must be a New York State resident to apply.

3. **If selected for Verification** (The Student Aid Report [SAR] will indicate if the student has been selected):
   - Submit signed copies of the applicant and parents’ most recent Federal Tax Return (1040).
   - Submit Copies of W-2’s, Wage and Tax Information.
   - The outcome of income verification may result in changes to the student’s federal aid eligibility.

**TITLE IV PROGRAMS (FEDERAL AID)**

Eligibility for these programs is determined by completing the FAFSA (Free Application for Federal Student Aid). 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. Once Nyack College has received the SAR and the student is accepted, a financial aid package will be determined and sent to the applicant’s home address.

**Federal Pell Grant**: This federal grant is designed to provide financial assistance to needy students. The amount of the award is determined by the federal government on the basis of the student’s Expected Family Contribution (EFC), as indicated on the SAR.

**Federal Academic Competitiveness (AC) Grant Program and National Science and Mathematics Access to Retain Talent Grant (SMART)**: Two new grant programs available through the federal government to provide additional assistance to qualified, Pell-eligible students. The AC Grant is for qualifying students who completed a rigorous secondary school program. The SMART Grant is for qualifying third and fourth year students enrolled in one of the specified math or science major.

**Federal SEOG (Supplemental Education Opportunity Grant)**: This grant is available to students who demonstrate exceptional financial need.
Grants will be given to applicants with 0 EFCs first, and then to others. Funds are limited and will be awarded as FAFSA’s are completed.

**Federal Work-Study Program:** This federally subsidized work-study program provides funds to cover employment for students who demonstrate financial need and must earn part of their educational expenses. Students who qualify must secure employment in order to receive work-study funds.

**Federal Perkins Loan Program:** This federal loan program is administered by Nyack College. Repayment and interest charges begin 9 months after graduation or 9 months after the student drops below 6 credits, with cancellation privileges available for teaching in certain areas. Perkins Loan funding is limited; the Office of Student Financial Services will allocate these loan funds to students who demonstrate financial need, as funds remain available.

**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. This loan provides additional funds to dependent students whose parents do not qualify for a PLUS Loan or independent students who need additional money to meet their educational expenses.

**Parent Loan for Undergraduate Students (PLUS):** Eligibility is restricted to parents borrowing for dependent students enrolled at least half-time (6 credits). Approval for a PLUS loan is determined by the parent’s credit worthiness. Repayment begins 30 days after the loan is disbursed. Contact the Office of Student Financial Services for more information on loan limits and interest rates and/or an application.

**STATE ASSISTANCE FOR NEW YORK RESIDENTS ONLY**

**Tuition Assistance Program (TAP):** Eligibility is limited to full-time students and is based upon New York State taxable income. Students apply annually by first completing the FAFSA and then the ETA (Express TAP Application). Pastoral Ministry, Missiology, Christian Education, Youth Ministry, and Christian Work majors are NOT ELIGIBLE for TAP. Undergraduate students can receive payments for a total of 4 academic years (8 semesters). However, undergraduates enrolled in two-year programs (Associates Degrees) cannot receive more than 3 years of payment (6 semesters). Undergraduate students can receive payments for a 5th academic year if they are currently enrolled in an approved five-year baccalaureate program or an approved educational opportunity program (HEOP--see below).
To check TAP application status or for further information, go to www.hesc.com or call 1-888-697-4372.

Higher Education Opportunity Program (HEOP): Funded by Nyack College and New York State, this program provides academic and financial assistance for New York State residents who meet the academic and economic criteria for acceptance into the program. Contact the Office of Academic Development at Nyack College for further details (845) 358-1710 ext 570.

STANDARDS FOR SATISFACTORY ACADEMIC PROGRESS (SAP)
In order to receive Title IV (federal) and state aid, a student must demonstrate that he/she is making acceptable progress toward earning a degree. There are different criteria of academic progress for different forms of financial aid. The following schedules represent minimum academic standards that must be met to be eligible for Title IV (federal) and state aid.

For Pell and Federal Loans (12 semesters) (full-time students)

<table>
<thead>
<tr>
<th>After ‘X’ Semester(s)</th>
<th>Credits Earned</th>
<th>Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9</td>
<td>.80</td>
</tr>
<tr>
<td>2</td>
<td>18</td>
<td>1.00</td>
</tr>
<tr>
<td>3</td>
<td>27</td>
<td>1.10</td>
</tr>
<tr>
<td>4</td>
<td>36</td>
<td>1.20</td>
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<tr>
<td>5</td>
<td>45</td>
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<tr>
<td>6</td>
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<td>7</td>
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<td>9</td>
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<td>10</td>
<td>92</td>
<td>1.80</td>
</tr>
<tr>
<td>11</td>
<td>110</td>
<td>1.90</td>
</tr>
</tbody>
</table>

(2) TAP Grants

<table>
<thead>
<tr>
<th>Before being certified for this payment*</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9**</th>
<th>10**</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student must have accrued at least this many credits</td>
<td>0</td>
<td>3</td>
<td>9</td>
<td>21</td>
<td>33</td>
<td>45</td>
<td>60</td>
<td>75</td>
<td>90</td>
<td>105</td>
</tr>
<tr>
<td>With at least this grade point average</td>
<td>0</td>
<td>1.1</td>
<td>1.3</td>
<td>1.7</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
</tbody>
</table>

*Including semesters transferred from another institution.
**The maximum number of semesters that most students may receive TAP is eight. The table extends to ten semesters for students in an approved four and a half or five-year program [such as HEOP] and to allow students to make progress at a slower rate and still be in good academic standing.
Institutional Policy: The Registrar’s Office evaluates student academic progress three times during the academic year. This occurs after fall, spring, and summer semester, and after each trimester for the MBA program. Students are evaluated on the basis of cumulative grade point average (GPA), credit hour completion, and maximum time frame limitations.

Notification: The following schedules represent minimum academic standards that must be met in order to be eligible for Title IV federal student aid. Students are notified in writing if they have failed to meet the standards and are not eligible to receive federal aid.

Appeal Process: Any student denied financial aid because he/she did not meet SAP and is placed on limited academic probation or who can prove special circumstances (i.e. serious injury, illness, or death in the family) is allowed to appeal their case. An appeal letter may be submitted with supporting documentation, if required, to the Academic Office to request a waiver of the SAP standards for a semester. The Academic Dean, Registrar, and Assistant Treasurer will make the final determination if federal student aid will be restored for one semester or if the appeal will be denied.

NYACK COLLEGE GRANTS-ROCKLAND CAMPUS

Nyack College offers the following grants to qualifying students for the academic year 2008-2009. These grants are funded by the college, and are available only to NEW students matriculating for the first time after July 1, 2008, and enrolled full-time at Nyack Rockland’s Undergraduate campus.

Unless otherwise stated, all grants are renewable for up to eight semesters by maintaining a MINIMUM 2.5 CUMULATIVE grade point average (GPA). Scholarships lost due to low grades may be reinstated by appealing to the Office of Student Financial Services if at any point a student regains the minimum necessary cumulative GPA.

Recipients must apply for and use all available federal, state, and local government grants.

- A RESIDENTIAL student may receive up to $8500 per year in Nyack College grants.
- A COMMUTER student is eligible for up to $4000 per year in Nyack College grants.

A student awarded a grant above the institutional aid cap of $8500 forfeits eligibility to other Nyack grants. Grant amounts are annual awards and will be awarded 50% each semester against tuition.

Alumni Dependent Grant in the amount of $1,000 per year to dependent children of graduates of Nyack College (undergraduate programs only).

Athletic Grants are made to athletes who meet NCAA and NAIA qualifications and regulations. The awards are reviewed annually and require a minimum 2.0 cumulative GPA for renewal. Awards are recommended by the Director of Athletics and are approved by the Office of Student Financial Services.
C&MA Undergraduate Grant Program  New students from C&MA churches may receive a total of Nyack College grants over the CAP of $8,500 and up to $12,500 per year. This grant program requires applicants to have a C&MA pastor reference verifying active membership/attendance in a C&MA church and a minimum of 24 months of active ministry. Grants will be awarded up to the cap of $12,500 based on grant criteria within Nyack’s grant program. Eligibility is dependent on the new student enrolling full-time as a resident student on the Rockland campus.  

C&MA Bible Quizzing Grant  in the amount of $1,000 per year is awarded to any student who has been actively involved in quizzing for at least two years. Pastors should certify involvement on the pastor’s reference form or may do so in a separate letter.  

C&MA Hmong Scholarship  in the amount of $5,000 per year is awarded to incoming new students who are from a C&MA Hmong District. If the qualifying student is a commuter they will only be eligible for $4,000 due to the institutional aid cap. Requires a minimum 2.5 cumulative GPA for renewal.  

C&MA LIFE Conference Grant  in the amount of $1,000 will be awarded to any student who attends and applies to Nyack at the annual LIFE conference. Requires 2.5 cumulative GPA for renewal.  

C&MA MK School Grant  is awarded to any student who has attended a minimum of 2 years at a C&MA MK school (Alliance Academy in Quito, Ecuador; Dalat, Malaysia) or other approved evangelical MK schools (Black Forest Academy, Germany; Faith Academy, Philippines; Hinkson Academy, Russia; Dakar Academy, Senegal). Other schools may be eligible as approved. The award is $12,500 per year and requires a minimum 2.0 cumulative GPA for renewal.  

C&MA National Championship level/Bible Quiz Finalist  in the amount of $1,500 per year is awarded additionally to any student reaching the Annual International C&MA Bible Quizzing Finals.  

C&MA Intercultural Ministry Grant  in the amount of $3000 per year is awarded to any student who is an active member of a U.S. or Canadian C&MA intercultural ministry. A C&MA intercultural ministry is defined as a congregation listed as an Intercultural Ministry in the C&MA Prayer Directory and/or a C&MA congregation, which conducts bilingual services or services in a language other than English. A C&MA pastor must complete the pastor’s reference form on the application.  

Education Scholarship Competition: Students declaring a major in education are eligible to enter the education competition. The winner will receive a $10,000 scholarship, and three other students will receive awards in the amount of $6,000 and two $4,000 awards. In order to participate, education majors must meet the GPA requirements >=3.0 and >=900 SAT (freshman) or >=3.0 for transfers as well as submit the Service Grant application along with a completed essay on 1 of the 4 topics assigned. Deadline for submission to the Admissions Office is April 1. Annual renewal of these scholarships is contingent on students remaining in the School of Education and maintaining a 3.0 cumulative GPA.
Financial Aid and Payment Information

**Home School Grants:** Students earn $1,000 toward a scholarship for every year they were home-schooled. This scholarship is applied 25% each year. For example, if a student was home-schooled for eight years, he will receive an $8,000 scholarship ($2,000 per year).

**Honors Program Grant:** All students accepted into the Honors Program will be given an Honors Program Grant to bring them up to the cap of $8,500. This grant is renewable based on continued participation in the Honors Program and maintaining a 3.5 GPA (See the Honors page www.nyack.edu for information on applying).

**International Student Grant** is awarded to any student with non-citizen, non-resident status. The award is $4,000 per year. *Requires a minimum 2.0 cumulative GPA for renewal.*

**Metropolitan NYC Urban Center Grant** of $4,000 is awarded to students from any of the five New York City boroughs and the cities of Hoboken, Jersey City, Newark, Orange, Patterson, Union City, and Yonkers.

**Ministerial Dependent Grant:** Nyack College will give a yearly grant of $3,000 to unmarried dependents of C&MA ministers or missionaries. Nyack College will give a yearly grant of $2,000 to dependents of non-C&MA ministers or missionaries. The recipient must be a dependent of a person who is licensed and/or ordained and currently on a church, district, or missionary staff and whose major source of income is paid by a church, district, or mission board. The Office of Admissions will provide a verification form. This form is to be filled out by the minister and verified by the church, district, or board treasurer.

**Music Achievement Grants** are awarded to new students who demonstrate talent in music based upon an audition before music faculty. Participation in practices and a minimum number of performances is required. Grant amounts vary. *Renewal is based on continued participation and a minimum 2.5 cumulative GPA.*

**National Honors Society Grant** of $1,000 is awarded to all incoming freshmen that are active members of a National Honor Society chapter in their high school. Transferring students are NOT eligible for this grant. *A minimum cumulative GPA of 3.0 is required for award renewal.*

**Nyack Scholars Grants** are awarded based on high school GPA, SAT or ACT scores. Eligibility is limited to first-year freshmen. Students who meet both high school GPA and SAT or ACT criteria may be eligible for Nyack Scholar awards ranging from $1,000-$12,000 (Exact award amounts will be determined after student is accepted to Nyack and FAFSA is completed). Transfer students are not eligible for this grant. *A minimum cumulative GPA of 3.0 is required for award renewal each year.*

A National Merit Finalist will automatically receive a grant to cover full tuition.
Part-Time Grants are available for students enrolling on a part-time basis (3-11 credits). Award in the amount of $100 per credit up to a maximum of $600 (even if taking more than 6 credits per semester) will be awarded for part-time students per semester.

Presidential Grants are annual awards based on financial need determined by the office of Student Financial Services.

Service Grant: The application (available online at www.nyack.edu/sfs or from the Office of Admissions) must be complete in its entirety and mailed to the Admissions Office at 1 South Blvd, Nyack, NY 10960. Recipients will receive up to $1,000. A 2.5 GPA must be maintained for renewal of this scholarship.

South Nyack Grant: A tuition discount grant of $250 per credit will be applied toward any Nyack College/Alliance Theological Seminary undergraduate or graduate class or program into which a South Nyack resident (property owner) or their dependent is accepted and enrolled for the first time. A 2.5 GPA must be maintained for renewal of this grant.

Summer Camp Staff Grants, in the amount of $1,000 for the academic year following the summer of service, are given to those returning students who worked as summer workers at a C&MA camp, Camp of the Woods, Mont Lawn Camp, or Deerfoot Lodge for a minimum of 6 weeks. Students must enroll full-time for the upcoming semester and this grant cannot go above the institutional aid cap of 8,500 for returning resident students and $4,000 for commuter students. Returning students MUST have a 2.5 cumulative GPA in order to be initially eligible.

If a new student worked at an approved summer camp (see above) for a minimum of 6 weeks during any summer prior to entering Nyack, the student will be awarded $500, not to exceed the institutional aid cap for resident and commuter students.

Transfer Grants are given to students transferring from programs at other eligible institutions. Recipients must have a minimum cumulative GPA of 3.0 to receive this grant. Awards range from $1,500 to $3,000 based on GPA (see chart below). A student must have transferred at least 20 credits to be eligible for this grant (if transferred in less than 20 credits will be considered for the Nyack Scholars Program Grant). A minimum cumulative GPA of 3.0 is required for award renewal.

<table>
<thead>
<tr>
<th>Transfer Grant Table</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA</td>
</tr>
<tr>
<td>$1,500</td>
</tr>
</tbody>
</table>

Trustee Grants are awarded to incoming freshmen that demonstrate academic achievement and leadership skills through extracurricular and church activities. This grant is awarded at the discretion of members of the Nyack College Board of Trustees and is for up to $2,000 per year. Students must
provide Trustee Grant certificate to be eligible. Requires a minimum 2.5 cumulative GPA for renewal.

**U.S. Travel Grants** are awarded to any student from the following regions:

- *Laura Chappell Pennsylvania Grant* - $1,500 per year for residents of PA.
- *Atlantic Region Grant* - $2,000 per year for residents of DE, MD, VA, or Washington, DC.
- *Margaret Loris Ohio Grant* - $2,500 per year for residents of OH.
- *Mid-America Region Grant* - $2,500 per year for residents of AL, FL, GA, IL, IN, KY, MI, MS, NC, SC, TN, or WV.
- *Western Region Grants* - $3,000 per year for residents of LA, MN or any state west of the Mississippi River.

**NYACK COLLEGE GRANTS-NEW YORK CITY CAMPUS**

NC/NYC offers the following grants to qualifying students for the academic year 2008-2009. These grants are funded by the college and are available to students matriculating for the first time after July 1, 2008, and enrolled full-time in the undergraduate program. Figures listed are annual, two semester amounts. The Student Financial Services Office reserves the right to review awards and make adjustments as needed.

Unless otherwise stated, a grant is renewable for up to eight semesters by maintaining a minimum 2.5 cumulative grade point average (GPA).

Scholarships lost due to low grades may be reinstated by appealing to the Office of Student Financial Services if at any point a student regains the minimum necessary GPA.

Recipients must apply for and use all available federal, state, and local government grants. Full-time students are eligible for up to $5500 per year, (two semesters) in NC/NYC Grants.

**Nyack Scholars Program** awards a grant based on one of three criteria: high school GPA, SAT or ACT scores. (See chart below for award amounts.) Eligibility is limited to first-year freshmen only. Transferring students are not eligible for this grant. A minimum cumulative GPA of 3.0 is required for award renewal.

<table>
<thead>
<tr>
<th>Nyack Award</th>
<th>Scholars Award</th>
<th>GPA</th>
<th>SAT</th>
<th>ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,000</td>
<td>3.0</td>
<td>1000</td>
<td>20-21</td>
<td></td>
</tr>
<tr>
<td>1,500</td>
<td>3.2</td>
<td>1100</td>
<td>22-23</td>
<td></td>
</tr>
<tr>
<td>2,000</td>
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<td>1150</td>
<td>24-25</td>
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<tr>
<td>2,500</td>
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<td>1200</td>
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</tr>
<tr>
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National Honor Society Grants of $1,000 are awarded to all incoming freshmen that are active members of a National Honor Society chapter in their high school. Minimum cumulative GPA of 3.0 is required for award renewal.

Honors Program Grant (varies): All students accepted into the Honors Program will be given an Honors Program Grant to bring them up to the cap of $5,500 per semester award cap. This grant is renewable based on continued participation in the Honors Program and maintaining a 3.5 GPA.

Leadership Grants of $2,000 are awarded to new students who demonstrate leadership qualities in their high school, church or community. Application for this grant requires a 1) Reference Form completed by a teacher, or an official of the church or community agency., and 2) An interview with the Director of Student Life, NC/NYC.

Church Leaders Grants of $2,000 are awarded to pastors and official workers in the church. Application for this grant requires a Referral Form from a Church official verifying the leadership position in the church. The grant is for pastors or those elected to leadership positions, i.e Elder, Sunday School Superintendent, Governing Board, etc.

Ministerial Dependent Grant: of $1,000 are provided to a dependent or a person who is licensed and/or ordained and currently on a church, district, or missionary staff and whose major source of income is paid by a church, district, or mission board. The Office of Admissions will provide a verification form. This form is to be filled out by the minister and verified by the church, district, or board treasurer.

International Grants of $2,000 are awarded to students with non-citizen, non-resident status. Requires a minimum 2.0 cumulative GPA for renewal.

Bible Institute Grants of $1000 are awarded to students who have attended a Bible institute diploma program.

Church Partnership Grants of $1000 are available to members of various churches who maintain a partnering relationship with Nyack College. Contact the Office of Admissions for more information concerning this grant.

Music Achievement Grants are awarded in various amounts to new students who demonstrate talent in music based upon an audition before music faculty. Participation in practices and various NC/NYC performances is required to receive and renew the grant.

Presidential Grants are annual awards based on financial need determined by the Office of Student Financial Services.

PART-TIME STUDENTS

A Part-time Grant of $1000/semester is available to students enrolled for 6-11 credits in a semester. The part-time student is not eligible for any other Nyack grants.

NYACK COLLEGE ENDOWED SCHOLARSHIPS

The Nyack College Scholarship Committee annually awards a number of scholarships to worthy students at both the Rockland and NYC campuses. These awards are made under the terms of private donors, as well as in
accordance with general eligibility requirements established by the Scholarship Committee relative to academic achievement and financial need. Online applications are made available to students at the beginning of the spring semester. **Applications must be submitted by February 1;** awards become effective for the following academic year. Awards are credited to the student’s account and in no case does the money become a cash award. Any student who fails to register for at least 12 credits for the semester, to which the award applies or fails to submit a thank-you letter on time, thereby forfeits the award.

Scholarship award amounts vary from year to year. Students will be notified individually of the specific amount of their awards.

**PAYMENT OPTIONS**

Payment for each semester's charges is due, in full, on or before July 15 (fall semester) and December 15 (spring semester) in order to be eligible for an X-PRESS PASS’(New student X-press Pass deadline is August 15 for fall). A bill will be sent to the student prior to each semester. The student is responsible to return the bill with payment in full or completed Automatic payment plan enrollment (see below) or completed Alternative Loan paperwork in order to receive an X-PRESS PASS to be able to register for classes. Deadline for X-PRESS PASSES are **July 15** (fall semester) and **December 15** (spring semester). New students for Fall deadline is **August 15**.

All financial aid processing requirements need to be complete in order to count pending aid as payment toward semester charges. The remaining balance can be paid in the following ways:

**Payment in Full.** You may pay each semester’s balance in full at [www.nyack.edu/studentpayments](http://www.nyack.edu/studentpayments). Payments in full are due for the fall semester by July 15- returning students and August 15- new students. For the Spring by December 15- returning and new students.

**Automatic Payment Plans.** Nyack College is pleased to offer a convenient interest-free monthly payment plan. This Automatic Payment Plan provides students and their families with a low cost option for budgeting tuition costs for the full academic year as well as for each semester. Each student’s financial aid award letter provides financial aid information and approximate costs, which are needed in order to enroll in the payment plan. Cost for the payment plan is $60 annual plan and $30 semester plan. Payments will be charged on the 5th of every month from July through April. Once enrolled, all payments are made automatically from a checking, savings, or credit card account. For more details go to www.nyack.edu/sfs/payplan.

**Alternative Loans.** Other loans are available through various banking institutions. Contact the Office of Student Financial Services for more information or visit the website at [www.nyack.edu/sfs/loans](http://www.nyack.edu/sfs/loans).

**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 receive their grades, receive transcripts, or participate in graduation ceremonies.

TUITION EXCHANGE PROGRAMS
Nyack College participates in several tuition exchange programs. The following are the conditions that must be met in order for a student to receive tuition remission through one of these programs:
1. The maximum length of time that a student can receive a tuition award is four years or eight semesters.
2. Recipients agree to live in college-owned housing during their enrollment at the college.
3. The tuition exchange agreement is renewable for three years, providing the recipient remains a student in good behavioral and academic standing (the latter being defined as a minimum 2.0 GPA) and their parent(s) continues to be employed at the host institution.
4. In order to be eligible for tuition remission students must complete applications for TAP (NYS/if eligible) and FAFSA.
5. Tuition remission will be applied to the student’s bill after all institutional, state, and federal financial aid has been posted, thereby possibly reducing the amount of the tuition remission. However, the amount of the tuition remission will not be reduced by institutional endowed scholarships or non-institutional grants and scholarships.

Inquiries regarding this program should be directed to the Human Resources Department.

ROOM AND BOARD REGULATIONS
Room and board is available only on the Rockland Campus. Housing is not available for students enrolled in Nyack College graduate programs or the Adult Degree Completion Program. The residence halls are generally not open to new students until the day before Registration. Special permission must be obtained from the Associate Dean for Residence Life to occupy rooms before this date. There will be a charge assessed against the student’s account for arriving early.

A $150.00 room reservation deposit is required of all returning resident students who wish to reserve accommodations for the upcoming academic year.

For first-time students, the room reservation deposit is $150.00 (This is in addition to the $100.00 tuition deposit required of new students). The room reservation deposit will be credited against the student’s residence life charges at registration.

REFUNDS FOR WITHDRAWALS
Sometimes a student finds it necessary to withdraw from Nyack College before completing the semester. In this case, it is important to officially
withdraw from the college. See Registration section of the catalog for withdrawal procedures and determination of withdrawal dates. The following refund policies have been established for academic and medical withdrawals and dismissals.

**All students withdrawing by the end of the registration period are charged a $100 administrative fee.**

**Fees:** All course fees, health fees and comprehensive fees will be refunded 100% to students who withdraw from Nyack College within the registration period. There will be no refund, in whole or in part, to students who withdraw from class after the close of the registration period. All charges are determined by the registration status of the student at the close of the registration period. If private music lessons are dropped during the registration period and one or more lessons have been taken, the Music Office will make charges for the lesson or lessons taken, and the balance will be refunded. However, after the close of the registration period, no refund for private music lessons will be made.

**Residence Fees:** Moving off campus is only allowed during summer and winter breaks. If a student decides to move off campus during the middle of the fall and spring semesters, he/she will be responsible for the full semester room and board charges that will be applied to the student’s account. NO REFUND will be processed.

Students who withdraw from Nyack College completely within the registration period will be charged on a per day basis up until the time that they move off-campus. The student will also forfeit the $150 room registration deposit.

**Tuition Refund Schedule for Students Who Withdraw from Nyack College:**

- By the end of the registration period .................................................. 100% refund
- By the end of the second week ............................................................. 80% refund
- By the end of the third week ............................................................... 60% refund
- By the end of the fourth week ............................................................. 40% refund
- By the end of the fifth week ............................................................... 20% refund
- More than five weeks .......................................................................... no refund

Nyack College grants will be prorated according to tuition charged. All other fees will not be refundable once the registration period closes (this includes private music lessons).

**Return of Federal 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 funds from the following sources, up to the total net amount disbursed. Repayment of Title IV funds must be in the following order:
1. FFELP (Stafford Unsub/Sub Loans)
2. Perkins Loan
3. FFELP Plus Loan
4. Pell Grant
5. FSEOG (Supplemental Educational Opportunity Grant)

See the respective Director of Student Financial Services for questions and/or information on these policies.

The Office of Student Financial Services assists students in providing quality counsel, direction and above all service. Students are made aware of the opportunities that will help them finance their education as well as become faithful stewards of their resources. Financial Aid Counselors are ready to help students with the process and answer any questions.

We look forward to serving you!

Student Financial Services, Nyack, NY (Rockland) Campus
Mon – Fri 8:00 am to 4:30 pm (EST) (Wed. 1:00pm to 4:30pm)
1 South Boulevard, Nyack, NY 10960
800-799-6248 * 845-358-7016 (fax)
nyacksfs@nyack.edu

Student Financial Services, New York City Campus
Mon – Thu 10:00 am to 6:00 pm (Fri to 5:00 pm)
361 Broadway 1st Floor, New York, NY 10013
212-625-0500 * 212-343-2668 (fax)
sfnsyc@nyack.edu

www.nyack.edu/sfs
General Information

CAMPUS SAFETY
The Campus Safety Department works closely with the Residence Life staff and local police to deter, detect, report, and investigate criminal activity and any other activity on campus that relates to safety and security. An annual report of crime statistics is available from the Campus Safety Department.

STUDENT HANDBOOK
The *Nyack College Student Handbook*, available from the Student Development Office, describes in detail campus student life, expectations, student services, and additional policies, procedures, and programs designed to promote a sense of community at the college. Each enrolled student receives a handbook at the beginning of the school year. The handbook will be sent upon request to any inquiring student. It may also be viewed on the college website.
**ACADEMIC ADMINISTRATION**

(Year indicates appointment to faculty)


**Glenn N. Koponen,** Associate Dean, School of Music; Professor of Music Education & Applied Music. B.M., Eastman School of Music; B.M., M.S., The Juilliard School; Ed.D., Columbia University Teachers College. 1967.

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

**Mark Meehan,** Dean of Community Life. B.S., M.Ed., Columbia International University; Ph.D. (ABD), University of South Carolina. 2007.

**Lyndell O’Hara,** Dean, College of Arts and Sciences; Head, Department of History; Associate Professor of History. B.A., MA., Empire State College; MA., Ph.D., Fordham University. 1995.

**Michele Pinkham,** Dean of Students. B.A., Nyack College; M.A., Baylor University. 2007.

**Linda K. Poston,** Associate Dean of Library; Librarian II. B.S., Grace College of the Bible; M.L.S., Long Island University. 1996.


**Michael G. Scales,** President; Professor of Education. B.S., Toccoa Falls College; M.A., Western Kentucky University; Ed.D., The Institute of Higher Education, University of Georgia. 1989-2005, 2006.

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

**David F. Turk,** Provost & Vice President for Academic Affairs; Professor of English. B.A., Nyack College; M.A., Ph.D., New York University. 1978.

**Anita Underwood,** Dean, School of Business and Leadership; Assistant Professor of Organizational Leadership. B.A., Spelman College; M.A., Meharry Medical College & Fisk University; Ph.D., University of Michigan. 2005.

**Ronald Walborn,** Dean, Center for Biblical and Ministerial Studies; Associate Professor of Pastoral Ministry. B.A., Nyack College; M.Div., Alliance Theological Seminary; D.Min., Fuller Theological Seminary. 1999.

**Teresa Wood,** Director of the Nursing Program. B.S.N., Ohio University; M.S., Wright State University; Ph.D., Ohio State University. 2008.
Faculty

FACULTY: ROCKLAND CAMPUS

David S. Ahn, Head, Department of Computer Science; Professor of Computer Science. B.E., SUNY Stony Brook; M.S., Columbia University; Ph.D., CUNY. 1997.

Blondell Anderson, Assessment Counselor; Assistant Professor of Business. B.B.A., Baruch College; M.B.A., New York University Stern School of Business. 1998.

Agnia M. Assur, Head, Department of Psychology; Professor of Psychology. B.A., The King’s College; M.A., Ph.D., New School University. 1990.


Carol R. Awasu, Professor of Social Work. B.A., Keuka College; M.S.W., Ph.D., Syracuse University. 1999.

Charles Awasu, Head, Department of Anthropology and Sociology; Professor of Sociology. B.A., University of Cape Coast; M.S., New Hampshire College; Ph.D., Syracuse University. 1999.


Ronald G. Belsterling, Associate Professor in Christian Education. B.A., Grove City College; M.S., Villanova University; Ph.D., Biola University. 1997.

Stephen Bennett, Associate Professor of Bible. Bachelor of Commerce, Auckland University; M.Div., Nazarene Theological Seminary; M.A., Nazarene Theological Seminary; Ph.D., Manchester University. 2002

Gordon Boronow, Assistant Professor of Business. B.S., Lafayette College; M.A., Ph.D., State University of New York at Stony Brook. 2008.


Christine M. Buel, Assistant Professor of Education. B.S., Nyack College; M.S., C.W. Post Center, Long Island University. 1987.

Frank Chan, Head, Department of Biblical and Theological Studies; Professor of Bible. B.A., Wheaton College; M.A., Trinity Evangelical Divinity School; Ph.D., Westminster Theological Seminary. 1999.

Thomas Conena, Instructor in Biology and Chemistry. B.A., M.S., Ph.D. (ABD), Syracuse University. 2007.
**Faculty**


**Elio Cuccaro**, Professor of Theology. B.S., Cornell University; M.Div., S.T.M., Biblical School of Theology; M.Phil., Ph.D., Drew University. 1977.

**James P. Danaher**, Head, Department of Philosophy; Professor of Philosophy. B.A., Ramapo College; M.A., Montclair State; M.A., New School; M.Phil., Ph.D., City University of New York. 1990.

**Keith Davie**, Director of Athletics. B.A., Houghton College; M.S., Oneonta State University. 1995.


**Linda Delerme**, Director of HEOP. B.A., Columbia University (Barnard College); M.S., Columbia University. 2003.

**Jonathan A. Gates**, Head, Department of English; Professor of English. B.A., Houghton College; M.A., Miami University; Ph.D., Drew University. 1993.

**Melvin Hadley**, Academic Resources Coordinator. B.A., Hampton University; M.S., Pace University; J.D., Fordham University. 2008.


**Dion Harrigan**, Associate Professor of Education. B.A., University of the Southern Caribbean; M.Div., SDA Theological Seminary, Andrews University; M.A., Ph.D., Andrews University. 2001.

**Susanne D. Hartl**, Head, Department of Business, Assistant Professor of Business. B.A., State University at Brockport; M.B.A., University of New Orleans. 1998.

**Julie Hood-Baldomir**, Instructor in Organizational Management. B.A., Nyack College; M.S., College of New Rochelle. 2007

**Inseon Hwang**, Assistant Professor of Nursing. B.S., M.S.N., Ewha Women’s University; D.N.S., Columbia University. 2008.


**Sherry Jarrett**, Coordinator, Early Childhood Education. B.S., Nyack College; M.S., City College of the City University of New York. 2001.
Faculty

Leonard M. Kageler, Head, Department of Christian Education; Professor of Christian Education. B.A., University of Washington; M.Div., North American Baptist Seminary; Ph.D., Fordham University. 1993.


Tammy K. Lum, Professor of Music. B.M., M.M., Eastman School of Music; D.M.A., Manhattan School of Music. 1988.

Joan A. Mallory, Chair, Department of Music Education; Assistant Professor of Music Education. B.M.E., West Virginia Wesleyan College; M.S., Lehman College; M.S.W., Fordham University. 1998.

S. Louise McCreery, Professor of English. B.A., M.A., University of Southern California; Ph.D., University of Washington. 1995.


In Hak Moon, Head, Department of Mathematics; Associate Professor of Mathematics. B.S., Chon Buk National University; Ph.D., State University of New York at Stony Brook. 2001.

James G. Muckell, Associate Professor of Accounting. B.S., Fordham University; M.B.A., Pace University. 1996.

Elena Murphy, Director of Learning Assessment; Assistant Professor of Assessment. B.S., Empire State College; M.S., College of New Rochelle; Ed.D., University of Phoenix. 1996.

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

Drusila F. Nieves, Director of Counseling Services. B.A., Brooklyn College; M.S.W., Fordham University. 1998.


Peter K. Olsen, Assistant Professor of Education. B.A., Nyack College; Certificate, St. Thomas Aquinas College; M.S., New York Institute of Technology. Ph.D. (ABD), Capella University. 2000.

Eleanor J. Pease, Chair, Department of TESOL; Head, Department of Modern Languages and Linguistics; Associate Professor of Education. B.A., Gordon College; M.Ed., Westfield State; Ph.D., Walden University. 1995.

330
Darlene Pinkerton, Head, Department of Communications; Assistant Professor. B.A., Pratt Institute Brooklyn; M.F.A., Pratt Institute of Brooklyn. 2006.

Kevin Pinkham. Instructor in English. B.A., Nyack College; M.A., Baylor University; Ph.D., University of Southern California. 2007.


Miguel Sanchez, Assistant Professor of Sociology. B.A., Fordham University; M.A., Alliance Theological Seminary; Ph.D. (ABD), Fordham University. 2003.


Jesse Stevens, Assistant Professor of Finance and Economics. B.S., Eastern Mennonite; M.S.W., Columbia University; M.B.A., Pace University; D.B.A., University of Sarasota. 2004.

Sally Stuart, Instructor in Spanish. B.A., Columbia Bible College; M.A., Columbia Bible College. 2004

Cheryl Turman, Assistant Director of HEOP. B.A., Ithaca College; M.A., Nyack College. 2007

P. Suzanne Toliao, Assistant Director of First Year Studies. B.A., Ramapo College; M.A., Montclair State University. 2005.


Jacqueline Washington, Head, Department of Biology and Chemistry; Assistant Professor of Biology. B.S., Adelphi University; Ph.D., University of Medicine and Dentistry of New Jersey. 2004.

David Weir, Professor of History. B.A., Haverford College; M.A., Ph.D., Princeton University; Ph.D., University of St. Andrews. 2000.

Jack Wiltshire, Assistant Professor of Psychology. B.A., Brooklyn College; M.A., Psy.D., Biola University. 2005.

Luz M. Yanez, Director of Health Services. B.S.N., Cartagena University; M.P.H., Antioquia University. 2003

FACULTY: NEW YORK CITY CAMPUS
(Year indicates appointment to faculty)

Fernando Arzola, Assistant Professor of Christian Education. B.A., Fordham University; M.A. Maryknoll School of Theology; Ph.D., Fordham University. 2002.


Margaret E. Bowen, Director of ESL; Associate Professor of ESL. B.A., Eastern Nazarene College; M.A., Gordon Conwell Theological Seminary; M.A., University of Massachusetts. 2000.


Thomas W. Donworth, Associate Professor of Bible and Theology. B.A., University of Texas; Th.M., Dallas Theological Seminary; D.Min., Gordon-Conwell Theological Seminary. 1988.


Lars Frandsen, Associate Professor of Music. B.M., Royal Academy of Music, London; M.M., Yale University School of Music; D.M.A., Eastman School of Music. 2007.

Ralph T. Grant, Head, Department of Business; Professor of Business. B.S., B.A., Shaw University; Ph.D., The Union Institute. 2001.


Claire P. Henry, Associate Professor of Adult Education. B.A., University of Guyana; M.A., Wheaton College; Ph.D., Michigan State University. 2002
Denise Hirschlein, Assistant Professor of Psychology. B.A., Glassboro State College; M.A., Grace Theological Seminary. 2001.


Doug LePelley, Assistant Professor of Management. B.A., Hiram College; M.S., Case Western Reserve University; Ph.D., The Fielding Graduate Institute. 2007.

Yili Liu, Head, Department of Physical Science; Professor of Physical Science. B.S., M.S., FuDan University & Tong Ji University; M.A., Brooklyn College; Ph.D., City University of New York. 1992.


Elaine M. Lux, Deputy Head, Department of English; Professor of English. B.A., Queens College; M.A., University of Pennsylvania; Ph.D., The Union Institute. 1995.

Stephen M. Maret, Professor of Psychology. B.A., M.A., Montclair State University; M.Phil., Ph.D., Drew University. 1999.

Russell R. McLeod, Deputy Head, Department of Pastoral Ministry; Associate Professor of Pastoral Ministry. B.S., Nyack College; M.A., Alliance Theological Seminary; D.Min., Drew University. 2000.

R. Steven Notley, Professor of Bible. B.A., M.A., Oral Roberts University; Ph.D., Hebrew University. 2001

Adelaide J. Pabon, Director of Developmental Studies; Assistant Professor of Developmental Studies. B.S., Mercy College; M.S., Lehman College. 2001


Dana Talley, Associate Professor of Music. B.A., Western Washington University; M.M., The Juilliard School; Ph.D., University of Dublin. 2002.

Sue Lane Talley, Director of Music Program; Associate Professor of Music. B.A., Whitworth College; M.A., Western Washington University; Ph.D., University of Dublin. 2001.

Miriam R. Velez, Assistant Professor of Childhood Education. B.A., University of Puerto Rico; M.S., Long Island University. 2000.

Stephen L. Ware, Professor of Historical Theology. B.A., Fort Wayne Bible College; M.Div., Oral Roberts University; S.T.M., Trinity Lutheran Seminary; Ph.D., Drew University. 2000.


Millicent A. Waterman, Director of the Writing Center; Assistant Professor of Developmental Studies. B.A., M.S., University of Guyana. 2002.

Marie White, Chair, Dept. of Childhood Education; Assistant Professor of Childhood Education. B.A., Gordon College; M.A., Empire State University; Ed.D.(ABD), CUNY Graduate Center. 2003.

Kwi-Ryung Yun, Head, Department of Social Work; Professor of Social Work. B.S.W., Sacred Heart (Sung Shim) College for Women; M.S.W., Ph.D., University of Wisconsin. 1999.

FACULTY: MIAMI VALLEY, OHIO
(Year indicates appointment to faculty)


Dan Noel, Director of Nyack College, Miami Valley. B.A., Lee University; M.Ed., University of Tennessee; Ph.D., Regent University. 2004.

FACULTY: WASHINGTON, DC
(Year indicates appointment to faculty)

Karen Fenton-LeShore, Director of MSOL; Assistant Professor of Leadership. B.S.W., State University of New York Stony Brook; M.S.S.W., Columbia University; Ph.D. (ABD), Regent University. 2003.


Sherrie Lawson, Academic Resource Coordinator. B.A., University of North Carolina, Charlotte; M.S., Nyack College, DC. 2006

PROFESSORS EMERITI
(Year indicates appointment to faculty)
**Faculty**


**Rexford A. Boda**, President Emeritus. B.S., Cornell University, Nyack College; M.Div., Westminster Theological Seminary; M.S., State University of New York at Cortland; Ph.D., Westminster Theological Seminary. 1988


**David Diehl**, Professor of Religion. B.S., Carson-Newman College; B.D., Faith Theological Seminary; Th.M., Westminster Theological Seminary; Ph.D., Hartford Seminary Foundation. 1989


**Barbara Graymont**, Professor Emeritus of History. B.A., University of Maryland; B.D., Howard University Divinity School; M.A., University of Chicago; Ph.D., Columbia University. 1965.


Faculty


David L. Rambo, President Emeritus; Professor of Missiology. B.S., Nyack College; M.Div., Gordon-Conwell Divinity School; M.A., Fuller Seminary School of World Missions; Ph.D., New York University. 1996.


Eldon G. Woodcock, Professor Emeritus of Bible. B.A., Swarthmore; Th.M., Dallas Theological Seminary; Ph.D., Duke University. 1970
Index

A

Academic Calendar ................................................................. 288
Academic Policies ................................................................. 288
Academic Probation ............................................................... 292
Academic Standing ............................................................... 292
Academic Structure ............................................................... 9
Academic Year Calendar ....................................................... 287
Accounting Major ............................................................... 91
Accreditation ......................................................................... 7
Admissions ............................................................................. 305
Adolescent Education Courses .............................................. 200
Adolescent Education English Specialization ....................... 111
Adolescent Education Major ............................................... 108
Adolescent Education Mathematics Specialization ............... 113
Adolescent Education Social Studies (History) Specialization .. 115
Adolescent Education Social Studies (Social Science) Specialization .... 117
Adult Degree Completion Program Courses ....................... 167
Adult Degree Completion Programs ...................................... 236
American History Minor ..................................................... 303
American Studies Program .................................................. 280
Anthropology Courses ........................................................ 169
Applied Music Courses ....................................................... 235
Art Courses ........................................................................... 171
Attendance Policy ............................................................... 288
Australia Studies Centre ....................................................... 280

B

Bavarian Reformation Studies ................................................. 281
Bible Courses ......................................................................... 172
Biblical and Theological Studies Major .................................. 16
Biology Courses ................................................................. 177
Board of Trustees ............................................................... 2
Business Administration Major (A.S.) .................................... 104
Business Administration Major (B.S.) .................................... 94
Business Courses ............................................................... 178
Business Minor ................................................................. 303

C

Campus Safety ....................................................................... 325
Center for Biblical and Ministerial Studies .............................. 16
Chemistry Courses ............................................................. 185
Childhood Education Major ................................................. 123, 125

337
Childhood/Early Childhood Education Programs ............................................ 119
China Studies Program .................................................................................... 281
Christian Education Courses ........................................................................... 185
Christian Education Major ............................................................................. 22
Christian Work Major ..................................................................................... 40
Church Music Courses .................................................................................... 236
Church Music Major ....................................................................................... 141
Classification of Students ............................................................................. 288
College of Arts and Science ............................................................................ 42
College Warm-Up Program ............................................................................. 274
College Writing Requirements ........................................................................ 308
Communications Courses ............................................................................. 188
Communications Major ................................................................................. 42
Composition Major ......................................................................................... 144
Computer Science Courses ............................................................................. 191
Computer Science Minor ............................................................................... 303
Conditionally Admitted Students ................................................................. 273
Contemporary Music Program ...................................................................... 281
Core Curriculum ............................................................................................ 14
Core Values .................................................................................................... 5
Course Descriptions, Undergraduate ............................................................. 167
Course Information ........................................................................................ 289
Course Numbering System ............................................................................ 290
Credit By Examination .................................................................................. 308
Credit Load .................................................................................................... 290
Cross-Cultural Studies Major ....................................................................... 25

Degree Requirements .................................................................................... 300
Developmental Studies Courses .................................................................... 195
Directed Study ............................................................................................... 298
Disability Support Services ........................................................................... 275
Division of Academic Support Services ....................................................... 273
Double Majors ................................................................................................ 302
Drama Courses .............................................................................................. 197
Drama Minor .................................................................................................. 303

Early Childhood Education Courses ............................................................ 201
Early Childhood Education Major (Birth-Grade 2) ........................................ 126
Early Childhood-Childhood Education Major (Birth-Grade 6) ..................... 128
Economics Courses ....................................................................................... 198
Education Courses ....................................................................................... 204
Eduventure .................................................................................................... 281
English Courses ...............................................................................................210
English Language Immersion Program...........................................................276
English Language Institute .............................................................................275
English Language Institute Courses...............................................................216
English Major ....................................................................................................45
ESL Courses ....................................................................................................216
ESL Department New York City Campus......................................................275
European History Minor ..................................................................................303
Examinations Policies ......................................................................................290

F
Faculty
   Adult Degree Completion Program .............................................................333
   New York City Campus ..............................................................................331
   Ohio Campus ...............................................................................................333
   Rockland Campus .......................................................................................327
   Washington DC Campus ............................................................................334
Family Educational Rights & Privacy Act (FERPA) ...........................................290
Financial Aid and Payment Information ...........................................................312
Fine Arts Courses ...........................................................................................218
First-Year Studies ...........................................................................................274
Focus on the Family Institute .........................................................................282
French Courses ...............................................................................................229

G
General Education Major ..................................................................................81
General Information .........................................................................................325
German Courses .............................................................................................229
Grade Point System ........................................................................................292
Grade Reports and Adjustments .....................................................................293
Grading System ...............................................................................................291
Graduation Requirements ...............................................................................300
Grants and Scholarships
   New York City Campus ..............................................................................319
   Rockland Campus .......................................................................................315
Greek Courses .................................................................................................229
Grievance Procedures ....................................................................................294

H
Hebrew Courses ...............................................................................................230
Higher Education Opportunity Program (HEOP) ...........................................274
History Courses ...............................................................................................219
History Major ...................................................................................................49
Honors Program ...............................................................................................285
Index

I

Immunization ........................................................................................................... 306
Instrumental Performance Major ......................................................................... 147
Intercultural Studies and Missiology Courses ..................................................... 224
Interdisciplinary Studies Courses ......................................................................... 227
Interdisciplinary Studies Major ............................................................................ 52
International Relief and Development Minor .................................................... 303
Internships ............................................................................................................ 299
Italian Courses .................................................................................................... 231

J

Journalism/Writing Minor ...................................................................................... 303

L

Language Courses ................................................................................................. 228
Language Requirements ....................................................................................... 301
Latin American Studies Program ......................................................................... 282
Latin Courses ........................................................................................................ 231
Learning Assistance Program/Tutoring ................................................................. 275
Learning Contracts ................................................................................................. 298
Liberal Arts and Sciences/Sciences Major .............................................................. 83
Library .................................................................................................................. 278
Linguistics Courses ............................................................................................... 232
Linguistics Minor .................................................................................................. 303
Literature Courses ................................................................................................. 212
Los Angeles Film Studies Center .......................................................................... 282

M

Major Program Plan .............................................................................................. 301
Major Requirements ............................................................................................... 302
Mandarin Courses ................................................................................................. 231
Mathematics Courses ............................................................................................ 232
Mathematics Major ............................................................................................... 66
Middle East Studies Program ................................................................................. 283
Minor Requirements .............................................................................................. 302
Missiology Minor .................................................................................................. 303
Mission Statement ................................................................................................. 5
Modification of Program ......................................................................................... 304
Music Business Minor ........................................................................................... 304
Music Courses ....................................................................................................... 237
Music Education Courses ..................................................................................... 239
Music Education Major ......................................................................................... 153
Music Ensembles .................................................................................................. 240
## Index

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music Major B.A.</td>
<td>150</td>
</tr>
<tr>
<td>Music Methods Courses</td>
<td>241</td>
</tr>
<tr>
<td>Music Minor</td>
<td>303</td>
</tr>
<tr>
<td>Music Programs</td>
<td>136</td>
</tr>
<tr>
<td>Music Theory Courses</td>
<td>242</td>
</tr>
<tr>
<td>New Student Orientation</td>
<td>309</td>
</tr>
<tr>
<td>Nondiscriminatory Policy</td>
<td>305</td>
</tr>
<tr>
<td>Non-Matriculated Students</td>
<td>307</td>
</tr>
<tr>
<td>Off-Campus Study Programs</td>
<td>280</td>
</tr>
<tr>
<td>Officers of the College</td>
<td>2</td>
</tr>
<tr>
<td>Organizational Management Major</td>
<td>99</td>
</tr>
<tr>
<td>Oxford Honors Program</td>
<td>283</td>
</tr>
<tr>
<td>Oxford Summer School Program</td>
<td>283</td>
</tr>
<tr>
<td>Pastoral Ministry Courses</td>
<td>243</td>
</tr>
<tr>
<td>Pastoral Ministry Major</td>
<td>30</td>
</tr>
<tr>
<td>Payment Options</td>
<td>321</td>
</tr>
<tr>
<td>Philosophy Courses</td>
<td>248</td>
</tr>
<tr>
<td>Philosophy Major</td>
<td>68</td>
</tr>
<tr>
<td>Philosophy of Education</td>
<td>7</td>
</tr>
<tr>
<td>Physical Education Courses</td>
<td>250</td>
</tr>
<tr>
<td>Physical Education Experience Credit Policy</td>
<td>250</td>
</tr>
<tr>
<td>Physical Sciences Courses</td>
<td>251</td>
</tr>
<tr>
<td>Piano Performance Major</td>
<td>161</td>
</tr>
<tr>
<td>Plagiarism Policy</td>
<td>294</td>
</tr>
<tr>
<td>Political Science Courses</td>
<td>252</td>
</tr>
<tr>
<td>Political Science Minor</td>
<td>304</td>
</tr>
<tr>
<td>Private Music Lessons</td>
<td>236</td>
</tr>
<tr>
<td>Professors Emeriti</td>
<td>334</td>
</tr>
<tr>
<td>Programs of Study</td>
<td>12</td>
</tr>
<tr>
<td>Psychology Courses</td>
<td>252</td>
</tr>
<tr>
<td>Psychology Major</td>
<td>70</td>
</tr>
<tr>
<td>Psychology Minor</td>
<td>304</td>
</tr>
<tr>
<td>Refunds</td>
<td>323</td>
</tr>
<tr>
<td>Registration Procedures</td>
<td>296</td>
</tr>
<tr>
<td>Religion Courses</td>
<td>256</td>
</tr>
<tr>
<td>Religion Major</td>
<td>74</td>
</tr>
</tbody>
</table>

341
Room and Board Regulations................................................................. 322
Russian Studies Program........................................................................ 283

S
Scholastic Honors..................................................................................... 293
School of Business and Leadership.......................................................... 91
School of Education.................................................................................. 106
School of Human Services................................................................. 86
School of Music....................................................................................... 136
Sign Language Courses............................................................................ 231
Social Work Courses................................................................................. 264
Social Work Major.................................................................................... 86
Social Work Minor................................................................................... 304
Sociology Courses.................................................................................... 258
Sociology Major......................................................................................... 78
Spanish Courses...................................................................................... 231
Sports Management Minor....................................................................... 304
Standards for Satisfactory Academic Progress........................................ 314
Statement of Faith.................................................................................... 3
Student Handbook................................................................................... 325
Student Learning Goals............................................................................ 6
Study Options........................................................................................... 298
Summer School...................................................................................... 298

T
TESOL Courses......................................................................................... 209
TESOL Major........................................................................................... 131
TESOL Minor........................................................................................... 304
Theology Courses.................................................................................... 266
Title IV Programs.................................................................................... 312
Transcripts............................................................................................... 299
Transfer of Credit.................................................................................... 308
Tuition and Fees....................................................................................... 310
Tuition Exchange Programs...................................................................... 322

U
Uganda Studies Program.......................................................................... 283
Undergraduate Course Descriptions....................................................... 167

V
Voice Performance Major......................................................................... 164

W
Washington Journalism Center............................................................... 284
<table>
<thead>
<tr>
<th>Index</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Courses</td>
<td>210</td>
</tr>
<tr>
<td>Youth Ministry Courses</td>
<td>270</td>
</tr>
<tr>
<td>Youth Ministry Major</td>
<td>36</td>
</tr>
</tbody>
</table>