Cover photo by Andres Valenzuela
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This catalog is for informational purposes only and does not constitute a contract between the student and Nyack College/Alliance Theological Seminary. While every effort is made to provide accurate and current information, Nyack reserves the right to delete, modify or alter without notice statements in the catalog concerning rules, policies, fees, curricula, courses or other matters.
WELCOME

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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Dr. Lucy Guzman, Trenton, NJ
Dr. David D. Ireland, Rockaway, NJ
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Mr. J. Michael Knefley, Ulysses, PA
Rev. Stanley Kwong, Congers, NY
Dr. Tzuo-Yan Lee, Morristown, NJ
Mr. Dwight D. Safer, Colchester, VT
Rev. Scott G. Slocum, Essex Junction, VT
Rev. John F. Soper, Colorado Springs, CO
Rev. J. Wayne Spriggs, Middletown, PA
Dr. Bruce K. Terpstra, Pompton Plains, NJ
Mrs. Carolyn A. Tonge, Coral Springs, FL
Mr. Mark R. Wellman, Princeton, NJ
Mr. Duane A. Wheeland, Easton, PA

TRUSTEE EMERITUS
Dr. Walter J. Helsing, Beaver, PA
HISTORY

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

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

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

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. 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.
History and Mission

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

**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.

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

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.

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.
Learning Goals and Philosophy of Education

**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 (Rockland campus) 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 an accredited institutional member of the National Association of Schools of Music (NASM). Nyack College’s Social Work program is accredited by the Council for Social Work Education (CSWE).
Academic Structure

2009-2010

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

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

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

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

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

College of Biblical and Christian Ministry
Dr. Frank Chan, Associate Dean

Biblical and Theological Studies: Dr. Frank Chan (Dept. Chair), Dr. Stephen Bennett, Dr. Elio Cuccaro, Dr. Amy Davis, Dr. Thomas Donworth, Dr. Dongsu Kim, Dr. Steven Notley
CrossCultural Studies and Missiology: Scott Reitz (Dept. Chair; Dir., Global Service Lrng), J. Spurling
Pastoral Ministry: Orlando River (Dept. Chair), Dr. Russell McLeod, Jeffrey Quinn, Carlos Velez
Youth Ministry and Christian Education: Dr. Leonard Kageler (Dept. Chair), Dr. Ronald Belsterling

College of Arts and Science
Dr. Fernando Arzola Jr., Associate Dean

Biology and Chemistry: Dr. Jacqueline Washington (Dept. Chair), Stephen Perry
Communications: Darlene Pinkerton (Dept. Chair), Dr. Sharron Greaves
English: Dr. Jonathan Gates (Dept. Chair), Dr. Elaine Lux (Deputy Dept. Chair), Dr. Charles Beach, Dr. Louise McCreery, Bradley McDuffie, Kevin Pinkham, Christine Warrington
Academic Structure

Fine Arts: Dr. Sue Talley (Dept. Chair)
History and Political Science: Dr. Lyndell O’Hara (Dept. Chair), Dr. David Weir (Deputy Dept. Chair), Dr. Vilma Balmaceda, Raquel Reynoso
Interdisciplinary Studies: Dr. Josue Perez, Dr. Stephen Ware
Mathematics: Dr. In Hak Moon (Dept. Chair)
Modern Languages and Linguistics: Dr. Frank Tuzi (Dept. Chair), Sally Stuart, Margaret Bowen, Kula Thompson
Philosophy: Dr. James Danaher (Dept. Chair/Rockland), Alfredo Cid
Physical Sciences: Dr. Yili Liu (Dept. Chair)
Psychology: Dr. Agnia Assur (Dept. Chair/Rockland), Denise Hirschlein, Dr. Stephen Maret (Dept. Chair/NYC), Dr. Jack Wiltshire
Religion: Dr. Larry Poston (Dept. Chair)
Sociology and Criminal Justice: Dr. Charles Awasu (Dept. Chair), Miguel Sanchez

School of Human Services
TBA, Dean

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

School of Education
Dr. JoAnn Looney, Dean

Adolescent Education: Dr. James Nichols (Dept. Chair), Dr. Dion Harrigan
Childhood Education: Dr. Marie White (Dept. Chair/NYC), Susan Bucei (Dept. Chair/Rockland), Christine Buel, Miriam Velez
Early Childhood Education: Sherry Jarrett
TESOL: Dr. Frank Tuzi
Masters in Education: Dr. Stuart Knapp (Director, Inclusive Education)

School of Music
Dr. Glenn Koponen, Dean

Music
Music Composition
Music Education
Music Performance
Sacred Music

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

School of Business and Leadership
Dr. Anita Underwood, Dean
Dr. Richard Gathro, Dean of Nyack College, Washington, D.C.

Accounting: James Muckell
Business Administration: Susanne Hartl (Dept. Chair/Rockland), Dr. Ralph Grant (Dept. Chair/NYC), Dr. Gordon Boronow
Computer Science: Dr. David Ahn (Dept. Chair)
Organizational Leadership: Blondell Anderson, Dr. Claire Henry, Julie Hood-Baldomir (Dept. Chair), Dr. Doug LePelley, Alyson Williams
Master of Business Administration: Dr. Jesse Stevens (Dir.), Dr. John Laski
Master of Science in Organization Leadership: Dr. Jerry Becker, Dr. Karen Fenton-LeShore, Dr. Patricia Johnson, Dr. Stuart Allen

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

Division of Library Services
Linda Poston, Dean of Library Services

ATS: Cheryl Felmlee (Director)
NYC: Myung Ja Kim
Rockland: Sunya Notley, Mick Williams, Christy Choi

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

Wellness Services: Drusila Nieves (Director)
Residence Life: Wanda Velez (Director)
Spiritual Formation: Wanda Walborn (Director), Kelvin Walker

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

Disability Support Services: Elona Collins
Developmental Education: Phlaine Toliao (Dept. Head)
HEOP: Dr. Gwen Parker-Ames (Director), Cheryl Thurman (Assistant Director)
Academic Advisement: Adelaide Pabon (Director)
Writing Center: Beverly Locke (Dir./Rockland), Millicent Waterman (Dir./NYC)
Academic Structure

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

Registrar: Evangeline Couchey (Undergraduate Registrar), Elizabeth Hanson (OL Associate Registrar), Rebecca Noss (Graduate Registrar)
# Programs of Study

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

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### Academic Programs

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### Associate Degree Programs (4)

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<thead>
<tr>
<th>Program</th>
<th>Degree</th>
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<tr>
<td>Business Administration (5004)</td>
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<td>171</td>
</tr>
<tr>
<td>Christian Work (5502)</td>
<td>A.S.</td>
<td>41</td>
</tr>
<tr>
<td>General Education (5699)</td>
<td>A.A.</td>
<td>90</td>
</tr>
<tr>
<td>Liberal Arts and Sciences: Sciences (5649)</td>
<td>A.A.</td>
<td>93</td>
</tr>
</tbody>
</table>

* 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 **37 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 layperson 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 (37 credits) Credits

**Information Management:**
- INT 101 - Information Literacy ................................................................. 1

**Basic Communication:**
- ENG 101-102 - College Writing I and II....................................................... 6

**Western and World Civilization:**
- HIS 113,114 - History of World Civilization I and II ....................................... 6

**Humanities:**
- ENG 201 or 202 - Global Literature I or II .................................................... 3
- PHI 101 - Introduction to Philosophy ............................................................... 3

**American Civilization:**
- SOC 347 - Multicultural America ................................................................. 3

**Fine Arts (an approved course in the Arts)** .................................................. 3

**Laboratory Science (an approved course in the Sciences)** .............................. 4

**Mathematics elective (an approved course in Mathematics)** .......................... 3

**Social Science elective (an approved course in the Social Sciences)** ............... 3

**Additional requirements:**
- INT 112 - Foundations for Excellence .......................................................... 2

### Foreign Language requirement (6-12 credits)

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.

### Bible and Ministry Minor Curriculum (15 credits) Credits

- PMN 101 - Introduction to Spiritual Formation .................................................. 2
- BIB 102 - Old Testament Literature .............................................................. 3
BIB 201 - New Testament Literature................................................................. 3
BIB 303 Christian Thought............................................................................... 3
BIB/THE elective (must be Historical Theology elective)............................... 3
PMN 201 - Nyack Heritage............................................................................. 1

The remaining credits of the curriculum are divided between a **Major Requirement Component (including a 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

College of Bible and Christian Ministry
Dr. Frank Chan, Associate Dean

BIBLICAL AND THEOLOGICAL STUDIES MAJOR - B.A.

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

Mission Statement
The Nyack College Biblical and Theological Studies Department seeks to assist Nyack students in their intellectual and spiritual formation by moving them toward competency in reading, interpreting and applying the Bible and in integrating its teaching into their worldview and personal lives.

Inasmuch as it is called upon to help prepare all Nyack undergraduates for professions of service, the Department seeks to impart a familiarity with the biblical world and with biblical thought, enabling students to connect the concerns of the ancient text with the concerns of the contemporary world. It also seeks to impart the conviction that the Bible’s central message, the gospel of Jesus Christ, offers hope for positive change for the entire global community.

Inasmuch as it is called upon to train Bible and Theology majors, the Department seeks to impart skills of ministerial and scholarly expertise, equipping majors with methods of study that will sharpen their understanding of the Bible and enable them to communicate its teaching with confidence and authority. It also seeks to impart familiarity with and respect for the Christian heritage, reminding majors of the larger community of Bible interpreters to which they belong and inspiring them to honor and build upon the work of others.

Program Goals
The Biblical and Theological Studies program seeks to impart to its majors:

1. Knowledge of the Bible and the Christian heritage. This will be accomplished through Bible and Theology survey courses and out-of-classroom learning venues sponsored or supported by the Biblical and Theological Studies department.

2. Skill in researching, interpreting, applying, and communicating the teaching of the Bible. This will be accomplished directly through a Hermeneutics course and a senior seminar course and indirectly through Bible and Theology elective courses.
3. **Conviction** about the Bible’s role in spiritual formation, the church as a student’s primary interpretive community and the gospel as a message of hope for positive change in the global community. This will be accomplished directly through a Personal Spiritual Formation course, a Global Engagement course, and indirectly through Bible and Theology elective courses and through interaction and advisement from the Bible and Theology faculty.

**Student Learning Goals**

By graduation, the Biblical and Theological Studies major’s knowledge, skills and convictions will reflect Nyack’s core values in the following way:

**Academically Excellent:** Students will know introductory, background and thematic information about the sixty-six books of the Bible and the scholarly research methods through which this knowledge is generated. They will also know the Christian church’s historic doctrines, great thinkers and contemporary expressions, with which the students must interact. *This knowledge will be assessed through various written exams and Bible interpretation papers assigned throughout the program and through a standardized exam in the senior year.*

**Globally Engaged and Intentionally Diverse:** Students will know the richness of the Christian heritage in all its global diversity. Students will also know how the Christian worldview compares and contrasts with competing worldviews in the global marketplace of ideas. *This knowledge will be assessed through various written exams throughout the program and through a standardized exam during the senior year.*

**Personally Transforming:** Students will be able to communicate, whether in oral or written form, the ways in which they integrate the Bible’s teaching into their Christian worldview and into their personal daily living. *This ability will be assessed through various Bible interpretation assignments, both oral and written, throughout the program that require this integration and through a professional interview in the senior year.*

**Socially Relevant:** Students will be able to connect properly the concerns of the ancient text to the concerns of the modern world, to think biblically in addressing contemporary problems, and to communicate how the gospel of Jesus Christ offers hope for positive change in the global community. These skills will prepare the students for ministerial, educational and other service professions. *This ability will be assessed through various Bible interpretation papers assigned throughout the program.*
Program Assessment

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Context</th>
<th>Location in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Standardized Bible and Theology content test, covering the content of BIB 102, BIB 201, BIB 301, BIB 302 and THE 320. This assessment will measure program goal (1), knowledge of the Bible and the Christian heritage.</td>
<td>THE 470 Theology Seminar</td>
<td>Senior year</td>
</tr>
<tr>
<td>2. Bible research / interpretation papers This assessment will measure program goal (2), skill in researching, interpreting, applying and communicating the teachings of the Bible.</td>
<td>THE 470 Theology Seminar</td>
<td>Senior year</td>
</tr>
<tr>
<td>3. A theological biography</td>
<td>THE 470 Theology Seminar</td>
<td>Senior year</td>
</tr>
<tr>
<td>4. Professional interview</td>
<td>THE 470 Theology Seminar</td>
<td>Senior year</td>
</tr>
</tbody>
</table>

No Prior Year assessments. Assessments will be instituted beginning Fall 2009.

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

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

**Foreign Language Component** ............................................................................. 12
- 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
  2 years or intermediate level (12 credits) of the same language

**Bible and Ministry Core Curriculum** ....................................................................... 12
(Bible majors are exempt from BIB 303- Christian Thought)

**Major Field Component (39 credits)**
- BIB 331 - Hermeneutics ................................................................. 3
- BIB 301, 302 – Systematic Theology I and II ......................................... 6
- THE 320 – Introduction to Historical Theology ....................................... 3
- THE 470 - Seminar ............................................................................... 3
- Worldview elective ............................................................................... 3
- PMN 346 – Personal Spiritual Formation ............................................ 3
- ICS 224 – Introduction to Global Engagement or Bible Lands Trip (BIB384-387) ........ 3

**Elective Courses**
For students choosing the “Bible” Concentration
- Old Testament electives ................................................................. 6
- New Testament electives ................................................................. 6
- Either BIB or THE elective ............................................................... 3
For students choosing the “Theology” Concentration:

| Historical Theology elective (any course from THE 321–328, or THE 428) | 6 |
| Systematic Theology elective (any from THE 342-350 or THE 446, or THE 450) | 6 |
| BIB elective | 3 |

Miscellaneous Elective Component (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: Bible Concentration

### 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
- Language Requirement..................3
- MAT-elective..................................3

### SECOND YEAR: Fall
- BIB 201-New Testament Lit...........3
- ENG 201 or 202-Global Lit. I or II.3
- Language Requirement..................3
- PMN 201-Nyack Heritage...............1
- BIB- Elective (OT) ..........................3
- Electives........................................3

### THIRD YEAR: Fall
- BIB 301-Systematic Theology I.......3
- BIB 331-Hermeneutics....................3
- THE 320- Intro Historical Theol....3
- SOC 347-Multicultural America....3
- Elective ........................................3

### FOURTH YEAR: Fall
- NT elective.................................6
- Worldview 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
- Language Requirement..................3
- Social Science elective ...............3
- INT 101-Info Literacy....................1

### SECOND YEAR: Spring
- Language Requirement..................3
- PHI 101-Intro. to Philosophy..........3
- Laboratory Science......................4
- ICS 224 – Intro Global Engage........3
- Electives........................................3

### THIRD YEAR: Spring
- BIB 302- Systematic Theology II...3
- BIB- Elective (core) ......................3
- BIB/THE-Elective .........................3
- PMN 346- Personal Spiritual Form 3
- Fine Arts requirement..................3
- Electives........................................2

### FOURTH YEAR: Spring
- BIB-Elective (O.T.) ......................3
- THE 470-Theology Seminar .........3
- Electives.......................................9
Biblical and Theological Studies Major
Suggested Program Plan: Theology Concentration

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
Language Requirement................. 3
MAT-elective.................................. 3

SECOND YEAR: Fall
BIB 201-New Testament Lit. .......... 3
ENG 201 or 202-Global Lit. I or II .. 3
Language Requirement................... 3
PMN 201-Nyack Heritage.............. 1
Electives..................................... 6

THIRD YEAR: Fall
BIB 301-Systematic Theology I ...... 3
BIB 331-Hermeneutics.................. 3
THE 320- Intro Historical Theol.... 3
SOC 347-Multicultural America ....... 3
Elective ...................................... 3

FOURTH YEAR: Fall
THE elective (Systematic)............. 3
Worldview elective........................ 3
THE elective (Historical)............... 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
Language Requirement................. 3
Social Science elective............... 3
INT 101-Info Literacy.................. 1

SECOND YEAR: Spring
Language Requirement ................. 3
PHI 101-Intro. to Philosophy........ 3
Laboratory Science....................... 4
ICS 224 – Intro Global Engage...... 3
Electives................................... 3

THIRD YEAR: Spring
BIB 302- Systematic Theology II.... 3
BIB- Elective (core)..................... 3
BIB-Elective.................................. 3
PMN 346- Personal Spiritual Form 3
Fine Arts requirement................ 3
Electives.................................... 2

FOURTH YEAR: Spring
THE Elective (Systematic).......... 3
THE Elective (Historical)........... 3
THE 470-Theology Seminar......... 3
Electives................................. 6
CHRISTIAN EDUCATION MAJOR – B.S.

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

Mission Statement

The mission and student learning goals of the Nyack College Department of Youth Ministry and Christian Education deepens and extends the “…preparing them for lives of service to Christ and His church…” portion of the Nyack College Mission Statement.

The mission of the Nyack College Department of Youth Ministry and Christian Education is to enfold, encourage, equip, and unleash collegians to have Kingdom impact in God’s power.

Our Student Learning goals flesh this out in accordance with Nyack College’s Core Values.

Student Learning Goals

Through an academically rigorous, interdisciplinary curriculum student in this department will be able to:

Academically Excellent: Know and articulate a coherent, biblical based philosophy of youth or Christian education ministry.

Globally Engaged: Demonstrate knowledge of global resources in youth ministry and Christian education.

Intentionally Diverse: Demonstrate the skills to use analytical thinking and utilize diverse perspectives as a means to problem solving and ministry development depending on the socioeconomic context of ministry.

Demonstrate the skills and dispositions to function successfully within the supervisory structure within a given ministry site.

Personally Transforming: Demonstrate dispositions for personal spiritual formation as well as personal dispositions which are important in working closely with other people.

Have the knowledge, skills, and dispositions to successfully find employment in this field, having gained not only two years of field work experience, but experience in resume and portfolio development, interview dynamics, potential employer/community research techniques.

Socially Relevant: Possess the knowledge, skills, and dispositions to nurture the faith of children/youth and their families.

Possess the knowledge, skills and dispositions to recruit, train, and motivate volunteer staff in ministry and impacting their communities.
Program Assessment

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Context</th>
<th>Location in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dispositions “Fruit of the Spirit Survey” (Goals 1,2,6,7,8)</td>
<td>Completed by student years one and two. Completed by peers and faculty years 3 and 4.</td>
<td>First and second year. Third and fourth year.</td>
</tr>
<tr>
<td>2. Senior Portfolio (Goals 1,2,3,4,5,6,8)</td>
<td>Senior Seminar</td>
<td>Senior year</td>
</tr>
</tbody>
</table>

No prior year assessments. Assessments will be instituted beginning Fall 2009.

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 233 - 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

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 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

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

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

24
ENG 201 or 202-Global Lit. I or II 3
Liberal Arts Elective...................... 3

THIRD YEAR: Fall
BIB 301 or 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

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

FOURTH YEAR: Spring
CED 492-Seminar and Pract. II..... 2
CED Electives.............................3
Electives................................. 6
Liberal Arts Electives................. 2

Fine Arts Requirement ..................3

Liberal Arts Electives.................2
CROSS-CULTURAL STUDIES MAJOR - B.A.

Primary Faculty, Rockland: Scott Reitz, J. Spurling

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 include 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.

Program Goals
The Cross-Cultural Studies program seeks to impart to its majors:

1. **Knowledge** of Cross-Cultural Studies. This will be accomplished through cross-cultural studies courses and out-of-classroom learning venues sponsored or supported by the Cross-Cultural Studies program.
2. **Skill** in understanding, interpreting, applying and communicating with cross-cultural competencies. This will be accomplished directly through the capstone senior seminar course and indirectly through cross-cultural elective courses.
3. **Conviction** about the value of cross-cultural competencies and the relevance of contextualized service in the global community, believing the gospel as a message of hope for positive change. This will be accomplished directly through each major core course, and indirectly through elective courses and through interaction and advisement from the Cross-Cultural Studies faculty.

Student Learning Goals
By graduation, the Cross-Cultural Studies major’s knowledge, skills and convictions will reflect Nyack’s core values in the following way:

**Academically Excellent:** Students will know foundational and scholarly research methods through which this knowledge is generated. *This knowledge will be assessed through various written exams and scholarly papers assigned throughout the program and through a standardized exam in the senior year.*
Globally Engaged and Intentionally Diverse. Students will know and interact with historical, anthropological, cultural, and theological study in all its global diversity. Students will also know how the Christian worldview compares and contrasts with competing worldviews in the global marketplace of ideas. *This knowledge will be assessed through various written exams throughout the program and through a standardized exam during the senior year.*

Personally Transforming. Students will be able to communicate, whether in oral or written form, the ways in which they integrate program content into their personal and professional life. *This ability will be assessed through various oral and written assignments, throughout the program that require this integration and through a professional interview in the senior year.*

Socially Relevant: Students will apply coursework to the concerns of the modern world, to think biblically in addressing contemporary problems, and to communicate how the gospel of Jesus Christ offers hope for positive change in the global community. These skills will prepare the students for humanitarian, ministerial, educational and other service professions. *This ability will be assessed through various written research and reflection papers, and service-learning requirements assigned throughout the program.*

### Program Assessment

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Context</th>
<th>Location in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Academic Portfolio</td>
<td>Each course in the major</td>
<td>Cross-Cultural Studies faculty will identify one portfolio assignment for each course that will be graded and submitted to the students Cross-Cultural Studies portfolio. The portfolio will reflect the student’s study of their concentration as well as geographical or people group focus if selected.</td>
</tr>
<tr>
<td>2. Cross-Cultural Studies research papers</td>
<td>ICS 201, 224, 336, 412</td>
<td>2nd, 3rd and 4th year</td>
</tr>
<tr>
<td>3. Professional Placement Folder</td>
<td>Senior Seminar</td>
<td>Senior year</td>
</tr>
</tbody>
</table>

No prior year assessments. Assessments will be instituted beginning Fall 2009.

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
- 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 (or CCL electives) ........................................ 15
Liberal Arts Electives ........................................................................... 11
Total credits required ............................................................................. 126

Concentrations

Community Development: Designed for students with a desire to work with international non-governmental organizations (NGOs) 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 as a terminal program or 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 as a terminal program or 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 as a terminal program or 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 as a terminal program or 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 as a terminal program or 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 as a terminal program or 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
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
EDT341-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.
Cross-Cultural Studies

Urban Context Concentration
- YMN 346 - American Youth Culture .................................................. 3
- SOC 250 - Sociology of the City ......................................................... 3
- ICS 435 - Introduction to Urban Ministries ....................................... 3
- PMN 311- Introduction To Homiletics .............................................. 3

Cross-Cultural Studies 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>INT112-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>Foreign Language</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>MAT-Math Elective</td>
</tr>
<tr>
<td>PMN 201-Nyack Heritage</td>
<td></td>
</tr>
<tr>
<td>INT 101-Info Literacy</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SECOND YEAR: Fall</th>
<th>SECOND YEAR: Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 201-Cultural Anthropology</td>
<td>Fine Arts requirement</td>
</tr>
<tr>
<td>BIB 201-New Testament Lit.</td>
<td>Foreign Language</td>
</tr>
<tr>
<td>ENG 201 or 202-Global Lit. I or II</td>
<td>PHI 101-Intro. to Philosophy</td>
</tr>
<tr>
<td>ICS 224-Intro Global Mission</td>
<td>Laboratory Science</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Social Science Elective</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THIRD YEAR: Fall</th>
<th>THIRD YEAR: Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIB 303 Christian Thought</td>
<td>SOC 454 or SWK 254</td>
</tr>
<tr>
<td>ICS 346-Cross-Cult. Adjustment</td>
<td>BIB-Elective</td>
</tr>
<tr>
<td>SOC 347-Multicultural America</td>
<td>REL 314-World Religions</td>
</tr>
<tr>
<td>SOC 334-Int. Rel &amp; Develop.</td>
<td>Elect. from Peoples &amp; Cultures</td>
</tr>
<tr>
<td>REL-Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>FOURTH YEAR: Fall</th>
<th>FOURTH YEAR: Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elect. from Peoples &amp; Cultures</td>
<td>LIN 343-Cult &amp; Comm</td>
</tr>
<tr>
<td>SOC 459 or ECO 340</td>
<td>REL-Elective</td>
</tr>
<tr>
<td>Electives</td>
<td>Electives</td>
</tr>
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<td></td>
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</tr>
</tbody>
</table>
Pastoral Ministry

PASTORAL MINISTRY MAJOR - B.S.

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

Mission Statement
The Nyack College Pastoral Ministry program stays true to our original trust by equipping men or women who wish to become pastors, church planters, evangelists, worship leaders or other ministry related professionals upon graduation, with or without further education. Our faculty embraces what we like to call “the two handed warrior” approach to education. Both spiritual formation and solid intellectual content are necessary for raising up the next generation of pastors and leaders. We strive to live by and encourage our students to pay close attention to the integrity of their heart and head as is encouraged in 1 Timothy 4:16, “Keep a close watch on yourself and on the teaching. Persist in this, for by so doing you will save both yourself and your hearers.”

Program Goals
The Pastoral Ministries program seeks to impart to its majors:

1. Knowledge of Scriptures, Biblical Theology, and Biblical Interpretation. This will be accomplished through Bible, Theology, and Interpretation courses and out-of-classroom learning venues sponsored or supported by the Pastoral Ministries Department.

2. Skill in preaching, leadership, pastoral counseling, evangelism, church planting, and the application of God’s word to contemporary environments. This will be accomplished directly through completion of courses in preaching, leadership, pastoral counseling, evangelism and church planting. In addition, students will participate in three internship courses and a senior seminar course.

3. Conviction about the necessity of personal holiness, biblically-based ministry, dependence on the Holy Spirit, and culturally relevant engagement in society. This will be accomplished directly through a Personal Spiritual Formation course, a Global Engagement course and indirectly through Pastoral Ministries elective courses and through interaction and advisement from the Pastoral Ministries faculty.

Student Learning Goals
By graduation, the Pastoral Ministries major’s knowledge, skills and convictions will reflect Nyack’s core values in the following way:
- Academically Excellent: Students will know introductory, background and thematic information about the sixty-six books of the Bible and the scholarly research methods through which this knowledge is generated. They will also know the Christian church’s historic doctrines, great thinkers and
contemporary expressions, with which the students must interact. This knowledge will be assessed through various written exams and Bible interpretation papers assigned throughout the program and through a standardized exam in the senior year.

Globally Engaged and Intentionally Diverse. Students will know the richness of the Christian heritage in all its global diversity. Students will also know how the Christian worldview compares and contrasts with competing worldviews in the global marketplace of ideas. This knowledge will be assessed through various written exams throughout the program and through a standardized exam during the senior year.

Personally Transforming. Students will be able to communicate, whether in oral or written form, the ways in which they integrate the Bible’s teaching into their Christian worldview and into their personal daily living. This ability will be assessed through various Bible interpretation assignments, both oral and written, throughout the program that require this integration and through a professional interview in the senior year.

Socially Relevant: Students will be able to connect properly the concerns of the ancient text to the concerns of the modern world, to think biblically in addressing contemporary problems, and to communicate how the gospel of Jesus Christ offers hope for positive change in the global community. These skills will prepare the students for ministerial, educational and other service professions. This ability will be assessed through various papers assigned throughout the program.

Program Assessment

The following assessments are used to assess program effectiveness.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Context</th>
<th>Location in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standardized Bible and Theology content test.</td>
<td>BIB 102, BIB 201, BIB 301,</td>
<td>Senior Year</td>
</tr>
<tr>
<td></td>
<td>BIB 302 and THE 320</td>
<td></td>
</tr>
<tr>
<td>This assessment will measure program goal (1),</td>
<td></td>
<td></td>
</tr>
<tr>
<td>knowledge of the Bible and the Christian heritage. This test will also be re-administered during the Senior Seminar course.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional placement folder</td>
<td>Senior Seminar (PMN 470)</td>
<td>Sr. Year</td>
</tr>
<tr>
<td>This assessment will measure program goal (2),</td>
<td></td>
<td></td>
</tr>
<tr>
<td>skill in preaching, leadership, pastoral</td>
<td></td>
<td></td>
</tr>
<tr>
<td>counseling, evangelism, church planting, and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the application of God’s word to contemporary environments.</td>
<td></td>
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</tbody>
</table>
Pastoral Ministry

“Readiness-for-ministry” interview. The course instructor reviews with the student his or her professional placement folder. This assessment will measure program goal (3), conviction about the necessity of personal holiness, biblically-based ministry, dependence on the Holy Spirit, and culturally relevant engagement in society.

Senior Seminar (PMN 470)  Senior Year

No prior year assessments. Assessments will be instituted Fall 2009.

Concentrations

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.

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.

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.

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts and Science Core Component</td>
<td>37</td>
</tr>
<tr>
<td>Bible and Ministry Minor Curriculum</td>
<td>15</td>
</tr>
<tr>
<td>Major Field Component (36 credits)</td>
<td></td>
</tr>
<tr>
<td>CED 202 - Foundations of Teaching in the Church</td>
<td>3</td>
</tr>
<tr>
<td>HEB 101 &amp; 102 or GRK 101 &amp; 102</td>
<td>6</td>
</tr>
<tr>
<td>PMN 311-312 - Introduction and Intermediate Homiletics</td>
<td>6</td>
</tr>
<tr>
<td>YMN 333 - Intro to Youth Ministry</td>
<td>3</td>
</tr>
<tr>
<td>PMN 346 - Personal Spiritual Formation (Worldview requirement)</td>
<td>3</td>
</tr>
<tr>
<td>CED 349 - Intro to Family Ministry</td>
<td>3</td>
</tr>
</tbody>
</table>
Pastoral Ministry

PMN 441 - Leadership and Administration ................................................................. 3
PMN 442 - Pastoral Methods .................................................................................... 3
PMN 470 - Senior Seminar ...................................................................................... 3
Pastoral Ministry Experience (PMN 243, 391, 392, 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)
Liberal arts electives ................................................................................................. 9
Miscellaneous electives ............................................................................................ 14

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
(students need to take PMN 311 & 312 during junior year to qualify for
PMN 414)
PMN 432 - Principles of Church Growth .............................................................. 3
BIB 450 - The Holy Spirit and His Gifts ................................................................ 3
BUS 242 - Personal Finance .................................................................................. 3
CED 346 - Youth Outreach .................................................................................... 3
CSC 242 - Webpage Design .................................................................................. 3
DRA 205 - Introduction to Theatre ....................................................................... 3

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

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

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
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)

**Pastoral Ministry Major Suggested Program Plan**

<table>
<thead>
<tr>
<th>FIRST YEAR: Fall</th>
<th>FIRST YEAR: Spring</th>
</tr>
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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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<th>SECOND YEAR: Fall</th>
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</thead>
<tbody>
<tr>
<td>BIB 201-New Testament Lit.</td>
<td>YMN 333-Intro. to Youth Min.</td>
</tr>
<tr>
<td>CED 202-Found. Tchg. in Church</td>
<td>Fine Arts requirement</td>
</tr>
<tr>
<td>ENG 201 or 202-GLOBAL Lit. I or II</td>
<td>HEB 102 or GRK</td>
</tr>
<tr>
<td>MAT-Math Elective</td>
<td>Laboratory Science</td>
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<tr>
<td>HEB 101 or GRK</td>
<td>Elective</td>
</tr>
<tr>
<td>101</td>
<td></td>
</tr>
<tr>
<td>PMN-Concentration Elective</td>
<td></td>
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</tbody>
</table>

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<thead>
<tr>
<th>THIRD YEAR: Fall</th>
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<tbody>
<tr>
<td>BIB 303 Christian Thought</td>
<td>BIB-Elective</td>
</tr>
<tr>
<td>SOC 347-Multicultural America</td>
<td>PMN 312-Interm Homiletics</td>
</tr>
<tr>
<td>PMN 311-Intro. Homiletics</td>
<td>PMN 346-Pers. Spiritual Form</td>
</tr>
<tr>
<td>Pastoral Min. Experience</td>
<td>PMN-Concentration Elective</td>
</tr>
<tr>
<td>PMN-Concentration Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>CED 349-Intro. to Family Min</td>
<td>Pastoral Min. Experience</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>PMN 441-Leadership &amp; Admin</td>
<td>PMN 442-Pastoral Methods</td>
</tr>
<tr>
<td>PMN-Concentration Elective</td>
<td>PMN 470-Senior Seminar</td>
</tr>
<tr>
<td>Pastoral Min. Experience</td>
<td>Liberal Arts Electives</td>
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<td>Electives</td>
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<thead>
<tr>
<th>Electives</th>
<th>Liberal Arts Electives</th>
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<tr>
<td>8</td>
<td>9</td>
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</tbody>
</table>
Youth Ministry

YOUTH MINISTRY MAJOR - B.S.

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

Mission Statement
The mission and student learning goals of the Nyack College Department of Youth Ministry and Christian Education deepens and extends the “…preparing them for lives of service to Christ and His church…” portion of the Nyack College Mission Statement.

The mission of the Nyack College Department of Youth Ministry and Christian Education is to enfold, encourage, equip, and unleash collegians to have Kingdom impact in God’s power.

Our Student Learning goals flesh this out in accordance with Nyack College’s Core Values.

Student Learning Goals
Through an academically rigorous, interdisciplinary curriculum student in this department will be able to:

Academically Excellent: Know and articulate a coherent, biblical-based philosophy of youth or Christian education ministry.

Globally Engaged: Demonstrate knowledge of global resources in youth ministry and Christian education.

Intentionally Diverse: Demonstrate the skills to use analytical thinking and utilize diverse perspectives as a means to problem solving and ministry development depending on the socioeconomic context of ministry.

Demonstrate the skills and dispositions to function successfully within the supervisory structure within a given ministry site.

Personally Transforming: Demonstrate dispositions for personal spiritual formation as well as personal dispositions which are important in working closely with other people.

Have the knowledge, skills, and dispositions to successfully find employment in this field, having gained not only two years of field work experience, but experience in resume and portfolio development, interview dynamics, potential employer/community research techniques.

Socially Relevant: Possess the knowledge, skills, and dispositions to nurture the faith of children/youth and their families.

Possess the knowledge, skills, and dispositions to recruit, train, and motivate volunteer staff in ministry and impacting their communities.
Program Assessment

The following assessments are used to assess program effectiveness.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Context</th>
<th>Location in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dispositions “Fruit of the Spirit Survey”</td>
<td>Student Teaching 1</td>
<td>Jr Year</td>
</tr>
<tr>
<td>2. Senior Portfolio</td>
<td>Required Youth Min courses contribute to Portfolio, final evaluation comes in Seminar &amp; Practicum 1</td>
<td>Sr. Year</td>
</tr>
<tr>
<td>3. Professional interview</td>
<td>Senior Seminar</td>
<td>Senior Year</td>
</tr>
</tbody>
</table>

No prior year assessments. Assessments will be instituted Fall 2009.

The CE/Youth Ministry Department will assess, in detail, two of the above Student Learning Outcomes (SLO’s) each year for the next three years. Therefore, formal review and assessment will take the place of Student Learning Outcome (SLO’s) 1 and 2 in 09/10, 3 and 4 in 10/11, 5 and 6 in 11/12, 7 and 8 in 12/13.

Each year the assessment/response cycle will be similar.

Fall semester assessment activities:
- Use already extant surveys or develop new student surveys on each SLO.
- Run department student focus groups to discuss the SLO.
- Consultation with colleagues in other institutions.
- Meet as department faculty at least twice for evaluative purposes.
- Conduct a graduate survey related to the two designated Student Learning Goals.

Spring Semester:
- Meet as department faculty to set up implementation of decisions.
- At end of spring semester a review of the fall’s assessment activities and resultant decisions will be included in the Department Assessment Report.

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 for 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:

Liberal Arts and Science Core Component ............................................................... 37
The B.S. in Youth Ministry has no foreign language requirement.
Bible and Ministry Minor Curriculum ....................................................................... 15
Major Field Component (67 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIB 365</td>
<td>Romans</td>
<td>3</td>
</tr>
<tr>
<td>CED 202</td>
<td>Foundations of Teaching in the Church (Worldview requirement)</td>
<td>3</td>
</tr>
<tr>
<td>CED 344</td>
<td>Teaching the Bible</td>
<td>3</td>
</tr>
<tr>
<td>CED 346</td>
<td>Personal Spiritual Formation</td>
<td>3</td>
</tr>
<tr>
<td>CED/YMN 391,392</td>
<td>Student Teaching I and II</td>
<td>4</td>
</tr>
<tr>
<td>CED 441</td>
<td>Leadership &amp; Administration or CED 444 - Equipping Leadership</td>
<td>3</td>
</tr>
<tr>
<td>CED/YMN 491,492</td>
<td>Seminar and Practicum in Youth Ministry</td>
<td>5</td>
</tr>
<tr>
<td>CED/YMN-Electives</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CSC 242</td>
<td>Webpage Design</td>
<td>3</td>
</tr>
<tr>
<td>PMN 311-312</td>
<td>Introduction and Intermediate Homiletics</td>
<td>6</td>
</tr>
<tr>
<td>PSY 101</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>YMN 346</td>
<td>American Youth Cultures</td>
<td>3</td>
</tr>
<tr>
<td>YMN 332</td>
<td>Counseling Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>YMN 233</td>
<td>Introduction to Youth Ministry</td>
<td>3</td>
</tr>
<tr>
<td>YMN 336</td>
<td>Youth Outreach</td>
<td>3</td>
</tr>
<tr>
<td>YMN 434</td>
<td>Advanced Youth Ministry</td>
<td>3</td>
</tr>
<tr>
<td>YMN Electives or Concentration (12 credits)</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

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

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

Retreat and Wilderness Leadership (12 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>YMN 342</td>
<td>Small Groups in Youth Ministry</td>
<td>3</td>
</tr>
<tr>
<td>YMN 355</td>
<td>Retreat and Camping Ministries</td>
<td>3</td>
</tr>
</tbody>
</table>
Youth Ministry

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-Appointing 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 233-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 101 or 202-Global Lit. I or II.3
- YMN 336 Youth Outreach.............3
- MAT-Math Elective ........................3

**THIRD YEAR: Fall**
- BIB 303 Christian Thought..........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 .1
- YMN 346-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 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:

<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>
<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: ENG 201, 202, PHI 101, or math elective</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major Field Component (21 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BIB 303 Christian Thought</td>
<td>3</td>
</tr>
<tr>
<td>BIB elective (including BIB 301/302—whichever not taken to fulfill Doc req)</td>
<td>3</td>
</tr>
<tr>
<td>Electives from Bible and Theology courses</td>
<td>6</td>
</tr>
<tr>
<td>Electives from CED, MIS, and PMN courses</td>
<td>9</td>
</tr>
<tr>
<td>Christian Service (2 semesters)</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Miscellaneous Elective Component (14 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Miscellaneous electives</td>
<td>14</td>
</tr>
</tbody>
</table>
Christian Work

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

<table>
<thead>
<tr>
<th>FIRST YEAR: Fall</th>
<th>SECOND YEAR: Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMN 101-Intro to Spiritual Form ....2</td>
<td>BIB 201-New 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>Electives <em>(see recommended)</em> ......5</td>
</tr>
<tr>
<td>Core elective (Math recommended)3</td>
<td>CED-, MIS, or PMN- Electives ..........3</td>
</tr>
<tr>
<td>Social Science elective ............3</td>
<td>PMN 201-Nyack Heritage ..............1</td>
</tr>
<tr>
<td>Elective ................................3</td>
<td>INT 101-Info Literacy .................1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FIRST YEAR: Spring</th>
<th>SECOND YEAR: Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIB 102-Old Testament Lit ..........3</td>
<td>BIB 303 Christian Thought ..........3</td>
</tr>
<tr>
<td>ENG 102-College Writing II ..........3</td>
<td>BIB- or THE-Elective .................3</td>
</tr>
<tr>
<td>Electives <em>(see recommended)</em> ......5</td>
<td>CED-, ICS-, or PMN-Elective ..........3</td>
</tr>
<tr>
<td>CED-, MIS, or PMN- Electives ..........3</td>
<td>Electives <em>(see recommended)</em> ......6</td>
</tr>
<tr>
<td>PMN 201-Nyack Heritage ..............1</td>
<td>INT 101-Info Literacy .................1</td>
</tr>
<tr>
<td>INT 101-Info Literacy .................1</td>
<td>INT 101-Info Literacy .................1</td>
</tr>
</tbody>
</table>
Communications

College of Arts and Science
Dr. Fernando Arzola Jr., Associate Dean

COMMUNICATIONS MAJOR – B.S.

Primary Faculty, Rockland: Darlene Pinkerton, Dr. Sharron Greaves

Student Learning Goals
In keeping with Nyack College’s Core Values of Social Relevance, Academic Excellence, Global Engagement, Intentional Diversity, and Personal Transformation, the Communications Department 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. 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.
Program Assessment
The following assessments are used to assess program effectiveness.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Context</th>
<th>Location in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ability to pursue graduate studies, internships or seek employment in a communication related field by creating a professional media production or portfolio presentation.</td>
<td>COM 420 Senior Project</td>
<td>Senior Year</td>
</tr>
<tr>
<td>2 Ability to apply classroom learning in the professional environment through student, site supervisor and instructor survey and a 3-5 page final paper at the end of the internship.</td>
<td>COM 490 Internship</td>
<td>Junior &amp; Senior Years</td>
</tr>
<tr>
<td>3. Ability to apply communication skills for the use of selected media forms in different cultures through a series of essays, journal entries and a 5-10 page final paper.</td>
<td>COM 470 Christian Worldview for Communications</td>
<td>Junior &amp; Senior Years</td>
</tr>
<tr>
<td>4. Ability to develop research skills, evaluate information from various sources and create a 5-10 page documentary proposal and media production</td>
<td>COM 413 Documentary Production</td>
<td>Junior &amp; Senior Years</td>
</tr>
</tbody>
</table>

No Prior year assessments. Assessments will be instituted Fall 2009.

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 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

- **Miscellaneous/Liberal Arts Elective Component (29 credits)**
  - Miscellaneous Electives .............................................................................. 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
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 303 Christian Thought .........3
- Concentration Requirement ........6
- Elective .....................................3
- Laboratory Science ....................4

**FOURTH YEAR: Fall**
- COM 470- Worldview for Comm...3
- Concentration Requirement .........3
- Elective .....................................6
- 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
- Foreign Language ......................3
- Electives ....................................2
The Criminal Justice major at Nyack College is designed to help students develop a comprehensive understanding of crime and the criminal justice system. Using a restorative justice approach, students are equipped to integrate a Christian worldview with a strong liberal arts foundation and the skills to be effective practitioners. The major prepares students for careers in the following areas: policing, probation and parole, corrections, private security, social welfare services, law office assistants, environmental protection agencies, occupational health and safety administration, secret service, research, criminal law, rehabilitation of criminals, administration of justice, loss prevention, and criminalistic and forensic sciences. The criminal justice major is also intended to provide students with academic preparation for graduate school in criminal justice or law. This program is structured to comply with the certification standards of the Academy of Criminal Justice Sciences.

The Nyack College Criminal Justice major will place a strong emphasis on the principles and practices of restorative justice. Restorative justice is a biblically based view of criminal justice that attempts to engage victims, offenders, the affected communities, and government institutions in bringing about deep and lasting solutions by focusing on healing and restoration.

Mission Statement
The Criminal Justice major is designed to prepare students for culturally sensitive service to individuals, families, and communities impacted by crime. Graduates of the program will integrate social and restorative justice principles with professional criminal justice skills that enable creative solutions to crime and criminal behavior.

Student Learning Goals
Criminal Justice graduates will be able to:
1. Demonstrate critical thinking skills and knowledge of deviance, crime, and the criminal justice system.
2. Identify and discuss the nature, extent, and causation of crime.
3. Comprehend the role of criminal law in the regulation of human conduct and maintenance of stability in society.
4. Know the history, organizational structures and functions of police agencies, courts, and correctional institutions at the federal, state, and local levels.
5. Understand the beliefs and practices behind the punishment of criminal behavior in America.
6. Articulate the criminal justice discipline from a Christian and restorative justice perspective.

Program Assessment

The following assessments are used to assess program effectiveness.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Context</th>
<th>Location in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Portfolio review</td>
<td>Ethics in Criminal Justice (CRJ 413)</td>
<td>Senior Year</td>
</tr>
<tr>
<td>2. Social research project</td>
<td>Social Science Research Methods (SOC 357)</td>
<td>Jr. &amp; Sr. Year</td>
</tr>
<tr>
<td>3. Professional interview</td>
<td>Criminal Justice Internship (CRJ 490)</td>
<td>Senior Year</td>
</tr>
</tbody>
</table>

No prior year assessments. Assessments will be instituted Fall 2009.

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

**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 220 - Microbiology</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>SOC 347 - Multicultural America</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>

**Foreign Language Component**

1 year (2 semesters) of the same language

15

**Bible and Ministry Minor Curriculum**

15

**Major Field Component (47 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 204 - Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 231 - Police Organization and Administration</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 236 - Juvenile Justice Administration</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 245 - American Judicial System</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 256 - Community and Corrections</td>
<td>3</td>
</tr>
</tbody>
</table>

48
### Criminal Justice

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 315</td>
<td>Criminology</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 330</td>
<td>Constitutional Law</td>
<td>3</td>
</tr>
<tr>
<td>SOC 342</td>
<td>Punishment and Corrections</td>
<td>3</td>
</tr>
<tr>
<td>SOC 343</td>
<td>Police and Society</td>
<td>3</td>
</tr>
<tr>
<td>SOC 334</td>
<td>Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>SOC 357</td>
<td>Social Science Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 373</td>
<td>Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 413</td>
<td>Ethics in Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 490</td>
<td>Criminal Justice Internship</td>
<td>5</td>
</tr>
<tr>
<td>SOC 366</td>
<td>- Faith, Politics and Society (Worldview Elective)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Miscellaneous/Liberal Arts Elective Component (18 credits)</td>
<td></td>
</tr>
</tbody>
</table>

Total credits required: 126

### Criminal Justice 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 - World Civilization I (3)
- SOC 204 - Intro. Criminal Justice (3)
- SOC 101 - Intro. To Sociology (3)

#### FIRST YEAR: Spring
- INT 101 - Info. Literacy (1)
- ENG 102 - College Writing II (3)
- HIS 114 - World Civilization II (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)
- CRJ 236 - Juvenile Justice Admin. (3)
- CRJ 256 - Commun. & Corrections (3)
- PSY 101 - General Psych (3)
- PMN 201 - Nyack Heritage (1)

#### SECOND YEAR: Spring
- BIB 201 - New Testament Lit. (3)
- SOC 315 - Criminology (3)

#### THIRD YEAR: Fall
- CRJ 330 - Constitutional Law (3)
- SOC 347 - Multicultural America (3)
- SYS 344 - Social Problems (3)
- Electives (3)
- Fine Arts Requirement (3)
- Foreign Language (3)

#### THIRD YEAR: Spring
- CRJ 342 - Crime and Punishment (3)
- CRJ 373 - Criminal Law (3)
- SOC 357 - Soc Sci Research Meth (3)
- Electives (3)

#### FOURTH YEAR: Fall
- SOC 366 - Faith, Politics & Society (3)
- CRJ 490 - Criminal Justice Intern. (3)
- Electives (6)

#### FOURTH YEAR: Spring
- BIB 301 or 302 - Biblical Doc I or II (3)
- CRJ 413 - Ethics in Criminal Justice (3)
- CRJ 490 - Criminal Justice Internship (5)
- Electives (6)
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** .......................................................... 37

**Foreign Language Component** ........................................................................ 12
- 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
- ENG 401 - Themes of Faith in Literature (Worldview) ........................................ 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 326-Victorian Literature
### English

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 259</td>
<td>Oxford Christian Writers</td>
<td>ENG 334</td>
<td>Modern Poetry</td>
</tr>
<tr>
<td>ENG 321</td>
<td>Medieval Literature</td>
<td>ENG 336</td>
<td>19th Century Novel</td>
</tr>
<tr>
<td>ENG 322</td>
<td>Renaissance Literature</td>
<td>ENG 337</td>
<td>Modern Novel</td>
</tr>
<tr>
<td>ENG 324</td>
<td>18th-Century English Literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 325</td>
<td>Romantic Literature</td>
<td>ENG 465</td>
<td>Milton or ENG 463 Shakespr</td>
</tr>
</tbody>
</table>

### Concentration in American Literature
Select at least 15 credits from the following:

- ENG 231-Modern Drama
- ENG 328-American Romanticism
- ENG 329-American Realism

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>ENG 331</td>
<td>African-American Lit.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ENG 334</td>
<td>Modern Poetry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ENG 338</td>
<td>Contemporary American Novel</td>
</tr>
</tbody>
</table>

### Concentration in TESOL:

- EDT 341-General Meth. in TESOL
- EDT 342-Meth./TESOL: Lang. Arts

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>ENG 353</td>
<td>Eng. Gram. &amp; Phonology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ENG 354</td>
<td>Second Lang. Acquisition</td>
</tr>
</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>ENG 352</td>
<td>Hist. Of English Language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ENG 364</td>
<td>Writing Theory</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ENG 441</td>
<td>Adv. Expository Writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ENG 443</td>
<td>Adv. Poetry Workshop</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ENG 445</td>
<td>Fiction Writing</td>
</tr>
</tbody>
</table>
## 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

### 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: 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

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

### THIRD YEAR: Fall
- BIB 303 Christian Thought ...... 3
- ENG 463-Shakespeare ................. 3
- ENG-Elective .......................... 3
- SOC 347-Multicultural America ... 3
- Elective ................................ 3

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

### FOURTH YEAR: Fall
- ENG 401 .................................. 3
- ENG-Elective ............................ 3
- Electives ................................. 11

### FOURTH YEAR: Spring
- ENG 470-Topics in Literature ...... 3
- ENG-Electives ........................... 6
- Electives ................................. 6
History

HISTORY MAJOR - B.A.

Primary Faculty, Rockland: Dr. David Weir
Primary Faculty, NYC: Dr. Lyndell O’Hara, Raquel Reynoso, 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 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.

4. 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?

Program Assessment

The following assessments are used to assess program effectiveness.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Context</th>
<th>Location in Program</th>
</tr>
</thead>
</table>

54
### History

<table>
<thead>
<tr>
<th>1. Historical Methods of Research</th>
<th>HIS 210</th>
<th>Sophomore Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Ability to research &amp; write short original papers, 6 – 10 pages</td>
<td>Upper Level History Courses</td>
<td>Jr. &amp; Sr. Year</td>
</tr>
<tr>
<td>3. Ability to do research in both primary and secondary sources and complete 20 page paper in preparation for graduate school</td>
<td>Senior Seminar</td>
<td>Senior Year</td>
</tr>
</tbody>
</table>

No prior year assessments. Assessments will be instituted Fall 2009.

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

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:

#### Liberal Arts and Science Core Component

- 37 credits

#### Foreign Language Component

- 12 credits
  - 2 years (4 semesters) of the same language

#### Bible and Ministry Minor Curriculum

- 15 credits

#### Major Field Component (30 credits)

- HIS 201 – Introduction to Historical Inquiry ............................................................... 3
- American History Sequence (Choose 2) ...................................................................... 6  
  (HIS 330, HIS 340, HIS 350, or HIS 410)
- Non-Western History Electives (Choose) ................................................................. 6  
  (HIS 353, HIS 331, HIS 365, HIS 366, HIS 367 or HIS 361)
- Electives from History courses .................................................................................. 9
- HIS 470 – Senior Seminar ...................................................................................... 3
- HIS 342 Hist. Of Christianity or HIS 433 History of Religion in America (worldview) ........................................... 3

At least two courses must cover the pre-industrial era.

#### Miscellaneous Elective Component (32 credits)
History

Miscellaneous electives
Liberal Arts electives
Total credits required

History 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. I</td>
</tr>
<tr>
<td>HIS 113-Hist. Of World Civ. I</td>
<td>Foreign Language</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Social Science Elective</td>
</tr>
<tr>
<td>PHI 101-Intro. To Philosophy</td>
<td>PMN 201-Nyack Heritage</td>
</tr>
<tr>
<td></td>
<td>INT 101-Info Literacy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SECOND YEAR: Fall</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BIB 201-New Testament Lit.</td>
<td>Fine Arts requirement</td>
</tr>
<tr>
<td>HIS 201-Intro to Historical Inquiry</td>
<td>Non-Western History elective</td>
</tr>
<tr>
<td>American History elective</td>
<td>HIS-Elective</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Foreign Language</td>
</tr>
<tr>
<td>MAT-Math Elective</td>
<td>Laboratory Science</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THIRD YEAR: Fall</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BIB 303 Christian Thought</td>
<td>BIB/TH-Elective</td>
</tr>
<tr>
<td>American History elective</td>
<td>ENG 201 or 202-Global Lit. I or II</td>
</tr>
<tr>
<td>Non-Western History elective</td>
<td>History elective</td>
</tr>
<tr>
<td>SOC 347-Multicultural America</td>
<td>History elective</td>
</tr>
<tr>
<td>Liberal Arts elective</td>
<td>Liberal Arts elective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FOURTH YEAR: Fall</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 342 or HIS 433</td>
<td>HHS 470-Senior Seminar</td>
</tr>
<tr>
<td>Liberal Arts electives</td>
<td>Electives</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
</tr>
</tbody>
</table>
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 two 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).

**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.

**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.*

### Program Assessment

The following assessments are used to assess program effectiveness.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Context</th>
<th>Location in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Orientation</td>
<td>This will be accomplished by providing an introductory session on Interdisciplinary Studies at the beginning of the student’s admission into this major.</td>
<td>First or second semester</td>
</tr>
<tr>
<td>Advisement and Support</td>
<td>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.</td>
<td>From enrollment into program until graduation</td>
</tr>
<tr>
<td>Departmental Communication</td>
<td>This will be accomplished via multiple forms, including email communiqué, bulletin board announcements and departmental student meetings.</td>
<td>From enrollment into program until graduation</td>
</tr>
<tr>
<td>Interdisciplinary Research</td>
<td>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).</td>
<td>Senior Year</td>
</tr>
</tbody>
</table>

No prior year assessments. Assessments will be instituted Fall 2009.
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. 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 regular 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 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 concentration/discipline. At their hearing, each student will be expected to make a class presentation with time for questions and answers. The seminar will also dedicate one session to 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.

**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, Music, 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>Discipline</th>
<th>Partner Concentrations (RC) = Rockland campus only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bible</td>
<td>Cross Cultural Studies, Philosophy (RC), Pastoral Ministry, Youth Ministry</td>
</tr>
<tr>
<td>Cross Cultural Studies</td>
<td>Bible, Business, Religion (RC), Pastoral Ministry, Sociology (RC), Youth Ministry</td>
</tr>
<tr>
<td>English</td>
<td>Adolescent Ed (RC), Childhood Ed, Early Childhood Ed (RC), History, TESOL (RC)</td>
</tr>
<tr>
<td>History</td>
<td>Adolescent Ed (RC), Childhood Ed, Early Childhood Ed (RC), English, Philosophy (RC), Religion (RC)</td>
</tr>
<tr>
<td>Music</td>
<td>Business Administration, Pastoral Ministry, Youth Ministry</td>
</tr>
<tr>
<td>Philosophy (RC)</td>
<td>Bible (RC), History (RC), Pastoral Ministry (RC), Religion (RC), Youth Ministry (RC)</td>
</tr>
<tr>
<td>Psychology</td>
<td>Pastoral Ministry, Religion (RC), Social Work, Youth Ministry</td>
</tr>
<tr>
<td>Religion (RC)</td>
<td>Cross Cultural Studies (RC), History (RC), Philosophy (RC), Psychology (RC)</td>
</tr>
<tr>
<td>Sociology (RC)</td>
<td>Early Childhood Ed (RC), Cross Cultural Studies (RC), Pastoral Ministry (RC), Social Work (RC)</td>
</tr>
</tbody>
</table>

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

- **Liberal Arts and Science Core Component** .................................................. 37
- **Foreign Language Component** ................................................................. 12
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

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### 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>
<tbody>
<tr>
<td>Bible</td>
<td>(3) BIB 331 Hermeneutics&lt;br&gt;(3) One Old Testament elective&lt;br&gt;(3) One New Testament elective&lt;br&gt;(6) Two Bible (BIB) electives&lt;br&gt;(3) One Theology (THE) elective&lt;br&gt;(3) Either HIS 321 Ancient History or HIS 342 History of Christianity</td>
<td>BIB 401 Christian Worldview, BIB 312 Bible &amp; Science, or BIB/460 Topics in Bible and Theology</td>
<td>Cross Cultural Philosophy (RC) Pastoral Ministry Youth Ministry</td>
</tr>
<tr>
<td>Cross Cultural</td>
<td>(3) ANT 201 Cultural Anthropology&lt;br&gt;(3) ICS 224 Intro to Global Engagement&lt;br&gt;(3) Select One of the following: ANT 222 Peoples &amp; Cultures of Southeast Asia or ANT 223 Peoples &amp; Cultures of Sub-Saharan Africa or ANT 224 Peoples &amp; Cultures of Latin America or ANT 225 Peoples &amp; Cultures of the Arab World or ANT 255 World Cultural Geography&lt;br&gt;(3) ICS 343 Culture &amp; Communication&lt;br&gt;(3) ICS 346 Cross-Cultural Adjustment&lt;br&gt;(3) Either ICS 432 Community Development In Context or ICS 334 International Relief &amp; Development&lt;br&gt;(3) Select One Cross Cultural (ICS) elect.</td>
<td>REL 314 World Religions</td>
<td>Bible Business Religion (RC) Pastoral Ministry Youth Ministry Sociology (RC)</td>
</tr>
<tr>
<td>Liberal Arts Disciplines</td>
<td>Concentration Courses</td>
<td>Worldview Options</td>
<td>Partner Concentrations</td>
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</tr>
<tr>
<td><strong>English</strong></td>
<td>(3) Select One: ENG 201/2 Glob. Lit I or Global Lit II &lt;br&gt; (3) ENG 312 Literary Criticism &lt;br&gt; (3) ENG 463 Shakespeare &lt;br&gt; (3) Select One in British Literature: ENG 321 Medieval Lit or ENG 325 Romantic Lit or ENG 326 Victorian Lit or ENG 334 Mod. Poetry or ENG 336 19th Cent. Nov. or ENG 337 Mod. Nov. &lt;br&gt; (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 &lt;br&gt; (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 Writing Workshop or ENG 445 Fiction Writing &lt;br&gt; (3) ENG 470 Senior Seminar</td>
<td>ENG 241 Themes of Faith in Literature</td>
<td>History &lt;br&gt; Adolescent Ed (RC)* &lt;br&gt; Childhood Ed* &lt;br&gt; Early Childhood Ed (RC)* &lt;br&gt; *(Specially designed Education-based English concentration) &lt;br&gt; TESOL (RC) Specially designed TESOL-based English concentration</td>
</tr>
<tr>
<td><strong>History</strong></td>
<td>(3) HIS 201 Intro to Historical Inquiry &lt;br&gt; (6) Credits of any American History courses &lt;br&gt; (6) Credits of any European History courses &lt;br&gt; (6) Credits of any Non-Western History courses</td>
<td>HIS 342 History of Christianity or HIS 433 History of Religion in America</td>
<td>English Philosophy (RC) &lt;br&gt; Religion (RC) &lt;br&gt; Early Childhood Ed (RC) &lt;br&gt; *(Specially designed Early Childhood Ed-based history concentration) &lt;br&gt; Childhood Ed (Specially designed Education-based History concentration) &lt;br&gt; Adolescent Ed (RC) (Specially designed Adolescent Ed-based history concentration)</td>
</tr>
<tr>
<td>Liberal Arts Disciplines</td>
<td>Concentration Courses</td>
<td>Worldview Options</td>
<td>Partner Concentrations</td>
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<td></td>
<td>(RC) = Rockland campus only</td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td>If integrated with <strong>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 W. Music to 1700, MUS 214 Music 18th Cent MUS 319 Music 19th Cent or MUS 320 Music 20th Cent&lt;br&gt;(2) MUS 103 Fund of Singing, MUS 104 Basic Piano Skills, or MUS 105 Beg 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 Mus Bus I, (3) MUS 349 Mus Bus II or (2) MUS 354 Intro to Mus Techng with (1) Applied Lesson &lt;br&gt;If integrated with <strong>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>MUS 415 Music &amp; Worship&lt;br&gt;Bible (RC)&lt;br&gt;History (RC)&lt;br&gt;Religion (RC)&lt;br&gt;Pastoral Min (RC)&lt;br&gt;Youth Min (RC)</td>
<td>Business (Specially designed Business-based Music concentration)&lt;br&gt;Pastoral Ministry (Specially designed ministry-based Music concentration)&lt;br&gt;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 replaces SOC 347 Multicultural America in Core.</td>
</tr>
<tr>
<td><strong>Philosophy</strong></td>
<td>(3) Select either one: PHI 321 Dialogues of Plato or PHI 322 Aristotle &amp; the Medievals&lt;br&gt;(3) Select either one: PHI 323 The Empiricists or PHI 324 Modern Continental Philosophy&lt;br&gt;(15) Select any five Philosophy (PHI) electives</td>
<td>PHI 348 Philosophical Hermeneutics or PHI 470 Contemporary Continental Philosophy</td>
<td>Bible (RC)&lt;br&gt;History (RC)&lt;br&gt;Religion (RC)&lt;br&gt;Pastoral Min (RC)&lt;br&gt;Youth Min (RC)</td>
</tr>
<tr>
<td>Liberal Arts Disciplines</td>
<td>Concentration Courses</td>
<td>Worldview Options</td>
<td>Partner Concentrations (RC) = Rockland campus only</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------</td>
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<td>-------------------------------------------------</td>
</tr>
</tbody>
</table>
| **Psychology**           | (3) PSY 101 General Psychology  
(3) PSY 253 Integration of Psych & Theology  
(3) PSY 342 Abnormal Psych  
(3) PSY 441 Theories of Personality  
(3) Select either one: PSY 246 Child Psych or PSY 248 Adolescent Psych  
(3) Select either one: PSY 258 Counseling Methods or PSY 444 Psychotherapy & Clinical Intervention  
(3) Select either one: PSY 438 Psychological Psyh or PSY 443 Psych of Learning | Any course which meets worldview requirement as listed in the catalog | Social Work  
Pastoral Min  
Religion (RC)  
Youth Ministry |
| **Religion**             | (3) REL 310 Psychology & Sociology of Religion  
(3) REL 314 World Religions  
(3) REL 342 History of Christianity  
(3) REL 347 New Age and the Occult or REL 443 Alternative Religious Movements in America  
(3) REL 448 East Asian Religions or REL 442 South Asian Religions  
(3) REL 445 Islam or REL 446 History of Judaism  
(3) REL 470 Topics in Religious Studies | PHI 441 Philosophy of Religion | Cross Cultural (RC)  
History (RC)  
Philosophy (RC)  
Psychology (RC) |
| **Sociology**            | (3) SOC 101 Intro. to Sociology  
(3) SOC 240 Social Theory  
(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 491 Marriage and Family | SOC 366 Faith, Politics & Society | Cross Cultural (RC)  
Pastoral Min (RC)  
Social Work (RC)  
Early Childhood Ed (RC)  
*Specially designed Early Childhood Ed-based Sociology concentration* |
**B.A. Interdisciplinary Studies Suggested Program Plan**

<table>
<thead>
<tr>
<th>FIRST YEAR: Fall</th>
<th>FIRST YEAR: Spring</th>
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</thead>
<tbody>
<tr>
<td>PMN 101-Intro to Spiritual Form. . 2</td>
<td>BIB 102-Old Testament Lit. 3</td>
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<td>INT 112-Found. for Excellence .... 2</td>
<td>ENG 102-College Writing II .... 3</td>
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<tr>
<td>ENG 101-College Writing I .......... 3</td>
<td>HIS 114-Hist. of World Civ. II .... 3</td>
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<td>HIS 113-Hist. of World Civ. I .... 3</td>
<td>Foreign Language .......... 3</td>
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<td>Foreign Language .................. 3</td>
<td>MAT-Math Elective .......... 3</td>
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<tr>
<td>PHI 101-Intro. to Philosophy ...... 3</td>
<td>INT 101-Info Literacy ...... 1</td>
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<th>SECOND YEAR: Fall</th>
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<tr>
<td>Eng 201 or 202-Glob. Lit. I or II .. 3</td>
<td>BIB 201-New Testament Lit. .... 3</td>
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<td>Foreign Language .. 3</td>
<td>Foreign Language .. 3</td>
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<tr>
<td>Laboratory Science .. 4</td>
<td>PMN 201-Nyack Heritage .. 1</td>
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<tr>
<td>Area 1 Elective .. 3</td>
<td>Social Science Elective .. 3</td>
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<td>Elective .. 3</td>
<td>Area 1 Elective .. 3</td>
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<th>THIRD YEAR: Fall</th>
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<tr>
<td>BIB 303 Christian Thought .. 3</td>
<td>BIB-Elective .. 3</td>
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<td>SOC 347-Multicultural America .. 3</td>
<td>Area 1 Electives .. 6</td>
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<tr>
<td>Area 1 Elective .. 3</td>
<td>Area 2 Electives .. 6</td>
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<td>Area 2 Electives .. 3</td>
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<th>FOURTH YEAR: Fall</th>
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<td>Worldview Elect* or Misc. Elect .. 3</td>
<td>Fine Arts requirement .. 3</td>
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<td>Area 1 Electives .. 6</td>
<td>INT 481-Integ. Capstone Sem .. 2</td>
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<tr>
<td>Area 2 Elective .. 3</td>
<td>Area 2 Electives .. 6</td>
</tr>
<tr>
<td>Electives .. 3</td>
<td>Electives .. 3</td>
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</table>
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 professionally oriented options include Adolescent Education, Business Administration, Childhood Education, Early Childhood Education, Pastoral Ministry, Social Work, TESOL, and Youth Ministry. Bachelor of Science Interdisciplinary Studies students may integrate the professionally oriented discipline in the left column with one of the respective liberal arts partner concentrations in the right column:

<table>
<thead>
<tr>
<th>Profession</th>
<th>Liberal Arts and Sciences Core Component</th>
<th>Major Field Component</th>
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<tbody>
<tr>
<td>Adolescent Education</td>
<td>English (RC), History (RC), Math (RC)</td>
<td>47 credits</td>
</tr>
<tr>
<td>Business Administration</td>
<td>Cross Cultural Studies, Music</td>
<td>21</td>
</tr>
<tr>
<td>Childhood Education</td>
<td>English, History</td>
<td>21</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>English (RC), History (RC), Sociology (RC)</td>
<td>21</td>
</tr>
<tr>
<td>Pastoral Ministry</td>
<td>Bible, Cross Cultural Studies, Music,</td>
<td>15</td>
</tr>
<tr>
<td>Social Work</td>
<td>Psychology, Sociology (RC)</td>
<td>21</td>
</tr>
<tr>
<td>TESOL</td>
<td>English (RC)</td>
<td>21</td>
</tr>
<tr>
<td>Youth Ministry</td>
<td>Bible, Cross Cultural Studies, Music,</td>
<td>21</td>
</tr>
</tbody>
</table>

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

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

- Liberal Arts and Science Core Component ................................................. 37
- Foreign Language Component ...................................................................... 6
- 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

66
Worldview Course .................................................................................................................. 3

**Miscellaneous Elective Component (21 credits)**

Miscellaneous electives ........................................................................................................ 21

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

<table>
<thead>
<tr>
<th>Professional Disciplines</th>
<th>Concentration Courses</th>
<th>Worldview Options</th>
<th>Partner Concentrations</th>
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</thead>
<tbody>
<tr>
<td><strong>Adolescent Education</strong></td>
<td>(1) EDU 221 Intro to Teaching w/ Tech</td>
<td>EDU 441 The Christian Teacher</td>
<td>English (RC)</td>
</tr>
<tr>
<td><strong>This major does NOT lead to NYS Adolescent Education Certification</strong></td>
<td>(1) EDU 321 Tech Apps for Teaching</td>
<td></td>
<td>History (RC)</td>
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<tr>
<td></td>
<td>(3) EDU 245 Foundations of Education</td>
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<td>Math (RC)</td>
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<tr>
<td></td>
<td>(6) EDU 191 Field Experience</td>
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<td></td>
<td>(1) EDU 247 Health Issues</td>
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<td></td>
<td>(3) EDU 358 Develop/Learning Theory</td>
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<td>(0) EDU 291 Field Experience</td>
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<tr>
<td></td>
<td>(3) EDU 259 Teach/Learning Strategies</td>
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<td>(0) EDU 292 Field Experience</td>
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<td></td>
<td>(3) EDS 323 Special Meth Teach Eng</td>
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<td>Notes:</td>
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<tr>
<td></td>
<td>(6) EDS 391/2 Field Experience</td>
<td></td>
<td>(3) EDU 445</td>
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<tr>
<td></td>
<td>(3) EDS 334 Literacy Integrat. 7-12 Curr.</td>
<td></td>
<td>Educating a Diverse Population replaces SOC 347</td>
</tr>
<tr>
<td></td>
<td>(3) EDS 335 Teach Limited Eng Profic.</td>
<td></td>
<td>Multicultural America in the Core.</td>
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<td></td>
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<td></td>
<td>(3) PSY 101</td>
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<td></td>
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<td>General Psychology</td>
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<tr>
<td></td>
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<td></td>
<td>required for Social Science elective in the Core.</td>
</tr>
</tbody>
</table>

**ENGLISH concentration**

(3) Select either one: ENG 201 or 202

(3) ENG 239 Adolescent Lit

(3) ENG 311 Creative Writing

(3) ENG 353 Eng Grammar/Phonology

(3) ENG 364 Writing Theory

(3) ENG 463 Shakespeare

(3) Select any one ENG Elective

**HISTORY concentration**

(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, 345, 355 or 415 (European History electives)

(3) Select any one HIS Elective

**MATH Concentration**

(3) MAT 231 Pre-Calculus

(3) MAT 236 Calculus I

(3) MAT 243 Geometry

(3) MAT 310 Linear Algebra

(3) MAT 330 Probability & Statistics

(3) MAT 345 Discrete Mathematics

(3) MAT 470 Math Seminar
<table>
<thead>
<tr>
<th>Interdisciplinary Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business Admin</strong></td>
</tr>
<tr>
<td>(3) BUS 101 Intro. to Business</td>
</tr>
<tr>
<td>(3) BUS 201 Principles of Accounting</td>
</tr>
<tr>
<td>(3) ECO 201 Macroeconomics or ECO 202 Microeconomics</td>
</tr>
<tr>
<td>(3) BUS 232 Principles of Management</td>
</tr>
<tr>
<td>(3) BUS 331 Principles of Marketing</td>
</tr>
<tr>
<td>(3) BUS 428 Business Ethics</td>
</tr>
<tr>
<td>(3) BUS 470 Business Policy and Strategic Management</td>
</tr>
<tr>
<td><strong>Childhood Education</strong></td>
</tr>
<tr>
<td>This major does not lead to NYS Childhood Ed Certification</td>
</tr>
<tr>
<td>(3) EDU 246 Foundations of Education</td>
</tr>
<tr>
<td>(3) EDU 258 Dev. &amp; Learning Theory</td>
</tr>
<tr>
<td>(3) EDU 259 Teaching &amp; Learning Strat.</td>
</tr>
<tr>
<td>(3) EDU 333 Methods in Teaching Lit I</td>
</tr>
<tr>
<td>(3) EDU 334 Methods in Teaching Lit II</td>
</tr>
<tr>
<td>(3) EDU 335 Methods in Teachg. Lit III</td>
</tr>
<tr>
<td>(3) EDU 331 Meth in Teaching Sci in Elem School or EDU 332 Meth in Teachg Social Studies in Elem School</td>
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<tr>
<td>(0) Health Issues</td>
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<tr>
<td>ENGLISH Concentration</td>
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<tr>
<td>(3) Select either one: ENG 201 Global Lit I or ENG 202 Global Lit II</td>
</tr>
<tr>
<td>(3) ENG 239 Adolescent Lit</td>
</tr>
<tr>
<td>(3) ENG 311 Creative Writing</td>
</tr>
<tr>
<td>(3) ENG 333 English Grammar &amp; Phonology</td>
</tr>
<tr>
<td>(3) ENG 364 Writing Theory</td>
</tr>
<tr>
<td>(3) ENG 463 Shakespeare</td>
</tr>
<tr>
<td>(3) Select any one English (ENG) elect</td>
</tr>
<tr>
<td>HISTORY Concentration</td>
</tr>
<tr>
<td>(3) HIS 213 US History I</td>
</tr>
<tr>
<td>(3) HIS 214 US History II</td>
</tr>
<tr>
<td>(3) HIS 215 American Government</td>
</tr>
<tr>
<td>(3) HIS 255 World Cultural Geography</td>
</tr>
<tr>
<td>(6) Select any two: HIS 335 Europe: Renaissane to Reformation, HIS 345 Europe in an Age of Revolutions, HIS 355 Europe Found. of the Modern World, or HIS 415 Contemporary Europe</td>
</tr>
<tr>
<td>(3) Select any one History (HIS) elective</td>
</tr>
<tr>
<td><strong>Bus 315 Global Business</strong></td>
</tr>
<tr>
<td><strong>Cross Cultural Music (Specially designed Business-based Music concentration)</strong></td>
</tr>
<tr>
<td><strong>EDU 441 The Christian Teacher</strong></td>
</tr>
<tr>
<td><strong>English (Specially designed Education-based English concentration)</strong></td>
</tr>
<tr>
<td><strong>History (Specially designed Education-based History concentration)</strong></td>
</tr>
<tr>
<td><strong>Notes:</strong></td>
</tr>
<tr>
<td>(3) EDU 445 Educating a Diverse Population replaces SOC 347 Multicultural America in the Core.</td>
</tr>
<tr>
<td>(3) PSY 101 General Psychology required for Social Science elective in the Core.</td>
</tr>
<tr>
<td>Professional Disciplines</td>
</tr>
<tr>
<td>--------------------------</td>
</tr>
</tbody>
</table>
| **Early Childhood Education** | (3) EDU 246 Foundations of Education  
(3) EDU 258 Dev. & Learning Theory  
(3) EDU 259 Teaching & Learning Strat.  
(3) ECE 250 EC Observ/Assessment  
(3) ECE 338 EC Program & Curriculum  
(3) ECE 339 Childhood Health, Safety and Nutrition  
(3) ECE 342 EC Leadership & Mgmt.  
(0) Health Issues  
**ENGLISH Concentration**  
(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 & Phonology  
(3) ENG 364 Writing Theory  
(3) ENG 463 Shakespeare  
(3) Select any one English (ENG) elective  
**HISTORY Concentration**  
(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  
**SOCIOLOGY Concentration**  
(3) SOC 101 Intro to Sociology  
(3) SOC 240 Social Theory  
(3) SOC 344 Social Problems  
(3) SOC 357 Social Sci Research Meth.  
(9) Select any three SOC electives | EDU 441 The Christian Teacher  
English (RC)  
History (RC)  
Math (RC)  
**Notes:**  
(3) EDU 445 Educating a Diverse Population replaces SOC 347 Multicultural America in the Core.  
(3) PSY 101 General Psychology required for Social Science elective in the Core.  
**Notes:**  
(3) EDU 445 Educating a Diverse Population replaces SOC 347 Multicultural America in the Core.  
(3) PSY 101 General Psychology required for Social Science elective in the Core.  
**This major does NOT lead to NYC Early Childhood Ed Certification** |
<table>
<thead>
<tr>
<th>Professional Disciplines</th>
<th>Concentration Courses</th>
<th>Worldview Options</th>
<th>Partner Concentrations</th>
</tr>
</thead>
</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)  
(PMN 350) |
| 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 | SWK 462 Social Work in Christian Context | Psychology Sociology (RC)  
Notes:  
(3) SWK 254 Understanding Div. Populations (Multicultural America)  
SOC 101 Gen Sociology (SOC SCI elect. when combined with Psych concen.)  
(4) SCI 216 Human Biology (lab sci. elect.)  
(PSWK 254) |
| TESOL                    | (3) EDU 246 Foundations of Education  
(3) EDU 258 Dev. & Learning Theory  
(3) EDU 259 Teaching & Learning Strat.  
(3) EDU 333 Methods in Teaching Lit I  
(3) EDT 341 TESOL Methods/Materials  
(3) EDT 342 Meth in TESOL: Lang Arts  
(3) EDT 343 Meth in TESOL: Math, SCI and SS  
ENGLISH Concentration  
(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 Eng Grammar & Phonlgy  
(3) ENG 364 Writing Theory  
(3) ENG 463 Shakespeare  
(3) Select any one English (ENG) elect | EDU 441 The Christian Teacher | English (RC)  
This major does NOT lead to NYS TESOL Certification  
(TESOL) |
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

**FIRST YEAR: Spring**
- BIB 102-New 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: 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

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

**THIRD YEAR: Fall**
- BIB 303 Christian Thought .......... 3
- Liberal Arts Conc. Elective .......... 3
- Career Conc. Electives ............... 3
- Electives ........................................... 6

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

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

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

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 the mathematics degree, 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.

Program Assessment
The following assessments are used to assess program effectiveness.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Context</th>
<th>Location in Program</th>
</tr>
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<tbody>
<tr>
<td>Mathematics Test</td>
<td>Comprehensive Final Exam</td>
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<tr>
<td>Mathematics Integration Papers</td>
<td>Paper</td>
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<tr>
<td>Exit Interview</td>
<td>Exit Interview</td>
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<td>Survey of Alumni</td>
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<td>Seminar Presentation</td>
<td>Oral Presentation</td>
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</tr>
<tr>
<td>Exam Files for Core Courses</td>
<td>Tests</td>
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</tbody>
</table>

No prior year assessments. Assessments will be instituted Fall 2009.

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:

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

**Foreign Language Component** ................................................................................ 12

2 years (4 semesters) of the same language

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

**Major Field Component (36 credits)**
MAT 236 - Calculus I .................................................................................................... 3
MAT 237 - Calculus II .................................................................................................... 3
MAT 238 - Calculus III ............................................................................................... 3
MAT 310 - Linear Algebra ............................................................................................ 3
MAT 330 - Probability and Statistics ............................................................................ 3
MAT 345 - Discrete Mathematics ............................................................................... 3
MAT 401 - Differential Equations ............................................................................... 3
MAT 470 - Math Seminar ............................................................................................ 3
MAT-Electives .............................................................................................................. 9
Worldview elective ..................................................................................................... 3

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

**Total credits required** ............................................................................................... 126
Mathematics 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-Elective ..................................3
Elective ......................................3
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 237-Calculus II ....................3
Elective ...................................3

THIRD YEAR: Fall
BIB 303 Christian Thought ..........3
Foreign Language ........................3
310-Linear Algebra ....................3
MAT 345-Discrete Math ..............3
SOC 347-Multicultural America ....3

FOURTH YEAR: Fall
BIB 401-Christian Worldview .......3
MAT 401-Differential Equations ....3
MAT-Elective ............................3
Electives ..................................7

FIRST YEAR: Spring
BIB 102-Old Testament Lit ..........3
ENG 102-College Writing II ..........3
Fine Arts requirement ................3
HIS 114-Hist. of World Civ. II ....3
MAT 236-Calculus I ....................3
PMN 201-Nyack Heritage ...........1

SECOND YEAR: Spring
Foreign Language .......................3
PHI 101-Intro. to Philosophy ........3
Laboratory Science ....................4
Social Science Elective ...............3
Elective ...................................3

THIRD YEAR: Spring
BIB-Elective ............................3
Foreign Language .......................3
MAT 238-Calculus III .................3
MAT 330-Statistics ....................3
Electives ................................4

FOURTH YEAR: Spring
MAT 470-Seminar .......................3
MAT-Electives .........................6
Electives .................................6
PHILOSOPHY MAJOR - B.A.

Primary Faculty, Rockland: Dr. James Danaher
Primary Faculty, NYC: Alfredo Cid

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.

Program Assessment
The following assessments are used to assess program effectiveness.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Context</th>
<th>Location in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Test the student’s knowledge of philosophical terms, concepts, perspectives, methods of reasoning, as well as the history of philosophy and its major schools.</td>
<td>Written examinations</td>
<td>At the midterm and end of each semester</td>
</tr>
<tr>
<td>2. Test the student’s ability to write coherently, argue cogently, and reason philosophically.</td>
<td>Written Paper</td>
<td>At the end of each semester</td>
</tr>
<tr>
<td>3. Test the student’s ability to organize and conduct philosophical lectures and discussions</td>
<td>Senior Seminar where the students conduct the classes</td>
<td>Senior year</td>
</tr>
</tbody>
</table>

No prior year assessments. Assessments will be instituted Fall 2009.

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts and Science Core Component</td>
<td>37</td>
</tr>
<tr>
<td>Foreign Language Component</td>
<td>6</td>
</tr>
<tr>
<td>Bible and Ministry Minor Curriculum</td>
<td>15</td>
</tr>
<tr>
<td>Major Field Component (27 credits) (PHI101 Intro to Philosophy in the Core component contributes to the major)</td>
<td></td>
</tr>
<tr>
<td>PHI 202 - Logic</td>
<td>3</td>
</tr>
<tr>
<td>PHI 321 - Dialogues of Plato or PHI 322 - Aristotle &amp; the Medievals</td>
<td>3</td>
</tr>
<tr>
<td>PHI 323 - The Empiricists or PHI 324 - Modern Continental Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHI 348 - Philosophical Hermeneutics (Worldview requirement)</td>
<td>3</td>
</tr>
<tr>
<td>PHI 470 - Philosophy Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy electives</td>
<td>12</td>
</tr>
<tr>
<td>Miscellaneous/Liberal Arts Elective Component (41 credits)</td>
<td></td>
</tr>
<tr>
<td>Miscellaneous electives</td>
<td>20</td>
</tr>
<tr>
<td>Liberal arts electives</td>
<td>21</td>
</tr>
<tr>
<td>Total credits required</td>
<td>126</td>
</tr>
</tbody>
</table>
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 3
- Laboratory Science .................... 4

**THIRD YEAR: Fall**
- BIB 303 Christian Thought ......... 3
- SOC 347-Multicultural America .... 3
- Liberal Arts Elective ................. 3
- PHI-Elective ........................... 3
- Elective ................................ 3

**FOURTH YEAR: Fall**
- PHI 348-Phil 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
PSYCHOLOGY MAJOR - B.A.

Primary Faculty, Rockland: Dr. Agnia Assur, Dr. Jack Wiltshire
Primary Faculty, NYC: Denise Hirschlein, Dr. Stephen Maret

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.

Program Assessment
The following assessments are used to assess program effectiveness.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Context</th>
<th>Location in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average exam scores</td>
<td>History of Psych (PSY 321), Abnormal Psych (PSY 342),</td>
<td>Whenever graduating senior took course</td>
</tr>
<tr>
<td></td>
<td>Physiological Psych (PSY 438), Theories of Personality (PSY 441)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and Psychology of Learning (PSY 443)</td>
<td></td>
</tr>
<tr>
<td>Average exam scores</td>
<td>Statistics for Social Sciences (PSY 337)</td>
<td>Whenever graduating senior took course</td>
</tr>
<tr>
<td></td>
<td>and Experimental Psychology (PSY 339)</td>
<td></td>
</tr>
<tr>
<td>Literature review paper prepared for</td>
<td>Psychology Research Methods (PSY 110)</td>
<td>Whenever graduating senior</td>
</tr>
</tbody>
</table>
Psychology

<table>
<thead>
<tr>
<th>Psychology Research Methods</th>
<th>took course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critique portion of paper submitted for Experimental Psychology and Theories of Personality</td>
<td>Experimental Psychology (PSY 339) and Theories of Personality (PSY 441). Whenever graduating senior took course</td>
</tr>
<tr>
<td>Integrative portion of paper prepared for Psychology Seminar</td>
<td>Psychology Seminar (PSY 470) Whenever graduating senior took course</td>
</tr>
</tbody>
</table>

No prior year assessments. Assessments will be instituted Fall 2009.

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

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

**Foreign Language Component** .................................................................................. 6
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 (51 credits)**
- PSY 101 - General Psychology .................................................................................... 3
- PSY 110 - Psychology Research Methods ................................................................. 2
- PSY 246 or PSY 248 Child Psychology or Adolescent Psychology ............................. 3
- PSY 253 - Integration of Psychology and Theology: A Survey .................................... 3
- PSY 321 - History of Psychology ................................................................................ 3
- PSY 337 - Statistics for Social Science ..................................................................... 3
- PSY 339 - Experimental Psychology ......................................................................... 4
- PSY 342 - Abnormal Psychology ............................................................................... 3
- 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 (17 credits)**
Miscellaneous electives .................................................................................................. 17
(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

<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>PMN 201-Nyack Heritage</td>
</tr>
<tr>
<td>PSY 101-General Psychology</td>
<td>PSY 253-Integrat. of Psy. &amp; Theo</td>
</tr>
<tr>
<td>MAT-Elective*</td>
<td>PSY 110-PSY Research Meth**</td>
</tr>
<tr>
<td>INT 101-Info Literacy</td>
<td>1</td>
</tr>
</tbody>
</table>

<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>ENG 201 or 202-Global Lit. I or II</td>
</tr>
<tr>
<td>ENG 201 or 202-Global Lit. I or II</td>
<td>or Elective</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Foreign Language</td>
</tr>
<tr>
<td>PHI 101-Intro to Philosophy</td>
<td>PSY 339-Experimental Psych*</td>
</tr>
<tr>
<td>PSY 337-Stats. for Social Sci*</td>
<td>PSY 246 or PSY 248 Child/Adol</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THIRD YEAR: Fall</th>
<th>THIRD YEAR: Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIB 303 Christian Thought</td>
<td>BIB-Elective</td>
</tr>
<tr>
<td>PSY 441-Theories of Personality</td>
<td>PSY 321-History of Psychology</td>
</tr>
<tr>
<td>PSY 342 Abnormal Psych</td>
<td>Laboratory Science</td>
</tr>
<tr>
<td>SOC 347-Multicultural America</td>
<td>Elective</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FOURTH YEAR: Fall</th>
<th>FOURTH YEAR: Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worldview elective</td>
<td>PSY 470 Psych. Seminar</td>
</tr>
<tr>
<td>PSY 438-Physiological Psych or</td>
<td>PSY-Elective</td>
</tr>
<tr>
<td>PSY 443-Psych. of Learning</td>
<td>Electives</td>
</tr>
<tr>
<td>Psychology Elective</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>9</td>
</tr>
</tbody>
</table>

|  | 6 |

* 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.
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.”

**Program Assessment**

The following assessments are used to assess program effectiveness:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Context</th>
<th>Program Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book Content Tests</td>
<td>Psych. And Soc. Of Religion, New Age and Occult, East Asian Religions, South Asian Religions, Islam, History of Judaism, Islam in the West, Catholicism And Orthodoxy, Alternative Religious Movements in Amer., History of Christianity</td>
<td>Sophomore, Junior, or Senior years</td>
</tr>
<tr>
<td>Research Paper(s)</td>
<td>World Religions, Islam, History of Judaism</td>
<td>Sophomore, Junior, or Senior years</td>
</tr>
<tr>
<td>Cumulative Final Exams, incl. Scripture Memory</td>
<td>All classes (except for Topics in Religious Studies—Senior Seminar)</td>
<td>Sophomore, Junior, or Senior years</td>
</tr>
<tr>
<td>Portfolio, incl. resume, evaluation of all REL classes, short-term goals, long-term goals</td>
<td>Topics in Religious Studies—Senior Seminar</td>
<td>Senior year</td>
</tr>
</tbody>
</table>

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


<table>
<thead>
<tr>
<th></th>
<th>Expectations</th>
<th>Expectations (Pass)</th>
<th>Expectations</th>
<th>Meet Expectations (Fail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book Analyses 08-09</td>
<td>70%</td>
<td>28%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>Book Content Tests 08-09</td>
<td>32%</td>
<td>50%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Research Papers 08-09</td>
<td>43%</td>
<td>44%</td>
<td>6.5%</td>
<td>6.5%</td>
</tr>
<tr>
<td>Cumulative Final Exam, incl. Scripture Memory 08-09</td>
<td>30%</td>
<td>57%</td>
<td>7%</td>
<td>6%</td>
</tr>
<tr>
<td>Portfolio 08-09</td>
<td>85%</td>
<td>15%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

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**..............................................................37

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

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

**Major Field Component (30 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIB 365</td>
<td>Romans</td>
<td>3</td>
</tr>
<tr>
<td>REL 310</td>
<td>Psychology and Sociology of Religion (Worldview requirement)</td>
<td>3</td>
</tr>
<tr>
<td>REL 314</td>
<td>World Religions</td>
<td>3</td>
</tr>
<tr>
<td>REL 342</td>
<td>History of Christianity</td>
<td>3</td>
</tr>
</tbody>
</table>

85
**REL 441 - Philosophy of Religion** .................................................. 3
**REL 470 - Topics in Religious Studies** .................................................. 3
Electives from upper level Religion courses ........................................ 12

**Miscellaneous/Liberal Arts Elective Component (32 credits)**
Miscellaneous electives ........................................................................ 26
Liberal arts electives .............................................................................. 6
**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 303 Christian Thought ................................................................. 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 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.

Program Assessment

The following assessments are used to assess program effectiveness.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Context</th>
<th>Location in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sociological theories test</td>
<td>Sociology Seminar (SOC 470)</td>
<td>Senior Year</td>
</tr>
<tr>
<td>2. Social research project</td>
<td>Social Science Research Methods (SOC 357)</td>
<td>Jr. &amp; Sr. Year</td>
</tr>
<tr>
<td>3. Social transformation project</td>
<td>Sociology Internship (SOC 490)</td>
<td>Senior Year</td>
</tr>
</tbody>
</table>

No prior year assessments. Assessments will be instituted Fall 2009.

Assessment results will be evaluated on an annual basis for program improvement. No individual student will be identified in the evaluation of the program data.

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** .......................................................... 37

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

1 year (2 semesters) of the same language

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

**Major Field Component (39 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 240</td>
<td>Social Theory</td>
<td>3</td>
</tr>
<tr>
<td>SOC 337</td>
<td>Statistics for Social Science</td>
<td>3</td>
</tr>
<tr>
<td>SOC 344</td>
<td>Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>SOC 355</td>
<td>Social Stratification</td>
<td>3</td>
</tr>
<tr>
<td>SOC 357</td>
<td>Social Science Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SOC 470</td>
<td>Sociology Integrative Seminar</td>
<td>3</td>
</tr>
<tr>
<td>SOC 490</td>
<td>Sociology Internship</td>
<td>3</td>
</tr>
<tr>
<td>SOC 366</td>
<td>Faith, Politics and Society (Worldview Elective)</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>Electives from upper level Sociology</td>
<td>12</td>
</tr>
</tbody>
</table>

**Miscellaneous/Liberal Arts Elective Component (29 credits)**

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miscellaneous electives</td>
<td>26</td>
</tr>
<tr>
<td>Liberal arts electives</td>
<td>3</td>
</tr>
</tbody>
</table>

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

**Concentrations**

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

**Criminal Justice Concentration (12 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 204</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>SOC 317</td>
<td>Crime and Deviance</td>
<td>3</td>
</tr>
<tr>
<td>SOC 342</td>
<td>Punishment and Corrections</td>
<td>3</td>
</tr>
<tr>
<td>SOC 343</td>
<td>Police &amp; Society</td>
<td>3</td>
</tr>
</tbody>
</table>

**Community Development Concentration (12 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 250</td>
<td>Sociology of the City</td>
<td>3</td>
</tr>
<tr>
<td>SOC 316</td>
<td>Social Welfare Institutions</td>
<td>3</td>
</tr>
<tr>
<td>SOC 334</td>
<td>International Relief and Development</td>
<td>3</td>
</tr>
</tbody>
</table>
**Sociology Major Suggested Program Plan**

### FIRST YEAR: Fall
- PMN 101-Intro to Spiritual Formation ........................................... 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.

Primary Faculty: Alfredo Cid (Director)

Mission
The mission of the Associate Degree in General Education is to provide students with a solid foundation in the liberal arts as the foundation to prepare them for the work force and/or to advance academically.

Student Learning Goals
Academically Excellent: Students will foster critical thinking in the liberal arts and explore educational opportunities in courses that will help her/him impact the community and profession. This will be accomplished through a required total of 63 credits: 28 credits of Core Component; 25 credits of Major Field Components; and 10 credits of Miscellaneous Elective Components.

Personally Transforming: Students will be encouraged to self-reflect as they engage the liberals through critical thinking. This will be accomplished through the student’s self-assessment of her/his personal, spiritual, and academic needs.

Socially Relevant: Students will discover how their personal and academic insights would help them serve the world better. This will be accomplished through the student’s reflection on how a particular liberal arts or professional course can have a relevant, social application.

Globally Engaged: Students will be exposed to a mosaic of ideas that will help them appreciate people, cultures, and faiths from a global perspective. This will be accomplished in the classroom, where most of the faculty has global exposure, and through our Global Studies Program, which encourages all Nyack College students to take, at least, one course abroad.

Program Assessment

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Context</th>
<th>Location in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 To demonstrate ability to think critically in the core courses in the Liberal Arts.</td>
<td>This will be accomplished as the students fulfilling all the requirements of the core component courses.</td>
<td>PMN101; BIB102 &amp; 201; INT101 &amp; 112; ENG101 &amp; 102; PMN201; elect LAB; SOC SCI; and one core in ENG, PHI, or Math.</td>
</tr>
<tr>
<td>2 To guide the students toward academic and</td>
<td>This will be accomplished through an advisement</td>
<td>25 credits of Liberal Arts</td>
</tr>
</tbody>
</table>
# General Education

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Context</th>
<th>Location in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>professional development through the Liberal Arts.</td>
<td>proposal, which identifies the Major Field and Miscellaneous Component credits that each student should take.</td>
<td>electives in Major Field &amp; Misc Elective Component</td>
</tr>
<tr>
<td>3 To explore how the above insights translate into service to others.</td>
<td>This will be accomplished through the dialectical process of figuring out how each Liberal Arts course relates to their work and service to others.</td>
<td>The 28 core, Liberal Arts, component credits; 25 Major Field &amp; 10 Misc Electives.</td>
</tr>
<tr>
<td>4 To promote students’ appreciation of the diversity in the Liberal Arts and professional fields.</td>
<td>This will be accomplished with the help and mentorship of our diverse faculty and by encouraging each student to take, at least, one course abroad.</td>
<td>A course abroad through Nyack College Global Studies Program.</td>
</tr>
</tbody>
</table>

No prior year assessments. Assessments will be instituted Fall 2009.

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 Organizational Leadership (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 ................................................................. 2</td>
<td></td>
</tr>
<tr>
<td>BIB 102 - Old Testament Literature ....................................................................... 3</td>
<td></td>
</tr>
<tr>
<td>BIB 201 - New Testament Literature ..................................................................... 3</td>
<td></td>
</tr>
<tr>
<td>INT 112 - Foundations for Excellence ................................................................. 2</td>
<td></td>
</tr>
<tr>
<td>INT 101-Information Literacy .................................................................................. 1</td>
<td></td>
</tr>
<tr>
<td>ENG 101,102 - College Writing I and II ................................................................. 6</td>
<td></td>
</tr>
</tbody>
</table>

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General Education

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 (25 credits)
Liberal Arts electives .................................................................................................. 25

Miscellaneous Elective Component (10 credits)
Miscellaneous electives ............................................................................................... 10

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....................... 7
Electives ............................................. 5

FIRST YEAR: Spring
BIB 102-Old Testament Lit .......... 3
ENG 102-College Writing II ............ 3
Liberal Arts Electives..................... 7
Electives ............................................. 3

SECOND YEAR: Spring
Laboratory Science ......................... 4
Liberal Arts Electives..................... 10
Elective ............................................ 2
**LIBERAL ARTS AND SCIENCES: SCIENCES - A.A.**

*Primary Faculty:* Dr. Jacqueline Washington (Director)

**Mission**

The mission of the Liberal Arts and Sciences: Science Program (LASS) is to offer excellent academic and spiritual preparation for students interested in professional careers in the health services such as nursing. The goal is to equip students for lifelong service and learning, to be positive role models and leaders, and in so doing, impact the health field for the Lord Jesus Christ.

**Student Learning Goals**

1. Demonstrate an understanding of the biological and chemical sciences to successfully apply for further studies in the health sciences.
2. Be able to effectively communicate orally and in writing. Students will be able to write a research paper using the APA format.
3. Apply critical thinking and problem solving skills to recognize the interrelationships among problems and issues.
4. Develop skill in using materials, instruments and equipment in the laboratory.

**Program Assessment**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Context</th>
<th>Location in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collegiate Learning Assessment (CLA)</td>
<td>online</td>
<td>yearly</td>
</tr>
<tr>
<td>Test of Essential Academic Skills (TEAS)</td>
<td>Spring</td>
<td></td>
</tr>
</tbody>
</table>

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

**Major Field Component (25 credits)**  
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 101</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 201</td>
<td>General Sociology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 214</td>
<td>Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>CHE 113</td>
<td>Inorganic Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHE 213</td>
<td>Organic Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>BIO 115</td>
<td>Principles of Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>BIO 220</td>
<td>Microbiology</td>
<td>4</td>
</tr>
</tbody>
</table>

**Miscellaneous Elective Component (10 credits)**  
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miscellaneous electives</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Recommended: ENG 201 or 202, PHI 101, HIS 113 or 114</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total credits required** | 63 |
**Liberal Arts and Sciences: Sciences 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>BIO 115-Princ. of Nutrition.........3</td>
</tr>
<tr>
<td>PMN 201-Nyack Heritage............. 1</td>
<td>BIO 214-Anatomy &amp; Physiol. II ....4</td>
</tr>
<tr>
<td>BIO 213-Anatomy &amp; Physiol. I .... 4</td>
<td>Elective* ................................3</td>
</tr>
<tr>
<td>Social Science elective ............. 3</td>
<td></td>
</tr>
<tr>
<td>INT 101-Info Literacy.............. 1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SECOND YEAR: Fall</th>
<th>SECOND YEAR: Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIB 201-New Testament Lit .......... 3</td>
<td>PSY 101-General Psychology........3</td>
</tr>
<tr>
<td>MAT-Elective (for core elective).... 3</td>
<td>CHE 213-Organic Chemistry.........4</td>
</tr>
<tr>
<td>CHE 113-Inorganic Chemistry........ 4</td>
<td>BIO 220-Microbiology..............4</td>
</tr>
<tr>
<td>Electives*.......................... 6</td>
<td>SOC 201-General Sociology.........3</td>
</tr>
<tr>
<td></td>
<td>Electives.........................1</td>
</tr>
</tbody>
</table>

* 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.
Social Work

School of Human Services
TBA, Dean

SOCIAL WORK MAJOR - B.S.

Primary Faculty, Rockland: Dr. Carol Awasu
Primary Faculty, NYC: Mayra Lopez-Humphreys, James Long, Dr. Kwi Ryung Yun

The Social Work major is accredited by the Council of Social Work Education (CSWE).

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.

Program Assessment

Goal 1: to prepare students to be general social work practitioners who effectively integrate the knowledge, values, and skill of the social work profession in an educational context rooted in Christian worldview.

Goal 2: To prepare students for graduate education in social work, other professional disciplines, and lifelong learning.

Survey Results

<table>
<thead>
<tr>
<th>Occupational Status</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working Full-Time as Social Worker</td>
<td>8</td>
<td>66.7%</td>
</tr>
<tr>
<td>Enrolled in/will soon start Graduate School</td>
<td>3</td>
<td>16.7%</td>
</tr>
<tr>
<td>Working in Another Field</td>
<td>1</td>
<td>8.3%</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reasons for not working as social worker</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Currently enrolled in a MSW program</td>
<td>2</td>
<td>50.0%</td>
</tr>
<tr>
<td>Scheduled to start MSW program this fall</td>
<td>1</td>
<td>25.5%</td>
</tr>
<tr>
<td>Unable to find job in social work</td>
<td>1</td>
<td>25.5%</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
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
- BIO 216 - Human Biology

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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INT 101</td>
<td>Information Literacy</td>
<td>1</td>
</tr>
<tr>
<td>ENG 101-102</td>
<td>College Writing I and II</td>
<td>6</td>
</tr>
<tr>
<td>PSY 101</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 101</td>
<td>Intro to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>POL 215</td>
<td>American Government</td>
<td>3</td>
</tr>
<tr>
<td>BIO 216</td>
<td>Human Biology</td>
<td>4</td>
</tr>
<tr>
<td>INT 112</td>
<td>Foundations for Excellence</td>
<td>2</td>
</tr>
<tr>
<td>ENG 201 or 202</td>
<td>Global Literature I or II</td>
<td>3</td>
</tr>
<tr>
<td>HIS113-114</td>
<td>World Civilization I and II</td>
<td>6</td>
</tr>
<tr>
<td>PHI 101</td>
<td>Intro to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Mathematics Elective</td>
<td></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

<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>
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</table>

**Bible and Ministry Minor Curriculum**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</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>
</tbody>
</table>
### Social Work 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>ENG 102-College Writing II .......3</td>
</tr>
<tr>
<td>INT 101-Info. Literacy ...............1</td>
<td>HIS 114-World Civilization II ....3</td>
</tr>
<tr>
<td>INT 112-Found. for Excellence .......2</td>
<td>FNA 101-Intro to Fine Arts ........3</td>
</tr>
<tr>
<td>ENG 101-College Writing I ...........3</td>
<td>PSY 101-General Psych .............3</td>
</tr>
<tr>
<td>HIS 113-World Civilization I ......3</td>
<td>PHI 101-Intro. To Philosophy ......3</td>
</tr>
<tr>
<td>SWK 101-Intro. to Social Work .......3</td>
<td>PMN 201-Nyack Heritage ............1</td>
</tr>
<tr>
<td>SOC 101- Intro. To Sociology .......3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SECOND YEAR: Fall</th>
<th>SECOND YEAR: Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIB 102-Old Testament Lit ........3</td>
<td>BIB 201-New Testament Lit ........3</td>
</tr>
<tr>
<td>ENG 201 or 202-Global Lit. I or II ....3</td>
<td>Foreign Language .................3</td>
</tr>
<tr>
<td>BIO 216-Human Biology ............4</td>
<td>POL 215-American Government ......3</td>
</tr>
<tr>
<td>SWK 246-Interpersonal Comm .......3</td>
<td>SWK 254-Diverse Populations ......3</td>
</tr>
<tr>
<td>Foreign Language ...............3</td>
<td>MAT-Mathematics Elective ........3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THIRD YEAR: Fall</th>
<th>THIRD YEAR: Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIB 303 Christian Thought ........3</td>
<td>BIB-Elective .........................3</td>
</tr>
<tr>
<td>SWK 314-Human Behavior I ........3</td>
<td>SWK 354-Human Behavior II ........3</td>
</tr>
<tr>
<td>SWK 315-Social Welfare Policy ......3</td>
<td>SWK 356-SW Pract with Ind/Fam ....3</td>
</tr>
<tr>
<td>SWK 316-Prin of Social Work ......3</td>
<td>SWK 357-Field Experience ..........3</td>
</tr>
<tr>
<td>Electives .................6</td>
<td>SWK 358-SW Research &amp; Stats ....3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FOURTH YEAR: Fall</th>
<th>FOURTH YEAR: Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 462- SWK in Christian Cont. 3</td>
<td>SWK 456-SW Pract w/ Org/Comm.</td>
</tr>
<tr>
<td>SWK 416-SW Practice w/Groups ...3</td>
<td>........................................3</td>
</tr>
<tr>
<td>SWK 417-Field lnstrn. &amp; Sem. I ....5</td>
<td>SWK 457-Field lnstrn. &amp; Sem. II ....5</td>
</tr>
<tr>
<td>SWK 428-SW Research &amp; Stats ......3</td>
<td>SWK 499-Integrative Seminar ......3</td>
</tr>
<tr>
<td>Two Electives ..............4</td>
<td></td>
</tr>
</tbody>
</table>

### Miscellaneous Elective Component (16 credits)

Miscellaneous electives ..............................................................10

### Total credits required

<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total credits required ..................................................126</td>
</tr>
</tbody>
</table>
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.
Education Programs

- 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. James Nichols (Dept. Chair), Dr. Dion Harrigan

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.

<table>
<thead>
<tr>
<th>Year</th>
<th>LAST</th>
<th>ATS-W</th>
<th>CST</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>100%</td>
<td>100%</td>
<td>96%</td>
<td>96%</td>
</tr>
<tr>
<td>3rd Year Out 2004-2005</td>
<td>92%</td>
<td>100%</td>
<td>100%</td>
<td>92%</td>
</tr>
</tbody>
</table>

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.
Adolescent Education

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.
Program Assessment

Students in this program are assessed using a variety of instruments, including a competency attainment checklist and a teacher work sample. Student samples will be electronically collected and randomly selected (see School of Education Electronically Collected Material Policy).

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, 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. James Nichols (Adolesc. Dept. Chair), Dr. Jonathan Gates (English Dept. Chair), Dr. Dion Harrigan  
*Primary Faculty, NYC:* Dr. Elaine Lux (English Deputy Dept. Chair)

**Program Assessment**  
The following assignments are used to assess program effectiveness.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Context</th>
<th>Location in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Content Specialty Test (CST)</td>
<td>Licensure Test</td>
<td>Junior year</td>
</tr>
<tr>
<td>2. Competency Attainment Checklist</td>
<td>Student Teaching</td>
<td>Senior year</td>
</tr>
<tr>
<td>3. Teacher Work Sample (TWS)</td>
<td>Senior Seminar</td>
<td>Senior year</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Approaches Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. CST 08-09</td>
<td>100%</td>
<td>No grads</td>
<td>-</td>
<td>No grads</td>
</tr>
<tr>
<td>07-08</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. CAC 08-09</td>
<td>100%</td>
<td>No grads</td>
<td>No grads</td>
<td>No grads</td>
</tr>
<tr>
<td>07-08</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. TWS 08-09</td>
<td>100%</td>
<td>No grads</td>
<td>No grads</td>
<td>No grads</td>
</tr>
<tr>
<td>07-08</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts and Science Core Component*</td>
<td>34</td>
</tr>
<tr>
<td>Foreign Language Component</td>
<td>6</td>
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<tr>
<td>Bible and Ministry Minor Curriculum</td>
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<tr>
<td>Major Field Component (36 credits)</td>
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<tr>
<td>ENG 202 - Global Literature II</td>
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</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>
</tr>
<tr>
<td>ENG Electives</td>
<td></td>
</tr>
<tr>
<td>British Literature Elective</td>
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<td>American Literature Elective</td>
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<tr>
<td>ENG electives (9 in a concentration, see English major)</td>
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<tr>
<td>Education Component (36 credits)</td>
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</tr>
<tr>
<td>EDU 221 – Intro 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>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 318 – General Methods in Teaching Grades 7-12</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>
</tr>
<tr>
<td>EDS 495 - Supervised Student Teaching: Middle School</td>
<td>5</td>
</tr>
<tr>
<td>EDS 470 - Seminar in Student Teaching</td>
<td>2</td>
</tr>
<tr>
<td>Field Experience - EDU 191, 291, 292, EDS 391, and 392</td>
<td>127</td>
</tr>
</tbody>
</table>

Total credits required: 127
Adolescent Education Major Suggested Program Plan  
**English 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
- PSY 101 - General Psychology .................3
- PMN 201 - Nyack Heritage ......................1
- INT 101 - Info Literacy ..........................1

### 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

### SECOND YEAR: Fall
- EDU 221 - Teaching w/ Techno ............1
- EDU 258 - Dey & Lrng Theory ..............3
- EDU 291 - 2nd Yr Field Experience
- ENG 201 - Global Literature I .............3
- MAT - Math elective .............................3
- Laboratory Science .........................4

### SECOND YEAR: Spring
- BIB 201 - New Testament Lit..............3
- EDU 259 - Tchg & Lrng Strategies ....3
- EDU 292 - 2nd Yr Field Experience
- ENG 239 - Adolesc Literature ..........3
- ENG-elective ......................................3
- FNA-Requirement ..............................3

### THIRD YEAR: Fall
- BIB 303 - Christian Thought ..............3
- EDS 391 - 3rd Yr Field Experience
- ENG 353 - Eng. Gram. & Phon. ...........3
- ENG 364 - Writing Theory ....................3
- ENG 463 - Shakespeare .......................3
- ENG-Elective ......................................3

### THIRD YEAR: Spring
- EDS 323 - Special Methods .................3
- EDS 334 - Literacy Integration ............3
- EDS 392 - 3rd Yr Field Experience
- EDU 321 - Tech Apps for Tchrs ....1
- ENG 470 - Topics in Literature .............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
- ENG-elective .....................................6
ADOLESCENT EDUCATION - B.S.
Mathematics Specialization

Primary Faculty, Rockland:  Dr. James Nichols (Adolescent Dept. Chair), Dr. In Hak Moon (Math Dept. Chair), Dr. Dion Harrigan

Program Assessment
The following assignments are used to assess program effectiveness.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Context</th>
<th>Location in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Content Specialty Test (CST)</td>
<td>Licensure Test</td>
<td>Junior year</td>
</tr>
<tr>
<td>2. Competency Attainment Checklist</td>
<td>Student Teaching</td>
<td>Senior year</td>
</tr>
<tr>
<td>3. Teacher Work Sample (TWS)</td>
<td>Senior Seminar</td>
<td>Senior year</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Approaches Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. CST 08-09</td>
<td></td>
<td>100%</td>
<td></td>
<td>-</td>
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<tr>
<td>07-08</td>
<td></td>
<td>100%</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>2. CAC 08-09</td>
<td>-</td>
<td>-</td>
<td>100%</td>
<td>-</td>
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<tr>
<td>07-08</td>
<td>100%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3. TWS 08-09</td>
<td>-</td>
<td>-</td>
<td>100%</td>
<td>-</td>
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<tr>
<td>07-08</td>
<td>100%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

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

Liberal Arts and Science Core Component^ ............................................................. 34
^Adolescent Ed/Math majors take HIS 213 (U.S. History I) instead of HIS 114 (World Civilization II), EDU 445 (Educating a Diverse Society) in place of SOC 347 (Multicultural America), MAT 101 (College Algebra) as major-specific Math elective 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
1 year (2 semesters) of the same language

Bible and Ministry Minor Curriculum...................................................... 15
### Adolescent Education

#### Major Field Component (36 credits)
- MAT 231 - Pre-Calculus .......................................................... 3
- MAT 236 - Calculus I ............................................................... 3
- MAT 237 - Calculus II .............................................................. 3
- MAT 238 - Calculus III ............................................................ 3
- MAT 243 - Modern Geometry .................................................. 3
- MAT 310 - Linear Algebra ....................................................... 3
- MAT 311 - Math History ......................................................... 3
- MAT 330 - Statistics ............................................................... 3
- MAT 345 - Discrete Mathematics ............................................. 3
- MAT 470 - Mathematics Seminar ......................................... 3
- MAT-Elective .......................................................................... 6

#### Education Component (36 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
- EDS 318 - General Methods in Teaching Grades 7-12 .......... 3
- EDS 321 - Special Methods for Teaching Math for Middle & Adol. Ed. ................................................................. 3
- EDS 334 - Literacy Integration in the 7-12 Curriculum .......... 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
#### 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

#### SECOND YEAR: Fall
- EDU 221-Teaching w/ Techno ...... 1
- EDU 258-Dev & Lrn 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

#### THIRD YEAR: Fall
- BIB 303 Christian Thought ............ 3
- EDS 391-3rd Yr Field Experience
- EDS 318-General Methods ............ 3
- MAT 237-Calculus II .................. 3
- MAT 310-Linear Algebra ............. 3
- MAT 345-Discrete Math ............. 3
- MAT-elective.......................... 3

#### FOURTH YEAR: Fall
- EDS 494-Student Teaching ........... 5
- EDS 495-Student Teaching ........... 5
- EDS 470-Seminar ...................... 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
- INT 101-Info Literacy .................1

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

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

#### 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. James Nichols (Adolescent Dept. Chair), Dr. David Weir (History Deputy Dept. Chair), Dr. Dion Harrigan,
Primary Faculty, NYC: Dr. Lyndell O’Hara (History Dept. Chair),

Program Assessment
The following assignments are used to assess program effectiveness.

<table>
<thead>
<tr>
<th>Assessment</th>
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<th>Location in Program</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>3. Teacher Work Sample (TWS)</td>
<td>Senior Seminar</td>
<td>Senior year</td>
</tr>
</tbody>
</table>

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

<table>
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<tr>
<th>Assessment</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Approaches Expectations</th>
<th>Does Not Meet Expectations</th>
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</thead>
<tbody>
<tr>
<td>1. CST 08-09</td>
<td></td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>07-08</td>
<td>No grads</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. CAC 08-09</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>07-08</td>
<td>No grads</td>
<td>No grads</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. TWS 08-09</td>
<td></td>
<td>100%</td>
<td></td>
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</tr>
<tr>
<td>07-08</td>
<td>No grads</td>
<td>No grads</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Liberal Arts and Science Core Component*: ................................................................. 34
^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
1 year (2 semesters) of the same language

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

Major Field Component (33 Credits)

112
Adolescent Education

ECO 201 - Macroeconomics ................................................................. 3
HIS 201 - Introduction to Historical Inquiry ........................................ 3
HIS 213,214 - U.S. History I and II ..................................................... 6
HIS 215 - American Government ....................................................... 3
HIS 255 - World Cultural Geography ................................................ 3
Ancient History Sequence: choose 1 of HIS 321 or HIS 329 .............. 3
Medieval/Early Modern History Sequence: choose 1 of HIS 327, 345, 355, or 367 . 3
Modern History sequence: 1 of HIS 331, 335, 365, 368 or 414 .......... 3
HIS 326 – History of New York City ................................................. 3
Electives (1 from upper level History courses) .................................. 3

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
EDS 318 – General Methods in Teaching Grade 7-12 ....................... 3
EDU 321 - Technology Application for Teachers .............................. 1
EDU 441 - The Christian Teacher (Worldview requirement) ............. 3
EDU 445 - Educating a Diverse Society ............................................ 3
EDS 324 - Special Methods for Teaching Social Studies .................. 3
EDS 334 - Literacy Integration in the 7-12 Curriculum ..................... 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)

**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

**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
- HIS 201-Intro Historical Inquiry...3
- MAT-Math elective........................3

**THIRD YEAR: Fall**
- BIB 303 Christian Thought............3
- ECO 201-Macroeconomics ...............3
- EDS 324-Special Methods ...............3
- EDS 318-General Methods..............3
- EDS 391-3rd Yr Field Experience
- EDU 321-Tech Apps for Tchrs.........1
- HIS 215-American Government.........3

**FOURTH YEAR: Fall**
- EDS 470-Student Teaching.............5
- EDS 494-Student Teaching.............5
- EDS 495-Seminar .........................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
- INT 101-Info Literacy................1

**SECOND YEAR: Spring**
- BIB 201-New Testament Lit...........3
- EDU 259-Tchg & Lrng Strategies ...3
- EDU 292-2nd Yr Field Experience
- HIS 214-U.S. History II................3
- Ancient History elective.............3
- Laboratory Science......................4

**THIRD YEAR: Spring**
- EDS 334-Literacy Integration ........3
- EDS 392-3rd Yr Field Experience
- EDU 445-Educating a Div Soc.........3
- HIS 255-World Cult. Geography.....3
- Modern History elective..............3
- SOC 347-Multicultural America.....3
- Medieval/Early Mod Hist elective ...3

**FOURTH YEAR: Spring**
- BIB-Elective ................................3
- EDU 247-Health Issues .................1
- EDU 441-Christian Teacher..........3
- Fine Arts requirement...............3
- HIS 326-History of NYC ..............3
- HIS elective. .............................3
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.

<table>
<thead>
<tr>
<th>Year</th>
<th>LAST</th>
<th>ATS-W</th>
<th>CST</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>100%</td>
<td>100%</td>
<td>96%</td>
<td>96%</td>
</tr>
<tr>
<td>3rd Year Out</td>
<td>92%</td>
<td>100%</td>
<td>100%</td>
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<tr>
<td>2004-2005</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

**Program Assessment**
The following assignments are used to assess program effectiveness.
Assessment results are evaluated on an annual basis for program improvement. No individual student is identified in the evaluation of the program data. Results for past years are reported below with percentage of students in each performance category for the Rockland Campus (RC) and Manhattan Campus (MC).

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Approaches Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. CST 08-09</td>
<td>100% / 100%</td>
<td>- / -</td>
<td>- / -</td>
<td>- / -</td>
</tr>
<tr>
<td>07-08</td>
<td>100% / 89%</td>
<td>- / -</td>
<td>- / -</td>
<td>- / -</td>
</tr>
<tr>
<td>2. CAC 08-09</td>
<td>87% / 50%</td>
<td>13% / 50%</td>
<td>- / -</td>
<td>- / -</td>
</tr>
<tr>
<td>07-08</td>
<td>100% / 89%</td>
<td>- / 11%</td>
<td>- / -</td>
<td>- / -</td>
</tr>
<tr>
<td>3. TWS 08-09</td>
<td>87% / 50%</td>
<td>13% / 50%</td>
<td>- / -</td>
<td>- / -</td>
</tr>
<tr>
<td>07-08</td>
<td>89% / 100%</td>
<td>11% / -</td>
<td>- / -</td>
<td>- / -</td>
</tr>
</tbody>
</table>

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.

Assessments
Students in this program are assessed using a variety of instruments, including a competency attainment checklist and a teacher work sample. Student samples will be electronically collected and randomly selected (see School of Education Electronically Collected Material Policy).

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.

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
Primary Faculty, NYC: Miriam Velez, Dr. 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
- 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
- 1 year (2 semesters) of the same language ........................................ 6

### 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 ..................................................................... 3
- EDU 258 - Development and Learning Theory .................................... 3
- EDU 259 - Teaching and Learning Strategies ...................................... 3
- EDU 321 - Technology Applications for Teachers ......................... 1
- EDU 331 - Methods in Teaching Science ........................................ 3
- EDU 332 - Methods in Teaching Social Studies ......................... 3
- EDU 333 - Methods of Teaching Literacy I .................................. 3
- EDU 334 - Methods of Teaching Literacy II ................................ 3
- EDU 335 - Methods of Teaching Literacy III ................................. 3
- EDU 336 - Methods in Teaching Math ........................................... 3
- EDU 441 - The Christian Teacher (Worldview requirement) ................ 3
EDU 470 - Senior Seminar .............................................................. 2
EDU 492 & 493 - Student Teaching ........................................ 10
EDU - electives ........................................................................... 2
Field Experience - EDU 191, 291, 292, 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 ................................................................. 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
### 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

**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-Glob. Lit. I or II ..3
- HIS 213-U.S. History I ..............3
- BIOS 217-Survey Life Sciences ....4
- Liberal Arts Elective .....................3

**THIRD YEAR: Fall**
- BIB 303-Christ. Thought ...............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

**FOURTH YEAR: Fall**
- EDU 470-Senior Seminar ...............2
- EDU 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
- MAT-Elective ....................................3
- PSY 101-General Psychology ..........3
- PMN 201-Nyack Heritage .............1
- INT 101-Info Literacy ...............1

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

**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.

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

128-131 credit hours, distributed as follows, are required for the Bachelor of Science degree:

Liberal Arts and Science Core Component^ ............................................................. 45
^ 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
1 year (2 semesters) of the same language

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

Major Field Component (47 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 ........................................... 3
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
**Childhood/Early Childhood Education**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>
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<tr>
<td>Math and English</td>
<td>15</td>
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<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>

Total credits required: 128-131

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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. .3
- INT 112-Found. for Excellence .2
- LAN-Elective .3

**SECOND YEAR: Fall**
- EDU 258-Dev & Lrning Theory .3
- EDU 291-2nd Yr Field Experience
- 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

**THIRD YEAR: Fall**
- BIB 303 Christian Thought .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

**FOURTH YEAR: Fall**
- ECE 470-Senior Seminar .2
- ECE 491-Student Teaching .5
- ECE 492-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
- 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-Tech & 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 335-Teaching Literacy II .3
- ENG 201 or 202-Global Lit I or II .3
- Liberal Arts Electives .6

**FOURTH YEAR: Spring**
- ECE 339-Child Health Safe Nutr .3
- EDU 247-Health Issues .0
- EDU 441-Christian Teacher .3
- EDU 445-Educ. Div. Soc .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:** Susan Bucci, Christine Buel, Sherry Jarrett,

140-143 credit hours, distributed as follows, are required for the Bachelor of Science degree:

### Liberal Arts and Science Core Component

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<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>PED 211 - Physical Education for Educators (additional core requirement)</td>
<td>1</td>
</tr>
</tbody>
</table>

( PHI 101 is replaced with additional liberal arts requirement within the major.)

### Foreign Language Component

1 year (2 semesters) of the same language


### Bible and Ministry Minor Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
</table>

### Major Field Component (59 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDU 221 – Introduction to Teaching with Technology</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>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>
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<td>EDU 331 - Methods in Teaching Science</td>
<td>3</td>
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<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>3</td>
</tr>
<tr>
<td>ECE 342 - Early Childhood Leadership &amp; Management</td>
<td>3</td>
</tr>
<tr>
<td>ECE 470 - Senior Seminar</td>
<td>2</td>
</tr>
</tbody>
</table>
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 .................................................................. 18*
  Math and English ....................................................................... 15
  Math and Social Studies ................................................................. 15
  Math/Science/Technology ............................................................ 15
  Social Studies ........................................................................ 18*
  Social Studies and English ............................................................. 15
*Require 141 total credits

Total credits required ........................................................................ 140-143
## Early Childhood-Childhood Education Major Suggested Program Plan

### FIRST YEAR: Fall
- PMN 101-Intro to Spiritual Form. 2
- EDU 191-1st Yr Field Experience 3
- 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-General Psychology 1
- Liberal Arts Elective 3
- INT 101-Info Literacy 1

### SECOND YEAR: Fall
- EDU 221-Teaching w/ Techno 1
- EDU 258-Dev & Lrn Theory 3
- EDU 291-2nd Yr Field Experience 3
- 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

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

### THIRD YEAR: Fall
- BIB 303 Christian Thought 3
- ECE 337-Inf Todd Dev. & Env 3
- ECE 391-3rd Yr Field Experience 3
- EDU 321-Tech Apps for Tchr 1
- EDU 333-Teaching Literacy I 3
- FNA 240 Fine Arts in Elem. Class 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 3
- EDU 334-Teaching Literacy II 3
- Liberal Arts Electives 6

### 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

### FOURTH YEAR: Spring
- ECE 339-Child Health Safe Nutr. 3
- 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*)

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

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

Primary Faculty, Rockland: Dr. Frank Tuzi

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.

<table>
<thead>
<tr>
<th>Year</th>
<th>LAST</th>
<th>ATS-W</th>
<th>CST</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>100%</td>
<td>100%</td>
<td>96%</td>
<td>96%</td>
</tr>
<tr>
<td>3rd Year Out</td>
<td>92%</td>
<td>100%</td>
<td>100%</td>
<td>92%</td>
</tr>
</tbody>
</table>

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.

**Program Assessment**
The following assignments are used to assess program effectiveness.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Context</th>
<th>Location in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Content Specialty Test (CST)</td>
<td>Licensure Test</td>
<td>Junior year</td>
</tr>
<tr>
<td>2. Competency Attainment Checklist</td>
<td>Student Teaching</td>
<td>Senior year</td>
</tr>
<tr>
<td>3. Teacher Work Sample (TWS)</td>
<td>Senior Seminar</td>
<td>Senior year</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Approaches Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. CST 08-09</td>
<td>100%</td>
<td>100%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>07-08</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. CAC 08-09</td>
<td>100%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>07-08</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. TWS 08-09</td>
<td>100%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>07-08</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

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.

Assessments

Students in this program are assessed using a variety of instruments, including a competency attainment checklist and a teacher work sample. Students samples will be electronically collected and randomly selected (see School of Education Electronically Collected Material Policy).

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:
TESOL

Liberal Arts and Science Core Component

^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

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

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# 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 303 Christian Thought......... 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. Arts3
- 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-Elective..........................2
- ENG 352-Hist. of the Eng. Lang. ..3
- ENG-Elective writing..............3
Music Programs

School of Music
Dr. Glenn Koponen, 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.

Program Assessment
Courses in music theory and ear training, music history and literature, and instruction and experience in performance are required of all music majors
beginning in the freshmen year and provide the foundation for advanced music study. The School of Music continually assesses student achievement in these areas through classes, private lessons, rehearsals, recitals, and concerts. In addition, a formal assessment is conducted at the end of each school year to identify areas of strength as well as areas of deficiency which would benefit from changes in the program. The following assessments are used to assess music program effectiveness.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Context</th>
<th>Location in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Written evaluation of knowledge of theory and aural skills</td>
<td>Required theory and ear training courses</td>
<td>Fr. and Soph. years</td>
</tr>
<tr>
<td>2. Written evaluation of knowledge of music history and literature</td>
<td>Required music history courses</td>
<td>Soph. and Jr. years</td>
</tr>
<tr>
<td>3. Evaluation of performance juries, private instruction, ensemble and recital participation</td>
<td>Live performances</td>
<td>End of each semester</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations (Pass)</th>
<th>Approaches Expectations</th>
<th>Does not meet Expectations (Fail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Written evaluation of knowledge of theory and aural skills</td>
<td>48%</td>
<td>28%</td>
<td>12%</td>
<td>13%</td>
</tr>
<tr>
<td>2. Written evaluation of knowledge of music history and literature</td>
<td>36%</td>
<td>37%</td>
<td>19%</td>
<td>8%</td>
</tr>
<tr>
<td>3. Performance juries, private instruction, ensemble and recital participation</td>
<td>61%</td>
<td>32%</td>
<td>3%</td>
<td>3%</td>
</tr>
</tbody>
</table>

**Admission to Program**

All freshmen and transfer students are admitted to the music degree programs on the basis of 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) 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 Sacred 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 Sacred 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 about juries and recitals are in the Music Handbook.

Accompanying Requirement
A minimum of two semesters of accompanying experience in instrumental and voice studios and 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 History courses:
- MUS 213 (W. Music to 1700) alternates with MUS 319 (Music/19th c.)
- MUS 214 (Music of the 18th c.) alternates with MUS 320 (Music/20th c.)
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 Sciences Core Component (30 credits)

<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>INT 112 - Foundations for Excellence</td>
<td>2</td>
</tr>
<tr>
<td>ENG 101-102 - College Writing I and II</td>
<td>6</td>
</tr>
<tr>
<td>HIS 113 or 114 - History of World Civilization I or II</td>
<td>3</td>
</tr>
<tr>
<td>PHI 101 - Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>MUS 352 – Music of Diverse Cultures (replaces Multicultural America)</td>
<td>3</td>
</tr>
<tr>
<td>MUS 123 - Theory 1 (replaces Math elective)</td>
<td>3</td>
</tr>
<tr>
<td>Social Science elective</td>
<td>3</td>
</tr>
<tr>
<td>MUS 213, 214 - Music History (replaces HIS core credit)</td>
<td>3</td>
</tr>
</tbody>
</table>

Bible and Ministry Minor Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 121, 122 - Ear-training 1,2</td>
<td>2</td>
</tr>
<tr>
<td>MUS 123, 124 – Theory 1,2 (MUS 123 replaces MAT elective, 3)</td>
<td>3</td>
</tr>
<tr>
<td>MUS 171, 213, 214 - Jury Examinations</td>
<td>0</td>
</tr>
<tr>
<td>MUS 221, 222 - Ear-training 3,4</td>
<td>2</td>
</tr>
<tr>
<td>MUS 223, 224 – Theory 3,4</td>
<td>6</td>
</tr>
<tr>
<td>MUS 225 - Elementary Counterpoint</td>
<td>2</td>
</tr>
<tr>
<td>MUS 226 - Advanced Counterpoint</td>
<td>2</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, 322 – Composition and Improvisation</td>
<td>4</td>
</tr>
<tr>
<td>MUS 323 - Form and Analysis</td>
<td>2</td>
</tr>
<tr>
<td>MUS 327 - Instrumentation and Orchestration</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 415 – Worldview of Music and Worship (Worldview requirement)</td>
<td>3</td>
</tr>
<tr>
<td>MUS 421, 422 - Advanced Composition</td>
<td>4</td>
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</table>
### Composition

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 427</td>
<td>Advanced Orchestration</td>
<td>2</td>
</tr>
<tr>
<td>MUS 433,434</td>
<td>Orchestral Conducting</td>
<td>2</td>
</tr>
<tr>
<td>MUS 470</td>
<td>Senior Recital</td>
<td>0</td>
</tr>
<tr>
<td>Applied music major area</td>
<td></td>
<td>14</td>
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<tr>
<td>Music electives</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Music organization each term</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>MUS 100</td>
<td>Concert Attendance each term</td>
<td>0</td>
</tr>
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**Miscellaneous Elective Component (12 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Music</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Music Organization**</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

Total credits required: 126

### Composition Major Suggested Program Plan

#### FIRST YEAR: Fall

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMN 101</td>
<td>Intro to Spiritual Form</td>
<td>2</td>
</tr>
<tr>
<td>INT 112</td>
<td>Found. for Excellence</td>
<td>2</td>
</tr>
<tr>
<td>ENG 101</td>
<td>College Writing I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 121</td>
<td>Ear Training 1</td>
<td>1</td>
</tr>
<tr>
<td>MUS 123</td>
<td>Theory 1</td>
<td>3</td>
</tr>
<tr>
<td>MUS 171</td>
<td>Major Jury</td>
<td>0</td>
</tr>
<tr>
<td>Applied Music</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Music Organization**</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

#### SECOND YEAR: Fall

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIB 201</td>
<td>New Testament Lit.</td>
<td>3</td>
</tr>
<tr>
<td>MUS 213</td>
<td>Western Music to 1700</td>
<td>3</td>
</tr>
<tr>
<td>Or MUS 319</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>MUS 221</td>
<td>Ear Training 3</td>
<td>1</td>
</tr>
<tr>
<td>MUS 223</td>
<td>Theory 3</td>
<td>3</td>
</tr>
<tr>
<td>MUS 271</td>
<td>Major Jury</td>
<td>0</td>
</tr>
<tr>
<td>MUS 333</td>
<td>Choral Conducting</td>
<td>1</td>
</tr>
<tr>
<td>Applied Music</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Music Organization**</td>
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</tbody>
</table>

#### THIRD YEAR: Fall

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIB 303</td>
<td>Christian Thought</td>
<td>3</td>
</tr>
<tr>
<td>ENG 201</td>
<td>or 202-Global Lit. I or II</td>
<td>2</td>
</tr>
<tr>
<td>MUS 319</td>
<td>Music 19th Century or</td>
<td>2</td>
</tr>
<tr>
<td>MUS 213</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>MUS 321</td>
<td>Composition &amp; Improv.2</td>
<td>2</td>
</tr>
<tr>
<td>MUS 327</td>
<td>Orchestration</td>
<td>2</td>
</tr>
<tr>
<td>MUS 371</td>
<td>Major Jury</td>
<td>0</td>
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<tr>
<td>MUS 433</td>
<td>Orchestral Conduct</td>
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<tr>
<td>Applied Music</td>
<td></td>
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<tr>
<td>MUS 354</td>
<td>Intro to Music Tech</td>
<td>2</td>
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#### FOURTH YEAR: Spring

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIB-Elective</td>
<td></td>
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<tr>
<td>MUS 226</td>
<td>Adv. Counterpoint</td>
<td>2</td>
</tr>
<tr>
<td>MUS 320</td>
<td>Music of 20th Century or</td>
<td>2</td>
</tr>
<tr>
<td>or MUS 214</td>
<td></td>
<td>4</td>
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<tr>
<td>MUS 323</td>
<td>Form &amp; Analysis</td>
<td>2</td>
</tr>
<tr>
<td>MUS 322</td>
<td>Adv. Composition</td>
<td>2</td>
</tr>
<tr>
<td>MUS 372</td>
<td>Major Jury</td>
<td>0</td>
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<tr>
<td>MUS 434</td>
<td>Orchestral Conduct</td>
<td>1</td>
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<tr>
<td>MUS-Elective</td>
<td></td>
<td>2</td>
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<tr>
<td>Applied Music</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Music Organization**</td>
<td></td>
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</tr>
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</table>
## FOURTH YEAR: Fall

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 113-Hist. of World Civ. I*</td>
<td>3</td>
</tr>
<tr>
<td>MUS 352-Music of Div. Cult.</td>
<td>3</td>
</tr>
<tr>
<td>MUS 421-Adv. Composition</td>
<td>2</td>
</tr>
<tr>
<td>MUS 427-Adv. Orchestration</td>
<td>2</td>
</tr>
<tr>
<td>MUS 471-Major Jury</td>
<td>0</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>MUS-Elective</td>
<td>2</td>
</tr>
<tr>
<td>Applied Music</td>
<td>1</td>
</tr>
<tr>
<td>Elective</td>
<td>1</td>
</tr>
<tr>
<td>Music Organization**</td>
<td>0</td>
</tr>
</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:

### Liberal Arts and Sciences Core Component (30 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<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 101-102 - 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 or 114 - History of World Civilization I or II</td>
<td>3</td>
</tr>
<tr>
<td>PHI 101 - Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>MUS 352 – Music of Diverse Cultures (replaces Multicultural America)</td>
<td>3</td>
</tr>
<tr>
<td>MUS 123– Theory 1 (replaces Math elective)</td>
<td>3</td>
</tr>
<tr>
<td>Social Science elective</td>
<td>3</td>
</tr>
<tr>
<td>MUS 213,214- Music History (replaces FNA core credit)</td>
<td>3</td>
</tr>
</tbody>
</table>

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

### Major Field Component (66 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 121,122 - Ear-training 1,2</td>
<td>2</td>
</tr>
<tr>
<td>MUS 123,124 – Theory 1,2 (MUS 123 replaces MAT 3)</td>
<td>3</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, 214 - Western Music to 1700 and Music of 18th Cent (replaces FNA)</td>
<td>1</td>
</tr>
<tr>
<td>MUS 221,222 - Ear-training 3,4</td>
<td>2</td>
</tr>
<tr>
<td>MUS 223,224 – Theory 3,4</td>
<td>6</td>
</tr>
<tr>
<td>MUS 225 - Elementary Counterpoint</td>
<td>2</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 327 - Instrumentation and Orchestration</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 370 - Junior Recital</td>
<td>0</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 470 - Senior Recital</td>
<td>0</td>
</tr>
<tr>
<td>MUS 475 - Concerto Requirement</td>
<td>0</td>
</tr>
</tbody>
</table>
**Instrumental Performance**

EDM 350 - Independent Study/Pedagogy .............................................. 1
Applied music major area ................................................................. 18
Music electives ..................................................................................... 11
Music organization each term .............................................................. 0
MUS 100- Concert Attendance each term .............................................. 0

**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-Ear Training 1 ...................................................... 1
- MUS 123-Theory I .............................................................. 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-Ear Training 3 .................................................... 1
- MUS 223-Theory 3 .......................................................... 3
- MUS 271-Major Jury ........................................................ 0
- MUS 333-Choral Conducting ........................................... 1
- Applied Music ............................................................... 2
- Elective ...................................................................... 3
- Music Organization** .................................................... 0

**THIRD YEAR: Fall**

- BIB 303 Christian Thought ............................................. 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

**FOURTH YEAR: Fall**

- 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 434-Orchestral Conduct ................................. 1
- MUS-Elective .............................................................. 1
- Applied Music/Jr. Recital ................................................ 3
- Elective ...................................................................... 2
- Music Organization** .................................................... 0

**FIRST YEAR: Spring**

- BIB 102-Old Testament Lit ........................................... 3
- ENG 102-College Writing II ............................................ 3
- MUS 122-Ear Training 2 ............................................... 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**

- BIB 201-Music of 18th Century or MUS 320* .................... 2
- MUS 222-Ear Training 4 .................................................. 1
- MUS 224-Theory 4 ......................................................... 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 ...................................................................... 2
- Music Organization** .................................................... 0

**FOURTH YEAR: Spring**

- MUS 415-Music and Worship ........................................... 3
### Instrumental Performance

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 113-Hist. of World Civ. I*</td>
<td>3</td>
</tr>
<tr>
<td>MUS 327-Orchestration</td>
<td>2</td>
</tr>
<tr>
<td>MUS 352-Music of Div. Cult.</td>
<td>3</td>
</tr>
<tr>
<td>MUS 471-Major Jury</td>
<td>0</td>
</tr>
<tr>
<td>MUS-Elective</td>
<td>3</td>
</tr>
<tr>
<td>Applied Music</td>
<td>2</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Music Organization**</td>
<td>0</td>
</tr>
<tr>
<td>MUS 470-Senior Recital</td>
<td>0</td>
</tr>
<tr>
<td>MUS 472-Major Jury</td>
<td>0</td>
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<tr>
<td>EDM 350-Ind. Study/Pedagogy</td>
<td>1</td>
</tr>
<tr>
<td>Social Science Elective</td>
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<tr>
<td>MUS-Elective</td>
<td>3</td>
</tr>
<tr>
<td>Applied Music/Sr. Recital</td>
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</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Music Organization**</td>
<td>0</td>
</tr>
</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.
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 .......................................................... 37

Music Majors: take MUS 352 (Music of Diverse Cultures) in place of SOC 347 (Multicultural America).

Foreign Language Component ................................................................. 12

2 years (4 semesters) of the same language

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

Major Field Component (50 credits)

MUS 121,122 - Ear Training 1,2 ........................................................................... 2
MUS 123,124 – Theory 1,2 .................................................................................. 6
MUS 213 - Western Music to 1700 .................................................................... 2
MUS 214 - Music of the 18th Century ............................................................... 2
MUS 221,222 - Ear Training 3,4 ........................................................................ 2
MUS 223,224 – Theory 3,4,6 .............................................................................. 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
Music B.A.

* 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-Ear Training I . . . . . 1
- MUS 123-Theory I . . . . . 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-Ear Training 3 . . . . . 1
- MUS 223-Theory 3 . . . . . 3
- MUS-Elective . . . . . 1
- Applied Music . . . . . 1
- Elective . . . . . 2
- Music Organization** . . . . . 0

**THIRD YEAR: Fall**
- BIB 303 Christian Thought . . . . . 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-Ear Training 2 . . . . . 1
- MUS 124-Theory 2 . . . . . 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-Ear Training 4 . . . . . 1
- MUS 224-Theory 4 . . . . . 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

* 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.

Program Assessment
The following assignments are used to assess program effectiveness.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Context</th>
<th>Location in</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Approaches Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RC / MC</td>
<td>RC / MC</td>
<td>RC / MC</td>
<td>RC / MC</td>
</tr>
<tr>
<td>1. CST 08-09</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07-08</td>
<td>50% / 33%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50% / 67%</td>
<td>83% / NA</td>
<td>17% / NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. CAC 08-09</td>
<td>50% / 33%</td>
<td>- / 67%</td>
<td>50% / -</td>
<td>- / -</td>
</tr>
<tr>
<td>07-08</td>
<td>86% / NA</td>
<td>14% / NA</td>
<td>- / NA</td>
<td>- / NA</td>
</tr>
<tr>
<td>3. TWS 08-09</td>
<td>100% / %</td>
<td>- / %</td>
<td>- / %</td>
<td>- / %</td>
</tr>
<tr>
<td>07-08</td>
<td>86% / NA</td>
<td>14% / NA</td>
<td>- / NA</td>
<td>- / NA</td>
</tr>
</tbody>
</table>

<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>
<tr>
<td>2003-2004</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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 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 Sciences Core Component (31 credits)

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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 101-102 - College Writing I and II</td>
<td>6</td>
</tr>
<tr>
<td>HIS 113 - History of World Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>Lab Science elective</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 445 – Educating a Diverse Population (replaces Multicultural America)</td>
<td>3</td>
</tr>
<tr>
<td>PSY 101- General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>MUS 213,214- Music History (replaces FNA core credit)</td>
<td>3</td>
</tr>
</tbody>
</table>

### Language Requirement (3 credits)

One semester foreign language requirement. .......................... 3
### Music Education

#### Bible and Ministry Minor Curriculum

**Major Field Component (91 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MUS 101,102</td>
<td>Functional Piano Class</td>
<td>2</td>
</tr>
<tr>
<td>MUS 103</td>
<td>Fundamentals of Singing (except voice majors)</td>
<td>1</td>
</tr>
<tr>
<td>MUS 105</td>
<td>Beginning Guitar Techniques (except guitar majors)</td>
<td>1</td>
</tr>
<tr>
<td>MUS 121,122</td>
<td>Ear-Training 1,2</td>
<td>2</td>
</tr>
<tr>
<td>MUS 123,124</td>
<td>Theory 1,2</td>
<td>6</td>
</tr>
<tr>
<td>MUS 171,2, 271,2, 371,2, 471,2</td>
<td>Major Jury Examinations</td>
<td>0</td>
</tr>
<tr>
<td>MUS 201,202</td>
<td>Functional Piano Class</td>
<td>2</td>
</tr>
<tr>
<td>MUS 213</td>
<td>Western Music to 1700, Music of 18th Cent (replaces FNA)</td>
<td>1</td>
</tr>
<tr>
<td>MUS 221,222</td>
<td>Ear-Training 3,4</td>
<td>2</td>
</tr>
<tr>
<td>MUS 223,224</td>
<td>Theory 3,4</td>
<td>6</td>
</tr>
<tr>
<td>MUS 233</td>
<td>Singer’s Diction</td>
<td>2</td>
</tr>
<tr>
<td>MUS 319</td>
<td>Music of the 19th Cent</td>
<td>2</td>
</tr>
<tr>
<td>MUS 320</td>
<td>Music of the 20th Cent</td>
<td>2</td>
</tr>
<tr>
<td>MUS 321</td>
<td>Composition and Improvisation</td>
<td>2</td>
</tr>
<tr>
<td>MUS 323</td>
<td>Singer’s Diction</td>
<td>2</td>
</tr>
<tr>
<td>MUS 333,334</td>
<td>Choral Conducting, Choral Conducting Methods</td>
<td>3</td>
</tr>
<tr>
<td>MUS 352</td>
<td>Music of Diverse Cultures</td>
<td>2</td>
</tr>
<tr>
<td>MUS 433,434</td>
<td>Orchestral Conducting</td>
<td>2</td>
</tr>
<tr>
<td>MUS 470</td>
<td>Senior Recital</td>
<td>0</td>
</tr>
<tr>
<td>EDM 345</td>
<td>Strings Methods</td>
<td>1</td>
</tr>
<tr>
<td>EDM 346</td>
<td>Brass Methods</td>
<td>1</td>
</tr>
<tr>
<td>EDM 347</td>
<td>Woodwinds Methods</td>
<td>1</td>
</tr>
<tr>
<td>EDM 348</td>
<td>Percussion Methods</td>
<td>1</td>
</tr>
<tr>
<td>EDM 441</td>
<td>Music in the Elementary School</td>
<td>3</td>
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<tr>
<td>EDM 444</td>
<td>Music in the Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>EDM 470</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>EDM 493</td>
<td>Supervised Student Teaching of Music in the Elementary School</td>
<td>2</td>
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<tr>
<td>EDM 495</td>
<td>Supervised Student Teaching/Music in Middle and/or High School 5</td>
<td>5</td>
</tr>
</tbody>
</table>

**Field Experience — EDU 191, 291, 292, EDM 391, and 392**

**Total credits required**

140

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**Music Education Major Suggested Program Plan (9 semester plan)**

**FIRST YEAR: Fall**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMN 101</td>
<td>Intro to Spiritual Form</td>
<td>2</td>
</tr>
<tr>
<td>ENG 101</td>
<td>College Writing I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 113</td>
<td>Hist. of World Civ. I</td>
<td>3</td>
</tr>
</tbody>
</table>

**FIRST YEAR: Spring**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIB 102</td>
<td>Old Testament Lit.</td>
<td>3</td>
</tr>
<tr>
<td>EDU 191</td>
<td>1st Yr Field Experience</td>
<td>0</td>
</tr>
<tr>
<td>EDU 246</td>
<td>Found. of Education</td>
<td>3</td>
</tr>
<tr>
<td>Semester</td>
<td>Courses</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Music Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>INT 112-Found. for Excellence</strong></td>
<td>2</td>
<td><strong>MUS 102-Functional Piano</strong></td>
</tr>
<tr>
<td><strong>MUS 101-Functional Piano</strong>*</td>
<td>1</td>
<td><strong>MUS 122-Ear Training 2</strong></td>
</tr>
<tr>
<td><strong>MUS 121-Ear Training I</strong></td>
<td>1</td>
<td><strong>MUS 124-Theory 2</strong></td>
</tr>
<tr>
<td><strong>MUS 123-Theory I</strong></td>
<td>3</td>
<td><strong>MUS 172-Major Jury</strong></td>
</tr>
<tr>
<td><strong>MUS 171-Major Jury</strong></td>
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<td><strong>PSY 101-General Psychology</strong></td>
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<tr>
<td><strong>Applied Music</strong></td>
<td>2</td>
<td><strong>Applied Music</strong></td>
</tr>
<tr>
<td><strong>Music Organization</strong></td>
<td>0</td>
<td><strong>Music Organization</strong></td>
</tr>
<tr>
<td><strong>SECOND YEAR: Fall</strong></td>
<td></td>
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<tr>
<td><strong>BIB 201-New Testament Lit.</strong></td>
<td>3</td>
<td><strong>MUS 213-Western Music to 1700</strong></td>
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<tr>
<td><strong>EDU 258-Dev &amp; Lrng Theory</strong></td>
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<td>Or <strong>MUS 319</strong></td>
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<tr>
<td><strong>EDU 291-2nd Yr Field Exp.</strong></td>
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<td><strong>MUS 221-Ear Training 3</strong></td>
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<td><strong>MUS 103-Fund. of Singing##</strong></td>
<td>1</td>
<td><strong>MUS 223-Theory 3</strong></td>
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<tr>
<td><strong>MUS 201-Functional Piano</strong>*</td>
<td>1</td>
<td><strong>MUS 271-Major Jury</strong></td>
</tr>
<tr>
<td><strong>MUS 213-Western Music to 1700</strong></td>
<td>3</td>
<td><strong>MUS 333-Choral Conducting</strong></td>
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<td><strong>Music Organization</strong></td>
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<tr>
<td><strong>THIRD YEAR: Fall</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>EDM 345-Strings Methods</strong></td>
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<td><strong>BIB 201 or 302-Biblical Doc I or II</strong></td>
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<td><strong>ENG 201 or 202-Global Lit. I or II</strong></td>
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<tr>
<td><strong>MUS 319-Music 19th Century or</strong></td>
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<td><strong>MUS 320-Music 20th Century</strong></td>
</tr>
<tr>
<td><strong>MUS 213</strong></td>
<td>2</td>
<td>Or <strong>MUS 214</strong></td>
</tr>
<tr>
<td><strong>MUS 321-Comp. &amp; Improv</strong></td>
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<td><strong>MUS 372-Major Jury</strong></td>
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<tr>
<td><strong>MUS 371-Major Jury</strong></td>
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<td><strong>MUS 434-Orchestral Conduct</strong></td>
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<tr>
<td><strong>MUS 433-Orchestral Conduct.</strong></td>
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<td><strong>PMN 201-Nyack Heritage</strong></td>
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<tr>
<td><strong>Applied Music</strong></td>
<td>2</td>
<td><strong>MUS 323-Form and Analysis</strong></td>
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<tr>
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<td><strong>FOURTH YEAR: Spring</strong></td>
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<tr>
<td><strong>EDM 347-Percussion Methods</strong></td>
<td>1</td>
<td><strong>BIB-Elective</strong></td>
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<tr>
<td><strong>EDM 444-Music Sec. School</strong></td>
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<td><strong>EDM 346-Brass Methods</strong></td>
</tr>
<tr>
<td><strong>EDM 392-Methods Field Exp</strong></td>
<td>0</td>
<td><strong>EDU 233-Singer’s Diction</strong></td>
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<tr>
<td><strong>EDU 247-Health Issues</strong></td>
<td>1</td>
<td><strong>MUS 105-Beg. Guitar Tech</strong></td>
</tr>
<tr>
<td><strong>EDU 441-Christian Teacher</strong></td>
<td>3</td>
<td><strong>MUS 320-Music 20th Century</strong></td>
</tr>
<tr>
<td><strong>PMN 201-Nyack Heritage</strong></td>
<td>1</td>
<td>Or <strong>MUS 214</strong></td>
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<tr>
<td><strong>MUS 470-Senior Recital</strong></td>
<td>0</td>
<td><strong>MUS 372-Major Jury</strong></td>
</tr>
<tr>
<td><strong>MUS 472-Major Jury</strong></td>
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<td><strong>Laboratory Science elective</strong></td>
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<td><strong>Music Organization</strong></td>
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<tr>
<td><strong>FIFTH YEAR: Fall</strong></td>
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<tr>
<td><strong>EDM 441-Music Elem. School</strong></td>
<td>3</td>
<td><strong>EDM 392-Methods Field Exp</strong></td>
</tr>
<tr>
<td><strong>Foreign Language</strong></td>
<td>3</td>
<td><strong>EDU 247-Health Issues</strong></td>
</tr>
<tr>
<td><strong>MUS 327-Orchestration</strong></td>
<td>2</td>
<td><strong>EDU 441-Christian Teacher</strong></td>
</tr>
<tr>
<td><strong>MUS 352-Music of Diverse Cult.</strong></td>
<td>2</td>
<td><strong>MUS 470-Senior Recital</strong></td>
</tr>
<tr>
<td><strong>MUS 471-Major Jury</strong></td>
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<td><strong>MUS 472-Major Jury</strong></td>
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<tr>
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<td><strong>Laboratory Science elective</strong></td>
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<td><strong>Applied Music</strong></td>
</tr>
<tr>
<td><strong>Music Organization</strong></td>
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</tr>
</tbody>
</table>
Music Education

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) and add 3 music elective credits to their program. Non-keyboard majors who test out of any semester of Functional Piano will replace it with 1 music elective credit for each semester.

* 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.
### Music Education Major Suggested Program Plan (8 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-Ear Training 1 ................ 1
- MUS 123-Theory 1 ......................... 3
- MUS 171-Major Jury ...................... 0
- Applied Music**........................... 2
- Music Organization ...................... 0
- INT 101-Info Literacy .................... 1

#### 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-Ear Training 3 ............... 1
- MUS 223-Theory 3 ......................... 3
- MUS 271-Major Jury ....................... 0
- MUS 333-Choral Conducting ......... 1
- Applied Music**........................... 2
- Music Organization ...................... 0

#### THIRD YEAR: Fall
- 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

#### FOURTH YEAR: Fall
- 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 ..................... 3

#### FIRST YEAR: Spring
- BIB 102-Old Testament Lit......... 3
- ENG 102-College Writing II ....... 3
- MUS 102-Functional Piano* ....... 1
- MUS 122-Ear Training 1 ............. 1
- MUS 124-Theory 1 ..................... 3
- MUS 172-Major Jury .................... 0
- PSY 101-General Psychology ...... 3
- PMN 201-Nyack Heritage .......... 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-Ear Training 4 ............. 1
- MUS 224-Theory 4 ...................... 3
- MUS 272-Major Jury .................... 0
- MUS 334-Choral Conducting Methods ......................... 2
- 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: Spring
- EDM 470-Student Teaching Sem. . 2
- EDM 493-Student Teaching .......... 5
- EDM 495-Student Teaching .......... 5
- EDU 247-Health Issues .............. 1
**Music Education**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MUS 327-Orchestration</td>
<td>2</td>
</tr>
<tr>
<td>MUS 470-Senior Recital</td>
<td>0</td>
</tr>
<tr>
<td>MUS 471-Major Jury</td>
<td>0</td>
</tr>
<tr>
<td>Applied Music</td>
<td>1</td>
</tr>
<tr>
<td>Music Organization</td>
<td>0</td>
</tr>
<tr>
<td>MUS 352-Music of Div. Cult</td>
<td>2</td>
</tr>
<tr>
<td>Applied Music</td>
<td>1</td>
</tr>
<tr>
<td>Music Organization</td>
<td>0</td>
</tr>
</tbody>
</table>

* 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) and add 3 music elective credits to their program. Non-keyboard majors who test out of any semester of Functional Piano will replace it with 1 music elective credit for each semester.

* 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.
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:

<table>
<thead>
<tr>
<th>Liberal Arts and Sciences Core Component (30 credits)</th>
<th>Credits</th>
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<tbody>
<tr>
<td>INT 101 - Information Literacy .................................................. 1</td>
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<tr>
<td>INT 112 - Foundations for Excellence .......................... 2</td>
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<tr>
<td>ENG 101-102 - College Writing I and II ...................... 6</td>
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<tr>
<td>ENG 201 or 202 - Global Literature I or II .................. 3</td>
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<tr>
<td>HIS 113 or114 - History of World Civilization I or II .... 3</td>
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<tr>
<td>PHI 101 - Introduction to Philosophy ......................... 3</td>
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<tr>
<td>MUS 352 – Music of Diverse Cultures (replaces Multicultural America) .... 3</td>
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<tr>
<td>MUS 123 - Theory I (replaces Math elective) ................. 3</td>
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<tr>
<td>Social Science elective ...................................................... 3</td>
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<tr>
<td>MUS 213,214- Music History (replaces HIS core credit) .... 3</td>
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| Bible and Ministry Minor Curriculum .................................. 15 |

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<tr>
<th>Major Field Component (66 credits)</th>
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<tbody>
<tr>
<td>MUS 121,122 - Ear-training 1,2 .................................................. 2</td>
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<td>MUS 123,124 – Theory 1,2 (MUS 123 replaces MAT elective 3) ............ 3</td>
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<td>MUS 171,2; 271,2; 471,2 - Major Jury Examinations ...................... 0</td>
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<td>MUS 206 - Piano Accompaniment .................................................. 1</td>
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<td>MUS 221,222 - Ear-training 3,4 .................................................... 2</td>
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<td>MUS 223,224 - Theory 3,4 ............................................................. 6</td>
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<td>MUS 225 - Elementary Counterpoint ............................................ 2</td>
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<td>MUS 319 - Music of the 19th Century ............................................ 2</td>
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<tr>
<td>MUS 320 - Music of the 20th Century ............................................ 2</td>
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<td>MUS 321 - Composition and Improvisation .................................. 2</td>
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<tr>
<td>MUS 323 - Form and Analysis ..................................................... 2</td>
<td></td>
</tr>
<tr>
<td>MUS 327 - Instrumentation and Orchestration .......................... 2</td>
<td></td>
</tr>
<tr>
<td>MUS 333,334 - Choral Conducting, Choral Conducting Methods .......... 3</td>
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<tr>
<td>MUS 350 - Piano Literature ....................................................... 1</td>
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<td>MUS 354 – Intro to Music Technology ......................................... 2</td>
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<td>MUS 370 - Junior Recital ............................................................. 0</td>
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<td>MUS 415 - Worldview of Music and Worship (Worldview requirement) .. 3</td>
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<tr>
<td>MUS 433,434 - Orchestral Conducting ......................................... 2</td>
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<td>MUS 470 - Senior Recital ............................................................. 0</td>
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<td>MUS 475 - Concerto Requirement ............................................... 0</td>
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</table>
### Piano Performance

- **EDM 349 - Piano Pedagogy** ................................................................. 1
- **Applied music** .................................................................................... 18
- **Music electives** .................................................................................. 9
- **Music organization each term** .......................................................... 0
- **MUS 100- Concert Attendance each semester** ...................................... 0

**Miscellaneous Elective Component (15 credits)**

| Miscellaneous electives | 15 |

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

### Piano 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-Ear Training I** ......................................................... 1
- **MUS 123-Theory I** ................................................................. 3
- **MUS 171-Major Jury** .............................................................. 0
- **MUS 173-Minor Jury** .............................................................. 0
- **Applied Music** ........................................................................... 2
- **Elective** ..................................................................................... 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-Ear Training 3** ............................................................ 1
- **MUS 223-Theory 3** ................................................................. 3
- **MUS 271-Major Jury** .............................................................. 0
- **MUS 273-Minor Jury** .............................................................. 0
- **MUS 333-Choral Conducting** .................................................... 1
- **Applied Music** ........................................................................... 2
- **Elective** ..................................................................................... 3
- **Music Organization** ................................................................. 0

#### THIRD YEAR: Fall

- **BIB 301or 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 350-Piano Lit** ................................................................. 1
- **MUS 371-Major Jury** .............................................................. 0
- **Applied Music** ........................................................................... 2
- **MUS 354 – Intro to Music Tech** ............................................. 2
- **MUS - Elective** ......................................................................... 1
- **Music Organization** ................................................................. 0

#### FIRST YEAR: Spring

- **BIB 102-Old Testament Lit** ....................................................... 3
- **ENG 102-College Writing II** ..................................................... 3
- **MUS 122-Ear Training 2** .......................................................... 1
- **MUS 124-Theory 2** ................................................................. 3
- **MUS 172-Major Jury** .............................................................. 0
- **MUS 174-Minor Jury** .............................................................. 0
- **MUS-Elective** ............................................................................ 2
- **Music Organization** ................................................................. 0
- **INT 101-Info Literacy** ............................................................... 1

#### SECOND YEAR: Spring

- **MUS 206-Piano Accomp** ........................................................... 1
- **MUS 214-Music of 18th Century**  or **MUS 320** .................... 2
- **MUS 222-Ear Training 4** .......................................................... 1
- **MUS 224-Theory 4** ................................................................. 3
- **MUS 272-Major Jury** .............................................................. 0
- **MUS 274-Minor Jury** .............................................................. 0
- **MUS 334-Choral Conducting** .................................................... 2
- **PHI 101-Intro. to Philosophy** .................................................. 3
- **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 349-Piano Pedagogy** ...................................................... 1
- **MUS 370-Junior Recital** ............................................................ 0
- **MUS 372-Major Jury** .............................................................. 0
- **PMN 201-Nyack Heritage** ...................................................... 1
- **Applied Music/Jr. Recital** ......................................................... 3
- **Elective** ..................................................................................... 3
- **Music Organization** ................................................................. 0
**FOURTH YEAR: Fall**

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<th>Course</th>
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<tr>
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<td>MUS 327-Orchestration</td>
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<tr>
<td>MUS 352-Music of Div. Cult</td>
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<td>MUS 433-Orchestral Conduct</td>
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<td>MUS 471-Major Jury</td>
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**FOURTH YEAR: Spring**

<table>
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<th>Course</th>
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<tr>
<td>MUS 415-Music and Worship</td>
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<td>MUS 434-Orchestral Conduct</td>
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<td>MUS 470-Senior Recital</td>
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<td>MUS 472-Major Jury</td>
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</table>

**Music Organizations may be taken for zero or for one credit.**

**These courses offered in alternate years and must be taken when offered.**
Sacred Music

SACRED MUSIC MAJOR - S.M.B.

Primary Faculty, Rockland: Joel Jameson, Dr. Marie Kenote, Dr. Glenn Koponen, Dr. Tammy Lum

Primary Faculty, NYC: Dr. Sue Talley, Dr. Dana Talley, Colin Fowler, Dr. Lars Frandsen

The Sacred 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 Sacred 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 Sciences Core Component (30 credits) Credits
INT 101 - Information Literacy................................................................. 1
INT 112 - Foundations for Excellence..................................................... 2
ENG 101-102 - College Writing I and II ................................................. 6
ENG 201 or 202 - Global Literature I or II............................................... 3
HIS 113 or 114 - History of World Civilization I or II ............................. 3
PHI 101 - Introduction to Philosophy .................................................... 3
MUS 352 – Music of Diverse Cultures (replaces Multicultural America) .. 3
MUS 123- Theory 1 (replaces Math elective) ........................................... 3
Social Science elective ............................................................................. 3
MUS 213,214- Music History (replaces HIS core credit) ......................... 3

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

Major Field Component (69 credits)

MUS 103 - Fundamentals of Singing...................................................... 1
MUS 121,122 - Ear-training 1,2 ............................................................ 2
MUS 123,124 – Theory 1,2 (MUS 123 replaces Math elective)(3) ............. 3
MUS 171,2; 271,2; 371,2; 471,2 - Major Jury Examinations............... 0
MUS 213, 214 - Western Music to 1700 and Music of 18th Century (replaces HIS).1
MUS 221,222 - Ear-training 3,4 ......................................................... 2
MUS 223,224 – Theory 3,4 ................................................................. 6
MUS 319 - Music of the 19th Century ................................................. 2
MUS 320 - Music of the 20th Century ................................................. 2
MUS 321 - Composition and Improvisation ....................................... 2
MUS 323 - Form and Analysis............................................................. 2
MUS 333,334 - Choral Conducting, Choral Conducting Methods ........ 3
MUS 354 – Intro to Music Technology.................................................. 2
MUS 355 - Church Music Administration ........................................... 2
MUS 357 - Hymnology .......................................................................... 2
MUS 375,376 - Field Work .................................................................. 2
MUS 415 – Worldview of Music and Worship (Worldview requirement) .. 3
MUS 433,434 - Orchestral Conducting.................................................. 2
Sacred Music

MUS 437 - Service Playing and Improvisation............................................................ 2
MUS 470 - Senior recital.............................................................................................. 0
MUS 478,479 - Field Work.......................................................................................... 2
Applied music major area........................................................................................... 17
Music electives............................................................................................................... 9
Music organization each term...................................................................................... 0
MUS 100 – Concert Attendance each term................................................................. 0
Miscellaneous Elective Component (12 credits)
  Miscellaneous electives............................................................................................... 12
Total credits required.................................................................................................... 126

Sacred 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-Ear Training 1................ 1
MUS 123-Theory 1 ...................... 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-Ear Training 3 ............ 1
MUS 223-Theory 3 .................... 3
MUS 271-Major Jury ................. 0
MUS Elective .......................... 2
MUS 333-Choral Conducting ...... 1
Applied Music ......................... 2
Music Organization** .............. 0

THIRD YEAR: Fall
BIB 303 Christian Thought............3
ENG 201or 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 375-Field Work ................. 1
Applied Music ......................... 2
MUS 354-Intro to Music Tech .. 2
Music Organization** .............. 0
Elective .......................... 2

FOURTH YEAR: Spring

FIRST YEAR: Spring
BIB 102-Old Testament Lit....... .... 3
ENG 102-College Writing II.........3
MUS 122-Ear Training 2 ....... 1
MUS 124-Theory 2 ................. 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-Ear Training 4 .......... 1
MUS 224-Theory 4 ................. 3
MUS 372-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 323-Form & Analysis......... 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
### Sacred Music

#### FOURTH YEAR: Fall

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>HIS 113</td>
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<td>MUS 352</td>
<td>Music of Div. Cult.</td>
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<td>MUS 355</td>
<td>Church Music Admin.</td>
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<td>MUS 433</td>
<td>Orchestral Conduct</td>
<td>1</td>
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<tr>
<td>MUS 471</td>
<td>Major Jury</td>
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<td>MUS 478</td>
<td>Field Work</td>
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<tr>
<td>MUS 357</td>
<td>Hymnology</td>
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<tr>
<td>MUS 415</td>
<td>Music and Worship</td>
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<td>MUS 434</td>
<td>Orchestral Conduct</td>
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<td>MUS 470</td>
<td>Senior Recital</td>
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<td>MUS 479</td>
<td>Field Work</td>
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</tr>
<tr>
<td>Electives</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.
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:

**Liberal Arts and Sciences Core Component (30 credits)**

<table>
<thead>
<tr>
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<tr>
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<td>INT 112 - Foundations for Excellence</td>
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<td>ENG 101-102 - College Writing I and II</td>
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<td>ENG 201 or 202 - Global Literature I or II</td>
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<td>HIS 113 or 114 - History of World Civilization I or II</td>
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<tr>
<td>PHI 101 - Introduction to Philosophy</td>
<td>3</td>
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<tr>
<td>MUS 352 – Music of Diverse Cultures</td>
<td>3</td>
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<tr>
<td>MUS 123- Theory 1 (replaces Math elective)</td>
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<tr>
<td>Social Science elective</td>
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<tr>
<td>MUS 213,214- Music History (replaces FNA core credit)</td>
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**Social Science elective**

**MUS 213,214- Music History (replaces FNA core credit)**

**Major Field Component (66 credits)**

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<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MUS 121,122 - Ear-training 1,2</td>
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<td>MUS 123,124 - Theory 1,2 (MUS 123 replaces MAT)</td>
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<td>MUS 171,2; 271,2; 371,2; 471,2 - Major Jury Examinations</td>
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<tr>
<td>MUS 213, 214 - Western Music to 1700, Music of 18th Cent (replace FNA)</td>
<td>1</td>
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<tr>
<td>MUS 221,222 - Ear-training 3,4</td>
<td>6</td>
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<tr>
<td>MUS 223,224 - Theory 3,4</td>
<td>2</td>
</tr>
<tr>
<td>MUS 225 - Elementary Counterpoint</td>
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<tr>
<td>MUS 233 - Singer’s Diction</td>
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<tr>
<td>MUS 235 - Singer’s Diction II</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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<tr>
<td>MUS 319 - Music of the 19th Century</td>
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<td>MUS 320 - Music of the 20th Century</td>
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<tr>
<td>MUS 321 - Composition and Improvisation</td>
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<td>MUS 323 - Form and Analysis</td>
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<td>MUS 333,334 - Choral Conducting, Choral Conducting Methods</td>
<td>3</td>
</tr>
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<td>MUS 354 - Introduction to Music Technology</td>
<td>2</td>
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<tr>
<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 (Worldview requirement)</td>
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**Voice Performance**

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**Miscellaneous Elective Component (9 credits)**

| Miscellaneous electives                     | 9       |

**Total credits required**

| 126 |

**Voice Performance Major Suggested Program Plan**

**FIRST YEAR:** Fall

<table>
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<td>MUS 121-Ear Training 1</td>
<td>3</td>
</tr>
<tr>
<td>MUS 123-Theory 1</td>
<td>3</td>
</tr>
<tr>
<td>MUS 171-Major Jury</td>
<td>0</td>
</tr>
<tr>
<td>Applied Music</td>
<td>2</td>
</tr>
<tr>
<td>Elective</td>
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<tr>
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**SECOND YEAR:** Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIB 201-New Testament Lit</td>
<td>3</td>
</tr>
<tr>
<td>MUS 213-Western Music to 1700</td>
<td>3</td>
</tr>
<tr>
<td>MUS 221-Ear Training 3</td>
<td>1</td>
</tr>
<tr>
<td>MUS 223-Theory 3</td>
<td>3</td>
</tr>
<tr>
<td>MUS 233-Singer’s Diction</td>
<td>2</td>
</tr>
<tr>
<td>MUS 271-Major Jury</td>
<td>0</td>
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<tr>
<td>MUS 333-Choral Conducting</td>
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<tr>
<td>Applied Music</td>
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**THIRD YEAR:** Fall

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>BIB 301or 302-Biblical Doc I or II</td>
<td>3</td>
</tr>
<tr>
<td>ENG 201 or 202-Global Lit. I or II</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3</td>
</tr>
<tr>
<td>MUS 319-Music 19th Century or</td>
<td>2</td>
</tr>
<tr>
<td>MUS 213*</td>
<td>2</td>
</tr>
<tr>
<td>MUS 321-Composition &amp; Improv</td>
<td>2</td>
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<tr>
<td>MUS 234-Vocal Literature</td>
<td>2</td>
</tr>
<tr>
<td>MUS 371-Major Jury</td>
<td>0</td>
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<tr>
<td>Applied Music</td>
<td>2</td>
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<td>Music Organization</td>
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**FOURTH YEAR:** Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HIS 113-Hist. of World Civ. I</td>
<td>3</td>
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<tr>
<td>MUS 352-Music of Div. Cult</td>
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**FIRST YEAR:** Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIB 102-Old Testament Lit</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102-College Writing II</td>
<td>3</td>
</tr>
<tr>
<td>MUS 122-Ear Training 2</td>
<td>1</td>
</tr>
<tr>
<td>MUS 124-Theory 2</td>
<td>3</td>
</tr>
<tr>
<td>MUS 172-Major Jury</td>
<td>0</td>
</tr>
<tr>
<td>MUS-Elective</td>
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<tr>
<td>Applied Music</td>
<td>2</td>
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<tr>
<td>Music Organization</td>
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</tr>
<tr>
<td>INT 101-Info Literacy</td>
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**SECOND YEAR:** Spring

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>MUS 213-Music of 18th Century</td>
<td>3</td>
</tr>
<tr>
<td>MUS 222-Ear Training 4</td>
<td>1</td>
</tr>
<tr>
<td>MUS 224-Theory 4</td>
<td>3</td>
</tr>
<tr>
<td>MUS 272-Major Jury</td>
<td>0</td>
</tr>
<tr>
<td>MUS 334-Choral Conducting</td>
<td>2</td>
</tr>
<tr>
<td>MUS 235- Singer’s Diction</td>
<td>2</td>
</tr>
<tr>
<td>PHI 101-Intro. to Philosophy</td>
<td>3</td>
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<tr>
<td>PMN 201-Nyack Heritage</td>
<td>1</td>
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<tr>
<td>Applied Music</td>
<td>2</td>
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<tr>
<td>Elective</td>
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<tr>
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**THIRD YEAR:** Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIB-Elective</td>
<td>3</td>
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<tr>
<td>Foreign Language</td>
<td>3</td>
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<tr>
<td>MUS 323- Form &amp; Analysis</td>
<td>2</td>
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<tr>
<td>MUS 320-Music 20th Century or</td>
<td>2</td>
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<tr>
<td>MUS 214*</td>
<td>2</td>
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<tr>
<td>MUS 370-Junior Recital</td>
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<tr>
<td>MUS 372-Major Jury</td>
<td>0</td>
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<tr>
<td>Applied Music</td>
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<tr>
<td>MUS-Elective</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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<tr>
<td>MUS 470-Senior Recital</td>
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<tr>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>---------</td>
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<tr>
<td>MUS 354- Intro to Music Tech</td>
<td>2</td>
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<tr>
<td>MUS 472-Major Jury</td>
<td>.0</td>
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<tr>
<td>MUS 471-Major Jury</td>
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</tr>
<tr>
<td>EDM 350-Ind. Study/Pedagogy</td>
<td>1</td>
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<tr>
<td>Social Science Elective</td>
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<tr>
<td>MUS 225- Elem. Counterpoint</td>
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<td>MUS-Elective</td>
<td>1</td>
</tr>
<tr>
<td>MUS-Elective</td>
<td>.3</td>
</tr>
<tr>
<td>Applied Music</td>
<td>2</td>
</tr>
<tr>
<td>Applied Music/Sr. Recital</td>
<td>.3</td>
</tr>
<tr>
<td>Elective</td>
<td>2</td>
</tr>
<tr>
<td>Elective</td>
<td>.3</td>
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<tr>
<td>Music Organization**</td>
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</tr>
<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.
School of Business and Leadership

Dr. Anita Underwood, Dean

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

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

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

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

The School of Business and Leadership consists of four academic programs; A.S./B.S. in Business Administration or B.S. in Accounting, Organizational Leadership (OL—adult degree completion program), Master in Business Administration (M.B.A.), and Master of Science in Organizational Leadership (MSOL) (see graduate catalog for details on the MBA and MSOL programs).

Student Learning Goals

The Business School learning goals are categorized within the framework of the Nyack College core values. Through an academically rigorous curriculum the Business School seeks to fulfill the following goals for its student.

Academically Excellent: Demonstrate a thorough knowledge of accounting theories, principles, terms, concepts, and practice.

Globally Engaged: Articulate a global awareness of accounting as it impacts global business ventures and communities.

Intentionally Diverse: Motivate students to productively and effectively communicate diverse perspectives both in writing and orally.

Personally Transforming: Integrate professional principles within a Christian Worldview to encourage growth intellectually and spiritually.

Socially Relevant: Use theoretical frameworks to understand the major functional areas of accounting and apply critical thinking skills within the context of professional accounting practice.
Program Assessment
Outlined below are assessments used to gauge the effectiveness of our programs.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Context</th>
<th>Location in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ETS Major Field Achievement Test</td>
<td>Administered as a final exam in the capstone course</td>
<td>Senior year</td>
</tr>
<tr>
<td>National exam assessing subject matter knowledge in business and related courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Comprehensive examinations</td>
<td>Required in business and accounting “core” courses</td>
<td>All years</td>
</tr>
<tr>
<td>3. Capstone course designed to measure student mastery of essential</td>
<td>Required “core” course</td>
<td>Senior year</td>
</tr>
<tr>
<td>theoretical and methodological issues associated with business and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>accounting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

No prior year assessments. Assessments will be instituted Fall 2009.

Assessment results are evaluated on a semi-annual basis for program improvement. No individual student is identified in the evaluation of program data. Results are reported below for each performance category with darker shading indicating a higher proportion of students in the category.
**ACCOUNTING MAJOR – B.S.**

*Primary Faculty, Rockland:* James Muckell

**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.

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 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. This program gives students desiring the designation of Certified Public Accountant the opportunity to acquire the 150 credit hours that most states now require for licensure.

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
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 301,302</td>
<td>Intermediate Accounting</td>
<td>6</td>
</tr>
<tr>
<td>BUS 311</td>
<td>Cost and Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 312</td>
<td>Accounting with Computers</td>
<td>3</td>
</tr>
<tr>
<td>BUS 331</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 232</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 333,334</td>
<td>Principles of Finance</td>
<td>6</td>
</tr>
<tr>
<td>BUS 335,336</td>
<td>Business Law</td>
<td>6</td>
</tr>
<tr>
<td>BUS 341</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>BUS 415</td>
<td>Federal Income Tax</td>
<td>3</td>
</tr>
<tr>
<td>BUS 403</td>
<td>Auditing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 411</td>
<td>Advanced Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 428</td>
<td>Business Ethics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 470</td>
<td>Business Policy and Strategic Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 458</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>ECO 202</td>
<td>Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 236</td>
<td>Calculus</td>
<td>3</td>
</tr>
<tr>
<td>Worldview elective</td>
<td></td>
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</tbody>
</table>

**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. 1 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 303 Christian Thought 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 236-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 – 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 Organizational Leadership 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:

<table>
<thead>
<tr>
<th>Core Component (28 credits)</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>
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<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 101,102 – 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>
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<td>Core elective, choose one: ENG 201, 202, PHI 101, or math elective</td>
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<table>
<thead>
<tr>
<th>Major Field Component (24 credits)</th>
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<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 331 – Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 332 – Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>ECO 201,202 – Economics</td>
<td>6</td>
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<tr>
<td>CSC-Elective (104 or above) or BUS 312-Accounting with Computers</td>
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<thead>
<tr>
<th>Miscellaneous Elective Component (11 credits)</th>
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<tbody>
<tr>
<td>Miscellaneous electives</td>
<td>11</td>
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<tr>
<td>Recommended: HIS 115, HIS 114, or core electives</td>
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</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
Core Elective ...................................3
Laboratory Science .....................4
PMN 201-Nyack Heritage ...........1
CSC-Elective (104 or above) .........3

BUSINESS ADMINISTRATION MAJOR – B.S.

Primary Faculty, Rockland: Susanne Hartl, Dr. Gordon Boronow
Primary Faculty, NYC: Dr. Ralph Grant, Dr. Jesse Stevens

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.

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, and marketing, 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
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<td>15</td>
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### Major Field Component (57 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<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>
</tr>
<tr>
<td>Electives in upper level Business and Economics courses</td>
<td>15</td>
</tr>
<tr>
<td>Worldview elective</td>
<td>3</td>
</tr>
</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**  

126

### 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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 246-Non-Profit Organ.</td>
<td>BUS 334-Princ. Of Finance II</td>
</tr>
<tr>
<td>BUS 301-Int. Accounting I</td>
<td>BUS 403-Auditing</td>
</tr>
<tr>
<td>BUS 302-Int. Accounting II</td>
<td>BUS 411-Adv. Accounting</td>
</tr>
<tr>
<td>BUS 311-Cost/Managerial Acct.</td>
<td>BUS 415-Federal Income Tax</td>
</tr>
</tbody>
</table>
Economics Concentration
ECO 470-Topics in Economics
Plus any 4 of the following:
   ECO 312-Int. Macroeconomics  ECO 362-Money and Banking
   ECO 313-Int. Microeconomics  ECO 411-Urban Economics
   ECO 327-Hist. Of Econ. Thgt.  ECO 420-Industry Analysis
   ECO 340-Econ. Development    ECO 440-Econ. Of Social Issues
   ECO 341-International Econ.   ECO 451-Comparative Econ.
   ECO 345-Enter. Ind. Economics 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 351-Securities & Invest.
   BUS 310-Int’l. Trade & Fin.    ECO 362-Money & Banking
   BUS 321-Risk Mgt. & Insurance

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

Marketing Concentration
BUS 338-Marketing Research
Plus any 4 of the following:
   BUS 315-Global Business         BUS 349-Music Business II
   BUS 327-Business Comm.          BUS 413-Product Mgmt.
   BUS 345- Enter. Ind. Economics  BUS 424-Sales Force Mgmt.
   BUS 346-Adv. & Sales Promo.     BUS 443-Direct Marketing
   BUS 348-Retail Mgmt.            BUS 453-International Marketing
   BUS 363-Public Relations        BUS 455-Consumer Behavior
   BUS 477- Music Business I       BUS 460-Music Business Seminar

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

<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>BUS 101-Intro. To Business</td>
<td>ECO 202-Microeconomics</td>
</tr>
<tr>
<td>INT 112-Found. For Excellence</td>
<td>ENG 102-College Writing II</td>
</tr>
<tr>
<td>ECO 201-Macroeconomics</td>
<td>HIS 114-Hist. Of World Civ.</td>
</tr>
<tr>
<td>ENG 101-College Writing I</td>
<td>PHI 101-Intro. To Philosophy</td>
</tr>
<tr>
<td>HIS 113-Hist. Of World Civ.</td>
<td>INT 101-Info Literacy</td>
</tr>
</tbody>
</table>

<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>BUS 202-Accounting II</td>
</tr>
<tr>
<td>BUS 201-Accounting I</td>
<td>BUS 232-Princ. Of Management</td>
</tr>
<tr>
<td>ENG 201 or 202-Global Lit. I or II</td>
<td>MAT 330-Statistics</td>
</tr>
<tr>
<td>CSC-Elective or BUS 312</td>
<td>BUS-elective</td>
</tr>
<tr>
<td>Liberal Arts elective</td>
<td>PMN 201-Nyack Heritage</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THIRD YEAR: Fall</th>
<th>THIRD YEAR: Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIB 303 Christian Thought</td>
<td>BIB-Elective</td>
</tr>
<tr>
<td>BUS 333-Princ. Of Finance I</td>
<td>Fine Arts requirement</td>
</tr>
<tr>
<td>BUS 335-Business Law I</td>
<td>MAT 236-Calculus</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>SOC 347-Multicultural America</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FOURTH YEAR: Fall</th>
<th>FOURTH YEAR: Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 428-Business Ethics</td>
<td>Worldview elective</td>
</tr>
<tr>
<td>BUS-electives</td>
<td>BUS 470-Business Policy</td>
</tr>
<tr>
<td>Liberal Electives</td>
<td>BUS-electives</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>

175
Organizational Leadership

ORGANIZATIONAL LEADERSHIP – B.S.

Primary Faculty, New York State: Blondell Anderson, Dr. Claire Henry, Julie Hood-Baldomir (Dept. Chair), Dr. Douglas LePelley, Dr. Elena Murphy, Alyson Willsie

Primary Faculty, Washington, D.C.: Dr. Patricia Johnson

Mission
The Bachelor of Science in Organizational Leadership is an upper division degree program. Through a cohort-based model of learning, the program prepares students to create positive change both organizationally and individually, through developing their ability to assess organizations and utilize innovative and strategic solutions to help organizations achieve extraordinary results.

Student Learning Goals
The OL Student Learning Goals are categorized within the framework of the Nyack College core values. Through an academically rigorous interdisciplinary curriculum, adult students in the Organizational Leadership program will be able to:

Academically Excellent: Demonstrate foundational skills in the use of technology and research as it relates to scholarship.
Demonstrate effective written and oral communication skills that value individuals and promotes positive organizational change.

Globally Engaged: Demonstrate an understanding of the interdependence and interconnectedness of organizations within the global community as well as utilize effective methods of communicating, managing, and leading within multi-national organizations.

Intentionally Diverse: Demonstrate the ability to utilize diverse perspectives as a means to solving problems and initiating change within an organizational context.
Personaly Transforming: Develop processes in which to assess and promote personal growth, development, life-long learning and successful personal and professional relationships.

Socially Relevant: Demonstrate the ability to identify ethical problems, make well-justified ethical decisions, and promote development of an ethical culture within an organizational context.
Understand the process of how to bring about positive change and growth within organizations.
Program Assessment

The following assessments are used to assess program effectiveness.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Context</th>
<th>Location in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Design a research project proposal</td>
<td>Review of written portfolio and oral presentation.</td>
<td>End of semester 2</td>
</tr>
<tr>
<td>2. Written evaluation of knowledge of organizational theory and behavior</td>
<td>Required courses and written summary papers per course</td>
<td>End of each course</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations (Pass)</th>
<th>Approaches Expectations</th>
<th>Does not meet Expectations ( Fail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Design a research project proposal. 08-09</td>
<td>5%</td>
<td>70%</td>
<td>20%</td>
<td>5%</td>
</tr>
<tr>
<td>2. Written evaluation of knowledge of organizational theory and behavior</td>
<td>10%</td>
<td>80%</td>
<td>5%</td>
<td>5%</td>
</tr>
</tbody>
</table>

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*

*These courses are offered through the School of Business and Leadership Adult Intensive Track (AIT).

**Semesters 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: March, June, October, and December; 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 Rockland campus. For all cohorts meeting in Washington, D.C., these two courses are completed through class sessions that are held at the Hall of the States.

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 Proposal**: The culminating piece of work for the major is a research project proposal that is introduced early in the program. This research proposal is developed in conjunction with other course work as students apply research processes and methods to an organizational context aimed at bringing about positive change. Successful completion of the degree will depend on the quality of the project. It is essential, therefore, that the student work with the primary instructor to complete on time. Students may receive assistance, up to two hours each week, in developing and completing their research project proposal and course work.

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

**Liberal Arts and Sciences Core (33 credits)**

- Basic Communication elective (ENG) ................................................................. 3
- Western Civilization elective ................................................................. 3
- World Civilization elective ................................................................. 3
- American History elective ................................................................. 3
- Humanities elective (ENG) ................................................................. 3
- COM 415-Organizational Communications (fulfills Basic Com) ........ 3
Social Science elective ................................................................. 3
REL 407-World Views in the Global Market (fulfills humanities) .......... 3
Arts elective .................................................................................. 2
Science elective ............................................................................ 3
Mathematics elective ..................................................................... 3
INT 101 – Information Literacy .................................................... 1

*Foreign Language (not required in B.S. Organizational Leadership)*

**Major Field Component (25 credits)**
- PSY 401-Dynamics of Group Behavior ........................................ 2
- PSY 403-Adult and Career Development ........................................ 3
- MGT 405-Organizational Behavior and Analysis ............................ 3
- SOC 413-Research Project Proposal 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 Proposal II .......................................... 2

**Liberal Arts/Miscellaneous Electives Component (62 credits)**
- Liberal Arts electives .................................................................... 13
- Miscellaneous electives ................................................................. 49

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

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**Organizational Leadership Program Plan**

<table>
<thead>
<tr>
<th>FIRST SEMESTER</th>
<th>SECOND SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 401-Group Behavior ........ fairy 2</td>
<td>MGT 406-Strategic Mgt ...................... 3</td>
</tr>
<tr>
<td>PSY 403-Adult &amp; Career Dev........ 3</td>
<td>MGT 408-Diversity Management ........... 2</td>
</tr>
<tr>
<td>COM 415-Org Comm ................................ 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; Ethics .................... 3</td>
</tr>
<tr>
<td>SOC 413-Research Project Prop I..... 3</td>
<td>SOC 414-Research Project Prop II ....... 2</td>
</tr>
<tr>
<td>INT 101-Information Lit .............. 1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THIRD SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>May be required to complete liberal arts core or electives.</td>
</tr>
</tbody>
</table>

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Organizational Leadership Program Courses
(Note: The courses listed under this heading are offered only to students in the Organizational Leadership 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 Leadership. 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 410/ Economic and Marketing Environment of Management (3 credits)
Students explore and examine the essentials of economics and marketing in today’s dynamic world at both the macro and micro levels. They gain an applied understanding of the principles, concepts and operational aspects in a business environment by forming teams that assume responsibility for developing and executing a firm’s strategic marketing plan based on economic principles for broad product markets and selected target markets.

MGT 406/ Strategic Management (3 credits)
The course is the capstone for the Organizational Leadership 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 413/Research Project Proposal I
The course introduces students to the major independent research study for the Bachelor of Science in Organizational Leadership. Students develop a project topic proposal and examine scholarly, classical, and contemporary literature and research in order to gain insights into how to bring about positive organizational change. Students submit their findings that are later incorporated into the final research project proposal.

SOC 414/Research Project Proposal II (2 credits)
Prerequisite to this course is SOC 413.
The course culminates the requirements for the program’s thesis. Students prepare an academically written research project proposal that demonstrates analytical and problem-solving skills, with a strong emphasis on utilizing a working knowledge of basic research concepts and principles. The project includes review of literature pertinent to the thesis statement, and a data collection plan using a mixed method approach. Upon completion of this written research, students are required to make a formal oral presentation that focuses on major findings and learning.

Adult Intensive Track Courses (AIT)

BIO 112--Ecology (3 credits) [all AIT classes are 3 credits each]
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.
ENG 113--Writing for the Social Sciences (3 credits)
Emphasis on drafting, revising, and editing expository essays common to the social sciences. Students discuss and evaluate readings from the social sciences and write an extended research paper using APA style.

FNA 335--History of Art (3 credits)
A study of the major developments of music, art, architecture, and sculpture. Emphasis is placed on standard art works and their reflection of religious, social, and cultural life.

HIS 110--History of Western Civilization (3 credits)
The History of Western Civilization provides an overview of developing civilizations from the ancient world to the present. Students will examine the history of change in the cultural, social, religious, intellectual, political, military and economic aspects of western cultures. Ancient Greece, the Roman Empire, medieval society, the Renaissance, the Reformation, the Enlightenment, the Industrial Revolutions, the development of Nation-States, World Wars and the new Globalism will be all be included in the study. This is a foundational history course, designed to engage the student in the civilizations of the past with a view towards achieving a better understanding of our modern world.

HIS 225--American Business History (3 credits)
The history of American business institutions in manufacturing, distribution, transportation, and finance. Particular attention will be given to industrialization with consideration of business institutions in their economic, legal, governmental, and social contexts.

Organizational Leadership Admissions
Contact Information:
Nyack College Organizational Leadership Program
350 N. Highland Avenue, Nyack, NY  10960
1-800-876-9225
E-mail: admissions.adcp@nyack.edu
Website: www.nyack.edu
Applications for admission may be downloaded online at www.nyack.edu/admissions.

Applications to the Organizational Leadership program in the School of Business and Leadership are reviewed by an admissions committee that will conduct an extensive review of submitted materials and take into consideration the entire application package.

There is not a single predetermined student profile for admission. However, those applicants who do best in the program distinguish themselves by having:
- A motivation to learn
• A desire to manage or impact others
• The self-discipline to complete assignments
• Honors or recognition for achievements in their professional and personal life

Nyack College emphasizes academic excellence and students must be committed to undertake the rigor of our academic program. For those students who have not been involved in the demands of structured coursework in the classroom for an extended period of time, Nyack does acknowledge lifetime experience and achievements in an applicant’s personal and professional life when evaluating the admissions materials. The resume of a person most likely to succeed in the application process will be one that shows job stability, career advancement, and employment that requires an individual to understand complex ideas and articulate them to others.

Required Admission Materials
*All applicants must submit the following:*
1. Completed and signed application
2. Application fee ($30)
3. High School diploma or equivalent
4. College transcript(s) showing at least 60 transferable college credits earned from an accredited college or university. Please note that only course work with the grades of “C-” or higher will be accepted as transfer credits, except when part of a completed Associate’s Degree.
5. Writing sample
6. Personnel Recommendation
7. Completed Work and Life Experience Form
8. Management proficiency: The Organizational Leadership program is an upper level management program. Therefore, students must either transfer in with an introductory course in management or demonstrate proficiency, in the introductory principles of management.
9. Record of Immunizations: Documentation of appropriate vaccination for Measles, Mumps, and Rubella must be provided by the student in accordance with the New York State Health Regulations for colleges.
10. Computer Literacy: students in the Organizational Leadership program will use an online environment for a portion of their learning. Technology skills are necessary for successful completion of the program. Applicants of the program should be able to send and receive email, open or send an email attachment, conduct research using the Internet, use Microsoft Word, and download files. Students are required to have access to a computer and the Internet.
International Students Admission Requirements

Nyack College welcomes applications for admission from well-qualified, non-U.S. resident citizens of other countries. The admission procedures are the same for all students.

1. Students for whom English is not the first language should be certified in English proficiency. Certification for the Test of English as a Foreign Language (TOEFL) requires a minimum score of 550 (paper); 220 (computer version), or 83 (Internet version) on the TOEFL examination.

2. A certified affidavit from an individual or agency guaranteeing financial support to the students for education in the United States is also required.

3. After being accepted at Nyack College, international students are required to make a deposit of $2,000 before the Certificate of Eligibility (I-20 form) will be issued by the Office of Admissions. The I-20 is used to apply for the student visa (F-1).

4. The Director of Admissions and/or designated school official will assist the student in matters pertaining to immigration, employment, etc.

Admissions Process

Processing and Notification: It is the applicant’s responsibility to ensure that all required information is submitted to Nyack College. The Director of Admissions will review submitted records when all information is complete. Admission decisions will be communicated to applicants in writing as soon as possible after the decision has been made, typically within one or two weeks. Admission to the Organizational Leadership program is decided on a rolling basis; completed applications submitted early receive priority consideration. Thus, students are encouraged to complete and submit their applications as early as possible.

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

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

Enrollment Status Classification

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

Provisional: If the Office of Admission believes that the applicant has the potential for success, but he or she does not meet all of the regular standards for admission, the applicant may be accepted on a provisional enrollment
status. Provisional students are matriculated for one semester. A student’s provisional status will be evaluated after the student has attempted the first academic semester in the Organizational Leadership program. If a student completes the first semester and has earned a GPA of 2.0 or higher AND has completed at least 10 credits in the first semester, the provisional status will be changed to regular.

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

Nondiscrimination Policy
Students, faculty, and staff represent a diverse college community. Nyack College does not discriminate on the basis of race, color, national and ethnic origin, age, sex, or physical disability in admission, participation, or employment in campus programs or activities. The programs are operated in compliant with the Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1983, Americans with Disabilities Act (ADA), Title VI of the Civil Rights Act of 1964, and all other relevant statutes and regulations.

Nyack College Policy for Prior Learning - Organizational Leadership Program
- Allows adult students enrolled in OLP 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.
• All student portfolio work which includes the Experiential Learning Essays and documentation must align with course subjects offered in the Nyack College catalog.
  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.

Organizational Leadership Academic Policies

Matriculation
  All Organizational Leadership students are considered matriculated for the Bachelor of Science degree.

Academic Year Calendar
  Every cohort follows its individual academic calendar. In the Organizational Leadership Program, the Fall semester runs from June 1 through November 30, and the Spring semester from December 1 through May 31.

Class Attendance Policy
  Because a large portion of the learning in the program takes place in the classroom, attendance at all class meetings is mandatory. When a student misses a class, for whatever reason, he or she must consult with the instructor to ensure requisite seat time requirements are made up.

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.

Grades and Academic Standing
  In order to receive Title IV and State aid, a student must demonstrate that he or she is making acceptable progress toward earning a degree. The following paragraphs represent the progression of the program and the minimum academic standards that must be met to be eligible for Title IV and State aid. These standards are required by State and Federal funding agencies.
  The Accelerated Bachelor's Degree program is a one-year program with two semester of 15 and 17 credits each. Students enter the program with between 60 and 88 transferable college credits. Students who come in with fewer than
99 credits earn the other credits through the assessment of prior learning, credit by examination, and/or additional transfer credits to bring them to 88 transferred/assessed credits. Students must have 120 credits and a GPA of 2.0 in order to graduate. The transferred and assessed credits do not carry grades. All students, regardless of the number of credits they bring into the program, are required to take no less than 32 credits in the Organizational Leadership program.

To make satisfactory academic progress in the first of the two semesters at Nyack, students must earn at least 10 credits with a 2.0 gpa.

If a student must stop out of the cohort after Semester One, the student may transfer into another cohort after the required academic standard has been met. New financial aid paperwork must be completed before any student may return to the Accelerated Bachelor’s Degree program.

Students in jeopardy of not meeting satisfactory academic progress will be notified in writing on the fourth night of Worldviews in the Global Market (week 24).

Pass/Fail is not an option for Organizational Leadership major courses, but Pass/No Credit can be chosen for Adult Intensive Track classes before the course begins. Pass is defined as a “C” or better.

Incomplete Policy

“I” (Incomplete) grades may be used only when students have made specific arrangements acceptable to the instructor prior to the preparation of the grade sheet. After two months, grades of “I” become “FX”. A fee of $50 is charged to change an F or FX to a passing grade.

Any student with an “I”, “F”, or “FX” in more than two courses from the first semester (not including Project I) will not be permitted to enter the second semester until the courses are completed or retaken.

A student may not enroll in an OL general education course other than English if he or she is carrying more than two incompletes.

Students who have not completed coursework one year after their cohort finished will need to apply for re-admittance to the program and pay the full price of completing any outstanding graduation requirements. At such point they will be under current catalog requirements.

Academic Probation

Students who end Semester One with five or fewer credits completed, or less than a 2.0 GPA will be administratively withdrawn from their cohort. An appeal form is available on our website for students who wish to appeal for permission to stay in the Organizational Leadership program.

Students who finish Semester One with 6 to 9 credits will be automatically placed on academic probation for the first 8 weeks of Semester Two. If by the end of 8 weeks they have still not attained 10 credits or a 2.0 GPA, they will be administratively withdrawn. There is no appeal of this decision.
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. The Registrar’s Office holds the official record of a student’s final grade.

Grades and Scholastic Honors
Graduation Honors: Students of outstanding scholarship are selected for graduation honors in the following manner:
- With distinction: GPA at least 3.8
- With highest distinction: GPA of 4.0

Organizational Leadership students will qualify for Latin honors of Cum Laude etc. only if they have completed a total of at least 60 credits at Nyack College.

Omicron-Psi Honor Society
The Omicron-Psi Honor Society is dedicated to recognizing the achievements of non-traditional students in the United States. SB&L students enrolled in Organizational Leadership have the opportunity to qualify for membership in this Honor Society if they meet the following criteria:
- Must be at least 24 years of age.
- Must be eligible to graduate from the School of Business and Leadership with an Organizational Leadership degree.
- Must have a minimum cumulative Grade Point Average of 3.8.
- Must currently participate in at least three community activities (e.g. 4H, church related activities, senior centers, Boy/Girl Scouts, etc.)
- Must maintain the principles of duty, honor and service.
- Must maintain and demonstrate high ethical standards in all aspects of life.
- Must be nominated by their Primary Instructor.

Graduation Requirements
1. A minimum of 120 semester credits.
2. A minimum cumulative grade point average of 2.0
3. All requirements in the core curriculum
4. All requirements in the major program
5. In order to be eligible to participate in the May commencement ceremonies, students must have all requirements completed by that Spring semester. Summer or Fall completers will be invited to participate in the following May. All students must have completed week 55 with their cohort in order to be eligible.
6. In order to be eligible to participate in the May commencement ceremonies, students must receive financial clearance by the Office of
Organizational Leadership

Student Accounts. All tuition charges, assessed credit charges, library fines, parking tickets, etc. must be cleared from their account.

Grievance Procedures

Students who have a grievance relative to academic policies, grades or other academic judgments should first seek resolution with their course instructor. If this does not solve the problem, a formal appeal may be made by sending a letter or e-mail to the Chair of Organizational Leadership. The Chair of Organizational Leadership will select two faculty members to review the case. The grade designated by the faculty members who review the case will be binding and final, whether it is higher or lower than the original grade.

Registration

Officially admitted students will register at the beginning of Semester One. Semester Two registration will be done by mail prior to Semester Two. Official registration is dependent upon the payment of tuition and fees, and official documentation of transfer credits.

Arrangements for the payment of tuition and fees must be made four weeks prior to the beginning of classes each semester through the office of Student Financial Services. Call (800) 876-9225 or (845) 675-4583 ext. 4625. Failure to make this arrangement will delay registration and class attendance.

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 organizational leadership program, this course is INT 101, Information Literacy.

Withdrawal and Readmission

If a student must withdraw from the College before the completion of studies, he/she is first required to consult with the Primary Instructor of his/her cohort, and submit a status change form to the Registrar’s Office. Please note that the effective date of withdrawal will be according to the date the student submits the status change form to the Registrar. Please be aware that withdrawal from the program will affect a student’s eligibility for financial aid, loan deferments and scholarships/grants. Until the Registrar’s Office is notified, absences will continue to accumulate. See Nyack College refund policy in the financial aid section that follows.
If a student finds it necessary to withdraw from the program, he/she will receive credit for any course completed. Withdrawal from the program will jeopardize any financial aid for the remainder of the academic year. (these regulations have been set by the Federal and State Governments).

For financial adjustment in case of withdrawal, please call the Office of SB&L Financial Services at (845) 358-5360, extension 4478.

Students who fail to officially withdraw from the program must apply for re-admission to the program. If approved for re-admission, a student may join the next appropriate class and pay the current tuition and fees.

**Organizational Leadership Tuition and Fees**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
<th>Tuition and Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>17</td>
<td>$9826.00</td>
</tr>
<tr>
<td>Semester 1</td>
<td>15</td>
<td>$8670.00</td>
</tr>
</tbody>
</table>

Cost per credit: $578.00

**Mandatory Fees (required for enrollment)**

- Application Fee: $30.00
- Principles of Adult Learning: $350.00
- Comprehensive Fee: $140.00
- Semester One Book Investment (approx.): $500-600.00
- Semester Two Book Investment (approx.): $500-600.00

**Additional Fees (subject to individual needs)**

- CLEP/DANTES Tests (approx): $90.00
- Diploma replacement fee: $15.00
- Cohort change fee: $100.00
- Technology Fee: $120.00
- FX Change fee: $50.00

**Assessment Fees (non-refundable)**

- Assessment Advisement (6 months): $75.00
- Portfolio Documents Processing Fee for Essays: $90.00
- Portfolio Documents Processing Fee for Professional Tech: $30-180.00
- Project Advancement fee (current per credit cost of program): $578.00
- Additional course (current per credit cost of program): $578.00
- Audit Fee (per credit): $100.00

**Organizational Leadership Satisfactory Academic Progress Policy**

Federal and New York State regulations require Nyack College to establish and apply reasonable standards of satisfactory progress for the purpose of the receipt of financial assistance under the programs authorized by Title IV of the Higher Education Act. The law requires institutions to develop policies regarding satisfactory academic progress (SAP). Each institution must design criteria, which outlines the definition of student progress towards a degree and the consequences to the student if progress is not achieved. Nyack College Organizational Leadership (OL) Undergraduate students who wish to be considered for financial aid must maintain satisfactory progress in their selected course of study as set forth in this policy.
Academic Policy: Incomplete course grades and withdrawals are not counted toward the grade point average component of the standard, but along with course repetitions are used in measuring the academic progress of credits completed. Only the second grade of a repeat course counts in the calculation of the student’s GPA.

Institutional Policy: Satisfactory academic progress includes both a qualitative (grade point average) and quantitative (number of credit hours completed) measure of the student’s progress plus a maximum time frame to not exceed 150% of the program measured in academic terms and credit hours attempted. The Student Financial Services/Registrar Offices will assess the student academic progress at the end of every term for all federal and institutional aid programs.

Transfer Students: When a student transfers to Nyack College, the academic office will determine the number of credit hours acceptable toward the OM degree program at Nyack. The standard of progress will begin at the appropriate point on the SAP chart according to the number of credit hours transferred.

Financial Aid Probation and Termination for Title IV FSA: The first time a student does not meet the standards of satisfactory progress at the end of the academic term, they will automatically be placed on financial aid probation for the following academic term. Federal financial aid may still be received during the probation period. At the end of the probation period, the student must again be making satisfactory academic progress or financial aid will be terminated. If the student doesn’t meet the satisfactory progress standards as of the end of the probationary term, they lose eligibility for any subsequent terms until the student has reestablished financial aid eligibility.

Reestablishing Financial Aid Eligibility: Students who have had their financial aid terminated due to lack of satisfactory academic progress may choose to enroll without benefit of financial aid. Students may also choose to attend another institution and transfer the specified needed number of credits earned toward an undergraduate degree at Nyack that will bring them in line with the quantitative standards of the SAP policy. Transfer credits will not be used to meet the qualitative or GPA standards of the policy. If the standards are met, financial aid eligibility is restored for subsequent terms of enrollment. Students should consult with a financial aid counselor in the Office of Student Financial Services if they have any questions about this policy, the appeal process, or reinstatement of financial aid eligibility.

Appeal Process: Any student who is denied Federal financial aid at the end of the financial aid probationary period or does not meet the SAP standard and who can prove special circumstances, i.e., serious injury or illness, or death in the family, is allowed to appeal their case. An appeal letter may be submitted with supporting documentation, if required, to the Provost Office to request a waiver of the SAP standards for a semester. The Provost, Registrar, and Assistant Treasurer will make the final determination if Federal Aid will be restored for one semester or if the appeal will be denied. If the appeal is approved the SAP standards are suspended for that student.
Notification: The following schedules represent minimum academic standards that must be met by fulltime students (12 or more credits) in order to be eligible for Title IV Federal Student Aid (Stafford Loans). Students are notified in writing if they have failed to meet the standards along with implications and actions required to maintain or reestablish financial aid eligibility. Students taking a part-time load are pro-rated based on the full-time standards.

For Pell and Federal Loans------Semesters Enrolled at Nyack

<table>
<thead>
<tr>
<th>After ‘X’ Semester(s)</th>
<th>Transfer</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits Earned per semester</td>
<td>60-80 credits</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Cumulative GPA</td>
<td>n/a</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
</tbody>
</table>

TAP Grants

<table>
<thead>
<tr>
<th>Semesters Enrolled at Nyack</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before being certified for this payment*</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>A student must have accrued at least this many credits</td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>With at least this grade point average</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

*Including semesters transferred from another institution.
At the end of the 55th week the student will have a 2-month grade period to submit any missing work from the 55-week program at no additional cost except for the FX change fee. After the 3rd month and through the 12th month, to complete the unfinished work the student will be charged ½ the full cost of the course. After that the full rate is charged, except for Project Advisement, which must be taken and paid for at the cost of one credit per 6-month period until the project is completed.

If a student fails or withdraws from a course or if the student is withdrawn because of failure to meet attendance requirements, that student will need to re-enroll in the course and pay the tuition for the course again.

All tuition must be paid, or financial arrangements must be confirmed with the Student Financial Services Office, prior to the beginning of each semester. Call (800) 876-9225 to make these arrangements with your Financial Aid Counselor.

Students seeking to register for an Adult Intensive Track (AIT) course must pay a nonrefundable deposit equivalent to one credit of tuition at the same time that the students submits a request form and promissory agreement. This deposit will be applied to the student’s account. The deposit is non-refundable unless the course is cancelled by SB&L program administration. In such case, students’ deposits will be returned in full.

If after a diploma has been ordered for a student, it comes impossible for a student to graduate, another diploma will be ordered at an additional cost to the student.

All fees and tuition charges are subject to change without prior notice.

2009-2010 Refund Policy

Since Nyack College School of Business and Leadership is on a modular schedule, the refund policy for students wishing to withdraw differs slightly from most traditional programs.

The most important factor in determining how much liability the student will incur in a particular semester is the date in which her or she actually withdrew from the program. The official dates of withdrawal is the date the student contacts the Registrar’s Office at 1 (800) 876-9225, extension 4469. It is not the date the student stops attending class.

Financial liability at Nyack College School of Business and Leadership is outlined in the following statements:

Liability for each module, or course, is incurred after the first class in that module. E.g. after the first class of Dynamics of Group Behavior (SOC 401), you are fully liable for the cost of that module.

In Semester I, liability for the full semester tuition is incurred after the first night of Organizational Communications (COM 415) (week 9).

In Semester II, liability for the full semester tuition is incurred after the first night of Economics and Marketing (MGT 410) (week 9).

Prior to the point of incurring full liability, you will be charged for only the course modules you have started; e.g. if, in Semester One, you withdraw from
the program before Adult and Career Development begins, you will be liable for the cost of Dynamics of Groups Behavior only.

Financial Aid Leave of Absence Policy
If a student must stop attending the program for a period of time (not to exceed 180 days) he/she may request a Leave of Absence. If a LOA is granted it will allow the student to keep all awarded financial aid for the semester in which the student has stopped attending. To apply for a LOA the student must complete a Change of Status Form, which includes the following information:

• the cohort and date in which he/she will stop attending
• the cohort and date in which he/she will resume the program
• the reason(s) why student is requesting LOA

Nyack College reserves the right to approve or deny any application for LOA. If a LOA is granted the student must return on the date specified. Failure to return on this date will result in the student’s withdrawal from the program. Financial Aid will be adjusted to fit the student’s actual attendance; the last date of attendance will become the official withdrawal date, and will affect the Stafford Loan grace period.
Undergraduate Course Descriptions

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)
All courses meet social science and liberal arts elective requirement.

ANT 201-Cultural Anthropology (3)
Analysis of the different aspects of culture with reflection on cultures from around the world. (Social Science and Liberal Arts elective)

ANT 222- Peoples and Cultures of Southeast Asia (3)
An area study including history and social-cultural development. Particular reference to contemporary problems. (Social Science and Liberal Arts elective)

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. (Social Science and Liberal Arts elective)

ANT 224-Peoples and Cultures of Latin America (3)
An area study including history and social-cultural development. Particular reference to contemporary problems. (Social Science and Liberal Arts elective)

ANT 225-Peoples and Cultures of the Arab World (3)
An area study including history and social-cultural development. Particular reference to contemporary problems. (Social Science and Liberal Arts elective)

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. (Social Science and Liberal Arts elective)

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, Social Science and Liberal Arts elective)

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. (Social Science and Liberal Arts elective)

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, Social Science and Liberal Arts elective)
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, Social Science and Liberal Arts elective)

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. (Social Science and Liberal Arts elective)

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, Social Science and Liberal Arts elective)

ANT 352-Music of Diverse Cultures (3)
(For course description see MUS 352, Social Science and Liberal Arts elective)

ANT 384-Geographical and Historical Setting of the Bible (3)
(For course description see BIB 384, Social Science, Bible and Liberal Arts elective)

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). (Social Science, Bible and Liberal Arts elective)

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. (Social Science and Liberal Arts elective)

ANT 480-Independent Study (1-3)
Independent study in an approved topic in Anthropology. Permission of the Department Head and Dean is required. (Social Science and Liberal Arts elective)
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. (Social Science and Liberal Arts elective)

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. (liberal arts elective)

ART 322-Medieval and Renaissance Art (2)
A survey of world art during the Middle Ages and the European Renaissance. (liberal arts elective)

ART 323-18th and 19th Century Art (2)
A survey of world art during the 18th and 19th centuries. (liberal arts elective)

ART 324-20th Century Art (2)
A survey of world art during the 20th century. (liberal arts elective)

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, liberal arts)

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, liberal arts)

BIB 301-Systematic Theology 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, for Bible Majors Only.

BIB 302-Systematic Theology 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, for Bible Majors only

BIB 303-Christian Thought (3)
A survey of the major doctrines of the Christian faith, with a discussion of their implications for spiritual formation and for service in the global community. Emphasis will be on what historic Christianity has confessed about the Bible, God, creation, humanity, sin, Christ, salvation, the church, and last things and their applications in our current, pluralistic world.

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, liberal arts elective)

 Note: BIB 313 through BIB 325 (except for BIB 321), along with BIB 447 and BIB 448, fulfill the Old Testament elective requirement for the Biblical and Theological Studies Major as well as liberal arts electives.

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-Pentateuch (3)
A survey of the Pentateuch as a literary whole, with exegetical investigations into select portions. Studies will include placing the Pentateuch in its historical context of the ancient near east and in its literary context of the Bible as a whole, including the New Testament. Specific themes such as creation, covenant, law, grace and the future will be studied. 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 and liberal arts electives.

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)
The origins of the Gospels of Matthew, Mark, and Luke. Examination of the
synoptic problem, literary genres, and selected biblical-theological themes. Special
focus on the interpretation of the Gospels’ witness to Christ. Prerequisite: BIB 201.

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.
(liberal arts elective)

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. (liberal arts elective)
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, liberal arts elective)

BIB 385- Rome Field Study (3)
The travel course is intended to introduce the student to the historical, social and religious world of Ancient Rome by visits to its significant archaeological sites. Special attention will be given to the setting for the ministry of Paul and nascent Christianity. (liberal arts elective)

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 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 HIS 386, liberal arts elective).

BIB 387-Syria Field Study (3)
This travel course is intended to introduce the student to the historical, social and religious world of ancient Syria in the Old and New Testament periods. Particular attention will be given to the historical figures and community that resided in the region, which provide the background for the Biblical narrative. (liberal arts elective)

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)
All four-credit science courses include a lab component; all BIO courses fulfill the liberal arts electives component.

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.

BIO 301—Genetics Seminar (1)
This seminar provides students a basic foundation in human genetics. It focuses on diseases and disorders with a genetic etiology. Social and ethical implications due to the advances in medical genetics will be explored and discussed.
BIO 315 – Human Pathophysiology (3)
This course introduces the basic concepts of pathophysiology. Students will explore the concepts of disease and examine the effects of the alteration of normal physiological processes on the human body. The course builds on the foundation of normal physiological functions of human body systems explored in Anatomy and Physiology.

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 - Career Development & Integration I (1)
This course is first in a three part series. CDI I focuses upon personal and career exploration. Topics covered include: personality, interest, value and spiritual gifts inventories, God’s calling, writing a personal mission statement, researching career options, and creating a resume and cover letter.

BUS 212 - Career Development & Integration (CDI) II (1)
This course is second in a three part series following CDI I. CDI II focuses upon career research and decision-making. Topics covered include: resumes and cover letters, information interviews and job shadowing, researching internship, job and graduate school opportunities; researching employers and organizations, and developing a career development plan.

BUS 213 – Career Development & Integration III (1)
This course is third in a three part series following CDI I and II. CDI III focuses upon development of real-world skills. Topics covered include: the job search process, a videotaped mock interview, graduate school, networking, negotiating, budgeting, workplace issues, work/life balance, dining and business etiquette, managing transitions and risks, overcoming barriers and leaving a legacy.

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

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. (liberal arts)

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, liberal arts elective)

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 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 232, 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, 232, 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, liberal arts elective)

**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 232, 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 232, 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 232, 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, liberal arts elective)

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.

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)
All four-credit courses include a lab component and meet the liberal arts elective requirement.

CHE 103- Essentials of Chemistry (4)
This introductory course is designed to give students planning a career in the health sciences an understanding in the fundamentals of chemistry. The topics covered include the principles of general, organic and biochemistry. The course includes both lecture and laboratory components.

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 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. (liberal arts elective)

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. (liberal arts elective)

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 201- Digital Photography (3)
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, liberal arts elective)

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, liberal arts elective)

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 307- Aesthetics and Design (3)

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, liberal arts elective)

COM 332 - Magazine Writing (3)
(For course description see ENG 332, liberal arts elective)

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. (liberal arts elective)

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

CRIMINAL JUSTICE (CRJ)

CRJ 231- Police Organization and Administration (3)
The course will examine the historical development and the present organization and administration of police departments. The course will also focus on organizational principles best suited to police service to the community. Topics include: evaluation of line staff, auxiliary functions, planning, and management.

CRJ 236- Juvenile Justice Administration (3)
The course will introduce students to the historical development of the concept of delinquency, the special status of juveniles before the law and juvenile justice procedural law. The course will examine origin, philosophy, and development of the juvenile justice system, particularly the juvenile court. Considers the structure and operations of the major components of juvenile justice systems and contemporary administrative structures in juvenile justice. The course will review development in law reform concerning delinquency and dependency, along with change and reform in the youth correctional system. (liberal arts elective)

CRJ 245- American Judicial System (3)
This course offers a comprehensive introduction to the American legal system, its roots in natural and common law, and the values it serves. The course will examine the nature of the judicial process: precedent and legal reasoning; the basics of criminal and civil lawsuits; the organization of state and federal courts, the Supreme Court and judicial review. Other topics include: American judicial structure, judicial decision-making, criminal law, civil law, and the legal profession (liberal arts elective)

CRJ 256- Community and Corrections (3)
The course explores and analyzes the philosophical foundations of community-based corrections and the development of major correctional programs based in the community. The course will examine the relationship between community and the correctional system, focusing on the relationships between prisons and the community. The course will focus on probation, parole, and other current community-based strategies. Questions about the effectiveness of community-based correctional alternatives are also considered. (liberal arts elective)

CRJ 315- Criminology (3)
See course description for SOC 315.

CRJ 330- Constitutional Law (3)
See course description for BUS 330.

CRJ 373- Criminal Law (3)
This course surveys the American Criminal Justice system. Special attention will be paid to Elements of crime, defenses, historical foundation, limits, purposes and functions of criminal law. The course will examine the doctrines of criminal
liability in the United States and the classification of crimes against persons and property and the public welfare. Case studies include prosecution and defense decision-making in the criminal law process.

**CRJ 402-Ethical Issues In Criminal Justice (3)**

The course will examine and analyze the values and ethical dilemmas that are of major concern to criminal justice professionals. The focus will be on selected criminal justice ethical issues such as the morality of capital punishment, official corruption, use of deadly force, discretion and deception by the police. Other topics to be covered include: ethics vs. morals; laws and justice; role of judges; prosecutorial discretion; role of defense attorneys; and the role of correctional personnel. (liberal arts elective)

**CRJ 490-Criminal Justice Internship (4)**

The internship is designed to broaden the academic experience of students through appropriate observational and work assignments with criminal justice agencies. Correlation of theoretical knowledge with practice is emphasized. Students will be placed in an internship setting related to criminal justice within city, county, state, and federal criminal justice agencies. There are internship opportunities in the areas of local law enforcement, federal law enforcement, juvenile justice, probation and courts/law. Internships are competitive in nature and require substantial lead-time in terms of the application process.

**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 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. Using a “big picture approach”, students will be encouraged to “create dreams stronger than their struggles” to develop intrinsic motivation. Special emphasis is given to developing a purpose-guided academic plan, time management, organizational strategies, and decreasing test anxiety.

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.

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, liberal arts elective)

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, liberal arts elective)

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)**
All classes meet the liberal arts elective requirement.

**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 318- General Methods in teaching Grades 7-12 (3)
A student teaching prerequisite designed to prepare Adolescent Education teacher candidates to plan and present effective lesson plans and units. Teacher candidates will design lessons meeting the needs of general and exceptional 7-12 students, including at risk and ELL students. Pre-requisites: EDU 246, 258, 259 and admission to the School of Education. Co-requisite: EDS 391 or 392.

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. Prerequisites: EDU 246, 258, 259 and admission to the School of Education. Co-requisite: EDS 391 or 392.

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. Pre-requisites: EDU 246, 258, 259 and admission to the School of Education. Co-requisite: EDS 391 or 392.

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. Pre-requisites: EDU 246, 258, 259 and admission to the School of Education. Co-requisite: EDS 391 or 392.

EDS 334-Literacy Integration in the 7-12 Curriculum (3)
Literacy preparation is a requisite for NYS certification of 7-12 educators and a student teaching pre-requisite. This course will prepare middle and secondary teacher candidates to integrate reading and writing skills into the social studies, mathematics, and English curriculum. In addition, EDS 334 will provide an academic literacy model and methods for meeting the needs and exceptionalities for all 7-12 students, including at-risk and ELL students, within the regular classroom setting. Prerequisites: EDU 246, 258, 259 and admission to the School of Education. Co-requisite: EDS 391 or 392.
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. Co-requisite: appropriate methods courses.

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. Co-requisite: appropriate methods courses

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 and successful completion of all methods courses and field experiences.

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. Prerequisite: School of Education approval and successful completion of all methods courses and field experiences.

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. Prerequisite: School of Education approval and successful completion of all methods courses and field experiences.

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 and EDU 259 Teaching and Learning Strategies.

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. Co-requisite: ECE 250 Early Childhood Observation & Assessment and EDU 259 Teaching and Learning Strategies.

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)**

**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 and successful completion of all methods courses and field experiences.

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 and successful completion of all methods courses and field experiences.

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. (liberal arts elective)

**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 for Early Childhood Education majors ECE 250 and EDU 293. (liberal arts elective)

**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-Health and Wellness for Educators (2 or 3)**
The purpose of this course is to enable students to study and implement permanent, life-changing, life-enhancing, and mission-directed wellness plans. Students will critically examine health and wellness concepts within the context of a spiritual (distinctly Christian) commitment. From this perspective, students will be encouraged to adopt attitudes and make behavioral choices that support spiritual values. EDU/ECE students will expand and apply health and wellness principles to early childhood/childhood environments and curriculum. (same as PED 231)

**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 Educational Technology Standards) for the Professional Preparation Level. Prerequisite: EDU221.
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 246, 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 246, 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: Prerequisites: EDU 246, EDU 258, EDU 259, 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. Prerequisites: EDU 246, EDU 258, EDU 259, 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. Prerequisites: EDU 246, EDU 258, EDU 259, 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-five 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)
Thirty-five 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 distinctive 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. (liberal arts elective)

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 school education. Prerequisite: School of Education approval and successful completion of all methods courses and field experiences. Corequisites: EDU 492 and EDU 493.
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 and successful completion of all methods courses and field experiences.

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 and successful completion of all methods courses and field experiences.

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. Requires a 2.5 cumulative GPA.
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 and successful completion of all methods courses and field experiences.

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 and successful completion of all methods courses and field experiences.

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 and successful completion of all methods courses and field experiences.
ENGLISH (ENG)
All classes meet liberal arts elective requirement.

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 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 401-Themes of Faith in Literature (3)
In this capstone course, students will grapple with understanding the worldviews explored in a selection of literary works from around the world with emphasis on interpreting literature from a Christian worldview. Students will examine literary forms, critical approaches, and truth claims to more fully appreciate and understand these works, participate in meaningful conversation with others, and develop and articulate their own worldview. The course will include works in various genres by authors such as Dante, Donne, T.S. Eliot, Dostoyevski, O’Connor, C.S. Lewis, Endo, and Levertov. (counts as Worldview Elective)

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-Senior Seminar (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 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 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 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 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 027-Academic Listening and Speaking Intermediate/II (0)
See course description under ELI 027.

ESL 028-Academic Reading and Writing Intermediate/II (0)
See course description under ELI 028.

ESL 037-Academic Listening and Speaking High Intermediate/III (0)
See course description under ELI 037.

ESL 038-Academic Reading and Writing High Intermediate/III (0)
See course description under ELI 038.

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. (liberal arts elective)

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. (liberal arts elective)

For additional ESL courses, see ENG 101 and ENG 102.

FINE ARTS (FNA)
All courses meet the FNA elective and liberal arts elective requirement.

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)
Every class meets liberal arts elective requirement.

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 201- Introduction to Historical Inquiry (3)
This course is designed to introduce the student to the study of history. Foundational aspects of the study and writing of history will be explored, such as: the examination of various primary sources, where they can be found and how they are used in deciphering history; an understanding of different interpretations of history throughout the centuries; and how to develop a hypothesis, research and write in a succinct and critical manner. Students will write short papers using various modern methods of historical inquiry.

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, meets social science elective)

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 255-World Cultural Geography (3)
(For course description see ANT 255, meets social science elective)

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 327 - Family and Society in Early Modern England (3)**
In this course the student will study history from the “bottom up”. The social history of the people of England from 1500 to 1800 will include the study of family structure, marriage, religious traditions and practices, occupations, gender constructs and the effects of famine and pestilence in the pre-industrial era. Emphasis will be given to the development and effects of the Reformation in England including the reforms of Cranmer, the Pilgrimage of Grace, John Foxe’s creation of the Book of Martyrs, the Puritans and the Civil War.

**HIS 329 – Late Antiquity and Byzantium (3)**
This course follows the study of the Ancient World in chronological order. This course begins with the fall of the Roman Empire in the 5th century and ends in the ninth century with the coronation of Charlemagne in the west and the rule of Irene in the Byzantine Empire. The rise, development and institutionalization of the Christian Church in both the east and the west, the reign of Justinian, the kingdoms of the Franks, Goths, Vandals and Huns in the west, and the rich spiritual traditions of the people will all be studied in this course.

**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 334 – Medieval Civilizations: East and West (3)**
The study of Medieval Civilizations covers the time period from the early ninth century to the late fifteenth century. This course will examine the religious, political, social, economic and cultural influence and contributions of the Byzantium, Muslim and European societies in this time period. Special attention will be given to diversity of Spain in this era, where Muslims, Christians and Jews lived and worked together on a daily basis.

**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, meets social science elective)

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. and 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 359 - The Arab-Israeli Conflict (3)
Same as REL 359

HIS 361 - History of Societies and Cultures in Africa (3)
This course will provide a broad historical survey of African societies and institutions from the earliest traces of human culture to the emergence of independent nations in the modern era. It will be especially concerned with the evolution of the social, political, religious, and technological aspects of society, and the subsequent impact of conquest, colonialism, and the current international economic and political order. (meets social science elective)

HIS 365 - History of Pre-Modern Asia (3)
This course explores the early civilizations and development of East Asia from a historical perspective, focusing primarily on China and Japan, but also including some aspects of Korea and Vietnam. It examines the emerging cultures and societies of the reigning dynasties, as well as the expansions of these civilizations with the West, up until the 1600s. This interdisciplinary history course examines literature, religion, history, and political-economic factors to interpret change in East Asian societies. It is designed to help students experience a historical tradition outside the Western experience, to provide the opportunity for students to encounter primary sources in translation, and to introduce different approaches to the study of history. Lectures and readings will balance the survey method with an emphasis on the rich particulars of biography, scenes from daily life, literature and films.

HIS 367 - Asia in the Wider World (3)
This course is a survey of the major civilizations of Asia, ranging from the Indian Subcontinent, through Indochina and Indonesia, to China and Japan. The focus will be on the key social, political, religious, and cultural developments of the major peoples from their beginnings to the present. Various primary and secondary sources will be used in the form of lecture, readings, and films.

HIS 368 - History of Modern East Asia (3)
This course explores the development of modern East Asia from a historical perspective, focusing primarily on China and Japan, but also including some aspects of Korea and Vietnam. It examines the struggles of these four countries to preserve or regain their independence and establish their national identities in a rapidly emerging modern world order. This interdisciplinary course examines literature, religion, history, and political-economic factors to interpret change in East Asian societies. It is designed to help students experience a historical tradition outside the Western experience, to provide the opportunity for students to encounter primary sources in translation, and to introduce different approaches for the student of history. Lectures and readings will balance the survey method with an emphasis on the rich particulars of biography, scenes from daily life, literature, and films.

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
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(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 414- Russia: 1800 to Present (3)
In this course, we will examine the society, identity, economic and cultural landscape of Imperial Russia in the late 18th century. In the period before the 1917 Russian Revolution, we will compare and contrast the similarities and differences between Russia and western Europe. Our study will continue with the causes and effects of the Russian Revolution and the establishment, and eventual breakdown, of the Union of Soviet Socialist Republics.

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 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 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.

HONORS (HUM)

HUM 260- Honors Special Topics (3)
In these courses, honors students, under the direction of specialists, will study topics not covered elsewhere in the curriculum at the introductory level. Courses will explore areas such as seashore ecology, religions of the world, medical ethics, art history, international business, and culture and belief of people groups. (liberal arts elective

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, liberal arts elective)

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, liberal arts elective)

ICS 334-International Relief and Development (3)
(For course description see SOC 334, liberal arts and social science elective)

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, social science and liberal arts elective)

ICS 344-Catholicism and Orthodoxy (3)
(For course description see REL 344)

ICS 346-Cross-Cultural Adjustment (3)
(For course description see ANT 346, meets social science and liberal arts elective)

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. (liberal arts elective)
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, meets liberal arts elective

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/YNM 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, meets liberal arts elective)

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, meets liberal arts elective)

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, liberal arts elective)

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, liberal arts elective)

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, liberal arts elective)

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, meets liberal arts elective)

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 and the Servant Leader (3)
This course will examine the values, persona, methods and strategies of servant leaders who used their faith as a foundation for addressing challenges in communities to bring about social change. Servant leader models include Albert Benjamin Simpson, Martin Luther King, Jr., Billy Graham, Mother Theresa and others. This course is experiential inasmuch as it combines academic work with service learning. Students will employ theoretical learning to identify and address social problems within a select number of neighborhoods in Nyack and surrounding communities. In partnership with local community organizations students will engage in service-learning projects to bring about change. This course will serve as an elective for any interested student.

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-Leadership Practicum (3)
Through this practicum, outstanding students will be allowed the opportunity to work alongside faculty members who teach Civic Engagement and the Servant Leader (INT 102). These students will receive training in leadership and small group dynamics, which will allow them to integrate meaningful community service instruction and reflection to enhance the learning experience, enrich civic responsibility, and strengthen communities.

INT 481-Integrative Capstone 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
Language courses meet liberal arts elective requirement.

LAN 100-Foreign Language Lab (0)
Required corequisite for all modern foreign languages.

LAN 180/181- 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 280/281 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 181 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 Francophonie 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**

**LAT 101-102 Latin (3-3)**
A basic introduction to the fundamental elements of Latin. The emphasis will be on reading, writing, speaking, and listening.

**LAT 201-202 Latin (3-3)**
The study of Latin language, literature, and culture of Ancient Rome and the Middle Ages. Continuing from elementary Latin, students will expand their knowledge of Latin vocabulary, grammar and reading skills.
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 on semester, but preferably two semesters of Spanish.

LINGUISTICS (LIN)
All courses meet liberal arts elective requirement.

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)
All courses meet liberal arts elective requirement.

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’Hopital’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-Linear 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’ 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 106- Baroque Recorder Class (1)
Introduction to the fundamentals of recorder playing. Emphasis is placed upon a singing, legato tone, secure fingering in two octaves, appropriate repertoire, and correct intonation. SATB instruments are introduced. Recommended for students interested in teaching elementary school music.

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 in Music Programs section.)

MUS 470-Senior Recital (0)
(See recital requirements in Music Programs section.)
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.

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, liberal arts elective)

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. (liberal arts elective)

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. (liberal arts elective)
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, liberal arts elective.

MUS 236- Songwriting (2)
In-depth analysis of song form and structure, couple with in-class writing and performance of songs. The student will be given specific songs to analyze, and then will be required to write original music in similar style. The course includes a strong emphasis on lyric content and development, as well as experimentation with new and original approaches to songwriting.

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. ( liberal arts elective)

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. (liberal arts elective)

MUS 328- Basic Arranging (2)
Designed with the minister of music, as well as the classical conductor in mind, this course covers the production of chord charts for contemporary songs (guitar, bass, drums and keyboards) as well as arranging for traditional instruments (strings, brass and woodwinds) and SATB voices. Chord voicing, layering and suitable instrumentations will be emphasized.

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, liberal arts elective.

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. Liberal arts elective.
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, liberal arts elective)

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 356- Music Technology II (2)
A continuation of Music Technology I. Digital recording techniques, as well as live music applications will be covered in this course, which will include an in-depth study of Pro-Tools® digital audio workstation as well as Sibelius® software. The student will be required to record and mix a significant composition over the course of the semester. Mixing boards, microphones, and digital effects will also be covered.

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; liberal arts elective

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 AND PEDAGOGY (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 piano 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 351- Instrumental Pedagogy (1)
The psychology and principles of teaching the beginning and intermediate levels instrumental student, together with consideration of suitable repertoire.

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 and successful completion of all methods courses and field experiences.
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 and successful completion of all methods courses and field experiences.

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 and successful completion of all methods courses and field experiences.

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 267- Chamber Singers (0-1)
A select advanced vocal ensemble consisting of 10-12 students. Repertoire includes music of many styles and periods. Students should demonstrate proficiency in sight reading and will be asked to tour. There will be several performances on and off campus each semester. This is a repeatable class. Audition and instructor permission are 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 Theory (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. (liberal arts elective)

MUS 112-Basic Ear Training 1 (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- Ear-training 1, 2 (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- Theory 1, 2 (3-3)

MUS 221-222-Ear-training 3, 4 (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- Theory 3, 4 (3-3)
Review of diatonic theory, and continuing through chromatic and twentieth-century harmonies. Keyboard harmony. 3 hours weekly. Prerequisite: MUS 123,124 (liberal arts elective)
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 (liberal arts elective)

MUS 226-Advanced Counterpoint (2)
A continuation and expansion of contrapuntal techniques, including 19th- and 20th-century techniques. Prerequisite: MUS 225 (liberal arts elective)

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 and polyphonic forms, 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 (liberal arts elective)

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

SACRED 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. (liberal arts elective)

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." (liberal arts elective)

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.

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)
An introduction to the missional and educational theory of A.B. Simpson (1843-1919), founder of Nyack College and inspiration for Nyack’s ongoing educational mission. Appreciation for the historic work of the Christian and Missionary Alliance will be linked with vision for similar work in the global community today. (liberal arts elective)

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. (liberal arts elective)

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. A course fee of $125.00 applies. (Same as CED 346)
PMN 348-Philosophical Hermeneutics (3)
(For course description see PHI 348, liberal arts elective)

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, liberal arts elective)

PMN 413-History of Christian Spirituality (3)
(For course description see HIS 413, liberal arts elective)

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)
All courses meet liberal arts elective requirement.

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,
Stendhal, Gasset, Kierkegaard, Nygren, Brentlinger, and Vlastos. Prerequisite: PHI
101 or instructor’s permission.

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, social science elective)

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 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 432 - Contemporary Continental Philosophy (3)
This course examines the major figures of the 20th century continental philosophy including Husserl, Heidegger, Sartre, Derrida, Gadamer, Habermas, Levi-Strauss, Saussure, and Foucault.

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 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. (liberal arts elective)

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. (liberal arts elective)

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)
All four-credit science courses include a lab component and provide liberal arts credit.

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)
All courses meet liberal arts and social science elective requirement.

POL 101-Introduction to Political Science (3)
A comprehensive introduction to the principal concepts, terminology and divisions of political science. In surveying the major political ideas, ideologies, political systems and institutions, the course examines the promise and limits of political analysis.

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 deterents, 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.

POL 439- Political Theory (3)
This course is an introduction to political theory as a mode of thinking about politics. It is designed to demonstrate how theory can enhance the understanding of politics and to connect political theory to political science more generally. Using selected works of classical and contemporary political thinkers, the course explores the meaning of justice, morality, nature, force, fear, freedom, and rationality as foundations of the political association.

PSYCHOLOGY (PSY)
All courses meet social science and liberal arts elective requirement.

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: ENG111.

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 244 - Human Growth and Development (3)
This course will provide an overview of human development from infancy through late adulthood. Theories and research regarding the physical, cognitive, social, emotional and spiritual aspects of development will be examined. Nursing majors only.
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)
All courses meets liberal arts elective requirement.

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, social science elective)

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.

SOCILOGY (SOC)
All courses meet liberal arts and social science elective requirement.

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 315 – Criminology (3)**
This course focuses on the sociological aspects of crime and the sociology of criminal law. Special attention will be paid to the definition, nature, and scope of crime, and delinquency in the United States. The course will include an examination of the nature of criminal law, the variety of theoretical explanations for criminal behavior, the measurement of crime, patterns of crime and the mechanisms for control of criminal behavior.

**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. (same as YMN 346)

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. (social science and liberal art elective)

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. (social science and liberal art elective)

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 (social science and liberal art elective)

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, SOC 201, BIO 216, and SWK 254. (liberal arts elective)

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. (liberal arts elective)

**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. (liberal arts elective)

**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 367-Social Work in Global Context (3)**
This course is intended to familiarize students with social work and human services organizations within a global context. Students will be engaged in
social and community development internationally. This service-learning intensive course confronts the realities of contextual community transformation. It provides students with opportunities to study, observe, compare and integrate perspectives and approaches to community and social development used by social services organizations including faith based entities. Faculty instruction will build the framework for students as they work directly with organizations globally.

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 320 through THE 328, along with THE 428, fulfill the Historical Theology elective requirement for the Biblical and Theological studies major and liberal arts elective

THE 320- Introduction to History Theology (3)
A survey of the entire history of the Christian theology, with an emphasis on understanding how past theological formulations help in addressing similar theological questions today. Primary and secondary source readings will be drawn from the early church fathers, the ecumenical creeds, the scholastic and monastic traditions, the Reformation, and more modern movements in revivalism, liberalism and ecumenism.

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, liberal arts elective)

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) (liberal arts elective)

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 or 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 233-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 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 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.

**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 346-American Youth Cultures (3)**
(same as SOC 345, social science and liberal arts elective)

**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 Division of Student Success at Nyack College administers the following programs: COMPASS Services, Developmental Education, the Higher Education Opportunity Program (HEOP), the College Warm-Up Program, Cooperative Learning Program, Testing and Tutoring Programs, and Disability Services.

The Division provides students with academic skills training that will enable them to enter their chosen course of study with an improved chance for success. Applicants’ skills are assessed through the Testing Program. The placement tests offered include the ACCUPLACER and CELT. Students whose scores fall below the minimum requirements for entry-level college courses are provisionally admitted through the Division’s COMPASS Services. Through these services, students receive academic advising, success workshops, and a wide variety of programs designed to help build cognitive and effective skills for successful learning performance.

**Developmental Education** courses are offered in Math, Reading, English and Grammar. All provisionally admitted students will take Academic Life Skills DEV110 in their first semester.

Students who are provisionally admitted or are on academic probation may not take more than 13 credits a semester. If they are required to take Academic Life Skills I, this course is included in the 13-credit limit.

Nyack College requires participation in COMPASS Services 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. This program was designed to meet the needs of students whose overall GPA is below 2.0, to point them 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.

At the Rockland campus, contact: Suzanne.toliao@nyack.edu
At the Manhattan campus, contact: Adelaide.pabon@nyack.edu

**Higher Education Opportunity Program (HEOP):** The Higher Education Opportunity Program (HEOP) is a federally funded program that was initiated at Nyack College in the spring of 1975. It is 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.

At the Rockland campus, contact: Cheryl.turman@nyack.edu

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 the areas of math, writing, reading, and civic engagement. Additionally, a variety of workshops and activities are offered.

At the Rockland campus, contact: Cheryl.turman@nyack.edu

The Tutoring Program provides one-to-one and group tutoring, as well as organizational learning strategies for selected required academic courses offered at Nyack College.

At the Rockland Campus, contact: Beverley.Locke@nyack.edu
At the Manhattan Campus, contact: Rosa.Rodriguez@nyack.edu

The Cooperative Learning program provides students opportunities that integrate meaningful community service instruction and reflection to enrich the learning experience, enrich civic responsibility and strengthen communities.

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.nyackcollege.edu/?page=DSS

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

At the Rockland campus contact: Elona.Collins@nyack.edu.
At the Manhattan campus contact: Adelaide.Pabon@nyack.edu.
The mission of the ESL/ESOL (English as a Second Language/English to Speakers of Other Languages) Department of Nyack College, New York City, is to serve English Language Learners (ELLs) by helping them to improve their listening, speaking, reading, grammar and writing skills to achieve English proficiency that will lead to academic success. The department acknowledges that all language is a gift of God and aims to support students emotionally and spiritually in their quest to acquire a new language through which to reach their goals, dreams, ministries, and professions.

**Student Learning Goals**

**Academic Excellence**
1. To assist the student to achieve English Proficiency to enable the student to succeed in a four-year college setting.
2. To assist students to write for their college courses and to express their ideas in acceptable standard English including the following:
   a. To have a clear, main idea expressed in a thesis, preferably a projected one.
   b. To develop students’ writing so that they use appropriate supporting details to develop paragraphs.
   c. To use appropriate English word order, choose the appropriate verb tense and select appropriate vocabulary.
   d. To be able to finish a piece of writing with an adequate conclusion.
   e. To teach students the main points of research writing/documenting sources.
   f. To assist students to become computer literate.

**Globally Engaged and Personal Transformation**
3. To assist students to understand the global nature of our existence and the Christian’s role in the 21st century as expressed through their own and other cultures.

**Socially Relevant**
4. To assist students to understand and navigate western academic practices including knowledge of plagiarism, documentation styles, and academic protocols.

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, iBT 38) enter
at the Intermediate Level. Students with a score of at least 160 (TOEFL 460,
iBT 48) are placed at the High Intermediate level. With a score of 180 on the
CELT (TOEFL 480, iBT 55), students are eligible for credit ESL courses such
as Oral Communication (ESL 107), Intensive Writing (ESL 108), 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, iBT 61). To exit the ESL program, students must achieve
English proficiency measured by a 220 score on the CELT (550 TOEFL, iBT
79).

**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, iBT 79) and to enroll in courses with no ESL restrictions.
Library
Linda Poston, Associate Dean of Libraries

**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.

**Program Assessment**

The following assessments are used to assess program effectiveness:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Context</th>
<th>Program Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Library Student Satisfaction Inventory</td>
<td>Undergrad and Grad Students in Rockland and Manhattan</td>
<td>Taken annually using an online inventory</td>
</tr>
<tr>
<td>Annual Library Faculty Satisfaction Inventory</td>
<td>Faculty for all undergraduate and graduate programs</td>
<td>Taken annually using an online inventory</td>
</tr>
<tr>
<td>Library Statistics</td>
<td>Results from combined statistics for all three libraries</td>
<td>Statistics are submitted annually to the Associate Dean of Libraries</td>
</tr>
<tr>
<td>INT101 (Information Literacy) Pre-Post IL Surveys</td>
<td>Assessment of IL skills and knowledge of students prior to taking INT101 and after taking INT101</td>
<td>Given the first and last day of each section of INT101</td>
</tr>
</tbody>
</table>

Assessment results are evaluated on an annual basis for program improvement. Results for past years are reported for each assessment category.
<table>
<thead>
<tr>
<th>Assessment</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Approaches Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Faculty Satisfaction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Survey 2009 Spring 41 respondents</td>
<td>Use of physical library: 37.5%</td>
<td>20%</td>
<td>22.5%</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Use of online library: 47.5%</td>
<td>25%</td>
<td>15%</td>
<td>12.5%</td>
</tr>
<tr>
<td>Library Student Satisfaction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inventory 2009 Spring 124 respondents</td>
<td>Use of physical library: 57.3%</td>
<td>22.6%</td>
<td>10.5%</td>
<td>9.7%</td>
</tr>
<tr>
<td></td>
<td>Use of online library: 51.2%</td>
<td>16.3%</td>
<td>17.9%</td>
<td>14.6%</td>
</tr>
<tr>
<td>Volumes Added (07-08)</td>
<td>5101</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total: 172,649</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Items Circulated (07-08)</td>
<td>33,824</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IL Presentations (07-08)</td>
<td>56</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students attending IL Presentations (07-08)</td>
<td>912</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INT101 Pre-Post IL Surveys (08-09 Sampling of 132 student)</td>
<td>Pre: 19% Post: 58%</td>
<td>Pre: 14% Post: 19%</td>
<td>Pre: 12% Post: 12%</td>
<td>Pre: 55% Post: 11%</td>
</tr>
</tbody>
</table>

**BAILEY LIBRARY**

Located on the north end of the campus, Bailey Library is the major academic resource for the Rockland campus 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...
Academic Resources

volumes, the library continues to grow at about 2000 volumes per year. In addition, the library subscribes to approximately 215 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 forms for reference services and interlibrary loan requests, and 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 subscription 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 throughout the library and many public areas across the campus.

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 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, intercampus delivery, reserve materials for course assignments, A/V material 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 28,000 volumes. Students may visit the library in person for quiet study during the weekdays on Monday – Thursday from 10:00 a.m. to 10:00 p.m., Friday from 10:00 a.m to 7:00 p.m and on Saturdays from 10:00 a.m. to 3:00 p.m. Please contact the library for summer and holiday hours.
Academic Resources

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**

Scott Reitz, 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
- POL 491 Topics in International Policy 3
- POL 495 Internship in Government Agencies 8

(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
Indigenous History, Cultures and Identity  3
Integrative Studies Course (1 of 4)  2
Electives in Dance, Drama, Drawing, Music, Theology  7

**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 on the island of Papua, in Indonesia. 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 Papua 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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Development</td>
<td>3</td>
</tr>
<tr>
<td>Cross Cultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>Spiritual Formation</td>
<td>3</td>
</tr>
<tr>
<td>Applied Missions</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**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):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI 426 Christian Worldview Studies</td>
<td>3</td>
</tr>
<tr>
<td>POL 427 Family, Church and Society Studies</td>
<td>3</td>
</tr>
<tr>
<td>PSY 453 Marriage and Leadership Studies</td>
<td>3</td>
</tr>
<tr>
<td>PSY 454 Family Life Studies</td>
<td>3</td>
</tr>
<tr>
<td>PSY 450/490 Practicum</td>
<td>4</td>
</tr>
</tbody>
</table>

**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):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 291 Intermediate Spanish</td>
<td>6</td>
</tr>
<tr>
<td>ANT 392 Latin American Hist., Cont. Iss.,&amp; Persp.</td>
<td>3</td>
</tr>
<tr>
<td>ANT 397 Travel Practicum</td>
<td>1-3</td>
</tr>
<tr>
<td>Concentration</td>
<td>6</td>
</tr>
</tbody>
</table>

**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):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAN 191</td>
<td>Intro. To Arabic Language</td>
<td>4</td>
</tr>
<tr>
<td>ANT 391</td>
<td>Peoples &amp; Cultures of the M. East</td>
<td>4</td>
</tr>
<tr>
<td>REL 393</td>
<td>Islamic Thought and Practice</td>
<td>4</td>
</tr>
<tr>
<td>HIS 491</td>
<td>Conflict &amp; Change in the M.E. Today</td>
<td>4</td>
</tr>
<tr>
<td>REL 390</td>
<td>Practicum</td>
<td>0</td>
</tr>
</tbody>
</table>

**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):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAN 193</td>
<td>Russian Language</td>
<td>4 or 6 credits</td>
</tr>
<tr>
<td>ANT 398</td>
<td>Russian Peoples, Culture, &amp; Literature</td>
<td>4</td>
</tr>
<tr>
<td>HIS 493</td>
<td>Russia in Transition</td>
<td>3</td>
</tr>
<tr>
<td>POL 493</td>
<td>International Relations &amp; Business</td>
<td>2 (optional)</td>
</tr>
<tr>
<td>REL 395</td>
<td>History and Sociology of Religion</td>
<td>3</td>
</tr>
</tbody>
</table>
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
Honors Program
Rockland: Dr. Jonathan Gates
NYC: Dr. Lyndell O’Hara

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.*
SCIENCE: 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
Academic Policies

ACADEMIC CALENDAR
Nyack College operates under the semester calendar system. The Fall semester ends before Christmas recess and Spring semester ends in early May.

Nyack College Academic Year Calendar:

<table>
<thead>
<tr>
<th>FALL SEMESTER 2009</th>
<th>Rockland Campus</th>
<th>NYC Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Assembly</td>
<td>Aug 28</td>
<td>Aug 28</td>
</tr>
<tr>
<td>New Student Orientation</td>
<td>Sept. 4-7</td>
<td>Aug 31</td>
</tr>
<tr>
<td>Registration (New)</td>
<td>Sept. 4</td>
<td>Aug 31/Sept 1</td>
</tr>
<tr>
<td>Registration (Returning)</td>
<td>Sept 8</td>
<td>Sept. 2 &amp; 3</td>
</tr>
<tr>
<td>Classes Begin @ 8:00 a.m.</td>
<td>Sept 9</td>
<td>Sept 9</td>
</tr>
<tr>
<td>Last Day to Register</td>
<td>Sept. 16</td>
<td>Sept. 16</td>
</tr>
<tr>
<td>Add/Drop Period</td>
<td>Sept 10-16</td>
<td>Sept 10-16</td>
</tr>
<tr>
<td>Spiritual Emphasis Week</td>
<td>Sept. 21-23</td>
<td></td>
</tr>
<tr>
<td>Board of Trustees</td>
<td>October 7-9</td>
<td>October 7-9</td>
</tr>
<tr>
<td>Founder’s Day</td>
<td>October 9</td>
<td>October 9</td>
</tr>
<tr>
<td>Homecoming Weekend</td>
<td>October 9-11</td>
<td>October 9-11</td>
</tr>
<tr>
<td>Advisement Week</td>
<td>October 12-16</td>
<td>October 12-16</td>
</tr>
<tr>
<td>Early Registration Spring Term Jr/Sr</td>
<td>October 19</td>
<td>October 19</td>
</tr>
<tr>
<td>Early Registration Spring Term Fr/Soph</td>
<td>October 26</td>
<td>October 26</td>
</tr>
<tr>
<td>Last Day WD Course</td>
<td>Nov. 20</td>
<td>Nov. 20</td>
</tr>
<tr>
<td>Thanksgiving Recess/Fall Break</td>
<td>Nov 22-29</td>
<td>Nov 22-29</td>
</tr>
<tr>
<td>Classes Resume @ 8:00 am</td>
<td>Nov. 30</td>
<td>Nov. 30</td>
</tr>
<tr>
<td>Last Day of Classes</td>
<td>Dec 15</td>
<td>Dec 15</td>
</tr>
<tr>
<td>Final Exams</td>
<td>Dec 16-22</td>
<td>Dec 16-22</td>
</tr>
</tbody>
</table>

SPRING SEMESTER 2010

| Winterim                    | Jan 4-15        | Jan 4-15   |
| Registration (check in)     | Jan 19          | tba        |
| Classes Begin @ 8:00 am     | Jan 20          | Jan 20     |
| Add/Drop Period             | Jan 20-27       | Jan 20-27  |
| MLKing (no classes)         | Jan 18          | Jan 18     |
### Academic Policies

#### SPRING SEMESTER 2010 (cont’d.)

<table>
<thead>
<tr>
<th>Event</th>
<th>Rockland Campus</th>
<th>NYC Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Assembly (@ ATS)</td>
<td>Jan. 15</td>
<td>Jan. 15</td>
</tr>
<tr>
<td>Spiritual Emphasis Week</td>
<td>Feb. 1-3</td>
<td>tba</td>
</tr>
<tr>
<td>Board of Trustees</td>
<td>Feb. 10-12</td>
<td>Feb. 10-12</td>
</tr>
<tr>
<td>Spring Break</td>
<td>March 14-21</td>
<td>March 14-21</td>
</tr>
<tr>
<td>Classes Resume @ 8:00 am</td>
<td>March 22</td>
<td>March 22</td>
</tr>
<tr>
<td>Last Day WD Course</td>
<td>April 9</td>
<td>April 9</td>
</tr>
<tr>
<td>Last Day of Classes</td>
<td>April 27</td>
<td>April 27</td>
</tr>
<tr>
<td>Final Exams</td>
<td>April 28-May 4</td>
<td>April 28-May 4</td>
</tr>
<tr>
<td>Baccalaureate</td>
<td>May 7 at 7:00pm</td>
<td>May 6</td>
</tr>
<tr>
<td>Commencement 2:00 p.m.</td>
<td>May 8</td>
<td>May 8</td>
</tr>
<tr>
<td>Faculty Assembly (@ NYC)</td>
<td>May 10</td>
<td>May 10</td>
</tr>
<tr>
<td>EASTER BREAK</td>
<td>April 2-4</td>
<td>April 2-4</td>
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</table>

The above dates supersede any previously published dates.

#### 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 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

**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. Provisionally 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 schedule is distributed to students each semester and is available online.
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
“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:

- **A** = 4.00 pts./credit (93-100)
- **A-** = 3.70 pts./credit (90-92)
- **B+** = 3.30 pts./credit (88-89)
- **B** = 3.00 pts./credit (83-87)
- **B-** = 2.70 pts./credit (80-82)
- **C+** = 2.30 pts./credit (78-79)
- **C** = 2.00 pts./credit (73-77)
- **C-** = 1.70 pts./credit (70-72)
- **D+** = 1.30 pts./credit (68-69)
- **D** = 1.00 pts./credit (63-67)
- **D-** = 0.70 pts./credit (60-62)
- **F** = 0.00 pts./credit (0-59)

*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 Provost.
3. The appeal form is available from the Provost'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>
<td>1.10</td>
</tr>
<tr>
<td>13-24</td>
<td>2.00</td>
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<tr>
<td>25-35</td>
<td>2.00</td>
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<td>Over 36</td>
<td>2.00</td>
<td>2.00</td>
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<tr>
<td>60-76</td>
<td>2.00</td>
<td>1.70</td>
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</table>

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. Every student on academic probation must complete an Academic Recovery Contract as part of the registration process.

**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 course professor and inform the Registrar’s Office immediately. Grade adjustments must be made within six weeks of the final examination date.

**GRADEx7 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 online during the week prior to the start of the semester.

**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 may incur 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 the Registrar’s Office receives the completed form. 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 highest 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.
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 Dean 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.

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
Forms to request transcripts are available online or in 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. 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.
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 waiving 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: Departments have varying language requirements based on program need and fit.

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 noted 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:

**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.

**History Minor:** (3) Credits of American History (3) Credits from European History (3) Credits of Non-Western History (3) HIS 201 Introduction to Historical Inquiry (3) History Elective Total credits: 15.

**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.


**Political Science Minor:** POL 101-Introduction to Political Science, POL 215-American Government (3), POL 359-International Politics (3), POL 410-Comparative Politics (3). Chose one of the following: POL 439 – Political Theory (3) or POL 343- History of Political and Social Thought (3) Total credits: 15.
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.
Undergraduate Admissions

Contact Information
Applications for admission may be downloaded or completed online at www.nyack.edu/admissions.

Nyack College (residential undergraduate campus)
1 South Blvd.
Nyack, NY 10960
1-800-33NYACK (336-9225)
E-mail: Admissions@nyack.edu

Nyack College (undergraduate NYC campus)
361 Broadway
New York, NY 10013
(212) 625-0500
E-mail: AdmissionNYC@nyack.edu
Website: www.nyack.edu

Standards
Nyack College welcomes applications for admission from qualified high school graduates who want to attend college in an atmosphere of high academic standards and Christian faith. In selecting students for admission, Nyack College looks for potential academic success, the capacity to learn, and evidence that the individual will thrive in a Christ-centered academic environment. Nyack College will consider students for admission based upon the following criteria:

1. SAT I combined math and critical reading score of 920, with a critical reading score of at least 480, OR an ACT composite score of 19.
2. Graduation in the top 50% of one’s high school class;
3. High School GPA of at least a 2.0; transfer students with more than 30 college credits must have at least a 2.0 GPA from college.

Students who do not meet the above standards, but who are highly motivated, are invited to apply and may be asked to visit the campus for an interview and placement testing before an admissions decision is made.

Well-qualified students normally have taken a high school curriculum consisting of the following:

- English: 4 units
- Mathematics: 3 units
- Science: 3 units
- Social Science: 3 units
- Foreign Languages: 2 units
Applying for Admission

All applicants must submit the following:

1. A completed and signed Application for Admissions.
2. A $25 non-refundable application fee.
3. An official transcript from the current high school or the high school from which the individual graduated or a GED. Home schooled students must submit a transcript from their learning program. To be eligible for financial aid, home schooled students will be required to take the Accuplacer test. Home schooled students are exempt from this test only if they submit a GED or obtain a letter from their local school district school officials confirming they received and education “substantially equivalent” to instruction given to students graduating from high school in the public school system.
4. An official transcript from any and all colleges attended previous to Nyack.
5. Official SAT or ACT scores except if a student submits a GED score or is an international student.
6. Signed statement of faith and community life form
7. Pastor’s recommendation
8. Personal Essay
9. Transfer Recommendation (Transfer students attending the Rockland campus only)
10. Immunizations. In accordance with the New York State Public Health Law 2167, 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. Students enrolled for less than six credits per semester, or who are enrolled exclusively in online or distance education courses, are exempt from the above regulations. Additionally, Nyack College requires all students 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.

Transfer Applicants

Nyack College welcomes applications from qualified graduates of two year colleges as well as from students who have earned college credit at other post-secondary institutions. Students transferring to Nyack College are granted transfer credit in accordance with the transfer credit policies outlined under Academic Policies.

International Students Admission Requirements

Nyack College welcomes applications from well-qualified, non-U.S. residents of other countries. The admissions procedures are the same for all students with the exception of the SAT, which is optional for international applicants.
- Students for whom English is not the first language should be certified in English proficiency. Certification for the Test of English as a Foreign Language (TOEFL) requires a minimum score of 550 (paper); 220 (computer version), or 83 (Internet version) on the TOEFL examination.
- A certified affidavit from an individual or agency guaranteeing financial support to the students for education in the United States is also required.
- After being accepted at Nyack College, international students are required to make a deposit of $2,000 before the Certificate of Eligibility (I-20 form) will be issued by the Office of Admissions. The I-20 is used to apply for the student visa (F-1).
- The Director of Admissions and/or designated school official will assist the student in matters pertaining to immigration, employment, etc.

Admissions Processes

Processing and Notification: It is the applicant’s responsibility to ensure that all required information is submitted to Nyack College. The Director of Admissions will review submitted records when all information is complete. Admission decisions will be communicated to applicants in writing as soon as possible after the decision has been made, typically within one or two weeks. Admission to the Nyack College Undergraduate program is decided on a rolling basis; completed applications submitted early are prioritized. Students are thus encouraged to complete and submit their applications as early as possible.

Readmission: Former students who have not been enrolled for one calendar year or more and who desire to re-enroll in Nyack College should apply for readmission through the Admissions Office. Readmission is based on the students’ academic record, updated Pastor’s recommendation, College transcripts (if student attended another college while not enrolled at Nyack College) and previous involvement at Nyack. Students who have not been enrolled for more than one year will follow the degree requirements at the time they were last enrolled in Nyack College.

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

Enrollment Status Classification

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

Provisional: If the Office of Admission believes that the applicant has the potential for success, but he or she does not meet all of the regular standards for admission, the applicant may be accepted on a provisional enrollment status. Provisional students are matriculated for one academic year. Student
with a provisional status may only take 13 credit hours per semester during their first year based on their Accuplacer test scores. A student’s provisional status will be evaluated after the student has attempted the first academic year at Nyack College. If a student completes all of the required developmental classes and has earned a GPA of 2.0 or higher at the end of the first year, the provisional status will be changed to regular.

**Conditional:** Applicants who have not submitted all official, required documents for admission, or who have submitted one or more unofficial documents, may be admitted with a conditional enrollment status. Students admitted on a conditional basis are matriculated and will receive financial aid for one semester. (New York State aid may be withheld until proof of a high school diploma or equivalent has been submitted) Students must submit all required admissions material by the end of the first semester of study. Students will not be eligible to register for the second semester with a conditional enrollment status. When all required documents have been received by the college, the student’s enrollment classification will be changed to regular status.

**Non-Matriculated:** A student who is not registered for a program leading to a degree at Nyack College is considered a non-matriculated student. Students who have not completed a high school degree may be accepted as non-matriculated part-time students. 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. Non-matriculated students are not eligible for financial aid.

**Nondiscrimination Policy:** Students, faculty, and staff represent a diverse college community. Nyack College does not discriminate on the basis of race, color, national and ethnic origin, age, sex, or physical disability in admission, participation, or employment in campus programs or activities. The programs are operated in compliant with the Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1983, Americans with Disabilities Ace (ADA), Title VI of the Civil Rights Act of 1964, and all other relevant statutes and regulations.

**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 2009-2010

Nyack College reserves the right to adjust tuition, fees, resident fees, and academic offerings without notice.

UNDERGRADUATE BASIC FEES 2009-2010 (per semester)
(non-refundable except as stated; adjusted annually)

Tuition:
- 12-18 credits ................................................................. $9250.00
- Less than 12 credits (per credit) .................................................. 770.00
- More than 18 credits (per credit) ................................................. 490.00
- Auditing: Less than 12 credits (per credit) .................................. 100.00
- Private Music Fee Audit (per credit) ............................................. 400.00

Rockland Campus Comprehensive Fees:
- 1-6 credits ................................................................................. 150.00
- 7-11 credits ................................................................................. 250.00
- 12 or more credits (includes $100.00 administrative fee) ............... 400.00
- 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: 2009-2010 (per semester)
Resident Fees: (room and 21 meal plan)
Moseley, Christie, Simpson Halls
- Double Room* ............................................................................. 3950.00
- Single Room ............................................................................... 4450.00
- Double Room, Private Bath ......................................................... 4450.00
- 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 ............................................................... 100.00
- Computer Design/Graphic Arts ...................................................... 100.00
- Music Education MENC membership fee ..................................... 25.00
- Personal Spiritual Formation .......................................................... 125.00
(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 (Returning students only).

**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) 675 - 4444.

STANDARDS FOR SATISFACTORY ACADEMIC PROGRESS (SAP)

Federal and New York State regulations require Nyack College to establish and apply reasonable standards of satisfactory progress for the purpose of the receipt of financial assistance under the programs authorized by Title IV of the Higher Education Act and New York State. The law requires institutions to develop policies regarding satisfactory academic progress (SAP). Each institution must design criteria, which outlines the definition of student progress towards a degree and the consequences to the student if progress is not achieved. Nyack College students who wish to be considered for financial aid must maintain satisfactory progress in their selected course of study as set forth in this policy.

Academic Policy: Incomplete course grades and withdrawals are not counted toward the grade point average component of the standard but along with course repetitions are used in measuring the academic progress of credits completed. Only the second grade of a repeat course counts in the calculation of the student’s GPA. Refer to the Academic Policy section of the Nyack College catalog for more detailed information regarding courses, grading standard and graduation.

Institutional Policy: Satisfactory academic progress includes both a qualitative (grade point average) and quantitative (number of credit hours completed) measure of the student’s progress plus a maximum time frame to not exceed 150% of the program measured in academic terms and credit hours attempted. The Student Financial Services/Registrar Offices will assess the student academic progress at the end of every term for the New York State Tuition Assistance Program (TAP) and once a year (after spring term) for all federal and institutional aid programs.

Transfer Students: When a student transfers to Nyack College the academic office will determine the number of credit hours acceptable toward a degree at Nyack. The standard of progress will begin at the appropriate point on the SAP chart according to the number of credit hours transferred or the number of semesters completed, whichever is most beneficial to the student.

Financial Aid Probation and Termination for Title IV FSA: The first time a student does not meet the standards of satisfactory progress at the end of the academic year (spring term) will automatically be placed on financial aid probation for the following academic year. Federal financial aid may still be received during the probation period. At the end of the probation period, the student must again be making satisfactory academic progress or financial
Financial Aid and Payment Information

Financial aid will be terminated. If the student doesn’t meet the satisfactory progress standards as of the end of the probationary term they lose eligibility for any subsequent terms until the student has reestablished financial aid eligibility.

**Reestablishing Financial Aid Eligibility:** Students who have had their financial aid terminated due to lack of satisfactory academic progress may choose to enroll without benefit of financial aid. Students may also choose to attend another institution and transfer in the specified needed number of credits earned toward a degree at Nyack that will bring them in line with the quantitative standards of the SAP policy. Transfer credits will not be used to meet the qualitative or GPA standards of the policy. Such students may request a review of their academic record after any term in which they are enrolled without the receipt of financial aid to determine whether they have met the satisfactory academic progress standards. If the standards are met, financial aid eligibility is restored for subsequent terms of enrollment. Students should consult with a financial aid counselor in the Office of Student Financial Services if they have any questions about this policy, the appeal process, or reinstatement of financial aid eligibility.

**Appeal Process:** Any student who is denied Federal financial aid at the end of the financial aid probationary period or does not meet the NY State SAP standard, and who can prove special circumstances i.e. serious injury or illness, or death in the family, is allowed to appeal their case. An appeal letter may be submitted with supporting documentation, if required, to the Provost Office to request a waiver of the SAP standards for a semester. The Provost, Registrar, and Assistant Treasurer will make the final determination if Federal or State Student Aid will be restored for one semester or if the appeal will be denied. If the appeal is approved the SAP standards are suspended for that student.

**Notification:** The following schedules represent minimum academic standards that must be met by fulltime students (12 or more credits) in order to be eligible for Title IV Federal Student Aid and New York State Tuition Assistance. Students are notified in writing if they have failed to meet the standards along with implications and actions required to maintain or reestablish financial aid eligibility. Students taking a part-time load are prorated based on the full-time standards.
Nyack College Undergrad Program
For Pell and Federal Loans (12 semesters)

<table>
<thead>
<tr>
<th>After ‘X’ Semester(s)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits Earned</td>
<td>9</td>
<td>18</td>
<td>27</td>
<td>36</td>
<td>45</td>
<td>54</td>
<td>63</td>
<td>72</td>
<td>81</td>
<td>92</td>
<td>110</td>
</tr>
<tr>
<td>Cumulative GPA</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>
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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>
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</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.

**NYACK COLLEGE GRANTS-ROCKLAND CAMPUS**

Nyack College offers the following grants to qualifying students for the academic year 2009-2010. These grants are funded by the college, and are available only to NEW students matriculating for the first time after July 1, 2009, 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.
Financial Aid and Payment Information

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.

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-$15,000 (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 cost. A cumulative GPA of 3.5 is needed in order to renew the scholarship.
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: is awarded based on evidence of service in the local community and church. 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>GPA</th>
<th>3.0</th>
<th>3.25</th>
<th>3.5</th>
<th>3.75+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer Grant</td>
<td>$1,500</td>
<td>$2,000</td>
<td>$2,500</td>
<td>$3,000</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 2009-2010. These grants are funded by the college and are available to students matriculating for the first time after July 1, 2009, 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 2.50 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.

**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.

**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.

**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. This grant is renewable based on continued participation in the Honors Program and maintaining a 3.5 GPA.

**International Student Grants** of $2,000 are awarded to students with non-citizen, non-resident status. Requires a minimum 2.0 cumulative GPA for renewal.

**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
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Ministerial Dependent Grant of $1,000 is 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.

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.

Nyack Scholars Program awards a grant based on one of three criteria: high school GPA, SAT or ACT scores. 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.

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.

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.

Presidential Grants are annual awards based on financial need determined by the Office of Student Financial Services.

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
Financial Aid and Payment Information

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](http://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 cohort-based programs. 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)
nyackfs@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)
sfsnyc@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)


Fernando Arzola, Associate Dean, College of Arts and Sciences; Assistant Professor of Youth Ministry. B.A., Fordham University; M.A., Maryknoll School of Theology; Ph.D., Fordham University. 2007.

Frank Chan, Associate Dean, College of Bible and Christian Ministry; 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.


Glenn N. Koponen, 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; Professor of Education. B.A., Rosemont College; M.A., William Paterson University; Ed.D., Seton Hall University. 2004.


Linda K. Poston, Dean of Library Services. B.S., Grace College of the Bible; M.L.S., Long Island University. 1996.

Renee Quintyne, Director of Institutional Research. B.A., M.S., Hunter College. 2006

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 for Assessment and Professional Programs; Professor of 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, Alliance Theological Seminary; Professor of Pastoral Ministry. B.A., Nyack College; M.Div., Alliance Theological Seminary; D.Min., Fuller Theological Seminary. 1999.

**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.

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 Sociology and Criminal Justice; Professor of Sociology. B.A., University of Cape Coast; M.S., New Hampshire College; Ph.D., Syracuse University. 1999.

Vilma C. Balmaceda, Asst. Professor of Political Science. Bachelor in Law, J.D., Pontifical Catholic University of Peru; M.A. and Ph.D., University of Notre Dame du Lac. 2008.


Ronald G. Belsterling, Professor of 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.

Susan C. Bucci, Head, Department of Childhood Education. B.A., William Paterson University; M.Ed., Regent University. 2004.

Christine M. Buel, Assistant Professor of Education. B.S., Nyack College; M.S., C.W. Post Center, Long Island University. 1987.

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.

Amy F. Davis, Assistant Professor of Bible and Theology. B.A., Grove City College; M.Div., Alliance Theological Seminary. Ph.D. (ABD), Drew University. 2002.

Jonathan A. Gates, Head, Department of English; Professor of English. B.A., Houghton College; M.A., Miami University; Ph.D., Drew University. 1993.

Sharron Greaves, Associate Professor of Communications. B.A., University of North Carolina; M.F.A., Chapman University; Ph.D., Arizona State University. 2009.

Elizabeth A. Hanson, ADCP Registrar. B.A., Dickinson College; M.A., Montclair State College. 1998.

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, Head, Dept. of Organizational Leadership; Instructor in Organizational Leadership. B.A., Nyack College; M.S., College of New Rochelle; Ph.D. (ABD) Cappella University. 2007

Inseon Hwang, Coordinator of the Nursing Program; Assistant Professor of Nursing. B.S., M.S.N., Ewha Women’s University; D.N.S., Columbia University. 2008.

Joel T. Jameson, Assistant Professor of Music. B.M., Illinois Wesleyan University; M.M., University of Southern California. 2003.

Sherry Jarrett, Head, Department of Early Childhood Education. B.S., Nyack College; M.S., City College of the City University of New York; Ed.D. (ABD), A. T. Still University. 2001.

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.


Kristen Luba, Director of Assessment for the School of Education. B.S., Nyack College; M.A., Alliance Theological Seminary. 2008.

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, Head, 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, Head, Department of Adolescent Education; Associate Professor of Education. B.A., M.A., Montclair State College; Ph.D., Trinity College and Seminary. 1998.

Drusila F. Nieves, Director of Wellness Services. B.A., Brooklyn College; M.S.W., Fordham University. 1998.


Stephen Perry, Assistant Professor of Biology. B.S., Walsh University; M.S., Akron University. 2009.

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 (ABD), University of Southern California. 2007.


Jeffrey T. Quinn, Assistant Professor of Pastoral Ministry. B.A., Nyack College; M.A., Columbia University Teachers College. 1998.


Orlando Rivera, Head, Department of Pastoral Ministry; Assistant Professor Pastoral Ministry. B.A., SUNY Albany; M.Div., Reformed Theological Seminary; M.B.A., Rollins College; Ph.D. (ABD), Regent University. 2008.

Miguel Sanchez, Assistant Professor of Sociology. B.A., Fordham University; M.A., Alliance Theological Seminary. 2003.


Sally Stuart, Instructor in Spanish. B.A., Columbia Bible College; M.A., Columbia Bible College. 2004

Cheryl Turman, Assistant Director of HEOB. B.A., Ithaca College; M.A., Nyack College. 2007

P. Suzanne Toliao, Head, Department of Developmental Education; Instructor in Developmental Education. B.A., Ramapo College; M.A., Montclair State University. 2005.

Frank Tuzi, Head, Department of TESOL; Head, Department of Modern Languages and Linguistics; Professor of Linguistics. B.S., Lancaster Bible College; M.A., West Chester University; M.S., Capitol College; Ph.D., Indiana University of PA. 2009.


Jacqueline Washington, Head, Department of Biology and Chemistry; Associate Professor of Biology. B.S., Adelphi University; Ph.D., University of Medicine and Dentistry of New Jersey. 2004.
Faculty

David Weir, Professor of History. B.A., Haverford College; M.A., Ph.D., Princeton University; Ph.D., University of St. Andrews. 2000.


Jack Wiltshire, Associate Professor of Psychology. B.A., Brooklyn College; M.A., Psy.D., Biola University. 2005.

FACULTY: NEW YORK CITY CAMPUS
(Year indicates appointment to faculty)

Blondell Anderson, Assessment Counselor; Assistant Professor of Business. B.B.A., Baruch College; M.B.A., New York University Stern School of Business. 1998.

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.

Charles H. Hammond, Associate Dean of Students. B.S., New York University; M.P.S. Alliance Theological Seminary. 2005.

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., FuDun University & Tong Ji University; M.A., Brooklyn College; Ph.D., City University of New York. 1992.

Mayra Lopez-Humphreys, Assistant Professor of Social Work. B.A., M.A., Hunter College; Ph.D. (ABD) CUNY Graduate Center. 2003.


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, Head, Dept. of Psychology; Professor of Psychology. B.A., M.A., Montclair State University; M.Phil., Ph.D., Drew University. 1999.

Russell R. McLeod, 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

Lyndell O’Hara, Head, Department of History; Professor of History. BA., MA., Empire State College; MA., Ph.D., Fordham University. 1995.

Adelaide J. Pabon, Assistant Professor of Developmental Education. B.S., Mercy College; M.S., Lehman College. 2001


Sue Lane Talley, Director of Music Program; Professor of Music. B.A., Whitworth College; M.A., Western Washington University; Ph.D., University of Dublin. 2001.
Kula Thompson-Williams, Instructor in ESL. B.S., Nyack College. 2009.


Miriam R. Velez, Assistant Professor of Childhood Education. B.A., University of Puerto Rico; M.S., Long Island University. 2000.

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