

Graduate-Level Education Programs

STUDENT HANDBOOK

for Programs Leading to New York State Certification

NY STATE CERTIFICATION PROGRAMS:

- M.S. Childhood Education** (Initial and Additional)
- M.S. Childhood Special Education** (Initial and Additional)
- B.S./M.S. Childhood Special Education** (Dual Initial Certification)
- M.S. Inclusive Education** (Professional Certification; Bilingual Extension)
- M.A.T. Teaching English to Speakers of Other Languages** (Initial)
- M.S. Teaching English to Speakers of Other Languages** (Additional)

2018-2019

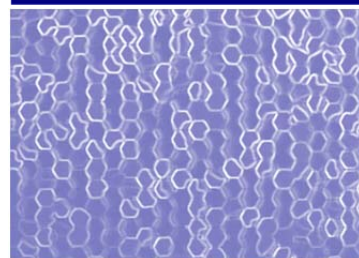




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ABOUT NYACK COLLEGE

HISTORY AND DEVELOPMENT OF NYACK COLLEGE

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 nontraditional undergraduate and graduate programs to a coeducational, ethnically diverse student body. Additional graduate programs are offered through Alliance Theological Seminary.

STATEMENT OF FAITH

We believe...

- There is one God, who is infinitely perfect, existing eternally in three persons: Father, Son, and Holy Spirit.
- Jesus Christ is true God and true man. He was conceived by the Holy Spirit and born of the Virgin Mary. He died upon the cross, the just for the unjust, as a substitutionary sacrifice, and all who believe in Him are justified on the ground of His shed blood. He arose from the dead according to the Scriptures. He is now at the right hand of the Majesty on high as our great High Priest. He will come again to establish His Kingdom of righteousness and peace.
- The Holy Spirit is a divine person, sent to indwell, guide, teach, empower the believer, and convince the world of sin, of righteousness, and of judgment.
- The Old and New Testaments, inerrant as originally given, were verbally inspired by God and are a complete revelation of His will for the salvation of man. They constitute the divine and only rule of Christian faith and practice.
- Man was originally created in the image and likeness of God; he fell through disobedience, incurring thereby both physical and spiritual death. All men are born with a sinful nature, are separated from the life of God, and can be saved only through the atoning work of the Lord Jesus Christ. The portion of the impenitent and unbelieving is existence forever in conscious torment; and that of the believer, in everlasting joy and bliss.

SERVICE | ACADEMICS | LEADERSHIP | TEACHING

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- 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 the entire world as a witness, preaching the gospel to all nations. The local church is a body of believers in Christ who are joined together for the worship of God, for edification through the Word of God, for prayer, fellowship, the proclamation of the gospel, and observance of the ordinances of baptism and the Lord's Supper.
- There shall be a bodily resurrection of the just and of the unjust; for the former, a resurrection unto life; for the latter, a resurrection unto judgment. The Second Coming of the Lord Jesus Christ is imminent and will be personal, visible, and premillennial. This is the believer's blessed hope and is a vital truth, which is an incentive to holy living and faithful service.

MISSION STATEMENT

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

CORE VALUES

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

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

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

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

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

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

PHILOSOPHY OF EDUCATION

“Whatever is true, whatever is noble, whatever is just, whatever is lovely, whatever is admirable - if anything is excellent or praiseworthy - think about such things.” Philippians 4:8

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

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Pursuit of 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.

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

Communication of Truth: 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.

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

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

INSTITUTIONAL ACCREDITATION

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

Questions and inquiries should be directed to:

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

Nyack College is accredited by Middle States Association of Colleges and Secondary Schools.

Questions and inquiries should be directed to:

Commission on Higher Education
Middle States Association of Colleges and Schools
3624 Market Street History and Mission
Philadelphia, Pennsylvania 19104
(215) 662-5606

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

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

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

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GRADUATE SCHOOL OF EDUCATION

GRADUATE SCHOOL OF EDUCATION FACULTY

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AIMS AND GOALS

It is the aim of the School of Education for its candidates to acquire necessary knowledge, skills, and dispositions to become effective professional educators as described in our mission and philosophy statements. Educators, as transformative intellectuals, take active responsibility for discerning *what* and *how* they teach, as well as the broader goals of education toward which they are striving. They take careful responsibility for the development of the critical and creative abilities of their students. As caring practitioners and social agents reflecting Christian values, teacher candidates are expected to demonstrate a respect for the dignity and worth of the individual and the pluralism of community accompanied by compassion and service. Therefore, it becomes the goals of the School of Education to:

Service

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

Academics

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

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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 the 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 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 PreK-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 ACCREDITATION AND CERTIFICATION

Nyack College is chartered by the Board of Regents of the University of the State of New York. It is accredited by Middle States Association of Colleges and Secondary Schools. The School of Education's teacher preparation programs were founded in 1967. The Master's in Education curricula are approved programs 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 School has been accredited by the National Council for Accreditation of Teacher Education (NCATE) since 2006. NCATE is becoming the Council for Accreditation of Educator Preparation (CAEP), and the School of Education will seek to meet those revised standards as well.



MISSION STATEMENT

The mission of the School of Education 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.



PHILOSOPHY OF EDUCATION

"Pursuing truth and preparing for service" is a statement that centralizes the mission statement and conceptual framework of the Nyack College School of Education. Teacher candidates are prepared using the lens of evangelical Christianity to focus content and pedagogy in order to become capable, caring, reflective professional educators serving communities throughout the world or around the corner.

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The professional faculty of the unit believes several fundamental values for educators are derived from a Christian worldview:

"If anyone wants to be first, he must be the very last, and the servant of all." (Mark 9:35)

zελαουτ' οτ' αριτ'., (Μαρκ 9:35)
 ινασι δε υμεσ αειλ' υπη' αυτ' υμεσ

Service expresses the belief that teacher candidates are to be focused on others rather than themselves. This belief moves the candidate from a teacher-centered approach to a student-centered model to teaching and learning, one that includes service to family and community. Candidates are called to have servant hearts and to use their knowledge, skills, and dispositions to positively transform their school, community, and world, reflecting A. B. Simpson's founding principles for Nyack College in 1882.

Academics is the pursuit of truth, which begins with a knowledge and understanding of God and leads to spiritual and moral understandings, as well as values the traditional content and pedagogical knowledge. It follows that teacher candidates must meet a stringent core curriculum and content specialization. This produces a well-rounded candidate in the liberal arts who is competent in a variety of disciplines and yet possesses an expertise in a selected field of study, understands the theoretical underpinnings that support educational advancement, and sees the connection, or integration, of content, theory and practice. Education courses build on the footings of content (and theory) and interconnect to provide knowledge and understanding of the teaching and learning process. Foundational to the understanding of both content and pedagogy are the moral and ethical perspectives that inform dispositions. Candidates are prepared to use the tools of learning and inquiry to integrate strands of technology, and to assimilate pedagogy and content into practice.

"The fear of the Lord is the beginning of wisdom, and knowledge of the Holy One is understanding." (Proverbs 9:10)

ουφειστησινιδ'., (Προverbs 9:10)
 γνωσεσθε οτ' ημεσ ηοιλ' ουεσ εσ

"I urge you to live a life worthy of the calling you have received." (Ephesians 4:1)

(Εφηςιανσ 4:1)
 υμεσ καλουντ' λαοι υμωσ λαοικωσ

Leadership in a servant model is by example. Professional faculty and candidates endeavor to model the behaviors and dispositions born of the values and morals of the Christian life. These values give vision to leadership that operates on principles of equity and diversity that transform school and community. Candidates follow a higher calling and become agents of transformation upon graduation. They are expected to be role models personally and professionally, communicating by actions and word the values that drive

them to serve others before themselves. As educators, they are expected to have a vision to serve a diverse student population and provide them with opportunities to become successful individuals in a global community.

SERVICE | ACADEMICS | LEADERSHIP | TEACHING

Teaching is developing the capabilities of the individual. All individuals are valued as God’s special creation and, as a result, are valued for who they are and what they can become. Effective teaching is a thoughtful process that assesses and reflects on past performance and informs future practice. The teacher strategically balances the science of pedagogy with the art of addressing the individual need of each student through appropriately differentiated instruction. Teachers establish a collaborative classroom environment where success of all students is equally important, and a nurturing climate that reflects high expectations, equity, and compassion.

*“I will instruct you and teach you the way you should go.”
(Psalm 32:8)*

*(בְּצִוְיָוִי 32:8)
אֲנִי אֶלְמָדְךָ וְאֶלְמָדְךָ אֶת הַדֶּרֶךְ אֲשֶׁר לָךְ*

The SALT theme begins the conceptual framework to clarify our values and beliefs, as well as to establish a standard of excellence for ongoing professional program development and improvement.

STANDARDS

Nyack College drew from the Interstate New Teacher Assessment and Standards Consortium (1993), National Board of Professional Teacher Standards (1991), and revised New York State Standards (2000) to develop a set of professional standards for our own professional education program. Our working definition of standards comes from the INTASC definition of standards (1993, p. 8) as “a set of principles in terms of desired teacher understandings and practices and their related knowledge, dispositions, and performances.” The standards that the college has developed, therefore, reflect a composite framework of all three cited professional sets of standards and comprise the knowledge base for candidates prepared within our professional education program. Further, these standards for beginning teachers reflect each of the key components of our SALT model.

Service:

1. The teacher engages students in meaningful learning tasks and helps them to value exploration of important personal and global issues.
2. The teacher creates positive relationships and works collaboratively with families, schools, and community agencies to improve schools, support student learning, and secure the well-being of all students.
3. The teacher understands how children from varied cultural backgrounds differ in their approaches to learning, provides instructional opportunities based upon their needs, and instills in them respect for world cultures and ethnic differences.

Academics:

4. The teacher understands the central concepts, tools of inquiry, and the academic standards of the discipline(s).
5. The teacher uses an understanding of developmental learning theories and can provide learning opportunities that support students’ intellectual, social, and personal development.

6. The teacher explores and integrates important themes and topics that appear within and across disciplines and provides linkage with students' prior knowledge and understanding.

Leadership:

7. The teacher articulates a clear plan (vision) for establishing and managing a productive, inclusive, stimulating, and safe learning environment.
8. The teacher uses knowledge of effective oral, written, and visual representations with the support of media and technological applications to foster active inquiry, collaboration, and interaction in the classroom.
9. The teacher is a reflective practitioner who actively demonstrates ethical behavior consistent with the Christian faith and engages in professional activities in order to improve school performance, strengthen professional collaborations, and promote personal teaching effectiveness.

Teaching:

10. The teacher demonstrates an ability to plan instruction based on student need, curriculum frameworks, and academic standards, while maintaining a Christian worldview.
11. The teacher uses multiple teaching strategies to actively motivate and engage students in a collaborative learning environment.
12. The teacher uses formative and summative measures reflecting academic standards, bases his (her) instruction on ongoing assessment, and encourages students to monitor their own learning.

Our standards serve a dual purpose: One is that they are responsive to the steadily growing body of knowledge about learning and teaching upon which to base best practice; the second is that they remain consonant with a vision of possibilities for the betterment of educational practice, as represented in the knowledge base and professional and state standards.

SUGGESTED PROGRAM PLANS

- M.S. Childhood Education – Initial Certification
- M.S. Childhood Education – Additional Certification
- M.S. Childhood Special Education – Initial Certification
- M.S. Childhood Special Education – Additional Certification
- B.S./M.S. Childhood Special Education – Dual Initial Certification
- M.S. Inclusive Education – Professional Certification; Bilingual Extension
- M.A.T. Teaching English to Speakers of Other Languages – Initial Certification
- M.S. Teaching English to Speakers of Other Languages – Additional Certification

SUGGESTED PROGRAM PLANS (cont.)

M.S. Childhood Education – Initial Certification

SEMESTER I: Fall		SEMESTER II: Spring	
EDG 500-Ed Research.....	3	EDG 511-Integration of Curricular Literacy Skills... 3	
EDG 530-Inclusive Classroom.....	2	EDG 512-Character Education.....	3
EDG 730-Field for Inclusive Classroom	0	EDG 565-Methods of Math.....	3
EDG 532-Exceptional Child.....	3	EDG 765-Field for Methods of Math	0
EDG 732-Field for Exceptional Child	0		
EDG 660-Current Topics	1		
SEMESTER III: Summer			
EDG 520-Development & Learning Theories.....	3		
EDG 545-Literacy.....	3		
EDG 745-Field for Literacy	0		
EDG 652-Teaching ELLs and Bilingual Students.....	3		
SEMESTER IV: Fall		SEMESTER V: Spring	
EDG 563-Methods of Social Studies.....	3	EDG 590-Professional Seminar	2
EDG 763-Field for Methods of Social Studies	0	EDG 594-Internship Childhood Ed Gr 1-3	3
EDG 564-Methods of Science	3	EDG 595-Internship Childhood Ed Gr 4-6	3
EDG 764-Field for Methods of Science.....	0	EDG 547-Health Issues.....	1
EDG 615-Practicum in Child Ed.....	3		

M.S. Childhood Education – Additional Certification

SEMESTER I: Fall		SEMESTER II: Spring	
EDG 500-Ed Research.....	3	EDG 511-Integration of Curricular Literacy Skills... 3	
EDG 520-Development & Learning Theories.....	3	EDG 512-Character Education.....	3
EDG 530-Inclusive Classroom.....	2	EDG 565-Methods of Math.....	3
EDG 730-Field for Inclusive Classroom	0	EDG 765-Field for Methods of Math	0
EDG 532-Exceptional Child.....	3		
EDG 732-Field for Exceptional Child	0		
EDG 660-Current Topics	1		
SEMESTER III: Summer			
EDG 545-Literacy.....	3		
EDG 745-Field for Literacy	0		
EDG 652-Teaching ELLs and Bilingual Students.....	3		
SEMESTER IV: Fall		SEMESTER V: Spring	
EDG 563-Methods of Social Studies.....	3	EDG 766-Practicum in Childhood Ed: Lower	3
EDG 763-Field for Methods of Social Studies	0	EDG 767-Practicum in Childhood Ed: Upper	3
EDG 564-Methods of Science	3		
EDG 764-Field for Methods of Science.....	0		

SUGGESTED PROGRAM PLANS (cont.)

M.S. Childhood Special Education – Initial Certification

SEMESTER I: Fall		SEMESTER II: Spring	
EDG 500-Ed Research.....	3	EDG 512-Character Education.....	3
EDG 530-Inclusive Classroom.....	2	EDG 533-High Incidence Disabilities.....	3
EDG 730-Field for Inclusive Classroom.....	0	EDG 733-Field for High Incidence Disabilities.....	0
EDG 532-Exceptional Child.....	3	EDG 534-Autism/Low Incidence Disabilities.....	3
EDG 732-Field for Exceptional Child.....	0	EDG 734-Field for Autism/Low.....	0
EDG 660-Current Topics.....	1	EDG 547-Health Issues.....	1
SEMESTER III: Summer		SEMESTER V: Spring	
EDG 545-Literacy.....	3	EDG 590-Professional Seminar.....	2
EDG 745-Field for Literacy.....	0	EDG 592-Internship: Special Ed Gr 1-3.....	3
EDG 652-Teaching ELLs and Bilingual Students.....	3	EDG 593-Internship: Special Ed Gr 4-6.....	3
SEMESTER IV: Fall			
EDG 536-Special Ed Behavior Management.....	3		
EDG 736-Field for Behavior Management.....	0		
EDG 619-Practicum in Special Ed.....	3		
EDG 654-Assessment, Evaluation, Diagnosis, & IEP.....	3		

M.S. Childhood Special Education – Additional Certification (for those holding Childhood initial certification)

SEMESTER I: Fall		SEMESTER II: Spring	
EDG 500-Ed Research.....	3	EDG 533-High Incidence Disabilities.....	3
EDG 530-Inclusive Classroom.....	2	EDG 733-Field for High Incidence Disabilities.....	0
EDG 730-Field for Inclusive Classroom.....	0	EDG 534-Autism/Low Incidence Disabilities.....	3
EDG 532-Exceptional Child.....	3	EDG 734-Field for Autism/Low.....	0
EDG 732-Field for Exceptional Child.....	0		
EDG 660-Current Topics.....	1		
SEMESTER III: Summer		SEMESTER IV: Fall	
EDG 512-Character Education.....	3	EDG 536-Special Ed Behavior Management.....	3
		EDG 736-Field for Behavior Management.....	0
		EDG 654-Assessment, Evaluation, Diagnosis, & IEP.....	3
		EDG 738-Practicum in Special Ed: Lower.....	3
		EDG 739-Practicum in Special Ed: Upper.....	3

SUGGESTED PROGRAM PLANS (cont.)

B.S./M.S. Childhood Special Education – Dual Initial Certification

FIRST YEAR: Fall

EDU 191–First Year Field Experience.....	0
EDU 246-Foundations of Education.....	3
ENG 101-College Writing I.....	3
HIS 113-History of Western Civilizations I.....	3
LAN-Elective.....	3
PED 211-Physical Education for Educators.....	1
PMN 101-Introduction to Spiritual Formation.....	2

SECOND YEAR: Fall

EDU 221-Teaching w/ Techno.....	1
EDU 258-Development & Learning Theory.....	3
ENG 201 or 202-Global Literature I or II.....	3
HIS 213-U.S. History I.....	3
Life Science.....	4
Liberal Arts Elective.....	3

THIRD YEAR: Fall

EDU 321-Tech Applications for Teachers I.....	1
EDU 331-Methods of Teaching Science.....	3
EDU 332-Methods of Teaching Social Studies.....	3
EDU 333-Teaching Literacy I.....	3
EDU 391-Third Year Field Experience.....	0
EDU 391S- Seminar for Field Experience.....	1
EDU Elective.....	3
MAT 211-Math for Elementary Teachers.....	3

FOURTH YEAR: Fall

EDU Elective.....	3
EDG 500-Educational Research.....	3
EDG 530-Inclusive Classroom.....	2
EDG 730-Field for Inclusive Classroom.....	0
EDG 532-Exceptional Child.....	3
EDG 732-Field for Exceptional Child.....	0
EDG 660-Current Topics.....	1

FOURTH YEAR: Summer

EDG 512-Character Education.....	3
Liberal Arts Electives.....	3

FIFTH YEAR: Fall

EDG 536-Special Ed Behavior Management.....	3
EDG 736-Field for Behavior Management.....	0
EDG 619-Practicum in Special Education.....	3
EDG 654-Assessment, Evaluation, Diagnosis, & IEP.....	3
Liberal Arts Electives.....	3

FIRST YEAR: Spring

BIB 102-Old Testament Literature.....	3
ENG 102-College Writing II.....	3
LIB 101-Information Literacy.....	1
LAN-Elective.....	3
MAT-Elective.....	3
PMN 201-Nyack Heritage.....	1
PSY 101-General Psychology.....	3

SECOND YEAR: Spring

BIB 201-New Testament Literature.....	3
EDU 259-Teaching & Learning Strategies.....	3
EDU 292-Second Year Field Experience.....	0
FNA 240-Fine Arts in the Elementary Classroom.....	3
HIS 214-U.S. History II.....	3
Physical Science.....	4

THIRD YEAR: Spring

BIB 303-Christian Thought.....	3
EDU 334-Teaching Literacy II.....	3
EDU 336-Methods of Teaching Math.....	3
EDU 392-Third Year Field Experience.....	0
EDU 392S- Seminar for Field Experience.....	1
EDU 445-Educating a Diverse Society.....	3
Liberal Arts Electives.....	3

FOURTH YEAR: Spring

EDU 247-Health Issues for Educators.....	0
EDU 441-Christian Teacher.....	2
EDG 533- High Incidence Disabilities.....	3
EDG 733- Field for High Incidence Disabilities.....	0
EDG 534- Autism/Low Incidence Disabilities.....	3
EDG 734- Field for Autism/Low Incidence Disab.....	0
Liberal Arts Electives.....	3/6**

FIFTH YEAR: Spring

EDG 590-Professional Seminar.....	2
EDG 591-Student Tchg: Special Ed Gr 1-3/4-6.....	3
EDU 421-Technology Applications for Teachers II..	1
EDU 492/493-Student Tchg: Upper/Lower.....	3

SUGGESTED PROGRAM PLANS (cont.)

M.S. Inclusive Education – Professional Certification

SEMESTER I: Fall		SEMESTER II: Spring	
EDG 500 – Educational Research.....	3	EDG 511-Integrating Curricular Literacy Skills.....	3
EDG 530-Inclusive Classroom.....	2	EDG 512-Character Education.....	3
EDG 532-Exceptional Child.....	3	EDG 515-Integrating Math/Tech.....	3
EDG 732-Field for Exceptional Child.....	0		
EDG 660-Current Topics.....	1		
SEMESTER III: Summer			
EDG 652-Teaching ELLs and Bilingual Students.....	3		
SEMESTER IV: Fall			
EDG 514-Integrating Social Studies.....	3		
EDG 516-Integrating Science/Tech.....	3		
Education elective.....	3		

M.S. Inclusive Education – Track Leading to Bilingual Education Extension

SEMESTER I: Fall		SEMESTER II: Spring	
EDG 500 – Educational Research.....	3	EDG 511-Integrating Curricular Literacy Skills.....	3
EDG 530-Inclusive Classroom.....	2	EDG 656-Language, Literacy, & Learn. In ELL/Bil. .	3
EDG 730-Field for Inclusive Classroom.....	0	LIN 654-Second Language Acquisition.....	3
EDG 552-Bilingual Education.....	3		
EDG 753-Field for Bilingual Education.....	0		
EDG 660-Current Topics.....	1		
SEMESTER III: Summer			
EDG 652-Teaching ELLs and Bilingual Students.....	3		
EDG 752-Field for ELLs and Bilingual Students.....	0		
SEMESTER IV: Fall			
EDG 532-Exceptional Child.....	3		
EDG 732-Field Exceptional Child.....	0		
EDG 657-Multicultural Foundations.....	3		
EDG 757-Field for Multicultural Foundations.....	0		
LIN 653-Grammar and Phonology.....	3		

SUGGESTED PROGRAM PLANS (cont.)

M.A.T. Teaching English to Speakers of Other Languages – Initial Certification

SEMESTER I: Fall		SEMESTER II: Spring	
EDG 505 – Foundations of Education.....	3	EDG 671- TESOL Methods: Language Arts	3
EDG 670- TESOL Methods & Materials.....	3	EDG 771-Field for Methods Language Arts	0
EDG 770–Field for Methods & Materials.....	0	EDG 672- TESOL Methods: CBI & SIOP.....	3
LIN 653–Grammar & Phonology.....	3	EDG 772-Field for Methods: CBI & SIOP	0
		LIN 654-Second Language Acquisition.....	3
SEMESTER III: Summer			
EDG 673-Curriculum, Testing & Assessment.....	3		
EDG Elective	3		
SEMESTER IV: Fall		SEMESTER V: Spring	
EDG 532-Exceptional Child.....	3	EDG 547-Health Issues.....	1
EDG 732-Field for Exceptional Child	0	EDG 590-Professional Seminar	2
EDG 620-Practicum in TESOL.....	3	EDG 596-Internship: TESOL Gr K-6.....	3
		EDG 597-Internship: TESOL Gr 7-12	3

M.S. Teaching English to Speakers of Other Languages – Additional Certification

SEMESTER I: Fall		SEMESTER II: Spring	
EDG 500 – Educational Research.....	3	EDG 671- TESOL Methods: Language Arts	3
EDG 670- TESOL Methods & Materials.....	3	EDG 771-Field for Methods Language Arts	0
EDG 770–Field for Methods & Materials.....	0	EDG 672- TESOL Methods: CBI & SIOP.....	3
LIN 653–Grammar & Phonology.....	3	EDG 772-Field for Methods: CBI & SIOP	0
		LIN 654-Second Language Acquisition.....	3
SEMESTER III: Summer			
EDG 673-Curriculum, Testing & Assessment.....	3		
EDG Elective	3		
SEMESTER IV: Fall			
EDG 532-Exceptional Child.....	3		
EDG 732-Field for Exceptional Child	0		
EDG 621-Practicum in TESOL: Elementary.....	3		
EDG 622-Practicum in TESOL: Secondary.....	3		

FIELD EXPERIENCE REQUIREMENT

Field experience is required at the level of certification sought prior to student teaching. Field experience hours are obtained in conjunction with core program courses. A 50-hour practicum is required as part of the field experience hours for each program. Candidates must register for the appropriate practicum experience. **The Nyack College School of Education will arrange placement for the practicum experience.** A student teaching/internship experience is also required for those seeking an initial recommendation for certification.

There are specific expectations for dress code and for conduct during field experiences. A commitment to following those expectations must be signed and kept on file. A Log of Hours signed by the cooperating teacher must be submitted prior to candidates receiving a Pass/Fail grade for each 0-credit field experience course. Candidates are evaluated by their cooperating teachers; a parallel form is provided for candidates to evaluate themselves. The Field Experience Guidebook explains the expectations for field experiences in greater detail.

Childhood Education

Field experiences totaling 90+ hours, practicum experience, and internships are integrated with specific courses throughout the program, depending on the certification program:

- 20 hours: EDG 730-Field Experience for Inclusive Classroom
- 20 hours: EDG 732-Field Experience for Exceptional Child
- 12.5 hours: EDG 745-Field Experience for Literacy
- 12.5 hours: EDG 763-Field Experience for Methods of Social Studies
- 12.5 hours: EDG 764-Field Experience for Methods of Science
- 12.5 hours: EDG 765-Field Experience for Methods of Math
- Initial Cert only, 50 hours: EDG 615-Childhood Education Practicum
- Initial Cert only, Half-semester: EDG 594-Internship for Childhood Education: Grades 1-3
- Initial Cert only, Half-semester: EDG 595-Internship for Childhood Education: Grades 4-6
- Additional Cert only, 10 days: EDG 766-Childhood Education Practicum: Lower
- Additional Cert only, 10 days: EDG 767-Childhood Education Practicum: Upper

Childhood Special Education

Field experiences totaling 90+ hours, practicum experience, and internships are integrated with specific courses throughout the program, depending on the certification program:

- 20 hours: EDG 730-Field Experience for Inclusive Classroom
- 20 hours: EDG 732-Field Experience for Exceptional Child
- 20 hours: EDG 733-Field Experience for High Incidence Disabilities
- 20 hours: EDG 734-Field Experience for Autism/Low Incidence Disabilities
- 10 hours: EDG 736-Field Experience for Special Ed Behavior Management
- Initial Cert only, 12.5 hours: EDG 745-Field Experience for Literacy
- Initial Cert only, 50 hours: EDG 619-Special Education Practicum
- Initial Cert only, Half-semester: EDG 592-Internship for Special Education: Grades 1-3
- Initial Cert only, Half-semester: EDG 593-Internship for Special Education: Grades 4-6
- Additional Cert only, 10 days: EDG 738-Special Education Practicum: Lower
- Additional Cert only, 10 days: EDG 739-Special Education Practicum: Upper

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BS/MS Childhood Special Education

Field experiences total 100+ hours for the undergraduate Childhood Education portion and 140+ field hours and practicum for the graduate Childhood Special Education portion, plus an internship placement for each certification area. These are integrated with specific courses throughout the program:

- 10 hours: EDU 191-First Year Field Experience (for Foundations of Education)
- 20 hours: EDU 292-Second Year Field Experience (for Teaching & Learning Strategies)
- 35 hours: EDU 391-Third Year Field Experience: Fall (for Methods in Science, SS, & Lit)
- 35 hours: EDU 392-Third Year Field Experience: Spring (for Methods in Lit & Math)
- 20 hours: EDG 730-Field Experience for Inclusive Classroom
- 20 hours: EDG 732-Field Experience for Exceptional Child
- 20 hours: EDG 733-Field Experience for High Incidence Disabilities
- 20 hours: EDG 734-Field Experience for Autism/Low Incidence Disabilities
- 10 hours: EDG 736-Field Experience for Special Ed Behavior Management
- 50 hours: EDG 619-Special Education Practicum
- Half-semester: EDG 591-Student Teaching for Special Education: Grades 1-3/4-6
- Half-semester: EDU 492/493-Student Teaching: Lower/Upper (Childhood Ed 1-3/4-6)

Inclusive Education

Field experiences total 55+ hours for the Bilingual Education Extension track and only 20 field hours for the Professional Certification track; no practicum or internship placements are required. These field experiences are integrated with specific courses throughout the program:

- Professional Cert only, 20 hours: EDG 732-Field Experience for Exceptional Child
- Bilingual Ext only, 15 hours: EDG 752-Field Experience for ELLs and Bilingual Students
- Bilingual Ext only, 20 hours: EDG 753-Field Experience for Bilingual Education
- Bilingual Ext only, 20 hours: EDG 757-Field Experience for Multicultural Foundations

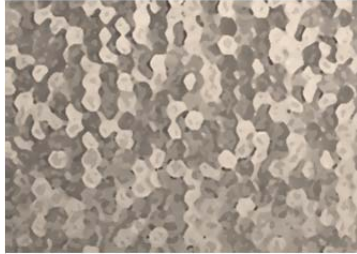
Teaching English to Speakers of Other Languages

Field experiences totaling 90+ hours, practicum experience, and internships are integrated with specific courses throughout the program, depending on the certification program:

- 20 hours: EDG 732-Field Experience for Exceptional Child
- 15 hours: EDG 770-Field Experience for TESOL Methods & Materials
- 15 hours: EDG 771-Field Experience for TESOL Methods: Language Arts
- 15 hours: EDG 772-Field Experience for TESOL Methods: CBI & SIOP
- Initial Cert only, 50 hours: EDG 620-Practicum for TESOL
- Initial Cert only, Half-semester: EDG 596-Internship for TESOL: Grades K-6
- Initial Cert only, Half-semester: EDG 597-Internship for TESOL: Grades 7-12
- Additional Cert only, 10 days: EDG 621-Add'l Cert Practicum for TESOL: Elementary
- Additional Cert only, 10 days: EDG 622- Add'l Cert Practicum for TESOL: Secondary

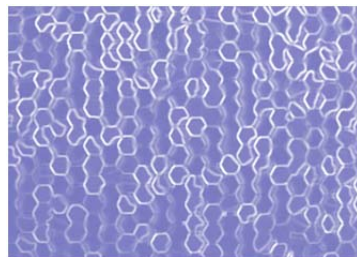
NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS

The following tests are required for New York State teacher certification:



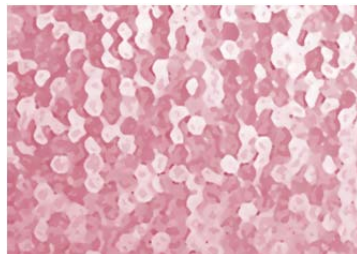
Educating All Students-Literacy (EAS-L)

The Educating All Students test consists of selected-response items and constructed-response items. Each constructed-response item will share scenario-based stimulus material with several selected-response items. The EAS test measures the professional and pedagogical knowledge and skills necessary to teach all students effectively in New York State public schools.



Content Specialty Tests (CSTs)

The CSTs (except those for languages other than English) consist of multiple-choice questions and a written assignment. The CSTs for languages other than English include recorded listening and/or speaking components and writing components. The American Sign Language CST includes video-recorded signing components. CSTs measure knowledge and skills in the content area of the candidate's field of certification. Refer to "Test Selection" for information about specific CSTs.



edTPA™

edTPA is a nationally available teacher performance assessment developed by Stanford University. edTPA is a multiple measure assessment of teaching focused on student learning. Evidence of candidate teaching performance is drawn from a subject-specific learning segment: 3–5 lessons from a unit of instruction for one class of students. Teacher candidates submit authentic artifacts (lesson plans, video clips of instruction, student work samples) from their actual teaching during a clinical field experience. Candidates also submit commentaries that provide a rationale to support their instructional practices based on student learning strengths and needs. Candidates' evidence is evaluated across five scoring components of teaching: Planning, Instruction, Assessment, Analysis of Teaching, and Academic Language. For more information about edTPA, visit edtpa.com.

TIMELINE OF EXAMS AND APPLICATIONS

Before Practicum:

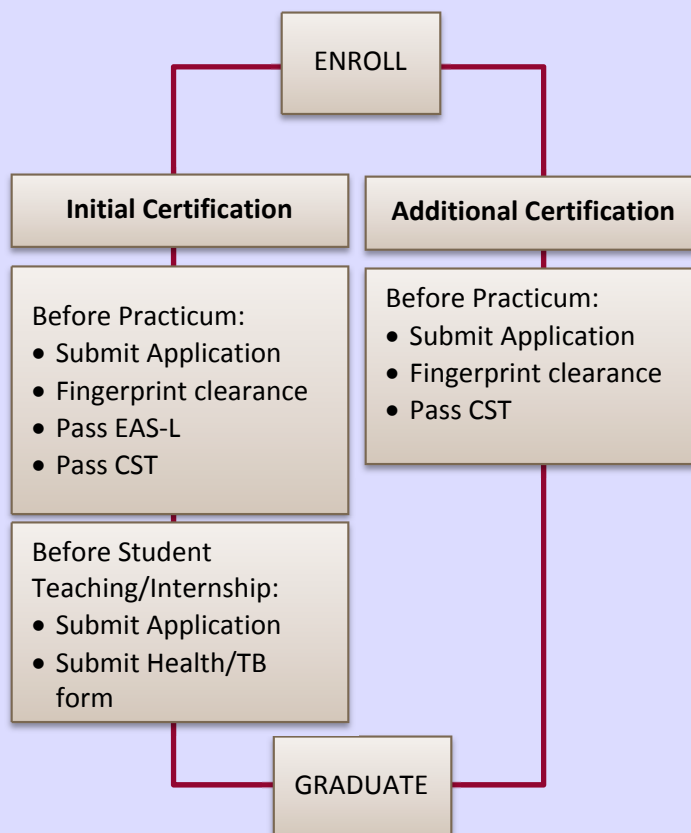
- Submit your application to the Director of Student Teaching by Feb 1st prior to a Fall placement or May 1st prior to a Spring placement.
- Get fingerprint clearance
- Pass the NY State Certification Test – EAS-L (waived for additional cert.)
- Pass the NY State Certification Test – CST (Multi-Subject 1-6 CST for Childhood or Special Ed; ESOL CST for TESOL)

Before Special Ed Internship or Special Ed Additional Certification Practicum:

- Pass the NY State Certification Test – Students with Disabilities CST

Before Student Teaching/Internship:

- Submit your application to the Director of Student Teaching by Feb 1st prior to a Fall placement or May 1st prior to a Spring placement.
- Submit Health Certificate/TB form



ADMISSION TO PRACTICUM

Requirements for admission to Practicum for those seeking Initial or Additional Certification:

1. The candidate must be a fully-admitted matriculated student and demonstrate dispositions appropriate for a future teacher, having met at least 80% of the dispositional expectations on the Graduate Assessment of Dispositions.
2. The candidate must submit an Student Teaching/Internship/Practicum Graduate-Level Application and Résumé to the Director of Student Teaching for the School of Education by February 1 for a Fall placement or May 1 for a Spring placement, or practicum placements may not be arranged.
3. Passing scores on New York State Teacher Certification Examinations.
 - a. Childhood/Childhood Special Ed Initial Certification Practicum (50 hours)
 - Educating All Students-Literacy (EAS-L)
 - Multi-Subject Childhood Content Specialty Test (CST)
 - b. MAT TESOL Initial Certification Practicum (50 hours)
 - Educating All Students-Literacy (EAS-L)
 - ESOL Content Specialty Test (CST)
 - c. Childhood Additional Certification Practicum (Two 10-day placements)
 - Multi-Subject Childhood Content Specialty Test (CST)
 - d. Childhood Special Ed Additional Certification Practicum (Two 10-day placements)
 - Multi-Subject Childhood Content Specialty Test (CST)
 - Students with Disabilities Content Specialty Test (CST)
 - e. MS TESOL Additional Certification Practicum (Two 10-day placements)
 - ESOL Content Specialty Test (CST)
4. Completion of program coursework
5. Fingerprinting clearance through IdentoGo

Please make sure everything is addressed in a timely fashion so that your application for your Practicum is not denied or delayed.

ADMISSION TO STUDENT TEACHING/INTERNSHIP

Student teaching/Internship is required for those seeking an initial recommendation for certification in Childhood Education, Childhood Special Education, or TESOL. One semester is devoted to supervised internships in grades 1-3 and 4-6 for Childhood Education and Childhood Special Education, or full-time supervised student teaching experience in a grade 1-6 placement and a special education placement for the BS/MS Childhood Special Education program, or supervised internships in elementary and secondary grades for TESOL. The Seminar for professional experience is a co-requisite of student teaching/Internship.

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

- The candidate must be a fully-admitted matriculated student and demonstrate dispositions appropriate for a future teacher, having met at least 80% of the dispositional expectations on the Graduate Assessment of Dispositions.

- The candidate must submit a Student Teaching Application & Resumé to the Director of Student Teaching for the School of Education by March 1 or October 1 the semester prior to student teaching, or student teaching placements may not be arranged.
- All prerequisite coursework must be satisfied.
- The candidate must have passing scores on the Educating All Students-Literacy (EAS-L), and the appropriate Content Specialty Test (CST)—Childhood Education requires the Multi-Subject CST; Childhood Special Education requires both the Students with Disabilities and Multi-Subject CSTs; TESOL requires the English to Speakers of Other Languages CST.
- Some districts require interviews between the student teacher and cooperating teacher. The student must meet with the cooperating teacher (and/or principal) preceding the student teaching semester.
- 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. The health certificate is to be on file in the Graduate Education Office prior to the beginning of student teaching.

THE STUDENT TEACHING/INTERNSHIP EXPERIENCE

Student Teaching/Internship Placements

The single most important aspect of every teacher education program is student teaching. This section provides an overview of the program. For a more detailed description, see the Student Teaching Handbook.

The School of Education will arrange student teacher placements. Teacher candidates are not to contact schools or try to make their own arrangements, except in the case where an away placement has been granted in advance. Teacher candidates will be notified the previous semester of their placements, if at all possible. Student teachers may need to meet their cooperating teachers the semester prior to student teaching, because some schools and school districts require a personal interview before acceptance. Many schools require a minimum 3.0 GPA as well.

Since this experience is so important and demanding, candidates are strongly advised to reduce their commitments to outside activities during this period.

Requests for Student Teaching Placements Outside the Local Area

The School of Education continues to handle requests for student teaching placements more than fifty miles away from the Nyack/Manhattan area on an individual basis. It is far preferable to student teach in the immediate area and student teachers are strongly encouraged to do so unless considering an overseas placement. However, if a student requests a placement in the States that is farther than 50 miles from campus, a mileage fee will be charged to the student for supervisor visits if the placement is approved.

To be considered for a placement away from campus, the student must submit a proposal/rationale to the Director of Student Teaching and their Program Director (writing by March 1st of the year prior to student teaching.)

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The following requirements must also be met:

1. The student must have a 3.0 grade point average prior to student teaching.
2. The circumstances must be unusual, not a normal option.
3. The student must be of exemplary character and reliability, able to represent the college with full accountability and Christian integrity.
4. The student must have demonstrated the capability and maturity to handle unusual situations independently (e.g. junior tutorials or other professional activities).

Detailed guidelines for teaching away from the campus may be obtained from the Director of Student Teaching. Each proposal will be approved or disapproved on an individual basis by vote of the Education Faculty.

Evaluation of Student Teaching/Internship

Principles

Effective evaluation of student teaching/Internship is described as follows:

1. Evaluation is a cooperative process involving all personnel engaged in the student teaching/internship program.
2. Evaluation of the student teacher/intern should strengthen his/her abilities for self-evaluation.
3. Evaluation should be continuous, specific, and constructive dealing with both strengths and weaknesses and with definite suggestions for improvement.
4. A record of evaluations should be maintained and made available both to the student and to supervisory personnel.

Procedures

Assessments and Ratings

Evaluation of the student teacher/intern consists of observation by college and cooperating school personnel; conferences; interviews; questionnaires geared to the information desired and the persons to whom they are administered; products of the student's work (including copies of tests and all duplicated materials he/she has given pupils); and the student's weekly reports, progress reports, and daily plans. Evaluation will also be based on the Teacher Work Sample.

The Student Teaching/Internship Handbook contains special evaluation forms for use by cooperating and supervising personnel. Each student will also have a copy of the forms for self-evaluation. In conferences the student teacher/intern, the cooperating teachers, and the college supervisor should compare these evaluations so that the student is not only strengthened in critical appraisal but also able to make his/her teaching more effective.

Semester grade

Although the final responsibility for the semester grade in student teaching/internship is that of college personnel, much weight is given to the ratings and evaluations provided by cooperating teachers through conferences and the use of specified forms.

Records

The following student teaching/internship records will be kept in the candidate's permanent record file: (1) Cooperating teacher and Supervising professor evaluations, (2) one or more

copies of lesson plans, (3) Competency Attainment Checklist, and (4) recommendations. These records are kept permanently in the Graduate Education Office.

Policies

Substitute Teaching

Nyack College expects its student teachers/interns to be, at all times, under the supervision of competent professional personnel (i.e. the cooperating teacher, a licensed substitute teacher, and the building principal). Student teachers/interns are not permitted to serve as substitute teachers. In an emergency situation, the cooperating teacher may take another teacher’s class if the building principal will take responsibility for supervising the student teacher/intern.

Employment and Campus Activities

Since student teachers/interns concurrently take Seminar, it is strongly advised that caution be used in employment and extra-curricular activities.

Dress Code and Conduct

Because our student teachers/interns are a reflection of the teaching profession as well as representatives of Nyack College, the School of Education desires that student teachers/interns dress conservatively, with discretion and good taste in mind. Student teachers/interns should refrain from wearing jeans or athletic shoes in the classroom. Dress pants are acceptable. The School of Education also desires that its student teachers/interns keep in mind that they are role models to the children they teach.

Transportation

Transportation to and from the student teaching/internship location is the responsibility of the student. Nyack College will endeavor to assist teacher candidates by careful planning to maximize the use of car pools whenever possible.

Liability Protection

Student Teachers are protected from liability by the following New York State law:

AN ACT to amend the education law, in relation to the obligation of certain school authorities to protect practice or cadet teachers from liability for negligence
 Became a law March 14, 1961, with the approval of the Governor, Passed, by a majority vote, three-fifths being present
 The People of the State of New York, represented in Senate and Assembly, do enact as follows:
 Section 1. Section three thousand twenty-three of the education law, as added by chapter five hundred eighty-three of the laws of nineteen hundred fifty-five, is hereby amended to read as follows:
 3023. Liability of a board of education, trustee, trustees or board of cooperative educational services. Notwithstanding any inconsistent provision of law, general, special or local, or the limitation contained in the provisions of any city charter, it shall be the duty of each board of education, trustee or trustees, in any school district having a population of less than one million, and each board of cooperative educational services established pursuant to section nineteen hundred fifty-eight of this chapter, to save harmless and protect all teachers, practice or cadet teachers, and members of supervisory and administrative staff or employees from financial loss arising out of any claim, demand, suit or judgment by reason of alleged negligence or other act resulting in accidental bodily injury to any person within or without the school building, provided such teacher, practice or cadet teacher, or member of the supervisory or administrative staff or employee at the time of the accident or injury was acting in the discharge of his duties within the scope of his employment and/or the direction of said board of education, trustee, trustees, or board of cooperative educational services; and said board of education, trustee, trustees, or board of cooperative educational services may arrange for and maintain appropriate insurance with any insurance company created by or under the laws of this state, or in any insurance company authorized by law to transact business in this state, or such board, trustee, trustees or board

of cooperative educational services may elect to act as self-insurers to maintain the aforesaid protection. A board of education, trustee, board of trustees, or board of cooperative educational services, however, shall not be subject to the duty imposed by this section, unless such teacher, practice or cadet teacher, or member of the supervisory and administrative staff or employee shall, within ten days of the time he is served with any summons, complaint, process, notice, demand or pleading, deliver the original or a copy of the same to such board of education, trustee, board of trustees, or board of cooperative educational services.

2. This act shall take effect July first, nineteen hundred sixty-one.

TUITION AND FEES

- Cost per credit - \$725
- Technology Fee: \$100 (1-8 credits)/\$175 (9+ credits)
- LiveText by Watermark Fee: \$139
- Practicum Fee: \$100 per placement
- Student Teaching/Internship Fee: \$600
- Educating All Students-Literacy (EAS-L): \$92
- Students with Disabilities CST: \$134
- English to Speakers of Other Languages CST: \$134
- Multi-Subject CSTs:
 - Part One: \$65
 - Part Two: \$65
 - Part Three: \$49
- Total if all three parts are taken together at one administration: \$179
- Initial or Professional Certificate: \$50
- Electronic Fingerprinting Fees: approximately \$99

It is the responsibility of the student to pay the cost of all testing required for New York State certification. Further information regarding the price of examinations can be found at <http://www.nystce.nesinc.com/>.

HELPFUL WEBSITES

Nyack Master’s in Education Website:
<http://www.nyack.edu/msed>

New York Teacher Certification Examination Website:
<http://www.nystce.nesinc.com/>

IndentoGo Fingerprinting Website:
 To apply for fingerprinting, please click on: www.IdentoGo.com and enter the following:

ORI Number:	14ZGQT
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New York State Education Department:
<http://www.nysed.gov/>

GRADUATION

APPLYING FOR GRADUATION

A formal application for graduation must be filed in the Graduate Education Office, and appropriate fee paid, at the beginning of the semester in which the student expects to receive a degree. All financial obligations, coursework and assessments must be completed by the date indicated (the end of the semester) or a degree will not be awarded. The Application for Graduation can be found in the Forms section at the end of the Handbook.

OBTAINING CAP & GOWN

Students are responsible to purchase their cap and gown for commencement ceremonies. Students must wear a cap and gown to participate in the commencement ceremony. Instructions on how and where to purchase the cap and gown will be sent with the graduation packet.

CEREMONIES

Hooping Ceremony

The Nyack College Graduate Education Department holds an annual MSE Banquet and Hooping Ceremony to honor graduates. The date and time will be announced each year and posted with other commencement information on the Nyack College website: www.nyack.edu.

Commencement Ceremony

Nyack College holds an annual joint commencement ceremony for all Nyack College and Alliance Theological Seminary graduates. Further commencement information, such as date, time, location, and tickets, will be posted each year on the Nyack College website: www.nyack.edu.

Graduate students of outstanding scholarship are selected for graduation honors as follows:

- *Honors*: Cumulative GPA of at least 3.85, and
- *Honors With Distinction*: Cumulative GPA of at least 3.95.

These designations will appear on the student's diploma.

NYACK COLLEGE ACADEMIC POLICIES

Academic Standing and Grades

In order to continue studies and 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.

Academic Probation and Dismissal

A student is considered to be in good academic standing when he/she is matriculated for a degree program offered at Nyack College and is making satisfactory progress toward receiving the degree. The academic progress of students is evaluated at the close of each semester. Students must meet the minimum cumulative grade point average based on their degree program requirements. MEd students must maintain a minimum cumulative GPA of 3.00 (B).

If total credits earned are 1-6, and the MEd student has a GPA between 2.80 and 3.00, the student will be placed on academic probation. However, if the student's GPA is below 2.80, the student will be dismissed from their respective program.

If total credits earned are over 6 credits, and the student has a GPA below a 3.00, then the student will be academically dismissed.

Failure to make satisfactory academic progress has implications for financial aid eligibility. Please refer to the "Financial Aid" section of the catalog.

A student who has been academically dismissed may apply for reinstatement through the Academic Appeals Committee. The appeal process is initiated by completion of the "Academic Dismissal Appeal Request" form, which may be found on the Nyack website:

<http://www.nyack.edu/about2010/academics/AcademicAppeal>

The student's appeal will be considered by the MEd faculty, and a decision will be rendered as either "accepted" or "denied." If the appeal is accepted, a remediation plan will be instituted to assist the student's academic progress. The Committee's decision is final.

Advisement

Students admitted into degree programs will be assigned a faculty advisor, by the respective program director, to assist them in planning their studies in order to maintain satisfactory academic progress. Faculty-student partnering is designed to provide professional, as well as academic guidance. However, ultimate responsibility for reaching satisfactory completion of all academic requirements (including both the selection and scheduling of courses) rests with the student. Students who have a grievance, relative to their assigned advisor, must first seek to resolve their complaint with the advisor. If resolution is not reached, the matter may be directed to the program director. If this does not solve the problem a formal complaint may be made in writing to the Academic Dean, whose judgment is final.

Class Attendance Policy

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

Degree Requirements

Students are responsible for completing the degree requirements outlined in the catalog in effect at the time of matriculation. If a student breaks matriculation, he/she will assume the degree requirements in effect at the time of re-enrollment. Matriculation is broken by changing programs or by not attending for a year or more, unless a “leave of absence” has been filed (see section “Leave of Absence”). Any curricular changes mandated by New York State will supersede this policy.

Directed Studies

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

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

Disabilities (Office of Disabilities 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.nyack.edu/content/DASWelcome>.

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.

Dual Degrees / Concentrations

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

Since the Master of Science in Childhood Education and the Master of Science in Special Childhood Education are derived from the same field, New York State stipulates that only one degree may be awarded.

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

Extensions

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

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

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

Family Educational Rights & Privacy Act (FERPA)

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

Nyack's full policy is available from the Registrar's Office.

Grading System

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

- A/A- Excellent - Distinction in understanding of subject matter, prompt and thorough preparation of assignments, outstanding ability manifested in readings or projects, evidences of original thinking, and sustained interest in the work of the class, with constructive participation therein.
- B+/B/B- Above Average - Understanding of subject matter, prompt and thorough preparation of assignments, very good performance in readings and projects, and an interest in the work of the class, with constructive participation therein.
- C+/C Average - Expected of College Students - Acceptable knowledge of the subject matter, understanding of the fundamental principles and a reasonable ability to apply them, and promptness in preparation of assignments.
- C- 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 Failure - Failing grade given when students do not officially withdraw from a course but stop attending, or fail to complete the work for an incomplete.
- I Incomplete - May be given when students, because of prolonged illness or other circumstances beyond their control, are unable to complete their work by the end of the semester.
- P Pass - Pass grade indicates adequacy in summative experience. This grade is not included in grade point averaging.

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

Grade Point Average

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

A (93-100)	= 4.0 points	C+ (78-79)	= 2.3 points
A- (90-92)	= 3.7 points	C (73-77)	= 2.0 points
B+ (88-89)	= 3.3 points	C- (70-72)	= 1.7 points
B (83-87)	= 3.0 points	F (0-59)	= 0.0 points
B- (80-82)	= 2.7 points		

Graduation Dates

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

Graduate students of outstanding scholarship are selected for graduation honors as follows:

- Honors: Cumulative GPA of at least 3.85, and
- Honors With Distinction: Cumulative GPA of at least 3.95.

These designations will appear on the student’s diploma.

Graduation Requirements

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

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

Grievance Procedures

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

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 program director of the class in question. If this does not solve the problem, a formal complaint may be made in writing to the 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.

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Immunizations

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

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

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

Policy on Plagiarism

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

Plagiarism is defined as an act of “Literary Theft,” when the work of another is misrepresented as the original work of the 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.*

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.*

Levels and Consequences of Plagiarism

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 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 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 Program Directors of each degree. Appeals may be made to the Dean of MEd with the provision that the instructor involved and the program Director be present when the case is considered.

Registration

Graduate students must register through their individual graduate programs.

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

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

Courses may not be added after the end of the add/drop period. If a student officially withdraws from a course during the add/drop period, the course will not be recorded on the permanent record card. Courses officially dropped after that time are considered "withdrawals" and a grade of "WD" is recorded on the permanent record card. *NOTE: When withdrawal from

courses reduces the total credit load below full time status, eligibility may be jeopardized for financial aid, scholarships, athletics, college housing, immigration status, and veteran's benefits.

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

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

Withdrawal from College: Students desiring to withdraw from the college must complete a Withdrawal Form, available in the Registrar's Office.

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

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

Repeat Courses

Each degree program establishes its own policy outlining the circumstances under which a course may be repeated. In all cases, when a course is repeated, only the second grade (regardless of what it is) will be calculated into the student's GPA. However, both grades will remain on the permanent record. In the case of a student repeating a course in which a passing grade acceptable within his/her program has already been received, the course will not be included as part of his/her course load for financial aid purposes.

Residency Requirement

All students who are enrolled in a Nyack College program within the state of New York are required by the New York State Education Department to complete a minimum of one complete

course at the Rockland campus. For each degree program, one course is designated for instruction in Rockland. Online courses do not meet this requirement.

Online programs do not have a residency requirement.

Transcripts

Requests for transcripts must be made in writing to the Registrar's Office. Students should allow a minimum of one week for processing. A charge of \$5.00 is made for the first transcript and \$1.00 for each additional copy ordered at the same time. Transcripts will not be issued if student accounts or loan payments are not up-to-date.

Transfer of Credits

Although a certain degree of uniformity exists among colleges and universities, it is also important to recognize that each institution is a unique entity in the academic world. For this reason it is not possible to guarantee absolute equivalency of credit in the transfer process. Nyack College, however, will seek to provide the most equitable transfer of credit possible within the framework of the following policies:

1. Credits will be accepted only on the basis of official transcripts. Course descriptions from academic catalogs and course syllabi are also required.
2. Course work will be evaluated on the basis of a number of factors, including, but not limited to, accreditation, equivalency of content and/or learning outcomes, and overall fit within the ethos of the program.
3. Transfer credit is not given for courses below a "B" grade.
4. Only credits, not grades or grade points, are transferred.
5. Credits are acceptable for transfer only if they were earned within the past 7 years. This is calculated from the date the credits were earned, not from the graduation date.
6. Credits are transferred to meet the degree requirements of a specific program. A change of program may significantly affect the number of transferable and applicable credits.
7. Maximum of 12 credits will be accepted into any MEd degree program.